

**Office of Head Start (OHS)
2019 Tribal Consultation
Region XI American Indian/Alaska Native (AIAN)**

**Talking Stick Resort
Scottsdale, Arizona
June 27, 2019**

This Tribal Consultation session took place during the week of the National Indian Head Start Director's Association (NIHSDA) Conference.

Representing the Office of Head Start:

Dr. Deborah Bergeron, Director of the Office of Head Start and Todd Lertjuntharangool, Regional Program Manager, Region XI American Indian Alaska Native (AIAN)

Tribal Consultation Summary

Greeting, Invocation and Introductions

Max Zuni gave the opening prayer after which Deborah Bergeron, Ph.D., Director, Office of Head Start, introduced Todd Lertjuntharangool, Regional Program Manager, OHS, Region XI American Indian/Alaska Native (AIAN). Dr. Bergeron opened the meeting at 9:04 AM and invited tribal leaders at the table to introduce themselves.

Meaningful Consultation with Sovereign Nations

As the tribal leaders spoke, it became clear that everyone appreciates the opportunity to present their concerns to Department of Health and Human Services (HSS) representatives and thanked Dr. Bergeron and Mr. Lertjuntharangool for listening and taking their concerns back to headquarters. Four topics were on everyone's mind; each speaker brought them up or agreed with the previous statements: the Classroom Assessment Scoring System (CLASS), facilities, recruiting and retaining teaching staff, and indigenous language learning. Their concerns on these four issues follow:

1. **CLASS.** The requirement for Head Start is to use a valid, reliable tool to assess teacher/child relationship, but there is none. For CLASS, content validity was based on upper-class, white children with a smattering of African Americans. It is culturally inappropriate for AIAN students, e.g., for AIANs, lack of eye contact indicates appropriate behavior between a pupil and an adult, not lack of learning. CLASS is an emotional issue; it is culturally bound. (Those working with migrants have the same issues with CLASS.) Evaluation of outcomes is more important than an evaluator's perception of teaching style. To address this, we need to make sure we know the intent of the law and how we can comply with that to meet the needs of the program. CLASS should be used only as a guide to teachers.

Mary Johnson asked why the teachers' demographic wasn't included in the research. Moreover, sociocultural interaction cannot be measured by a single tool. Monitoring is important, but CLASS does not function as intended. Feedback from class observation occurs throughout the day, but that is not captured in a short observation period. This tool must be revalidated, which is costly. Overall, CLASS is not working for diverse cultures.

Furthermore, the Designation Renewal System (DRS) is now applied only after the recipient's 5th year of the grant and then the grant can be renewed for only 1 additional year. DRS devalues Indian Head Start programs and this must change. Therefore, Thomas Shortbull wants Oglala Lakota College's Head Start program placement on the DRS rescinded. The most important unintended consequence of the CLASS and DRS systems is that participants lose heart.

This could be changed immediately. Why has it not been done?

Recommendations

- Enact a regulation stating that if the Office of Head Start (OHS) does not meet its administrative responsibilities for a Head Start grantee within the timeframes required by the regulation, then the OHS director can waive the requirement of placing a grantee on the DRS.
- Apply DRS no later than the 4th year of the grant.
- Base the evaluation process on data rather than on personal impressions based solely on short observations, particularly regarding evaluation of "emotional support" as a performance standard.
- Whatever system is used, classroom evaluation should be 2 days long with follow-up.
- Evaluators should have experience with AIAN students.
- All evaluators (peer reviewers) should be tribal members.
- Eliminate the 10% criterion of the CLASS evaluation system and its ties to the OHS self-imposed 25% goal in the Code of Federal Regulations (CFR) §1304.11 of the Head Start performance standards.
- Low CLASS threshold scores should be treated as non-compliance rather than a deficiency, and OHS should conduct a follow-up review.
- Identify and use proficient reviewers with demonstrated knowledge, expertise, and experience in working with AIAN populations and demonstrated ability to work with diverse cultural and ethnic populations.
- Provide additional resources and supports for bringing the AIAN grantees up to speed on implementation and usage of CLASS.
- Establish a formal grievance procedure for challenging CLASS evaluations that were not conducted properly.
- Exempt AIAN grantees from CLASS until it has been tested and shown to be valid and reliable for AIAN populations.
- Abandon CLASS, as OHS did High Scope and its successor when they got too expensive.
- Replace CLASS with peer review and training.

