

**OFFICE OF HEAD START
TRIBAL CONSULTATION**

**March 16, 2015
Albuquerque, New Mexico**

Presented by
Ann Linehan, Acting Director
Office of Head Start

Introduction

Pursuant to the U.S. Department of Health and Human Services' Tribal Consultation Policy and Section 640(l)(4) of the Improving Head Start for School Readiness Act of 2007, in 2015 the Office of Head Start (OHS) planned four 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 consultation with Tribes through which elected officials and other authorized representatives of Tribal governments have the opportunity to provide meaningful and timely input on 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 Region XI (RXI) AIAN children and families.

The 2015 schedule follows:

March 16, 2015	Albuquerque, New Mexico
June 16, 2015	Sacramento, California
July 30, 2015	Tulsa, Oklahoma
August 17, 2015	Billings, Montana

By Notice in the *Federal Register*, dated February 11, 2015, OHS notified RXI AIAN leaders of a Tribal Consultation for Tribes in RXI on March 16, 2015, in Albuquerque, New Mexico, to be held in conjunction with the Southwest Consortium of Indian Head Start Programs' 34th Native American Child and Family Conference. The following report reflects comments and recommendations raised by RXI AIAN leaders and representatives, comments and responses from OHS, and areas discussed that require additional follow-up. (There will be separate reports for each Tribal Consultation listed above.)

Participants

Office of Head Start presenters: Ann Linehan, Acting Director, Office of Head Start; Captain Robert Bialas, Regional Program Manager, Region XI; and Sharon Yandian, Director, State and National Training and Technical Assistance Initiatives Division

Additional OHS and national contractor staff participated in person or via conference call. (See Appendix for a list.) There also were Tribal observers who did not register for this consultation.

Tribal leaders and Tribal representatives: (See Appendix for a list.)

Introductory Remarks

Mike Richardson, Director of the RXI AIAN National Head Start Collaboration Office, led the opening invocation. Captain Robert Bialas, RXI AIAN Program Manager, and the Tribal leaders introduced themselves, and Captain Bialas introduced Ann Linehan, OHS's Acting Director.

Ms. Linehan noted the uniqueness of Tribes and the Tribal Consultations. She acknowledged the efforts of Southwestern Tribal leaders and their commitment to early childhood programs and stressed that OHS takes comments made at the consultations seriously. Reports based on the consultations are shared and considered by policymakers.

In 4 to 6 weeks, OHS will issue a Notice of Proposed Rulemaking to propose revisions to the current *Head Start Program Performance Standards* (HSPPS). The standards will not be finalized until all comments are assessed. The proposed standards are less complex and are written in a simpler style than the previous regulations. OHS is seeking comments about the revisions and about whether standards have been removed that are too important to drop. There will be a 60-day comment period. The objective is to clear and publish a final rule by the end of 2015. The new standards will take Head Start through the next few decades. It is important to read the preamble to the new proposed rules, which explains the rationale for changes. OHS hopes that Tribal communities will offer thoughtful and specific comments. This process and the HSPPS are important to the future of Head Start and of children in Tribal Head Start programs.

The President has requested a \$1.1 billion increase for Head Start in his proposed budget. He proposed that the funds be dedicated to provide a longer school day and to align the number of Head Start days with the number of days schools usually are open. This is typically 180 days. Because evidence demonstrates that dosage matters, the President is recommending expansion and improvement of services across all segments of early childhood care and education.

Ms. Linehan also mentioned that some communities have available pre-kindergarten slots that offer Head Start children an option for enrollment. She observed that, if this preschool option increases in Tribal communities, there may be an opportunity to convert preschool slots and enroll more infants and toddlers. There is a need for quality Early Head Start (EHS) and child care services for infants and toddlers, and it is important that Tribes consider this seriously.

Captain Bialas noted that the RXI AIAN territory includes 26 states with 150 programs. There are 147 Head Start programs and three Early Head Start programs, as well as a few programs offering both Head Start and Early Head Start. Annual funding for RXI is \$250,000,000.

Program Information Report data are the basis for the statistics generated about RXI AIAN programs. The data are reported by the programs and used for reports to Congress.

There are 16 program specialists for RXI who travel throughout the country. The Training and Technical Assistance (T/TA) team from FHI 360 works with them and others on the team to offer a variety of T/TA services to help programs succeed. When Tribal leadership supports Head Start, OHS sees an improvement in program quality. All the National Centers and the

monitoring staff at Danya are part of the team. Each program has challenges and strengths, and the team helps the program discover how to offer the highest quality education and services for children and families.

Captain Bialas summarized Region XI developments and T/TA efforts:

