

# HEAD START TRIBAL CONSULTATION

May 5, 2009  
Tucson, Arizona

## EXECUTIVE REPORT



OFFICE OF HEAD START  
ADMINISTRATION FOR CHILDREN AND FAMILIES  
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES



**CONTENTS**

---

Consultation Participants..... 1

Tribal Concerns and Recommendations..... 3

Testimony..... 5

**APPENDICES**

A. Agenda.....14

B. Head Start Funding: American Recovery and Reinvestment Act (ARRA)  
FY 2009 Appropriations: PowerPoint Presentation.....15

C. American Indian/Alaska Native Program Branch Overview:  
PowerPoint Presentation.....20

D. Evaluation Results.....26

**CONSULTATION PARTICIPANTS**

---

**TRIBAL PARTICIPANTS**

**Juanita Ayala**, Interim Education Director, Pascua Yaqui Tribe, Arizona

**Julia Davis-Wheeler**, Tribal Council Member, Nez Perce Tribe Early Childhood Development Program, Idaho

**Rayma Duyongwa**, Director, Hopi Head Start, Arizona

**Cheryl Encinas**, Head Start Manager, Pascua Yaqui Tribe, Arizona

**Dale Frederick**, Director/Superintendent, Salt River Pima Maricopa Indian Community, Arizona

**Luis Gonzales**, Council Member, Pascua Yaqui Tribe, Arizona

**E. Austin Greene**, Tribal Council Liaison, Confederated Tribes of Warm Springs Reservation, Oregon

**Arlan Melendez**, Tribal Chairman, Reno-Sparks Indian Colony, Nevada

**Phillip R. Quochoytewa, Sr.**, Tribal Council Representative, Hopi Tribe, Arizona

**Noreen Sakiestewa**, Director, Department of Education, Hopi Tribe, Arizona

**Vivian Saunders**, Special Assistant, Salt River Pima Maricopa Indian Community, Arizona

**Shanna Tautolo**, Grants and Contracts Officer, Pascua Yaqui Tribe, Arizona

**Wendy Thomas**, Program Director, Nez Perce Tribe Early Childhood Development Program, Idaho

**Mavany Verdugo**, Director, Rincon Head Start, California

**Wilson Wewa, Jr.**, Tribal Council Liaison Alternate, Confederated Tribes of Warm Springs Reservation, Oregon

**OFFICE OF HEAD START PARTICIPANTS**

**Frank Fuentes**, Deputy Director, Office of Head Start (OHS), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS)

**Nina McFadden**, Regional Program Manager, American Indian/Alaska Native Program Branch (AIAN), OHS, ACF, HHS

**Craig Turner**, Director, Policy and Budget Division, OHS, ACF, HHS

**ADDITIONAL ATTENDEES**

**Alexandra Flinn**, Project and Finance Associate, Academy for Educational Development (AED), Washington, D.C.

**Donna Iwagaki**, Local TA Specialist, AED, Washington, D.C.

**Michelle Sauve**, Program Design & Management/Governance Specialist, AED, Washington, D.C.

**Katie Stevens**, Senior Policy Specialist for Tribal Affairs, First Things First, Arizona

## TRIBAL CONCERNS AND RECOMMENDATIONS

---

As mandated by the Improving Head Start for School Readiness Act of 2007, the Office of Head Start (OHS) held a one-day Tribal Consultation session in Tucson, Arizona, on May 5, 2009. OHS met with the leadership of Tribal Governments operating Head Start and Early Head Start programs. The purpose of the consultation session was to solicit input on ways to better meet the needs of American Indian and Alaska Native children and their families. General topics included National and Regional updates, funding allocations under the American Recovery and Reinvestment Act (ARRA), distribution formulas, and other issues affecting the delivery of Head Start services in the Tribes' geographic locations. Specific topics included policy, curriculum research, Head Start/Early Head Start conversion, program quality, and monitoring.

The concerns and recommendations communicated by Tribal Leaders and other participants at the session in Tucson are highlighted below.

### **ARRA / Cost-of-Living Allowance (COLA) Payments**

- During this economic downturn, giving temporary COLA increases to Head Start staff under the ARRA funds is not helpful when those increases are one-time only and cannot be continued in future years. It is also not helpful to use that money to hire new staff who cannot be retained in the future.
- In many communities, the Head Start staff would be the only people getting COLA. Could there be flexibility to provide waivers or delay COLA payments that would be better for the entire community?

### **ARRA Competitive Grant Process**

- Will there be TA to assist Tribes in writing proposals for ARRA funds? Many Tribes cannot afford to hire a grant writer.
- It is recommended that OHS ensure there is a Tribal Leader in the process of reviewing those grants.
- Grants.gov has been having some issues because of the volume. It would be unfortunate if Tribes were preparing proposals and miss the deadline because of technical problems.

**Communication**

- There is need for information and consultation and respect of each Tribe's sovereignty. There is need for respect of Tribal culture.
- Tribes need flexibility for the elementary and preschool providers to work together. Tribes need specific delineated documentation with regard to a definition of the public body (LEA). Tribes need help to design a system to meet standards so that all children benefit.

