National Indian Head Start Directors Association

32nd Management Training Conference

June 18-22, 2023    Arlington, VA
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NIHSDA Board of Directors ........................................................................................................... 4
Welcome from the President .......................................................................................................... 5
Acknowledgements .......................................................................................................................... 6

Sunday, June 18th
Pre-Conference Intensives .......................................................................................................... 7

Monday, June 19th
Opening Session, 8:30 a.m. – 10:00 a.m. .................................................................................. 8
Indian Child Advocate Award ...................................................................................................... 9
Workshop Descriptions, 10:30 a.m. - 12:00 p.m. .................................................................. 10
Zone Lunch, 12:15 p.m. - 1:15 p.m. ......................................................................................... 11
Workshop Descriptions, 1:30 p.m. - 3:00 p.m. ....................................................................... 12
Workshop Descriptions, 3:30 p.m. - 5:00 p.m. .......................................................................... 14

Tuesday, June 20th
General Session, 8:30 a.m. – 10:00 a.m. .................................................................................. 16
AIAN Head Start/Early Head Start Innovative Program Award Winner ................................... 17
AIAN Head Start/Early Head Start Innovative Program Award Honorable Mentions .............. 18
Raffle Items and Silent Auction .................................................................................................. 19
Workshop Descriptions, 10:30 a.m. - 12:00 p.m. .................................................................. 20
Workshop Descriptions, 1:30 p.m. - 3:00 p.m. ....................................................................... 22
Workshop Descriptions, 3:30 p.m. - 5:00 p.m. ......................................................................... 24

Wednesday, June 21st
General Session, 8:30 a.m. - 10:00 a.m. .................................................................................. 26
Workshop Descriptions, 10:30 a.m. - 12:00 p.m. .................................................................. 27
Hill Day Information .................................................................................................................... 29

Thursday, June 22nd
General Session, 8:30 a.m. - 10:00 a.m. .................................................................................. 30
Workshop Descriptions, 10:30 a.m. - 12:00 p.m. .................................................................. 31
Closing Lunch, 12:30 p.m. - 2:30 p.m. ..................................................................................... 32
Vendors and Exhibitors ................................................................................................................ 33
Directory of Speakers and Presenters ......................................................................................... 34
Region XI OHS, T/TA, and Collaboration Center ....................................................................... 42
AIAN Funded Programs by NIHSDA Zones .............................................................................. 43
Former NIHSDA Board Members ............................................................................................. 44
AIAN Head Start Associations & Other Key AIAN Organizations ............................................ 45
Workshops At-A-Glance ............................................................................................................... 48
Conference Schedule At-A-Glance ............................................................................................. 50
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Zone 5: Colorado, New Mexico
Representative: Jo Williams, Alamo Navajo, NM  
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Representative: Tami Brungard, Salt River Pima-Maricopa, AZ  
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Alternate: Vacant

Zone 7: California, Nevada
Representative: Crystal Kremensky, Mountain Empire, CA  
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Zone 8: Idaho, Montana, Oregon, Utah, Wyoming
Representative: DeAnn Brown, Siletz, OR  
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Zone 9: Washington
Representative: Debbie Sioux Lee, Nisqually, WA  
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Zone 10: Alaska
Representative: Christa Green, Central Council of Tlingit Haida, AK  
907-463-7150  cgreen@cccthita-nsn.gov
Alternate: Vacant

Interested in Serving as a NIHSDA Representative?

Do you want to:
• Be involved in policy making and shaping the future of Head Start and Early Head Start?
• Build your leadership capacity while networking with other stakeholders in the early childhood community?
• Stay informed on critical issues and provide guidance on member services like the annual conference?

NIHSDA Zone Representative’s responsibilities include:
• Help guide, direct, and advocate for NIHSDA’s mission.
• Attend and be prepared for all Board of Directors and committee meetings, functions and events. The board conducts monthly teleconference meetings as well as three face-to-face meetings.
• Serve on committees.
• Regularly contact programs in your zone and share updates on any activities and issues.
• Manage NIHSDA’s resources and determine its programs and services

Representative positions are for 2 years beginning in September of every other year. To be nominated you must be a paid NIHSDA member and submit your name and a letter from your supervisor supporting your decision to place your name into the running for a NIHSDA Zone Representative or Alternate position. When the Board of Directors elects a Zone representative as an officer, the alternate automatically fills the position of the representative.

Contact Teri Stringer (teri@threefeathersassoc.com) for more information.
June 19, 2023

Dear Head Start Family and Friends,

Tanake’, suukade! On behalf of the National Indian Head Start Director’s Association, I welcome you to the 32nd Annual NIHSDA Management Training Conference. I am honored to welcome you to Crystal City, Virginia. We are pleased to have representatives from across beautiful Indian country to gather with us this week. NIHSDA takes great pride in hosting educationally productive and inspiring conferences that create meaningful connections between presenters and attendees.

It is an exciting time for American Indian/Alaska Native Head Start as we continue to grow and adapt, remaining always motivated, resilient, firmly grounded in our language and culture and responsive to child, family, and Tribal communities. The world of AI/AN Head start is an exciting area in which to work, study, and play, and we will continue to meet and bring inspired people together in forums like this, to ensure our organization remains at the table when critical decisions are being made that directly impact our Tribal communities.

This year the theme for the conference is “Still Here, Still Strong”. For centuries, our American Indian/Alaska Native communities have long understood the meaning of resilience. We know how to withstand and recover from difficult conditions, trauma or hardships. It’s our connection in honoring our culture, language, community, families, and most importantly, the children that cultivated our indomitable warrior spirit.

I would like to personally thank each of you for taking the time away from your families, your programs, and your communities to attend our conference and bringing your expertise to our gathering. You as Tribal Leaders, program staff and parents, have the vision, the knowledge, the wherewithal, and the experience to help us lay the foundation into the future. You are truly our greatest asset today and tomorrow; we could not accomplish the stellar advocacy work that we do without your support, your stories, and your leadership. Throughout this conference, I ask you to stay engaged, stay connected, build relationships, and keep us proactive while honoring our ancestors in building for the future of AI/AN children and families. I honor each of you and my heartfelt gratitude goes out to all of you.

Hawu’,

Melissa Harris
President, NIHSDA
ACKNOWLEDGEMENTS

Our heart-felt thanks go to the following sponsors that have generously supported our 32nd Conference

NIHSDA would like to thank the Office of Planning, Research, & Evaluation (OPRE) and Office of the Administration for Children & Families (ACF), for the flash drives. Be sure to check them out! They include AIAN Head Start Family and Child Experiences Survey (AIAN FACES) resources provided by ACF, and all other conference materials added by NIHSDA. Thank you ACF/OPRE!

Conference Support Support for NIHSDA’s 32nd Management Training Conference is provided by its general fund, conference registration, vendor rental space, advertisements, and sponsorships. Additional support provided by: the Office of Head Start and ACF, the National Center on Parent, Family and Community Engagement, the National Center on Program Management and Fiscal Operations, the National Center on Early Childhood Development, Teaching and Learning, the National Center on Early Childhood Health and Wellness, the National American Indian/Alaska Native Head Start Collaboration Office, the Tribal Early Childhood Research Center, and Region XI TTA (ICF).

Native Spirit Week
An opportunity for everyone to celebrate the cultural richness of AIAN programs

<table>
<thead>
<tr>
<th>Moccasin Monday</th>
<th>Turquoise Tuesday</th>
<th>Stand Strong Wednesday</th>
<th>Thoughtful Healing Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear your moccasins with your HS/EHS shirt, hat, etc.</td>
<td>Wear your favorite turquoise or beaded items</td>
<td>Wear NIHSDA shirts with ribbon skirts/shirts or other indigenous clothing</td>
<td>Be mindful, spread love and gratitude</td>
</tr>
</tbody>
</table>

Conference Facilitation provided by Three Feathers Associates
Building Customer-Centricity in “Region XI Head Start”
Ronald Goodstein
Room: Wilson
This workshop enables Head Start Directors and their staff to design appropriate marketing strategies that facilitate long-term customer relationships. Such relationships can be a key advantage in Head Start’s communities with the parent’s, families, partners, supporters, and political affiliations. Relationships, however, can only occur if all marketing is integrated around targeted market segments and knowing where they are currently in terms of their support and affiliation with Head Start.

Excelling as a Manager, Supervisor or Team Leader
Colleen Ryan
Room: Harrison
New managers and supervisors face the most difficult challenge — working through and serving others to get things done. This unique course provides the tools to be a true servant leader and not just “the boss.” Learn how to motivate employees, how to manage relationships and performance, how to coach effectively to create high-performing teams, how to make informed decisions and how to communicate successfully both up and out to leadership and the team. Learn to do all this while managing a new workload and focusing on the most precious resource — people. Topics covered include: Being a Leader vs. Being a Boss; Mastering Team Communication; Team Relationship Management; The Leader and the Work; Decision-making Skills; Performance Management Methods.

Using the 2nd Edition CLASS in Region XI: Cultural Considerations
Jessica Barnes-Najor
Room: Jackson
During this pre-intensive session, the team will first present a brief history of the Classroom Assessment Scoring System (CLASS), an overview of the CLASS, and a review of changes with the 2nd Edition of the CLASS. Second, the team will describe the cultural considerations of using the 2nd Edition CLASS. Using videos from Region XI programs, the team will provide examples of how the 2nd Edition CLASS can be used in Region XI classrooms. Throughout the training, a panel of Region XI Head Start program directors and staff who have used the 2nd Edition CLASS will describe their experiences with using the 2nd Edition CLASS.

NIHSDA PASSPORT TO PRIZES
Visit the Exhibits in Lincoln Hall (Lower Lobby North Tower) and play the Passport to Prizes Game!
Receive your Passport to Prizes game card at check-in, and visit participating exhibitor booths to receive a stamp on your passport. Filled passports can be deposited into the white drop-box located in the exhibit hall for a chance to win awesome prizes.

Drawings will be held on Tuesday, Wednesday, and Thursday during the morning general sessions.
MONDAY, JUNE 19, 2023
OPENING SESSION
Crystal Ballroom

8:30 a.m.—10:00 a.m.

As we come together, NIHSDA acknowledges the original inhabitants of this area, the Anacostan (Nacotchtank), Piscataway, and Pamunkey peoples. We acknowledge this land as sacred, historical, and significant, and recognize the continued meaningful contributions made by these enduring caregivers to the broader community. We ask that you please take a moment to honor these ancestral grounds and celebrate the resilience and strength that all Indigenous people have shown worldwide.

Posting of the Colors
National Capital Region—Native American Color Guard

Drum
Lance Fisher (Northern Cheyenne Nation)
Giovanna Gross (Oglala Lakota Nation/Northern Peruvian)
They sing to keep their Indigenous languages alive, to inspire the youth, and to celebrate life.

Introduction of NIHSDA Programs
Melissa Harris, President, NIHSDA
Director, ISWA HS/EHS
Jennifer Oatman, Treasurer, NIHSDA
Director, Nez Perce HS/EHS

Invocation
Jason Harris
Assistant Chief, Catawba Indian Nation

Land Acknowledgement
Dwayne Rogers
Executive Council Member, Catawba Indian Nation

Tribal Leader Welcome
Jason Harris

Indian Child Advocate Award
Ann Cameron, Secretary, NIHSDA
Director, ITC Michigan HS/EHS

Keynote: Calling All Warriors
DJ Vanas
We all want to be brave. We all want to deliver when it matters... and in this session, you’ll be inspired to do both. Enduring tough times and turbulent change can bring fearful doubt which can affect our focus, wellness and the way we serve others. Based on his new book The Warrior Within, D.J. shares a unique, powerful perspective from Native American culture on what the warrior role is (and isn’t) about and how we can emulate the principles of that role to stay strong to contribute to our tribe -- and understand that the role of warriors can make us warriors in our roles! As he did as the host of his own PBS special Discovering Your Warrior Spirit, he’ll share with you, in a straightforward and entertaining way, how to leverage scarce resources for maximum effect, develop mental toughness, maintain perspective, health (and a sense of humor) and continue to serve at our best even in chaos. Now is the time for warriors to stand up, be strong and lead by example – are you ready?

NIHSDA will have a limited number of signed copies of DJ’s book “The Warrior Within” on sale for $20 each.

Thank you to the Catawba Nation for sponsoring the Opening Keynote Speaker.
Indian Child Advocate Award

Jessica V. Barnes-Najor, Ph.D., is the director for Community Partnerships under the Office for Public Engagement and Scholarship at Michigan State University. She is a developmental psychologist with a specialization in applied developmental science. Her work focuses on establishing research partnerships and identifying supports for increasing community capacity for engaging in research, and it examines the cultural alignment of research methods to assess the quality of interactions in early childhood care settings.

Jessica is a co-investigator for the Tribal Early Childhood Research Center, partnering with American Indian and Alaska Native (AI/AN) Head Start, Home Visitation, and Child Care grantees to promote community-engaged research and enhance early childhood program evaluation and research-to-practice activities across the nation.

She is also a co-investigator of Wiba Anung, a research collaborative including educators and community partners representing nine Michigan tribes. Through Wiba Anung, Barnes-Najor has developed approaches for conducting culturally grounded research in collaboration with AI/AN early childhood education programs. She has established a research program with the tribal Head Start centers and home visitation programs in Michigan that includes the use of methodology to assess child outcomes, family characteristics, and classroom quality.

