

**HEAD START
TRIBAL CONSULTATION**

**July 26, 2013
Tulsa, Oklahoma
Region VI**

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 to seeking input from AIAN governing bodies, leaders, and individuals designated by Tribal leaders and incorporating such input into its decision-making process related to all matters that significantly affect Tribes and AIAN children and families.

The 2013 schedule is as follows:

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

By Notice in the Federal Register, dated April 5, 2013, OHS notified AIAN leaders of a Tribal Consultation for Tribes in Region VI on July 26, 2013, in Tulsa, Oklahoma, to be held in conjunction with the Oklahoma Indian Head Start Directors Association (OIHSDA) Conference. The following Report reflects comments and recommendations raised by AIAN leaders and representatives, comments and responses from OHS, and areas identified as requiring additional follow-up as discussed at the Tribal Consultation. (Separate reports for each Tribal Consultation were issued following each Consultation.)

Participants

Office of Head Start: Ann Linehan, Deputy Director, Office of Head Start; Captain Robert Bialas, Regional Program Manager, Region XI. Additional OHS staff participated via conference call: Patricia Banks, Program Specialist; Trevondia Boykin, Program Specialist; Robin Brocato, Program Specialist; Nina Craig, Tribal Liaison; Valerie Gardner, Program Specialist; Phyllis Henderson, Program Specialist; Walter Jourdain, Program Specialist; Tracie Little, Program Analyst; Keno Simmons, Program Specialist; WJ Strickland, Senior Program Specialist; and Donald Wyatt, Senior Program Specialist.

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

Introductory Remarks

An invocation was provided by Councilman Roger Trudell, Santee Sioux Nation.

The Tribal Consultation began with opening remarks from OHS Deputy Director Ann Linehan, who represented OHS Director Yvette Sanchez Fuentes at this Tribal Consultation. Deputy Director Linehan reaffirmed OHS's commitment to meaningful engagement with the Tribes. She stated that the Consultations are to engage with Tribes and to learn about their concerns, challenges, and successes. They also offer time to hear solutions and to find ways in which OHS can support Tribes. Deputy Director Linehan acknowledged that the issues facing Tribes are difficult and with sequestration, programs have to make difficult choices while maintaining the quality of programs and services for children.

Captain Bialas welcomed everyone to the Tribal Consultation. He stated that it is an honor to serve the Tribes and that ultimately it is his responsibility to ensure that challenges are addressed, corrections are made, if needed, and updates and changes within the Region or OHS are shared with the Tribes. He has implemented a monthly call with all the grantees – including the Program Specialists – to discuss challenges and concerns and so Tribes can provide OHS with updates. He has spoken to approximately 100 grantees thus far.

Region XI AIAN administers 150 Tribal grantees in 26 states, with 16 Program Specialists and support staff. Region XI AIAN respects and honors the government-to-government relationship. The Tribal grantees provide services to approximately 24,000 children and their families. Captain Bialas acknowledged the Region XI AIAN staff listening to this Consultation session, including the four Program Specialists who serve Oklahoma Tribal grantees.

Captain Bialas acknowledged the many challenges this past year and presented an update on those issues:

- Captain Bialas has met with Danya, the Head Start Monitoring Support contractor, and Adia Brown, OHS Monitoring Lead, to discuss training on cultural sensitivity among Program Specialists and reviewers. On July 19, 2013, there was a webcast for AIAN reviewers and the National Indian Head Start Directors Association (NIHSDA) Executive Board. Captain Bialas, WJ Strickland, Senior Program Specialist, Walter Jourdain, Program Specialist, and Mike Richardson, AIAN Collaboration Director, presented “Understanding Our Culture.” The webcast focused on Tribal sovereignty, government-to-government relationships, the monitoring process, and traditionalisms. There have been requests for individual webcasts on each of these topics. Additionally, a training process for new Program Specialists has been implemented. The training provides information about the communities and about how to have discussions with Tribes before a site visit. Three new Region XI AIAN Program Specialist have been trained so far. Captain Bialas noted that the review teams are provided one hour before a review starts to discuss community and culture. He suggested utilizing the time before the review to increase cultural awareness and to continue working with the review team on culture throughout the review process.

