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Expiration Date: 04/30/2022



**AI/AN FACES 2019**

**Experiences in Head Start**

**American Indian and Alaska Native Head Start Family and Child Experiences Survey 2019 (AI/AN FACES 2019)**

|  |
| --- |
| ***Spring 2020*** |

Center Director Survey

**AFFIX LABEL HERE**

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**Introduction**

**Mathematica is conducting the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2019 (AI/AN FACES 2019) under contract with the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (DHHS).**

**SURVEY INFORMATION**

**To help us understand your center better, we need you to complete this brief survey. It asks about staffing and recruitment; Native culture and language; staff education and training; curriculum and assessment; physical activity and nutrition; program management; and a few questions about yourself your center and staff as well as your thoughts about program management and your background.**

**Please be assured that all information you provide will be kept private to the extent permitted by law.**

**Thank you for taking the time to complete this survey. Questions are not always numbered sequentially, so please answer questions in the order they appear, regardless of the question number. Additionally, you may be told to skip some questions because they do not apply to you.**

**Your participation in the study is voluntary and you may refuse to answer any questions you are not comfortable answering. Your answers will not be shared with other staff at your center, or anybody else not working on this study. Please be assured that all information you provide will be kept private to the extent permitted by law. The information you provide to the study will be protected and will only be seen by selected members of the study team. The survey will take about 20 minutes of your time to complete.**

**AB. NATIVE CULTURE/LANGUAGE AT CENTER**

**Thefirst questions are about use of Native culture and language at your center.**

|  |  |
| --- | --- |
| Does your center have a cultural/language elder or specialist?  *By cultural/language elder or specialist we mean someone that you may rely on or consult with in regards to culture or language. Though culture and language are interrelated, sometimes an elder or specialist might only be consulted on one or the other, and not both.* | |
| 1 | Yes |
| 0 | No **GO TO AB3** |

Who is your cultural/language elder or specialist?

MARK ONE OR MORE BOXES

 1 A spiritual leader

 2 An influential member of the tribal or cultural community

 3 A member of the tribal or cultural community

 4 Other – *Specify*



|  |  |
| --- | --- |
| Do children at your center receive Native language lessons? | |
| 1 | Yes |
| 0 | No **GO TO AB13, PAGE 4** |

**What languages are they taught through Native language lessons? Please list all Native languages taught:**

1 

2 

3 

4 

5 

Who teaches the Native language lessons?

MARK ONE OR MORE BOXES

 1 Lead classroom teacher

 2 Assistant classroom teacher

 3 Paid aides

 4 Cultural/language elder or specialist

 5 Other – *Specify*



In what ways does your center support parent engagement in children’s Native language learning?

MARK ONE OR MORE BOXES

 1 Offering language lessons to parents

 2 Sending home flyers about the words and phrases children are learning

 3 Sending home language curriculum materials (e.g. curriculum manuals)

 4 Offering single events or workshops about the Native language and Native language learning (e.g. family nights)

 5 Sharing multimedia such as CDs or videos with language resources (e.g., audio or video of the language being spoken)

 6 Language communities

 7 Other – *Specify*



During this program year, how often have children in your center done the following as part of their Head Start activities?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **MARK ONE FOR EACH ROW** | | | | | | |  |  | DAILY | WEEKLY | MONTHLY | YEARLY | NEVER | NOT APPROPRIATE IN OUR COMMUNITY | | | a. | Listened to Elders or cultural knowledge holders tell traditional stories. | 1 | 2 | 3 | 4 | 5 | 6 | | | b. | Participated in traditional activities such as gathering/preparing food, hunting, fishing, planting, harvesting, or other traditional activities. | 1 | 2 | 3 | 4 | 5 | 6 | | | c. | Observed or listened to presentations about gathering/preparing food, hunting, fishing, planting, harvesting, or other traditional activities. | 1 | 2 | 3 | 4 | 5 | 6 | | | d. | Participated in some aspect of a community’s social dancing, singing, or drumming traditions during the Head Start day. | 1 | 2 | 3 | 4 | 5 | 6 | | | e. | Participated in a program event outside the Head Start day that included traditional dancing, singing or drumming. | 1 | 2 | 3 | 4 | 5 | 6 | | | f. | Participated in traditional craft making activities, (for example: beading, weaving, making pottery, jewelry, or dance regalia) | 1 | 2 | 3 | 4 | 5 | 6 | | | g. | Had the opportunity to observe or participate in a traditional cultural game. | 1 | 2 | 3 | 4 | 5 | 6 | | |

|  |
| --- |
| What percentage of center administrative staff and teachers are AI/AN members?  *Include both staff who come from the same or different tribes as the children and families served.* |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  | PERCENT OF TEACHERS OR ASSISTANT TEACHERS | |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | PERCENT OF ADMINISTRATIVE STAFF |