**Curriculum / Language Revitalization**

- Tribes want to continue teaching their language. Parents support this effort.

**In-Kind Services**

- Some children walk ½ mile on unmaintained roads to meet the bus. In rural areas, there are no street lights. Parents do not have vehicles. Policies should be flexible when dealing with transportation. When parents have to drive 50 miles to work, it is natural that they bring their child into Head Start, but we cannot use that as in-kind hours for our portion of parent involvement.

**Risk Management**

- The Risk Management is beneficial. However, care needs to be taken to ensure that the action plan is appropriate and serves the intended purpose.

**Teacher Credentials**

- Unfunded mandates such as requiring teachers to obtain an Associate in Arts / Bachelor of Arts Degree are difficult. Tribes do not have money to award Tribal members to pursue those degrees. When OHS requires this mandate, but does not provide funding, there is no incentive.

## TESTIMONY

---

The following testimony was received by the Office of Head Start:

### *Written testimony from the Hopi Tribe*

April 29, 2009

U.S. Department of Health and Human Services  
Office of Head Start  
Administration for Children and Families  
Tribal Consultation  
1250 Maryland Avenue, SW  
8<sup>th</sup> Floor  
Washington, DC 20024

Dear Sir or Madam:

The Hopi Tribe appreciates this opportunity to submit its comments to the proposed Tribal Consultation policy of the U.S. Department of Health and Human Services, Office of Head Start, Administration for Children and Families. The Hopi Tribe's comments are as follows:

#### **1. Regarding the tribal consultation I regard to the Head Start Act as amended (42 USC 9801 et seq):**

**a. Section 640 (4) (D) (i) (ii) (iii)-** The Secretary shall fund expansion of Head Start programs (including Early Head Start programs) using the amount reserved under subparagraph (A) (ii) or subparagraph (B) (i) (II), as appropriate, of which the Secretary shall-

- (i) use 0.2 percent for Head Start programs funded under clause (iv) or (v) of paragraph (2) (B) (other than Early Head Start programs);
- (ii) for any fiscal year after the last fiscal year for which Migrant or Seasonal Head Start programs receive funds under the special expansion provisions, use 4.5 percent for Head Start programs funded under paragraph (2) (B) (iii) (other than Early Head Start programs), except that the Secretary determines that the results of the study conducted under section 649 (1) indicate that the percentage should be increased.

#### **Resolve to the above section:**

- a. It is very likely that Indian Head Start will receive special expansion funding pursuant to the formula provided for in the Act. However, the Regulations, appropriate budget, and grant documents should reflect the specificity of this formula, with no room for subjective interpretation. The formula for the distribution of expansion funds needs to be clear so that we know how much is being allocated to the Hopi Head Start program. The regulatory definition of "expansion" should reflect how special expansion funds can be applied, and should be clear that special expansion funds can be used for existing programs as well as for establishing new programs. It should also be clear that the AIAN program receives the same COLA as the other programs, in addition to the special expansion funds.

- b. **Assuring that expansion funds are spent.** The Joint Explanatory Statement of the Committee of Conference also stated that: “The Conferees intend for the Secretary to work with the Indian Head Start and Migrant and Seasonal Head Start communities to enable the funds described in section 640(a)(3)(A)(i)(II) to be obligated to the maximum possible extent.” Any time new funding comes down, it can take awhile to efficiently and effectively distribute that funding. The Hopi Tribe would like to consult with OHS about its plans for spending the special expansion dollars.
  - c. **The regulations should make clear that if and when Indian special expansion funds are reallocated, they are to be reallocated among AIAN programs, not among all programs.** This reflects the new statutory requirement set forth in section 640(a)(3)(B)(ii)(a) that special expansion funds remain available to the programs involved or, as provided at (bb), if a portion is reallocated under clause (iii), the portion shall remain available to the recipients of the portion, which should be Indian Head Start programs.
- 2. Regarding the tribal consultation I regard to the Head Start Act as amended (42 USC 9801 et seq):**
- a. **Section 640 (O)** – All curricula funded under this subchapter shall be based on scientifically valid research, and be age and developmentally appropriate. The curricula shall reflect all areas of child development and learning and be aligned with the Head Start Child Outcomes Framework. Parents shall have the opportunity to examine any such curricula or instructional materials funded under this subchapter.
  - b. **Section 642 (f) (3) (B) (C)** – (3) implement a research-based early childhood curriculum that—
    - (B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation:
    - (C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives.

