

**OFFICE OF HEAD START
TRIBAL CONSULTATION**

**March 14, 2017
Albuquerque, New Mexico**

DRAFT Report

Presented by
Ms. Ann Linehan, Acting Director
Office of Head Start

Introduction

As required by 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 2017, the Office of Head Start (OHS) planned two Tribal Consultation sessions for the purpose of better meeting the needs of American Indian and Alaska Native (AI/AN) children and families. There will also be a July 2017 consultation as part of the Administration for Children and Families (ACF) Tribal Grantee Consultation in Washington, DC, and an October 2017 consultation in Alaska. The consultations take into consideration funding allocations, distribution formulas, and other issues affecting the delivery of Head Start services in Tribal geographic locations.

OHS is committed to consultation with Tribes during 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 AI/AN 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) AI/AN children and families.

The 2017 schedule to date follows:

March 14, 2017	Albuquerque, New Mexico
July 2017 (exact date to be announced)	Washington, DC
August 7, 2017	Airway Heights, Washington
October 2017 (exact date to be announced)	Fairbanks, Alaska

By Notice in the *Federal Register* dated February 10, 2017, OHS notified RXI AI/AN leaders of a Tribal Consultation for Tribes in RXI on March 14, 2017, in Albuquerque, New Mexico.¹ This meeting was held in conjunction with the Southwest Consortium of Indian Head Start Programs' 36th Native American Child and Family Conference. The following report reflects introductory remarks by OHS followed by testimony and recommendations of RXI AI/AN leaders and representatives. (There are separate reports for each Tribal Consultation listed above.)

Participants

OHS presenters: Ms. Frances Majestic, Director, Program Operations Division, OHS, and Ms. Angie Godfrey, Regional Program Manager, RXI AI/AN, OHS

Additional OHS and national contractor staff participated in person. (See Appendix for a list.)

Tribal leaders and Tribal representatives participated in person. (See Appendix for a list.)

¹ The *Federal Register* notice can be found at <https://www.federalregister.gov/documents/2017/02/10/2017-02799/tribal-consultation-meetings>.

Introductory Remarks

Ms. Angie Godfrey, RXI AI/AN Regional Program Manager, opened the Tribal Consultation and introduced Mr. J. Michael Chavarria, Governor, Santa Clara Pueblo, who offered the invocation.

After the invocation, Ms. Frances Majestic, Director, Program Operations Division, greeted participants and thanked them for coming to the consultation. She noted that they represented many nations. She introduced herself and explained that Ms. Ann Linehan, Acting Director of OHS, was unable to be at the consultation, due to the press of work. Ms. Majestic said that she is always grateful to come to Tribal Consultations, as she always learns a lot. Over the years, she and others at OHS have worked to make the consultations as meaningful as possible. She said that OHS publishes a report on each Tribal Consultation, and they follow up on input from Tribal Consultations as much as possible. The consultations also are recorded to assist with report development. She said that her and Ms. Godfrey's job at the consultation was to listen, and she invited submission of written testimony. After her introduction, participants introduced themselves.

Ms. Godfrey thanked Tribal Consultation participants for their participation. She also introduced staff from the RXI AI/AN Office, noting that they, Ms. Majestic, and she were all there to listen. She reviewed the Tribal Consultation format, explaining that the consultation would begin with word from Tribal leaders and officials, followed by input from others after Tribal leaders had the opportunity to speak. She and Ms. Majestic would respond to questions and only ask their own questions for clarification.

Ms. Godfrey said that ordinarily her office holds the March Tribal Consultation in Albuquerque and then attends the National Indian Head Start Directors Association (NIHSDA) conference in June, but that this year they would be part of the Administration for Children and Families' (ACF's) Tribal Grantee Consultation, which would be held in Washington, DC, toward the end of July. Every ACF agency—Temporary Assistance for Needy Families, the Office of Child Care, Child Welfare, the Office of Community Services, the Office of Family Assistance—would have time at that event for consultations. Ms. Godfrey said she thought this would serve those involved in RXI AI/AN Head Start programs well, as they could talk to people about their work with multiple grants throughout this event.