OHS Response

In 2019 the Office of Head Start (OHS) heard from tribes on challenges in and around the Classroom Assessment Scoring System (CLASS) tool, specifically in the realm of monitoring. Throughout consultations in 2019 and several years going back, this has remained a consistent topic at consultations and OHS is committed to working with AIAN grantees to explore ideas on how we can better implement CLASS throughout AIAN.

In April of 2019 OHS posted a Notice of Proposed Rule Making (NPRM) in the federal register which was open for public comment for a period of 60 days. CLASS was among the

areas for which comments were solicited. Feedback and suggestions received during the open comment period, including that from tribes, were reviewed and will inform potential revisions to Head Start Program Performance Standards and the Designation Renewal System (DRS).

Additionally, in response to testimony received during tribal consultations in 2019, OHS convened meetings with several of the individuals who raised CLASS related issues in consultations. These discussions produced ideas on how OHS can better implement CLASS in AIAN programs. Between August and October 2019, several teleconference calls occurred between OHS Senior Leadership and individuals from within AIAN programs to identify potential improvements. These conversations are ongoing and we plan to implement changes that provide Region XI grantees the best opportunity to be successful and also continue to meet Office of Head Start's statutory requirements (per the 2007 Head Start Act, the inclusion of a valid and reliable tool to assess classroom quality in Head Start reviews is required).

OHS delayed all FY20 AIAN CLASS reviews until the spring of 2020 to allow time to plan and, implement improvements. We will notify tribes about changes in AIAN CLASS observations as soon as possible.

- 2. Facilities** everywhere are aging and funding for renovation and maintenance is inadequate or nonexistent. At Havasupai, this is complicated by unrealistic construction goals that were set without consideration of the difficulty of working at the bottom of the Grand Canyon where delivery is controlled by geography and weather.

Recommendation

- Provide more funding for facility renovation and maintenance.

OHS Response

OHS does not receive appropriations specifically for the renovation, purchase, or construction of facilities. However, OHS is able to support agencies/organizations with one-time funding awards to support the renovation, purchase, or construction of facilities used primarily to provide Head Start services.

OHS is aware of the significant challenge with the aging of facilities utilized by AIAN grantees. OHS encourages programs to utilize regular and ongoing monitoring of facilities to ensure facilities are safe for both children and staff and to implement systems for addressing the maintenance and renovation needs of physical environments. When and if facilities require renovations and repairs, related to health and safety, program are encouraged to submit applications for one time funding. One time awards are not guaranteed and are contingent on the availability of funds to support projects. These requests should be submitted into the Head Start Enterprise System (HSES).

- 3. Recruiting and Retaining Teaching Staff.** It is difficult to recruit and retain qualified teachers in remote areas and especially when Head Start salaries are typically not competitive

with those offered by the Department of Education, e.g., \$35,000 vs \$75,000. Furthermore, in rural areas, the cost of living is higher than in urban areas and there are no institutions of higher learning.

Retention also relates to the potential to move up professionally and to behavior problems often seen in the children of the homeless or of addicts.

Recommendations

- OHS should use the state Department of Labor statistics before setting wages.
- Build in consistent and adequate funding and training for those who are culturally competent.

OHS Response

OHS does not determine or set program staff salaries. Head Start grantees have the discretion to budget their funding to best meet the needs of their communities and support high quality service delivery. OHS encourages grantees to work with their Program Specialists to identify funding opportunities that are made available and could potentially support programs in offsetting existing operation costs.

