

**OFFICE OF
HEAD START
TRIBAL CONSULTATION**

**March 10, 2014
Albuquerque, New Mexico**

Presented by
Ann Linehan, Acting 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) convened five 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 considered and timely input prior to the development of policies or regulations. Input will be considered by OHS when interpreting existing regulations and formulating policies or procedures that affect Indian Tribes. OHS is committed both to seeking input from Region XI AIAN governing bodies, leaders, and individuals designated by Tribal Leaders and to incorporating such input into its decision-making process related to all matters that significantly affect Tribes and Region XI AIAN children and families.

The 2014 schedule follows:

March 10, 2014	Albuquerque, New Mexico
May 9, 2013	Bloomington, Minnesota
July 31, 2014	Tulsa, Oklahoma
August 4, 2014	Airway Heights, Washington
October 22, 2014	Anchorage, Alaska

By Notice in the Federal Register, dated February 20, 2014, OHS notified Region XI AIAN leaders of a Tribal Consultation on March 10, 2014, in Albuquerque, New Mexico, to be held in conjunction with the 33rd Annual Native American Child and Family Conference.

The following report includes comments and recommendations raised by Region XI AIAN leaders and representatives, comments and responses from OHS, and areas discussed at the Tribal Consultation that require additional follow-up. (There are 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 AIAN. Other participating Federal and national contractor staff are listed in the appendix.

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

FACES Presenters: Michelle Sarche, University of Colorado at Denver, and Jessica Barnes, Michigan State University.

Written Testimony was provided by Mr. Herman G. Honahnie, Chairman of the Hopi Tribe, and Marcelino Aguino, Governor of Ohkay Owingeh.

Introductory Remarks

The Tribal Consultation began with opening remarks from Captain Robert Bialas, Regional Program Manager, Region XI AIAN and OHS Acting Director Ann Linehan. Governor Joshua Madalena from the Pueblo of Jemez offered the opening prayer.

Captain Bialas welcomed all of the Tribal leaders. Ms. Linehan expressed her gratitude for the work that had been done by Captain Bialas, his team, and their collaborators.

Captain Bialas highlighted the previous year's achievements and presented a PowerPoint with details about Region XI AIAN programs, enrollment, funding, challenges due to under enrollment, funded cost per child in Region XI AIAN, and the importance of working as a team. Ms. Linehan and Captain Bialas announced the main areas of focus for OHS in the coming year:

Designation Renewal System (DRS): A team of specialists including FHI360, National Centers, Federal staff, and Danya are working to improve program quality. DRS helped all partners determine what was needed to enhance program performance. The benefit of Region XI AIAN DRS was that there was additional time to improve quality. The 16 Region XI AIAN DRS grantees in Cohort 1 passed their reevaluations; OHS is waiting for the results from the Cohort 2 reevaluations. Captain Bialas stated that a program can be placed in DRS for either low CLASS scores, deficiencies, or both. He explained the reevaluation process for those Tribes newly listed as DRS grantees. Starting April 1, 2014, all grantees are to be notified 30 days prior to their onsite visit; the reevaluation is scheduled for 30 days from the date of the letter. If problems with the Classroom Assessment Scoring System (CLASS™) protocol led to DRS findings, only that protocol was applied. If there is a deficiency, reviewers will use the AIAN monitoring protocol. If there were CLASS findings as well as deficiencies, reviewers used both protocols. The protocol will be sent to Tribes along with other documents.

One grantee described her positive experience with the reevaluation process; she commented that the reevaluation team was respectful and supportive.

CLASS: Captain Bialas highlighted Region XI AIAN success improving CLASS scores in 2013. He noted that the emotional support and classroom organization scores in Region XI AIAN are the highest of all Regions. Captain Bialas stressed the work FHI360 and the National Centers have performed to help Tribal programs improve these scores. He said that he wants to make sure that the Tribes receive all of the training and technical assistance (T/TA) that they need and encouraged them to contact their program specialists to obtain this support. He noted the importance of involving the grants management team in discussions of fiscal matters and accountability.

Peter Garcia, Jr., from Ohkay Owingeh expressed his concerns regarding how culture affects CLASS scores and noted that regulations keep changing. Ms. Linehan assured him that OHS has thoroughly investigated the research surrounding the CLASS observation tool and its

development. OHS concluded that Tribal communities are not disadvantaged; the tool is not insensitive to Tribes. She highlighted the high CLASS scores that Tribal classrooms received in 2013. She also explained that OHS is revising the Head Start Program Performance Standards to reduce their number. Hopefully, next year at this time, the Tribes will state that OHS has met their needs for streamlined standards.

Sequestration and Funding: Captain Bialas discussed the fact that OHS has restored sequestered funds (5.27 percent of the funds allotted to Tribes) to the Tribal programs after Congressional action. He asked that all Tribal leaders decide how they are going to use these funds. He highlighted the fact that Congress expects that the slots for children that were sacrificed will be restored to programs and that furloughed teachers will return to work. Additionally, Congress granted a cost of living adjustment (COLA) to the programs of 1.3 percent. Finally, there is now funding for Early Head Start (EHS)/Child Care Partnerships. Region XI AIAN programs will be competing for approximately three percent of the \$500 million available funds.

