

**OFFICE OF  
HEAD START  
TRIBAL CONSULTATION**

**October 22, 2014  
Anchorage, Alaska**

**Final Report**

Presented by  
Ann Linehan, Acting Director  
Office of Head Start

## Introduction

Pursuant to the Department of Health and Human Services Tribal Consultation Policy and Section 640 (l)(4) of the Head Start Act, beginning in 2014, the Office of Head Start (OHS) convened five Tribal Consultation sessions for the purpose of better meeting the needs of American Indian and Alaska Native (AIAN) children and families, taking into consideration funding allocations, distribution formulas, and other issues affecting the delivery of Head Start services in their geographic locations.

OHS is committed to 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 2014 schedule follows:

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

By Notice in the Federal Register, dated October 1, 2014, OHS notified AIAN leaders of a Tribal Consultation for Tribes on October 22, 2014 in Anchorage, Alaska, to be held in conjunction with the Alaska Federation of Nations Conference. The following report reflects comments and recommendations raised by AIAN leaders and representatives, comments and responses from OHS, and areas discussed at the Consultation that required additional follow-up. (There will be separate reports for each Tribal Consultation listed above.)

## Participants

*Office of Head Start:* Ann Linehan, Acting Director, Office of Head Start; Captain Robert Bialas, Regional Program Manager, Region XI AIAN. Additional OHS staff participated via conference call. (See Appendix for a list.)

*Tribal leaders and Tribal representatives:* (See Appendix for a list.)

## **Introductory Remarks**

OHS Acting Director, Ann Linehan opened the Tribal Consultation. She expressed gratitude that Tribal leaders attended and noted that changes to Head Start reflect the times. With the movement to universal pre-kindergarten, there may be an opportunity for Head Start to serve more infants and toddlers. She stressed the interest of OHS in supporting tribes and helping to reallocate funds to unserved children and families. The goal of each Tribal Consultation is to impart information to the Tribes and listen to comments respectfully.

Head Start was last reauthorized in 2007 for five years; reauthorization is overdue. When discussions occur to support reauthorization, elected officials will be interested in hearing about Tribal concerns. Congress will examine what works and what does not in Tribal programs and may suggest changes to current mandates. Tribal comments can have an impact on current statutory requirements.

In early 2015, there will be a Notice of Proposed Rulemaking (NPRM) to announce proposed revisions to the Head Start Program Performance Standards required by the 2007 Head Start Act. There will be an opportunity to comment for 120 days, and OHS will log and review every comment. OHS will offer webinars to explain the proposed standards and will prepare the draft in plain English. It is wise to read the preamble to the standards first; it will explain the rationale for changes. OHS wants to hear from Tribal communities about challenges. The plan is to finalize the standards before the end of the current Administration.

Paneling for EHS/Child Care Partnership grants for Tribal communities is scheduled for the week beginning October 26, 2014. There are 44 applicants for grants. However, no programs in Alaska applied for the Regional Funding Opportunity Announcement (FOA), but we did receive some for the Tribal FOA. It is important for OHS to understand why Alaska programs chose not to compete for these funds. (See the summary of comments in Item C. and labeled Early Head Start/Child Care Partnership Initiative.)

Captain Bialas introduced himself and presented a PowerPoint about Region XI AIAN programs, enrollment, funding, challenges due to under enrollment, costs per funded child in Alaska, and the need to work together. Training and technical assistance (T/TA) is in place and succeeding. Two DRS cohorts of AIAN programs are completed, and there were no findings by the reevaluation team. The third cohort will be reevaluated soon. There will be a Health Literacy Institute offered by the National Center on Health (NCH) in February 2015 for 50 selected grantees. Funds are available for 3 persons to attend from each grantee for 2.5 days. The only cost for those selected will be air fare. Support for selected grantee participants will continue following the meeting. Application forms were shared with grantees on October 14, 2014. Applications will be reviewed by UCLA (University of California, Los Angeles).