- 4. Indigenous Language Learning.** Revitalizing and maintaining the home language remains an essential goal for the Head Start program. Now language is taught an hour a day, but full immersion is the most effective method. We now rely on the elders who speak fluently (many who are in their 70s), but we need to be able to qualify native speakers as teachers. Current regulations for meeting the qualification requirements for education coordinators, teachers, and assistant teachers cause burdensome challenges for tribal governments. Many tribes do not have the resources to employ a third person in the classroom as a language/culture teacher. Specifically, at Five Sandoval Indian Pueblos, funding is needed to hire three qualified language teachers, developing a curriculum rich in culture and language, and creating a Pueblo-style classroom.

Arizona has a program that could be used as a model.

Recommendations

- OHS should waive teacher qualifications so the tribes can employ qualified language speakers and cultural transmitters whether certified or not.
- OHS should authorize legislation to allow tribes to develop teacher qualifications that directly certify language instructors.

OHS Response

The importance of language and culture within American Indian Alaska Native (AIAN) programs has been communicated by our programs for as long as there has been a Head Start. With the 2016 revision of the Head Start Program Performance Standards (HSPPS), requirements for culturally and linguistically appropriate environments and practices that reflect the community served became explicit, including specificity for tribes should they choose to integrate language preservation, revitalization, restoration or maintenance of the tribal language.

The Office of Head Start recognizes the challenge of securing staff who are both proficient in tribal language and culture and meet the statutory requirements for teacher qualifications. It is an allowable cost to employ a cultural lead/teacher full time or part time and such an individual may be in addition to the program's education staff.

However, when a program lacks resources to employ an additional individual to fulfill this role, they should work with their program specialist and TA provider to identify alternatives.

OHS recommends Head Start programs experiencing challenges with recruiting staff who meet minimum qualifications consider submitting a Teacher waiver. Teacher waivers may be put in place to support staff that currently have their CDA but do not yet have minimum qualifications while that teacher(s) works toward meeting minimum qualifications. This waiver is available for Head Start teachers only.

OHS also encourages grantees to work with your Program Specialist and T/TA support teams to identify additional avenues and methods for utilizing resources to support the implementation of language and culture within programs.

Other Concerns

Max Zuni, Isleta Pueblo. Isleta Pueblo now has a waiting list for students for Head Start, but they should not have one and they are trying to eliminate it. They have their own elementary school and one consequence of the program is that it strengthens family ties.

Kevin Lente, Isleta Pueblo. The numerous vacancies of the past in the Head Start program have been filled and, with the tribal council, they have achieved many of their aims. The “**over-income**” issue divides people. The pueblo wants to keep children who begin Head Start together through elementary school and onward.

Tilford Denver, Paiute. In California, the tribal focus is on employment and training. But, lack of funding is resulting in waiting lists for the Head Start and Early Head Start programs. Moreover, they want to enroll children in long-life programs. They also need additional funds for classroom equipment.

Recommendation

- Better coordinate Head Start with child welfare organizations, such as Temporary Assistance for Needy Families (TANF).
- Provide funding for teaching materials and classroom equipment.

OHS Response

OHS encourages all programs who have unmet needs in terms of additional children who are not receiving services, to keep a watchful eye for Funding Opportunity Announcements (FOA) posted by OHS. While these announcements do not come along often, they represent an avenue for programs to provide services to additional or “new” slots for children and families. Region XI is expecting to post a national FOA for tribes in FY2020. We are hopeful this FOA support tribal communities in expanding their services to children who may be on wait lists.

Expand AIAN-specific Research. For years, OHS has been remiss in complying with the requirement to conduct such research. This impedes their ability to make informed decisions about Indian populations.

Recommendations

- Develop a research status report and distribute it to tribal grantees, colleges and institutions, National Indian Head Start Directors Association, and the National Indian Collaboration Office.
- Allocate sufficient research dollars to actualize OHS's required charge to conduct specific research affecting tribal grantees prior to other areas in the 2007 Act.