- *Classroom Assessment Scoring System (CLASS™)*: In 2013, RXI AIAN program scores for Emotional Support (ES) and Classroom Organization (CO) improved. In 2014, RXI scored above other Regions in ES, and scores were close to other Regions in CO. Scores for Instructional Support (IS) have improved and continue to rise as a result of T/TA.
- *Communications*: OHS keeps in regular communication with programs. Program specialists have continued to visit on site, which has been beneficial to programs. Response time to Tribal queries has improved, and Captain Bialas has regular calls with AIAN organizations and consortia.
- *FHI 360*: The T/TA provider has made 171 site visits to Southwestern RXI AIAN programs since March 2014. They have emphasized IS and offered early childhood education support as well. The grantee specialists have offered six trainings for new directors; two more are scheduled this spring.
- *T/TA Contract*: The current contract is ending. OHS hopes to select a contractor in June 2015. In June and July, T/TA contractors will not be available to grantees, but OHS plans to offer T/TA delivery through program specialists and other providers. In August, OHS will train all T/TA providers in Washington, DC, before T/TA services resume.
- *Data Boot Camp*: Over 80 RXI Tribal programs are now 5-year grantees. They must understand where they stand and what goals to set. To accomplish this, they need to understand data. Captain Bialas said that OHS has held eight data boot camps in the past year and will hold two more in April in Utah and in Alaska.
- *Health Literacy Institute*: The National Center on Health (NCH) offered to conduct training in Washington, DC, for 50 programs on health literacy and parent and family engagement in health. It was a challenge to register 50 programs because programs found it difficult to provide travel funds. When NCH offered a \$1,000 travel stipend for each program participant, registration increased. Three weeks ago, 27 programs participated in the training. Participating programs were engaged and are now holding meetings with parents to instruct them about health literacy. New parents will receive booklets and materials about health from the University of California at Los Angeles.
- *Head Start Family and Child Experiences Survey*: This survey has been under way since 1997 without the inclusion of RXI AIAN programs. Starting in 2014, there have been team meetings to plan RXI AIAN participation. The team includes OHS, the National Centers, Mathematica, the National Indian Head Start Directors Association, Head Start directors, and Tribal leaders. They meet weekly and are now reaching out to 22 programs, Tribal institutional review boards, and Tribal councils to obtain approval to conduct a study. The primary contact at OHS is Maria Woolverton. RXI AIAN data collection is scheduled to begin in the fall of 2015 and will be repeated in the spring of 2016 and 2017. The team will share information with the Tribes in RXI.

- *Head Start Health Managers Survey*: Data from this survey are being aggregated by OHS. A summary is expected in the winter of 2015. It will include the characteristics of health managers, their priorities, and support for health services.
- *Facilities Report*: OHS prepares a facilities report every 5 years summarizing ownership, condition, and location of Tribal facilities. This year, OHS is conducting a census of all Tribal centers in the lower 48 states and Alaska. This includes over 700 centers. OHS representatives are looking at centers; measuring the dimensions; taking photographs; and documenting problems, such as leaks. Cost estimators will provide the price of correcting problems. A report will summarize findings and include the cost to raise the quality of facilities. Tribes will receive the report, and OHS will make the cost implications clear to Congress.
- *Expansion Grant*: There are now funds of \$5 million for an expansion grant in Fiscal Year (FY) 2016. OHS is preparing a Funding Opportunity Announcement for Tribal communities to compete for funds to address needed services such as health, utilities, and facilities.
- *Summer Institute Scholarships for 2015*: The Tribal Early Childhood Research Center is collaborating with the Johns Hopkins Center for American Indian Health and Michigan State University's Office of Outreach and Engagement to host a summer institute from July 13 through 17, 2015, at the Center for American Indian Health. The center is part of Johns Hopkins University's Bloomberg School of Public Health. A limited number of scholarships will be awarded on a competitive basis. Refer to <http://www.tribalearlychildhood.org> for details. Information also will be sent over the OHS listserv in the near future.

Ms. Linehan announced a new Information Memorandum (IM) on Native language preservation and asked Sharon Yandian, Director of the State and National T/TA Initiatives Division, to explain the content of the IM, which was available as a handout to meeting participants. Captain Bialas introduced Ms. Yandian to address issues related to Native languages.

Ms. Yandian provided background and noted OHS's interest in being responsive to the need for Tribal language preservation. She recapped efforts to determine if language preservation has been successful and mentioned an OHS report that launched some language preservation efforts. This report also helped to inform T/TA and reinforced the belief that the current HSPPS do not adequately support Tribal language. Ms. Yandian noted that she had read Tribal Consultation reports from the last few years. She mentioned Tribal comments in those reports that stressed the need for Tribal language revitalization. She has met with program specialists and T/TA staff to explain how to support Tribal programs and Tribal language preservation. Feedback from these meetings supported the development of the IM.

Ms. Yandian discussed the [Native Language Preservation, Revitalization, Restoration and Maintenance in Head Start and Early Head Start Information Memorandum \(ACF-IM-HS-15-02\)](#):

- Purpose (page 1): The IM does not represent a change in policy or regulation. Its purpose is to clarify that OHS supports the teaching of Tribal languages. Ms. Yandian offered data about the number of Native children served in other Regions and noted that the

number of Native children who speak Tribal languages is decreasing. New proposed HSPPS are being issued soon, and OHS seeks comments about whether they adequately support Tribal language and culture.

- Revitalization (page 2): The IM cites the work on revitalization throughout the country. OHS is not suggesting how best to approach revitalizing language but is sharing good examples of revitalization. Page 2 also refers to current regulations and highlights regulatory statements encouraging developmentally and linguistically appropriate environments that support language and ethnicity.
- Native Speakers as Teachers (page 3): There is a reference in the IM to a third adult who speaks the Native language in the classroom. This Native language speaker does not have to be credentialed as a Head Start teacher or assistant teacher and can be paid with Head Start funds. Programs should ensure they meet regulatory requirements for teachers and assistants. There are many models to support a third teacher in the classroom.
- Resources (pages 3 and 4): The IM specifies that Head Start is dedicated to providing resources to meet community needs. The Early Childhood Learning and Knowledge Center and the National Center on Cultural and Linguistic Responsiveness (NCCLR) offer a catalogue listing resources from Tribes and other sources on language preservation. There also are efforts to connect traditional culture with school readiness and to connect culture to the domains of learning in the *Head Start Child Development and Early Learning Framework*. NCCLR has hired Ruth Rouvier, who is experienced in language preservation, as a Senior Research Associate to help gather additional resources. She has visited many Tribes and spoken to members of Tribal communities. Mr. Richardson is another important language advocate and is assisting with these efforts.

