

**HEAD START  
TRIBAL CONSULTATION**

**March 19, 2013  
Albuquerque, New Mexico  
Regions VI, VIII, and IX**

**Final Report**

Presented by:  
Yvette Sanchez Fuentes, Director  
Office of Head Start

## **Introduction**

Pursuant to the Department of Health and Human Services Tribal Consultation Policy and Section 640 (l)(4) of the Head Start Act, in 2013 the Office of Head Start (OHS) is convening six Tribal Consultation sessions for the purpose of better meeting the needs of American Indian and Alaska Native (AIAN) children and families, taking into consideration funding allocations, distribution formulas, and other issues affecting the delivery of Head Start services in their geographic locations.

OHS is committed to meaningful consultation with Tribes through which elected officials and other authorized representatives of Tribal governments have the opportunity to provide meaningful and timely input prior to the development of policies or regulations, the interpretation of existing regulations, or other policies or procedures that affect Indian Tribes. OHS is committed to seeking input from AIAN governing bodies, leaders, and individuals designated by Tribal Leaders and incorporating such input into its decision-making process related to all matters that significantly affect Tribes and AIAN children and families.

The 2013 schedule is as follows:

March 19, 2013	Albuquerque, New Mexico
May 9, 2013	Green Bay, Wisconsin (cancelled)
June 11, 2013	Spokane, Washington
July 26, 2013	Tulsa, Oklahoma
September 2013	Rapid City, South Dakota (unconfirmed)
October 23, 2013	Fairbanks, Alaska (unconfirmed)

By Notice in the Federal Register, dated February 20, 2013, OHS notified AIAN leaders of a Tribal Consultation for Tribes in Regions VI, VIII, and IX on March 19, 2013, in Albuquerque, New Mexico, being held in conjunction with the 32<sup>nd</sup> Native American Child and Family Conference (NACFC), presented by the Southwest Consortium of Indian Head Start Programs, Inc. The following Report reflects comments and recommendations raised by AIAN leaders and representatives, comments and responses from OHS, and areas identified as requiring additional follow-up as discussed at the Tribal Consultation. (Separate reports for each Tribal Consultation will be issued following each of the dates listed above.)

## **Participants**

*Office of Head Start:* Yvette Sanchez Fuentes, Director, Office of Head Start; Captain Robert Bialas, Regional Program Manager, Region XI. Additional OHS staff participated via conference call: Robin Brocato, Program Specialist; Shohreh Fathieh, Program/Management Analyst; Delroy Grant, Program Specialist; WJ Strickland, Senior Program Specialist; and Donald Wyatt, Senior Program Specialist.

*Tribal leaders and Tribal representatives:* (See Appendix for detailed listing.)

## **Introductory Remarks**

The Tribal Consultation began with opening remarks from OHS Director Yvette Sanchez Fuentes. Director Sanchez Fuentes emphasized that the Consultations are to engage with Tribes and to learn about their concerns, challenges, and successes. It is also a time to hear solutions and to find ways in which OHS can support Tribes.

She affirmed the commitment of OHS to engage in meaningful discussions with American Indian and Alaska Native governments to ensure that needy children and families receive the quality services they deserve.

Director Sanchez Fuentes briefly spoke to the sequestration order signed by President Obama on March 1. The order puts into place cuts totaling \$85 billion across the government. These cuts affect all of Head Start: programs, contracts, and monitoring efforts. She stressed that it will be up to Tribal leaders, parents, and the community to determine how to absorb these cuts. More guidance will be forthcoming once the national budget has been approved. It was emphasized that OHS will not approve cuts to quality. Efforts must continue to provide quality Head Start services.

Captain Bialas introduced himself and emphasized the need to work together. Head Start is here for the children. Training and technical assistance (T/TA) is in place, and the T/TA providers should be utilized to ensure that quality services are being provided. Tribal representatives were invited to offer their testimonies.

## **Discussion/Comments of AIAN and OHS Participants**

In addition to participant comments at the Tribal Consultation, written testimony was submitted by the following: Diana McCovey-Ferris, Council Member, Hoopa Valley Tribe; Walatowa Head Start, Pueblo of Jemez; Pueblo of Zuni Head Start Programs, Zuni Tribe; Marcelino Aguino, Governor, Ohkay Owingeh.

