

**HEAD START
TRIBAL CONSULTATION**

**June 11, 2013
Spokane, Washington
Region X**

Final Report

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

Introduction

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

OHS is committed to meaningful consultation with Tribes through which elected officials and other authorized representatives of Tribal governments have the opportunity to provide meaningful and timely input prior to the development of policies or regulations, the interpretation of existing regulations, or other policies or procedures that affect Indian Tribes. OHS is committed 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 2013 schedule follows:

March 19, 2013	Albuquerque, New Mexico
May 9, 2013	Green Bay, Wisconsin (cancelled)
June 11, 2013	Spokane, Washington
July 26, 2013	Tulsa, Oklahoma
October 23, 2013	Fairbanks, Alaska
October 29, 2013	Rapid City, South Dakota

By Notice in the Federal Register, dated February 20, 2013, OHS notified Region XI AIAN leaders of a Tribal Consultation for Tribes in Region X on June 11, 2013, in Spokane, Washington, to be held in conjunction with the 23rd Annual National Indian Head Start Directors Association (NIHSDA) Training Conference.

The following report reflects comments and recommendations raised by Region XI AIAN leaders and representatives, comments and responses from OHS, and areas identified that require additional follow-up as discussed at the Tribal Consultation. (Separate reports for each Tribal Consultation will be issued following each Consultation on the dates listed above.)

Participants

Office of Head Start: Yvette Sanchez Fuentes, Director, Office of Head Start, by conference call; Captain Robert Bialas, Regional Program Manager, Region XI AIAN; Valerie Gardner, Program Specialist; Phyllis Henderson, Program Specialist; and WJ Strickland, Senior Program Specialist. Additional OHS staff participated via conference call: Trevondia Boykin, Program Specialist; Adia Brown, Social Science Specialist; Lula Howard, Program Analyst; Donald Wyatt, Senior Program Specialist; and Vikki Pretlow, Contractor at OHS.

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

Introductory Remarks

The Tribal Consultation began with opening remarks from OHS Director Yvette Sanchez Fuentes who participated by conference call. Inclement weather grounded her airplane, making it impossible for her to attend. She expressed her regrets about not being available for a face-to-face meeting and noted her interest in hearing the comments of Tribal leaders. She observed that the Consultations have continued for a number of years and she is interested in how to improve the meetings and how to better support the Tribes.

Director Sanchez Fuentes observed that this is the largest Consultation, and she expressed her appreciation to the National Indian Head Start Directors Association (NIHSDA) for help coordinating the Consultation with its training conference to lessen the travel burden on participants. She affirmed the OHS commitment to engage in meaningful discussions with American Indian and Alaska Native governments to ensure that needy children and families receive the quality services they deserve.

Director Sanchez Fuentes mentioned the fact that there are many challenges due to the sequestration. Efforts must continue to provide quality Head Start services. OHS is interested in hearing comments representing possible solutions to challenges posed by funding cuts.

Captain Bialas introduced himself and acknowledged Tribal leaders and the Head Start Directors. He commented on their hard work on behalf of children and families. He also explained that he has a long history of working with Tribes and is interested in providing excellent service to meet their challenges. He introduced federal staff and the T/TA representative and commented on the valuable assistance offered to Tribes by the T/TA system and by the Collaboration Director.

Tribes are serving 23,000 children and their families in 252 Nations. The federal staff is interested in taking action on the words spoken at Consultations.