Ms. Yandian emphasized that this IM demonstrates a commitment by OHS to language and culture.

Ms. Linehan noted that she was recently advised that Arizona has a state law about offering instruction only in English. That law does not apply to federally funded Head Start programs; they can pay for language teachers. She hopes the IM will solidify support for language restoration.

Ms. Linehan also noted that the President's proposal for \$1.1 billion for FY 2016 does not dedicate funds to enrolling new children in Head Start. Instead, the funds would be dedicated to extending hours and days for children. Funds also may support increasing the annual pay of teachers. However, the level of compensation may not compete with salaries offered by local educational agencies. In addition to the \$1.1 billion proposal, the President is offering \$248 million for a cost of living increase. Those funds can be dedicated to increases in teachers' salaries and also to utility and health care costs. Head Start is now an \$8 billion program. It is important to make the case to Congress that salaries should increase. Presently, quality services are offered by staff who earn low wages. OHS agrees that the teacher salary issue is important. OHS will provide the funding that Congress appropriates.

Comments of RXI AIAN Participants and OHS Responses

A. Language Preservation and the IM—RXI AIAN Participant Comments

- *Peter Garcia, Jr., Navajo Nation:* The Tribe is happy to see what is being accomplished for language preservation through OHS and to hear clarifications about Tribal language teachers for Head Start. It is important to consider each tribe as a sovereign nation. Some languages are written; some Tribes have an oral tradition. The Esther Martinez Native American Languages Preservation Act did not receive any funding. Indian children have not benefitted from that law. Also, there is confusion about the law in Arizona related to English-language instruction; some Tribes may be interpreting this differently from OHS.
- *Governor Michael Chavarria, Santa Clara Pueblo:* He learned his Tribal language at home, not at Head Start. Core values are communicated through language, and this should be communicated in the IM. OHS dual language learners exist. Individuals from the community should teach and offer children the opportunity to succeed and to remember who they are and where they come from. There are many oral traditions, songs, and dances. Teaching should continue at home. The Tribes are in two worlds: Western society and the Native way of life. Tribes must approach Congress and can help each other by lobbying and working together. They should utilize data and resources to document needs.
- *Gil Vigil, Eight Northern Indian Pueblos Council:* He is happy that preservation and cultural development are encouraged by Head Start and that language is included. If efforts do not begin, Tribal languages will be lost in 5 or 10 years. It is a concern that the federal rules and regulations may dictate that language teachers have to be certified. In New Mexico, the Tribe has a Memorandum of Agreement with the state that allows Tribes to offer language instruction on their own terms. He said the Tribe's research has shown that children do better if they learn their Tribal languages. He is interested in looking at how to make changes that benefit Tribes by keeping their languages, culture, and traditions. His Tribe has the Butterfly Treatment Center for youth ages 13 to 18 who have lost their identity along with their language. It is important to start to offer culture and language at birth.
- *Dr. Bernadette Todachee, Navajo Nation:* The Navajo Nation can license teachers in their education department. The Navajos want OHS to recognize these licenses. The Nation wants to be an independent education entity. They believe that as a sovereign nation, they have the ability to license teachers to teach Navajo languages and traditional language.
- *Sharon Singer, Navajo Nation:* Arizona has a certification program for Native Americans that paves the way for elders to teach Native languages. This is a good resource.
- *Alvin Warren, Santa Clara Pueblo:* He commended OHS efforts and said he knows how important language is in the Tribal communities. Head Start is only one component working on maintaining language.

The Kellogg Foundation continues to be a partner in these efforts and has invested in immersion programs, Tribal schools, and other efforts. Dr. Chris Sims works at the University of New Mexico American Indian Language Policy Research and Teacher Training Center and is expert in this area. She offers guidance and support to Tribes.

- *Kevin Shendo, Pueblo of Jemez:* The Tribe will submit a prepared statement. He referred to the discussion of the IM and teacher certification. The Tribe has a degree program and wants to certify immersion teachers.
- *Peter Sanchez, San Felipe Tribe:* He has been with Head Start for 25 years and believes it is important to keep the Tribal language. When he began working in Head Start, 95 percent of the children spoke the Tribal language fluently; now only 25 percent of the children speak it.
- *Dolly Begay, Navajo Nation:* Language and culture are important. At some point, the English language became dominant. Parents and grandparents need education to support Tribal languages. Children need language and culture for their identities. The Tribal leaders should decide where to go from here to promote language preservation.
- *Carletta Tilousi, Havasupai Tribe:* The Tribe is happy that OHS is supporting efforts on language preservation and culture. The Havasupai Tribe wants to preserve language. Most parents speak the Native language, and the staff must translate information about Head Start for them.
- *Michael Sandoval, San Felipe Pueblo:* The Tribe supports language and preservation. He believes that elders should teach the Tribal language.
- *Nathaniel Brown, Navajo Nation Board of Education:* Language fluency is important. In 1990, the Native American Languages Act passed. As a Tribal nation, Navajos should stress their language and implement language education in schools. The Tribal language sets the Tribe apart and makes it unique. One Tribe in Alaska accomplished this, and the indigenous language is now considered an official Tribal language in that state. In the State of Utah, there are new publications for Navajo students, including games and materials. Tribal colleagues should work on language so there is a national standard for action. Mr. Brown challenged Head Start to continue preservation efforts.
- *Cynthia Lindquist, Cankdeska Cikana Community College:* Tribal Colleges support culture and language. They have staff members who can assess language fluency of teachers and develop language templates.
- *Carrie Billy, American Indian Higher Education Consortium:* The Tribal Colleges were founded to preserve and revitalize languages. All have holistic and community-based education with culture and language at the core. They are able to train early childhood education and Tribal language teachers.

