

FIRST THINGS FIRST

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Marilee Dal Pra

August 28, 2020

Honorable Douglas A. Ducey
Governor
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Ducey:

Pursuant to A.R.S. 41-2041C, the Arizona Early Childhood Development and Health Board (more commonly known as First Things First) respectfully submits the annual Tribal Consultation Policy Report.

First Things First recognizes the sovereignty of Arizona Indian Tribes and Nations and the importance of honoring that sovereignty through collaborative government-to-government relationships. We also appreciate the need for Tribal Governments to have a strong voice in developing an effective early childhood system to ensure that all of Arizona's children are ready to succeed in school and in life.

In that spirit, I am pleased to inform you of our efforts in State Fiscal Year 2020 to dialogue and partner with Arizona's Tribes and Nations.

Sincerely,



Marilee L. Dal Pra
Chief Executive Officer

Attachments:

2019 Tribal Consultation Summary Report
2019 Tribal Consultation Follow-Up Action PlanTitle

TRIBAL CONSULTATION ANNUAL REPORT

July 1, 2019 – June 30, 2020

Agency Overview

The Arizona Early Childhood Development and Health Board, also known as First Things First (FTF), is a public state agency that exists to increase the quality of, and access to, the early childhood development and health system that ensures children enter school healthy and ready to succeed. Governed by a state board, FTF is a decentralized organization that engages diverse constituencies to accomplish its mission to serve as one of the critical partners in creating a family-centered, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona’s children birth through 5. The vision of FTF is that all Arizona’s children are ready to succeed in school and in life. Since inception, FTF has partnered with tribes throughout the state. Tribes may elect to have their lands treated as a separate region by the statewide FTF Board (currently, ten tribes); or, tribes may elect to participate in the designated geographical region(s) in which their tribal lands are located (currently, nine tribes).

Tribal Consultation Activities

FTF’s tribal consultation activities work to: strengthen tribal-state relations, promote tribal considerations in early childhood development, build awareness in tribal sectors of the importance of early childhood; and enhance coordination and collaboration.

Each year since 2009, FTF has met in formal consultation sessions with Arizona tribes. In FY2020, the statewide consultation included the following topic: Supporting the Professional Development and the Early Childhood Workforce. *A detailed summary of themes that arose at that consultation - and the actions taken by First Things First as a result – are included in Attachment A.*

In previous consultations, FTF received feedback from tribal leaders that it would be beneficial for more tribal elected officials to have a better understanding of the importance of early childhood and more information about the impact FTF’s early childhood investments are having in their respective communities. In 2017, FTF piloted regional tribal consultation in several regions and shared feedback from the regional events with tribal leaders during the Statewide Tribal Consultation. Based on the response received from tribal leaders, First Things First amended its Tribal Consultation Policy to reflect FTF’s commitment to regional tribal consultation and has convened a total of nine regional tribal consultations since. The purpose of these regional consultations is to have a better understanding of tribal priorities and to identify opportunities to further coordinate and collaborate to ensure the best possible outcomes for young children and families. On August 7, 2019 the Yavapai Regional Tribal Consultation was convened. In addition, Regional Consultations were scheduled to take place with three tribes between April and June 2020. Due to the COVID-19 pandemic, tribes declared states of emergency, took other measures to mitigate the spread, and tribal leaders prioritized the immediate needs in their communities. Accordingly, regional consultations were postponed.

The table below outlines additional activities conducted by FTF Tribal Affairs in this reporting period by goal area. This information does not include all engagement with tribal leaders at the local level by the FTF regional directors or councils.