Ms. Godfrey provided an overview of RXI AI/AN activities and services to address issues learned from previous consultations. Topics included the following:

- *History and Overview of RXI AI/AN:* Head Start has operated since 1965, and in that same year the AI/AN Programs Branch started with 34 AI/AN programs. Since then, the number of AI/AN programs has grown to 153, and about 42,000 children of AI/AN heritage are served today by Head Start programs in RXI AI/AN, and throughout the geographic Regions. OHS honors the rich heritage of Tribal children, families, and communities and looks to local communities to help them in that work. OHS supports traditional language and cultural practices to provide high-quality services to young children.

- *RXI AI/AN Background:* In RXI AI/AN, there are 153 Head Start grantees, with 147 Head Start and 67 Early Head Start programs in 26 states. Total funded enrollment in the Region is over 22,000, including 18,635 in Head Start and 4,084 in Early Head Start.
- *Early Head Start Expansion and Partnership Grants:* In 2015, OHS funded 14 of these grants, for a funded enrollment of 772. This year, OHS is in negotiations for a new round of grants with four tribal entities that will add nearly 220 Early Head Start children to the current funded enrollment.
- *Additional Funding Opportunities:*
 - *Duration Grants:* As noted at the opening session of the Southwest Consortium's Native American Child and Family Conference, the goal of duration grants is to increase program hours and give children a longer time in Head Start and Early Head Start and to provide more continuity of quality services.
 - *Early Head Start Expansion:* A total of \$5 million is available for AI/AN Early Head Start expansion. These funds were relinquished by AI/AN programs. In the transition from one presidential administration to another, the new administration reviews all work done under the previous administration. OHS anticipates that the \$5 million expansion will continue and be limited to AI/AN programs.
- *OHS ACF Head Start Program Performance Standards (HSPPS) Final Rule:*²
 - *Training and Technical Assistance (TA):* Ms. Godfrey noted that some of the Tribal Consultation participants had come to Arizona in December 2016 for region-wide training on the HSPPS. This wonderful training was the first RXI AI/AN OHS-sponsored all-grantee training in 11 years. The training was attended by 125 grantees. The meeting was one of many steps OHS is taking to build understanding of the new regulations.
 - *New in These Regulations:* The new regulations are more flexible and allow OHS to work more with individual grantees to meet their community, family, and program goals. The Standards address research-based program service requirements. Within those requirements, there is flexibility to talk about Tribal research and how RXI AI/AN grantees see their programs and practices in the context of research. The Standards are written in plain language, and they strengthen educational requirements.
 - *HSPPS Specific to Tribal Programs:* Ms. Godfrey highlighted four standards as providing particular flexibility for RXI AI/AN programs.
 - **1302.11(a)(i)(ii)** gives flexibility to Tribal programs in proposing service areas and serving children from families who are members of their Tribe.
 - **1302.12(e)(4)** clarifies the conversion of slots for Tribal programs offering both Head Start and Early Head Start.
 - **1302.36, Tribal language preservation and revitalization**, clarifies integration of efforts related to Tribal language, especially for Head Start.

² The final rule is available online at <https://www.federalregister.gov/documents/2016/09/06/2016-19748/head-start-performance-standards>.

- **1302.53(b)(3) Data systems.** This regulation specifies that a program, including AI/AN programs if they would like to and to the extent practicable, is allowed to integrate and share relevant data with state education data systems.
- **1302.53(b)(4) American Indian and Alaska Native programs.** An American Indian and Alaska Native program should determine whether or not it will participate in the systems described in paragraphs (2) (QRIS) and (3).

Ms. Godfrey encouraged RXI AI/AN Tribal programs to work with their Head Start directors to better understand these standards and support systemic decisions across Tribal programs.