Language Preservation and the IM—OHS Responses

- Ms. Yandian said OHS will be discussing language certification further. Tribes may have adult language teachers in the classroom and may use elders to teach language. OHS hopes to marry language certification with early childhood development. Ultimately, OHS hopes Tribes will strive to hire teachers who have an early childhood background as well as Tribal language ability.
- Ms. Yandian said OHS can only hold the Tribes accountable during assessments for what is required by OHS. OHS supports Tribes interested in building language capacity.
- Captain Bialas agreed with the Havasupai Tribe that it is important to make Head Start documents and regulations available to parents. He offered to send additional T/TA to Havasupai Tribe, if the Tribe requests assistance.

B. CLASS and Designation Renewal System—RXI AIAN Participant Comments

- *Michael Chavarria, Santa Clara Pueblo*: CLASS is detrimental to programs and not culturally appropriate. It was not mandatory when introduced but is now part of the Designation Renewal System (DRS) and hurts the programs.
- *Cristina Johnson-Hyde, Coquille Indian Tribe*: Ms. Johnson-Hyde read a letter that had been submitted to OHS. The letter stated that the Tribal program had high CLASS scores as the result of a review in 2011. In March 2014, with a different student population including students with special needs and behavior problems, the results differed. Ms. Johnson-Hyde believes the CLASS should not be used in classrooms with a preponderance of students with special needs. She also mentioned cultural variations in AIAN classrooms that may cause an observer to make negative observations. She noted that DRS involves unfunded mandates; Tribes do not have resources to implement required changes. She said that the need to devote resources to DRS negatively impacts services to children. She made several recommendations and asserted that the CLASS observation does not accurately measure or reflect staff abilities. CLASS recommendations include the following:
 - A second team member should perform observations.
 - Observations should occur on two different days, especially in small programs.
 - Data should be collected the same way across all centers.
 - Data should not be collected on children with special needs. IS scores are adversely impacted when teachers are engaged with children with special needs.
 - Use CLASS as it was originally intended: as a staff development tool and to support the development of technical assistance plans.

Finally, Ms. Johnson-Hyde said the current process could cause programs to change their enrollment policies. They may choose not to serve the neediest children out of fear that CLASS observations of classrooms with a predominance of children with special needs will place the program in DRS. Additionally, she suggested lifting the cap on enrollment.

- *Virginia Chavez, Pueblo of Zuni*: DRS is confusing. Programs with deficiencies need funding, and yet they are denied funds due to deficiencies in spite of their need for these dollars.
- *Monica Sayad, Round Valley Indian Tribes*: There was an impact on staff due to DRS and CLASS. They were in the first cohort in DRS. Their program is now empowered due to the support they received. However, the staff experienced stress and seasoned professionals left. For example, a new lead teacher left after only 3 months due to the stress of requirements and preparing for assessments. Though Ms. Sayad can employ six staff members, she has been able to retain only three. CLASS is a good mentoring tool and should be used in that fashion. It is punitive when it is a condition of DRS.
- *Sharon Singer, Navajo Nation*: The Tribe wants OHS to provide more Native American monitoring and CLASS reviewers.

CLASS and Designation Renewal System—OHS Responses

- Captain Bialas said OHS is addressing the issues raised by Coquille Indian Tribe in their letter. He noted that the Tribal program was above CLASS thresholds. It was the later determination that the Tribe was in the lowest 10 percent nationwide that placed the

program in DRS. In other Regions, programs in this category must immediately re compete. In RXI, a team works on technical assistance for 1 year before a reevaluation. He understands the Tribe's frustrations.

- Captain Bialas responded to Ms. Chavez from Pueblo of Zuni by explaining that in RXI, there is a 1-year process to improve program performance before a reevaluation. During the year, the program adopts a Plan to Improve Quality (PIQ). A team that includes T/TA providers implements the PIQ. Adopting this plan has proven to be successful and ensures programs obtain needed technical assistance before a reevaluation. If they are successful in the reevaluation assessment, they may apply for a 5-year grant.
- Captain Bialas said OHS is trying to increase the number of Native American reviewers. He encouraged those interested to visit Danya International's website: <https://headstartrecruiting.silkroad.com>.

C. Early Head Start/Child Care Partnerships Initiative—RXI AIAN Participant Comments

- *Dolly Begay, Navajo Nation*: The Navajo Nation is working on the EHS/Child Care Partnerships initiative.
- *Sharon Singer, Navajo Nation*: The Navajo Nation supports EHS/Child Care Partnerships as a way to build capacity.

D. School Readiness—RXI AIAN Participant Comments

- *Virginia Chavez, Pueblo of Zuni*: She is aware of the federal mandate regarding Common Core State Standards. She believes it is important to collaborate with public schools. It is important to raise the bar for Native children and to challenge them. She mentioned that some young children in public school are reading at the same age as Head Start preschoolers.