- Forty-nine of 150 grantees in Region XI AIAN– one third of the programs – are in DRS. Out of the seven conditions that trigger DRS, two conditions (deficiencies and CLASS) have been found in Region XI AIAN. Captain Bialas has spoken with all 49 Governments and has begun video conferencing with Tribal leadership. All of these programs are moving forward to improve program quality. The Plan to Improve Quality and the intensive training and technical assistance (T/TA) from FHI360 (AIAN T/TA contractor) and the National Center on Quality Teaching and Learning (NCQTL) are beneficial. The first cohort re-evaluations will start in early November 2013. The second cohort re-evaluations will start after January 14, 2014. The Tribal DRS Re-evaluation tool can be found at <http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring>.
- All grantees are feeling the impact of sequestration and trying to figure out different ways to absorb the cuts. Everyone has stepped up to this challenge. Captain Bialas thanked participants for everything they do for children and families.
- At the June Tribal Consultation in Spokane, Washington, some Tribes expressed concerns that the Child and Adult Care Food Program (CACFP) was different for each state and that there was no clear understanding. Captain Bialas will be meeting with CACFP and will prepare a one-pager for Region XI AIAN grantees on the impact of CACFP on Tribal Head Start grantees.
- Captain Bialas reviews every monitoring report for the triennial reviews and follow-ups. He discusses the reports with the Program Specialists before they are submitted to Director Yvette Sanchez Fuentes. The ultimate goal is that all the reports are correct.
- Last July, FHI360 was awarded the contract to provide T/TA to Region XI. Prior to this, there had been a 15-month lapse of T/TA. Within 30 days of receiving the contract, FHI360 hired staff and presented a webcast to explain the process of requesting T/TA. FHI360 has now visited 90 percent of the centers and grantees.

Tribal representatives were invited to offer their testimonies.

Discussion/Comments of AIAN and OHS Participants

A. Tribal Consultations – AIAN Participant Comments

- How was the decision made to have this year’s Tribal Consultation in Tulsa? Can this location be requested for next year?
- Listening to all of the other Tribes during this Consultation, it is clear we share the same concerns. It is good to have camaraderie and to help one another. We are our best resource when we work with OHS.

Tribal Consultations – OHS Responses

- This location was specifically chosen because of the Oklahoma Indian Head Start Directors Association (OIHSDA) Conference. When OHS begins to plan for next year’s Tribal Consultations, we will offer the same consideration for Tribal leaders and directors.

B. Teacher Qualifications – AIAN Participant Comments

- Jeannie Toppah, Head Start Director, Kiowa Tribe Head Start: In rural Oklahoma, it is difficult to find qualified staff. Once staff members receive the education they need, they leave to go to the public schools because of the salary. There is tremendous staff turnover.
- One possibility is to partner with the public schools. We share six teachers with the public school that employs the teachers. We split the cost of the teachers' salaries with the public schools. This partnership makes a great community between Head Start and the public schools.

Teacher Qualifications – OHS Response

- Head Start and public school competition for teachers is a challenge across the country. There is no perfect answer. OHS leadership and the Administration know that workforce and salary issues present tremendous challenges in sustaining good staff. The challenge for OHS is to raise those salaries up to a level comparable to the public schools, which would require a huge infusion of money. There are many discussions across the Administration on the salary issue. Presently, there are no answers and the discussion is ongoing.