Jessica was also involved in the development of and training for a framework for incorporating AI/AN language and culture into evidence-based curricula for Head Start programs (“Making it Work!”). She extended this work by supporting a Home Visitation grantee’s efforts to build a home visiting curriculum using the “Making it Work!” framework.

Jessica embodies a caring, supportive, and positive mentor. She has formally and informally mentored dozens of Native and non-Native scholars in leading applied research in Native child development. Just as thoughtful and critical as she is, she prepares her mentees to be critical of the theories, methods, and assessment tools that are used with Native children, making sure that Native children receive the best education possible.

Jessica leads by example. She uplifts others as she climbs. She is selfless and puts her community first. She fights against inequitable systems.

*With deep appreciation for your innovative and creative thinking regarding young children’s issues, serving as a model leader within the early childhood development field, and freely providing guidance and support to others in their advocacy efforts for Alaska Native and American Indian children and families, NIHSDA presents the Indian Child Advocate Award to*

Jessica Barnes-Najor
Head Start 101: Overview for New Leaders  
*Racquel Martinez, Laura Waukechon-Factor, Lamont Yazzie*  
*Room: Salon A*

Are you a brand new tribal Head Start/Early Head Start Manager or Director? Welcome to the AIAN Head Start family. Please join us to learn about the structure of Head Start, regulations and key management systems. We will review annual tasks and introduce you to an annual planning calendar tool. We will also make sure you know who your support team is and where to located resources on ECLKC and My Peers. To top it all off you will meet other new AIAN directors and managers and have an opportunity to network. Bring your questions-this is a safe place to ask!

Ride the Lightning: Timeless Wisdom for a World in Flux  
*DJ Vanas*  
*Room: Salon BCDE*

We live in times of uncertainty and widespread, rapid change that strikes like lightning – the speed of life is the speed of light – and that dynamic can lead us to overwhelm and anxiety. Learn about traditional concepts from Native American culture on keeping change in perspective and how to employ simple but powerful strategies that will strengthen you as you navigate change more effectively – and with more confidence. You’ll see how to better balance work and life, slow down to speed your performance, maintain focus despite the hectic pace of change, keep our connections strong in a world of high-tech, combat information overload and find the opportunities that change brings. D.J. will help you successfully ride the lightning and achieve your best in service and self at every turn.

Think Outside the Sandbox  
*Stuart Sackett*  
*Room: Washington*

A fun hands on comprehensive workshop discussing playground safety and developmentally appropriate outdoor activities for children. We will briefly discuss the seventeen different types of play and learning settings, nature related materials, objectives of your outdoor play environment, The Daily Dozen, and Eco-Therapy.

Gathering Meaningful Data on Native Language and Cultural Experiences in Your Classrooms  
*Jessica Barnes-Najor*  
*Room: Wilson/Harrison*

In this workshop, we will share tools and processes for gathering data to help you understand the Native language and cultural experiences in your classrooms. The presenters will share existing tools to document Native language and cultural experiences in the classroom, guide workshop participants through the process of using the tools, and support workshop participants in tailoring the tools to meet the unique needs of their communities.

Family Involvement and Why It Matters  
*Bethany Stangel*  
*Room: Jackson*

When is a good time to engage in my child's education? Now! During this session, the importance of family involvement will be discussed. As well as, the different approaches that families can take to be involved in their child's educational journey.

Skillfully Dealing with Challenging Behaviors at the Moment  
*David Scahill*  
*Room: Commonwealth*

Many hours of training and workshops learning how to handle challenging behaviors frequently “disappear” when facing issues at the moment! Don’t be disheartened, this training session will bring it all together validating educators concerns and merging effective social-emotional skills into schedules and routines, making the most of each of the resources and prior knowledge to skillfully de-escalate the behavior and effectively keep the teaching and learning going.

Connecting with Families Through Technology  
*Meghann Hickey*  
*Room: Monument View*

We know that effective and efficient engagement with families is essential to child success and that "the truest partnership between programs and families occurs when program staff share their professional knowledge and experience with families in ways that empower family members to effectively advocate for their children’s needs," (NAEYC, 2019). By understanding how to utilize two-way communication to develop partnerships with families using technology, educators can support effectual development and learning. Learners in this session with gain an understanding of productive two-way communication, review the Department of Education's Guiding Principles of Technology to apply to their practice in communicating with families, and develop a plan to implement in their classroom communication model with families.
Leadership for Health Coordinators  
*Roxanne Wells, Alma Sandoval*  
*Room: Potomac View*

If you are a Health Coordinator who wants to improve your leadership skills, join us in this session. We will explore relational leadership strategies, how to approach difficult conversations, and practice activities that build trust and accountability. With these skills, you will be able to comply with the HSPPS, and improve the quality of your health services.

Indigenizing Tribal Schools for Future Generations of Traditional Knowledge  
*Mike Richardson, Renetta Goeson*  
*Room: Capital View*

Due to colonization throughout the generations, which included systems such as boarding schools, laws, and practices of genocide, much of our cultural knowledge has not been passed on to our youth. We continue to have westernized schools, curriculum and teaching methodologies that fail to nurture, support, and heal our historical trauma and the effects of colonization. This has left a gap in our youth’s identity and understandings in how traditional ways can exist, even in modern times. We will discuss how we can utilize our classrooms and have them epitomize our tribes, villages, communities and families from our perspectives and views. This will cover language/culture, traditional games, and foods as well as why this is so important in today’s world for native people. We will also discuss how this promotes a child to be successful in meeting state-based education requirements, but more importantly in continuing traditional knowledge and understandings. This is not just a presentation but also an open discussion on the different and overall areas. Always make it fun and I look forward to seeing everyone.

**Zone Lunch**  
12:15 pm—1:15 pm

Come meet your NIHSDA Zone Representatives to network with other grantees in your area and discuss current events and issues.  
*Boxed lunches (choice of Turkey sandwich, Portobello (Veg) sandwich, or Cobb Salad) provided.*

Zone 1 & 3: Washington  
Zone 2: Salon CDE  
Zone 4: Potomac  
Zone 5: Salon A  
Zone 6: Capital View  
Zone 7: Wilson/Harrison  
Zone 8: Jackson  
Zone 9: Salon B  
Zone 10: Monument

**Zone Challenge**

Kicking off during the zone lunch and continuing during the conference, NIHSDA is holding a fundraising competition between the zones. Show your support for AIAN Head Start by donating to the American Indian Alaska Native Child Advocacy Fund and earn bragging rights for your zone!

**What your donation to the AMERICAN INDIAN ALASKA NATIVE CHILD ADVOCACY FUND does:**

- Provides a unified voice on behalf of American Indian Alaska Native Head Start/Early Head Start Programs  
- Represents AIAN programs in Congress by educating decision makers on the issues of importance to AIAN communities  
- Supports the only organization that advocates for ALL AIAN children and families  
- Builds relationships with Head Start Champions in Congress and the Office of Head Start  
- Reviews legal, legislative and administrative developments for their impact on AIAN programs and respond with appropriate comments  
- Responds to Congressional and Administration requests for information and for policy views and issues  
- Provides testimony during Congressional hearings  
- Develops and provides policy positions to our partners (NCAI, NIEA, NICCA, etc)

**Current Titleholder: Zone 2**

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**MONDAY, JUNE 19, 2023**  
**WORKSHOPS**  
10:30 a.m.—12:00 p.m.

**Leadership for Health Coordinators**  
*Roxanne Wells, Alma Sandoval*  
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- Develops and provides policy positions to our partners (NCAI, NIEA, NICCA, etc)

**Current Titleholder: Zone 2**
**What Do Head Start Leaders Need?**
*Roxanne Wells, Ronda Ritchie*
*Rum: Salon A*

What are program staff saying they need from Head Start leaders? Join other participants in examining Gallup's key characteristics followers need in a good leader. Participant leaders will engage in intentional activities that include systematic leadership data used within professional development plans. Leaders will explore practices developing a Program goal or Recipient Training and Technical Assistance Plan Agreement (RTTAPA) goal that illustrates the program planning cycle and uses tools supporting program progress reports and growth opportunities.

**Enhancing Early Childhood Systems in Tribal Communities (Part 1)**
*Melody Redbird-Post, Char Schank*
*Room: Salon B*

The recent funding increases in the Tribal Child Care and Development Fund (CCDF) program present an opportunity for Tribes to enhance their early childhood systems to meet their goals, promote child development, and support integration of services to improve child and family outcomes. Tribes have an opportunity now to leverage the increased Tribal CCDF resources to sustainably invest in coordinated early childhood systems in a focused and intentional way. In this session we will explore strategies, which include, aligning policies to encourage stability and continuity of care, streamlining administrative procedures, and identifying opportunities to support the integration of services. We will highlight areas in which CCDF and Head Start and Early Head Start policies closely align and can support the Tribe’s early childhood system.

**Male Teachers in Early Childhood- Why More Men and How Can we Increase the Workforce? Perspectives from Two Tribal Head Start Male Teachers**
*Denton Jackson, Austin Koupal*
*Room: Salon CDE*

Have you noticed your program have less Male Teachers or no Male Teachers? Why is this and what can we do about it? This session will focus on looking at the numbers, research, and benefits of having Male Teachers in Early Childhood along with identifying way to make your program environment more welcoming to Male teachers through physical space, professional development, recruitment, and staff attitudes and behaviors. Learn from two Male Teachers who work in a Tribal Head Start on strategies and practices that they do in a classroom and program.

**Education Manager Calendar - Planning for Success**
*Laine Rinehart, Michelle Tsosie*
*Room: Washington*

Calendars are an essential planning and communication tool for Early Head Start and Head Start programs. Join us to learn about the Education Manager's Planning Calendar, which helps staff identify required planning activities. The core of this calendar is the Activity List, which is a collection of all the actions required of programs on a monthly, quarterly, and annual basis. The calendar will aid in planning ongoing day-to-day monitoring, training, and scheduling.

**Completing a 1303 Application: Facility Purchase, Renovation or Construction (Part 1)**
*Ron Ransom, Gil Gonzales, Darlene Zacherle*
*Room: Wilson/Harrison*

The 1303 application is required for the purchase, renovation, or construction of a facility. Explore the pre-planning and the multi-step application process. Identify five key issues Head Start programs must consider when submitting the 1303 application. Discuss strategies to help programs identify funding opportunities and justify facility needs.

**Partners in Learning**
*Heather Stelzer, Susan Morningstar*
*Room: Jackson*

We will explore the intentional teaching moments in Head Start and how they align with every day family experiences.

**The Hand in Hand Framework for Supporting Staff, Parents, and Our Precious Children in Tribal Programs**
*Shelley Macy, Maya Coleman*
*Room: Commonwealth*

This experiential session for Head Start and Early Head Start staff, administrators, and parents will include an introduction to Hand in Hand’s unique theoretical framework of emotional functioning and an opportunity to experience two of the five Hand in Hand listening tools. Hand in Hand’s tools prepare

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To gain the most knowledge and benefits from the 2-part sessions, please attend the full session and refrain from switching classes during the break.
adults to be the “super protective factor” for children and also create mutually supportive peer relationships. Participants will have the opportunity to experience a simple and powerful self-reflective tool you don’t do by yourself. This intentional relationship buffers adults against the impact of secondary stress as they care for children. Participants will also get to try an efficient one-on-one child-led play tool to build connection in the context of busy schedules. Participants will also learn about using the five tools to create connection plans for school, for home and to enhance the home-school partnership.

Integration of PFCE & Health Services
Alma Sandoval, Rosa Vasquez
Room: Monument View
If you are a Family Service Professional, come to this session to learn strategies to improve the quality of health services provided to children and families enrolled in your program.

New Directors Cohort - Level 2 (Part 1) (cohort members only)
Laura Waukechon Factor, Lamont Yazzie, Raquel Martinez
Room: Potomac View
Participants who attended the "RXI New Directors Training" in October 2022 are invited to join this session to take a deeper dive into the roles and responsibilities of a Head Start Director. The session will build on the experience from the initial training and will focus will be on building systems for high-quality services for children and families. The group will renew relationships with other peer leaders and celebrate the completion of this program year!

Creating Wage Scale for Today’s Environment
Betsy McDougall, Patricia Banks
Room: Capital View
RXI Head Start and Early Head Start programs and Tribal Leadership are encouraged to look holistically at their organizational structure and identify sustainable ways to stabilize their Head Start workforce. This requires a balance of effectively providing high-quality comprehensive services to highest need children and families while also improving staff compensation and supports. Employee compensation is an important component of any program’s ability to maintain a skilled and motivated workforce. A wage and fringe benefits comparability survey is an analysis of employee compensation in comparison to similar organizations that offer parallel services. We will discuss best practices and share new resources to help you develop a wage comparability survey that is aligned with today’s changing environment.

MONDAY, JUNE 19, 2023
WORKSHOPS
1:30 p.m.—3:00 p.m.

Take a photo to remember the 2023 NIHSDA Conference
Located in the Lincoln Hall on Monday & Tuesday

Be sure to take photos in the Lakeshore photo booth so you can be a part of our mosaic when we share it later!