Captain Bialas discussed three issues that addressed questions raised at prior Consultations:

1. *Communication* – There are now monthly conversations with Tribal grantees to hear about their challenges, email exchanges to offer updates and immediate updates on important matters, and the Consultations to identify unaddressed problems.
2. *Culture and sovereignty* – OHS is focusing on including more Region XI AIAN reviewers as part of the monitoring team and believes cultural sensitivity and respect are critical. There will be a July 19 webcast for monitoring reviewers that will address government-to-government communication, Tribal sovereignty, and cultural awareness. In addition, prior to a review, the assigned reviewers will have the opportunity to become familiar with the culture of the Tribes by having conversations with the Tribes. Danya International, Inc., is committed to recruiting Region XI AIAN reviewers. OHS also wants the Tribes to be involved in suggesting reviewer candidates.
3. *Sequestration and Designation Renewal (DRS)* – Of the 152 grantees, 49 are involved in DRS. In Region XI, the legislation provides one year to develop and implement a plan to improve quality. Programs have been working hard on improvement. After

implementation of the plan to improve quality, there is a reevaluation of the grantees. The goal is successful completion of the reevaluation and an award of a 5-year grant. Hopefully, after this process, the 49 grantees involved will be receiving grant awards.

Finally, Captain Bialas emphasized that OHS is aware of the challenges and successes of the Tribes, and the OHS senior staff and T/TA system are working hard to support all Tribes. He suggested that Tribal leaders and representatives visit his office when in the D.C. area.

Tribal representatives were invited to offer their testimonies.

Discussion/Comments of Region XI AIAN and OHS Participants

In addition to participant comments at the Tribal Consultation, written testimony was submitted by Rodney Morris, Tribal Chairman, Omaha Tribe of Nebraska, and by Mille Lacs Early Education represented by Wewinabi Early Head Start/Head Start/Child Care located in Onamia, Minnesota.

A. Tribal Consultations – Region XI AIAN Participant Comments

- The Tribes repeat their concerns at the annual Consultations. The same issues are raised year after year. What is the purpose of this Consultation?
- Collaboration is important and Head Start should be on the Tribal agenda.
- Head Start has too many regulations. Tribes often spend more time than money on regulations.
- Recordkeeping is a problem since it requires a great deal of time to meet requirements.
- The President has requested a 4-year plan regarding actions, programs, and funds for outcomes for Native communities. What is OHS suggesting for the 4-year plan?
- The Confederated Tribes of the Colville Reservation are geographically challenged communities, and Head Start is underfunded and cannot serve all eligible children. Dollars are based on enrollment, and Tribes are supplementing federal funds. They had to close one classroom last year. The federal government needs to be a champion for American children and families. An expansion of Early Head Start is important in rural remote areas such as those occupied by this Tribe.
- The Obama Administration's preschool initiative may negatively affect the influence of the Nez Perce Tribe's culture. Where was the Consultation with Tribes on this proposal?
- How can Tribal concerns be raised to a higher level?
- Preschools in the area of Five Sandoval Indian Pueblo are threatening Head Start enrollment by pursuing Head Start families. It is not possible to compete with fully funded pre-k that offers transportation.
- There is a Department of Health and Human Services (HHS) Consultation and the National Indian Health Board plans for that consultation. All Tribes should participate in this process to raise issues and advocate for Tribes.
- The U.S. government told the Indian people by treaty that it would provide for health, education, and welfare. How is the current level of Head Start funding honoring the treaty and Tribal sovereignty?

Tribal Consultations – OHS Responses

- OHS agrees that the Consultations are a bit repetitive and struggles with this annually. The Consultations are required by the 2007 reauthorizing legislation. Director Sanchez Fuentes and Captain Bialas welcome all suggestions regarding the format for Tribal Consultations.
- OHS is interested in hearing from the Tribes and gathers information to report to the U.S. Congress about outcomes. The Director appreciates the openness and honesty of the Tribal leaders and is interested in being creative and flexible in supporting the Tribes.
- OHS cannot change legislative requirements but can be flexible in other areas.
- OHS works with the funds Congress approves for Head Start.
- OHS supports the Administration’s initiative for access to high quality preschool. Funding for Head Start will not change due to this initiative, and no programs will lose funding as a result of the preschool funding.
- Tribes can raise concerns by direct action with Congress. In 2016, Head Start will be reauthorized again, and Tribal leaders can make an impact by approaching Congress and Chairs of oversight committees.
- Federal staff cannot advocate to Congress but can make changes to how business is conducted, as OHS has in Region XI AIAN.
- The HHS Consultation offers an opportunity for OHS to hear about what interests committee members and to respond to questions.
- OHS cannot guarantee funds and will not know until the end of the fiscal year about available funds. In Head Start, health and safety needs are met through annual funding.