E. Income and Poverty Guidelines—RXI AIAN Participant Comments

Gil Vigil, Eight Northern Indian Pueblos Council: Mr. Vigil noted that the regulations and requirements are being reduced for Head Start, which is a good thing. Reauthorization is a good time to change the fact that some children are not eligible. He recommended thinking outside the box to make Head Start an early childhood development program for children from birth to 5 years. He also mentioned broadening Head Start eligibility to allow more children who are over income to participate.

- *Carletta Tilousi, Havasupai Tribe*: The Tribe has turned away students who were over income.

F. Budget, Facilities, and Transportation Issues—RXI AIAN Participant Comments

- *Peter Garcia, Jr., Navajo Nation*: Tribal communities are trying to obtain in-kind services. This is a widespread problem, and facilities are part of this problem. He stated that Indian children do not have an equal opportunity for education, although every child is entitled to this. It is hard to maintain facilities for Head Start classes. In Mr. Garcia's Tribe, the school was a Bureau of Indian Affairs (BIA) school and became a grant school in 1996. At the grant school, there was a fire, and BIA promised to rebuild, but that did not happen. Therefore, the Tribe itself is building classrooms. The Navajo Nation would

like to team with OHS to support funds for facilities before Congress. He offered to send a letter with more comments.

- *Michael Chavarria, Santa Clara Pueblo*: The Tribe is happy to partner with Head Start to enhance the education of the children. He is happy with the Tribe's Head Start Director and school staff and appreciates that they understand the HSPPS. The Tribe understands the importance of Tribal Consultations and school readiness. Funding for Head Start has not kept pace with inflation. Unfunded mandates require teaching degrees, but funds are not available to offer the credentialed teaching staff adequate compensation. The Tribal Council has always been supportive of Head Start. Providing high-quality Head Start services will always be a priority. He noted that there are challenges today and that the Tribe has a long history. There is a need to strategize to support Tribal communities. There will be a written statement from the Tribe.
- *Kevin Shendo, Pueblo of Jemez*: Construction and renovation of facilities are important. The Tribe requests that renovations be funded to reflect the type of teaching and learning environment the Tribe wants to support.
- *Peter Sanchez, San Felipe Tribe*: The Tribe built adobes that are deteriorating. Money is the key to repairing them. The Tribe offers parents a questionnaire to help them track in-kind contributions.
- *Dolly Begay, Navajo Nation*: The Tribe needs more funds for facilities.
- *Gil Vigil, Eight Northern Indian Pueblos Council*: Facilities should be discussed during reauthorization. If OHS develops a report to submit to Congress, the Tribe will use the report. Any new funding, such as that requested by the President (\$1.1 billion), should go directly to the programs because centers need more funding to make programs work. BIA is backlogged for construction needs, and Head Start does not provide construction funds.
- *Carletta Tilousi, Havasupai Tribe*: They would like to expand and relocate their facility because it is small and located near a helicopter pad; they also wish to expand and enroll more children in a new facility. They look forward to reading the new facilities report. Transportation is an issue for this Tribe because they are located at the bottom of the Grand Canyon. It takes half a day to reach the nearest town. Living costs are high in the village. They wish to see a change in regulations to accommodate the remoteness of the Tribe. They wish to be considered in the same category as Hawaii and Alaska due to their remoteness and high expenses. They need more funding for transportation and facilities.
- *Virginia Chavez, Pueblo of Zuni*: She is happy OHS is examining buildings. The Tribe is trying to keep theirs in good condition and wishes to receive funding to add more classrooms to serve children not yet in Head Start.
- *Sharon Singer, Navajo Nation*: Some of their buildings are 49 years old. They continue to renovate the spaces but are in dire need of support. There are 100 centers in the Navajo Nation, and many buildings are beyond renovation and need to be replaced.
- *Tribal representative (unidentified), Navajo Nation*: Their Head Start programs face challenges. Facilities do not have enough capacity, and some have asbestos. The Tribe needs more maintenance staff and mechanics located closer to the programs in order to respond more quickly and effectively to their needs. Navajo Nation roads are hard on buses and need repair. It can cost \$2 million per mile to pave the roads. In general, the 110 chapters of the Nation need more funds to operate.

- *Michael Sandoval, San Felipe Pueblo*: Their facilities are 40 years old. He hopes the facilities report will be useful.
- *Tribal representative (unidentified)*: A Tribal building was demolished, and the Tribe needs funding to replace it.
- *Cynthia Lindquist, Cankdeska Cikana Community College*: The program needs facilities in Spirit Lake, where Ms. Lindquist is the director of a new Head Start grantee. There are four district communities on the reservation using Tribal buildings. The college is taking out a loan to build a new center.
- *Carrie Billy, American Indian Higher Education Consortium*: Tribal Colleges have used their own money to build facilities when they took over operations of Head Start programs. They are committed to working with Head Start and believe children deserve good environments for learning.

Budget, Facilities, and Transportation Issues—OHS Responses

- Ms. Linehan said it may be difficult to meet the required match for the in-kind non-federal share. Tribes do attempt to meet the match. However, if a Tribe cannot meet the match, the Tribe may request a waiver and, if justified, OHS will waive the requirement. If there are no resources for the match, the request should be granted.
- Captain Bialas said the more OHS learns during the facilities assessment, the more can be communicated to Congress. The OHS goal is to go to each center and have a report for Tribes to use before Congress by the end of year. By the end of April 2015, all facilities will have been assessed.
- Ms. Linehan said she is looking forward to the facilities study. Congress never allowed a set-aside for facilities so, presently, the only way to offer funds is when other programs do not spend the full amount of their budgets. OHS collects those funds for one-time annual distribution. Congress must recognize that if OHS serves 1 million children daily, there should be a set-aside for facilities. This issue cannot be fixed through regulatory change, but it can be addressed during reauthorization.