**Resolve to the above section:**

- a. In several committee reports, the Senate and House emphasized the importance of language and culture, including Senate Report 110-049: “The committee recognizes the development of native language immersion and cultural programs as an important strategy for meeting the needs of children served by Indian Head Start programs, guided by the discretion of the individual Tribal grantees.” The Regulations should strongly reflect this policy view. The Regulations should also indicate that supplemental tribal culture and language curricula be exempt from the requirement of being research based, until such time research is conducted and “normed” on Native American children.
- b. The Hopi Head Start does support the incorporation of curricula that is research based. However, the Hopi Tribe strongly requests that research be conducted and “normed” on Native American children. Currently there are no curricula that have been “normed” on Native American children on the market that has been scientifically research based.
- c. The Hopi Head Start parents strongly support the implementation of the Hopi language and culture into the curricula. Funds should be set aside to implement such programs. The Hopi Head Start program is on the forefront in preserving the Hopi language and culture, with the



double outcome that students are grounded in both their heritage language, as well as the English language. Research shows evidence that students grounded in both languages perform better and are more successful throughout their schooling. The Hopi Curriculum will be aligned with the Arizona Early Childhood State Standards.

**3. Regarding the tribal consultation in regard to the Head Start Act as amended (42 USC 9801 et seq):**

**Other challenges that the Hopi Head Start program currently face:**

**a. Section 648A (a) (2) (A)(i)(ii)-STAFF QUALIFICATIONS AND DEVELOPMENT**

(a) Classroom Teachers-

(2) DEGREE REQUIREMENTS-

**(A) HEAD START TEACHERS-** The Secretary shall ensure that not later than September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs have—

(i) a baccalaureate or advanced degree in early childhood education; or

(ii) a baccalaureate or advanced degree **and coursework equivalent to a major relating to early childhood education**, with experience teaching preschool-age children.

**Resolve to the above section:**

**a. Professional certification of Head Start Staff-** Although the Hopi Tribe continues to recruit and collaborate with surrounding colleges and universities, the need for staff within the early childhood education programs has been great. Funding is always a major factor in helping individuals continue to work toward obtaining a degree in early childhood education. Often once an individual has obtained their degree in early childhood education, they choose to find employment with the local elementary schools due to the increase in salary.

**b. Increase salary scale to meet competitive market-** The need to increase salaries for employees that are employed with the Hopi Head Start program is needed in order to keep up with the competitive salary scales that are being offered to employees that have obtained their degrees in early childhood education. Currently there are no funds available for salary increases.

**Note that the Act requires three Indian-related studies:**

**Overall study of Indian Head Start:**

**a. Sec. 649 (k) (1) (A). Indian Head Start Study- The Secretary shall—**

(1) work in collaboration with the Head Start agencies that carry out Indian Head Start programs, the Indian Head Start collaboration director, and other appropriate entities, including tribal governments and the National Indian Head Start Directors Association—

- (A) undertake a study or set of studies designed to focus on the American Indian and Alaska Native Head Start-eligible population, with a focus on issues such as curriculum development, availability and need for services, appropriate research methodologies and measures for these populations, and best practices for teaching and educating American Indian and Alaska Native Head Start Children.

**b. Sec. 650 (a) (14). Reports (a) STATUS OF CHILDREN.—**

- (a) At least once during every 2-year period, the Secretary shall prepare and submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, a report concerning the status of children (including children with disabilities, limited English proficient children, homeless children, children in foster care, and children participating in Indian Head Start programs, and Migrant and Seasonal Head Start programs) in Head Start programs, including the number of children and the services being provided to such children. Such report shall include—

(14) a study of the delivery of Head Start programs to Indian children living on and near Indian reservations, to children of Alaska Natives, and to children of Migrant and Seasonal farm worker families.

**c. Section 650 (b) Facilities Study**

(b) FACILITIES.—At least once during every 5-year period, the Secretary shall prepare and submit, to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor and Pensions of the Senate, a report concerning the condition, location, and ownership of facilities used, or available to be used, by Indian Head Start agencies (including Alaska Native Head Start agencies) and Native Hawaiian Head Start agencies.

**Resolve to the above section:**

- a. **The Act requires a study or studies**, undertaken in collaboration with tribes, the collaboration director and the National Indian Head Start Directors Association, addressing a wide range of issues.
- The Act also requires that certain factors unique to Indian country, including the trust responsibility, be taken into account.
  - What are the approaches for accomplishing this substantial task, and how are priorities going to be set? (Priorities should be set in consultation with interested Indian entities.)
  - How will the results of the study be used?
  - Determination of the actual cost per child in rural and remote areas is frequently set too low and needs to be examined with greater rigor.
- b. **There is a great need for facilities** for the Hopi Head Start program and the need for substantial funding to construct such needed facilities. Facilities have been a major need for Hopi over the past 10 years and will continue to be a factor in providing quality services to the children and their families. With the proper early childhood facility and design, the Hopi Head Start program will be able to provide quality services to meet our children's educational needs.