Goal	Objective	Activity and Performance Measure
Strengthen Tribal-State relations	<ol style="list-style-type: none"> 1. Provide an overview about First Things First and the work of the region such as: funding plans; needs and assets assessment reports; and Quality First programs; and research projects. 2. Seek guidance and direction on the tribe’s approval process. 3. Seek tribal approvals in reference to data collection activities for regional assessment reports, programmatic and outcome data and research and evaluation. 	<p>Tribal Consultation: 2</p> <ul style="list-style-type: none"> • Statewide Tribal Consultation - 10 tribes participated • Yavapai Regional Tribal Consultation <p>Tribal Council and Committee Meetings: 14</p> <ul style="list-style-type: none"> • Tonto Apache Tribal Council Meeting; Tuba City Chapter meeting; Tuba City Regional Health Care Corporation (TCRHCC) Nurse & Medical Executive Committee; Western Navajo Nation Agency; TCRHCC Leadership meeting; TRCHCC Board of Directors; Tohono O’odham Nation; Gila River Indian Community Research and Review Committee; Inter-Tribal Association of Arizona; Yavapai-Apache Nation Work

	<ol style="list-style-type: none"> 4. Share information at state or tribal events with tribal leaders 	<p>Session; White Mountain Apache Tribe; Fort McDowell Yavapai Nation; Havasupai Tribal Council (2x)</p> <p>Meetings with Tribal Leaders and Staff: 3</p> <ul style="list-style-type: none"> • Yavapai-Apache Chairwoman Jane Russell-Winiecki; Tohono O’odham Nation Government Affairs Assistant; Tohono O’odham Nation Chairman Ned Norris <p>Other: 1</p> <ul style="list-style-type: none"> • Indian Tribes and Nations Legislative Day
<p>Promote tribal considerations in early childhood development</p>	<ol style="list-style-type: none"> 1. Share information about FTF’s government-to-government relationships and working effectively with Arizona’s tribes. 2. Learn about other early learning and health care systems/programs/committees and their efforts. 3. Discuss and prioritize public health issues in tribal communities. 4. Ensure tribal perspective is considered by other regional/state/federal entities. 5. Provide insight on FTF’s experience working with tribes on early childhood initiatives. 	<p>Meetings and events with Tribal and Non-tribal Stakeholders organizations: 9</p> <ul style="list-style-type: none"> • John Hopkins Summer Institute; Global Leaders Indigenous and Roma-Science of Early Childhood Development Course; Native Talk; Native Health; Tribal Connections Event at First Things First Early Childhood Summit; Office of American Indian Projects; Department of Health Services Maternal Health Task Force; New Mexico Native American Early Education and Care Department; Global Leaders Café
<p>Build public awareness in tribal sectors on the importance of early childhood</p>	<ol style="list-style-type: none"> 1. Introduce FTF Staff to tribal/non-tribal entities. 2. Share an overview of FTF, provide updates on activities/events specific to tribal, geographical regions, and/or in Tribal Affairs. 3. Enhance understanding of tribal issues that may impact the provision of early childhood programs and services in tribal communities. 4. Share information on available grant opportunities. 	<p>Meetings with Tribal Stakeholder Organizations: 2</p> <ul style="list-style-type: none"> • Dine’ College American Indian Health Disparities Course; Hualapai Tribe Regional Partnership Council
<p>Enhance coordination and collaboration among partnering FTF entities, state/federal/tribal organizations and tribes</p>	<ol style="list-style-type: none"> 1. Seek guidance in appropriately accessing data from state and federal entities. 2. Discuss FTF’s tribal consultation process. 3. Share information relevant to working groups, opportunities for collaboration and future work sessions. 4. Participate and support planning for site tours. 5. Provide an overview of FTF and funded programs in tribal 	<p>Meetings with Tribal and Non-tribal Stakeholder organizations: 25</p> <ul style="list-style-type: none"> • Totem Concepts; Tribal Liaison Roundtable; Partnerships with Native Americans; Arizona Advisory Council on Indian Health Care (2x); Children’s Action Alliance (2x); AHCCCS; DES; Social Security Administration; National Center on Tribal Early Childhood Development (2x); DES Child Care Administration; Inter-Tribal Council of Arizona; Administration for Children and Families; Gila River Indian Community Regional Partnership Council; Heard Museum; Tribal Liaison meeting (6x); Colorado River Indian Tribes Regional Partnership Council; Tohono O’odham Nation

	communities.	Regional Partnership Council member; Arizona Economic Center for Economic Progress
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Recommendations from Tribal Representatives:

FTF will continue to build organizational capacity of regional directors, regional council members, and other tribal and non-tribal stakeholders to: 1) gain a better understanding of FTF’s Tribal Consultation Policy and Tribal Data Policy, 2) better understand data collection procedures of specific data sets including methodology, source, and significance of data contained within the regional needs and asset (RNA) reports; and 3) better understand specific and unique tribal data approval and collection procedures for tribal communities within their region. This increased organizational capacity will help ensure that FTF staff and partners have the skills and knowledge needed to confidently and accurately address tribal entities and stakeholders with regard to FTF data collection, dissemination, strategic priorities and services provided.

Revisions to First Things First Tribal Government Consultation Policy:

In accordance with Arizona Revised Statutes § 41-2051, a Tribal Consultation Policy was developed and adopted by the statewide FTF Board in 2009, and was amended December 2017. A copy of current FTF Tribal Consultation Policy can be found at: <http://www.azftf.gov/tribalconsultation/Documents/Tribal%20Consultation%20Policy-Bd%20Approved%202012-11-12.pdf>

Challenges Faced

FTF staff and grantees have encountered challenges in delivering and providing services to children and families throughout Arizona, including tribal communities, due to the COVID-19 pandemic. States of emergency and other measures implemented by tribes to mitigate the spread of COVID-19 – as well as limited or no cell service for families – have led to program closures and challenges engaging with families. With many tribal communities on partial or full stay-at-home orders through spring and summer, many programs looked for new ways to connect and provide children and families with activities and resources. In one tribal community, the Read On Arizona Program and the Nutrition, Obesity and Physical Activity (NOPA) Program funded by FTF immediately jumped into action when a stay-at-home order was enacted. The programs worked together to continue outreach to the community by creating take-home kits for families with young children. The kits include a book, resources to create activities at home, physical activities for families to do together and/or healthy recipes they can create together. The NOPA program also created sensory boards to distribute with kits to families when requested. When another tribal community implemented their stay-at-home order, this left families struggling to access certain supplies. It also required the local Read On Arizona program to find a new way to receive books to distribute in the community for children and families. Staff in the local FTF office worked with the tribe’s response team to provide diapers and books purchased for the Read On Arizona program. An FTF regional council member who lives in the community was able to coordinate with staff to meet off the reservation to pick up supplies. The response team was grateful for the diapers for the families and was able to coordinate with the Head Start and school lunch program to get books to the families of infants, toddlers and preschoolers. In another tribal community, Summit Healthcare had relationships with many families through its Parenting Counts workshops. Program staff have been providing books, activity books, crayons, diapers, hand sanitizer and other resources for parents/caregivers through home deliveries. The workshop facilitator has even partnered with Johns Hopkins Center for American Indian Health to get these helpful resources into COVID-19 positive households. Lastly, in one tribal community, the regional council worked with a non-profit organization to apply and receive a grant to access supplies such as diapers and formula for families. For questions or more information, please contact: Candida L. Hunter, Senior Director of Tribal Affairs, (602) 510-3240, cahunter@firstthingsfirst.org.



FIRST THINGS FIRST

Tribal Consultation Summary Report September 12, 2019 Phoenix, Arizona

Pursuant to the First Things First (FTF) Tribal Consultation Policy and Arizona Revised Statutes section 41-2051, FTF convened a formal consultation session on Thursday, September 12, 2019. The purpose of the consultation was to receive feedback on supporting professional development of the early childhood workforce.