C. Sequestration – AIAN Participant Comments

- Councilman Roger Trudell of Santee Sioux Nation commented he had returned recently from HHS Secretary's Tribal Advisory Council (STAC) meeting. He noted that with the 5.27 percent cut, the Tribe was able to assist in maintaining the quality of the program. If it gets to 15 percent in 2014, the Tribe may not be in a position to pick up the loss. We may be forced to reduce staff time and there will be the potential for mistakes that will set the Head Start program back. We have standards to maintain, but we may need to consider giving programs flexibility in meeting those standards. Programs may not be able to meet the quality assurances on schedule because they will not have the staff to do it. As a small program, we will feel the cut severely.
- Councilman Trudell also stated nutrition was a concern. Reduction of hours for cooks has significant impact on planning meals and nutritional health for children at small programs.
- In the Great Plains area, Tribes are quite diverse. We are not among the richest Tribes in the country. Every little cut will be felt very deeply. Our program is a small program with really good people. Staff are wearing more and more hats. Our director is an asset and knows the nuances of the culture.

Sequestration – OHS Responses

- As soon as OHS learned the exact amount – 5.27 percent cut due to sequestration for FY2013 – all the grantees were informed. Programs should plan for the 5.27 percent cut

to continue in FY2014. OHS cannot say that the cut will not go above 5.27 percent in the future. There is a lot of territory to cover before the 2014 budget is settled. OHS understands the choices that Tribes are making. If the cuts get more significant, compromises will have to be made.

- Regarding the 15 percent cut, there is some confusion that the cut this year and whether adding another cut would equal 15 percent. OHS will get clarification on this and will share this information with Tribes.

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

- Councilman Trudell stated DRS seems like a way to get rid of small programs and appears designed to eliminate services to small Tribes.
- He asked for information about when another program within the Tribe, such as Child Care or Elderly Nutrition, can trigger a CACFP debarment. What happens to the Head Start program with regard to DRS in that case?
- Danna Tate, Muscogee Creek Nation, shared the same concerns. She enjoys working with Phyllis Henderson, Program Specialist. She asked how many people will be on the team that is coming for re-evaluation and what they would examine.

Designation Renewal System (DRS) and Five Year Grant Process– OHS Comments and Responses

- Currently 33 programs are receiving their five-year grant awards. The hope is that at the end of DRS, the 49 programs in DRS will have a successful re-evaluation and will then receive their five-year awards. That will be a total of 82 programs with a five year-grant award.
- There are now extra conditions for health and safety, governance and audit training, and school readiness. Once grantees receive their five-year grant award, they will have 45 days to complete the health and safety screening. It is up to programs to decide who conducts this screening. If the Indian Health Service and the health specialists are doing this screening, make sure that when they complete their surveys they are completing the total health and safety assessment. A tool to be used for the screening and additional training can be provided to help programs feel comfortable conducting the health and screening walkthrough.
- At the end of the health and safety screening, programs take the tool back to the governing body and confirm that the program is meeting the health and safety requirements. Within 15 days from the 45 days (60 days total), the governing body would sign off that all of the centers are meeting the health and safety screening condition.
- If a program is debarred from receiving CACFP funds, then the program is required to compete in DRS. Some Tribes have chosen to not participate in CACFP. But if a Tribe chooses not to participate in CACFP, the funds they would get for reimbursement would have to be offset with their own funds. There will be a one-pager that will identify the triggers for debarment state-by-state. Captain Bialas also committed to discussing with CACFP officials how the disqualification of other Tribal programs from accessing

CACFP impacts the Tribal Head Start program. It appears that DRS would be triggered even if another program was responsible for the CACFP debarment.

- The majority of the re-evaluation teams will most likely include two reviewers – the federal team leader and another person. The team will be based on the size of the program. The re-evaluation tool will look at the seven conditions, including a look at CLASS scores to see if they meet the thresholds. Programs will receive access to the monitoring protocol.
- An agreement was put in place for the 49 programs designated into DRS to receive resources for My Teaching Program. NCQTL is providing coaching resources for those in DRS.