- c. **The Hopi Tribe is currently undergoing restructuring of its entire early childhood education system.** This task, as well as the on-going construction of new facilities, requires the collaboration and cooperation of the Office of Head Start and the Hopi Tribe. As such, we recommend the Office of Head Start invest funds in technical support to Tribes that are in need of facilities. The need for facilities has been an ongoing concern for the Hopi Tribe and is currently a major factor in increasing quality services, as well as providing continued collaboration with other programs that provide services to children from zero to five years of age. The Hopi Tribe will continue to seek funds to build facilities to meet the needs of children in the early childhood education system.
- d. **Program Quality. Regrettably, program quality remains a major concern for many Indian country programs.** We are in agreement with what we understand to be the new approach at OHS, which is to work with programs throughout the three year evaluation period so when Federal monitoring teams arrive there are no surprises. This approach achieves much better outcomes than a “gotcha approach” that seemed to prevail a few years ago. We need funding for quality that takes into account that most Indian programs cannot rely on any other sources for funding, unlike some urban programs.
- e. **On-Site Reviews.** On-site reviews should be led by a current employee of the Office of Head Start. The Act provides that a current or former employee should be on the review team to the maximum extent practicable. As a matter of treating tribal programs within the context of the government-to-government relationship, the Hopi Tribe request that having a current employee of the Office of Head Start on the review team is absolutely essential. There should also be recruitment of additional Indian reviewers with appropriate experience and skills (there has been a lack of cultural appropriateness of non-Indian reviewers in some instances).
- f. **Risk Management Assessment.** There is indication of a lack of consistency on how the Risk Management Assessments are conducted, how the assessments are scheduled (i.e., timing), the types and quality of information requested of the grantees, and the actual conducting of the assessment. Some grantees feel they have been treated fairly and the sessions have been positive, while others feel they have been interrogated and put on the spot. New technologies need to be used for conducting meetings, e.g., GoTo Meetings, web casting, etc.
- g. **“Public entity” as an inappropriate term for Indian Nations.** The public official exception in the Act described above uses the term “public entity.” The drafters of the Act were clear in discussions with the Indian Head Start advocates that they intended “public entity” to include Tribal Nations so that they would fall into this exception. Nonetheless, this is not the typical language used to refer to Tribal Nations and many Tribal Leaders find it offensive. We ask that implementing Regulations or guidance emphasize the sovereign nature of tribes with regard to this term.
- h. **Transportation.** There is a need for new buses. Transportation is a major concern for the Hopi Head Start program. The majority of families are unable to transport their children from home to school due to lack of transportation. The distances that families have to travel range from 5-20 miles (one way) to the Head Start centers.
- i. **Transportation as an In-Kind Service.** New Regulations and interpretation that in-kind services cannot be counted when parents transport children to and from Head Start services is an area that we would like to have the new administration review. The ruling that does not allow volunteer transportation as non-federal match has had a large impact on our program in regard to in-kind. Many families do not have transportation and will often ask volunteers or

other family members to transport students to the Head Start Centers when and if there is no bus available.

- j. **Consultation with Indian Tribes.** The Regulations should address the consultation process of scheduling, reporting, and requirements of the tribes. The Hopi Tribe requests that continued efforts are made to allow for tribes to be a part of the consultation process. This will allow the government-to-government relationship to continue to move forward in a positive manner, and will allow for all tribal programs to continue to have input in identifying solutions to the issues that confront Hopi Head Start. In addition, prior notification of all consultations, as well as sufficient time to prepare for such consultations would allow for ways to better meet the needs of Indian and Alaska Native children and families.

Sincerely,

Mary Felter, Acting CEO  
The Hopi Tribe

*Additional testimony offered by the Hopi Tribe*

June 4, 2009

U.S. Department of Health and Human Services  
Office of Head Start  
Administration for Children and Families – Tribal Consultation  
Nina McFadden, Regional Program Manager  
1250 Maryland Avenue, SW  
8<sup>th</sup> Floor  
Washington, DC 20024

Dear Ms. McFadden:

The Hopi Tribe appreciates this opportunity to submit its written comments as presented at the Tribal Consultation held on May 5, 2009, in Tucson, Arizona. The Hopi Tribe's written comments are as follows:

- a. **Allocation of ARRA Funds. As previously stated at the last Tribal Consultation,** "It is very likely that the Hopi Head Start program will receive additional funding pursuant to the Act. The Hopi Tribe would like to consult with OHS about its plans for spending the allocation of any additional funds filtered down to the Hopi Head Start program in order to ensure that funds are spent effectively and toward the great needs of the program. Consultation with AIAN programs is needed in order to ensure that funds are being allocated and utilized to meet the needs of the Hopi Head Start program."

At the consultation held on May 5, 2009, it was again stressed by our Hopi Tribal Representative, Mr. Phillip Quochytewa, Sr., as well as other Tribal Leaders, that any funds, including COLA and ARRA funds, be utilized to meet the needs of the programs. Questions were raised by our Tribal Leaders as to who made the decision of how the ARRA and COA funding is now regulated. It is evident that the Tribal Leaders were not consulted in how best

to utilize these funds. Therefore, the Hopi Head Start Program planned and submitted its application to utilize these additional funds in the areas of EXTREME need; however, it was not accepted, as requested.