Communication: Captain Bialas highlighted OHS improvements in communication with Tribes. He noted the weekly communications from OHS; regular calls with Tribes, Alaska Head Start Directors, and other major Indian and Alaska Native groups; Program Specialists' visits to grantee sites; regular calls with NIHSDA (National Indian Head Start Directors Association); and networking opportunities available to Region XI AIAN grantees. He stressed his interest in transparency and providing time to the Tribal grantees. He emphasized his interest in ensuring that the program specialists use travel funds to make onsite visits to Tribes for the purpose of becoming acquainted with their challenges and concerns and to meet with Tribal Leaders.

Training and Technical Assistance (TTA): Captain Bialas is proud of the work of FHI360. He highlighted the number of visits made by twenty-one FHI360 staff. They spent 1,800 days visiting grantees between October 2012 and December 2013, and spent 796 days on site in the Southwest alone (Arizona, Colorado, New Mexico, Utah, Nevada, and Texas). Captain Bialas also recognized the work of the National Center for Quality Teaching and Learning (NCQTL). He discussed their emphasis on technical assistance in the following areas: school readiness, governance, education manager training, engaging environments, and DRS support. He is emphasizing that grantees receive NCQTL materials on time and are informed on how to use them. He also recognized the efforts of all National Centers and stressed the outstanding work of NCQTL in support of Cohorts 1 and 2 in Region XI AIAN. Finally, he mentioned that Jarma Wright, Region XI AIAN Field Specialist, has lead efforts for School Readiness and other technical assistance topics.

Early Head Start (EHS) Child Care Partnership: Ms. Linehan explained this new funding opportunity. Infant toddler programs have been underfunded. The usual child care subsidy is \$5,500. Child care programs pay minimum wage, lack technical assistance, and lack regulations regarding appropriate ratios of staff to children. Congress observed that EHS programs were operated well; members wanted to help child care programs succeed and become a bridge to the Head Start program. As a result, Congress provided \$500 million to fund EHS/Child Care Partnerships Grants. Ms. Linehan stated that OHS wants all Region XI AIAN programs with an Early Head Start component to apply for these funds; programs that want to develop new EHS programs may also apply. She encouraged reaching out to partners to work jointly on enhancing

the environment indoors, outdoor play spaces, professional development, curriculum development, and higher wages. She asked all Tribal leaders to think about how they would spend funds, if granted and said there is a website with information on this opportunity (<http://www.acf.hhs.gov/programs/ece/early-learning/ehs-cc-partnerships>). She has been in touch with NIHSDA regarding this matter.

Peter Garcia, Jr., Ohkay Owingeh, asked about using funds for home-based toddler care and mentioned problems with facilities. Ms. Linehan responded that the funds are not for building new facilities; they are for retro-fitting existing spaces. This grant offers an opportunity to develop a partnership with licensed family child care settings serving young children. She also discussed the fact that in some Tribal communities there may be separate Tribal government offices for Child Care and Head Start. This new opportunity presents a way for these two groups to form partnerships. She hopes there will be robust applications.

Peter Garcia also asked if partnership funding could be used to establish a new infant toddler center that stressed language immersion. Ms. Linehan replied that this might be approved if this is in line with the priorities of the community, and the Tribe's children have the opportunity to learn English. She emphasized the importance of documenting the need for this approach and stating in the proposal that infants and toddlers in the community will not be served if the proposal is not approved.

Barbara Sanchez, Pueblo of Isleta, inquired about the need for a non-federal match for the partnerships grants. Ms. Linehan stated there is a required match; however, a waiver can be submitted stating that the Tribe is unable to meet the match when they submit the application. This waiver should cover the entire budget period. Captain Bialas agreed that he would discuss this challenge further with Tribes.

Several participants raised additional questions. *Carlos Powell, Havasupai, and Peter Garcia, Ohkay Owingeh*, asked about teacher certifications for partnership grant staff and the ability to use these grant funds for facilities. Ms. Linehan reiterated that the funds are not for construction or purchase of facilities. They can be used to make minimal repairs. She stated that an infant/toddler CDA is needed for the staff in these settings and discussed the 18 month grace period to get to this standard for new programs in the partnerships. She again encouraged the Tribal leaders to make sure they were making the strongest case possible that their children will be unserved if their proposal for new projects is not approved. For current EHS grantees, she suggested including new positions in their budget. This funding opportunity could allow them to add additional staff such as mentor teachers or other full-or part-time staff to their infrastructure to support partnerships. Finally, there will be a separate Tribal funding announcement and Tribes will compete only with other Tribes.

In response to a suggestion to set up a Distinguished Scholar Program for experts in Tribal language and culture, and waiving teacher qualification requirements for programs with those experts, Ms. Linehan noted that Early Head Start teachers must be moving in the direction of meeting credentialing requirements and developing infant toddler expertise. The CDA can be earned in a short period of time. Programs that apply should include their plan for meeting

teacher requirements in their application. New partnership programs have 18 months to meet these requirements.

Jenny Lundy, Five Sandoval, asked if more than the minimum amount (\$15 million) could be awarded to Region XI AIAN programs. Ms. Linehan said that \$15 million is the minimum set aside; OHS can consider awarding more.

Ms. Linehan ended the partnership discussion by reminding the Tribal leaders that OHS only can answer questions regarding the EHS/Child Care Partnership grants up to the time the Funding Opportunity Announcement (FOA) is posted.