Photo Booth

SHOOT IT | SHARE IT | HASHTAG IT | SMILE | SNAP | SHARE | CAPTURE THE MOMENT | CREATE MEMORIES ONE FLASH AT A TIME
Building Resilient Leadership Skills
*Manisha Tare, Roxanne Wells*
*Room: Salon A*
The pandemic has brought more challenges to leaders. In addition to running an effective program, you are tasked with creating a positive working environment for staff experiencing high burnout levels, low morale, high absenteeism, and a general environment of high stress and tension that can feel heavy. This session will explore strategies to help you work through difficult situations and what you can do to take care of your physical and emotional well-being, including seeking out support. We’ll also discuss why integrating a trauma-informed perspective into your leadership skills matters and how increasing emotional awareness and strengthening relationships helps you build a productive and fun program team!

Enhancing Early Childhood Systems in Tribal Communities (Part 2)
*Melody Redbird-Post, Char Schank*
*Room: Salon B*
The recent funding increases in the Tribal Child Care and Development Fund (CCDF) program present an opportunity for Tribes to enhance their early childhood systems to meet their goals, promote child development, and support integration of services to improve child and family outcomes. Tribes have an opportunity now to leverage the increased Tribal CCDF resources to sustainably invest in coordinated early childhood systems in a focused and intentional way. In this session we will explore strategies, which include, aligning policies to encourage stability and continuity of care, streamlining administrative procedures, and identifying opportunities to support the integration of services. We will highlight areas in which CCDF and Head Start and Early Head Start policies closely align and can support the Tribe’s early childhood system.

Head Bumps Matter: How to Protect Young Brains
*Betsy Miller*
*Room: Salon CDE*
Workshop discusses how to reduce the risk of head injuries, Traumatic Brain Injury, during active play and the importance of active supervision. Session highlights the benefits of using active play checklists and injury logs. Early learning practitioners will learn about accommodating a child in group care who has sustained a traumatic brain injury.

Education Managers as Learning Leaders
*Laine Rinehart, Michelle Tsosie*
*Room: Washington*
During this session, Education Managers will discuss the impact of professional development and their role in supporting the ongoing professional development of staff. As Learning Leaders, Education Managers support and strengthen competence and confidence and are a visible presence. As “teachers,” Education Managers observe and provide feedback, make suggestions, demonstrate/model effective classroom teaching practices, provide targeted professional development, and use all of these experiences to become data-based decision-makers.

Completing a 1303 Application: Facility Purchase, Renovation or Construction (Part 2)
*Ron Ransom, Gil Gonzales, Darlene Zacherle*
*Room: Wilson/Harrison*
The 1303 application is required for the purchase, renovation, or construction of a facility. Explore the pre-planning and the multi-step application process. Identify five key issues Head Start programs must consider when submitting the 1303 application. Discuss strategies to help programs identify funding opportunities and justify facility needs.

Parenting Skills: Expectations
*Bethany Stangel, Kristen Jones*
*Room: Jackson*
This session will discuss the importance of routines, structure, and how they will help build lifelong skills.

Let’s Talk the Disability Process
*Mike Richardson*
*Room: Commonwealth*
We will look at Head Start, State, Parent, Child, Staff and Tribe at providing services for children with a disability from their perspective. What is the IEP process and who should be involved? The responsibility of the LEA and how the tribe can lend support while holding the LEA accountable to the IDEA Law. Developing Interim and 504 plans to support children that may not have an IEP in place yet or may need additional support due to behavior. Least Restrictive Environment (LRE) what does it mean to you and to the LEA/We will have open discussions on these topics to help find ways to improve the disability process.
Documentation of Family Services
Rosa Vasquez
Room: Monument View
Family Service Professionals know the importance of documenting services provided to families. Keeping accurate records and documents is not an HSPPS requirement but can also impact the families you serve, the quality of services offered, and your professional liability. Come to this session and learn practical strategies to document your family partnership agreements and follow up with families.

New Directors Cohort - Level 2 (Part 2) (cohort members only)
Laura Waukechon Factor, Racquel Martinez, Lamont Yazzie
Room: Potomac View
Participants who attended the "RXI New Directors Training" in October 2022 are invited to join this session to take a deeper dive into the roles and responsibilities of a Head Start Director. The session will build on the experience from the initial training and will focus on building systems for high-quality services for children and families. The group will renew relationships with other peer leaders and celebrate the completion of this program year!

Full Enrollment: Considering Reductions and Conversion
Ronda Ritchie, Betsy McDougall, Patricia Banks
Room: Capital View
Reviewing enrollment data, projecting, and planning the next steps! This session will guide you on what it looks like to review all necessary program and community data to design an approach that fits your tribal community. Discussions will revolve around staffing patterns, professional development training, and the need for a wage comparability study. It is also about creating a service delivery model that considers duration, hours of operation, and budget. Finally, the session will include what a request should consist of and how to process a submission.

Tips for a Successful Conference

Wear your name badge
Plan your time
Silence your cell phone
Show up on time
Focus your attention on the speaker
Collect all of your belongings
Don’t monopolize the speaker's time

Don’t forget to scan your badge at each session you attend, including Part 1 and Part 2 sessions, to receive Professional Development hours!
Khari Garvin is the director of the Office of Head Start at the Administration for Children and Families at the U.S. Department of Health and Human Services. Joining the Biden-Harris Administration in March 2023, Garvin served as the president and CEO of the United Way of Greater Greensboro in North Carolina, leading the mission to end generational poverty in the Greensboro metro area. Garvin served as the executive director of the Head Start program for a large, multi-state grantee serving children and in rural communities across five states in the southern, southeastern, midwestern and Great Plains regions of the U.S. As the director of North Carolina’s Head Start collaboration office, he convened 55 affiliate grantee organizations including public school systems, community action agencies, county governments and private non-profits that served over 28,000 children and families in all 100 counties. Garvin is a proud alumnus of the National Head Start Fellowships program, where he worked at the Office of Head Start. He previously served as a Head Start grantee program manager in Illinois. He was an assistant Head Start/Early Head Start program director at a North Carolina Head Start program. Garvin holds a degree in psychology from Emory University and a master’s degree in education from Southern Illinois University.

Todd Lertjuntharangool is the Region XI Program Manager for the Office of Head Start. Todd has worked for the Office of Head Start (OHS) since June of 2009. He began his career with OHS as the Regional Logistics Support Specialist in Region 11. In the winter of 2009 Todd transitioned into a Program Specialist position in Region 11 supporting tribal grantees in South Dakota, North Dakota, Utah, New Mexico, and Idaho. In May of 2012 Todd transitioned to a federal Program Specialist with the Grants Division at OHS’s central office where he served as the project lead responsible for the oversight of the planning, development, and implementation of the Tribal Designation Renewal System (DRS). In addition, Todd supported several other regional offices across the nation in overseeing the implementation of DRS across the country. This included the generating of and publishing of Funding Opportunity Announcements (FOAs) and implementation of the Administration for Children and Families (ACF) competitive grant application process. In 2016 Todd transitioned again, this time back to a Program Specialist position with Region 11 serving tribal grantees in New Mexico, Texas, and Arizona. Todd also served as the regional lead for Monitoring, Tribal DRS, and DRS Paneling. Todd is originally from the state of New Mexico and is an enrolled member of the Pueblo of Laguna. He was raised in Laguna until the age of 11 when he then moved to the Washington, DC area.

Laura Landry recently joined Region 11 AIAN as the Grants Management Officer for the School Readiness Division within the Office of Grants Management. Laura and her team of Grants Management Specialists are responsible for administering, providing financial stewardship and technical guidance to the Office of Head Start Region 11 grants. Laura has been with the Administration for Children and Families since 2010 and has served as a Program Specialist with the Office of Child Care and as Grants Management Specialist working with Head Start grants in Region 1. Laura has an undergraduate degree in Political Science and Master of Government Administration. In her free time, she can be found chasing her two young sons (Ethan and Danny).
2023 AIAN Head Start/Early Head Start Innovative Program Award Winner

COOK INLET NATIVE HEAD START

In recognition of improving the quality of Head Start services and outcomes of AIAN children and families through building capacity and creating innovative practices across their community through integration of culture and language, partnerships with community partners, and parent/family involvement.

Know Who You Are: You Are a Reflection on Your Family

When we know who we are and where we’ve come from, we do better in life. We, Cook Inlet Native Head Start, are honored to be in a position to influence our children during their formative years. In a world full of chaos, we don’t need to be reminded of our suicide and dropout rates, we pride ourselves in providing an environment that fosters growth in our Alaska Native values.

It starts with the curriculum, that we’ve spent the past 8 years developing. “The Way We See” curriculum is a systematic guide of planned activities designed to build experiences, skills, and attitudes that prepare each child for kindergarten. The curriculum is research-based,* rubric driven, observation assessed, and draws upon learning and child development principles that are delivered through the utilization and focus upon Alaskan Native values and cultural enrichment.** The curriculum is administered in a child centered environment which is play based and stresses the individual development of social/emotional, physical, and school readiness skills.

The curriculum is based on values that guide our teachers in connecting our students to their cultures. Students learn through experiences based on culturally appropriate activities and materials. Our rich history is brought to present through our curriculum, playground, food, and classroom environment including furniture, regalia, and utilitarian items. For example, uluat versus knives, and baskets verses buckets and pails. The colors and furniture are nature-inspired.

Teachers are not expected to all come in knowing all 21 Alaska Native languages or cultures, but CINHS supports them with curriculum that guides, guest knowledge bearers and speakers (scheduled by a full-time Traditional Cultures Coordinator), and two full-time staff Culture Bearers. We also provide training in Alaska Native traditions and crafts.

One way CINHS addresses the diabetes health crisis is by providing more playground and gym time as well as weekly Native Youth Olympics.

When our children leave Cook Inlet Native Head Start, we see children who have more pride in their traditions and culture and higher self-esteem.
2023 AIAN Head Start/Early Head Start Innovative Program Award

Honorable Mentions

Port Gamble S’Klallam Tribe – Outdoor Land Based Learning

PGST ECE's Outdoor Land-Based Learning is a new project that began in 2019 and is growing with each year. Our goal is to support and create an outdoor time that is not an enhancement but a critical part of learning. It is assisting the Tribe in moving towards an indigenous framework of learning for our youngest children. The focus on being outdoors provides culturally responsive and culturally affirming experiences that are relevant to the S’Klallam community.

The project serves 33 preschoolers who attend the ECE Head Start Program. In addition, the 16 toddlers in the ECE Early Head Start have experienced an increase in outdoor learning time. Everyone is equipped with outdoor apparel to allow for extended periods of outdoor time. Typically, outdoor time has been 45-minutes for pre-schoolers inside a fence or in the Tribal gym. The project increased this to 3.5 hours of outdoor explorations in the morning. The focus on PGST ECE Early Head Start toddler will increase outdoor time for these children from 45 minutes to 1.5 hours through engagement in outdoor activities and visiting places on-Reservation within walking distance of the ECE Center - examples are beach, community gardens, and story poles.

The guiding curriculum is the “Early Learning Since Time Immemorial Curriculum”, designed by Native Early Learning educators to allow for early learners to experience concepts related to tribal sovereignty and history. The lessons and resources are place-based and inclusive of nature-centered themes. This re-focus on learning outdoors will shift the belief on where learning happens. In addition, the OHS “Making it Work” lessons developed by the ECE teaching teams will be used and expanded.

PGST Parent & ECE Staff Graduates WSA Parent Ambassador Program

Established in 2009, the WSA Parent Ambassador Program is a year-long opportunity for parents to receive training on “communications, leadership, legislative advocacy, racial equity and justice, grassroots organizing, and financial literacy.” Rayna Espinosa, a PGST member who works for ECE, learned of the program from her director, Jacki Haight.

The program taught Rayna how to use her passions and experience as a Tribal member to tell her story to legislators and other decision-makers to advocate for positive change. She was able to engage with lawmakers over-the-phone and in-person and attended different events that demonstrated the need for parents like her to pursue this type of advocacy work.

As a Tribal member, Rayna brought a unique aspect to her advocacy work in a program where most of the participants are non-native. Now that she has completed the program, Rayna is looking to ramp up her advocacy work.

Rayna, who received college credit for finishing the program, has also started an advocacy group, where she teaches other PGST parents how to contact legislators and “know the value of their story and voice.”
Silent Auction
Located in Lincoln Hall (lower lobby north tower)
NIHSDA is pleased to present an array of silent auction items donated by NIHSDA members, vendors and participants that you are invited to bid on. The auction showcases many wonderful items representing Indian Country across the nation. Browse each item, and don’t limit your bidding to just one! With each winning bid you will take home a unique prize and know that your gift supports the NIHSDA Advocacy Agenda.

The silent auction opens in Lincoln Hall on Monday morning and final bids must be received by Tuesday at 5:15 p.m. Be sure to stop by and place a bid!

How to Bid at the Silent Auction
1. View the auction items and take note of the items that interest you. A bid sheet is provided for each item with a notation of its starting bid and bid increment of either $1 or $5, respectively.

2. Bid on an item by writing the amount you would like to bid and signing your name on the bid sheet.

3. Check the items periodically to see whether you have been outbid. As the auction period continues throughout the Conference more people sign bid sheets, and the prices increase.

4. Write a new amount if you are willing to increase the bid, and sign your name on the bid sheet again.

5. Be at the closing of the auction to challenge other bidders during the final minutes. Once the auction closes the winner may retrieve and pay for their item(s).