B. Teacher Qualifications – Region XI AIAN Participant Comments

- It is a challenge to meet the teacher requirements due to location and geography. The Tribes need other options for training.
- Tribes are working on language certification for teachers.
- Teachers who earn a B.A. degree leave the program and take jobs with higher pay in public schools.
- It is a disservice to Port Gamble S’Klallam Tribe not to be able to hire persons who know Tribes and their culture because they do not meet the teacher qualifications.
- The Colville Tribal Council reported that teachers spent their own money to attend school and Head Start asked for a contract commitment that they would continue to teach in Head Start.

Teacher Qualifications – OHS Responses

- Waivers can be issued on the teacher qualification requirements. Waivers may be available for three years.
- OHS may offer waivers on the number of days cut as a result of sequestration and how cuts are absorbed. There may be opportunities to adjust by a few days with OHS approval.

- As long as there is a professional development plan for the teachers, OHS will not issue a finding if Tribes are not meeting the teacher qualification requirements.
- Each grantee may submit a teacher qualifications waiver to Captain Bialas. OHS must see staff progress, and all Head Start programs must ensure that their staff has the opportunity for continuous improvement.
- OHS is not advising any Tribe to fire or hire personnel. It is important that all teachers have the opportunity for professional development.
- OHS does not require teachers to sign contracts. This is up to their Tribal Head Start program and may be something the Tribe requested.

C. Sequestration – Region XI AIAN Participant Comments

- Sequestration and cuts of 5.27 percent for Head Start plus additional cuts in other federal funds are cumulative. The overall effect can be a 25 percent cut in funding. Tribes will need to cut back services.
- Sequestration has a negative impact on services for the Pueblo of Isleta Head Start and Child Care Center. The Tribe believes sequestration may impact 2014 and wishes to see funding restored to 2012 levels.
- The Tribe is interested in learning what the cuts will be in 2014.
- Because there are 2,400 standards, the compliance and documentation required consumes the staff and compromises their efforts on Head Start.
- OHS should showcase exemplary programs and gather data to measure success.
- How is the sequestration cut calculated?

Sequestration – OHS Responses

- Congress will decide on the budget and future funding for Head Start.
- OHS released Program Instruction Head Start (13-01) regarding sequestration.
- The final fiscal year (FY) 2013 funding level for Head Start is \$7,573,194,006. All Head Start, Early Head Start, American Indian and Alaska Native Head Start, and Migrant and Seasonal Head Start grants will be reduced by 5.27 percent. The new FY 2013 funding levels for all Head Start grants are available in the Head Start Enterprise System, directly on each grantee's homepage. These funding levels should be considered grantees' final funding levels for FY 2014 until Congress takes action on an FY 2014 budget.
- Those programs that were funded within the FY 2013 funding year received 80 percent of their budget. The remaining balance will be affected by the sequestered amount.
- Programs still funded with FY 2012 funds will not be affected by sequestration.

D. Designation Renewal System (DRS) – Region XI AIAN Participant Comments

- The Omaha Tribe of Nebraska is refining the self-assessment and community assessment processes and increasing training and staff competence related to referring children with

disabilities for service. The Tribe has a large number of children with disabilities and their Head Start program must be prepared for this challenge.