### **A. Tribal Consultations – AIAN Participant Comments**

- The Consultations are meaningful. Tribes are invited to participate with the expectation of promises that are result-oriented. Tribes want something to occur at the national level. Tribes want to walk away with assurances that these discussions are taken to heart and that the national level can bring about positive change.
- Head Start is extremely regulated. There are too many reports, but no feedback. Policy Council is the governing voice for Tribal Head Start schools, and Tribes respect that.
- Over the past three years, there have been Consultations and participants received a thank you for attending. However, the Consultations do not address the issues. Consultations are meaningful when Tribes receive solutions. It is time to stand together as Head Start organizations.
- One Tribe met with the Office of Head Start in Washington, DC, a few weeks ago. The Tribe and OHS share the same concerns. The Tribe hopes that OHS will listen to their

voices. Tribal laws are in conflict with Head Start regulations. Everyone has the same problems, and everyone must work together.

- While there are challenges and requirements to meet, Tribes need to pull together and find solutions. There are good ideas and great commitment for Head Start and to children. The Tribe hopes that OHS continues to work with Indian Country to meet the challenges.

### **Tribal Consultations – OHS Responses**

- It is the Office of Head Start's intent to gather this information and to turn it around quickly, as it relates to individual pieces. There are some issues that OHS cannot change, such as those related to the legislature. For other issues, OHS can think through and work on them.
- Each written testimony received will receive a response. It is OHS's responsibility to communicate. OHS will respond to all letters. Each of the 16 Program Specialists will be setting up calls to continue the conversation.

### **B. Teacher Qualifications – AIAN Participant Comments**

- Ohkay Owingeh teachers who have received the required accreditation are entitled to increased pay which the programs cannot afford. As a result, these accredited teachers leave, and programs must begin the process of credentialing all over again. It has become very difficult to retain qualified teachers when the pay is not fair compensation for the requirements we ask of the teachers. How is this being handled with federal sequestration?
- Language certification is required, but it is difficult to find a certified language teacher. Tribal Council certifies an individual to teach the Tribal language. However, Head Start does not recognize this certification, as required. How can we deal with that?
- Teacher qualification mandates is a major concern for Zuni Tribe. The Tribe needs OHS assistance in developing solutions. Fifty percent of the Tribe's Head Start teachers have attained the requirements, but funding support is needed to keep those teachers. They have dedication and commitment, but times are hard. These teachers need financial security.
- In Hoopa Valley, the nearest college is 65 miles away. There is a small extension campus with limited admittance. Teachers must take night classes, which makes it difficult for their families. Many have been in Head Start for more than 30 years. In Indian Country, it is the Elders who teach us. Teachers want to attend the classes and are trying, but many families do not have Internet service or computers. The issue is not that people do not want to attend school, but it is the timeliness. The Tribe asks for more time for those in rural areas with no direct access to schools.
- The Apache Reservation is in a rural area away from a city center. There is one local college, but it is limited. Teachers are encouraged to get the requirements, but it is difficult.
- One Tribe is located above the Grand Canyon, where the nearest town is Flagstaff, AZ. There is one computer and no power at night. Everything must be brought in. It is not

practical for teachers to attend online courses. Teachers who manage to get the credentials soon leave because the Tribe cannot increase their pay.