E. CLASS – AIAN Participant Comments

- Joyce Thomas of Santee Sioux Nation Head Start expressed her concern about the cultural appropriateness of CLASS. A reviewer might look at the program's cultural practices in a negative way. A solution is for the CLASS reviewers to call the Head Start program in advance or have a cultural specialist visit so that CLASS reviewers have a basic sense of the culture of each program they are reviewing.
- The CLASS protocol is 20 minutes of classroom observation. The CLASS reviewer needs more time to observe. The tool is not being used properly. Nowhere in CLASS is there reference to children with disabilities.
- There is not enough time to train staff on CLASS. What allowances are there for new teachers?
- When discussing CLASS and children with disabilities, it is helpful for the CLASS reviewer to know the make-up of the classroom. Our Tribe is small. We have 35 children; 13 are on an Individualized Education Plan (IEP). Seven of the 13 are in the four-year-old classroom. There were also different types of disabilities. If the reviewer does not have the awareness of the classroom, it might hinder the CLASS scores.
- How is the percentage of classrooms in CLASS determined?
- Can programs negotiate which classrooms are reviewed?
- Our program feels vulnerable when the CLASS reviewers come in; we feel at the mercy of the CLASS instrument.

CLASS – OHS Responses

- The review teams have the opportunity to discuss the Tribe's community and culture for an hour before the review. OHS understands the different nuances that occur in the classroom with regard to culture and that individuals may not understand what is happening. Programs should utilize the time before the review and continue to work with the review team to help them better understand your program and the nuances in the classrooms. Danya is committed to having one AIAN member on each review team, but there are often not enough AIAN reviewers. Danya is always looking for reviewers.

- OHS will follow up on whether CLASS reviewers have the same opportunity to discuss culture with the Tribes as the monitoring team. If not, OHS will work on offering the CLASS observers that opportunity.
- Immediately after a staff hire, submit a T/TA request so that teachers receive training for CLASS.
- FHI360 noted that the NCQTL has developed a new mentoring program. A program's team can enroll the early childhood specialist in coaching. FHI360 will share this information with Tribes.
- OHS will follow up on the issue of CLASS observers being informed about children with disabilities in the classrooms they are observing.
- The percentage of classrooms is devised by using a formula that is computer generated. See "How is CLASS used in Head Start reviews?" in the FAQs for CLASS on the ECLKC <http://eclkc.ohs.acf.hhs.gov/hslc> for more details.
- OHS will verify the feedback from researchers and statisticians on the likelihood of one new teacher affecting the grantee level score and provide that answer.
- For the three dimensions in CLASS (emotional support, classroom organization, and instruction support), Region XI AIAN has the No. 1 scores for classroom organization and teacher support – the highest scores in the country. However, the instructional support scores are below the national average. OHS has had discussions with Yasmine Daniel Vargas, AIAN T/TA Manager, Pat McMahon, OHS T/TA Manager, and NCQTL on this issue. OHS would like to bring Head Start directors and education managers into the discussion on what additional T/TA is needed for instructional support.
- Programs are encouraged to notify OHS if they feel that a CLASS reviewer did not follow the protocol.
- ECLKC CLASS FAQs also includes a tool from FHI360, "Looking at CLASS," for programs to use with their early childhood education specialists and staff.

F. School Readiness – AIAN Participant Comments

- School readiness is always changing. First the five domains, and now there is a three-ring binder box set from NCQTL. Will this be a monitoring tool in the future?
- School readiness is overwhelming new teaching staff. Now programs need to write down their school readiness goals but, in our opinion, the school readiness goals are included in what we are already doing. It is getting out of hand. Our document is now 70 pages. School readiness goals should be short and precise so they can be tracked.
- After looking at school readiness and putting it into place, it is simple. Keep school readiness short and to the point. School readiness goals show us where the teachers are, what training we need, where the children are, and what materials we need for our children. The Tribal Council enjoys receiving the data on children's progress. The data and the assessment show staff, parents, Policy Council, Tribal Council, and the community exactly how our program is performing.
- One program collaborated with the school districts and aligned the framework in the Nebraska Early Learning Guidelines on the Dakota language. We worked with

kindergarten teachers and parents as well. We took the information in the school readiness domains and created our own assessment based on the pre-kindergarten assessment from public school.