AIAN Family and Child Experiences Survey (FACES): Captain Bob Bialas introduced Michelle Sarche from the University of Colorado at Denver representing the Tribal Early Childhood Research Center (TECRC) at www.tribalearlychildhood.org. She is a Tribal member from Lake Superior Chippewa Tribe. Ms. Sarche explained that her organization receives funding through the Office of Planning, Research and Evaluation (OPRE) at the Administration for Children and Families (ACF). TECRC is funded to conduct early childhood research, Tribal Head Start research, and home visiting and child care program research focused on four areas: research measurement, research training, information dissemination, and evaluation and research to practice. Michelle is working with Jessica Barnes from Michigan State University on expanding studies to include Region XI AIAN in a national study of Head Start. They are consulting and collaborating with Tribal partners on this study and have formed a steering committee. They also are working with NISHDA.

Ms. Sarche discussed two Head Start research studies. The Impact Study is nationally representative except for Tribal programs. It compares children with Head Start experiences to those without Head Start. It describes the impact of Head Start on child development and parenting practices by examining age, gender, family, and outcomes. The Family and Child Experience Survey (FACES) is conducted every 3 years (since 1997) and has reported findings for Regions I-X. The goals are to examine characteristics of children and families and of Head Start programs; to assess the growth of a sample of children in the Head Start year; and to inform policy and practice at the national level. Unlike the Program Information Report (PIR), FACES does not include child level data.

Previously Region XI AIAN was excluded from FACES due to concerns about cultural appropriateness and whether measures would be valid for Tribal children. Also, the logistics of traveling to twenty-six states and sampling 550 Tribes was challenging. There are only a small number of culturally and scientifically-grounded researchers prepared to work on this data.

ACF decided that there is a need for a separate study of Region XI AIAN and is providing the Tribal communities the opportunity to decide when, if, and how to share collected information. The workgroup of Tribal Head Start partners, university-based researchers, and federal partners will be involved in decision making. Their plan includes conducting calls and sending Ms. Sarche to Tribal Consultations in the summer of 2014, on trips with FHI360, and to HHS advisory council meetings. Mathematica will collect the data and is seeking input about content from the workgroup. It is possible that the work will begin in the fall of 2015, one year after

collection of the other FACES data for Regions I-X. The Federal Register will post information for comment. Ms. Sarche mentioned positive comments by NISHDA about this research. Tribal Head Start programs would no longer be invisible; Congress can make decisions about Tribal programs based on data; and the research will give everyone the opportunity to learn about the Tribal program's challenges. She noted that the planning process is unique to this region.

Following the discussion, participants raised questions:

Q. Will Tribes be required to assist with the study?

A. Michelle explained that there will be random selection of Tribes to avoid bias. Ten to twenty programs will be chosen but will not be required to participate. Of those programs selected, they will choose only a subset of families from each program. The goal is to find a representative sample of Region XI AIAN as a whole that will be an average of the entire diverse population.

Q. How will information be disseminated?

A. The workgroup will continue in existence through the period of dissemination, will own the data collected by Mathematica, and will make decisions in collaboration with Mathematica.

Q. Will Indian programs outside of Region XI AIAN be included?

A. No, this study will be limited to Region XI AIAN.

Q. Will local processes for Tribal consent be observed?

A. Yes, Tribal Leaders will be involved. If they decide not to move forward, they will not be required to participate and other programs will be chosen.

Comments of Region XI AIAN Participants and Federal Responses

A. Language and Culture

- A representative of *Jemez Pueblo (Joshua Magdalena)* noted that language immersion is an important component in their Head Start program. The Tribe is non-gaming and stretched for resources but committed to promoting their language. English is dominant and they need funds for Native language education. The speaker offered examples of children's learning styles and emphasized the need for adults to support the Native language. He noted that they promote a unique curriculum in the community and hope to offer community classes for youth who do not speak the Native language. The Tribe has asked its religious leaders to mentor children to promote the use of the native language since it is central to their religious practices. He stressed the need for teachers that speak the Native language and emphasized that it should be used in homes by families who avoid criticizing their children's use of the Native language and support their efforts to learn. The Tribe has asked that Native language be made a Tribal Council priority.
- *Pueblo of Santa Clara (John Shije)* explained that they rely on oral history and noted that the Tribe has been in the same location for 600 years. There are 2,500 people in the Pueblo and 10,000 within the exterior boundaries of the Tribe. They have received support from community partners for language preservation but do not have the funds to promote cultural knowledge or to implement federal mandates that do not allow them to utilize community resources for teaching. He noted that federal funding is not keeping pace with federal requirements and stressed the need for financial assistance. He wants to

work to find solutions, asked for OHS flexibility, and requested that OHS recognize the uniqueness of Indian program cultures, language, and religions.