- The Lac du Flambeau Tribe will match 100 percent of Head Start funds to keep qualified teachers in the program. However, once teachers receive the credentials, they leave for public schools because those schools offer retirement packages. What is the solution? Is there a national retirement package for Head Start teachers?
- The biggest challenge for the Sisseton-Wahpeton Oyate Tribe is the education of Head Start teachers. The Tribe cannot meet the requirement. This is an ongoing problem. Internet is not always the answer because access is not always reliable. Is it possible to develop an educational cohort across AIAN Head Start programs that can offer weekend classes? What can Head Start do to assist Indian Tribes in establishing these cohorts? If programs could commit two weekends per month, it would be possible to complete the requirements. Also, a national Head Start retirement package is needed. Staff need to believe that this is a career field.
- The Sisseton-Wahpeton Oyate Tribe is facing an extreme challenge in teacher credentialing and pay. Is it possible to provide a bridge program for teachers? Staff need direction and guidance in planning their career.
- New Mexico has the New Mexico Indian Act that offers alternative licensure determined by Tribal Leadership and issued by the New Mexico Department of Education. Other states have adopted similar Indian education acts. Can something similar be an avenue for teacher certification?
- The requirements for a Bachelor of Arts (BA) for education coordinators and a BA in early childhood are a concern. One Tribe has staff who hold master's degrees in childhood education but not in early childhood.
- The Collaboration Offices presented a white paper to the OHS Director to offer training to teachers through a hybrid program. The idea should be revisited. This is presently still being worked on.
- The Hopi Tribe would like to see the teachers enjoy the teaching and enjoy the children. With all the mandates and standards, teachers have become monitors and do not interact as much with the children. Teaching staff need a retirement package. Program Directors and Tribal Leaders need to voice their concerns. Tribes must come together to let legislators know what is needed.

### **Teacher Qualifications – OHS Responses**

- OHS understands that many teachers who receive their degrees leave Head Start to obtain a higher paying position. We ask you to document all staff who have received their degrees, why and when they left their position, and their new positions. This information will provide OHS with the complete picture.
- We encourage certified language teachers work with the other teachers in the classroom who meet the HS teacher qualifications as a team. It is not necessary to have the language teachers meet the HS teacher requirements if she/he is not considered the teacher or teacher assistant.
- OHS supports tribal elders and other speakers of the tribal language to be involved within the HS/EHS program. We also require that the credentialing requirements be adhered to.

- While some Tribes have challenges with Internet access, the use of regular mail is also an alternative for teacher qualifications. Head Start must work together to meet these mandated requirements. Programs are encouraged to notify OHS if they are having challenges and to provide ideas about putting together a professional development plan. Head Start can work together, but OHS needs to know about programs' plans and how staff will be supported. When feasible, three staff can work in the classroom – the curriculum and daily instructional practices need to be clear so that the tribal language can be modeled and used naturally within the educational setting at the same time the early childhood qualified and knowledgeable staff can provide and integrate that important piece of teaching and learning as well.
- The mandate for teachers to attain certifications is a national mandate. OHS will not shut down any Tribal Head Start program because teachers do not meet the qualifications. The priority is whether all staff have a professional development plan. If staff are not on a continuous quality improvement program, programs will be cited. OHS must see progress. Head Start programs must ensure that all staff receive the continuous improvements they need. OHS appreciates all the challenges faced by programs and recognize that these challenges are different. The day-to-day job of Program Specialists is to look at the whole picture and understand it. There is no simple answer, but OHS wants to work with programs to identify the solutions.

### **C. Sequestration – AIAN Participant Comments**

- If funds are cut 5 percent, Ohkay Owingeh may not be able to serve all children. Currently, the program serves non-Native children throughout the community, but may not be able to serve them with the funding cuts.
- President Obama promised more early childhood education, but it is still unfunded and does not receive the kind of T/TA it needs. Now there is sequestration, but early childhood education should be exempt. This is funding for education of the young. Education is the foundation or building blocks for children. The federal government needs to strengthen and better early childhood education. Tribes need to improve their funding situation.
- Last year one program's staff developed a budget with 11 percent cuts due to anticipated budget cuts which did not go through. This year staff was directed to budget at 8 percent. As a result, all training and travel have been put on hold unless necessary. The program does not know what the future will look like. Will sequestration come every year? The program feels vulnerable each year. There have been discussions on cutting staff, closing on Fridays, and changing coordinators to part-time during the summers. Once cuts are in place will they be forever?
- Each state has its own priorities and standards. The Navajo Nation oversees 92 Head Start programs. Sequestration will affect the Navajo Nation in a big way. The Tribe appreciates that OHS insists on quality as a priority. But there is a conflict in letting go of staff. The Navajo Nation will need to dismiss staff who have been there more than 30 years, and these employees do not understand.
- The Apache Tribe does not know where to make cuts or where to expand services.

- The 5 percent cuts are confusing. Will an official letter from OHS be forthcoming?