FTF is committed to meaningful consultation with tribes through which elected officials and other authorized representatives of the tribal governments have the opportunity to provide meaningful and timely input regarding the development of policies or procedures that affect Arizona's tribes, Native American children and their families.

The following summary reflects comments and questions raised by Arizona's tribal leaders and their authorized representatives/designees.

Participants

Tribal Leaders and Representatives

Gabriel Lopez, Vice Chairman, Ak-Chin Indian Community

Dr. Bill Myhr, Education Director, Fort McDowell Yavapai Nation

Isaac Salcido, Tribal Education Director, Gila River Indian Community

Carletta Tilousi, Councilwoman, Havasupai Tribe

Ophelia Watahomigie-Corliss, Councilwoman, Havasupai Tribe

Malinda Andrews, Executive Advisor for Chairman, Hopi Tribe

Jonell Tapija, Councilwoman, Hualapai Tribe

Myron Lizer, Vice President, Navajo Nation

Yvonne Kee-Billison, Executive Assistant for the Office of the President and Vice President, Navajo Nation

Crystalyne Curly, Public Information Officer for Office of the President and Vice President, Navajo Nation

Dr. Ann Parker, Education Director, Pascua Yaqui Tribe

Dr. Cynthia Clary, Acting Superintendent, Salt River Pima-Maricopa Indian Community

Jerome Kasey III, Vice Chairman, White Mountain Apache Tribe

Monica Cromwell, Public Relations Staff, White Mountain Apache Tribe

First Things First

Helena Whitney, Vice Chair, FTF Board

Marilee Dal Pra, Chief Executive Officer

Amelia Flores, Member, FTF Board
Ginger Sandweg, Senior Director of Early Learning

Candida Hunter, Senior Director of Tribal Affairs

In addition, FTF staff members and representatives from state agencies were in attendance to observe the consultation.

Summary

In Arizona, there are several efforts to support the early childhood workforce to promote higher education for early childhood professionals including providing scholarships for individuals to receive their Child Development Associate (CDA) credential, associate degree or bachelor's degree in early childhood education or a related field. For professionals (those with or without degrees), it is also important to provide access to professional development that offers continuous learning for anyone working with young children. It is beneficial to all staff and children when early childhood professionals continue to gain knowledge by developing new skills based on the most recent research and best practices. Tribal leaders and representatives shared information and insight on:

- Educational and professional development opportunities for early childhood professionals available in their communities;
- Successes achieved and challenges accessing those opportunities;
- Ways in which programs are and can be culturally responsive to meet the needs of early childhood professionals in their tribal communities; and
- Feedback on the Early Childhood Workforce Registry, scholarships and opportunities to enhance coordination and collaboration to support early childhood professionals.

Access to Professional Development for the Early Childhood Workforce in Tribal Communities

- Hopi Tribe Chairman Executive Advisor Malinda Andrews shared that they partner and have some agreements with local colleges and universities to help paraprofessionals obtain their CDAs and other degrees, including Northern Arizona University, Prescott College and Northland Pioneer College, which is located within their reservation.
- Navajo Nation Office of the President and Vice President (OPVP) Executive Assistant Yvonne Kee-Billison stated they also collaborate with Northland Pioneer College. In addition, they collaborate with their local tribal colleges and the President and Vice President are working on expanding partnerships with other colleges in and around the Navajo Nation. She also suggested there needs to be more intent on increasing the opportunities for early childhood educators, including curriculum development and professional development to deal with mental health situations that occur relating to children birth to 5 years old.
- Havasupai Tribe Councilwoman Ophelia Watahomigie-Corliss shared that the tribe is collaborating with Northern Arizona University, who received a Kellogg Foundation grant, to assist early childhood education professionals. In addition, Head Start and Early Head Start funding allows teachers to access online programs.
- Pascua Yaqui Tribe Education Director Dr. Ann Parker shared that the tribe provides mandatory

training in the following areas: first aid, CPR, food handling, child protective services and mandatory reporting. The tribe also brings professionals on a regular basis to provide additional training in the areas of: teaching strategies, developing early literacy skills, the learning environment, early childhood curriculum, screening and learning assessments, typical and atypical development, family development and children's literature and health. Lastly, they have a tribal library available and funding is provided to attend conferences and trainings.