6. All items must be claimed and purchased by 10:30 am Thursday.

RAFFLE

Raffle tickets are $2.00 per ticket or 3 tickets for $5.00.
The winning ticket will be drawn during the closing session on Thursday.
How to Lead a Communication Plan in Transitioning Head Start Children to Kindergarten
Roxanne Wells, Linda DiBrito
Room: Salon A
Participant teams will explore communication strategies in leading kindergarten transitions by creating a program communication plan with relevant action steps. Participant teams will engage in skill-building practices while they record and report the team’s program goal outcomes of transitioning children to kindergarten.

All Staff Onboard for Safety: Designing Systems for Child Safety
Racquel Martinez, Patricia Banks, Laura Waukechon-Factor
Room: Salon B
Calling all Tribal Leaders, Management Staff, Teachers and parents: Your voice is important in designing, implementing and monitoring systems that ensure the safety of every Head Start Child. Utilizing the Head Start Management Systems Wheel, we will explore ways to strengthen individual systems to ensure all employees understand the "culture of safety" in our programs. Our discussions will focus on some of the systems that can trip up programs: annual training for staff in active supervision strategies, ongoing monitoring of established systems, onboarding new employees including substitutes to ensure child safety, updating of policies and procedures dedicated to active supervision, and documentation of incidents.

A Place Like Nowhere Else: Creating Culturally Sustaining Learning Environments of Belonging
Renetta Goeson, Vanessa Maanao-French, Melissa Jaen
Room: Salon CDE
The learning environment is a complex, living reflection of a community’s values, culture, and language. Children have the right to be educated in beautiful and thoughtfully designed spaces. In this session, we will explore culturally sustaining learning environments, infused with traditional ecological knowledge, and nature-based learning. Learning environments are an integral part of the curriculum, so come join us in exploring the possibilities of creating spaces like nowhere else, where children are honored as sacred beings and as the future leaders of their nations.

Supporting Teachers with Accurate Assessments of Children
Leslie Norman, Dannetta Tate
Room: Washington
Education Managers play an essential role in ensuring that teachers’ assessment of children is accurate. During this session, we will explore the key characteristics of early childhood authentic, ongoing assessment practices and observations and assessment data collection.

Completing a 1303 Application: Facility Purchase, Renovation or Construction (Part 3)
Ron Ransom, Gil Gonzales, Darlene Zacherle
Room: Wilson/Harrison
The 1303 application is required for the purchase, renovation, or construction of a facility. Explore the pre-planning and the multi-step application process. Identify five key issues Head Start programs must consider when submitting the 1303 application. Discuss strategies to help programs identify funding opportunities and justify facility needs.

Advocating for Your Child in Early Education Settings
BethAnn Basso, Holly Ellithorpe, Jacquelyn Poulin
Room: Jackson
It's never too early to start looking for ways to help your child succeed in learning. Being an advocate means knowing how to ensure that your child gets the help he or she needs to be successful in their educational careers. In this session participants will learn their rights and their child’s rights, and how to get organized to advocate for your child. Typical development, how to observe your child, and meeting with your child’s pediatrician and community resources will also be discussed. You will also receive tips on how to help children build their own confidence to speak up and supporting them to advocate for themselves.

Issues and Strategies for Improving Oral Health for American Indian and Alaska Native Children in Head Start Programs
Juanita Simpson, Beth Lowe
Room: Commonwealth
Achieving and maintaining optimal oral health remains an issue among Americans Indian and Alaska Native (AIAN) children throughout the country. Head Start program staff work to address the oral health challenges AIAN families face by using culturally responsive approaches to engage families and by partnering with health and social services professionals in their communities. This workshop will describe current issues AIAN families face in achieving optimal oral health and will use an interactive format to discuss strategies that program staff can implement to improve the oral health of children in AIAN Head Start programs.
Growing from Within: Exploring Resilience and Reflection with Family Service Professionals
Anita Harvey-Dixon, Patricia Castrodad-Rodriguez
Room: Monument View
The way we work has “fundamentally and forever” changed. As we navigate staff shortages, how do we promote belonging, a culture of well-being, and build collective resilience by providing support to Family Service Professionals? Join us to draw on the science of resilience and relationship-based strategies to help build protective factors that buffer stress. In this session, we will also discuss opportunities and strategies for the retention of current family services staff through staff wellness, professional development, and career pathways planning.

Tribal Leaders: Overview of Head Start Program
Governance for Tribal Council Members, Policy Council Members and Head Start Leadership
Lamont Yazzie, Ronda Ritchie
Room: Potomac View
Effective Governance is an essential part of all successful Head Start and Early Head Start programs. Join other Tribal Leaders to explore Head Start’s vision, values and mission.

Consider how Head Start’s vision aligns with your tribal vision and mission. Learn about Head Start laws and regulations that guide local program decisions. Review the rights and responsibilities of all three entities that work together to provide inclusive leadership to govern HS programs (Tribal Council, HS Policy Council and Management Team). Meet and network with other Tribal Leaders and Head Start managers.

Hands-on Budgeting: Understanding the PMS System, Grants Management System, and HSES System
Betsy McDougall, Barbara Ricketts
Room: Capital View
Do you need help doing Budget Revisions? What about Carryovers? Right before the end of the grant, are you seeing unobligated funds and need support? Creating a timeline with dates for monitoring and oversight is an essential part of fiscal. In this session, we will be making action plans to take home to set in place systems to help create systems that work. This will be a hands-on session; bring your computers! Interactive and fun!

Help our children grow up healthy and strong in every way.
Support their physical and mental health and sign them up for Medicaid and Children’s Health Insurance Program (CHIP). Through Medicaid and CHIP, kids have a range of medical, dental, and behavioral health services available just for them.
Social-Emotional Skills as a Foundation for School Readiness  
*Manisha Tare, Carol Bellamy*  
*Room: Salon A*

Social and emotional well-being is the foundation for early childhood mental health. When early educators and families understand more about early childhood mental health, they can better support children’s learning and help ensure school readiness. In this session, we will discuss the connection between social-emotional development and school readiness, explore how adult self-regulation directly supports children’s behavior and ability to learn, and brainstorm social-emotional strategies you can integrate into your classroom to support the well-being of children.

Ongoing Monitoring: A Key to Achieving Program Goals and Ensuring Child Safety  
*Ronda Ritchie, Betsy McDougall, Lamont Yazzie*  
*Room: Salon B*

Have you ever heard the saying: You Get What you Focus on. The saying proves true with achieving program goals. Participants will take a close look at Head Start Program Performance Standard 1302.102 and discuss how achieving program goals is tied to ongoing monitoring of program performance. We will look at tools for ongoing monitoring, ways to build ongoing monitoring into routines, discuss ongoing assessment of program goals, explore data that supports continuous improvement and finally consider the required reporting for this area.

Ensuring New Teacher Success: Best Practices for Onboarding Teaching Staff  
*Patrice Griffin, Racquel Martinez, Sheila Sellers*  
*Room: Washington*

Investing in employee onboarding ensures that an organization is prepared for and committed to positioning its new hires for success in their new roles. To position a new hire for success, it is essential that an organization prepares in advance and continues to support the new employee throughout the first several months (and beyond). This workshop explores tried-and-true best practices for employee onboarding. We will also explore setting up systems to ensure program policies and procedures specific to onboarding meet Head Start Program Performance Standards.

Completing a 1303 Application: Facility Purchase, Renovation or Construction (Part 4)  
*Ron Ransom, Gil Gonzales, Darlene Zacherle*  
*Room: Wilson/Harrison*

The 1303 application is required for the purchase, renovation, or construction of a facility. Explore the pre-planning and the multi-step application process. Identify five key issues Head Start programs must consider when submitting the 1303 application. Discuss strategies to help programs identify funding opportunities and justify facility needs.

Keeping Our Young Children Safe (Birth through Six)  
*Betsy Miller*  
*Room: Jackson*

Did you know that negative experiences in early childhood may put children at risk for chronic health problems, mental health illness and substance use in adulthood? These negative experiences are known as Adverse Childhood Experiences or ACEs. The are many situations that are reported as ACEs. Some include childhood trauma, abuse (emotional, neglect, physical, or sexual), Stranger Danger, and peer victimization known as bullying. Learn how cyberbullying is different than bullying. Explore ways parents can help their young child decrease potential bullying. Examine what national organizational experts report about ACEs. Learn how to recognize a child’s signs and symptoms. Discuss how parents, caregivers and the tribal community can provide protection.
Active Supervision in a Culture of Safety
Jennifer Lipman, Susan Morla
Room: Commonwealth
When a program embraces a culture of safety, everyone prioritizes safety, in everything they do. In this session, participants will explore the six strategies of active supervision, an essential element in a culture of safety and preventing injury. This session will also examine how taking a system’s approach, including using data to drive responsive policies, training for both onboarding and ongoing support, and ongoing monitoring promotes and sustains a culture of safety. This session will be interactive, providing participants with opportunities to apply sample injury data, examine case scenarios, and share successes and challenges related to systems and practices that support keeping children safe and can be used by staff in all aspects of the program.

Growing Together: Recruiting, Recognizing, and Resourcing Family Service Professionals
Anita Harvey-Dixon, Patricia Castrodad-Rodriguez
Room: Monument View
Who helps parents and families succeed? You do! This session will provide participants with tools and strategies to embrace family services staff with open hearts while connecting to foundational PFCE content. PFCE resources will be integrated in the discussion to support the day-to-day work of family services managers and staff as they develop successful partnerships with families. We will also engage in discussion about using data and the process of continuous quality improvement in recruitment and retention of family services staff including the outreach of parents and family members.

New Directors’ Fiscal Checklist
Jacquie Davis, William Maes
Room: Capital View
The New Directors’ Fiscal Checklist: Policy and Regulation Compliance, is intended to assist directors, managers, and Policy Council members identify and comply with Head Start fiscal policies and regulations. In this session participants will use this form to identify the person(s) responsible for specific tasks; whether a required policy exists; and if so, the most recent date it was approved. The form will also be used to assess participants future TTA needs.

OHS Listening Session
**1:30 p.m.—5:00 p.m.
Room: Potomac View
This listening session is an opportunity for the Office of Head Start to hear from Tribal Leaders, parents, and program administrators on issues related to AIAN Head Start/Early Head Start. OHS looks forward to hearing about any early childhood issues affecting Tribal communities and are particularly interested in hearing feedback about the Tribal early childhood workforce, integration of Native language and culture, Tribal early childhood facilities, mental health, coordination of Tribal early childhood services and systems, and the recent increases in Tribal early childhood funding. The session will allow OHS to better support tribes in meeting the needs of American Indian and Alaska Native (AIAN) children and families.
Economics and Financial Education for Head Start
Andrea Caceres Santamaria
Room: Salon A
The St. Louis Fed’s Native Economic and Financial Education Empowerment program presents the Kiddynamics curriculum and other story-based, active learning, and engaging lessons that bring personal finance and economics to the head start classroom. It is never too early to teach students the fundamentals of how they can become better decision makers and realize that economics and personal finance are all around us and a part of everything we do. We acknowledge the importance of language and culture in education and value opportunities to highlight them to better engage Native students and foster a more inclusive learning environment. We partner with tribal nations to incorporate their Native language and culture within curricula in a variety of formats.

School Readiness Goals: Tracking Progress Towards Expected Child Outcomes
Carol Bellamy, Linda DiBrito
Room: Salon B
How are our children doing, and how do we know? With programs transitioning from virtual services, having good baseline data to use for comparative purposes may be challenging. Where do you start? This session will provide tips for tracking children’s progress and examine how to use existing reliable and relevant data as baseline data for measuring progress toward School Readiness goals.

Full Circle: Centering Indigenous Ways of Knowing (Part 2)
Vanessa Maanoo-French, Renetta Goeson, Melissa Jaen, Michelle Tsosie
Room: Salon CDE
Imagine a learning circle where culture and language is at the center and families, and community to co-create the curriculum. Traditional lifeways, languages, and cultural heritages are important components of young children’s school readiness. Making It Work helps American Indian and Alaska Native (AIAN) early education staff meet these goals as they teach children about their traditional cultural skills, values, beliefs, and lifeways. In this two-part session, part one will focus on discussion and sharing the three steps of Making It Work. In part two, panel guests will share their experiences with using Making It Work.

Peer-to-Peer Coaching as a Tool for Onboarding and Orientating New Teaching Staff
Patrice Griffin, Racquel Martinez, Sheila Sellers
Room: Washington
Coaching is used for different purposes in early care and education settings. Coaching is a capacity-building, helpful practice to help professionals use existing abilities and develop skills to attain desired outcomes. Regular interactions between learners build learners’ capacity and help achieve intended results. This workshop will explore five coaching characteristics that can be used in peer-to-peer coaching to support onboarding new teaching or family services staff. We will also explore program systems and procedures that support ongoing monitoring and quality improvement for orienting new staff.

The CDA Credential as a High School ECE Career Pathway -- Essential Tools and Updates
Sandra Kowalchek, Chris Barnes
Room: Wilson/Harrison
In this workshop, you will learn about the process, essential/innovative tools, and updates for students seeking the Child Development Associate (CDA) Credential in high school. We will discuss the CDA as a Career Pathway, enabling high school students to graduate with an industry-recognized credential they can use in college and career. You will hear about specific benefits/best practices for students and faculty, learn about the credentialing process, and creative tips for success! Updates will also be shared about the Council’s Child Development Associate (CDA) Handbook for High School: A Guide to Advocacy and Implementation -- that includes planning/design tools, resources and instruction to create a sustainable High School CTE/CDA program; and, related new initiatives from the Council. The CDA is the most widely recognized credential in early childhood education, provides a pathway to college, and jump-starts successful careers -- starting in high school!