- *Pueblo Zuni (Steve Boone)* stressed the importance of language and culture to his Tribe, which has suffered many losses. The Tribe should be developing curricula that teach children about their culture and language. The members pray in their language and this supports their well-being. This Tribe works with other Tribes and recognizes that they all need support to preserve their culture.
- *Ohkay Owingeh (Peter Garcia, Jr.)* is located between Santa Fe and Taos. They are ineligible to receive state funding for bilingual education. Their language is being lost although they believe it is important to younger generations. They plan evening classes twice a week to teach the language using their own funds. Written testimony from the Daniel Honahnie, Hopi Tribe echoed this sentiment and the need for federal funds for this effort. In his testimony, Mr. Honahnie noted the need for the federal government to become familiar with goals at the local Tribal level. Hopi Tribe is the only sovereign nation within another sovereign nation in the U.S. Their governmental system is like the U.S. Hopi has twelve villages that are sovereign. He noted that the changing regulations from Head Start are cumbersome and there are leadership changes in the Tribe every few years. There is no stability. Finally, he suggested that instead of a general assessment monitoring process, there should be flexibility for assessing local Tribal programs. This could result in more positive input to the U.S. Congress and an interest in raising funding for Region XI AIAN Head Start programs.
- *Santo Domingo (Stanley Coriz)* noted that a new Tribal governor is appointed every year. He explained that his center has both Head Start and Early Head Start. There is a new facility of 30,000 sq. feet that serves 214 families; one hundred and twenty 3 to 5 year-olds; and ninety-four infants to 2 year-olds and pregnant mothers. The community supports Head Start. However, they are concerned about language preservation in the Head Start classroom. Since they believe it is important for community members to be exposed to the language, there is a certified language teacher in each classroom.
- *Havasupai Tribe (Bernadine Jones)* is located at the bottom of the Grand Canyon. The speaker discussed working with other Tribes. She emphasized continuing language and cultural instruction in the Head Start classroom and the need for funding to continue these efforts. They continue to use elders to teach culture, songs, stories and traditional beliefs. Head Start is a fine program and has been in their location 40 years plus. However, resources through the Indian Health Service are not always available.

Language and Culture – OHS Response

- OHS recognizes that the Tribes represent many different languages, cultures, religions, and systems. OHS supports language preservation and use in the classroom.

B. EHS/Child Care Partnership Initiative

- *Jemez Pueblo (Raymond Loretto)* commented that they would like to take advantage of these funds.
- *Pascua Yaqui (Catalina Alvarez)* said the Tribe is happy about this funding opportunity.

C. CLASS

- *Pueblo of Santa Clara (John Shije)* stated that CLASS is insensitive to Tribal programs and has been detrimental to their program. CLASS is not culturally appropriate for Native peoples. For example, Tribal children are taught not to interact with elders and this can cause low CLASS scores. CLASS was optional at first but now is being used in monitoring. Many reviewers have no knowledge of Tribal culture and believe that their programs should resemble city programs.
- *Ohkay Owingeh (Peter Garcia Jr.)* said individuals that conduct the CLASS evaluations do not understand the culture. The fact that Tribal languages are taught in the classroom is not taken into account during these assessments. Some words in the Tribe's language cannot be interpreted in English and must be spoken only in the Tribal language. This concern is echoed in written testimony by Herman Honahnie from Hopi.
- *Ohkay Owingeh (Marcelino Aguino)* submitted testimony to express their belief that CLASS is an unfair approach to determine if their program is a quality program.

CLASS – OHS Response

- Ms. Linehan reiterated that OHS has thoroughly investigated the research surrounding the CLASS observation tool and its development. OHS concluded that Tribal communities are not disadvantaged; the tool is not insensitive to Tribes.
- Captain Bialas stated that if there is a classroom or program who only teaches and speaks in their Tribal language, OHS would not complete a CLASS Observation unless the observer spoke the Native language.

D. Disabilities

- *Ohkay Owingeh (Peter Garcia Jr.)* commented that there is a 10 percent disability services requirement as well as a state requirement for the Head Start program to support children with disabilities. Since the Tribe is unable to meet the 10 percent requirement, it wants OHS to reconsider it.
- *San Felipe Pueblo (Myrna Dingman)* explained that the Tribe is continuing to write waiver requests related to the 10 percent disability requirements because they are not receiving any support from the Local Education Agencies (LEAs). They also lack Bureau of Indian Education support for transitional memoranda of understanding. They desperately need OHS to assist them with achieving outcomes in these areas.
- *Santo Domingo Pueblo (Fred Sedillo)* commented that they also are having problems working with LEAs.
- *Ohkay Owingeh (Marcelino Aguino)* submitted testimony to make OHS aware of the fact that there will be an increase in disability waivers.

Disabilities - OHS Response

- Captain Bialas asked Micker Richardson, from FHI360, to work with Myrna Dingman and Fred Sedillo regarding the lack of support they are receiving on disability requirements.
- Captain Bialas offered to discuss the disability requirements with the Hopi Tribe representative.
- Captain Bialas noted where there are challenges working with LEAs, please let your program specialists know – they will work with you.