**A. Staffing and Recruitment**

**Next, we have some questions about your center, staffing and recruitment.** **We have several questions about the schedule available for Head Start funded center-based enrollment slots. These questions are focused only on Head Start slots. Please do NOT consider Early Head Start slots.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| What are the start and end dates of the program year for Head Start funded center-based slots? | | | | | | | | | | | | |
|  | MONTH | | | | YEAR | | | | | |
| A0-1a. Start date |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | |
| A0-1b. End date |  |  |  |  |  |  |  |  |  |  |

We would like to learn about the number of days per week and hours per day that services are provided for Head Start funded center-based enrollment slots.

How many days per week do Head Start funded slots in your center receive services?

MARK ONE OR MORE BOXES

 1 4 days per week

 2 5 days per week

|  |
| --- |
| How many hours a day is this program available to Head Start funded center-based slots?  *Please consider the working hours for this center, rather than the individual child or classroom.* |
| |  |  |  | | --- | --- | --- | |  |  | NUMBER OF HOURS | |

Is this program considered a full-day program or half-day program?

MARK ONE ONLY

 1 Full-day

 2 Half-day

 3 A combination of both

|  |
| --- |
| How many lead teachers are currently employed in this center?  *By “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here.* |
| |  |  |  | | --- | --- | --- | |  |  | LEAD TEACHERS | |

How many of these lead teachers were new to the center this year?

*By “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here.*

|  |  |  |
| --- | --- | --- |
|  |  | LEAD TEACHERS |

In the past 12 months, how many lead teachers left and had to be replaced?

***By “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here.***

|  |  |  |
| --- | --- | --- |
|  |  | LEAD TEACHERS |

|  |  |
| --- | --- |
| Does your center serve any children or families who speak a language other than English at home? | |
| 1 | Yes |
| 0 | No **GO TO SECTION B, PAGE 8** |

Other than English, what languages are spoken by the children and families who are part of your center?

MARK ONE OR MORE BOXES

 35 Native language(s) – *Specify*



 12 Spanish

 21 Other – *Specify*



|  |  |
| --- | --- |
| Do you have any lead teachers or assistant teachers who are bilingual?  *By “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here.* | |
| 1 | Yes |
| 0 | No **GO TO A\_C3j, PAGE 7** |

Other than English, which of the languages that are spoken by the children and families in your center are also spoken by any lead teachers or assistant teachers in your center?

***By “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here.***

MARK ONE OR MORE BOXES

 35 Native language(s) – *Specify*



 12 Spanish

 21 Other – *Specify*



|  |  |
| --- | --- |
| Are you unable to provide interpreters or translate written materials in any of the languages spoken by children and families that are part of your center because you do not have staff members that speak those languages? | |
| 1 | Yes |
| 0 | No |

**B. Staff Education and Training**

**The next questions are about efforts to promote staff education and training.**

|  |  |
| --- | --- |
|  | Programs and centers can support staff’s professional development in a lot of different ways. Does your program or center offer the following to teachers, family child care providers, or home visitors? |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **MARK ONE FOR EACH ROW** | | | |  |  | YES | NO | | 14. | Support/funding to attend Tribal, regional, state, or national early childhood conferences | 1 | 0 | | 5. | Paid substitutes to allow teachers time to prepare, train, and/or plan | 1 | 0 | | 6. | Coaching/mentoring | 1 | 0 | | 1. | Other types of consultants hired to work directly with staff to address a specific issue or concern | 1 | 0 | | 7. | Workshops/trainings sponsored by the program | 1 | 0 | | 8. | Workshops/trainings provided by other organizations | 1 | 0 | | 9. | A community of learners, also called a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert | 1 | 0 | | 10. | Time during the regular work day to participate in Office of Head Start T/TA webinars | 1 | 0 | | 11. | Tuition assistance for Associate’s or Bachelors’ courses | 1 | 0 | | 12. | Onsite Associate’s or Bachelor’s courses | 1 | 0 | | 13. | Tuition assistance for courses toward getting a credential | 1 | 0 | | 99. | Other – *Specify* | 1 | 0 | |  |  |  |  | | |