Family Fun Nights
Bethany Stangel
Room: Jackson
This session will provide examples of activities that programs can use to engage their families, as well as the importance of family involvement. There will also be some time to network and share activities that other programs have used to engage their families.
Keeping Environments Safe and Healthy for our Children  
Jennifer Lipman, Susan Morla  
Room: Commonwealth  
Join the National Center on Health, Behavioral Health, and Safety for an interactive session focusing on safe and healthy environments. This session will examine steps to effective safety practices, including policy, training, implementation, and ongoing monitoring, and provide key health and safety resources to support them. Using the Injury Prevention Framework, the session will explore how children’s unique age and development; the different environments where they live, learn, and play; and the adults responsible for them, impact children’s health and safety. Throughout the session, two safe environments issues, infection control and individualization will be highlighted, providing participants with opportunities to apply the injury prevention framework, practices, and resources to them. Information from this session can be used by staff in all aspects of the program.

Boosting Your Enrollment with an 8-Step Recruitment Strategy  
Anita Harvey-Dixon, Patricia Castrodad-Rodriguez  
Room: Monument View  
Head Start grant recipients continue to prioritize reaching and maintaining full enrollment. Preparation and planning to achieve enrollment goals takes time, and the result is an effective recruitment strategy that you can implement and evaluate. Join NCPFCE to walk through an eight-step process that can help ERSEA staff prepare and plan their outreach efforts. Receive planning tools and resources to share with your program.

Internal Controls & Fiscal Monitoring  
Mark Mazon, William Maes  
Room: Capital View  
Internal fiscal controls are necessary and required to ensure that Head Start funds and assets are safeguarded against loss from unauthorized use or disposition. Participants will explore how transactions are properly recorded and executed in compliance. Participants will also discuss the required internal and external financial reporting requirements and the processes budget modifications; reallocation of resources; carry-over balances and no cost extensions.

Final Auction Bids are due  
Tuesday at 5:15 p.m. in Lincoln Hall!
Diana Cournoyer, Executive Director, NIEA. Through her passion and enthusiasm for supporting Native students, Diana has been a key driver in expanding NIEA’s work beyond the halls of the U.S. Capitol to communities across Indian Country. She has helped shaped broader teacher hiring initiatives, created more opportunities for visits to tribal communities, acquired millions in grant funding for NIEA, testified before the US Congress in support of Native education, and inspired professional trust and collaboration among staff, colleagues, organizations and Native nations across the country. Her work has ensured that Native students have the best possible outcomes and educators have the best possible resources to support their efforts. Cournoyer directs the staff in carrying out the organization’s Strategic Plan which includes: Advocacy; Building Tribal Education Capacity; Culture Based Education; Skilled Teachers and Leaders; Establishing Educational Standards, Assessments, and Accountability; and Post-Secondary Success.

Greg Smith is a partner with Hobbs Straus and is the lobbyist for NIHSDA. Greg has represented Indian tribes and tribal organizations as an attorney and as a government affairs specialist for over twenty years. Greg’s work on behalf of tribal clients has included introducing and securing passage of Federal legislation, advocating for and securing appropriations earmarks, successfully advocating for executive clemency, drafting testimony for Congressional hearings, preparing comments for federal rulemakings, developing legislative strategies, and preparing press releases and related public relations materials. He has also represented his clients on a wide range of matters before virtually every major Federal agency. In 2008, Greg was named “Indian Child Advocate of the Year” by the National Indian Head Start Directors Association. When not at work, Greg’s time is devoted to his wife, Jenny, their daughter Anna, and their triplets, Julia, Andrew and Noah.

Hope MacDonald Lone Tree serves as the deputy commissioner for the Administration for Native Americans managing a nation-wide discretionary grant program. She also serves as the acting deputy assistant secretary, Native American Affairs. Previously, MacDonald Lone Tree served her people through the Office of the Speaker, 24th Navajo Nation Council on special projects and initiatives that included public safety, public health, and veterans. She has provided expert analysis and guidance as a Tribal Relations Advisor for the U.S. Department of Justice (DOJ) where she worked with tribal leaders and their communities on criminal justice issues. Her wealth of knowledge and experience in tribal and government affairs was instrumental during her two, four-year terms as a councilwoman on the 20th and 21st Navajo Nation Councils. She is an enrolled member of the Navajo Nation.

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Tommy Sheridan is the Deputy Director for the National Head Start Association (NHSA) in Alexandria, VA where he has worked since June 2009. In this role, Tommy lead NHSA’s efforts to strategize, develop, and implement the Head Start community’s vision for the future of Head Start and early learning with a specific focus on ensuring all at-risk children and families have access to Head Start’s comprehensive model of support for the whole child, family, and community.
Responsive Leadership: Inspiring Growth of the Whole ECE Professional
Heather Stelzer
Room: Salon A
Join us while we learn how to authentically engage staff in their professional development while exploring how to develop individualized growth opportunities that inspire. We will also explore how to coach through growth and beyond while discovering the importance of this continuous process.

Highlights include: Creating SMART professional growth goals for staff, coaching practices, data driven decision making and creating/sharing data that inspires staff to grow in their professional development.

Tools and Tips for Governance: Planning, Communication, Decision Making and Consensus Building
Ronda Ritchie, Ron Ransom, Darlene Zacherle
Room: Salon B
Learn about Head Start's dynamic program planning process and the role leadership and governance play in the planning and ongoing monitoring processes. Review tools that support effective communication, decision making, and consensus-building. Head Start Monthly reports, annual reports, the annual self-assessment and community assessment are key tools for leaders to understand and access. Working Together We Do Make a Difference.

Building a Productive Child-Centered Program: Engaging Staff Through Motivational Practices
Kassy Lopez-Sonchar
Room: Salon CDE
The early childhood learning environment is only as good as the staff. If your employees are engaged and connected to their work, it will show in the care and education provided to the children and families. Employee engagement is not always easy to achieve; however, it should be one of your top priorities. Working in early education is extremely rewarding, but it can also be challenging and lead to burnout. It is important to provide support and resources to keep your staff motivated, engaged and happy to be part of the teaching and learning environment. In this session we will explore strategies that will help you develop processes, activities, and events to keep your employees engaged and invested in their work.

Education Managers’ Role in Supporting IFSP and IEP Goals
Leslie Norman, Dannetta Tate
Room: Commonwealth
This session will discuss how Education Managers support HS and EHS classroom teachers with individualizing experiences and modifying materials for children with an IFSP or IEP. Ed Managers will explore strategies to ensure teachers have the knowledge, skills, and materials that are needed to create classroom activities and routines that meet the unique needs of each child in their care.

Designing Mental Health Consultation Services
Manisha Tare
Room: Wilson/Harrison
Mental health consultation is an indirect service that works with staff and families to support children's social-emotional development and well-being through reflection, feedback, skill building, and programmatic recommendations. This session will support directors and program managers to assess the needs of their staff, children, and families so they can design their mental health consultation services to maximize their resources. Examples of services mental health consultants offer and the components of an MOU will be shared to support program planning. Participants will have an opportunity to review their current consultation structure and ask the group for reflections and ideas.

ChildPlus Software: Determine How Observations in the Home and Classroom Align to ELOF
Jessica Elzey
Room: Jackson
ChildPlus has partnered with West Ed to add this strength-based child assessment to our software. Learn how a criterion-referenced assessment focuses on what a child can do, not what the child cannot do in the center and at home. Explore this assessment and determine how observations in the center and home affect growth on the ELOF-based continuum. Once looking at the assessment observation, connect them to school readiness goals. Attendees will review reports in ChildPlus to determine if school readiness goals are being met.

Using Culturally Responsive Children’s Books to Support Family Engagement in Tribal Communities
Rebecca Chrystal, Kim Nall
Room: Monument View
This workshop will define what it means to be culturally responsive, including the investigation of family engagement practices and tools that acknowledge and appreciate the
home cultures of all families. Children’s books will be explored as an important tool to bridge the connection between educators and families. We will further explore:

- How Raising a Reader aligns with NAFSCe’s (National Association Family School Community Engagement) Family Engagement Core Competencies
- How to select and build a library of books that represents the interest and diversity of families
- Raising a Reader and TCCAC collaboration to create Raising a Reader resources that were more culturally responsive to the communities TCCAC serves and beyond
- Additional strategies TCCAC uses to support Family Engagement with their partners

Supporting Programs in Preventing & Responding to Challenging Behavior
Daniel LaCava
Room: Potomac View
Programs continue to struggle to create emotionally responsive centers that adequately address challenging behaviors. This session is designed to supply educators with actionable solutions to do so. Preventative strategies promote pro-social behaviors through relationships, environments, intentions, and support systems. Reactive solutions utilize behavior change science to provide educators with an unbiased, evidence-based approach to understanding, documenting, and replacing challenging behaviors.

Facilities & Asset Management
John Mathews, Arnold Ramirez
Room: Capital View
This session identifies the requirements for the ongoing maintenance and repair of existing facilities and process for the reallocation of resources to maintain facilities and to periodically conduct facilities assessments. Participants will also explore assessing the extent and severity of facility damage caused by the aftermath of a natural disaster and will be provided with a damage assessment checklist.

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INNOVATIVE HEALTHCARE SOLUTIONS
NIHSDA HILL DAY
Wednesday, June 21, 2023

Make your voice heard by visiting your elected officials and share the importance of AIAN Head Start/Early Head Start!

Sign In and Receive Hill Packets
Each group visiting the hill will need to stop by the conference registration desk on Monday or Tuesday to sign in pick up their packet of advocacy materials and priority bus passes.

Transportation
Busses will begin loading at 12:15 pm at the hotel for transportation to the US Capitol and will drop off at the Peace/Garfield Monuments. Busses will depart from the hotel at 12:30 p.m.

The first return trips will leave at 4:30 p.m. from the Peace/Garfield Monuments. The last bus will leave the Capitol at 6:00 p.m.

Transportation sponsored by ChildPlus

Please share any photos from your visits with teri@threefeathersassoc.com and tag us on Facebook @NIHSDA
Focus on Tribal and Cultural Language Revitalization, Restoration, and Maintenance Efforts—A Holistic Community Approach in Tribal Nations

Howard Paden, Executive Director, Cherokee Nation Language Department

O’LG JoE, Howard Paden is the son of Homer and Betty Paden. He was born in Stilwell, where his family has been since the time of Cherokee removal. Howard received his Pre-Law degree from Northeastern State University. The majority of Howard’s career was spent in Indian Child Welfare. He served as an Indian Child Welfare Specialist, then later a Supervisor of Programs. Howard worked in, and later, helped supervise the ICW Out of District Unit, Guardianships and Adoption Units. Most recently, Howard became the Executive Director of Department of the Cherokee Language. This Department brought all the Cherokee Language Programs together and is building the Durbin Feeling Language Center which will house all language programs. Before this position Howard was the Program Manager and a facilitator for CWY Šohvaj Oj Dheqoh Y, Cherokee Language Master/Apprentice Program. The program creates conversationally proficient Cherokee teachers to teach Cherokee using language immersion methods. He has worked closely with native Cherokee speakers and other tribal language programs to help develop the Master/Apprentice Program and other language revitalization efforts. Howard’s family and community are strong guiding factors in his life. His driving passion is the perpetuation of the Cherokee Language and lifeways. Cherokee language and cultural identity along with his relationship with God are Howard’s foundation.

Kevin Shendo has served as the Education Director for Jemez Since 2001; in his responsibilities, he oversees the Early Childhood Programs, Jemez Community Library & Archives, Jemez Language Program, Education Services Center, Hemish K-6 Immersion Pilot, School Operations, and maintains a collaborative working relationship between the tribe, San Diego Riverside (K-8) and Walatowa High (9-12) Charter Schools. Shendo was instrumental in the establishment and creation of Walatowa High Charter School which opened its doors in the fall of 2003. From 2016-18, he worked with the FCC’s E-Rate program to build a self-provisioned fiber network bringing high speed internet to the Jemez charter schools & tribal library. Shendo has served two annual appointments in Tribal Leadership, as 1st Lt. Governor (2014) and 2nd Lt. Governor (2005) for the Pueblo of Jemez. In March of 2020, former Federal Communications Commission (FCC) Chairman Ajit Pai appointed Shendo to serve on the FCC’s Native Nations Communications Task Force and was renewed in 2021 by current FCC Chairwoman Jessica Rosenworcel. Shendo served as Chair of the New Mexico Indian Education Advisory Council from 2009 – 2012 and as one of two Southern Pueblos representatives on the 16-member council from 2007 – 2012. He was nominated by the Southern Pueblos Governors Council and appointed by the NM Secretary of Education. He continues working with the Native American Youth Empowerment (NAYE) organization, which he co-founded in 1993 and serves as a program coordinator. NAYE was twice recognized by the Kellogg Foundation for its innovative work with Native youth. Shendo graduated with a BA in Political Science, with an emphasis in International Affairs, from the University of Colorado at Boulder.
Relieve Stress Using Your Five Senses  
*Mitch Factor*  
*Room: Salon A*  
In this breakout session your body will let you know its time to relax. Join Mitch and learn how to listen to your body and start preventing and relieving stress using your five senses. The five senses are a powerful tool to help us relax and prevent stress if we identify how to use them correctly. So, get your touch, taste, smell, hearing and seeing activated with Mitch and start relaxing. Bring your giggle box because it’s always a good time to laugh.