A facilities report is required every five years by the U.S. Congress about the condition, ownership, and age of buildings used by tribes. The next report will be expanded to include photos of each center, comments by monitoring teams, and other information that will offer depth to a facilities census. The program specialists, grantee specialists, and early childhood

specialists also may participate in this descriptive review. This will be an ongoing task for OHS. This information may substantiate requests for one-time funds. There is a plan to explain the inventory needs to Tribal leaders through webinars and individual outreach. When the inventory is complete, the expanded report will demonstrate clearly how many buildings need major renovation or replacement. OHS will make the cost implications clear to Congress.

OHS is discussing writing a FOA for Tribal communities to offer pooled funds that are unused by tribes and to allow tribes to compete for funds for expansion in FY 2016. More information will be shared in early 2015.

Captain Bialas referenced the FY2014 budget, communication about changes, site visits, enhanced response to problems, telephone calls, FHI360 efforts on T/TA, NCQTL training, and National Centers' resources. He explained the OHS vision of a T/TA system that supports program staff across the country to meet the needs of those in the birth - five continuum. OHS will examine the entire T/TA structure and plans to facilitate effective T/TA approaches and delivery systems. He emphasized that communication and T/TA support for Region XI AIAN programs has improved dramatically.

## **Discussion/Comments of AIAN and OHS Participants**

### **Designation Renewal System (DRS) – AIAN Participant Comments**

- *Cook Inlet Native Head Start* noted that DRS is a punitive system that threatens tribes with the loss of funds. It takes time to resolve problems and tribes may not have the funds for improving teacher qualifications. DRS should be a last ditch effort; it does not honor the relationship with tribes.
- A *Fairbanks Native Association* speaker observed that Tribal programs obtain more T/TA and can use it to address shortcomings. Although there is a threat of losing funds, it is unlikely. Tribes have a unique status unlike other federal programs.
- The second DRS reevaluation team was prepared when they met with tribes in Alaska; tribes were happy with the team members.
- DRS is about quality and offers an opportunity to obtain support.

### **Designation Renewal System – OHS Responses**

- T/TA has been beneficial for Tribal programs and facilitated open communication with Tribal leaders. Captain Bialas reached out to 100 Tribal leaders to hear their concerns.
- In other regions, programs recompile after DRS. However, in Region XI, the law requires that additional resources be brought to bear on challenges and there is at least one year before the reevaluation occurs. This has been beneficial for many programs. There are multiple examples of success and change.
- In the event of losing a grant, the tribe would have to approve a grantee replacement, but the federal goal is not to reach that point.
- Some tribes face serious problems. They struggle to meet requirements, but children must be safe. The future of generations of children is at stake.

- Case management conference calls identify technical assistance (TA) needs. Since 2012, over 3,000 days were committed to onsite TA by 21 T/TA specialists.

### **B. CLASS (Classroom Assessment Scoring System) -- AIAN Participant Comments**

- *Cook Inlet Native Head Start* observed that research indicates that no evaluation is free of bias. Alaska native people were not involved in developing CLASS. They have profound differences in communication styles. For example, the children show longer response time compared to western children and use more non-verbal communication. Some tribes discourage eye contact. If OHS continues to mandate CLASS, it perpetuates a model of assimilation that has not worked well.
- *Cook Inlet Native Head Start* asked if there are models available by webinar. Resources are needed; dial-up speed poses a problem.
- CLASS is inappropriate for rural programs. There is a need for more dialogue about this, although this has been discussed since 2011 when the regulation was issued.
- The State Collaboration Director mentioned the need to move children away from labeling objects to deeper concepts and understanding.

### **CLASS – OHS Responses**

- Captain Bialas presented CLASS data. In 2014, the scores improved. Some tribes had perfect scores which did not occur in any other Region.
- Cultural relevance is getting more attention from those preparing CLASS instruments.
- FHI360 can point the tribes to in-service opportunities. There are videos about CLASS on the ECLKC (Early Childhood Learning and Knowledge Center portal).
- There are experts examining the CLASS tool to determine if items should be removed and what can be revised.
- There are efforts to include reviewers familiar with the communication styles of tribes.