|  |  |
| --- | --- |
|  | How often do the following staff typically participate in training and technical assistance activities? Is it every week, 2 or 3 times a month, monthly, once every few months, or once a year or less?  *By “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here.* |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | **MARK ONE FOR EACH ROW** | | | | | | |  |  | WEEKLY | 2 OR 3 TIMES PER MONTH | MONTHLY | ONCE EVERY FEW MONTHS | ONCE A YEAR OR LESS | DON’T KNOW | | a1. | Center-based lead teachers, by “lead teacher” we mean the head or primary teacher in the classroom. If teachers are co-teachers count them here. | 1 | 2 | 3 | 4 | 5 | d | | a2. | Assistant teachers | 1 | 2 | 3 | 4 | 5 | d | | b. | Family service workers | 1 | 2 | 3 | 4 | 5 | d | | |

Who conducts the professional development activities?

MARK ONE OR MORE BOXES

 1 Center or grantee staff

 2 Community resources

 3 Consultants

 11 AI/AN T/TA provider

 5 National Head Start Association

 10 State conferences

 15 Regional conferences

 16 National conferences

 17 Tribal conferences

 7 Private companies or organizations

 13 OHS Regional T/TA Providers

 14 OHS National Centers

 12 Cultural/language elder or specialist

 8 Other – *Specify*



 9 Do not have professional development activities

|  |  |
| --- | --- |
| Has your center consulted with a regional T/TA specialist? | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Has your center consulted with AI/AN T/TA specialists, either early childhood education (ECE) specialists or grantee specialists? | |
| 1 | Yes |
| 0 | No |

How often are teachers given a formal performance evaluation?

MARK ONE ONLY

 1 Two or more times per year

 2 Once a year

 3 Once every two years

 4 Once every three years

 5 Once every four years or more

 0 No formal evaluations are conducted

**E. Curriculum and Assessment**

**The next questions are about curriculum and assessment.**

|  |  |
| --- | --- |
|  | How often are each child’s assessment results reported to the following people? |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | **MARK ONE FOR EACH ROW** | | | | | |  |  | NEVER | ONCE AT THE BEGIINNING OF THE YEAR | ONCE AT THE END OF THE YEAR | BEGINNING AND END OF YEAR | MORE OFTEN THAN TWICE PER YEAR | | a. | Reported to parents | 1 | 2 | 3 | 4 | 5 | | b. | Reported to program administrators | 1 | 2 | 3 | 4 | 5 | | c. | Recorded in child’s record | 1 | 2 | 3 | 4 | 5 | | |

|  |  |
| --- | --- |
| Does your center use a particular parent education or parent support curriculum?  *A parent education or support curriculum aims to build parents’ knowledge and give parents the opportunity to practice parenting skills that support their children’s learning and development. Parents are the intended audience of this type of curriculum.* | |
| 1 | Yes |
| 0 | No **GO TO SECTION K, PAGE 12** |

**K. Physical Activity and Nutrition**

**The next questions are about physical activity and nutrition in your program.**

|  |  |
| --- | --- |
| Does your center have a policy stating the amount of gross motor activity time children should receive each day?  *Gross motor activity for children includes activities where the children use their large muscles for running, walking, dancing, kicking, keeping their balance, jumping, throwing, catching, and other types of active play. Questions in this part of the survey are about how children spend their active play time inside and outside, the ways in which you encourage activities, and communication with parents about the importance of gross motor activity.* | |
| 1 | Yes |
| 0 | No **GO TO K3** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| On a typical day, how much time does your policy state the children should spend doing gross motor activity outdoors and indoors? | | | | | | | | | |
|  |  |  |  |  |  | MINUTES |  |

|  |  |
| --- | --- |
| Have you talked with any of your teachers about children’s weight? | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Have you talked with any of your teachers about how to talk to parents about children’s weight? | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
|  | How often do you do any of the following? |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  | **MARK ONE FOR EACH ROW** | | | | |  |  | NEVER | ABOUT ONCE OR TWICE A YEAR | A FEW TIMES A YEAR | ABOUT ONCE A MONTH | MORE FREQUENTLY THAN ONCE A MONTH | | | a. | Send information about physical activity home to parents | 1 | 2 | 3 | 4 | 5 | | | b. | Invite parents to participate in program education activities about physical activity | 1 | 2 | 3 | 4 | 5 | | | c. | Share information with parents about programs that can help foster physical activity outside of the classroom such as programs at a local community center | 1 | 2 | 3 | 4 | 5 | | | d. | Invite parents to participate in classroom education activities about healthy eating | 1 | 2 | 3 | 4 | 5 | | | |