- Family and community engagement is challenging for the Omaha Tribe, particularly as it relates to preparing children for school. Adequate funding and support is critical to supporting goals.
- There is a bill in Congress that gives states more autonomy regarding assessments that seems comparable to requirements by OHS. This bill should be discussed at the Consultations.
- A federal agency suspended employee furloughs after pressure from the public. Can OHS advocate for relief for Tribes?
- The Suquamish Tribe is frustrated with having any Tribal program in DRS.
- The Port Gamble S'Klallam Tribe noted that a finding on CLASS in a 20-minute time period can put an entire program in DRS. This is unfair to children.

Designation Renewal System (DRS) – OHS Responses

- The Tribes can work with Captain Bialas on community assessments that include families to ensure that families are included in this process.
- OHS works with Congress on bills that impact Head Start.
- Tribes can advocate on issues to Congress and use their voices to educate Congress and explain their views on issues.
- Tribes identified for DRS have a year to work on challenges and are offered enhanced T/TA. If no conditions are met after a reevaluation, the Tribes receive a 5-year grant. If there is a recompetition after reevaluation, the affected Tribes along with other Indian Head Start agencies can compete for the grant.

E. CLASS – Region XI AIAN Participant Comments

- CLASS evaluators need training about cultural sensitivity specific to AIAN.
- Lac Courte Oreilles Head Start asked for CLASS training before CLASS reviews. They asked for a better understanding of who is reviewing and how to meet the CLASS standards. The Tribe wants its programs to be successful.
- The CLASS scoring system is a great tool for an internal audit system. However, Port Gamble S'Klallam Tribe believes it is being misused to put programs into DRS.
- In 2011, the Port Gamble S'Klallam tribe was 100 percent in compliance before CLASS. Why was the Tribe not offered a 5-year grant at that time?
- FHI 360 Early Childhood Education (ECE) specialists assess teacher and child interactions during some site visits and CLASS scores are presented as ranges. The actual scores are not available, and the Pascua Yaqui Tribe needs this data since ranges are not helpful for statistical purposes.
- CLASS is a point-in-time snapshot and has no connection with where children are sent for further schooling.
- Tribes need support to improve CLASS scores and more information about what is considered a low score.

- A sophisticated program may use the CLASS tool for internal assessment and may obtain different scores from those obtained by a CLASS reviewer. What will OHS do in that case?
- The CLASS system has too many hoops and asks too much. Even if a Tribe has been working in early childhood for 15 years and has a professional development plan, CLASS scores can lead to DRS.
- One participant commented that the Local Education Agencies (LEAs) report that Head Start children are two years ahead of children with more formal training. Reviewers need to be informed about how Tribes are delivering their curriculum and why. This may improve their next score.
- Who is training the CLASS reviewers?

CLASS – OHS Responses

- There is a need for CLASS reviewers who are both reliable and have knowledge of AIAN. OHS needs the help of the Tribes to connect with qualified people who can be trained as CLASS reviewers.
- FHI360 ECE specialists are available to provide CLASS training and technical assistance to all AIAN grantees.
- CLASS has been a monitoring tool since it was piloted in 2008 and since then has been used nationwide for that purpose.
- FHI360 ECE specialists, in partnership with grantee staff, complete the CLASS observations and provide feedback by range rather than by specific score. This is because as T/TA specialists their job is to help the program develop and implement plans to either maintain or improve the quality of teacher-child interactions, not to serve as monitors. Grantees may choose to conduct CLASS observations themselves as part of their own self-assessment and quality control process.
- Teachstone provides initial training of the CLASS reviewers along with ongoing technical assistance and support. The reviewers are recertified each year to ensure they have remained reliable. They are also dual coded as another method of determining their reliability.
- CLASS scores for a review season are not available until all scores are compiled and analyzed at the end of the season. This analysis provides the data that is used to calculate the lowest 10 percent. As a result, programs that score in the lowest 10 percent cannot be notified until the end of the monitoring season.

F. Monitoring – Region XI AIAN Participant Comments

- Monitoring reviewers are treated well by Tribes.
- There should be more Tribal reviewers.