- *School Readiness—OHS Approach:* School readiness goals are developed around learning in the domains of language and literacy, cognition, approaches to learning, physical health and motor development, and social and emotional development. School readiness goals should be developed on community practices and beliefs, family practices and beliefs, and principles of learning, and then aligned with the HSPPS.
- *Language and Culture: Preservation of Language and Culture:* Ms. Godfrey noted that OHS and Tribes had talked about the Tribal language revitalization report at the Albuquerque Tribal Consultation last year.³ OHS provides TA support for language preservation and revitalization from sources including the National Center on Early Childhood Development, Teaching, and Learning, which is working on a new set of resources to support language, and specifically to support language in the context of Tribes.
- *RXI Monitoring Data*
 - In Fiscal Year (FY) 2016, RXI AI/AN conducted 173 monitoring reviews. Some programs went through several reviews last year. They included Classroom Assessment Scoring System (CLASS™) reviews, environmental health and fiscal management reviews, and follow-up reviews.
 - This year OHS is developing monitoring review protocols that will align with the new HSPPS.
- *Issues from Previous FY 2016 Consultations:* Ms. Godfrey identified some of the issues raised at previous consultations and noted that OHS is working to address the issues:
 - *Preservation of Language and Culture*
 - *CLASS, Monitoring, Reviewers*
 - OHS is still working on recruiting native reviewers for CLASS. OHS will continue working with RXI AI/AN grantees to address this issue.
 - *RXI AI/AN Facilities*
 - Last year, RXI AI/AN gave out the greatest amount of one-time funds of any Region for improvements to facilities, environments, and transportation. OHS is aware that RXI AI/AN needs more funding for facilities.

³ *A Report on Tribal Language Revitalization in head Start and Early Head Start,*

<https://eclkc.ohs.acf.hhs.gov/hslc/states/aian/tlr/lang-revitalize.html>

Head Start Tribal Consultation Report

March 14, 2017, Albuquerque, New Mexico

- *Teacher Qualifications*
 - OHS is continuing to work with RXI AI/AN programs around supporting teachers in professional development plans when they lack necessary credentials. She added that OHS wants to continue to hear from Tribal programs about including native speaking and language as part of teacher recruitment and hiring.
- *Enhancement of Mental Health Services in RXI*
 - RXI AI/AN is working with the National Center on Health and Wellness on this effort. Cynthia Walker, Senior Program Specialist with OHS, is one of the leads.
 - The goal is to recruit approximately seven programs and have them continue a process of assessing and accessing mental health services in their communities.
- *Research to Support the Work of RXI*
 - AI/AN Family and Child Experiences Survey (FACES)
 - ACF will continue to conduct AI/AN FACES and other research to learn what is happening in Tribal classrooms and use the data from the research to improve our services to AI/AN HS programs.

In conclusion, Ms. Godfrey noted that OHS has accomplished a lot and has a lot more work to do. She invited participants to speak, and they provided the testimony below.

Testimony and Comments of RXI AI/AN Participants

A. HSPPS Final Rule

- Appreciation was voiced for the regional training on HSPPS held in Phoenix in December 2016 for all RXI programs.
- OHS should make sure that each of these standards is being adequately funded. The Environmental Protection Agency (EPA) puts a dollar value to commitments. It would be good for OHS to do the same.
- The new HSPPS show that Head Start is embracing native languages and cultures. RXI AI/AN Head Start and Early Head Start programs should embrace native languages and cultures, too. Tribes had very successful educational systems prior to Western models. They are coming from a position of strength, and they need to embrace language and culture to reengage their children.
- The HSPPS assume that all RXI AI/AN programs have connectivity. Some programs have connectivity, but they are still lacking infrastructure. In the HSPPS, there should be serious thought about whether the infrastructure is in place. Also, in rural America, transporting kids safely is an issue. These are issues to consider going forward, as development of the Standards continues.
- More TA is needed on the HSPPS for both Tribal Council and staff. They would like TA with the regulations so that they can implement them appropriately.
- In Tribal Head Start programs, there is a big difference between those that serve 20 kids and those that serve hundreds, but the regulations are the same. Programs that serve small populations are spread very thin in their work to comply with the same mandates as those

for larger programs. This also translates to dollars. When requirements come forward and are not backed with dollars, they critically impact small programs.