G. Teacher Qualifications and Compensation—RXI AIAN Participant Comments

- *Peter Garcia, Jr., Navajo Nation*: Head Start mandates that some staff acquire associate degrees and others acquire bachelors of arts degrees. These efforts require funding. If there are mandates, there should be funds to support them. The Tribe does not have the funds to pay for the mandates.
- *Peter Sanchez, San Felipe Tribe*: It is important to get teachers certified. In the past, the Tribe used elders to teach, but the elder programs lost funding. Now elders need to be compensated for their work. Three-quarters of the Head Start teachers have degrees; the Tribe lost a few of them who sought higher salaries. Reauthorization offers the chance to look at these issues.
- *Gil Vigil, Eight Northern Indian Pueblos Council*: Their elders do not have teaching certifications. OHS should be careful when deciding what to require, keeping in mind that elders are their teachers. Those teachers who are certified leave for jobs that pay more.

- *Sharon Singer, Navajo Nation*: Eighty percent of their teachers have bachelor of arts degrees, but Navajo salaries are not competitive with other schools. If OHS wants quality teachers, they have to compensate them fairly.
- *Carrie Billy, American Indian Higher Education Consortium*: There are 37 American Indian higher education institutions in the United States operating at 75 sites in Indian Country. They serve 88,000 American Indians from 250 Tribes. By 2004, the institutions had awarded degrees to 400 workers and teachers. Although in the 2007 Head Start reauthorization, there was authorization for partnerships with Tribal Colleges, that partnership is no longer funded. The data show that 71 percent of Head Start teachers have Bachelor of Arts (B.A.) degrees, but in Indian Country only 36 percent have B.A. degrees. Only 38 percent of Indian assistant teachers have associate of arts (A.A.) degrees. Tribal Colleges can help if partnerships are resumed. Twenty-nine Tribal Colleges offer A.A. degrees, and 10 offer B.A. programs. The colleges can integrate early childhood education and Tribal language instruction.

H. Miscellaneous—RXI AIAN Participant Comments

- *Peter Garcia, Jr., Navajo Nation*: Tribes need help from OHS to plan how to approach Congress. They should all discuss their strategy before reauthorization. He also recommended that OHS offer the opportunity for a session to discuss HSPPS clarifications before they are finalized in addition to collecting written comments.
- *Kevin Shendo, Pueblo of Jemez*: How can the Tribe move forward to develop its own standards rooted in language and culture with assessments supported by OHS? The Tribe is working on its own education standards that will tie in Head Start and the Common Core. How can they get OHS support for this? He also asked how the Tribe can advocate to Congress about these issues with OHS support for better teacher compensation and fewer unfunded mandates.
- *Sharon Singer, Navajo Nation*: There are many health and safety standards from OHS, the Indian Health Service, and the state. The Tribe needs consistent health and safety regulations.
- *Representative of the Navajo Nation (unidentified)*: The Tribe is trying to enroll 700 children and would like to collaborate with other Tribes to reach the enrollment goal. They may also enroll higher-income children.
- *Representative of the Navajo Nation (unidentified)*: The youth are leaving the Nation for cities. The Navajos are fighting for sovereignty and survival.
- *Tuchoney Slim, Jr., Navajo Nation*: This speaker agreed with the others from the Navajo Nation who spoke about enrollment issues, assessments, facilities, transportation, budget, and language. He said the Tribe needs assistance.
- *Cynthia Lindquist, Cankdeska Cikana Community College*: Speaking as a new Head Start grantee in North Dakota, she encouraged Tribal leaders to work together and addressed the need for a Head Start reauthorization plan that includes the following items:
 - Double the Head Start budget and include teacher preparation.
 - Provide waivers of in-kind requirements.

- Provide adequate time to implement Head Start properly in a way that is culturally relevant for Tribes. Tribes need the flexibility to build programs to their circumstances.
- Consider what to ask for in reauthorization about teacher certifications. Some teachers need a path and more time to attain a B.A. degree. Tribes have regional differences.
- The current law provides for Tribal higher education, but there are no funds provided for the institutions at this time. Those funds should be reinstated so the colleges can help teachers attain degrees.

Conclusion

Captain Bialas acknowledged the time and effort of Tribal leaders and other Tribal representatives. He stated his appreciation for a partnership with the Southwest Consortium of Indian Head Start Programs, which increased Tribal Consultation attendance. He also thanked Ms. Linehan and Ms. Yandian for their valuable contributions. Mr. Richardson offered a closing prayer.

Summary of Recommendations and Action Steps

The following is a summary of recommendations from AIAN participants followed by OHS responses and action steps resulting from the Tribal Consultation discussion.

RXI AIAN Participant Recommendations

Language Preservation and the IM

- Santa Clara Pueblo noted that core values are communicated through language, and OHS should communicate this in the IM.
- The Navajo Nation is licensing teachers through their education department. The Nation requests that OHS recognize these licenses.
- The Navajo Nation Board of Education wants Head Start to continue efforts for Tribal language preservation.