### **C. Early Head Start/Child Care Partnership Initiative – AIAN Participant Comments**

- In order to expand, a program must meet the need for facilities. However, Head Start does not allow grantees to spend funds on facilities as part of this initiative.
- *Cook Inlet Native Head Start* noted that there are no child care centers in their area. It is a huge service area without a center; they need to build a facility.
- The Collaboration Director noted that the state serves 20,000-23,000 children in all levels of child care. In urban areas, there is a decline in both center-based and family home care; the younger generation is not interested in offering child care in homes. Three large center-based child care centers closed in Juneau in the last 3 months.
- Another speaker noted that there are 15 children in one center; the new grant would only allow eight children in a classroom. This would entail dropping children. Adding space requires more staff with Child Development Associates (CDAs) to oversee classrooms because EHS services require teachers to meet qualifications.
- There are no licensed child care providers in Bristol Bay.
- Related issues include compliance with requirements, such as teacher credentials and ratios.

- In New Mexico, there are challenges like those in Alaska. If a tribe does not have a casino, they do not have funds for a building. At one location, child care is closing because the building is old. Another building was condemned recently. This is not just an Alaska issue.
- *Cook Inlet Native Head Start* said one grantee committed to opening a child care center and helping staff obtain CDAs. They realized that they needed structure and teachers needed training. However, the center was unsuccessful, because it lacked systems like Head Start has.
- A *Fairbanks Native Association* speaker said their challenge was the many Alaska state regulations on child care. There was a problem working with partners on governance because people were afraid to do so. Having another entity come in to examine home-based programs meant dealing with another set of rules. At one point, there was talk about universal monitoring. If a state is monitoring, why does Head Start have to monitor? We need to fine tune this.
- *The Aleutian Pribilof Islands Association* representative said that the tribes recognize that child care quality must improve. The reason that the grantees did not apply is that they have reached capacity and do not believe they have the ability to help a partner achieve a quality level. They want to maintain a quality program; they did not understand that they could do straight expansion. The board looked at the work involved and recognized the need for supervision. Even assuming that new management would be hired, it was too big a risk and sacrifice to undertake.
- The Collaboration Director noted that there is institutional memory of QUILT partnerships and subsidizing the child care portion of that effort. That memory has led to higher aversion to risk and an elevated perception of risk.
- There is a fluctuating population of children. Grantees need flexibility to serve their children. Do not penalize under-enrolled programs. Keep rural and remote AK in mind.
- *The Central Council of the Tlingit and Haida Indian Tribes of Alaska* said it is hard for programs to maintain quality. To maintain and add on more children is difficult - facilities and staffing are issues. There is a need for training; programs face turnover. Tribes wonder if they will have to pay back funds. They perceive risk.
- In considering EHS expansion, the problem is that the grantee can only do home-based due to the lack of available facilities. In rural Alaska, they need facilities. If they had facilities, they would have a wait list for programs.
- When a Tribal grantee supports a teacher through a training program, school districts are waiting for the teacher to graduate. Head Start cannot compensate at the same level as the school district. It makes sense to use new funds to address compensation.

### **Early Head Start/Child Care Partnership Initiative -- OHS Response**

- The notion was that the funding for child care is a small piece of what quality actually costs. The FOA asked applicants to identify children of child care age and bring the Early Head Start (EHS) model to those children in child care centers. It was not about children unserved by child care; it dealt with child care centers already in existence with the intent of infusing Head Start services and funds into those centers.
- The intent was to raise quality in child care centers so they would not close.