OHS Response

OHS is working in conjunction with the Office of Planning Research and Evaluation (OPRE) on a study of Region XI Head Start programs (American Indian/Alaska Native Family and Child Experience Survey - AI/AN FACES 2019) to initiate targeted data collection on AIAN Head Start children, families, teachers, and programs. The goal of this outreach and data collection is to provide descriptive, nationally representative information on the characteristics, experiences and development of Region XI Head Start children and families, and the characteristics of the Head Start programs and staff who serve them. For more information, please visit: <https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>

OPRE also funds a cooperative agreement titled the Tribal Early Childhood Research Center (TRC). The TRC supports a variety of research with tribal communities, including three active communities of learning focusing on native culture and language, assessing the need and unmet need for early care and education services in AI/AN communities, and understanding the use of screeners in AI/AN communities. For more information, please visit:

<http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/trc/Pages/TRC.aspx>

OHS continues to explore additional avenues and data sources to ensure decisions are data driven and the needs of AI/AN communities are known and factored into decision making.

Federal Monitoring. Efforts to ensure cultural competence for federal reviews and monitoring activities should continue and more effort should be made to recruit culturally competent reviewers from the native community.

Recommendation

- Recruit culturally competent reviewers from the native community.

OHS Response

It is a priority of OHS to recruit, train, and deploy high quality reviewers to support Head Start monitoring across the country. OHS and Region XI will continue to work with monitoring teams to ensure training is provided to reviewers selected to conduct monitoring reviews of AIAN programs.

Recruiting reviewers from within AIAN communities remains a high priority. In 2019 OHS is increasing our recruitment methods and expanding our outreach. Todd Lertjuntharangool, Regional Program Manager for Region XI will be leading this effort from within the Region. Region XI is developing a strategic approach to recruiting reviewers from across the country. This approach will begin with a “3 pronged” approach that consist of direct outreach to AIAN programs, outreach to tribal colleges, agencies, organizations, and partners in and around tribal reservations, and stepped up recruitment at conferences and events. Our goal is to ensure all potential candidates are aware of the avenues available to serve as reviewers or CLASS observers.

For all those who are interested in serving as Head Start Reviewers or CLASS observers, we strongly encourage you to submit applications to our Monitoring contractor, DLH, at <https://dlh-openhire.silkroad.com/epostings/index.cfm?fuseaction=app.jobInfo&version=2&jobid=530>

Staff Qualifications and Professional Development. It is difficult to recruit applicants with a Child Development Associate (CDA) credential. Only after the program hires someone can the CDA process begin. Furthermore, finding mentors and other support staff who are easily accessible to tribal communities is difficult for many programs. Moreover, many rural reservations have no institutions of higher learning.

The Head Start Act continues to increase the educational requirements for teaching staff, but does not provide adequate funding to allow programs to increase wages, so there are perpetual vacancies in the Head Start programs.

Recommendations

- Grant waivers for staff who do not meet the degree requirements until funding levels can be increased to allow for competitive pay of qualified staff.
- Allow programs to renegotiate their cost per child to allow for the proper compensation and retention of qualified staff.

OHS Response

OHS recognizes the challenges face by programs across the country to recruit and retain qualified teaching staff. OHS encourages programs to utilize any and all avenues available for advertising vacancies and recruiting staff. This includes but is not limited to local recruitment at community event, posting vacancies electronically throughout the community and with local partners, agency/organization websites, social media, and OHS’s early childhood learning and knowledge center (ECLKC) website via the “job center” page. OHS believes that many tribes face unique barriers to recruiting staff with required credentials. Some programs solve this by hiring staff in paraprofessional positions, such as bus monitor

or substitute teacher, and providing them with experience and education support leading to a CDA and, for preschool, eventually an Associate's degree. This provides several benefits as such staff are likely more representative of tribal culture and language. With such a training program, while some staff may leave for higher paying jobs, it provides a pipeline of qualified new employees.