Managing Depression and Stress: Practical Tips and Strategies for Staff in HS and EHS  
*Alma Sandoval, Manisha Tare*  
*Room: Salon B*  
A recent study showed that childcare professionals endured higher rates of depression and stress during the pandemic. If you come to this session, you will be able to recognize symptoms of depression and stress and learn some essential tools and strategies to support your physical and mental well-being. Our goal will be to help you reconnect with your why for working with children and families.

Make Your Own Game Activity  
*Rebecca Goff*  
*Room: Salon CDE*  
Card and board games are a great activity for incorporating learning elements such as history, culture and language. We at Native Teaching Aids have been collaborating, creating, and developing many materials for the past ten years, and it started with a card game. Participants will be involved in a game development class appropriate for younger ages. Participants will learn how to incorporate this activity into their own classes, by being led step by step from inception to creation of their own board or card game. All supplies are provided for this activity, just come with a creative mind!

Using Brain Science to Inspire and Motivate Education Staff  
*Vanessa Maanao-French, Renetta Goeson, Melissa Jaen*  
*Room: Commonwealth*  
Early learning leaders play an important role in encouraging and inspiring staff to do their best work. So, how do you create and sustain motivation and commitment to high-quality service when the work is challenging and at times stressful? Join us to discover how responsive relationships and strategies rooted in brain science can answer that question.

Appreciative Living – A Journal for Self-Reflection and Enhancing Self-Care  
*Frances Moore*  
*Room: Wilson/Harrison*  
Participants will learn how to apply appreciative inquiry strategies to develop a daily wellness and self-care plan. They will engage in a series of self-reflection and journal activities leading to the development of their self-care action plan.

Wunyyapapi! – Let’s Paint!  
*Vanessa Goodthunder*  
*Room: Jackson*  
You’ve done a lot for your oyate (people). Now let’s do something for you. Let’s paint, let’s laugh, and let’s just relax. Paint a picture while listening to the story of how the horse came to the Dakota people in an interactive paint session. We will give you paint, brushes, and a canvas. The rest is completely up to you. Follow along to the story and the instructor OR paint whatever you want while listening. Just relax and be together as relatives. Bring it home and remember the memories that were created and the importance of you.

Let’s get moving again! Physical Activity Kit...Staying on the Active Path in Native Communities...A Lifespan Approach  
*Theresa Clay, Taryn Watson*  
*Room: Monument View*  
PAK contains Modified American Indian Games, Challenges, Exercise Breaks, and Family Events to encourage people of all ages to be more physically active in schools, Head Start programs, elder centers, youth organizations, and communities. PAK is based on best and promising practices to increase physical activity. The goal of PAK is to increase the time American Indians and Alaskan Natives spend in moderate to vigorous physical activity for all ages across the lifespan.

Mindfulness, Meditation, and Movement  
*Anna Laboe*  
*Room: Potomac View*  
Using guided mindfulness and meditation along with chair yoga, you will learn how the mind and body are connected and have a symbiotic relationship. When one is calm, the other will naturally follow.

Foh-hah, Nosi-kah, Mosa-lih (Rest, Dream, Heal)  
*Jennifer Henry, Delilah Gibson, Tina Routh and Kim Stuart*  
*Room: Capital View*  
This session will offer three activities: painting, beading, and journaling. Each activity will include a small decision about how each of these activities have a different effect on different people! This is a hands-on presentation.
Mitch Factor is a Seminole and Menominee Indian who was born the youngest of ten and raised in Oklahoma by a very loving and strong family.

Mitch had the gift of humor at an early age and was able to make any situation humorous when given the chance. Mitch began his stand-up comedy journey at "Bricktown's Comedy Warehouse" and "Jokers Comedy Club" in Oklahoma City. With three comedy tours under his belt, Mitch reminds us that it is okay to laugh at the harsh realities of life. His comedy covers subjects such as family, work, children, Native American way of life and simply being human. His comedy also includes original characters such as "Joseph From Up Nort" who sings an original blues song titled "Fry Bread Momma, Why Did You Sit On my Dog and Kill Him? and "Garage Sale Babe". Mitch performs comedy simply because he loves to see people laugh together.

Mitch Factor has been involved in Tribal Head Start for over 25 years. Since receiving his degree and attending countless early childhood development trainings, Mitch is now a keynote speaker and presenter for Tribal Head Start programs and organizations across Indian Country.

He has presented for NISHDA (National Indian Head Start Directors Association) national and regional conferences and has trained Head Start Programs across the United States, including Alaska and Canada.

Mitch specializes in parent and family involvement, male involvement, and staff working as a collective unit to benefit the child and family. He is writing a series of children’s books based on his Native American daughter “Gabby”. Mitch previously worked for a model Head Start Program in the state of Washington as a lead teacher.

Zone Challenge Winner
Raffle Drawing
Comedian Mitch Factor
Closing Remarks
Closing Prayer
Retrieval of the Colors
National Capital Region—Native American Color Guard

Lunch Menu
Trailside BBQ Buffet
- Potato salad
- House-made coleslaw
- Pulled pork with chipotle BBQ sauce
- BBQ chicken drumsticks
- Macaroni and cheese
- Fire-roasted corn off the cob
- Cornbread muffins
- BBQ potato chips
- Mississippi mud pie and Reese’s peanut butter pie
- Coffee and Tea

Wellness Tobacco Pouches
sponsored by the Lumbee Tribe
CONFERENCE VENDORS AND EXHIBITORS

Vendors are an outstanding group of companies who support our Conference. We appreciate the time and effort they have taken to add another dimension to the Conference. Please take a few minutes to get acquainted with the representatives and their products.

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Leslie Basset, Director of Health Studies, Michigan State University
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Leslie Basset is a developmental psychologist who focuses on engaging tribal communities in the research process. Basset is a co-investigator for the Tribal Early Childhood Research Center, partnering with indigenous communities in the continental United States to address community-defined early childhood education research topics. Basset is also a co-PI of Wibaa Anung, an early childhood research collaborative of partners representing Michigan tribes. The research conducted by Basset focuses on the examination of the cultural alignment of early childhood education and care theories and research methods.

Patricia Banks, Grantee Specialist, Region XI AI/AN TTA (ICF)
Patricia.Banks@icf.com
Patricia Banks understands the needs of Head Start Directors and Management teams. Her recent experiences as a Head Start Director and a past Head Start Fellow equip her to provide relevant support to Head Start and Early Head Start recipients. She is passionate about program management, ERSEA, grants management and providing support for new directors in her role as a REDI TTA Grantee Specialist.

Chris Barnes, VP, Growth and Business Development, Council for Professional Recognition
chrisb@cdacouncil.org
Christopher Barnes has more than 20 years of experience managing multi-agency organizations and overseeing the fiscal operations Head Start. He has significant expertise in strategic planning, finance, board development and governance, human resources, training and technical assistance, and deep knowledge of federal funding for children and youth. Chris provides strategic planning advice, business management and leadership consulting to a variety of organizations throughout the country. Prior to joining the Council for Professional Recognition, Chris developed and presented training materials for non-profits nationally on a variety of topics; both virtually and in-person. Those topics included resources on fiscal operations, strategic planning and governance. Chris’ background also includes consulting for non-profit organizations focused on out of school time, respite care, and child-care subsidies. He credits a substantial amount of his professional growth serving in his role of Executive Director of St. Francis Xavier Head Start in Baltimore. His tenure there provided him the hands on, experiential knowledge, and skill set to operate and administer a successful human services program. He holds a Master’s of Public Administration from the University of Baltimore and a Bachelor of Science in Business Administration from Lincoln University in Pennsylvania.

Jessica Barnes-Najor, Director for Community Partnerships, Michigan State University
barnes33@msu.edu
Jessica Barnes-Najor is a developmental psychologist who focuses on engaging tribal communities in the research process. Barnes-Najor is a co-investigator for the Tribal Early Childhood Research Center, partnering with indigenous communities in the continental United States to address community-defined early childhood education research topics. Barnes-Najor is also a co-PI of Wibaa Anung, an early childhood research collaborative of partners representing Michigan tribes. The research conducted by Barnes-Najor focuses on the examination of the cultural alignment of early childhood education and care theories and research methods.

BethAnn Basso, Director, P’GUNJ’I’G Little Feathers Head Start
bbasso@mcmic-nsn.gov
BethAnn Basso is the Director/Health Coordinator for the Mi’kmaw Nation Head Start. Previously she was a public school teacher in grades 3 to 5. She left her position in the public school system in order to provide for the medical, physical, and educational needs of her twins who were born significantly prematurely, and whom both had disabilities to include autism. She worked part-time as a school-based behavioral health professional for a year, which allowed her not only to learn about the needs of her children and how to help them, but also allowed her to have the time to advocate for their needs and find appropriate educational placements for them. In late 2015, she began searching for a position that would allow her to still use the skills she had learned as a public school teacher as well as with children who had delays or disabilities. She came across the job of Head Start Director and fell in love with the idea of being back in the Head Start programs, which is where she had started doing her internship hours back in high school in 1996 and 1997. BethAnn feels that her experiences both personally and professionally have given her a unique set of skills and mindset of working for her students, their families, and her staff in an effective manner, ensuring that their needs are identified and met to the best of our abilities.

Carolel Bellamy, Early Childhood Specialist, Region XI AI/AN TTA (ICF)
carol.bellamy@icf.com
Carolel Bellamy is an ICF Early Childhood Specialist with the Region XI AI/AN TTA network. Carolel has a Master’s in Education, focused on Curriculum and Instruction. She has thirty years of experience working in the Early Childhood field. Carolel has worked as a Head Start teacher, Literacy Mentor, Education Manager and was awarded a Head Start Fellowship in 2008. In 2009, Carolel became a lead trainer focused on curriculum and assessment for children birth to 5 years of age. Carolel is passionate about supporting high-quality services for young child and families.

Andrea Caceres Santamaria, Senior Economic Education Specialist, Federal Reserve Bank of St. Louis
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Andrea Caceres Santamaria is a senior economic education specialist at the Federal Reserve Bank of St. Louis where she contributes to the ever-growing award-winning collection of effective resources for teachers. Prior to joining the Federal Reserve Bank of St. Louis, she was a high school teacher for the Palm Beach County School District for 10.5 years, and a master teacher for the Florida Atlantic University (FAU) Center for Economic Education for 8 years. Andrea earned her B.A. Secondary Social Science Education from Florida Atlantic University and her M.A. Economics and Entrepreneurship Education from the University of Delaware.

Patricia Castrodad-Rodriguez, TTA Specialist, National Center on Parent, Family, and Community Engagement
pcastrodad@startearly.org
Patricia M. Castrodad-Rodriguez, is a TTA Specialist for the National Center on Parent, Family, Community Engagement. Patricia has 26 years of experience supporting programs for young children across birth to eight spectra, including 16 years as an early childhood teacher in Puerto Rico and the United States. She is a former Head Start State Collaboration director and former Early Childhood Specialist in Region 2. The focus of her work has been supporting programs in the implementation of all Office of Head Start initiatives such as the Head Start Early Learning Outcomes Framework: From Birth to 5 year old, the Parent, Family and Community Framework. Patricia M. Castrodad-Rodriguez holds a Doctorate in Philosophy in Education, with an expertise in early childhood education and children’s and adolescent literature, a Master of Arts in Early Childhood Education with an expertise in early literacy (0-8), and Baccalaureate degree in Early Childhood and Elementary Education.

Rebecca Chrystal, Managing Director, Program and Partnerships, Raising a Reader
rchrystral@raisingareader.org
As Managing Director, Program and Partnerships Rebecca is responsible for overseeing program growth as well as the program quality of Raising a Reader’s National Community of Practice. Rebecca has spent over 20 years in the education and early literacy industry, having served as Director of Literacy Services for Reading is Fundamental and as a special education teacher for the Kennedy Krieger Institute. Rebecca earned her bachelor’s degree in elementary education from Towson University and completed her graduate studies in special education at Johns Hopkins University.

Theresa Clay, Health Promotion/Disease Prevention, IHS
theresa.clay@ihs.gov
Theresa Clay received her Master of Science degree from the University of New Mexico in Community Health Education and Promotion. Ms. Clay is a...
Linda DiBrito, Early Childhood Specialist, Region XI AI/AN TTA (ICF)

Linda DiBrito is currently an ICF Early Childhood Specialist serving the AI/AN Region XI Head Start and Early Head Start Programs. She holds an advanced degree in Human Resources Management as well as two undergraduate degrees; one in early childhood education and the other in elementary education. She has over 35 years of experience as an advocate for early childhood education. She served as the North Dakota Head Start- State Collaboration Director from 2000-2011 and served on the first AI/AN Head Start Collaboration Advisory Council. Linda resides with her husband, Bill, in Fargo, North Dakota, and is the proud grandmother to Grace Marie!