E. Fiscal Issues and the Non-Federal Match

- *Pueblo of Santa Clara (John Shije)* stated the need for more to be done to serve the 0 to 3 population; funding set asides are important for Native populations seeking to expand services. This is not a rich Tribe. All of the mandates placed on the Tribe by the federal government as well as budget constraints have placed an undue burden on their Head Start program. They have cut back transportation and comprehensive services for children. The speaker asked OHS to fund a school bus because the Tribe does not have any transportation. This Tribe, which enrolls 38 children and has a wait list, has always provided more than a 20 percent match. However, it is becoming more difficult to provide the match and keep up with the federal requirements.
- *Jemez Pueblo (Joshua Mandalena)* commented that it is difficult for non-gaming Tribes to meet the Tribal matching requirements for federal funds. There is a stereotype that all Tribes are well off due to gaming revenues.
- *Ohkay Owingeh (Peter Garcia Jr.)* noted that it is hard to meet the OHS in-kind services requirement when they cannot use the value of the market price of a building as a way to meet the requirement. He inquired about how the funding process occurs and how budget requests are made to OMB. Does OHS send requests for extra funds for Indian programs? The Tribes want to receive information about the distribution of federal funds. The written testimony of Herman Honahnie, Hopi, noted that the Tribes would like to consult with OHS about any additional funds coming to programs to ensure they are dedicated to the program's greatest needs.
- *Santo Domingo (Fred Sedillo)* noted the progress of their program. They are interested in a new amphitheater and a bridge to go over the highway to provide safety for children walking to school. He is looking forward to moving ahead with the 5-year grant process and thanked FHI360 for professional development on governance and OHS for the team effort.
- *San Felipe Pueblo (Jim Lorenzo)* expressed concern about issues related to the 15 percent cap on administrative charges and the 20 percent non-federal match. Due to their financial structure, Pueblo funds are being used to cover administrative costs over 15 percent. They have tried to use this amount to make up part of the 20 percent match but this strategy was not approved. Using those funds as part of the non-federal match would enable them to meet the match requirements.
- *Ohkay Owingeh (Marcelino Aguino)* expressed concerns in written testimony about the Tribe's inability to meet their in-kind requirements and its effect on their funding.
- *San Felipe Pueblo (Myrna Dingman)* noted that the Tribe reduced their Head Start program from 4.5 days to 4 full days to provide for one day of training and technical assistance (T/TA) for staff. They plan to continue the 4 day program and want to ensure this does not affect restoration of sequestered funds.

Fiscal Issues and Non-Federal Match of Federal Funds - OHS Response

- Ms. Linehan explained the Head Start funding process and noted that the Department of Health and Human Services (DHHS) lobbies in support of OHS budget requests. Federal officials fought hard to reinstate the sequestration funds and to get a Cost of Living Adjustment (COLA). The proposed FY 2015 budget shows commitment to Head Start. It is notable that people fight for Head Start funding at many levels of government. After

sequestration, many other programs did not get restored funds even though they serve the same families as Head Start. OHS' role is to answer questions raised by Congress. There are higher level budget negotiations that affect multiple programs. Those negotiations do not include OHS officials.

- Captain Bialas recommended that Santo Domingo Tribe talk to the Indian Health Service to see if there are funds available for injury prevention that could be applied to the bridge project.
- Ms. Linehan offered to meet with *San Felipe Pueblo* to gather more facts about their concerns about the non-federal match and the need to subsidize their program's indirect costs. She will ensure they receive an answer to their questions after she gathers the facts.

F. Changing Regulations and Requirements

- *Ohkay Owingeh (Peter Garcia Jr.)* discussed the difficulty of meeting constantly changing new requirements. Tribes are not part of the regulation development process and various federal agencies continue to add new regulations affecting schools.
- *Havasupai (Bernadine Jones)* noted that there is continual turnover of staff at OHS and other agencies. This results in different messages regarding mandates and requirements. They need continuity in messages regarding about how to maintain their programs.

Changing Regulations and Requirements – OHS Response

- Ms. Linehan stated that we have heard the Tribal leaders' concerns about how cumbersome the standards are. New standards have been drafted and will soon be coordinated and cleared at the federal level. When they are published, it is important for the Tribes comment on the proposed revision of the HSPPS.
- Captain Bialas stated that although we have had a couple of program specialists leave, Region XI AIAN is trying to provide consistent and high quality of service for each Head Start grantee.

G. Monitoring and DRS Reviews

- *Jemez Pueblo (Raymond Loretto)* discussed an occasion when a federal team visited the Tribe and discussed the assessment system. They promised feedback in forty-five days but it has not been received. The speaker asked who was in charge of making changes based on the assessments.
- *Pueblo of Santa Clara (John Shije)* asked OHS to be more flexible when reviewing Indian nation programs.
- *Pueblo Zuni (Steve Boone)* stated that Tribal programs should not be assessed like Head Start programs in other regions. He agreed with the sentiments of the Pueblo of Santa Clara.
- *Ohkay Owingeh (Peter Garcia Jr.)* noted that review teams should be educated on the languages and culture of the community to increase their understanding of how culture affects the ability of Tribes to meet requirements. In Ohkay Owingeh, the Tribal Council has placed a Board of Education in charge of regulation compliance. The review teams must understand this. He also discussed the difficulty of preparing for reviews when there is little or no notice of the time of the review, or it is unannounced.
- *Pascua Yaqui (Catalina Alverez)* asked about their DRS review and follow-up. How long will it take for the process?

- *San Felipe Pueblo (Myrna Dingman)* asked what protocol will be used when DRS deficiencies are re-evaluated.