OHS recommends that Head Start programs experiencing challenges with recruiting staff who meet minimum qualifications consider submitting a Teacher waiver. Teacher waivers may be put in place to support staff that currently have their CDA but do not yet have minimum qualifications while that teacher(s) works toward meeting minimum qualifications. This waiver is available for Head Start teachers only.

Training Materials. Materials are created by national centers that do not take into consideration the different requirements for the tribal Head Start programs.

Recommendations

- The national centers should employ staff who have knowledge and experience with tribal programs to develop appropriate materials for tribal programs.
- Provide additional funds to support the purchase of CLASS materials and to enable tribe members to attend training programs.

OHS Response

OHS has recognizes that materials used in trainings have a huge impact on the ability of grantees to not only know and understand federal regulations but take advantage of the flexibilities the updated Head Start Program Performance Standards (HSPPS) allow for tribal grantees. Many of the existing AIAN specific materials are located on the Early Childhood Learning and Knowledge Center (eclkc) website. To support improved support to our tribal grantees OHS utilizes many resources including the Collaboration Office's Tribal Advisory workgroup and input from grantees through our T/A network.

OHS is also aware training materials can be improved to better target our AIAN grantees. OHS is working with our T/TA network, & Region XI specialists to identify what materials would benefit from revisions and generate materials that better support AIAN grantees. OHS has initiated this process with our colleagues in T/TA so we can prioritize what trainings are most often requested and conducted to prioritize the content areas and identify what materials may need to be revisited.

Administration for Children and Families (ACF) and OHS Head Start Tribal Consultation Process. AIAN grantees appreciate the opportunities offered by tribal consultations and want to build upon them.

Recommendation

- The Secretary of Health and Human Services should ensure that federal employees with policy-making authority attend the consultations so that the government-to-government relationship with tribal leadership is not delegated to staff with no policy-making authority.

OHS Response

Tribal Consultation is typically facilitated by Directors within ACF and OHS. The Administration for Children and Families (ACF) Tribal Consultation Process require consultation be facilitated at a Director level on the ACF side. Only in the event that a Director cannot possibly attend, would that duty be delegated.

In FY2019 each of the tribal consultations OHS participated in included a Director to support ACF's facilitation for matters pertaining to Head Start. This practice is one we will continue to always strive for in future consultations to ensure individuals with policy making authority are engaging directly with tribal leadership.

In FY2019 OHS scheduled tribal consultations in conjunction with HHS, ACF, and applicable agencies and program offices. One main reason for this was to cut back on the amount of different consultations tribal leaders had to attend each year. Our hope is that having multiple offices together allow for a wider range of tribal issues and concerns to be covered at each consultation. OHS is currently working with ACF and HHS to confirm tribal consultations in FY2020 and hope to be able to announce the schedule in early 2020 to allow for maximum participation. Once confirmed OHS will notify Head Start and Early Head Start grantees.

OHS agrees that it is important for consultations to be attended and facilitated by our Directors and that testimony and dialog that take place at consultations are used to better support AIAN grantees.

Kirby Metoxen, Oneida. In Wisconsin, one class represents an effort between tribe and state, another is funded by the tribe, and a third by the federal government. The Oneida Nation's Head Start program has a wait list due to inadequate funding, even with the Nation contributing more than the required 20% match, which deprives other projects of funding. Extended programs require extended funding.

Competitive Funding. Applying for grants requires cumbersome administrative work for people who may not have the skills to do this. Nevertheless, it is up to the tribe to use tribal resources to keep the tribe's operations going.

Recommendation

- Move away from competitive funding.

OHS Response

Per the 2007 Head Start Act, by statute, the Head Start grant must be awarded through the ACF Competitive Grant Process. The grant is in project periods of 5 years. Without an act of Congress, the ACF Competitive Grant Process cannot be changed.

Mr. Metoxen invited Tsyoshaht Delgado to speak. She asked whether the federal government can reverse processes. Expenses they had not planned on are accumulating and they are networking with states to enable reversing policy to the former process.