B. School Readiness

- Some public school pedagogical practices do not mesh well with Tribal America. School readiness needs to be assessed by Tribes. Public schools should partner with Tribes. Head Start is connected to communities. Public schools need to talk to Head Start programs and Tribes. They have their own set of expectations, and Head Start parents have different ones.

C. Preservation of Language and Culture

- Appreciation was voiced for OHS providing a lot of support for native language learning. In the Head Start program of the individual testifying, it is really something to see children learning in their native language, taught by their elders.
- Some tribes have no written language; therefore, culture is passed down through stories, songs, and traditional events. Native language is important in maintaining their values and providing a foundation for continuing their traditions, culture, and religious lifestyle. In some communities the language is taught by Tribal elders. Concern was voiced that tribes need authorizing legislation to allow them to develop teacher qualifications to directly certify Tribal elders as language and cultural instructors. Also, the Tribe should be allowed to create their own culturally appropriate curricula.
- There is a need to broaden funding for immersion programs. In addition to assessment for school readiness and outcomes, as mandated by the HSPPS, there should be an assessment also for their individual tribe's language and culture.
- Language is the first language, it is what children know, and they need to keep that going.
- All the Tribes are unique. They have their own unique needs, as well. They are fortunate to have some of their language, culture, and way of life, and they want to preserve it. They need to be allowed to come up with curricula to meet the needs of their children, culture, and language.
- Appreciation was voiced for 1302.36 in the HSPPS, but would also like it to include culture and history.
- Head Start should fund a cultural language teacher.

D. CLASS

- CLASS has ended up being used as a mandatory tool for deciding whether a grantee is entered into the Designation Renewal System (DRS) process. DRS is the last place a program wants to be. CLASS is not culturally appropriate, and it does not address traditional Tribal practices or cultural ways. Many of the reviewers don't have experience or knowledge of Tribal cultures. Because of that, Tribal programs are likely to be placed under DRS. CLASS reviewers with demonstrated ability to work with native communities should be identified and trained. The authorization language should include expansion of scientific standards to allow for greater consideration of cultural and behavioral norms in the review process, as well as establishment of a grievance process for challenging CLASS evaluations.

- Tribes should determine the proficiency of staff. CLASS observers are not qualified to observe or evaluate their Tribal programs effectively because they do not know the Tribal cultures or languages.
- CLASS is not culturally appropriate. OHS needs to come up with a plan for something that suits tribal programs.
- CLASS is culturally insensitive. It involves comparing culture and education to the rest of the United States. The CLASS guidelines do not represent the Tribe.
- You cannot take a single test and make it fit all children and programs. Make sure that the CLASS reviewer is culturally sensitive.
- CLASS is culturally inappropriate. Programs are working toward full native language immersion, and so they are very nervous when observers walk in. At their last CLASS observation 2 years ago, the education coordinator, a classroom teacher, was speaking the native language, and the reviewer told her to speak more English. She doesn't want their teachers to be assessed. CLASS is only an assessment of a sample of a sample. If they go to the wrong classroom, the whole program gets assessed as in need of improvement.

E. Facilities and Transportation

- Congress should fully support appropriations for construction of Head Start facilities. With assistance from the Indian Health Service (IHS) there has been assessment and reform. They need funding for planning and design, which should also include water, wastewater, electricity, and natural gas. There should be reauthorization language to allow flexibility to enable Indian Head Start programs to use residual RXI AI/AN dollars, or to redistribute dollars to better support funding of these improvements.
- The greatest need is for facilities. They do not have enough classrooms for their children. Funding is needed to keep buses safe for their children.
- Indian communities across the country live in rural settings. Teachers need to travel long distances to get to schools and Head Start services. School buses always need to be inspected and monitored. There needs to be a mandate that they get replaced.
- Funds are needed to get facilities to a construction readiness level. Planning and design will only be about 7 percent of facility construction costs.
- OHS—and specifically RXI AI/AN—should work with Tribes to improve facilities while managing costs. Tribes could share designs to reduce cost.
- In the last 10 to 15 years there has arisen a huge need for information technology resources. Some classrooms are not connected to the Internet. In urban areas, students can take exams on computers, whereas our students need to take their exams on paper and share textbooks.
- There are stringent regulations for hiring a bus driver that make it hard to do so.
- With the new HSPPS, OHS should set aside more funding for facilities on reservations. No expansion funds can be requested with no facilities to expand. Consideration should be given to encouraging creative funding options for Head Start and Early Head Start in Indian communities.