Professional Development Successes and Challenges in Tribal Communities

- Havasupai Tribe Councilwoman Ophelia Watahomigie-Corliss stated access to colleges and universities is a challenge and since the Office of Head Start changed the requirements for teachers to get certificates or degrees, there were some concerns that teachers in Head Start and Early Head Start would have to leave the village to obtain their education. Recently, the Tribe initiated a pilot program allowing early learning staff to take online classes. A challenge with the pilot is that the broadband is only accessible in seven homes in the village and the equipment needs to be upgraded to provide a better signal in the outskirts of the village. Also, consultants coming to the village to teach for a week or two has increased the educational opportunities and ability for teachers to get required continuing education units.
- Pascua Yaqui Tribe Education Director Dr. Ann Parker mentioned that recently three teachers obtained their higher education degrees through an online college. Additionally, the time requirement for the coursework did cause some barriers.
- Navajo Nation Vice President Myron Lizer shared that there are many faith-based ministries and work groups in the Nation that have strengthened early childhood. He also shared information about a Chief Manuelito Scholar who completed her degree online by driving 45 minutes to the nearest McDonald's that had free Wi-Fi. Lastly, he stated it would be helpful if the federal government subsidized access to broadband.
- Hualapai Tribe Councilwoman Jonell Tapija shared that they provide a laptop and clothing allowance for any student going to college. In addition, tribal employees receive educational leave if they are working at the child care center or Head Start. The directors allow them to take a couple hours of their workday to do their school work since most students are taking online courses. In July, they have recognition activities to encourage professional development such as graduation dinners. The Tribe also has a GED program and are interested in becoming a test center so students do not have to take their GED tests in Kingman. Challenges faced include Mohave Community College being located 45 miles from the reservation because of transportation limitations.
- Gila River Indian Community Tribal Education Director Isaac Salcido shared that one of the challenges in their community is hiring entry-level staff who have completed their high school diploma to be ready to take college courses. He is interested in some sort of competency-based training program for entry-level childhood professionals that can be coordinated with input from tribes.
- Pascua Yaqui Tribe Education Director Dr. Ann Parker agreed that some of their family home providers do have their GED but are reluctant to take additional classes and training and seem

to be reluctant to have FTF coaches and mentors come to their home.

- Hopi Tribe Chairman Executive Advisor Malinda Andrews shared that in their community a Head Start teacher acquired her bachelor's degree. In addition, they have similar challenges as other tribes in terms of broadband and transportation issues, and suggested approaching Johns Hopkins to develop a program for early childhood professionals and working together with other tribes to address the similar needs.
- Ak-Chin Indian Community Vice Chairman Gabriel Lopez shared there was an expansion of the early childhood program and they recently had a staff member complete her schooling to work with kids that have special needs, which is a great need in the community.
- Havasupai Tribe Councilwoman Carletta Tilousi stated they have two staff members from the community serving 15 families [through home visitation] and they receive assistance from a consultant who comes to the community to help manage the program and assist staff in taking online classes. She additionally mentioned that it is an asset when they are able to hire their own community members who have a strong cultural background. For example, in their community, they had a teacher who worked with the school for many years, moved to the Head Start program and assisted in creating a bilingual program.
- Fort McDowell Yavapai Nation Education Director Dr. Bill Myhr stated they have created a successful program in which some of their summer youth program interns work at the H'man 'Shawa Early Childhood Center. This has sparked the interest of some of their interns to work as aides at the early childhood center or for the home visitation program.