Thomas Shortbull, Oglala Lakota College. In the experience of the former South Dakota State Senator, the net result of deliberations is that federal agencies continue to do what they were doing regardless of input from their advisory boards. However, this advisory group is presented as “consultation,” and consultation is a synonym is for “negotiation.”

Michael Sandoval, San Felipe Pueblo. Most of today’s concerns are similar to those of past consultations. No additional funding was received to implement the mandated initiatives. Therefore, to fulfill these requirements. The Five Sandoval Indian Pueblos, Inc. Head Start program had to allocate funds from the existing budget to the detriment of other programs.

Joe Aguilar, Santo Domingo Pueblo. OHS has great ideas, but no money to implement them. We need to speak to our congressional representatives if we want funding to be increased. Performance standards require managers, and we need tribal evaluators.

Stanley Coriz, Santo Domingo Pueblo. What is OHS’s current plan of action to address these challenges? How will OHS handle evaluations? Will they include tribe members in evaluation teams? Will tribes be able to get the data they are sharing back to their own tribe? The income requirement for eligibility in Head Start is a challenge for all the tribes—the adults’ success means their children are ineligible for Head Start.

Denise Harvey, Confederated Tribes of Grand Ronde. In Oregon, there has been no consideration for mandates such as coaching and cost-of-living adjustment (COLA). COLA only refers to wages, not school operation or health care. They are also seeing an increase in foster care and homelessness, which creates challenges. As a result, teachers are managing more and more behavior challenges and they need more resources to deal with them. The full day or full week does not allow enough time to meet all these responsibilities.

Early Head Start. OHS needs to assume its responsibility to the tribes. As yet, the federal government has not incorporated Early Head Start in their responsibility to provide education to the tribes. Early intervention has proven itself and should be offered in home and in facilities for 0- to 3-year-olds. Moreover, there should not be an income eligibility requirement. Now is an opportunity for the federal government and Head Start fundees to figure out how they can apply themselves to the forthcoming reorganization and to influence changes that are occurring.

Kevin Tenorio, Santo Domingo Pueblo. The coaching requirement calls for additional funding to hire qualified teachers, but the qualifications requirements prevent tribes from using people who are knowledgeable and available.

Chantel Eastman, Nez Perce Tribe. The cost per child has resulted in lost enrollment. (Nevertheless, Head Start is not a babysitting program.) Mental health issues are a problem, as is

the eligibility requirement. Partnership is important, and they could collaborate with programs in other agencies, e.g., the Department of the Interior, but, they need help to do this.

Jaclyn Haight, Port Gamble S’Klallam Tribe. The Office of Management and Budget (OMB) should do nothing with 2019-0002 until they revise the poverty guidelines, which affect tribal funding. Monitoring issues have improved since the 1980s, but, OHS has been remiss in saying everyone should be doing tribal monitoring. OHS should be recruiting from the tribes. There must be other creative ways to look at peer reviews. The S’Klallam are still waiting to hear about different individual grants for 0-to-5 services that should be combined.

Recommendation

- Convene a meeting to think about solutions. This would reduce the administrative burden.

OHS Response

OHS recognizes the increases in operation costs for providing Head Start and Early Head Start services. OHS encourages programs to continuously and intentionally revisit community needs and resources to design programs that best meet the needs of children and families and also ensure cost efficient operations that support successful implementation of programs.

Also, the FY 2020 Budget does provide \$250 million for Quality Improvement Funding for all Head Start grantees. The Head Start Act outlines the types of on-going investments that grantees can make with the Quality Improvement Funds. Congress specifically encourages grantees to prioritize on-going efforts and activities that support a trauma informed approach in their programs.

Specifically, increased duration to support working families, enhanced staff training to support trauma informed approaches, community wide planning, increasing mental health consultation, supporting teachers with higher education, enhancing family engagement and strengthening transportation would all be allowable investments with these funds. OHS will be making available a webinar with more details on this funding in the near future.