F. Teacher Qualifications, Training, and Compensation

- Regarding Head Start center-based teacher qualification requirements, 1302.91(e)(2) in the HSPPS, many tribes have invested in the development of its centers and teachers, but

they do not have the funding to provide competitive wages for teachers. They support the requirement of 50 percent of Head Start teachers' nationwide obtaining degrees and believe an educated teacher will provide better results for their children. All their teachers have worked hard in attaining their bachelor's degrees. But without necessary funding to pay teachers, more teachers will leave for better paying jobs in public, BIE, tribally controlled, and private schools. OHS should request funding from Congress so that RXI AI/AN programs have enough funding to pay their teachers adequately.

- Adequate compensation is important, because even their teachers live in poverty and need to work full-time as Head Start teachers. This should be built into budgets. Also, the time it takes them to travel to educational settings to meet Head Start teacher requirements takes time away from their families and work.
- In 2003, when Head Start was reauthorized, there were conditions for their teachers that they obtain Child Development Associate certifications (CDAs) and degrees, and they are abiding by that, but they are losing teachers. There is not enough funding. The Tribe has been subsidizing Head Start at times.
- There are regulations to provide education to teachers but no funding for higher pay, so they lose their teachers to public schools. With stricter teacher education regulations, there must be funding for higher pay.
- Tribes need full funding. They have big turnover at their school because of funding.
- Arizona recently passed a law that in the public education system, Tribes may decide on qualifications to be a teacher in a Tribal school. She suggests that OHS consider something similar, because Tribal cultural, historical, and linguistic needs are different from those of the majority.
- Teachers need to travel for education. The nearest college might be 2 or 3 hours away, and it doesn't offer early childhood education programs. This is a problem across Native American programs.
- They are constantly working on meeting educational requirements for their teachers. They love the requirements, but when their teachers get education, they can get better jobs that are literally across the street. Tribes cannot meet continuity of care standards in the HSPPS if they don't have the money to pay her staff appropriate wages.
- To ensure some longevity for staff members means supporting their self-care. Head Start should prioritize, as part of teacher training, supporting teachers in taking care of themselves. If teachers experience secondary trauma, they become ineffective.

G. Health, Drug Addiction, and Behavioral and Mental Health Services—RXI AI/AN Participant Comments

- Tribes face issues that include mental and behavioral health and substance use. It is important that we work together to leverage resources at all levels of government.
- Regarding the health area, children sometimes have disabilities or developmental delays in learning to speak or in gross or fine motor skills. They are finding that the Head Start program is effective in providing health support to their young children. It is not a quick-fix treatment.

H. Income, Poverty Guidelines, and Other Issues in Enrollment

- When families work and make too much money, their children are ineligible for Head Start, even though the cost of living is higher in their area and they should be eligible for Head Start programs.
- Income guidelines affect families. Families who could not come to Head Start are families they see every day. The guidelines affect the ability to provide services for their children.
- Children who live with someone other than their parents, children who are wards of the court, and children involved in social services should be considered categorically eligible for Head Start services in Indian communities (along with children in foster care, who are already deemed categorically eligible for Head Start). On reservations, Head Start is the only provider of quality early childhood educational services. She suggested waiving income guidelines for reservation programs and adding funding slots based on Tribal enrollment numbers.