Cultural Responsivity to Support Early Childhood Professionals in Tribal Communities

- Navajo Nation OPVP Executive Assistant Yvonne Kee-Billison mentioned that there is a need for culturally relevant education across the entire spectrum of education. In addition, most early childhood funding comes from federal programs such as the Department of Health and Human Services and Administration for Children and Families, and the grants usually have funds for culturally relevant initiatives. The Growing in Beauty Curriculum, a Navajo curriculum, is used at the Head Start and Indian Health Service programs and there is a need to utilize it in other programs across the Nation for continuity. Ms. Billison also mentioned that there is a need to incorporate native language in early language settings and create programs that can infuse it. She encouraged FTF to consider [funding] this not only regionally, but statewide. In addition, she suggested an intertribal early childhood summit be convened to bring together system partners, federal and state, including Indian Health Services, Bureau of Indian Affairs, Department of Interior and Bureau of Indian Education to discuss needs such as mental health training, professional development and technical assistance.
- Ak-Chin Indian Community Vice Chairman Gabriel Lopez shared that cultural and traditional practices are the foundation for their students and kids, and it is up to parents, grandparents, aunts, and uncles to teach those, especially to younger parents that may not know the cultural and traditional practices. Also, as O'odham people when a baby is born, they are taken to the medicine people and are traditionally blessed and cleansed for a better life. He additionally shared that at their Head Start, there were some incidents happening and they didn't know why;

a medicine person came and told them what was going on and that those are some of the things leaders need to be cognizant of.

- Havasupai Tribe Councilwoman Carletta Tilousi shared that one of the successes they have seen over time in their collaboration with FTF is changing the name of the program funded in their community to their own language to ensure a more cultural approach. She additionally mentioned that while there has not been a curriculum developed which incorporates their early childhood traditions or cultural practices, staff members know and share those practices with others, and that FTF programs should encourage that as well as Western methods, especially in professional development. She also stated that in their community, since they are in a remote location, they need access to computers, internet, technical skills and technical support.
- Hualapai Tribe Councilwoman Jonell Tapija agreed with the suggestion for an intertribal early childhood summit and suggested a Tribal FTF summit be held for the tribal entities, especially because not a lot of the professionals come from tribes or reservations, and it would be a great opportunity to also bring their cultural people to share values and traditions.

Successes and Challenges with the First Things First Registry and Scholarships for Early Childhood Professionals

- Hualapai Tribe Councilwoman Jonell Tapija stated there are tribal scholarships and that many of their teachers are utilizing the tribal scholarship or the FTF scholarship to acquire their CDAs or associate degrees.
- Navajo Nation OPVP Executive Assistant Yvonne Kee-Billison stated that 391 childhood professionals on the Navajo Nation are utilizing the registry, and that they have several success stories, including one individual that was able to obtain their bachelor's degree in early childhood. She also mentioned they are focusing on addressing mental health issues for young children. An additional challenge mentioned was communication between the Navajo Nation Scholarship Office, tribal colleges and universities in terms of degrees the Nation isn't aware of (therefore, not covered by the scholarship).
- Navajo Nation Vice President Myron Lizer stated that coming from a business background, he would definitely be an advocate for early childhood and bring it into a larger discussion in regards to Indian Nations. He added that there was a need to create capacity and understanding for first nations people to really see the need to examine and raise the bar of what is being done in regards to early childhood development, especially knowing investments in early childhood today will be seen twenty years down the road. He also said there is a need to create more professionals in the field.
- Gila River Indian Community Tribal Education Director Isaac Salcido stated there are four separate Head Start programs and a child care center on the community participating in Quality First. Quality First participants have access to trainings that are not available to other centers on the community who are not in Quality First. He is interested in having other centers participate in the trainings and would like to discuss it further.