- A grantee can create another pod of children to meet the requirements about ratios.
- The premise of trying to get EHS funds into centers was good. However, OHS needs to learn about issues and make accommodations when necessary. Child care and EHS are serving the same families and all deserve comprehensive services.
- There is concern about multiple parties looking at compliance. OHS wants to be less duplicative in oversight. Not all states have child care standards and some have loose requirements. If there are strong state monitoring systems, OHS could take a look at less duplication.
- One state has taken steps to align with EHS to reduce duplication.
- Child care is being reauthorized for first time in 18 years. The bill should be passed by the end of the calendar year. There will be stronger oversight requirements for states. Currently, there is no stability in child care - families can abruptly lose a slot due to an income change. The reauthorization calls for child care eligibility for 12 months to add stability.
- Had a grantee applied for a partnership grant, OHS did not expect the existing management team to work with partners. Instead, OHS expected the grantee to use the new resources to oversee the partnerships.
- The partnership grants are in the 4th week of paneling with two more weeks to go. OHS must spend the money or it will be taken away by end of March 2015. There is pressure to make the partnerships successful and a need to negotiate budgets and determine funding. T/TA will be offered. OHS will be busy from now until the end of March and then during implementation.
- Some people on a recent call said they do not need expansion for tribes; the tribes want money for quality. OHS had not thought about this, or was not sure of statutory authority to allow this to occur. OHS wants to explore this further.
- Apparently, home-based programs do not meet the needs of some communities.

#### **D. Transportation – AIAN Participant Comments**

- The *Kenaitze Tribe* commented that they serve 57 children in several communities many miles apart. Transportation is a problem; the cost of gas is high.. They need partners to support that cost. They have been in existence since 2009 and have lost funds from other entities that supported transportation costs. If they reduce staff costs and use those funds for transportation, they will have to serve fewer families.
- *Cook Inlet Native Head Start* had to cut transportation this year. It was costing nearly 25 percent of the budget so the grantee cut two buses and two staff members. They serve 227 children but 4,000 are eligible in Anchorage. Families are not able to get around the city and public transportation is poor.

#### **Transportation – OHS Response**

- OHS suggested that that tribes identify community needs to determine how many slots to reduce since there is no authority to offer more funds for transportation needs.
- During sequestration, tribes found a way to absorb costs, such as shortening the school year.

## **E. Income and Poverty Guidelines -- AIAN Comments**

- A single parent from the *Fairbanks Native Association* noted that his son no longer qualifies for Head Start. The child is behind in speech development and needs support. He had to send him away to live with a grandparent in order to enroll him in preschool. Costs are high in his home location and he is barely making it. Can there be a different poverty scale for rural areas and cities?
- The Collaboration Director stated that it may be time to reinterpret or change the statutory authority for exceptions to the income guidelines. For example, presently only communities with fewer than 1,000 residents are included; this number limits eligibility. It may be wise to clarify medical access, as well. Perhaps a waiver or allowance to utilize the structure used by child care programs would be a reasonable approach. They allow an income of \$54,000 vs. the limit of \$24,000 for Head Start. (The Alaska Women's Law Center developed a report that included a discussion of child care programs.)
- The *Aleutian Pribilof Islands Association* stated that in the Aleutian Pribilof, transportation costs are 51 percent higher than in Anchorage. For example, travelers must purchase a \$1,000 plane ticket, not a bus pass.
- The *Fairbanks Native Association* observed that children in state custody are eligible for Head Start services. The child of the young single parent is being penalized by the system. Serious consideration should be made of the cost of living in Alaska, such as \$10 per gallon cost for gasoline and heating fuel. Future leaders will suffer if they lack education. The speaker suggests that income guidelines be adjusted to reflect the cost of living in Alaska. Otherwise, use the child care guidelines, as suggested by the Collaboration Director.

## **Income and Poverty Guidelines -- OHS Response**

- OHS explained that, depending on the situation, Head Start can establish special criteria for eligibility. Each situation requires analysis of population size, the number of those underserved, remoteness of the location, and the percent of those eligible. These four criteria require attention before income requirements can be waived.
- The income and poverty guideline issues may be a reauthorization issue.
- The statute requires use of federal poverty guidelines, and OHS needs to look at income eligibility. Tribes can work with elected officials to explore possible changes. OHS can work on the policy level, but some changes are not within OHS discretion.
- OHS will explore what is allowable, but does not have waiver authority except under the conditions noted in the statute.