I. Budget Considerations, Trust Responsibility, and Federal Budget Processes Underway

- The President and Congress must be educated on the federal trust responsibilities to Native Americans. The sequestration that happened a few years ago placed additional financial burden on all Tribal programs, and today they still feel the pain, not only in education, but in problems with critical infrastructure such as water, wastewater, and comprehensive services. Tribal leaders need to ask the President and Congress to exempt Head Start programs from sequestration. The Administration will release its FY 2018 White House budget blueprint on March 16. Once the budget proposal is released, Tribal leaders need to review the budget and contact their congressional delegation and respective chairman and committee members for appropriations to advocate for their concerns. They need preserve the government-to-government relationship by ensuring funds flow directly to Tribes and not to states. Tribal leaders can lobby on behalf of RXI AI/AN and other Head Start Regions to ask for funding for OHS programs, because if OHS doesn't receive adequate funding, its programs don't either.
- As Tribal leaders, we are always faced with the need to advocate for Head Start, public schools, and native students. When they make their congressional visits, they advocate for funding for their programs. OHS should keep RXI AI/AN up to date on what the President and Congress are proposing and how they can advocate. He acknowledged that OHS cannot advocate or lobby.
- As Tribal leaders they can lobby for meeting children's needs, and parents can continue to advocate too.
- Head Start is based on discretionary funds no matter what Tribes and Pueblos say or do. Tribal leaders have been advocating for categorization of Head Start as special funds based on treaty rights, with funding allocations to run their organizations. This would keep Head Start funding from getting cut. Many of the same issues come up at this consultation year after year related to funding.
- Tribal leaders should go to Washington, DC, as a team to advocate for specific issues. Head Start and federal programs are limited in what they can say or do, but he does not think they are limited in working with the Tribes. Also, they can gather statistics to help Tribes better advocate.

- The Tribes are faced with other issues and challenges, including funding. As Tribal leaders, no matter what Washington is doing, they need to speak with unity, as one Tribal voice.
- Concern was voiced that in the 21st century the trust responsibility still confuses Washington and is not respected. As First Nations people, they should be taken care of first. Funding is always an issue. These consultations must be taken seriously and the information they include must be taken back to the people who control their future.
- The federal government has a trust responsibility with each Tribe. This is a treaty obligation the federal government has.

J. Collaboration Involving RXI AI/AN Head Start Programs, OHS, and Other Federal Agencies

- Various funding sources should collaborate to streamline educational initiatives; these sources include BIE, HHS, the U.S. Department of Education, tribally controlled schools, and the philanthropic community. It is important that they work together to leverage the funding resources at all levels of government.
- The Pueblos are communicating with the U.S. Department of Education and BIE. Now that they have to leverage their portion with the U.S. Department of Education and BIE, is OHS communicating with these organizations and collaborating?
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Conclusion

Ms. Godfrey introduced Senior Program Specialist Donald Wyatt to describe an initiative he has been working on for Tribal leaders.

Mr. Wyatt announced that OHS would be offering new training for Head Start directors who had been in place for less than 3 years. He related that 70 percent of Head Start directors have 2 years of experience or less. The training will be a 3-day, intensive training at the end of May 2017. He said OHS hopes that each Tribal leader allows his or her Head Start directors to attend. They have several other events planned throughout the year, so the May event will be part of a yearlong training. In addition, each director will be assigned a mentor to help him or her through tough times and answer questions. There will be face-to-face opportunities at the NIHSDA conference and other events. This initiative will only be successful if Tribal leaders support it.

Ms. Godfrey noted that Ms. Cynthia Walker, Senior Program Specialist at OHS, attended the consultation. Ms. Walker is working on the mental health initiative, and she is looking for programs to participate. Ms. Godfrey invited Tribal Consultation participants to pick up copies of a flyer about the initiative from Ms. Walker before leaving the consultation.

Ms. Godfrey thanked Tribal Consultation participants for attending, for sharing and listening to each other, and for giving her and other RXI AI/AN headquarters office staff the opportunity to spend time with them. She noted that there had been some powerful messages. OHS looks forward to receiving testimony and will be providing a report on the meeting. She and others in her office will participate in Tribal Consultations as part of the ACF consultations at the end of

July in Washington, DC; in August in Washington; and in October in Alaska. She looks forward to upcoming Tribal Consultations. She and others in her office are interested in knowing what they can do to offer support to RXI AI/AN.