- Pascua Yaqui Tribe Education Director Dr. Ann Parker shared that some of the home providers try to access the registry for training opportunities but because they do not have their DES license there are many trainings not available to them. Also, in addition to challenges with connectivity, sometimes staff forget their PIN number and cannot access the registry.
- Navajo Nation OPVP Executive Assistant Yvonne Kee-Billison mentioned that she would like to see more tribal data relating to the usage of the registry. In addition, she stated there may be an opportunity to work with Job Corp to establish an early childhood education track, like they have for nursing.
- Hualapai Tribe Councilwoman Jonell Tapija stated she is not sure if their Head Start or child care center staff are utilizing the registry, but she imagines that if the staff are utilizing the registry, they might be encountering the same issues as other tribes, such as losing passwords, being too busy to take trainings and not updating their plans.
- Havasupai Tribe Councilwoman Carletta Tilousi shared that her staff are using the registry, and that their main complaint is the time required to upload all required documents to their records. She also agreed there needs to be more coordination amongst system partners.

Opportunities to Enhance Coordination to Support Early Childhood Professionals

- White Mountain Apache Tribe Vice Chairman Jerome Kasey III expressed the need to have more collaboration, education and open communication between their Tribe and FTF, and wondered how the tribe could take more ownership of FTF funded programs. He looks forward to future meetings with the newly hired Regional Director.
- Navajo Nation OPVP Executive Assistant Yvonne Kee-Billison shared how collaboration with colleges and universities has expanded professionals, for example John Hopkins worked with Ganado to develop a program to address the need for nurses, and believes there is an opportunity to develop this type of program for early childhood professionals. In addition, in many of their public schools they have CTE programs for vocational programs, such as nursing or welding, and she wondered if it would be possible to connect with the Arizona Department of Education to infuse some early childhood education into CTE programs across the State of Arizona.
- Gila River Indian Community Tribal Education Director Isaac Salcido agreed with the statement by Ms. Kee-Billison and shared that the community invests a lot of money on K-12 and higher education and he would like to see regional councils work more closely with the tribal education departments to increase kindergarten readiness as well as bring together the agencies that are working on early childhood to focus on a specific goal relating to early childhood. In addition, he stated he is interested in developing a competency-based training program for entry-level early childhood professionals that can be coordinated with input from tribes.
- Pascua Yaqui Tribe Education Director Dr. Ann Parker shared that there is opportunity to enhance collaboration amongst agencies and that she and other staff are interested in participating in FTF and Head Start trainings.

- Hualapai Tribe Councilwoman Jonell Tapija shared there are opportunities to recognize early childhood professionals through a ceremony or dinner because they often go unnoticed.
- Ak-Chin Indian Community Vice Chairman Gabriel Lopez emphasized that teachers are like second parents. They are the ones that set the foundation for a lifetime, and there needs to be a way to better appreciate all that they do, especially since those positions are not well appreciated. He also shared that they have an employee recognition day, and while that is something small, it is well needed. He also encouraged the use of tribal newspapers or websites to recognize early childhood professionals.
- Salt River Pima-Maricopa Indian Community Acting Superintendent Dr. Cynthia Clary shared that every employee in their school district can participate in professional development trainings. Twice a month, kids have early release which allows staff to receive professional development such as trauma-informed trainings. In addition, they amended their discipline matrix to include counseling at every level when a child is misbehaving to ensure they are addressing mental health, social well-being and spiritual aspects. When a child misbehaves, it is explained how they have violated the community values and elders help guide the process. Lastly, she mentioned that the community pays for community members to get three terminal degrees.

Supporting and Tracking Early Childhood Professionals in Tribal Communities

- Pascua Yaqui Tribe Education Director Dr. Ann Parker shared that Tribal Council requested the development of a new personnel evaluation system for government employees which would require that all staff, including Head Start staff, have professional development goals in place such as attending conferences, increasing skills in Excel, getting degrees, etc.
- Navajo Nation OPVP Executive Assistant Yvonne Kee-Billison acknowledged the FTF social media campaigns which help to promote what FTF is about, and appreciated the recognition ideas that were shared by other tribes. She also was aware that there are many Native American students at universities and colleges and wonders if students, especially in the early childhood field, intend to return to their tribal communities to work, and if they do, how could tribes work with agencies such as CCDF to assist.