Monitoring and DRS Reviews – OHS Response

- Captain Bialas encouraged the Tribal members to meet with Danya to sign up to be reviewers. He expressed his hope that including Tribal members would address some of the issues regarding DRS reviews and cultural sensitivity. There is a need for 500 reviewers to staff 57 reviews and interest in involving many Native Americans.
- Captain Bialas said that when the review process starts, the Tribes should make sure that the federal program specialist is a part of the process and that the Tribes' concerns are addressed with the Federal Team Leads so that they understand their situation. He also stated that the CLASS observer would need to be fluent in the Native language when reviewing an immersion environment.
- Captain Bialas noted that understanding cultures was stressed throughout 2013. Webcasts were held with review teams to focus on the importance of culture to the review process. He plans to continue this effort.
- Captain Bialas stressed that a 30 day notice is sent to all Tribes to announce reviews; the Tribe has 30 days afterwards to prepare for the review. The program specialist will be in contact with Tribes about the reevaluations for cohorts.
- Captain Bialas responded to *Pascua Yaqui* concerns by explaining the timeframe for reevaluation, the 30 day notice, and the steps that follow before report completion and federal review. He is hopeful that the Tribe will succeed during reevaluation and qualify for a 5 year grant by January 2015.
- Captain Bialas responded to San Felipe Pueblo and said the 17 page DRS protocol would be used for DRS reevaluations.

H. Facilities

- *Jemez Pueblo (Raymond Loretto)* asked where the Tribe could find additional funding to repair or enhance existing facilities.
- *Ohkay Owingeh (Peter Garcia, Jr.)* emphasized the difficulties Tribes have obtaining loans for updating their facilities and noted the need for funding to support facilities. Written testimony by Herman Honahnie, Hopi Tribe also referred to the need for funds to assist with facility renovations.
- *San Felipe Pueblo (Myrna Dingman)* expressed a need for one time funding to assist them in the repair of playground areas due to flooding and sand removal.
- *Ohkay Owingeh (Marcelino Aguino)* stated in his written testimony that funding is needed to assist with repairs on current facilities.

Facilities – OHS Response

- Captain Bialas encouraged all to apply for one-time funding, especially when there are health and safety concerns. Captain Bialas emphasized there were no guarantees for the funds, but you should always make the request.

I. Teacher Qualifications

- *Jemez Pueblo (Raymond Loretto)* stated that the Tribe does not have funds to support teachers as they move ahead to get their AAs or CDAs. He stated that he hopes that the EHS/Child Care Partnership funding may help them with that challenge.
- *Pueblo of Santa Clara (John Shije)* said the Tribe is unable to compensate staff appropriately once they receive the required credentials. This problem is directly linked to staff turnover. Although the Tribe supports teacher credentialing, they believe those who meet requirements should receive additional compensation. Presently, teachers have little or no retirement benefits, and the salary scale is not competitive with school systems. This situation contributes to high staff turnover. The teacher requirements also are preventing community members from becoming Head Start staff. The Tribe wants OHS to issue a formal policy that allows the Tribes to include community members as teachers.
- *Ohkay Owingeh (Peter Garcia Jr.)* stressed the fact teachers should be paid more when they earn new credentials. They often leave when they earn credentials, so the Tribe sees no return on their investment. Herman Honahnie, Hopi Tribe, stated in testimony that there is a need for funding for increasing salaries in a competitive market and also noted the increase in staff turnover once the teachers receive their certifications.
- *Santo Domingo (Fred Sedillo)* emphasized the need for funds to support teachers who are going through the certification process.
- *Havasupai (Bernadine Jones)* discussed the remoteness of their location. It is difficult for teachers to leave to earn their certifications from universities located in Flagstaff. The Tribe does not have the same technological resources as other communities; wind and flooding affect online communication. They will continue looking for funding for this effort. They also need support to help parents receive their GEDs, as funds for parent training. She recognized that Head Start is providing technical assistance and helps with the children's needs. Federal staff turnover is difficult for Tribes.
- *Ohkay Owingeh (Marcelino Aguino)* stated in written testimony that funding is needed to assist with recruiting and retaining certified teachers.
- *San Felipe Pueblo (Myrna Dingman)* noted that teachers receive their certifications and move on to other jobs. It is unrealistic to think that teachers with BA degrees will accept only \$13 or \$14 per hour. Their starting salaries for uncertified teachers are \$8.14 per hour; McDonalds pays \$10 per hour. She said they need to do better for the children. She also highlighted the fact that universal pre-K is decimating their Tribal Head Start program. Children and teachers are being actively recruited by these local pre-K programs that have a bus. She now is serving fewer 4-year-olds and no longer has a wait list.

J. FACES Survey

- *Pascua Yaqui (Catalina Alvarez)* noted that Head Start children are better prepared for kindergarten but the schools in the school district are not challenging enough for their children. She is looking forward to the data that result from the FACES study regarding Region XI AIAN children and families.

Conclusion

After participants completed their testimonies, Ms. Linehan made closing remarks and highlighted both the concerns she heard during the Tribal testimonials and how OHS may take

steps to address those concerns in the areas of staff compensation, teacher qualifications, and language preservation. She also observed that facilities are aging and one-time funding cannot resolve this problem. She stated that universal pre-K will provide opportunities in many communities and challenge others such as the Tribal communities. She and Captain Bialas thanked those who attended for their thoughtful and deliberate remarks.