The goal of the 2007 Act on research is to look at supporting and advocating for all AIAN children. Therefore, they cannot give the individual data back to the tribes. But, in looking at the collective data, the tribes can support their advocacies.

Mary Johnson, St. Croix Chippewa Tribe. In South Dakota rural areas, the cost of living is higher than in urban areas. They shore up teachers’ salaries at the cost of support people. The Chippewa could not apply for an Early Head Start program because the tribe could not make the match for funding.

Meanwhile, the methamphetamine (METH) epidemic affects everything and they need tribal recovery programs beginning with addicted infants.

Amelia Flores, Colorado Indian Tribes (CRIT) in Arizona. One of CRIT’s concerns is OHS’s cultural awareness.

Transportation. On a practical level, their unpaved roads cause much wear and tear on buses, but they need funding for buses. They also lose licensed bus drivers because of illness, etc. When that happens, parents have to drive their children to pick-up points. One solution is additional funding to buy smaller buses that don't require specially licensed drivers.

Addiction Fall-out. Meanwhile their facilities must comply with individualized education programs (IEP) needed because of behavior problems, which result from their parents' addictions. Teachers also need training to deal with these children. Yet, there is no funding to hire one-on-one teacher assistance for them. These are growing problems.

Recommendation

- Consider structuring consultation as done at First Things First consultations where they first consult one-on-one with each tribe individually and then bring all the tribes in the Region together.

OHS Response

In FY2019 each of the tribal consultations OHS participated in included a Director to support ACF's facilitation for matters pertaining to Head Start. This practice is one we will continue to always strive for in future consultations to ensure individuals with policy making authority are engaging directly with tribal leadership.

In FY2019 OHS scheduled tribal consultations in conjunction with HHS, ACF, and applicable agencies and program offices. One main reason for this was to cut back on the amount of different consultations tribal leaders had to attend each year. Our hope is that having multiple offices together allow for a wider range of tribal issues and concerns to be covered at each consultation. OHS is currently working with ACF and HHS to confirm tribal consultations in FY2020 and hope to be able to announce the schedule in early 2020 to allow for maximum participation. Once confirmed OHS will notify Head Start and Early Head Start grantees.

Doug Gardipe, Reno Sparks Indian Colony, agreed with all of the foregoing discussion and added the following two issues: Cost should include indirect costs such as rent; and collaboration is important to solve some of these problems.

Matthew Putesoy, Havasupai Tribe. There is a need for transitioning children from Head Start to elementary school.

The tribe invites Head Start leadership to see the new facility constructed at the bottom of the Grand Canyon.

Carletta Tilousi, Havasupai Tribe. It is the tribe's responsibility to work with OHS to improve their programs—both the tribe and OHS have come a long way. OHS is working with each tribe and trying to understand each tribe, including the assessment teams, and this relationship is important. Part of this process involves having OHS representatives come to Havasupai.

Ophelia Watahomigie-Corliss, Havasupai Tribe. Their tribe is so isolated that without Head Start, their children have nowhere else to go to school.

Recommendation

- Please lobby for financial change.

OHS Response

Improved transition services and strengthening partnerships with local public schools is one of the top priorities of Dr. Deborah Bergeron, Director of the Office of Head Start and Early Childhood Development at the Administration for Children and Families (ACF). Dr. Bergeron has traveled across the country and met with many Head Start programs, independent school districts and public school systems with the goal of building stronger partnerships to transition children and families from Head Start programs into kindergarten. As a part of this initiative, Dr. Bergeron is also working to collaborate with Mr. Tony Dearman, Director of the Bureau of Indian Education (BIE), where many transitioning tribal children will go after leaving Head Start. OHS remains optimistic that these discussions will lead to improved formal partnerships for our Region 11 AIAN Head Start programs.

OHS is currently working to confirm an in-person visit from Dr. Bergeron to Havasupai in 2020. The Director is excited and looking forward to visiting this unique community and meeting with tribal leadership to engage in meaningful discussions on how OHS can continue to support the goals of the community of Havasupai.