**H. Overview of Program Management**

**The next questions are about program management.**

|  |  |
| --- | --- |
|  | In the past 12 months, have you participated in the following kinds of professional development? |
| |  |  |  |  | | --- | --- | --- | --- | |  |  | **MARK ONE FOR EACH ROW** | | |  |  | YES | NO | | a. | College or university course(s) related to your role as a manager or leader (for example, a course on leadership, management and administration, human resources, or a course for a specific license, certificate, or other type of credential) | 1 | 0 | | b. | Visits to other Head Start or early childhood programs to improve your own work as a center director | 1 | 0 | | c. | Formal coaching/mentoring that is provided by your program | 1 | 0 | | d. | A network or community of Head Start and other early childhood program leaders organized by someone outside of your program, for example a professional organization | 1 | 0 | | e. | A leadership institute offered by Head Start  *A leadership institute is a type of conference or workshop that provides an opportunity to learn new skills or discuss important issues related to leadership. Sometimes leadership institutes are specifically for staff who have named leadership roles in their centers or programs (like directors or managers), but leadership institutes can also include other types of staff who want to learn about leadership issues.* | 1 | 0 | | f. | A leadership institute offered by an organization other than Head Start | 1 | 0 | | g. | Trainings related to your role as a manager or leader (for example: NIHSDA Management Training Conference, Native American Child and Family Conference, Head Start governance training, CLASS training | 1 | 0 | | |

To do your job as a center director more effectively, what additional help do you need? Select the top three.

MARK UP TO THREE (3) BOXES

 4 Program improvement planning

 5 Budgeting

 6 Staffing (hiring)

 10 Data-driven decision making

 15 Establishing good relationship with OHS, program and/or grant specialist

 13 Leadership skills (for example, diplomacy skills, coaching skills)

 7 Teacher evaluation

 8 Evaluation of other program staff

 9 Teacher professional development (for example, conducting classroom observations)

 1 Educational/curriculum leadership

 12 Integrating Native culture and language into the curriculum

 3 Creating positive learning environments

 2 Child assessment

 11 Working with parents, extended family and community caregivers

 14 Building relationships with Tribal leadership

 16 Working with and partnering in the community

 17 Assessing community needs

**I. Employment and Educational Background**

**Now, we’d like to ask you some questions about your professional background and your job with Head Start.**

|  |
| --- |
| In total, how many years have you been a director…  *Please round your response to the nearest whole year.* |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | NUMBER OF YEARS | | | | | I0. In any early childhood program |  |  |  |  | | I2a. In any Head Start program |  |  |  |  | | I2b. Of this Head Start center |  |  |  |  | |

|  |
| --- |
| In total, how many years have you worked…  *Please round your response to the nearest whole year.* |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | NUMBER OF YEARS | | | | | I2. With any Head Start program |  |  |  |  | | I2c. As part of any Head Start program’s management team |  |  |  |  | | I2d. As a teacher or home visitor in any Head Start program |  |  |  |  | |

|  |
| --- |
| In what month and year did you start working for this Head Start program? |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | MONTH |  |  |  |  |  | YEAR |  | |

|  |
| --- |
| How many hours per week are you paid to work for Head Start? |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  | HOURS | |

|  |
| --- |
| What is your total annual salary (before taxes) as a center director for the current program year? |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | $ |  |  |  | **,** |  |  |  | **.** | 0 | 0 | DOLLARS PER YEAR | |

|  |  |
| --- | --- |
|  | In your current Head Start position(s), how much do the following make it harder for you to do your job well? Do they make it a great deal harder, somewhat harder, or not at all harder for you to do your job well? |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **MARK ONE FOR EACH ROW** | | | |  |  | GREAT DEAL HARDER | SOMEWHAT HARDER | NOT AT ALL HARDER | | a. | Time constraints (not enough hours in the day) | 3 | 2 | 1 | | b. | Too many conflicting demands | 3 | 2 | 1 | | c. | Not a high enough salary for the job demands | 3 | 2 | 1 | | d. | Lack of support staff | 3 | 2 | 1 | | e. | Not enough training and technical assistance for professional development | 3 | 2 | 1 | | f. | Not enough support and communication from administration | 3 | 2 | 1 | | g. | Not enough funds for supplies and activities | 3 | 2 | 1 | | h. | Dealing with a challenging population | 3 | 2 | 1 | | i. | Staff turnover | 3 | 2 | 1 | | j. | Lack of parent support | 3 | 2 | 1 | | k. | Lack of qualified teaching staff | 3 | 2 | 1 | | o. | Tribal leadership changes | 3 | 2 | 1 | | l. | Anything else? *Specify* | 3 | 2 | 1 | |  |  |  |  |  | | |