Monitoring – OHS Response

- OHS is making efforts to recruit Tribal members to be reviewers. If Tribes have interested members, they should apply through Danya to be reviewers.

G. Fiscal Issues and Non-Federal Share (NFS) – Region XI AIAN Participant Comments

- The Tribes' in-kind payment for the non-Federal share (20 percent) should be cut due to the sequestration cuts.

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

- A Tribe always can submit for approval a non-Federal Share waiver to reduce a burden based on specific community challenges.

H. Transportation – Region XI AIAN Participant Comments

- Transportation is needed for children of the Confederated Tribes of the Colville Reservation.
- The Five Sandoval Indian Pueblo no longer has funding for transportation. Some sites are remotely located and parents are employed outside of Tribal lands.
- Transportation funds should be a line item in Head Start grants. The Lac Couorte Oreilles Head Start believes that without transportation, there cannot be a viable program in rural areas.

Transportation – OHS Response

- Please work with Captain Bialas to request supplemental funding for transportation and other needs. He will work with Program Specialists and Grants Specialists to determine the availability of funding.

I. Language and Culture– Region XI AIAN Participant Comments

- Those sent to the review the Tribes must grasp the Tribal cultures.
- Teaching children culture and language is critical to the Nez Perce Tribe.
- Teaching Tribal language is a goal for the Confederated Tribes of the Colville Reservation.
- Reviewers who are not fluent speakers should not conduct evaluations. The Confederated Tribes of the Colville Reservation include 12 Tribes and three languages. There is a need for non-judgmental and receptive reviewers.
- Indian teachers in the Suquamish Tribe should stay in the classrooms and not be replaced with non-Indians. Children should see their own people teaching.
- There should be cultural relevance in the Child and Adult Care Feeding Program (CACFP). Requirements for family style dining are not relevant to Tribal culture.

Language and Culture – OHS Responses

- There are 16 Program Specialists serving 152 Region XI AIAN programs, and intensive training is being provided to all Region XI AIAN staff to raise understanding of our many unique and diverse cultures.
- A change of personnel is often beyond the control of OHS.

- It is true that people do not understand culture unless they are embedded in that culture. Captain Bialas will continue to encourage and provide cultural awareness training to his staff and all T/TA staff
- Captain Bialas offered to meet with the CACFP staff in Washington, D.C., to gather additional information about the program requirements on behalf of the Tribes.

Summary of Recommendations and Action Steps

Following is a summary of recommendations from Region XI AIAN participants and of OHS Action Steps as a result of the Consultation discussion.

Region XI AIAN Participant Recommendations

Recordkeeping Requirements

- Allow Tribes to develop their own system for recordkeeping that is retained in a database and approved by Tribal Council. The system would be presented to OHS for approval.

Tribal Representation

- Raise the Tribal representation of liaisons, visitors, and reviewers.
- There should be consistency with Program Specialists, and they should have an understanding of culture. It is advisable to have Tribal members as Program Specialists.

Teacher Qualifications

- Provide other options for training to meet teacher qualifications since location and geography make training a challenge.

CLASS

- Tribes need data from CLASS reviews including scores, not ranges.

T/TA

- The T/TA line item is large. More of the funding for T/TA should be dedicated to Tribes.
- There should be an effort to foresee T/TA needs in the future to avoid programs reaching DRS status.

Designation Renewal System

- The fact that a CLASS finding in a 20-minute period can put an entire program in DRS is not fair to children.

Non-Federal Share

- The Tribes' in-kind payment for the non-Federal share (20 percent) should be cut due to the sequestration.

Transportation

- Provide funds for transportation since Head Start is competing with preschool programs that have funded transportation.

Language and Culture

- There should be cultural relevance in the Child And Adult Care Feeding Program (CACFP). Requirements for family style dining are not relevant to Tribal culture.
- Reviewers and those dealing with Tribes should be well versed in Tribal language and culture.
- It is important to have Indian teachers in Tribal classrooms.