- b. **Curricula.** In several committee reports, the Senate and House emphasized the importance of language and culture, including Senate Report 110-049: "The Committee recognizes the development of native language immersion and cultural programs as an important strategy for meeting the needs of children served by Indian Head Start programs, guided by the discretion of the individual Tribal grantees." The Regulations should strongly reflect this policy view. The Regulations should also indicate that supplemental tribal culture and language curricula be exempt from the requirement of being research based until such time research is conducted and "normed" on Native American children.

The Hopi Head Start parents strongly support the implementation of the Hopi language and culture into the curricula. **Funds should be set aside to implement such programs.** The Hopi Head Start program is at the forefront in preserving the Hopi language and culture, with the double outcome that students are grounded in both their heritage language, as well as the English language. Research shows evidence that students grounded in both languages perform better and are more successful throughout their schooling.

- c. **Professional certification of Head Start Staff.** Although the Hopi Tribe continues to recruit and collaborate with the surrounding colleges and universities, the need for staff with a degree in early childhood education has been great. Funding is always a major factor in helping individuals continue to work toward obtaining a degree in early childhood education. Often, once an individual has obtained their degree in early childhood education, they choose to find employment with the local elementary schools due to the increase in salary.
- d. **Increase salary scale to meet competitive market.** The need to increase salaries for employees that are employed with the Hopi Head Start program is needed in order to keep up with the competitive salary scales that are being offered to employees that have obtained their degrees in early childhood education.
- e. **Facilities.** There is a great need for facilities for the Hopi Head Start program, and the need for substantial funding to construct such needed facilities. Facilities have been a major need on Hopi for the last 10 years and will continue to be a factor in providing quality services to the children and their families.

The need for facilities has been an ongoing concern for the Hopi Tribe and is currently a major factor in providing quality services, as well as for providing the continued collaboration with other programs and entities working with children zero to five years of age. The Hopi Tribe will continue to seek funds to build facilities that meet the needs of children in the early childhood education system.

- f. **Technical Assistance to Tribes.** The Hopi Tribe is currently undergoing restructuring of its entire early childhood education system. This task, as well as the on-going construction of new facilities, requires the collaboration and cooperation of the Office of Head Start and the Hopi Tribe. As such, we recommend the Office of Head Start invest funds in technical support to Tribes that are in need of facilities.
- g. **Program Quality.** We are in agreement with what we understand to be the new approach at OHS, which is to work with programs throughout the three-year evaluation period so when Federal monitoring teams arrive, there are no surprises. This approach achieves much better

outcomes than a “gotcha approach” that seemed to prevail a few years ago. We would also like to request that the OHS respond to programs in a timely manner when requesting assistance to ensure that needs are being met in a timely manner.

- h. On-Site Reviews.** On-site reviews should be led by a current employee of the Office of Head Start. The Act provides that a current or former employee should be on the review team to the maximum extent practicable. As a matter of treating tribal programs within the context of the government-to-government relationship, the Hopi Tribe requests that having a current employee of the Office of Head Start on the review team is absolutely essential. There should also be intensive recruitment of additional Indian reviewers with appropriate experience and skills. (There has been a lack of cultural appropriateness of non-Indian reviewers in our instance.) On-site reviewers need an understanding of the cultural relevance of the teachings and practices of each individual program. These reviewers also need to come on-site to Native American programs with an open mind and respectful way of conducting themselves toward program staff and Tribal Leaders. At our most recent review, we experienced a lack of respect for our Tribal Leaders. We had one of our Tribal Leaders, Ms. Emma Anderson, out sick on the day the review team was on-site and the other Tribal Leader, Mr. Quochoytewa, who was on travel. These two Tribal Leaders had been delegated to work with our program from the Hopi Tribal Council. Mr. Quochoytewa had only been working with our program for a month replacing Mr. Cedric Kuwaninvaya (who had been delegated to our program prior to Mr. Quochoytewa). We requested the review team if Mr. Kuwaninvaya could be interviewed for the purpose of the on-site review, and were informed by the reviewer that they could only interview a delegate who was currently working with our program. Mr. Kuwaninvaya was not interviewed, although he had all the knowledge having worked with the program for the past two years. We called Mr. Quochoytewa to complete the interview by phone. The next day he showed up to complete the interview, cutting his travel short. The individual who was to complete the interview made our Tribal Leader wait for some time before interviewing Mr. Quochoytewa. She was reminded by another review team member that this was a Tribal Leader and having him wait as long as he did was not acceptable. The review team member did not seem to accept this advice. The Hopi Tribe requests that the mores and morals of our Tribal communities be taken into consideration during the next on-site review so that we can continue to work on building a stronger government-to-government relationship.
- i. Transportation.** The need for new buses. Transportation is a major concern for the Hopi Head Start program. The majority of the families are unable to transport their children from home to school due to lack of transportation, which often results in the children not attending school. Due to the distances that families have to travel (5-20 miles one way) to get to the Head Start Centers, we recommend funding be set aside for the purchase/lease of school buses for children in rural communities.
- j. Transportation as an In-Kind Service.** The new Regulation that in-kind services cannot be counted when parents transport children to and from Head Start is an area of concern we would like the new Administration to review. The Hopi Head Start program has been unable to meet the non-federal match, since this new Regulation, and has asked for a waiver every year, but never granted.
- k. Consultation with Indian Tribes.** The Regulations should address the consultation process of scheduling, reporting, and requirements of the Tribes. The Hopi Tribe requests that continued efforts be made to allow Tribes to be a part of the consultation process. This will allow for the government-to-government relationship to move forward in a positive manner, and will allow for our program to continue to have input in identifying solutions to the issues that confront Hopi Head Start. In addition, prior notification of all consultations, as