Additional Insight and Perspectives shared by Tribal Leaders and Representatives

- Navajo Nation Vice President Myron Lizer and Executive Assistant Yvonne Kee-Billison asked how FTF works with the Arizona Department of Education to provide technical assistance or educational opportunities to early childhood professionals. Ms. Kee-Billison additionally added that for a very long time, education has always been about K-12 and higher, but we need to start talking about education a lot earlier and the education system needs to take that into consideration. Ms. Kee-Billison further elaborated that in tribal communities there are many Bureau of Indian Education schools which have few, if any, classrooms devoted to early childhood education, and that including them in these conversations would be beneficial for young children.

2019 Tribal Consultation Follow-Up Action Plan

CONSULTATION TOPIC: Supporting Professional Development of the Early Childhood Workforce

Tribal leaders and representatives shared information and insight on:

- Educational and professional development opportunities for early childhood professionals available in their communities;
- Successes achieved and challenges associated with those opportunities;
- Ways in which programs are being culturally responsive – or could be – to meet the needs of early childhood professionals in their tribal communities; and
- Feedback on the Early Childhood Workforce Registry and college scholarships, and opportunities to enhance coordination/collaboration to support early childhood professionals.

Feedback from Tribal Leaders and Representatives	FTF Action Items	2020 Update
<p>1) Tribal leaders and representatives shared about the partnerships they have with colleges and universities.</p> <p>2) Tribal leaders and representatives shared about professional development opportunities, including scholarships, provided in their communities.</p> <p>3) Tribal leaders and representatives shared about challenges in accessing professional development opportunities because of location.</p> <p>4) Tribal leaders and representatives shared about the successes and challenges of online schooling.</p> <p>5) Tribal leaders and representatives shared about the need to develop a training program for entry-level early childhood professionals.</p> <p>6) Tribal leaders and representatives shared about the importance of including culture across the entire educational system.</p> <p>7) Tribal leaders and representatives shared that there is a need for an intertribal early childhood summit to bring together system partners.</p> <p>8) Tribal leaders and representatives shared how they would like to see trainings provided by the Department of Economic Security to tribal programs not licensed by the state.</p> <p>9) Tribal leaders and representatives shared the need to see tribal data related to usage of the registry.</p> <p>10) Tribal leaders and representatives gave examples of partnerships that could be developed to further support early childhood professionals.</p>	<p>Resulting from Tribal Consultation</p> <p>Meet with tribal education departments to discuss how to better align scholarship opportunities.</p> <p>Review the FTF Professional Development Standards of Practices to enhance opportunities for cultural responsibility.</p> <p>Research opportunities to enhance or possibly develop programs to support entry-level childhood professionals.</p> <p>Review feedback from previous FTF Early Childhood Summits to determine considerations for an intertribal early childhood summit.</p> <p>Share reports from the registry with tribal departments and leaders in tribal regions and determine how reports can be created for tribes participating in larger regions.</p>	<p>Regional directors continue to share information about scholarship opportunities.</p> <p>The Senior Director of Tribal Affairs provided feedback for the FTF Program Team's consideration on definitions and measurements for cultural responsibility in standards of practice. In addition, in SFY21, FTF will develop a team of internal staff, regional council members and stakeholders to review and provide feedback on the Professional Development menu of strategies.</p> <p>FTF's Tribal Technical Advisory Group discussed feedback and information needed to consider whether FTF should host an intertribal early childhood summit in addition content specific to tribal communities already provided in the annual FTF early childhood summit. The group also is studying efforts outside of FTF that mirror the intent of a tribal early childhood summit and may provide future opportunities for coordination/collaboration.</p>