OHS Action Steps

Recordkeeping Requirements

- OHS will consider the paperwork burden created by recordkeeping requirements. If a Tribe presents an alternative to Captain Bialas, OHS will consider the system and may disseminate it to others if it is satisfactory.

Tribal Representation

- OHS will continue making efforts to recruit Tribal reviewers.
- When there are vacancies for Program Specialists, all qualified persons are encouraged to apply.

Teacher Qualifications

- OHS will continue encouraging Tribes to develop professional development plans for all staff including teachers. This step can ensure that Tribes meet the Teacher Qualification requirements.
- OHS can follow-up with the Confederated Tribes of the Colville Reservation about the requirement for contracts for teachers who meet degree requirements.

T/TA

- OHS is using a one-page T/TA form that includes instructions on requesting T/TA services. Programs will continue to work through the Program Specialists to complete the form and to submit it to OHS. A team is formed to identify the best T/TA for the Tribe. This procedure will continue.
- OHS is identifying topics for webcasts and webinars and areas for cluster trainings and school readiness summits.
- OHS is reviewing each report on monitoring results to identify needed T/TA for Tribes.

Designation Renewal System

- Region XI AIAN grantees identified for DRS have one year to work on challenges and are offered enhanced T/TA. Tribes will receive a 5-year grant if no conditions are met when they are reevaluated.

Language and Culture

- Captain Bialas offered to meet with the CACFP staff in Washington, D.C., to gather additional information about program requirements on behalf of the Tribes.
- All Program Specialists will continue to receive cultural awareness training.
- OHS is seeking Tribal reviewers and working with Danya on recruiting.
- OHS will not be suggesting replacing Indian teachers with non-Indian staff.

APPENDIX

Tribal Consultation Participants

Federal Staff and T/TA Staff

First Name	Last Name	Position	Organization
Robert	Bialas	Regional Program Manager, Region XI	Office of Head Start
Trevondia	Boykin	Program Specialist	Office of Head Start
Adia	Brown	Social Science Specialist	Office of Head Start
Valerie	Gardner	Program Specialist	Office of Head Start
Phyllis	Henderson	Program Specialist	Office of Head Start
Lula	Howard	Program Analyst	Office of Head Start
Vikki	Pretlow		Office of Head Start (Contractor)
Mike	Richardson	Collaboration Director	National AIAN Head Start Collaboration Office
Yvette	Sanchez Fuentes	Director	Office of Head Start
WJ	Strickland	Sr. Program Specialist	Office of Head Start
Yasmine	Daniel Vargus	AIAN Manager	FHI 360
Donald	Wyatt	Sr. Program Specialist	Office of Head Start

Tribal Leaders and Representatives

First Name	Last Name	Position	Organization
Willow	Abrahamson	Program Director	Shoshone Bannock Tribes Head Start
Julia	Anderson	ECE Director	Muckleshoot Indian Tribe
Theo	Bayou	Interim Program Director	RurAL CAP
Ann	Belleau	Program Director	InterTribal Council of Michigan Head Start
Michelle	Bevans	Project Consultant	NC Head Start State Collaboration Office
Vikki	Bishop	ECE Program Manager	Confederated Tribes Of Grand Ronde
Patty	Brown	Executive Director	Karuk Tribe Head Start
Robin	Butterfield	Supervisor, Office of Native Education	Office of Superintendent of Public Instruction
Kyle	Carpenter	Tribal Council Member	Port Gamble S'Klallam Tribe
Alfreda	Charlie	Program Director	Tululip Tribe Early Head Start
Rowena	Cooya	Family Services Supervisor	WMAT Head Start
Shawna	Daniels	ECE Director	Coeur d'Alene Tribe
Joe	Davalos	Superintendent	The Suquamish Tribe Head Start/Early Head Start