School Readiness – OHS Responses

- The three-ring binder box set is intended as support materials. What matters most with school readiness is that programs are assessing their children early and understanding their baseline. At the midpoint of the school year, programs need to see where each child is. Then at the end of the school year, it is important that programs know the outcomes for each child. OHS wants to know that each program understands the individual child. Understanding involves knowing, talking, and reporting. This Administration has fought hard to give programs flexibility, but programs have to do assessment and collect enough data on children to understand their challenges and their progress. These school readiness materials are here to support all of this.
- If you have received something and are asking, “What is the intent?” then OHS did not do a good job explaining the materials.
- Participants are raising some very valuable and helpful points. OHS does not want grantees to feel overwhelmed.

G. Monitoring – AIAN Participant Comments

- One participant, who is new to Head Start but has spent her entire career with Indian Tribes, stated that there is an inordinate amount of oversight of Head Start compared to other Tribal programs of comparable size. What opportunities are there for administrative streamlining or flexibility in program planning to alleviate the administrative burden and redirect resources to better the services to children and to increase salaries for teachers?
- How quickly are the review reports being submitted to the grantees?

Monitoring – OHS Response

- OHS hears this concern often. OHS has tried to streamline through the Head Start Enterprise System and by having many of the processes done electronically. The monitoring protocol has been reduced, and the questions are much fewer. OHS is always thinking about the ways to reduce the burden for programs while ensuring that everyone is meeting the requirements in the statute. OHS is committed to being as transparent as possible. OHS also does not want programs to be so focused on compliance and the requirements that the mission and the quality outcomes are overshadowed.
- The average turnaround time for review reports being submitted to grantees is 42 days. OHS is working hard on getting the reports turned around quickly.

H. Facilities and Fiscal Issues – AIAN Participant Comments

- There was a flood in our Head Start building causing \$3,000 in damages. We have insurance, but there will be costs that are not covered. We have informed Phyllis

Henderson and are awaiting the final paperwork. Are there any emergency funds available?

- If programs have been in the same facility for years, why is a facility assessment now necessary?
- What will happen if a facility does not pass the health and safety screening? How do we continue the services?
- What about one-time funding requests that have been submitted already for this year?

Facilities and Fiscal Issues – OHS Responses

- Any time a health and safety emergency occurs, submit a letter informing OHS. When all of the paperwork has been submitted, it will go to senior leadership and the Budget Office for discussion. OHS will respond after the submission is complete.
- Once all requests for one-time funds are submitted, OHS performs a risk assessment on each one to determine if funds are available.
- The facility assessment is a requirement. Even if a center has been in the same building for years, although the physical structure may not have changed, desks, playgrounds, etc., may have changed. This is proactive reminder on the part of OHS to ensure that children are in healthy and safe environments. For programs to receive their new five-year grant it is not a burden but a good check to know one's center is in good shape.
- This is an individual decision-making process for each Tribe. The question becomes about whether there is something that can be fixed easily. Or is it so serious that you would not want to open the center until it was fixed? OHS wants programs to know the status of their facilities and that programs have a plan to correct problems. OHS wants programs to have the knowledge to make decisions to keep children safe. OHS is interested in working with programs when they identify issues. What is important is that programs identify and take action.
- There have only been a limited number of health and safety requests for funding received in Region XI AIAN. Once all of the one-time funds are submitted, we determine the health and safety and the risk assessment of each one and if funds are available. Unless it is an emergency, the requests are held until the end of year.

I. Head Start /Child Care/Public School Partnerships – AIAN Participant Comments

- Please clarify what is going on at the national level with Head Start, child care, and public school collaboration. Is there national support to have public schools do more with Head Start comprehensive services? We want to have full cooperation with the public schools, but things can change when the superintendent or school board changes.
- Oklahoma has had pre-kindergarten since 1998. If we did not partner with the public schools, they would put us out of business. The partnership is hit or miss.