well as sufficient time to prepare for such consultations, would allow us to better meet the needs of our program. Finally, there is a need to collaborate with other agencies in regard to these consultations. During this scheduled consultation, there was another consultation scheduled for the Inter Tribal Council of Arizona. It would be nice if these consultations were scheduled cooperatively to allow our Tribal Leaders to attend both.

The Hopi Tribe shares a common love for children and a common passion for Head Start. By working together, we can strengthen and improve these Tribal Consultations to make a difference for the future of all Hopi children and their families.

We look forward to working with you, and hope these recommendations will result in changes to policy.

Sincerely,

Mary Felter, Tribal Secretary/Acting CEO  
The Hopi Tribe

**AGENDA**

---

**TRIBAL CONSULTATION MEETING**

May 5, 2009  
Tucson, Arizona

**AGENDA**

- 9:00 A.M.           **TRIBAL OPENING**
- WELCOME & INTRODUCTIONS**  
*Frank Fuentes, Deputy Director, Office of Head Start (OHS)*
- 9:20 A.M.           **NATIONAL & REGIONAL UPDATES**  
*Frank Fuentes*  
*Nina McFadden, Regional Program Manager, American Indian/Alaska Native Program Branch, OHS*
- TRIBAL INPUT**
- 10:00 A.M.          **AMERICAN RECOVERY AND REINVESTMENT ACT FUNDING**  
*Craig Turner, Director, Policy and Budget Division, OHS*
- TRIBAL INPUT**
- 11:30 A.M. –  
1:00 P.M.            LUNCH ON YOUR OWN
- 1:00 – 5:00 P.M.   **ENHANCING SERVICE DELIVERY: TRIBAL STATEMENTS**  
*Frank Fuentes, Facilitator*
- 5:00 P.M.           **WRAP UP & ADJOURNMENT**  
*Frank Fuentes, Facilitator*



**HEAD START FUNDING: AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA) FY 2009 APPROPRIATIONS: POWERPOINT PRESENTATION**


---



## Head Start Funding

American Recovery and  
Reinvestment Act (ARRA)  
FY 2009 Appropriations

1



## ARRA Funding

- The American Recovery and Reinvestment Act (ARRA) includes a funding increase of \$2.1 billion for Head Start.
- \$1.1 billion of the funding is for Early Head Start expansion.
- \$1 billion of the funding is to be allocated in accordance with the statutorily mandated allocation requirements for Head Start.

2



## FY 2009 Appropriations Increase

- In addition to the ARRA funding, Head Start was given a \$235 million increase in funding for fiscal year 2009.
- The total funding increase for Head Start is \$2.35 billion.

3



## \$2.35 billion

This \$2.35 billion will be used for several purposes:

- COLA	\$ 325,577,000
- Quality	\$ 353,779,000
- Expansion	\$ 219,612,000
- EHS Expansion	\$ 1,157,000,000
- T/TA	\$ 140,820,000

4

**\$2.35 Billion (cont'd)****COLA (\$325,577,000)**

All grantees will get a funding increase of 4.9% to offset increased inflationary costs. Most staff should receive a 4.9% salary increase.

5

**\$2.35 billion (cont'd)****QUALITY IMPROVEMENT  
(\$353,779,000)**

- All grantees will get an increase in funding based on their number of enrolled children. The average increase will be 5%. Quality funds can be used to increase staff salaries and fringe benefits, hire additional staff, improve facilities and other quality related improvements.

6



**\$2.35 billion (cont'd)**

**Head Start Expansion  
(\$120,000,000)**

- Expansion will add another 16,600 children.
- AIAN grantees will compete for \$10 million in expansion funding. (The AIAN expansion allocation is determined by law.)

7



**\$2.35 billion (cont'd)**

**Early Head Start Expansion  
(\$578,000,000)**

- Funds will be competitively awarded.
- Expansion is not limited to current grantees.
- Any eligible agency may apply.
- AIAN will compete against other AIAN applicants.

8



## **\$2.35 billion (cont'd)**

### **Training and Technical Assistance (\$140,000,000)**

- Funds will be used for several purposes, including assisting newly funded EHS grantees.

9



## **Funding Availability**

- ARRA funds are time limited (thru 9/30/2010)
- The \$235 million appropriation increase is not time limited and will be added to grantees' base funding.
- The \$235 million will provide for continuation of part of the COLA (3.1%) and all of the AIAN expansion (\$10M).