Holly Ellithorpe, Family Services/Mental Health Coordinator, Pl'GuNjii’JG/ Little Feathers Head Start

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Holly Ellithorpe is the Family Service and Mental Health Coordinator/ERSEA/ Health Worker/CACFP for Mi’kmaq Nation’s Pl’guunjii’jig/Little Feathers Head Start. She has worked in Head Start for six years. Holly has an associate’s degree for medical office administration, and a bachelors in Health and Human Services. After briefly attending Little Feathers Head Start, her son, who is now 23 years old and works for the tribe, was referred for services and diagnosed with Autism some years later. Head Start started the path in which helped mold him into the man he is today. Holly is proud to work for the same Head Start that did so and help other families going through similar experiences. She started her college experience when she was 30 years old. Holly was the first person to earn a traditional high school diploma, and the first person to graduate with a college degree in her family. In her spare time Holly likes to spend time with her children, travel, read, and paint.

Jessica Elzey, Account Executive, Child Plus

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With an extensive background in Early Childhood Education, Jessica Elzey is an expert in not only early education, but also special education, child assessments and curriculum. Jessica has a bachelor’s degree in Special Education and Early Childhood Education, a master’s degree in Early Childhood Education and a Specialist Degree in Curriculum and Instruction.

Mitch Factor, Consultant

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Ronald Goodstein, Associate Professor of Marketing, McDonough School of Business, Georgetown University

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Ronald C. Goodstein is an Associate Professor of Marketing at Georgetown University’s McDonough School of Business, and the CEO of SW2C, llc. Dr. Goodstein is on the executive education staff of both the McDonough School of Business, the Georgetown Center for Professional Development, and is an invited professor to several other prestigious executive programs around the globe.
A Dakota Immersion Early Head Start based projects and integrated marketing communications, ethnicity in marketing, and consumer behavior. His work in these areas has been taught to some of the world’s leading companies. This list includes Microsoft, IBM, 3M, Dow, CR Bard, Amoco, Shell Oil, HSBC, Credit Suisse, Lexis/Nexis, M&M Mars, Kimberly-Clark, Siemens AG, Lincoln Financial, The World Bank, DPC (now a division of Siemens medical), and the National Head Start Organization.

He has also served as an expert in these domains to several prominent law firms, including his most recent work with Williams & Connolly in Washington, DC, and in his advisement work to Prophet and Vivaldi brand leadership (brand consulting management firms). Dr. Goodstein’s application of this work to Head Start includes over 25 years of teaching within UCLA’s Head Start Management Fellows Program, sessions developed for specific Regional programs, Serving as part of the Head Start Health Literacy Program.

Vanessa Good thunder, Director, Çança˙yapi Wakan yeza Owayawa Oti- Lower Sioux Early Head Start and Head Start vanessa.goo d thunder@lowersioux.com

Vanessa believes that language can be used to heal from historical trauma and has dedicated her life to learning and teaching her languages (Dakota and Dine). Vanessa has worked with the nonprofit organization called Dakota Wico`han (Dakota Way of Life) as both a youth participant and later, a language instructor supporting Dakota language curriculum development. She was the Aide to the Chief of Staff and Tribal Affairs Policy Advisor in the Office of Governor Mark Dayton and Lt. Governor Tina Smith. She is member of the National Indian Head Start Directors Association Board where she represents Zone 2 for AIAN Heads. She recently helped opened and currently serves as the Director of the Çança˙yapi Wakan yeza Owayawa Oti- A Dakota Immersion Early Head Start and Head Start, the first Dakota Head Start in the State of Minnesota.

Patrice Griffin, Early Childhood Specialist, Region XI AI/AN TTA (ICF) patrice.griffin@icf.com

Patrice Griffin has served as an ICF Early Childhood Specialist with Region XI AI/AN TTA for 8 years. She has over 32 years of experience working in the Early Childhood Development, to include 7 years as a Head Start Director and 10 years with the Department of Army, Child and Youth Services as a Child Development Director, Family Child Care Director, and Curriculum Specialist. She currently provides technical assistance to 18 recipients in Alaska, Washington State and Arizona serving infants, toddlers, preschoolers in center and home-based options.

Anita Harvey-Dixon, Assistant Director, TTA, National Center on Parent, Family, and Community Engagement aharvey dixon@startearly.org

Anita is the Assistant Director of Training and Technical Assistance for the National Center on Parent, Family, and Community Engagement. Formerly, she was the Director of Family Engagement for Start Early. Anita has worked for Start Early for 21 years and has held several positions including Implementation Advisor for the Educare Learning Network and Site Administrator /Assistant Director for the Educare School (Chicago) Educare (Chicago) is a birth to five Early Head Start/Head Start program located on the south side of Chicago, IL. Ms. Harvey-Dixon has over 30 years of experience in the field of education working with learners of different ages. Her experiences include being a classroom teacher in a Head Start program to working with adult learners. For several years, Anita worked for the public and non-profit arm of the television industry where she managed and produced educational and community-based projects and programs. Anita received her undergraduate degree from City College of the City University of New York (CCNY). She has two master’s degrees one from Yale University and the second from Erikson Institute in child development with a focus on administration and infants and toddlers.

Meghann Hickey, Senior Manager of Professional Development, Hatch Early Learning, Inc. mhickey@hatchearlylearning.com

Meghann began her career as a lead teacher in an infant/toddler program in Massachusetts, gaining real world experience for over 5 years of communicating with families. She then moved to Washington, D.C. where she worked as a Policy Associate for the Early Care and Education Consortium (ECEC) tracking state and federal legislation. Following her time in policy, she worked at the National Association for the Education of Young Children (NAEYC) in the Accreditation of Early Learning Programs division as a Quality Improvement Specialist. In this role, she helped develop and manage the accreditation training division as well as managed client relationships with state and corporate child care partners. After her time at NAEYC, Meghann worked for Public Broadcasting Service (PBS) developing early educator online training modules under the Ready to Learn grant initiative specialized in Family Engagement. She now manages the professional development team at Hatch Early Learning, Inc. to support effective implementation of technology in early education programs. Meghann received a master’s degree in Early Childhood Studies with a specialization in Administration, Management, and Leadership from Walden University, and a bachelors in Family Studies with dual minors in Education and Deaf Studies from the University of New Hampshire.

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Melisa Jaen, Senior Training and Technical Assistance Specialist, National Center on Early Childhood Development, Teaching and Learning mj aen@zerotothree.org

Melisa Jaen is a Senior Training and Technical Assistance Specialist with the National Center on Early Childhood Development Teaching and Learning. In her current role, she develops and delivers content related to several areas in early childhood development and teaching practices for regional TTA and Head Start/Early Head Start grantees, including MSHS and AIAN. With over 22 years of experience in the early childhood education field, Melissa has a wide range of experience working with Head Start, Early Head Start, home-based, childcare and family childcare programs. She holds a master’s degree in early childhood and care Leadership and an Advance Infant and Toddler Development and Care Certificate. As a Head Start Graduate, Melissa combines her expertise and passion for improving outcomes for all children and families.

Kristen Jones, Education Program Manager, Leech Lake Early Childhood kr isten.jones@llojibwe.net

Education Program Manager for Leech Lake Early Childhood. Mother to 7 kiddos: Masten, Apache, Thayne, Darrious, Josh, Athea, and Karissa and Grandma to Jayden. All of my children are Leech Lake Head Start Graduates. First a Head Start Parent, then in 2009 I began my career as a Head Start Teacher. Over the years I have blossomed with the support of Leech Lake Early Childhood obtaining an AA degree in Early Childhood, then onto my BA degree in Early Childhood. I feel like the support or Parenting classes, Supervisors/Mentors and Professional development is why I am where I am today. Head Start Works.

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36
Sandra Kowalchek, Manager, Partnership Development, Council for Professional Recognition
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Sandra Kowalchek has over 20 years of experience in management positions in both the non-profit and for-profit sectors (domestically and internationally). She is currently Manager, Partnership Development for the Council for Professional Recognition, with an Early Childhood Education (ECE) focus on states, associations, CTE, and Council partnerships. The Council for Professional Recognition promotes improved performance and recognition of professionals in the early childhood education of children ages birth to 5 years old. To date, close to one million Child Development Associate (CDA®) credentials have been issued around the world. Sandra’s background includes educational partnerships, business development, government relations, and global marketing/communications - including over 15 years at Discovery Communications. She earned her B.A. from American University, School of International Service in Washington, DC; and, an MSc. from the London School of Economics and Political Science in the UK.

Anna Laboe, LMFT, Stepping Stones Counseling Services
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Anna Laboe is a Licensed Marriage and Family Therapist with 10 years of mental health experience. Anna is the Mental Health Consultant for Iswa Head Start/Early Head Start, working closely with the teachers, staff, students and their families to promote social and emotional health. Anna is a trauma-informed therapist who treats trauma-related issues along with anxiety, depression, life transitions, couples issues, and family conflict. Anna is part of a group private practice in Rock Hill, South Carolina.

Daniel LaCava, Director of Content Development, FirstDay Learning
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Daniel began his career in education at the University of Virginia, working on the Gates Foundation’s landmark Measures of Effective Teaching Project. While at UVA, Daniel worked closely with the founders of the Classroom Assessment Scoring System, becoming an expert on the observational assessment tool. These were the beginnings of a career that has touched on adult learning, content development, classroom observation, training of teachers, teacher coaching, and administrative consulting. Daniel is based out of Mount Nebo, West Virginia, where he rock climbs with his wife Kelly and their two children Henry & Lucy.

Jennifer Lipman, Health and Safety Subject Matter Expert, National Center on Health, Behavioral Health, and Safety
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Dr. Jennifer Lipman provides health and safety subject area expertise for the National Center on Health, Behavioral Health, and Safety (NCHBHS). As a Registered Nurse, Pediatric Nurse Practitioner, and Child Care Health Consultant, she has over 20 years’ experience working with and supporting Head Start health services, with involvement at the local, state, and national level. She has worked with a number of Head Start and early education programs, providing training and technical assistance to support their compliance with all applicable regulatory agencies, including the Head Start Program Performance Standards and state licensing, and the integration of quality health and safety standards, such as Caring for Our Children. Specific training areas include planning for children with health special needs, medication administration, managing infectious diseases, standard precautions, injury prevention, staff wellness, orientation for new health services managers, and the essential relationships between Head Start health services, other interdisciplinary services, and the management systems.

Kassay Lopez-Sonchar, PhD, Consultant & Professor, A Lil’ Sass In Early Childhood Consultation, LLC
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Dr. Kassy Lopez~Sonchar has over 20 years of experience in the field of education. She has been a teacher, director, curriculum coordinator, early childhood mental health consultant, and university professor. Dr. Kassy has collaborated with Native American and Alaska Native Head Start programs for a decade. Currently, she is working with Special Olympics Young Athletes as a consultant to Indigenize the curriculum. Integrating traditional games, language, and food into the fully inclusive program of Special Olympics is groundbreaking work. Most recently, Dr. Kassy started her own early childhood consultation business, where trainings and support are built on a foundation of mental health. Her deepest passion is to positively impact the lives of children and support the adults who have a direct impact with their learning and wellbeing.

Beth Lowe, Oral Health Education Specialist, National Center on Health, Behavioral Health, and Safety
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Beth Lowe, B.S.D.H., M.P.H., is an oral health education specialist at the National Maternal and Child Oral Health Resource Center (OHRC) funded by the Maternal and Child Health Bureau and the National Center on Health, Behavioral Health and Wellness (NCHBHS) funded by the Office of Head Start. In these capacities, she brings over 30 years of experience in clinical dental hygiene, education, and public health working in collaboration with health and social service professionals to improve the oral health of pregnant women, infants, children, adolescents, and their families. Beth has an extensive history developing educational resources for health professionals, community program staff, and consumers. As a member of the Head Start training and technical assistance team, she presents regularly at state, regional, and national conferences.

Vanessa Maanao-French, Senior Director of Resource Development and Innovation, National Center on Early Childhood Development, Teaching, and Learning
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Vanessa Maanao-French is the Senior Director of Resource Development and Innovation with the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). She has 26 years of experience in early learning and over twelve years of direct Head Start program service experience as a preschool teacher, education manager, training and technical assistance coordinator, and community engagement director. She furthered her commitment to Head Start as a training manager with the National Center on Quality Teaching and Learning leading the development of two webinar series and product development designed for American Indian Alaska Native Head Start programs. Before joining NCECDTL she served for five years within the Regional TTA Network as the Systems Specialist for Region 10. She served on multiple state-level early learning workgroups to support the coordination of Head Start participation in state systems including revised state childcare licensing rules and QRIS expansion. As the NCECDTL Director of Resource Development and Innovation, she is committed to producing effective, accessible, evidence-based training and professional development tools that elevate joyful and culturally-sustaining teaching and home visiting practices. She earned her Master of Education from Seattle University and holds a Master of Social Work Administration from the University of Washington.

Shelley Macy, Certified Hand in Hand Instructor, Hand in Hand Parenting
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Shelley served as the Early Childhood Education lead faculty at Northwest Indian College from 1989 to 2015. She worked with over 20 tribal ECE programs in Washington state and Idaho, most of them Head Start and/or Early Head Start programs. She has first-hand experience incorporating Hand
in Hand unique tools and processes into coursework for AI/AN Head Start and EHS staff working toward their CDA's, early childhood education certificates, and ECE degrees. Currently, Shelley plays a key role in Hand in Hand's feasibility and pilot studies including teaching Hand in Hand’s five listening tools to early learning classroom staff. She also teaches Hand in Hand’s Professionals’ Intensive course to educators, therapists, administrators and others working with children, parents, and families including the K-2 staff at Lummi Nation School. One of her delights is volunteering at LNS, working with kindergarteners!