Head Start/Child Care/Public School Partnerships – OHS Responses

- The messaging even from ten years ago has been to have close collaboration with public schools; the closer the better. For 2014, there is a Presidential proposal and the promotion of universal pre-kindergarten. HHS Secretary Kathleen Sebelius and Education Secretary

Arne Duncan are discussing the importance of early childhood education. There is a national message that the partnership between Head Start and public schools is good and in favor of children entering quality pre-kindergarten. This does not diminish the commitment to quality Head Start/Early Head Start. The alignment and partnership between Head Start and public schools are critical. When Head Start works with public schools, it is good for children.

- Part of Head Start's history is influencing early childhood practices. Part of OHS's leadership role is achieving quality and improving quality, even in kindergarten and child care. If Head Start can influence and support kindergarten and child care in better understanding early childhood practices, this is a good thing.

J. Under-enrollment – AIAN Participant Comments

- Jeannie Toppah, Head Start Director, Kiowa Tribe Head Start, said that in rural Oklahoma, one issue is under-enrollment. Programs compete with the public school system and Region VI. In our area, we have seven Tribes – two big Tribes and five smaller Tribes. We do not have well-defined areas. What about overlapping services with other Regional programs?
- For Kickapoo in Oklahoma, this past fiscal year was the first year we encountered under-enrollment. We could not meet our four-year-old ratio. This coming year, we will be facing the same issue. Ever since the pre-kindergarten programs in our local areas went to full-day, the parents and families opted to go to pre-kindergarten to avoid child care expenses. This is hurting our program, and we are struggling with this challenge.

Under-enrollment – OHS Responses

- OHS leadership, along with WJ Strickland, will review that service area to ensure that children are receiving services and to see if a deeper look on this issue is needed.
- OHS suggests continuing to work with Phyllis Henderson through this process and to think outside of the box in reaching out to the community.

K. Program Performance Standards – AIAN Participant Comment

- Is there any information about new Performance Standards or training?

Program Performance Standards – OHS Response

- There are no new standards for staff coming this year. T/TA is and will continue to be based on the current standards.

L. Closing Remarks– AIAN Participant Comments

- I have been in Head Start for a long time. Staff turnover, funding, and new initiatives are problems. There have been all kinds of changes. We have had highs and lows in the program. I feel good about Head Start. Congress does not seem to have a good sense of what Head Start is. We do not have strong advocacy. Our parents play a good role. I do not doubt CLASS, but sometimes we get too caught up in that world. Parents are shocked by the whole system. When parents set goals for their children, when they see teachers on the personal level, they see the success through their children's eyes.

Closing Remarks– OHS Responses

- This is a wonderful closing comment on the importance of tradition, our families, and our parents. It is the Head Start community that keeps the voice of the parents strong. The strongest voice parents have is the programs that serve and honor the parents and their participation. It is good to remind OHS and those in decision-making positions that shape Head Start of this fact.

Summary Recommendations and Action Steps

Following is a summary of recommendations from Tribal participants and Action Steps to be taken by OHS as a result of the Consultation discussion.

AIAN Participant Recommendations

Tribal Consultations

- Hold next year's Tribal Consultation in Tulsa, Oklahoma.

Teacher Qualifications

- Partner with the public schools and split the cost of teachers' salaries between programs and the public schools.

Sequestration

- If the 5.27 percent cuts are increased, consider giving programs more flexibility in meeting the quality standards.

CLASS

- Have the CLASS reviewers call the Head Start program in advance of a review or have a cultural specialist visit so that CLASS reviewers have a basic sense of the culture of the programs that they are reviewing.
- Give the CLASS reviewers more time to visit programs.
- Ensure that CLASS reviewers know the make-up of the classroom, specifically with regard to disabilities. CLASS reviewers need an awareness of the classroom they are reviewing.