10

**AMERICAN INDIAN / ALASKA NATIVE PROGRAM BRANCH OVERVIEW:  
POWERPOINT PRESENTATION**

---




American Indian/Alaska Native Tribal  
Head Start Consultation Session



Tucson, Arizona  
Desert Diamond Hotel  
May 5, 2009



1



**2009 Statistics: AIAN Programs**


152 AIAN Grantees

- Head Start (HS) Only                      111
- Early Head Start (EHS) Only:            3
- Operates both HS & EHS:                38


Located in 26 states

HS Children Funded Enrollment:    20,541

EHS Infants & Mothers Funded  
Enrollment:                                2,366



2



## 2009 Funding - \$190,610,960

Head Start

Total FY'09 AIAN HS Funding: \$163,125,978

Base:	\$155,994,302
TA:	2,147,735
COLA:	4,773,424
Oral Hth:	210,517


ACF Funded Head Start Enrollment: 20,541

Early Head Start


Total FY'09 AIAN EHS Funding: \$27,484,982

Base:	\$ 26,069,979
TA:	617,261
COLA:	797,742

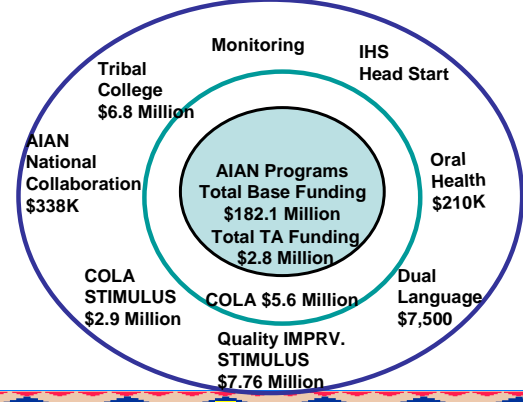
ACF Funded Early Head Start Enrollment: 2,366



3




## 2009 Funds in support of AIAN Tribal Grantees




The diagram consists of three concentric circles representing different levels of funding support for AIAN Tribal Grantees in 2009.

- Innermost Circle (AIAN Programs):**
  - Total Base Funding: \$182.1 Million
  - Total TA Funding: \$2.8 Million
- Middle Circle (Additional Support):**
  - Monitoring: IHS Head Start
  - Oral Health: \$210K
  - Dual Language: \$7,500
  - Quality IMPRV. STIMULUS: \$7.76 Million
  - COLA: \$5.6 Million
  - COLA STIMULUS: \$2.9 Million
- Outermost Circle (External Support):**
  - Tribal College: \$6.8 Million
  - AIAN National Collaboration: \$338K

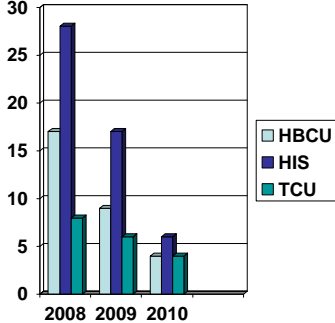


4




### Tribal Colleges

- Office of Head Start Higher Education Grants began 1997.
- Provide resources for Head Start agencies to train their Teachers.
- 1997- Funded eight Historical Black Colleges and Universities (HBCU).
- 1999-Funded six Tribal Colleges and Universities (TCU).
- 2000-Funded seven Hispanic serving Institutions (HSI).
- To date-OHS has funded: 56 HBCU, 33TCU and 48 HSI grants.




**2008 2009 2010**

Number of Institutions Funded




5




### Tribal Colleges

Type of College	FY 2008: Number of Institutions Funded and Total Monies Awarded	FY 2009: Number of Institutions Funded and Total Monies to be Awarded	FY 2010: Number of Institutions Funded and Total Monies to be Awarded
Historical Black Colleges and Universities (HBCU)	17 HBCU: \$ 3,105,528	9 HBCU: \$ 1,909,776	4 HBCU: \$ 1,164,720
Hispanic Serving Institutions (HSI)	28 HSI: \$ 4,952,690	17 HSI: \$ 3,318,465	6 HSI: \$ 1,680,506
Tribal Colleges and Universities (TCU)	8 TCU: \$ 1,870,204	6 TCU: \$ 1,570,204	4 TCU: \$ 1,276,735
<b>TOTAL:</b>	<b>53 : \$ 9,928,422</b>	<b>32: \$ 6,798,445</b>	<b>14: \$ 4,121,961</b>




6






### FY 2008 Awardees

• Southwestern Indian Polytech Institute	\$150,000 in FY 2008
• Chief Dull Knife College	\$150,000 in FY 2008
• Sitting Bull College	\$143,529 in FY 2008, 2009
• Northwest Indian College	\$149,940 in FY 2008, 2009
• College of Menominee Nation	\$500,000 in FY 2008, 2009, 2010, 2011, 2012
• Oglala Lakota College	\$300,000 in FY 2008, 2009, 2010, 2011, 2012
• Sinte Gleska University	\$215,255 in FY 2008, 2009, 2010, 2011, 2012
• Stone Child College	\$261,480 in FY 2008, 2009, 2010, 2011, 2012