## **F. Funding Issues -- AIAN Participant Comments**

- The *Fairbanks Native Association* noted that there is a cap of 15 percent for indirect and administrative costs. The overall direct rate is 21.65 percent, so there is a gap. Is there a waiver on this issue?
- The *Chugachmiut* tribe asked about compacting funds and whether this will be allowed.
- The *Aleutian Pribilof Islands Association* asked about the non-federal match and the need for appraisal of sites to determine if the match is correct. When the center has less than an arm's

length lease, they are limited and the entity renting can charge whatever they wish. When is an appraisal necessary?

### **Funding Issues -- OHS Response**

- There are no updates on compacting. There is some discussion of pilot Tribal programs using several streams of funding from multiple grants at this point, but no decision yet. Lillian Sparks at the Administration for Native Americans at HHS is a good contact for discussions on this issue.
- For less than an arm's length lease, is the organization charging above what is reasonable and profiting from Head Start programs? In that case, they need a certified appraisal. It is hard to find an appraiser in remote areas. In that case, ask for a waiver of the non-federal share. Appraising can be cost prohibitive.
- OHS will look at appraisals and work on it with the intent of being practical. OHS needs consistency across regions. At OHS, this is a grants issue. The tribes should raise this issue in an email to the Acting Director.

### **G. Teacher Qualifications -- AIAN Participant Comments**

- The *Aleutian Pribilof Islands Association* commented about the credentialing requirements for Head Start and the impact on services and under enrollment. They are having trouble finding staff, especially those with credentials. The average time to obtain an AA is ten years; for a BA, even more time is required. They need leeway. The tribe would like to take into consideration the cultural expertise of the staff.
- The Southwest Consortium in Arizona considered this issue and certified language and culture teachers. Head Start needs to recognize this type of service to Head Start.
- It is hard to find staff. Could teacher assistants have a provisional certification for one year before the CDA?
- One teacher is moving forward, but the program does not have funds for others.
- Villages have a hard time finding people to staff Head Start's comprehensive program.
- The *Council of Athabascan Tribal Governments* noted the need for quality and best practice for the young children. Mentor coaches would help. The tribes need resources and support to meet teacher qualification requirements.

### **Teacher Qualifications -- OHS Response**

- It is important to share information about the costs in Alaska to demonstrate the difficulty of achieving quality. Costs increase if staff members are paid more. In the appropriations process, funding is the issue when there is a set aside for salary.
- The Program Information Report (PIR) showed that the number of teachers with BAs in Head Start rose from 66 percent to 72 percent. This level is higher than the level reported by pre-kindergarten programs across the country.
- The CDA requirement for teacher assistants has been coming since the 2007 changes to the statute. It is good to start staff on the career ladder. Migrant programs also face challenges.
- There is a statutory requirement for the teacher assistants to have a CDA, or be moving toward a BA, or enrolled to complete requirements in two years.
- It is important to define quality and to grow your programs with that goal.

- OHS advised creating an environment that offers a system of support every day to ensure that children are learning and progressing. OHS wants to work with the tribes toward that end.
- OHS is working with the Council for Professional Development to assist the tribes.
- Let FHI360 know if you want information about brokering with universities and learning about efforts to offer CDAs in high school.

### **Miscellaneous -- AIAN Participant Comments**

- *Screenings*: There are long wait lists for screening. It is difficult to meet the 45- and 90- day requirements. This is both an urban and rural issue. Children should get services. It is important to get dental services in villages.
- *Facility survey*: There is concern about using photos to make decisions about closing facilities.
- *E-Rate*: How can tribes qualify for this subsidy for Internet use? The Collaboration Director provided history for context and explained how educational entities win funds for connectivity. Alaska has not been able to get funds and the process is complex.
- *Local Option*: Tribes would like a locally-designed option. This would enable them to waive home visiting requirements, for example.
- *Playgrounds*: Tribes are concerned that their playgrounds are out of compliance based on their review of current requirements and statements in a health and safety survey.