#### **Sequestration – OHS Responses**

- Head Start did not send out any official letters to individual grantees on sequestration. OHS released Program Instruction Head Start (13-01) regarding sequestration.
- The final fiscal year (FY) 2013 funding level for Head Start is \$7,573,194,006. All Head Start, Early Head Start, American Indian and Alaska Native Head Start, and Migrant and Seasonal Head Start grants will be reduced by 5.27 percent. The new FY2013 funding levels for all Head Start grants are available in the Head Start Enterprise System, directly on each grantee's homepage. These funding levels should be considered grantees' final funding levels until Congress takes action on a FY2014 budget.
- Those programs that were funded within the FY2013 funding year received 80 percent of their budget. The remaining balance will be affected by the sequestered amount. Documentation will be sent when there is a finalized federal government budget.
- Those programs funded with FY2012 funds will not be affected by sequestration.

#### **D. Designation Renewal System (DRS) – AIAN Participant Comments**

- Programs should not compete with other agencies or other non-Tribal grantees because of who and what they are. The federal government has a trust responsibility to recognize all Tribes. It is not right that Tribes must compete to educate Tribal children with non-Native entities.
- Tribal Nations should be exempt from DRS. Tribal Head Start programs are different. The only way to obtain funding is through the legislature.
- Currently, there are 152 AIAN programs; 49 are in DRS. That is one-third of AIAN, which seems excessive. This is a concern. AIAN programs should be looked at separately and not combined with regional programs.
- The monthly DRS calls with Program Specialists have been successful. It is appreciated; it is a huge step.
- An Early Head Start (EHS) program was told it does not have to follow CLASS. But, if that program goes through the DRS process, it does affect funding. Why would EHS fall into DRS?
- Where is the funding that was given back by programs?
- One program had a deficiency because of Head Start standards regarding health. The program does not have a health person to assist with health services, and staff are not qualified. How can this deficiency be rectified? Will this deficiency be taken into consideration when cuts are made? How can these requirements be assessed differently?

#### **Designation Renewal System (DRS) – OHS Responses**

- Tribal governments will select grantees that can compete for the grant. That speaks to the sovereignty of the Tribal governments. In the event that competition is required, it will be

subject to the “Prohibition Against Non-Indian Head Start Agency Receiving A Grant For An Indian Head Start Program” clause found at Section 641(e) of the Head Start Act.

- Once a program is notified, OHS sets up phone calls to begin discussions. Within 2-to-4 weeks, a team visits the program to help the program develop a plan to improve quality. The plan must be completed within 6 months from the date of the notification. After the plan has been developed, it must be signed by the Tribal government and the OHS Director. OHS will ensure that T/TA begins immediately after a program has been notified it has scored in the lowest 10 percent. At the end of 6 months, the process will move forward with the plan that has been developed and agreed upon by the Tribal government and OHS. If a program does not meet any of the DRS conditions at end of the next 6-month period, the program does not have to re-compete. The program will receive a non-competitive 5-year grant.
- OHS will schedule reviews for those Region XI AIAN Head Start grantees currently in DRS. OHS wants to avoid any AIAN Head Start programs going into re-competition.
- Eligible grantees scheduled to receive a 5-year grant will receive the 5-year grant award letter within the next few months. AIAN Head Start programs have the same criteria as all programs. Everyone who has submitted letters will be notified once the final decision has been reached.
- Region XI AIAN Program Specialists are in contact with all AIAN Head Start programs to ensure we are working with all of the grantees to avoid DRS. Upon receipt of the On-Site Monitoring Report, OHS wants to work with Tribal programs immediately to ensure communication is ongoing to avoid deficiencies, correct Area of Non-compliances, and enhance School Readiness goals. OHS and programs must work harder and smarter together to find solid solutions and to find what caused the deficiency and correct it.
- While going through DRS can be challenging, one thing we have appreciated with this process is it really makes OHS and Tribal Governments work together and work closer than we have historically, which is something we are very excited and happy about. OHS has worked directly with Tribal leadership throughout this process and the opportunity to do that has been a blessing to OHS federal staff, our T/TA contract partners with FHI 360 and the National Center for Quality Teaching and Learning through the University of Washington, and hopefully to our grantees in Region XI.
- Some grantees have relinquished funds, and OHS is considering what to do with those funds – these funds will stay in Region XI.
- Should one or more of the conditions identified in 45 CFR 1307.3 occur within any Head Start or Early Head Start agency, that grant then falls into DRS. If that grant includes a Head Start and Early Head Start program then it does unfortunately pull the Early Head Start into competition as well.