Region XI AIAN Participant Recommendations

Language and Culture

- The Ohkay Owingeh asserted that culture affects CLASS scores negatively.
- The Hopi Tribe's written testimony asked for funds for language preservation.
- Pueblo of Santa Clara wants to find solutions for language preservation, asked for OHS flexibility, and requested that OHS recognize the uniqueness of Indian program cultures, language, and religions.

Disabilities

- The Hopi Tribe cannot meet the 10 percent requirement and wants OHS to reconsider the requirement.
- The San Felipe Pueblo is not receiving support from LEAs and lacks BIE support for transitions. They need help from OHS achieving outcomes in these areas.
- Santo Domingo Pueblo also reported problems with LEAs.
- Ohkay Owingeh stated in written testimony that there will be an increase in waiver requests from disability requirements.

Fiscal Issues and Non-Federal Share

- Pueblo of Santa Clara asked OHS to fund a school bus.
- Santo Domingo is interested in funding a bridge to go over a highway for children walking to school.
- San Felipe Pueblo plans to continue their 4-day program and asked for assurance that this will not affect restoration of sequestered funds. They previously had a 4 1/2 -day program. This Tribe also raised concerns about the 15 percent cap on administrative charges and the 20 percent non-federal match. Pueblo funds are used to cover costs over 15 percent and they asked to use that payment as part of the 20 percent match.

Monitoring and DRS Reviews

- The Ohkay Owingeh and the Pueblo of Santa Clara asked for OHS flexibility during the monitoring process for Tribal programs, instead of a general assessment monitoring process.
- Jemez Pueblo asked for information about who is in charge of making changes based on monitoring.
- Pascua Yaqui Tribe asked about the process for DRS review and follow-up.
- San Felipe Pueblo asked about the DRS protocol.

Facilities

- Jemez Pueblo asked about additional funding to repair or enhance existing facilities.
- Hopi Tribe and Ohkay Owingeh said there is a need to renovate facilities.

- San Felipe Pueblo asked for one time funding to repair playgrounds that have sand due to flooding.
- Ohkay Owingeh said in written testimony that funding is needed to assist with facility repairs.

Teacher Qualifications

- Jemez Pueblo hopes that the EHS/Child Care Partnership Grant will help Tribes meet the teacher qualifications challenge.
- Pueblo of Santa Clara, Ohkay Owingeh, and San Felipe Pueblo said they believe teachers who meet the requirements should receive additional compensation. The Tribe also asked OHS to allow Tribes to include community members as teachers and noted the staff turnover of certified teachers.
- Santo Domingo Tribe stressed that funds are needed to support teachers with the certification process.
- Havasupai Tribe stated their teachers must leave home and travel to Flagstaff to attend school; the Tribe needs funds to support them.
- Ohkay Owingeh sent testimony that funding is needed to recruit and retain certified teachers.

Regulations and Requirements

- Ohkay Owingeh noted that regulations change and Tribes are not part of their development.
- Havasupai said the Tribes need continuity in federal messages about what needs to be done to maintain their programs.

CLASS

- The Ohkay Owingeh, Pueblo of Santa Clara, and written testimony from Ohkay Owingeh stated that the CLASS instrument is insensitive to Tribes and should not be used.

EHS/Child Care Partnership Grant

- The Hopi Tribe asked about using funds for facilities.
- The Pueblo of Isleta asked whether there is a non-federal share match for the partnerships grants.
- The Hopi Tribe asked if funds can be used to establish a new infant toddler center that stresses language immersion.
- Havasupai Tribe and Hopi Tribe asked about the need for teacher certifications for partnership staff.
- Five Sandoval Tribe asked if more than the minimum set aside could be awarded to Tribes.

OHS Action Steps

Language and Culture

- Program specialists will be traveling onsite to Tribes to become acquainted with their challenges and concerns.
- OHS will continue to offer cultural training to reviewers and staff.
- Ms. Linehan will ask that OHS look at how those with language and cultural knowledge can be incorporated into the classroom.

Disabilities

- FHI360 will work with San Felipe Pueblo and Santo Domingo Pueblo on disability issues to offer support.
- Captain Bialas will discuss the disabilities requirements with the Hopi Tribe.
- OHS is working on issues related to working with LEAs.

Fiscal Issues and non-Federal Share

- Captain Bialas informed the Santo Domingo Tribe that they can ask the Indian Health Service if there are funds available for injury prevention to use towards bridge construction.
- Ms. Linehan will meet with San Felipe Pueblo to gather facts about their concerns about the non-federal match. She will ensure they receive a response to their questions.

Monitoring and DRS Reviews

- OHS will send the Region XI AIAN monitoring protocol to Tribes along with other relevant documents.
- The federal program specialist will be part of the review process.
- CLASS Observers of immersion environments must be fluent in the spoken Native language.
- OHS will continue to hold webcasts for review teams to focus on the importance of culture.
- Program specialists will be in contact about the DRS reevaluations.

Teacher Qualifications

- The National Academy of Sciences is studying appropriate qualifications for teachers and OHS will study the results.

Regulations and Requirements

- OHS is revising the Head Start Program Performance Standards to reduce their number and streamline requirements.

EHS/Child Care Partnership Grants

- OHS will consider waivers stating that a Tribe is unable to meet the non-federal match when they submit an application for a grant. Captain Bialas will discuss this challenge further with the Tribes.
- OHS may approve a language immersion infant toddler center if this is in line with community priorities and children also learn English.
- OHS will issue a separate Tribal funding announcement; Tribes will compete only with other Tribes.
- OHS offers an 18 month grace period to reach the teacher qualifications for new programs receiving the grant.