Jessica Black, Fairbanks Native Association (FNA), Alaska. Everyone wants to see results from consultations, including proposed changes to monitoring systems and to CLASS. They like their feedback and solutions to be heard and honored. Alaska presents unique challenges, e.g., Alaska must consider earthquakes in their safety plans. FNA's new facility will be completed in 2020 and will serve 208 children plus 95 home-based children.

High levels of opioid addiction have lasting effects. One site in downtown Fairbanks accumulates discarded needles and other debris overnight. Despite these challenges, teachers are dedicated to serving the children. The average class has 5 or 6 children, but teachers burn out because of behavior problems and lack of support staff. These consequences of opioid addiction lead to unsafe and stressful conditions.

Recommendation

- Provide additional funding to increase addiction treatment and rehabilitation.

OHS Response

In 2018, as a result of the opioid misuse expert workgroup meeting and discussions with OHS leadership, OHS identified the need for specific events to address the opioid crisis on a Regional level. In June 2019, the Office of Head Start and the National Indian Head Start Director's Association (NIHSDA) worked together to provide a summit focused on addressing the opioid crisis and substance misuse that have impacted countless communities across the country, including many of our tribal communities. One of these two-day, in-person Regional meetings focused specifically on understanding how the opioid crisis and substance use disorders impact children, families, and staff in Region XI Head Start (HS) programs. It identified how HS/Early

Head Start (EHS), child care, and home visiting programs can help young children and their families who are impacted by opioid use disorders and other substance use disorders.

The opioid planning meetings facilitated building connections, collaboration, systems planning and coordination of cross system efforts in order to effectively address opioid misuse and substance use disorders within Tribes.

The meeting's four main objectives were to: 1) Provide information about opioid and other substance use disorders and their impact on HS/EHS, child care, and home visiting programs, including staff and parents; 2) Provide a forum for state and grantee discussions about supporting young children impacted by family opioid and substance misuse; 3) Exchange ideas about elements of successful community programs; and 4) Build consensus in HS/EHS, child care, and home visiting programs on effective strategies for supporting young children, families, programs, and communities impacted by opioid use disorders.

Carolyn Coho, Ramah Navajo, agreed with everything that had been said and offered the following two recommendations.

Recommendations

- A 100% waiver for a needs-funded program.
- Have a clinic and mental health program.

OHS Response

Head Start programs are required to secure the services of mental health consultants to support children, families, and staff with challenging behaviors and other social, emotional, and mental health concerns. For programs who experience challenges with securing these services, OHS encourages the program to work with you assigned Program Specialist, Grant Specialist, and T/TA teams to locate and secure these services.

Gov. Zuni offered the closing prayer, and Dr. Bergeron adjourned the meeting at 12:15 PM.

Tribal Leaders Present

Joe Aguilar, Santo Domingo Pueblo

Jessica Black, Fairbanks Native Association

Melissa Charlie, Fairbanks Native Association

Carolyn Coho, Ramah Navajo

Stanley Coriz, Santo Domingo Pueblo

Tilford Denver, Owens Valley Paiute–Shoshone

Chantel Eastman, Nez Perce Tribe

Amelia Flores, Mohave

Doug Gardipe, Reno Sparks Indian Colony

Jaclyn Haight, Port Gamble S'Klallam Tribe
Denise Harvey, Confederated Tribes of Grand Ronde
Mary Johnson, St. Croix Chippewa Tribe
Kevin Lente, Isleta Pueblo
Kirby Metoxen, Oneida Nation
Matthew Putesoy Sr., Havasupai Tribe
Michael Sandoval, San Felipe Pueblo
Thomas Shortbull, Oglala Lakota College
Kevin Tenorio, Santo Domingo Pueblo
Carletta Tilousi, Havasupai Tribe
Ophelia Watahomigie-Corliss, Havasupai Tribe
Max Zuni, Isleta Pueblo