#### **E. CLASS – AIAN Participant Comments**

- The CLASS instrument is not sensitive to Indian Country. Children are listeners and observers – that is how they are taught. Last year, one program was reviewed in April and received a letter from OHS in January stating that CLASS scores were fine. But once they

were compared nationally, the scores dropped substantially. OHS needs to look at that system. The system must involve Tribes and directors who are in the classrooms. OHS should include Tribes in decisions about mandates so that Tribes can get involved early.

- One program has requested classroom training but has still not received it.
- Children need to be exposed to the environment. They can learn a lot about stewardship.
- CLASS is not appropriate for Native communities. Tribes are dealing with multi-generational trauma. There is lack of emotional support for the children. Many are still going through the trauma of enforced border schools.
- Teachers attending degree programs are being taught in a Western style. When these teachers return to the Indian schools, Tribes ask them to unlearn. The focus is on an emergence approach. Tribes and OHS need to work together to identify what they want for the curriculum for teachers.
- Because programs are being monitored on CLASS, the T/TA services should be free but are not. T/TA provides for cluster trainings, but the program is responsible for materials. This must be reconsidered in light of the 5 percent sequestration cuts.
- Seasoned teachers are needed for the CLASS curriculum. Those with first teaching jobs would find it difficult. Is there a way for the Centers of Excellence teacher partners to work with programs?

#### **CLASS – OHS Responses**

- OHS uses the CLASS instrument to monitor the quality of teacher-child interactions in programs. OHS worked with CLASS developers to modify the use of CLASS for the purpose of obtaining a grantee-level score during monitoring visits. As a result, while it is recommended that four observation cycles per classroom be completed when CLASS is used for the purpose of professional development, when CLASS is used for monitoring two observation cycles per classroom are completed.
- CLASS scores can result in a program being put into DRS for one of two reasons: 1) the program scores below the minimum threshold in one or more of the three domains; or 2) the program scores in the lowest 10 percent nationally in one or more of the three domains.
- CLASS scores for an entire review season are analyzed at the end of that season in order to determine the figure to be used in calculating the lowest 10 percent. As a result, programs that scored in the lowest 10 percent are not notified until the end of the monitoring season.
- The T/TA provided by FHI360 is free. The materials for the CLASS training must be purchased through a third party company, thus a cost is incurred by the grantee for the materials.
- CLASS scores have been increasing. OHS spent a year in consultations to determine T/TA needs to provide targeted T/TA. So far, Head Start is doing a good job. But both parties must cooperate.

## **F. School Readiness – AIAN Participant Comment**

- How do the priorities of local communities tie into the OHS school readiness initiative? Is it aligned with the state's Department of Education school readiness goals? How is school readiness used with respect to the different standards in public schools?

## **G. Monitoring – AIAN Participant Comments**

- Audit reviewers (Monitoring Reviewers) do not understand what each Tribe is trying to put into place. They do not correctly convey what the Tribes are doing.

### **Monitoring – OHS Response**

- Since December 2012, 100 percent of review teams for AIAN programs have included Native Americans. The review teams have hectic schedules; they put in a lot of work. If anyone has extra time, they may want to consider a position as a reviewer.
- Reviewers are being recruited here at the conference. Please see the Danya table for additional information.

## **H. Fiscal Issues and Non-Federal Share (NFS) – AIAN Participant Comments**

- During the 2011 Tribal Consultations, T/TA providers were asked to come and get a better understanding of the regulations, but T/TA did not come. Tribes need to be educated about Head Start accounting practices.
- One Head Start center is located on property owned by the Tribe. Head Start is not the owner of the building. The program would like to use it as a match, but it does not work out. To use it in that way, the property must be devalued. The program needs to talk with OHS to better understand the situations associated with property match.
- Twenty percent NFS is too high.