### **Miscellaneous -- OHS Response**

- *Screenings*: This is an issue with the Indian Health Service (IHS), as well. It is a good topic for next year's consultation or a separate meeting that includes IHS. The majority of 45-day screenings can be done in-house, if staff is trained. OHS reviewers have considered challenges and have been lenient on reviews due to the variables. There can be a local health consortium with two or three hubs. Dental services are an issue and pediatric dentists are not required. Health and dental screenings are important. OHS is happy to assist with this effort and will work to set up meetings with IHS and other partners. The Tribal leaders must be at the table, too.
- *Facility Survey*: Staff will be onsite to look at facilities and will not make judgments based on photos.
- *E-Rate*: OHS will discuss joining the state in discussions with the Federal Communication Commission about Alaska's interest in E-Rate funding.
- *Local Option*: OHS will discuss offering flexibility for a local option in Alaska.
- *Playgrounds*: Some items in the health and safety survey were tied to the Head Start regulations, but others were based on health and safety guidelines. OHS needs to line up the documents and send a clarification about current health and safety requirements.

## **Summary of Recommendations and Action Steps**

The following is a summary of recommendations from AIAN participants and OHS Action Steps resulting from the Consultation discussion.

### **AIAN Participant Recommendations**

#### **CLASS**

- There is a need for models to be made available by webinar and for resources to be available in spite of dial-up speed problems.
- Because CLASS is inappropriate for rural programs, there is a need for more dialogue.

#### **Early Head Start/Child Care Partnership Initiative -- Duplicate Monitoring**

- At one point, there was talk about universal monitoring. If a state is monitoring, tribes would like Head Start monitoring to be dropped.

#### **Early Head Start/Child Care Partnership Initiative**

- Grantees need flexibility to serve their children. Do not penalize under-enrolled programs.
- Keep rural and remote AK in mind when designing grants.
- Consider the difficulty of partnering when child care has inadequate facilities and/or less qualified teachers that might put Head Start programs at risk for being out of compliance.

#### **Transportation**

- Provide funding for transportation.

#### **Income and Poverty Guidelines**

- Future leaders will suffer if they lack education. The income guidelines should be adjusted to reflect the cost of living in Alaska. Otherwise, use the child care guidelines for income eligibility.

#### **Funding Issues**

- Provide advice about compacting funds. (Tribes were referred to Lillian Sparks at HHS.)
- Provide advice about appraising sites for determination of the non-federal share.

#### **Teacher Qualifications**

- Take into account the cultural expertise of staff when determining if teachers are qualified.
- Offer resources and support to ensure that the teacher qualification requirements are met.
- Allow teacher assistants to have a provisional certification for one year before the CDA.

#### **Miscellaneous**

- *Screenings*: Tribal children should be screened within the required 45- and 90-day timeframes. Dental services and screenings are important.
- *E-Rate*: Tribes would like to qualify for funding.

- *Local Option*: Tribes would like to design a local option to meet their needs. For example, they would like home visits requirements reduced.
- *Playgrounds*: The tribes seek clarification about stipulations in the health and safety survey for playgrounds.

### **OHS Action Steps**

#### **CLASS**

- Experts will continue to examine the CLASS tool to determine if items should be removed and what can be revised.
- CLASS reviewers will be chosen who are familiar with the communication styles of tribes.
- Resources will be made available to tribes about CLASS.

#### **Early Head Start/Child Care Partnership Initiative -- Duplicate Monitoring**

- OHS can examine what states are doing to monitor programs and take steps where appropriate to stop compliance oversight duplication.

#### **Early Head Start/Child Care Partnership Initiative**

- OHS will explore whether the statute allows providing money to tribes for enhancing quality.

#### **Income and Poverty Guidelines**

- OHS will look at income eligibility and work on the policy level to explore what is allowable, although there is no waiver authority except under the conditions noted in the statute.

#### **Funding Issues**

- OHS will look at the appraisal issue and seek consistency across regions while working with the grants staff.

#### **Teacher Qualifications**

- OHS will work with tribes to help them create an environment that offers a system of support every day to ensure that children are learning and progressing.