First Name	Last Name	Position	Organization
Darlene	Day	Tribal Council Member	Mille Lacs Band
Toni	Dobrec	Senior Manager	NIHSDA Management Consultant Service
Gorotia Donia	Edwards	Program Director	Nooksack Indian Tribe Head Start
Patricia	Eningowuk	ELC Director	The Suquamish Tribe Head Start/Early Head Start
Leonard	Forsman	Tribal Chairman	The Suquamish Tribe
Clair	Fox	Tribal Lobbyist	Ft. Bethold/New Town, ND
Khari	Garvin	Director	NC Head Start Collaboration Office
Gary	Girard	Program Director	Lac Courte Oreilles Head Start
Jaclyn	Haight	ECE Director	Port Gamble S' klallam Tribe
Kathryn	Helsel	Senior Manager	Three Feathers Associates
Bradley	Hight	Vice Chairman	Ute Mountain Ute Tribal Council
James	Holt	Chair, Policy Council	Nez Perce Tribe
Misty	Horne	Program Director	Iowa Tribe of Oklahoma Early Head Start
Ella	Inglebret	Associate Professor	Washington State University
Jennifer	Jennings-Shaffer	Project Administrator	WA Head Start Collaboration Office
Stefanie	Jones	Program Director	Samish Indian Nation Head Start
Andrew	Joseph	Tribal Council Member	Colville Tribal Council
Kandi	Kallappa	Program Director	Makah Tribe Head Start/ Early Head Start
Leola	Larzelere	Program Director	White Mountain Apache Head Start
Jenna	Lundy	Program Director	Five Sandoval Indian Pueblo, Inc., Head Start
Rosa Maria	Matthews	Project Consultant	NC Head Start State Collaboration Office
Leotis	McCormack	Tribal Council Member	Nez Perce Tribe
Chris	Mercier	Tribal Council Member	Grand Ronde Head Start (0-5)/ Preschool
Christine	Meyer	Director, Department of Education	Coeur d'Alene Tribe ECLC
Terri	Moritz	Director	St. Croix Tribal Head Start
Rodney	Morris	Chairman	Omaha Tribe
Scott	Moses	Tribal Council Member	Warm Springs Early Childhood Education
Betsy	Myers	Assistant Program Director	Muckleshoot Head Start
Jennifer	Oatman	Program Director	Nez Perce Tribe Early Childhood Development Program
Lynn	Palmateer-Holder	Tribal Council Member	Confederated Tribes of the Colville Reservation
Michael	Pavel	Professor	Skokomish
Knute	Peterson	Coordinator	Wewinabi Head Start/ Early Head Start

First Name	Last Name	Position	Organization
Linda	Poplin	Program Director	Quinault Head Start
Eniris	Riddick	Project Consultant	NC Head Start Collaboration Office
Kenneth	Robinson	Project Consultant	NC Head Start Collaboration Office
William	Rosenberg	Program Director	Pascua Yaqui Tribe
Barbara	Sanchez	Tribal Council Member	Pueblo of Isleta Head Start & Child Care Center
Amalia Molly	Sanchez	Executive Director	Pueblo of Isleta Head Start & Child Care Center
Carolyn	Shaw	Other	Mille Lacs Band
Thomas	Shortbull	President	Oglala Lakota College
Cori	Silvey	Family Services	Suquamish Tribe
Raymond	Smartlowit	Tribal Council Member	Yakama Nation
Zoe	Strong	Vice President	Strong Alliance
Greg	Swanson	Policy Council Member	Muckleshoot Indian Tribe
Laura	Waukechon	Program Director	Upper Skagit Indian Tribe
Patricia	White Temple	Education Specialist	Nez Perce Tribe Early Childhood Development Program
Suzanne	Wise	Commissioner of Education	Mille Lacs Band of Ojibwe
Susan	Yang	Program Director	Foundation for Early Learning
Darlene	Zacherle	Colville Tribal Business Council	Confederated Tribes of the Colville Reservation