### **Fiscal Issues and Non-Federal Share (NFS) – OHS Response**

- In July 2012, FHI360 was awarded the T/TA contract for OHS. All Region XI AIAN Head Start programs can request T/TA through their identified Program Specialist and FHI360.
- If the Region XI AIAN Head Start programs cannot meet the 20 percent NFS, submit a waiver to your Program Specialist to reduce the NFS

## **I. Facilities and Transportation – AIAN Participant Comments**

- Ohkay Owingeh has had many difficulties in obtaining a new bus. All efforts have proved unsuccessful. The Tribe plans to ask Congress for assistance.
- Three years ago, one program was in need of buses. The Head Start Director found money to purchase the buses. Tribal Councils must use the resources they have available, and the rest must come from the federal government. The Hopi want to dialogue at the local and federal level.
- Since transportation is considered a priority, OHS should allocate funds for transportation to accommodate those in rural areas. More money is spent on repairs instead of purchasing a new bus.
- Many Head Start programs are located on private property and rent their facilities. This should change.
- The Head Start program cannot serve all eligible children in one community where 80 percent of adults are unemployed.
- This year, the Apache Reservation had 450 eligible children, but space for only 250. The program needs to expand. However, the main concern of Policy Council was to do nothing about expansion to ensure the children receive the services. The Tribe has a waiting list of 80 children.
- One program needs to expand. The current building is limited. With the help of OHS, a solution may be found. The program is thankful for OHS and has many success stories, but things are not proceeding as quickly as it would like.
- In many communities that are close to main highways, there is high criminal activity. Head Start programs are not fenced in like the public and bordering schools. Head Start programs need adequate security.

### **Facilities and Transportation – OHS Response**

- Programs are encouraged to work with OHS to explore what can be done to meet transportation needs.

## **J. Home Language and Culture – AIAN Participant Comments**

- What is the OHS commitment to supporting research in home languages? Will there be funds available? Across Indian Country, many are being challenged about their language. Outside influences impact cultural customs and practices. Some 80 percent of the population is still taught Native ways.
- Tribes need to maintain cultural teachings to keep strong and to keep identity. Teachers are inventive in integrating cultural dances and language. Tribal Leaders support this.
- The Navajo Nation offers bilingual education. Eighty-five percent of young children know the Navajo language, but it is decreasing. There is a written language, but children have difficulty. Bilingual education needs funding to develop programs that reinforce this education.

- Preserving language is important. Tribes need to continue to teach culture and language to children.

#### **Home Language and Culture – OHS Response**

- OHS is supportive of concerns and efforts to find ways to integrate immersive classrooms.
- OHS has many regulations, but how they are implemented is up to the programs.
- OHS can be flexible, but programs must be able to explain their plan and show that their curriculum is quality and can work for the community. OHS needs an understanding in order to justify this to Congress. OHS can work with Tribes.

#### **K. Disabilities – AIAN Participant Comments**

- Forty-five percent of children have been identified as having challenges, with high autism and speech and language delays. Students are falling behind. Tribes want to start earlier with students, but it is a challenge if they cannot hear. There needs to be greater focus on identifying children with disabilities earlier. A smoother transition into kindergarten is also needed for these children.
- Tribes understand that the 10 percent disabilities requirement is a legislative mandate. However, it has been a challenge. One Tribe has submitted a waiver over the past three years and understands that it can continue to request waivers. Since this must go through the state program, the state considers mental health services as something it would never provide. But 20 percent of the community’s children are receiving these services. Qualification issues are a major concern for this program.

#### **L. Health Managers Descriptive Study – AIAN Participant Comments**

- A recent Health Managers Descriptive Study was completed and sent to Tribal programs. In the packet, there was mention of convening an AIAN advisory committee. How will committee members be selected?

#### **Health Managers Descriptive Study – OHS Response**

- The purpose of the study is to provide a current snapshot of health-related activities and programming within Head Start and Early Head Start programs, to better understand the context in which the Head Start and Early Head Start health service area operates, and to identify the current needs of health managers and health staff as they work toward improving the health of Head Start and Early Head Start children, parents, and staff. This study will provide an understanding of what Head Start programs are doing in the health services area and provide needed information about the areas in which further assistance may be needed.

## **M. Communication – AIAN Participant Comments**

- The time difference between Washington, DC, and the West Coast must be considered when responses are needed. Conference calls and trainings should also consider the time differences.