#### **Miscellaneous**

- *Screenings*: OHS will reach-out to the Indian Health Service (IHS) to discuss medical and dental services provided service to Alaska. It is important to have a conversation about health and dental services. The Tribal leaders should join these meetings.
- *E-Rate*: OHS will discuss joining an Alaska delegation in discussions with the FCC about qualifying for E-Rate funding.
- *Local Option*: OHS will discuss the request to exercise some flexibility with a local option in Alaska.
- *Playgrounds*: OHS will clarify current requirements after reviewing all documentation on the topic.

## Tribal Consultation Participants

### Federal Staff and National Contractors

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
Nina	Craig	Senior Advisor for Tribal Affairs	Office of Head Start (by phone)
Yasmine	Daniel Vargas	Director, Region XI AIAN Head Start T&TA	FHI 360
Patrice	Griffin	ECE Specialist	FHI 360
Ann	Linehan	Acting Director	Office of Head Start
Jarma	Wrighten	Region XI Field Specialist	National Center on Quality Teaching and Learning

### Tribal Leaders and Representatives

First Name	Last Name	Title	Organization
Jackie	Baalam	First Chief	Council of Athabascan Tribal Governments
Debi	Baldwin	Child Development Division Director	RurAL CAP
Sheila	Beaver	Head Start Director	Association of Village Council Presidents
Liisia	Blizzard	Tribal Council Member	Kenaitze
Jamie	Chinuhuk	Program Director	Metlakatla Indian community
Travis	Cole	Board of Director Member	Fairbanks Native Association EHS/HS
Joel	Craft	Vice President	Kawerak, Inc. Head Start
Delma	Fields	First Chief	Tanana Chiefs Conference
Angela	Foster-Snow	Director of Planning and Development	Fairbanks Native Association
Mary Ellen	Fritz	Board of Directors Treasurer	Cook Inlet Native Head Start
Jean	F-Tritt	First Chief	Venetie Council
Melora	Gaber	Program Manager	Alaska Department of Education and Early Development
Galen	Gilbert	First Chief	Council of Athabascan Tribal Governments
Steve	Ginnis	Executive Director	Fairbanks Native Association
Colleen	Hasbrouck	Early Childhood Development Director	Fairbanks Native Association Head Start
Leah	Jenell Lawrence		Council of Athabascan Tribal Governments

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Organization</b>
Mark	Lackey	Executive Director	CCS Early Learning
Jenna	Lundy	Head Start Director	Chugachmiut
Racquel	Martinez	Child Development Director	Tanana Chiefs Conference
Bonnie	Mieerzejek	Disabilities/Child Development Coordinator	Aleutian Pribilof Islands Association
Ethan	Petticrew	Executive Director	Cook Inlet Native Head Start
Rhonda	Pitka	Chairwoman	Council of Athabascan Tribal Governments
Gina	Pruce	Program Director	Thrivalaska Head Start Birth to Five
Kristin	Ramstad	Head Start Director	Rural Alaska Community Action Program, Inc.
Albert	Rinehart	Head Start Director	Central Council of the Tlingit and Haida Indian Tribes of Alaska
Patricia	Salmon	Council Member	Council of Athabascan Tribal Governments
Julia	Sargent	Health/Mental /Nutrition Coordinator	Aleutian Pribilof Islands Association
Janet	Schultz	Health/Monitoring Expert	Office of Head Start
Anne	Shade	Head Start Director	Bristol Bay Native Association
Harold	Simon		Council of Athabascan Tribal Governments
Teresa	Smith	Early Childhood Manager	Kenaitze Indian Tribe
Patricia	Stanley	Executive Director	Council of Athabascan Tribal Governments
Paul	Sugar	Alaska Head Start Collaboration Director	Alaska Department of Education and Early Development
Deborah	Trowbridge	Education/Disabilities Specialist	Kawerak Head Start
Mark	Wasierski	Head Start Director	Aleutian Pribilof Islands Association
Linda	Wells	Executive Assistant	Council of Athabascan Tribal Governments
Susan	Wells	Alternate	Kenaitze
Mary	Willey	Head Start Site Coordinator	Fairbanks Native Association Head Start
Phyllis	Wimberley	HR & Administration Division Director	Chugachmiut
Peggy	Wright	Second Chief	Rampart Village