Tribal Consultation Participants

RXI AI/AN Tribal Leaders and Representatives

Last Name	First Name	Title	Organization
Aguilar	Yvette	Head Start Program Director	Five Sandoval Indian Pueblos, Inc.
Antone	Phyllis	Member, Tribal Education Committee	Gila River Indian Community
Begay	Dolly C.	Board of Education Member	Navajo Nation
Begay	Dr. Pauline M.	Governing Board President, Department of Education—Head Start	Navajo Nation
Benally	Katherine	Parent Policy Council President	Navajo Nation Head Start
Byerly	Geof	Director, Ute Mountain Ute Child Development Center	Ute Mountain Ute Tribe
Charley	Louise	Parent Policy Council, Head Start	Navajo Nation
Chavarria	J. Michael	Governor	Santa Clara Pueblo
Chavez	Everett	Tribal Program Administrator and Councilman	Santo Domingo Pueblo
Cheama	Francine	Education/Disabilities Manager	Zuni Tribe
Concho, Jr.	Raymond J.	First Lieutenant Governor	Acoma Pueblo
George	Bobby	Navajo Nation Head Start Policy Council	Navajo Nation
Hamlin	Charlotte	Policy Council	Ute Mountain Ute Tribe
Hanks	Mary Ann	Policy Council Member, Head Start	Navajo Nation

Last Name	First Name	Title	Organization
Henderson Singer	Sharon	Superintendent, Head Start	Navajo Nation
Interpreter	Tilda	Policy Council—Navajo Head Start	Navajo Nation
Jaramillo-Padilla	Genevieve	Director, Early Childhood Learning Center	Santo Domingo Pueblo
Johns	Gloria	Navajo Nation Board of Education	Navajo Nation
Lopez	Marcie	Family Service/Transportation Manager	Ute Mountain Ute Tribe
Madalena	Joshua	Executive Director, Head Start	Five Sandoval Indian Pueblos, Inc.
Martinez	M. Haydee	Data Quality Specialist	Kickapoo Traditional Tribe of Texas
Miller	Jeffrey	Tribal Council Member	Omaha Tribe
Mitchell	Arbin	Chief of Staff	Navajo Nation
Morris	Rodney	Elected Official	Omaha Tribe of Nebraska
Nall	Kimberly	EHS-CCP Tribal Center Director	Colusa Indian Community
Nasewytewa	Sandra	Tribal Council Representative—District Six	Gila River Indian Community
Ortiz	Edwin		
Powell, Sr.	Carlos	Director, Head Start Program	Havasupai Tribe
Quetawki, Sr.	Arlen	Tribal Councilman	Pueblo of Zuni
Salcido	Isaac	Tribal Education Department Director	Gila River Indian Community

Last Name	First Name	Title	Organization
Sanchez	Amalia	Executive Director, Program Director, Head Start	Pueblo of Isleta
Sayad	Monica	Director	Round Valley Indian Tribes
Shendo	Kevin	Education Director	Pueblo of Jemez
Solomon	Lawrence		Lummi Nation
Tafoya	Francis	Head Start Director	Santa Clara Pueblo
Tilousi	Carletta	Tribal Council	Havasupai Tribe
Tilousi	Edmond	Vice Chair, Tribal Council	Havasupai Tribe
Todacheene	Dr. Bernadette	Board of Education	Navajo Nation
Tyler	Tara	Policy Council Member, Head Start	Navajo Nation
Velarde	Wainwright	President	Jicarilla Apache Nation
Watahomigie- Corliss	Ophelia	Tribal Council	Havasupai Tribe
Whipple	Lewis	Tribal Council	Round Valley Indian Tribes

Federal Staff and National Contractors

Last Name	First Name	Position	Organization
Godfrey	Angie	Regional Program Manager, RXI	Office of Head Start (OHS)
Henderson	Phyllis	Program Specialist	OHS
Lertjuntharangool	Todd	Program Specialist	OHS
Majestic	Frances	Director, Program Operations Division	OHS
Nicholls	Shauné	Program/Management Analyst	OHS
Walker	Cynthia	Senior Program Specialist	OHS

Whitaker	Joanna	Program Officer	National American Indian Alaska Native Head Start Collaboration Office
Wyatt	Donald	Program Specialist, RXI	OHS