School Readiness

- School readiness goals should be short and precise to allow them to be tracked easily.

Monitoring

- Allow administrative streamlining and flexibility in program planning to alleviate the administrative burden on Tribal programs.
- Redirect resources to better serve children and to provide higher salaries for teachers.

OHS Action Steps

- *Sequestration*: OHS will obtain clarification on the future budgets, especially cuts, and will share this information with the Tribes.
- *Designation Renewal*: OHS will follow-up on how debarment from CACFP for non-Head Start problems affects a Head Start grantee when meeting with CACFP officials.
- *CLASS*: OHS will follow-up to determine if CLASS reviewers can have the opportunity to discuss culture with the Tribes similar to the opportunity given to the monitoring team. If not, OHS will work on moving forward to get the CLASS observers that opportunity.
- *CLASS*: OHS will follow-up on the issue of CLASS observers being informed of children with disabilities in the classrooms they are observing.
- *CLASS*: OHS will verify feedback from CLASS researchers and statisticians on the likelihood of one teacher affecting the grantee level score and will get share this information with the Tribes.
- *Under-enrollment*: OHS will sit down with WJ Strickland and review the Region XI AIAN service area in Oklahoma that overlaps with Region VI to ensure that children are receiving services and to see if there should be more examination of this issue.

APPENDIX

Tribal Consultation Participants

Federal Staff and T/TA Staff

First Name	Last Name	Position	Organization
Patricia	Banks	Program Specialist	Office of Head Start
Robert	Bialas	Regional Program Manager, Region XI	Office of Head Start
Trevondia	Boykin	Program Specialist	Office of Head Start
Robin	Brocato	Program Specialist	Office of Head Start
Nina	Craig	Tribal Liaison	Office of Head Start
Yasmine	Daniel Vargas	AIAN T/TA Manager	FHI 360
Valerie	Gardner	Program Specialist	Office of Head Start
Phyllis	Henderson	Program Specialist	Office of Head Start
Walter	Jourdain	Program Specialist	Office of Head Start
Ann	Linehan	Deputy Director	Office of Head Start
Tracie	Little	Program Analyst	Office of Head Start
Janet	Schultz		Office of Head Start (Contractor)
Keno	Simmons	Program Specialist	Office of Head Start
WJ	Strickland	Sr. Program Specialist	Office of Head Start
Donald	Wyatt	Program Specialist	Office of Head Start

Tribal Leaders and Representatives

Susanna	Barnett	Manager	Muscogee (Creek) Nation Head Start
Colette	Berg	Director	Cheyenne and Arapaho Tribes
Linda	Hoover	Education Manager	Otoe-Missouria Head Start
Thomas	John	Under Secretary	Chickasaw Nation
Denise	Keene	Director	Osage Nation Head Start
Betty	Littlecrow	Family Service Coordinator	Otoe-Missouria Head Start
Barbara	Littledave	Sr. Program Specialist	Cherokee Nation Early Childhood Unit
Tamika	O'Neal	Director	Central Tribes of the Shawnee Area, Inc., Head Start/EHS
Robert	Pickens	Director	Chickasaw Nation Head Start
Julie	Prusa	Director	Omaha Tribe of Nebraska Head Start
Dannetta	Tate	Health Coordinator	Muscogee (Creek) Nation Head Start
Joyce	Thomas	Director	Santee Sioux Nation Head Start
Verna	Thompson	Director	Cherokee Nation Early Childhood Unit
Jeannie	Toppah	Director	Kiowa Tribe Head Start
Roger	Trudell	Chairman	Santee Sioux Nation
Valerie	Valdez	Director	Kickapoo Head Start of Oklahoma
Gwendolyn	Warrenburg	Family/Community Manager	Kickapoo Head Start of Oklahoma
Mike	Williamson	Director	Otoe-Missouria Head Start