**GO TO I15b, PAGE 19**

What is the highest grade or year of school that you completed?

MARK ONE ONLY

 1 Up to 8th Grade

 2 9th to 11th Grade

 3 12th Grade, but No Diploma

 4 High School Diploma/Equivalent

 5 Vocational/Technical Program after High School

 7 Some College, but No Degree **GO TO I14, PAGE 19**

 8 Associate’s Degree

 9 Bachelor’s Degree

 10 Graduate or Professional School, but No Degree

11 Master’s Degree (MA, MS)

12 Doctorate Degree (Ph.D., Ed.D.)

13 Professional Degree after Bachelor’s Degree (Medicine/ MD, Dentistry/ DDS, Law/JD, etc.)

In what field did you obtain your highest degree?

MARK ONE ONLY

 1 Child Development or Developmental Psychology

 2 Early Childhood Education

 3 Elementary Education

 4 Special Education

 11 Education Administration/Management & Supervision

 12 Business Administration/Management & Supervision

 5 Other field – *Specify*



|  |  |
| --- | --- |
| Did your schooling include 6 or more college courses in early childhood education or child development? | |
| 1 | Yes **GO TO I15b** |
| 0 | No **IF YOU COMPLETED SOME COLLEGE, BUT DO NOT HAVE A DEGREE, GO TO I15b, OTHERWISE GO TO I15** |

|  |  |
| --- | --- |
| Have you completed 6 or more college courses in early childhood education or child development since you finished your degree? | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Do you currently hold a license, certificate, and/or credential in administration of early childhood/child development programs or schools? | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Do you have a Child Development Associate (CDA) credential? | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Do you have a state-awarded preschool teaching certificate or license?  *A “teaching certificate or license” is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency. Usually a teacher would have to apply for a certificate or license after meeting those requirements.* | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Do you have a state-awarded teaching certificate or license for ages/grades other than preschool?  *A “teaching certificate or license” is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency. Usually a teacher would have to apply for a certificate or license after meeting those requirements.* | |
| 1 | Yes |
| 0 | No |

|  |  |
| --- | --- |
| Including your post-secondary degree, graduate degree, and certification programs, etc., are you currently enrolled in any additional training or education? | |
| 1 | Yes |
| 0 | No |

What kind of training or education program are you enrolled in?

MARK ONE or more boxes 1 Child Development Associate (CDA) Degree Program

 2 Teaching Certificate Program

 3 Special Education Teaching Degree Program

 4 Associate’s Degree Program

 5 Bachelor’s Degree Program

 6 Graduate Degree Program (MA, MS, PH.D. or Ed.D.)

 7 License, certificate and/or credential in administration of early childhood/ child development programs or schools

 8 Continuing Education Units (CEUs)

 9 Other – *Specify*



|  |  |
| --- | --- |
| What is your sex? | |
| 1 | Male |
| 2 | Female |
| 3 | Prefer not to answer |

|  |
| --- |
| In what year were you born? |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  | YEAR | |
|  |

|  |  |
| --- | --- |
| Are you of Spanish, Hispanic, or Latino origin? | |
| 1 | Yes |
| 0 | No |

What is your race?

MARK ONE OR MORE BOXES

 11 White

 12 Black or African American

 13 American Indian or Alaska Native

 27 Asian

 26 Native Hawaiian, or other Pacific Islander

 25 Another race – *Specify*



|  |  |
| --- | --- |
| Do you speak a language other than English | |
| 1 | Yes |
| 0 | No **GO TO SECTION IJ, PAGE 21** |

What languages other than English do you speak?

MARK ONE OR MORE BOXES

 33 Your Native language – *Specify*



 34 Other Native language(s)– *Specify*



 12 Spanish

 21 Other – *Specify*



**End**

**Thank you very much for participating in AI/AN FACES 2019!**