CLASS and DRS

- Coquille Indian Tribe recommended the following:
 - A second team member should perform observations.
 - Observations should occur on two different days, especially in small programs.
 - Data should be collected the same way across all centers.
 - Data should not be collected on children with special needs. IS scores are adversely impacted when teachers are engaged with children with special needs.
 - Use CLASS as it was originally intended: as a staff development tool and to support the development of technical assistance plans.
 - Lift the cap on enrollment so the Tribe can serve more children.

- Round Valley Indian Tribes said CLASS is a good mentoring tool for professional development and should be used in that fashion. It should not be used in a punitive way as a condition of DRS.
- Navajo Nation asked for more Native American monitoring and CLASS reviewers.

Income and Poverty Guidelines

- Eight Northern Indian Pueblos Council and Havasupai Tribe suggested broadening Head Start eligibility to allow more children who are over income to participate.
- Eight Northern Indian Pueblos Council suggested making Head Start an early childhood development program for children from birth to 5 years.

Budget, Facilities, and Transportation Issues

- The Navajo Nation cited the difficulty for Tribal communities to obtain in-kind services and asked OHS to consider this problem.
- The Navajo Nation would like to work with OHS to request funding for Tribal facilities from Congress.
- Pueblo of Jemez asked that renovations be funded so they can be used for the type of teaching and learning environment the Tribe wants to support.
- Eight Northern Indian Pueblos Council asked that any new funding, such as that requested by the President (\$1.1 billion), go directly to the programs because centers need more funding to make programs work.
- The Havasupai Tribal Council wishes to see a change in regulations to accommodate the remoteness of the Tribe. They wish to be considered in the same category as Hawaii and Alaska due to their remoteness and high expenses. They request more funding for transportation and facilities.
- The Navajo Nation asked for funds for maintenance, including for staff and mechanics who live and work near the programs, as well as for road repair.
- All Tribal leaders who spoke on these topics asked OHS for more funds because current funding is inadequate to meet current needs.

Teacher Qualifications

- The Tribes asked for adequate compensation for teachers so they can retain teaching staff with degrees.
- The American Indian Higher Education Consortium suggested resuming partnerships with OHS that are currently unfunded but authorized in the Head Start Act. This would enable Tribal Colleges to support teacher certification and degree attainment as well as preparation for language instruction in early childhood.

Miscellaneous

- Pueblo of Jemez asked OHS to support the Tribe in developing its own standards rooted in language and culture. Their education standards will tie in with both Head Start regulations and the Common Core.
- Tribes asked OHS to support their efforts to advocate to Congress for better teacher compensation, fewer unfunded mandates, and more funding.

- The Navajo Nation asked OHS to offer the opportunity for a face-to-face session to discuss changes to the HSPPS before they are finalized.
- The Navajo Nation asked that health and safety standards developed by OHS, the Indian Health Service, and the state be consolidated so they are consistent.

OHS Responses and Action Steps

Language Preservation and the IM

- OHS will be discussing language certification further. Tribes are encouraged to have language teachers in the classroom and may pay elders to teach language if there are available funds.
- OHS hopes to link language certification with early childhood development in the future. The goal is to have teachers who have both an early childhood background and Tribal language ability.

CLASS and DRS

- OHS will respond to the letter submitted by the Coquille Indian Tribe prior to the Tribal Consultation addressing issues raised during the consultation.
- OHS is trying to increase the number of Native American reviewers. Those interested may follow up with Danya International through their website: <https://headstartrecruiting.silkroad.com>.

Budget, Facilities, and Transportation Issues

- If a Tribe cannot meet the in-kind match, it may request a waiver. If justified, OHS will waive the requirement. If there are no resources for the in-kind match, the request should be granted.
- By the end of April 2015, all facilities will have been assessed. OHS plans to have the facilities report available by the end of the year. Tribes may use the report when working with Congress.
- Presently, OHS offers funds for needs, such as facilities, by sharing funds from programs that do not spend the full amount of their budgets. OHS collects those funds for one-time annual distribution. A set-aside for facilities cannot be provided through regulatory change, but this issue can be addressed during reauthorization.

Miscellaneous

- Ms. Linehan encouraged Tribes to collaborate to approach Congress about their concerns.

Tribal Consultation Participants

Federal Staff and National Contractors

Last Name	First Name	Position	Organization
Bialas	Robert	Regional Program Manager, Region XI (RXI)	Office of Head Start (OHS)
Cox	Ronda	Program Specialist, RXI	OHS
Daniel Vargas	Yasmine	Director, RXI American Indian and Alaska Native (AIAN) Head Start Training and Technical Assistance	FHI 360
Knapp-Philo	Joanne	Director	National Center on Cultural and Linguistic Responsiveness (NCCLR)
Laverdure-McDougall	Elizabeth	Grantee Specialist	FHI 360
Linehan	Ann	Acting Director	OHS
Pretlow	Vikki	Program Specialist, Region XI	OHS
Richardson	Mike	Director	AIAN National Head Start Collaboration Office
Rouvier	Ruth	Senior Research Associate	NCCLR
Shuey	Debra	Research Scientist	NCCLR
Simmons	Keno	Supervisory Program Specialist, Region XI	OHS
Stringer	Terri	Training Manager	Three Feathers Associates
Wrighten	Jarma	Regional Field Specialist	National Center on Quality Teaching and Learning
Yandian	Sharon	Director, State and National Training and Technical Assistance Initiatives Division	Office of Head Start