### **Communication – OHS Responses**

- Usually, OHS does not require an immediate response from programs. OHS makes every effort to schedule Webinars and Webcasts in the afternoons on the East Coast to accommodate West Coast participation.
- OHS asked Tribes if they were aware of how to request T/TA services. OHS will forward the one-page T/TA form to all participants, with instructions on the process for requesting T/TA services. Programs are requested to work through their Program Specialists to complete the form and to submit it to OHS. All submitted requests are tracked.

## **Summary of Recommendations and Action Steps**

The following is a summary of recommendations from AIAN participants and Action Steps to be taken on the part of OHS as a result of the Consultation discussion.

### **AIAN Participant Recommendations**

#### **Teacher Qualifications**

- Provide additional time for those in rural areas with no direct access to schools/Internet to obtain teacher credentialing.
- Develop an educational cohort across AIAN Head Start programs that can offer weekend classes.
- Provide a national Head Start retirement package for teaching staff.
- Offer training to teachers through a hybrid program.

#### **CLASS**

- Include Tribes in decisions about mandates so that Tribes can get involved early.
- Tribes and OHS need to work together to identify what they want for the curriculum for teachers.
- Establish a curriculum for teachers inclusive of Native American culture.
- Reconsider the cost of CLASS materials that programs must pay in light of sequestration cuts.
- Offer opportunities for Centers of Excellence teacher partners to work with programs.

#### **Fiscal Issues and Non-Federal Share**

- Provide training on Head Start accounting practices.
- Lower the NFS from 20 percent if funding cuts continue.

## **Facilities and Transportation**

- Provide adequate funding for transportation, especially in rural areas.

## **OHS Action Steps**

- *Written Testimony*: Respond to individual written testimony received.
- *Tribal Consultations*: Program Specialists will set up calls to continue the discussions from the Consultation.
- *Designation Renewal*: Schedule reviews for those Tribes currently in DRS to avoid any Tribal Head Start program going into re-competition.
- *Health Managers Descriptive Study*: Respond to how the AIAN advisory committee will be selected.
- *School Readiness*: Respond to how the priorities of local communities tie into the OHS school readiness initiative; is it aligned with the state's Department of Education; and how will it be used with respect to the different standards in public schools?
- *Communication*: Forward the one-page T/TA form to all participants, with instructions on the process for requesting T/TA services. Programs are requested to work through their Program Specialists to complete the form and to submit it to OHS. All submitted requests are tracked.
- *Relinquished Grantee Funds*: Respond to how these funds will be used.

## APPENDIX

### Tribal Consultation Participants

#### Federal Staff

First Name	Last Name	Position	Organization
Robert	Bialas	Regional Program Manager, Region XI	Office of Head Start
Robin	Brocato	Program Specialist	Office of Head Start
Shohreh	Fathieh	Program/Management Analyst	Office of Head Start (Contractor)
Delroy	Grant	Program Specialist	Office of Head Start
Yvette	Sanchez Fuentes	Director	Office of Head Start
WJ	Strickland	Sr. Program Specialist	Office of Head Start
Donald	Wyatt	Sr. Program Specialist	Office of Head Start

#### Tribal Leaders and Representatives

First Name	Last Name	Position	Organization
Raymond	Aguilar	Lt. Governor	Santo Domingo Tribe
Kathryn	Akipa	Director	Sisseton-Wahpeton Head Start
Tanya	Amrine	Tribal Representative	Ute Mountain Ute Tribe
Carmen	Andrews	Manager	Spokane Tribe
Crystal	Bell	Budget Technician	Mississippi Band of Choctaw Indians
Colette	Berg	Director	Cheyenne and Arapaho Tribe Head Start
Patty	Brown	Executive Director	Karuk Head Start
Erena	Chivers	Director	Ute Indian Tribe Head Start
Yasmine	Daniel Vargas	AIAN T/TA Manager	FHI360
Myrna	Dingman	Director	San Felipe Pueblo Head Start
Rayma	Duyongwa	Director	Hopi Head Start
Sandra	Esquibel		San Felipe Pueblo Head Start
Peter	Garcia Jr.	Tribal Council Member	Ohkay Owingeh
Dee	Gokee-Rindal	Administrator	Red Cliff Band of Lake Superior Chippewa
Kathryn	Helsel	Sr. Manager	Three Feathers Association
Nicole	Honanie	Executive Assistant	Hopi Tribe, Office of the Chairman
Herman	Honanie	Vice Chairman	Hopi Tribe
Donna	Iwagaki	Consultant	
Kim	Jacobs	Director	National Center for Family Literacy