7



### Services Provided During 2008

- AIAN Head Start Grantees provided services to 23,183 children enrolled in HS/EHS Programs
  - located in
    - 623 Centers (538 HS & 85 EHS)
    - 1,047 HS classrooms & 207 EHS classrooms
- The average funding amount per child
  - For EHS was \$11,019
  - For HS was \$7,595
- Through these grants, 6,454 people were employed – the majority of whom were parents of Head Start Children



8



## Major Focus Areas

- Medical and Dental Screenings and Treatments
- Teacher Credentials
- Retaining Teachers and HS Directors
- Facilities



9



## Tribal Consultation

- HHS Tribal Consultation Policy
  - How can we consult better with Tribes
- Relationship building & communications with goal of strengthening programs & services
  - Risk Management Meetings
  - Improved collaboration and coordination between grants, program, state collaboration, TA and Tribes
  - Web Site for AIAN Tribal Grantees
  - Tribal Leader Letters & Briefing Packets



10



## Tribal Consultation Schedule

- **Region I, II, IV, VI**
  - Albuquerque, NM  
April 21, 2009
  - Marksville, LS,  
May 13, 2009
- **Region V**
  - Bloomington, MN  
July 23, 2009
- **Region VII**
  - Kansas City, MO  
July 21, 2009
- **Region VIII**
  - Denver, CO  
July 7, 2009
- **Region IX**
  - Tucson, Arizona,  
May 5, 2009
- **Region X**
  - Anchorage, AK,  
May 26, 2009



11



## The American Indian/Alaska Native Head Start Program

*is the heart  
of our communities*



12

## EVALUATION RESULTS

**Summary:** Out of the 15 Tribal participants, 10 completed an evaluation. All of the respondents indicated the information presented was “extremely helpful” or “somewhat helpful.” Some 80% to 90% of the respondents evaluated the time allotment for presentations, and the questions and answer opportunities, along with OHS responses to questions, as either “excellent” or “satisfactory.” The evaluation of the meeting location and logistical arrangements were split between “excellent” and “satisfactory.” Overall, the respondents indicated that the meeting was “satisfactory.”

Tribal Participants = 15 | Total Respondents = 10

	Extremely Helpful	Somewhat Helpful	Not Helpful
The Information Presented was:	4 (40%)	5 (50%)	0

	Excellent	Satisfactory	Poor
Time Allotment for Presentations was:	2 (20%)	6 (60%)	2 (20%)
Question and Answer Opportunities and OHS Responses to Questions were:	1 (10%)	8 (80%)	1 (10%)
Meeting Location and Logistical Arrangements were:	5 (50%)	5 (50%)	0
Overall Satisfaction with Meeting:	0	9 (90%)	0

## In What Areas Would You Like Additional Information or Clarification?

**Summary:** Respondents stated that Tribes would appreciate a faster turnaround on responses from OHS. More information on facilities funding and the grant process is needed. Tribes suggested that OHS staff be present during consultations and that best practices be showcased in order to learn from other programs.

- Tribes would like a much quicker turnaround in response from OHS.
- More clarification is needed on construction funding.
- Tribes would like more information on how centers can be helped to obtain funds for facilities.
- Mr. Turner (Budget and Policy) and Ms. McFadden (AI/AN) should be here in addition to Mr. Fuentes. [Note: Mr. Turner and Ms. McFadden joined the meeting via Webinar.]
- Tribes would like to see best practices showcased.
- More information and clarification is needed on the grant process.

## Additional Comments and Suggestions:

**Summary:** Many respondents appreciated the face-to-face meetings and felt that Mr. Fuentes did an excellent job facilitating the session. Respondents commented that they would have liked to see more OHS representatives attend. It was suggested that more conversation be encouraged, and there be less focus on PowerPoint presentations.

- Thank you for the opportunity to present comments and recommendations for improving the delivery of Head Start services within our communities.
- OHS should encourage more conversation during these meetings, and focus less on PowerPoint presentations.
- Frank Fuentes was calm, respectful, gracious, knowledgeable, honest, and responsive. He explained without being condescending.
- A good portion of the morning was taken up with garbled presentation via phone about COLA/ARRA/Q1 fund opportunities, which are due in two weeks. What

will they say at the next consultation? Old information; we have been inundated with information on this.

- The facilitator spent too much time defending OHS. This consultation is a time to listen.
- Send out OHS accomplishments pertaining to the previous year's consultation earlier! We just received this a week before the consultation.
- More time was needed for Nina McFadden; there was no question / answer time allocated for her.
- We would like to see more Federal (OHS) leaders to hear comments and issues.
- Craig Turner's presentation was good on the ARRA/COLA funding. Frank Fuentes was very pleasant and did well. Would like to see all OHS representatives in attendance.