Tribal Consultation Participants

Federal Staff, Presenters, National Contractors

Last Name	First Name	Position	Organization
Barnes	Jessica	Presenter	Michigan State University
Bialas	Robert	Regional Program Manager, Region XI	Office of Head Start
Daniel Vargas	Yasmine	AIAN T/TA Manager	FHI360
Howard	Lula	Program Analyst	OHS
Linehan	Ann	Acting Director	OHS
Maanao-French	Vanessa	Program Manager	NCQTL
Pretlow	Vikki	Program Specialist	OHS
Sarche	Michelle	Presenter	University of Colorado
Shapiro	Randi	Executive Director	NCQTL
Skolnik	Kevin	Program Officer	REGION XI AIANCollaboration Office
Sparks	Georgeline	CMS	HHS
Strickland	WJ	Program Specialist	Office of Head Start (by phone)
Trow	Patricia	ECE Specialist	FHI360 T/TA
Wilson	Tish	Associate Project Director	Community Development Institute

REGION XI AIAN Tribal Leaders and Representatives

Last Name	First Name	Title	Organization
Abeita	Fernando	Tribal Council Member	Head Start
Adeky-Yazzie	Roberta	Early Childhood Director	Ramah Navajo
Alvarez	Catalina	Vice Chairwoman	Pascua Yaqui of AZ
Amrine	Tanya	Education Division Director	Ute Mountain Ute Tribe
Apachito	Earl		
Archuleta	Antonette	Policy Council President	Ohkay Owingeh Head Start
Benevidez	Eric	Policy Council - Santo Domingo Head Start	Santo Domingo

APPENDIX

Last Name	First Name	Title	Organization
Bishop	Vikki	ECE Program Manager	Confederated Tribes of Grand Ronde
Boone	Steve	Lieutenant Governor	Zuni Pueblo
Brown	Patty	Executive Directive of Karuk HS	President of NISHDA
Coho	Carolyn	School Board Secretary and Treasurer	School Board
Coriz	Stanley	Tribal Official	Santo Domingo Early Childhood Learning Center
Dingman	Myrna	Director	San Felipe Pueblo Head Start
Erenzo	Jim	Finance Officer	San Felipe Pueblo Head Start
Flores	Marcelino	Council Member	Pascua Yaqui Tribe of AZ
Garcia, Jr.	Peter		Ohkay Owingeh Head Start
Goodluck	Joshua	Tribal Programs Administrator	Santo Domingo Early Childhood Learning Center
Griggs	Cline	Tribal Councilman	White Mountain Apache Head Start Program
Guerra	Steve	School Board President - Head Start	School Board
Herrera	Stanley	School/Tribal Rep.	Alamo Navajo School Board
Honahnie	Daniel	Hopi Tribal Council Representative	The Hopi Tribe
Horne	Misty	Early Head Start Director	Iowa Tribe of Oklahoma
Jones	Bernadine	Tribal Administrator	
Katoney	Kristy	Head Start Technician	Five Sandoval Indian Pueblos, Inc.
Kitcheyan	Ivan	Grant and Contracts Manager	White Mountain Apache HS
Laarzelere	Leola	Director	White Mountain Apache HS

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Last Name	First Name	Title	Organization
Lerman	Jay	Director of Corporate and Government Accounts	
Loretto	Raymond	Tribal Councilman	Pueblo of Jemez Walatowa Head Start
Lundy	Jenna	NISHDA Director	Five Sandoval Indian Pueblo
Madalena	Joshua	Governor	Pueblo of Jemez
Marcotte	Charlene	Head Start Director	Ohkay Owingeh
Maria	Gilbert	Policy Council President	Ramah Navajo Head Start
Martinez	David	School Board President - RNSB	Navajo
Mascarenaz	Margaret		
Oyenque	Eva	Tewa Language Instructor	Tewa
Peshlakai	Priscilla	Family/Health Services Specialist	Ramah Navajo School Board
Powell	Carlos	Director	Havasupai
Richardson	Micker	HS Director	Region XI Collaboration Director
Rosenberg	William		Ili Uusim Mahtawapo
Sakiestewa	Noreen	Director, Department of Education	Hopi Head Start Program
Sanchez	Amalia	Executive Director	Pueblo of Isleta Head Start
Sanchez	Barbara	Tribal Council Representative	Pueblo of Isleta Head Start
Secatero	Craig	Education Coordinator	Santo Domingo Early Childhood Learning Center
Sedillo	Fred	Director	Santo Domingo Early Childhood Learning Center
Shije	John	Lt. Governor	Santa Clara Pueblo
Singer	Sharon	Assistant Superintendent	Navajo Nation

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Last Name	First Name	Title	Organization
Tortalita	Tony	Governor	
Toya	Lana	Early Childhood Program Manager	Pueblo of Jemez Walatowa Head Start
Warren	Alvin	Tribal Treasurer	Santa Clara Pueblo
Wauneka	Carlene	Community Partnership Manager	
Whiteskunk	Regina	Tribal Council Treasurer	Ute Mountain Ute Tribal
Yazzie	Lamont	Director of Education Services	Navajo Nation