<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Organization</b>
Jerome	Jainga	Tribal Liaison	National Center on Quality Teaching and Learning
Ruth	Kie	Laguna DEC Executive Director	Laguna Head Start/Early Head Start
Olin	Kieyoomia	Policy Council Member	Navajo Head Start
Linda	Killscrow	Project Manager	National Center on Tribal Child Care
Susan	Kingsley	Policy Council Member	Five Sandoval Indian Pueblos, Inc., Head Start
Angela	Korb	Director	Hoopa Tribal Early Head Start
Leola	Larzelere	Director	White Mountain Apache Head Start
Theresa	Larzelere	Tribal Council Member	White Mountain Apache Tribe
Jay	Lerman	Director, Government Affairs	Excelligence Learning Corp.
Barbara	Littledave	Sr. Program Specialist	Cherokee Nation Early Childhood Unit
Vivian	Lopez	Education Director	Pascua Yaqui Tribe
Vivian Judith	Loretto	JCFEC Director	Jicarilla Apache Department of Education
Mary E.	Lujan	Acting Administrator	Five Sandoval Indian Pueblos, Inc., Head Start
Vanessa	Maanao-French	AIAN Advance Program Manager	National Center on Quality Teaching and Learning
Charlene	Marcotte	Director	Ohkay Owingeh Head Start
Racquel	Martinez	Director	Tanana Chiefs Conference
Mark	Martinez	Tribal Council Member	Zuni Head Start Program
Diana	McCovey-Farris	Tribal Council Member	Hoopa Valley Tribe
Mary	Peterson	Treasurer	Lac du Flambeau Tribe
Juanita	Plenty Holes	Tribal Council Member	Ute Mountain Ute Tribe
Carlos	Powell	Director	Havasupai Head Start
Robin	Quinn	Tribal Secretary	Sisseton-Wahpeton Oyate
Micker	Richardson	Director, AIAN Head Start Collaboration	FHI360
William	Rosenberg	Manager	Pascua Yaqui Tribe Head Start
Tina	Routh	Early Childhood Education Specialist	ICF International
Molly	Sanchez	Executive Director	Pueblo of Isleta
Joan-Marie	Sandy	Tribal Programs Administrator	Santo Domingo Tribe

<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Organization</b>
Monica	Sayad	Director	Round Valley Indian Tribes
Char	Schank	Director	Southern Ute Head Start/Early Head Start
Fred	Sedillo	Director	Santo Domingo Tribe Head Start
Doris	Sharlow	Education Coordinator	Lac Courte Oreilles Head Start
Kevin	Shendo	Education Director	Pueblo of Jemez Walatowa Head Start
Jean	Simms	Director	Ute Mountain Ute Head Start
Sharon	Singer	Director	Navajo Head Start
Debra	Smith	Tribal Council Member	Lac Courte Oreilles Head Start
Rema	Spitty	Director	Mescalero Apache Tribe
Felix	Tenorio	Governor	Santo Domingo Tribe
Verna	Thompson	Director	Cherokee Nation Early Childhood Unit
Lana	Toya	Early Childhood Program Manager	Pueblo of Jemez Walatowa Head Start
Vincent	Toya	Governor	Pueblo of Jemez Walatowa
Shelda	Twist	Director	Cocopah Head Start
Claudia	Vigil-Muniz	Executive Director	Jicarilla Apache Department of Education
Susie	Wilbur	Program Manager	Prairie Band Potawatomi Nation
Cheryl	Wilson	Team Leader	Indian Health Service Head Start
Michelle	Yankton	Director	Oglala Lakota College Head Start
Lamont	Yazzie	Principal Education Specialist	Navajo Head Start
Karen	Ziegler	Director, New Mexico Head Start Collaboration	Department of Children, Youth and Families