RXI AIAN Tribal Leaders and Representatives

Last Name	First Name	Title	Organization
Amdine	Tanya	Designated Tribal Representative	American Indian Higher Education Consortium

Last Name	First Name	Title	Organization
Apuhito	Earl	Tribal Council Member	Alamo Navajo School Board, Inc.
Bear	Richard	Tribal College President	Lame Deer Montana Colleges
Begay	Bennie	Board of Education Member	Navajo Nation
Begay	Dolly	Board of Education Member	Navajo Nation
Begay	Nelson	Council Delegate	Navajo Nation
Begay	Pauline	Program Director	Navajo Nation
Billy	Carrie	President and CEO	American Indian Higher Education Consortium
Brown	Nathaniel	Tribal Council Member	Navajo Board of Education
Brown	Patty	Tribal Head Start Program Director	Karuk Tribe
Burbank	Marlene	Designated Tribal Representative	Navajo Nation
Carbajal	Arra	Early Head Start Program Director	Native American Professional Parent Resources, Inc., Early Head Start
Carr	Donovan	Regional Manager	Navajo Nation
Chavarria	Michael	Governor	Santa Clara Pueblo
Chavez	Virginia	Tribal Councilwoman	Pueblo of Zuni
Corr	Stanley	Designated Tribal Representative	Santo Domingo Pueblo
Garcia, Jr.	Peter	Board of Education and Tribal Council	Navajo Nation
Guerro	Steve	Designated Tribal Representative	Alamo Navajo School Board, Inc.
Hale	Jon	Health and Human Service Commission Chairperson	Navajo Nation
Herrera	Stanley	Designated Tribal Representative	Navajo Nation
Honeyestewa	Steve		Native Health Home Visiting Program
Jaramillo-Padilla	Genevieve	Early Childhood Learning Center Program Director	Santo Domingo Pueblo
Jim	Rex Lee	Vice President	Navajo Nation
Johns	Gloria	Designated Tribal Representative	Navajo Nation

Last Name	First Name	Title	Organization
Jojolu	Traan	Principal	To'hajiilee Community
Johnson-Hyde	Cristina	Head Start Director	Coquille Indian Tribe
Kasey	Jerome	Tribal Councilman	White Mountain Apache Tribe
Larzelere	Leola	Head Start Director	White Mountain Apache Tribe
Lavender	Cheri	Culture and Family Engagement Advocate	White Mountain Apache Tribe
LeClair	Julie	Head Start Teacher	Skokomish Tribe
Lindquist	Cynthia	President	Cankdeska Cikana Community College
Longshore	Laila	Head Start Teacher	Skokomish Tribe
Lundy	Charmine	Head Start Trainer	Kenaitze Indian Tribe
Martinez	Racquel	Child Development Director	Tanana Chiefs Conference
Mitchell	Arbin	Legislative Chief of Staff	Navajo Nation
Oliver	Dorna	Director and Health Manager	Skokomish Tribe
Pruitt	Katy	Head Start Director	Choctaw Nation of Oklahoma
Rivera	Michael	Executive Director	Five Sandoval Indian Pueblos, Inc.
Romancito	Kathleen	Head Start Director	Pueblo of Zuni
Rosenberg	William	Program Director	Pascua Yaqui Tribe
Routh	Tina	Department Director	Mississippi Band of Choctaw Indians
Sanchez	Peter	Tribal Council Member	San Felipe Tribe
Sanchez	Barbara	Tribal Council Member	Isleta Pueblo
Sanchez	Amalia	Executive Director	Isleta Pueblo
Sanchez	Lori	Program Director	Five Sandoval Indian Pueblos, Inc.
Sandoval	Alvino	Program Director	Navajo Nation
Sandoval	Michael	Tribal Council Member	San Felipe Pueblo
Sandoval	Arlene	Program Director	San Felipe Pueblo
Sayad	Monica	Head Start Director	Round Valley Indian Tribes
Schank	Char	Director	Southern Ute Tribe
Secatero	Jimmy	Community Representative	To'hajiilee Community
Shendo	Kevin	Education Director	Pueblo of Jemez
Sims	Christine	Associate Professor	University of New Mexico

Last Name	First Name	Title	Organization
Singer	Sharon	Assistant Superintendent	Navajo Nation
Slaughter	Inee	Executive Director	Indigenous Language Institute
Slim, Jr.	Tuchoney	Tribal Leader	Navajo Nation
Sloan	Tama	Lecturer	Navajo Technical University
Spoonhanta	Marlin	President	United River Tribal College
Spruce Bly	Roxane	Interim Chief Executive Officer	Native American Professional Parent Resources, Inc.
Suazo	Charles	Tribal Council Member	Santa Clara Pueblo
Tafoya	Francis	Program Director	Santa Clara Pueblo
Tilousi	Carletta	Tribal Council Member	Havasupai Tribe
Todacheee	Bernadette	Board of Education Member	Navajo Nation
Toya	Lana	Early Childhood Program Manager	Pueblo of Jemez
Valencia	Roxanne	Finance Supervisor	Pueblo of San Felipe
Velasquez	Jonell	Office Manager	Pueblo of San Felipe
Vigil	Gil	Tribal Council Member	Eight Northern Indian Pueblos Council
Wait	Dorothy		Tolowa Tribe
Warren	Alvin	Program Officer	Santa Clara Pueblo and The Kellogg Foundation
Yazzie	Lamont	Director of Educational Services	Navajo Nation