William Maes, Fiscal Specialist, PMFO
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Mr. Maes is an accomplished teacher and educational leader with more than forty (40) years of experience working at all levels of pre-k through 12 grade instruction throughout the southwest with a primary focus on developing quality learning environments for all children. He is a curriculum and instruction specialist regarding Head Start and Early Head Start learning with an in-depth knowledge of budget and fiscal management methods which produce efficient, effective and quality services to children and families in the communities which he serves.

Racquel Martinez, Grantee Specialist, Region XI AI/AN TTA (ICF)
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Racquel Martinez knows Head Start inside and out. She builds on her experience as a past Head Start and Early Head Start Director as she provides training and technical assistance in management systems, ERSEA, human resources and governance to RXI recipients as a Grantee Specialist through the RXI AIAN TTA team through ICF. Racquel can relate to the challenges of rural and remote programs as she resides in Fairbanks, Alaska.

John Mathews, Facilities Specialist, PMFO
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John Mathews, P.E., has over 45 years of experience managing and directing over $5 billion in project development, design, and construction management of capital projects for both public and private sectors for architectural engineering and consulting firms, a large, regulated utility company, the University of Massachusetts Amherst, and Naval Facilities Engineering Command. He managed project management professional, architects and engineers, planners, and contractors/construction managers in the planning, design, estimating, construction, start-up, and commissioning of significant private and public sector projects, most recently in Education. He earned a Bachelor of Science degree in civil engineering at Worcester Polytechnic Institute, and a master’s in public administration at the University of Massachusetts Amherst. He is also a registered professional engineer in Massachusetts.

Mark Mazon, Fiscal Specialist, PMFO
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Mark Mazon has over 30 years of experience serving in various leadership positions in local government and the nonprofit sector. His city management experience included oversight in the areas of court administration, human services administration, human resources, budget, finance and audit. Mark also served as President & CEO of one of the longest standing nonprofit organizations in Arizona offering services in charter school education and workforce development. As an Executive Coach, Mark worked with nonprofits on leadership development, board governance and fiscal management oversight. Mark holds a master’s degree in public administration and bachelor’s degree in business administration from Arizona State University.

Betsy McDougall, Grantee Specialist, Region XI AI/AN TTA (ICF)
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Dr. Betsy McDougall is an enrolled member of the Turtle Mountain Band of Chippewa from Belcourt, North Dakota. For over ten years, Betsy has provided training and technical assistance at both the National and Regional levels. In her current position as a Grantee Specialist with the RXI AIAN TTA team through ICF, Betsy’s enjoys supporting recipients in building tribal capacity and sharing her vast expertise in management systems, support for new directors, ongoing monitoring, governance and support for Full Enrollment.

Betsy Miller, , Child Care Health & Safety, LLC
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Frances Moore, Principal Consultant, A.W.A.R.E. Consulting
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Fran Moore has more than 35 years of experience in the field of education. This includes managing, leading, teaching, providing training and technical assistance, and monitoring for Head Start, Early Head Start, and Child Care programs. She has worked at all levels of the Early Childhood field including federal, state, tribal, and local levels. Much of her work focused on assisting severely deficient programs move toward excellence. She spent many years working in diverse settings including American Indian and Alaska Native communities, rural communities in Tennessee, Louisiana, South Carolina, and West Virginia and inner city settings. She specializes in working with American Indian governments to build collaborative efforts to create seamless systems of care for all of a Tribe’s young children especially those with special needs. She served in the 1996 Class of Head Start-Johnson and Johnson Management Fellows Program and the 1999-2000 Class of Head Start Fellows. Over the years, Fran has received recognition for work such as the Certificate of Merit from the US Department of Education, the Distinguished Service Award from the US Department of Health and Human Services, and the National Indian Head Start Directors’ Association 2000 Indian Child Advocate of the Year.

Susan Morla, Health and Safety Subject Matter Consultant, National Center on Health, Behavioral Health, and Safety
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Susan Morning Dove Morla is a member of the Ione Band of Miwok Indians of California and is a Program Specialist at the California Indian Manpower Consortium, Inc. Child Care and Development Block Grant Program. She is also a consultant for the California Childcare Health Program and the National Center on Health, Behavioral Health, and Safety, on topics related to Native American and Alaska Native (NA/AN) health. Her experience working with the Native community emerged from her upbringing on reservation, and Susan has spent the last eight years advocating for the health and safety of Native children and families. She has participated on several committees and boards and worked with her local Native American health center, Indian Education, and her local school district. She has conducted trainings for children and families in the Native American community on nutrition, physical activities emphasizing the Miwok language, and emergency preparedness. Susan’s current position requires her to monitor child care facilities and providers in the Native American community throughout California.

Kim Nall, Executive Director, Tribal Child Care Association California
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Kim Nall is the Executive Director of the Tribal Child Care Association of California (TCCAC) and Quality Counts California, Tribal Region Q5, and PDG-R Lead. She was a key founder and grassroots contributor to the Tribal Child Care Association of California. Kim was a TCCAC Board of Director for more than 10 years and Co-Chair up until she became the Executive Director in April 2022. Kim worked for 20 years as the Director of the Colusa Indian Community Council, Tribal Early Learning Center in Colusa, CA. She co-owned and directed a private early learning center for 8 years. Kim was a National Indian Child Care Association Board of Director for more than ten years and served as both Chair and Secretary of the Board. Kim is a member of the
Tribal Early Childhood Research Center Steering Committee, Dimensions Research Foundation Board of Director, World Forum Foundation Board Advisor, World Forum on Early Care and Education, Global Leader and Global Leader Indigenous Cohort Regional Coordinator, and is a commissioner and past president for First 5 California, Colusa. Kim has dedicated her adult life to serving in the field of Early Learning and Care, and Tribal Child Care administration, policy, practice, and advocacy. Kim is also a proud mother of four and the grandmother of two beautiful boys.

Leslie Norman, Early Childhood Specialist, Region XI AI/AN TTA (ICF) leslie.norman@icf.com
Leslie Norman is an experienced early childhood expert and has been working in the early childhood field for over 20 years. Leslie has experience with family services, social work, early childhood education, and mental health consulting. She has lent her talents to the National Center for EHS-Child Care Partnerships and currently is an EC Specialist with Region XI.

Jacquelyn Poulin, LCPC/ATR Behavioral Health, Mi’kmaq Family Health Services Jacquelyn.Poulin@ihs.gov
Jacqueline Poulin worked for 4 years at a head start for children with developmental delays and Autism Spectrum Disorder while attending undergrad at the University of Maine at Presque Isle, with a Behavioral Science and psychology concentration. After graduation, she attended and graduated from Springfield College in 2014 with her Masters of Science in Art Therapy and Counseling. Jacqueline worked in community mental health, in home therapy, and office based for about 5 years before coming to the Tribe. She began working for the Tribe in 2020, building the Behavioral Health dept at Mi’kmaq Family Health Services. Her practice is eclectic with interventions including Art Therapy, EMDR, CBT, and client focused therapy. Jacqueline has 2 children, ages 5 and 8. In her spare time she enjoys fishing and being outside. She creates art and takes part in the art community in the area, often donating pieces for auctions to assist in funding after school programs.

Arnold Ramirez, Asst. Director & Fiscal Team Lead, PMFO aramirez@fhi360.org
Arnold Ramirez has over 43 years of Head Start experience at the local, state, regional, and national levels in grants management/administration, contract negotiations, community partnerships, governance, fiscal management, program planning/development, and human resource management. Mr. Ramirez has worked with Head Start Program Performance Standards from a service delivery standpoint, as a technical assistance provider, and an advocate for change. He has directly operated programs and assisted agencies in meeting both program and fiscal compliance standard requirements. Mr. Ramirez received a Master of Public Administration and a Bachelor of Arts, both from Arizona State University.

Ron Ransom, Grantee Specialist, Region XI AI/AN TTA (ICF) Ron.Ransom@icf.com
Ron Ransom, an enrolled member of the Lumbee Tribe, serves as a Grantee Specialist for RXXI AIAN with ICF. Ron is a past AIAN Head Start Director and builds on his understanding of the HSPPS to provide TTA to other RXXI programs. Ron brings wealth of expertise in working with new directors, grant management, program design, planning and fiscal to his work with TTA.

Mike Richardson, Director, Nat. AIAN Head Start Collaboration Office mirichardson@fhi360.org
Micker (Mike) Richardson, Haliwa-Saponi, is a respected retired multiple combat veteran. Having earned his BS in Human Resource Management, he went on to achieve his MBA. Since his retirement he has a achieved a lifetime goal of working with tribal programs around the country. He has served as Program Manager for the AIAN Branch (Currently Region XI) Office of Head Start contracted staff, Head Start/Early Head Start Director, NC Head Start Association Executive Director and contracted consultant on Leadership and Management. As the current Director of the National American Indian/Alaska Native Head Start Collaboration office in Washington, DC he has pushed the boundary in establishing strong relationships with tribal leaders, local, state and federal entities that impact the tribal programs. With tribal languages being one of his biggest passions, has been working closely with language partners to assist 0-5 year olds and their families and communities to establish strong tribal language programs to impact tribal communities for a lifetime.

Laine Rinehart, Early Childhood Specialist, Region XI AI/AN TTA (ICF) laine.rinehart@icf.com
Laine Rinehart is of Tlingit and Tiwa heritage and was born and raised in Southeast Alaska and has grown up hiking its trails, fishing on its waters, and appreciating the natural environment of the region. Starting his journey in Head Start as a substitute teacher he developed a passion for place-based and culturally relevant learning throughout his experience as a classroom teacher. Now an ECS for AI/AN Region XI he supports Head Start programs in creating environments and systems that best serve their children, families, and communities.

Ronda Ritchie, Grantee Specialist, Region XI AI/AN TTA (ICF) Ronda.Ritchie@icf.com
Ronda Ritchie is an experienced RXXI AIAN TTA Grantee Specialist. Ronda builds on her past experiences as a Head Start Director and Tribal Administrator. Leading by example, Ronda shares her interest in leadership, management, human resources, program planning, ERSEA and grant management.

Colleen Ryan, Skillpath colleen@colleenspeaks.com
Colleen Seward Ryan has an in-the-trenches perspective on change, leadership, overcoming adversity and bouncing back higher. Her message goes beyond resilience. It’s about using adversity to propel progress. This award-winning speaker, author, podcast host and frequent media guest has presented more than 1,100 entertaining keynotes and seminars before thousands in 49 states and six countries. These days, Colleen enjoys hiking in the great outdoors and doing volunteer work for animal rescue organizations.

Stuart Sackett, Playgrounds Etc, LLC Owner, Playgrounds Etc, LLC info@playgroundsetc.net
Owner and founder of Playgrounds Etc, LLC established in 2002. We are a playground sales and consulting firm specializing in early childhood programs.

Alma Sandoval, Health Specialist, Region XI AI/AN TTA (ICF) alma.sandoval@icf.com
Dr. Alma R. Sandoval is a physician with 20 years of experience working with Head Start and Early Head Start programs nationwide. She has extensive experience working at the grantsee level, as a reviewer, a consultant, and as a T & TA provider. As the Health Specialist for Region XI, she supports HS and EHS grantees in the areas of health, dental, and nutrition.

Dave Scahill, CEO, The Discovery Source ds@thediscoverysource.com
Dave Scahill is the Co-Founder & CEO of The Discovery Source. Dave has spent the past 35 years working with and training early childhood programs and is committed to creating great teacher effectiveness tools and supplying
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Sheila Sellers is an Early Childhood Specialist serving Region XI. She has over 30 years of experience in the field of early childhood education. While serving as an Assistant Professor of Early Childhood Special Education and OSEP project manager at the University of Anchorage, Alaska, Sheila worked with Region XI HS programs in rural Alaska to implement effective interventions for children with developmental delays and disabilities. Sheila has also worked for the National Center on Quality Teaching and Learning to support the implementation of Practice-Based Coaching.

Juanita Simpson, American Indian and Alaska Native Regional Dental Hygienist Liaison Coordinator, National Center on Health, Behavioral Health, and Safety
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Juanita Simpson, R.D.H., B.S., EDPH serves as the Region XI dental hygienist liaison coordinator for the National Center on Health, Behavioral Health, and Safety. Juanita is a member of the Chicksaw Nation. She brings nearly 30 years of clinical and public health experience working on Oregon’s Warm Springs Indian Reservation. Juanita is a retired Lieutenant Commander from the U.S. Public Health Service and served in the Indian Health Service.

Bethany Stangel, Family & Community Partnership Manager, Leech Lake Early Childhood
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Family & Community Partnership Manager for Leech Lake Early Childhood. Mother of two: Wyatt (8) and Layne (4). Started out as a Family Service Advocate in 2012, working in the classroom for 8 years as a Teacher/FSA. Coming to the program with an AA Degree in Early Childhood, I learned a lot from my teaching team and I served on Policy Council as a Parent. Throughout that time, I earned a BS degree in Early Childhood and continued to work in the classroom. Then in March 2020 became an Education Program Manager during the pandemic and in 2022 transitioned into where I’m at now.

Heather Stelzer, Bay Mills Community College ECE Department Chair/ Faculty/Advisor, Bay Mills Community College
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Heather Stelzer works for Bay Mills Community College in Brimley, Michigan. She is the Early Childhood Department Chair. Heather has worked in Early Childhood Education for over 18 years. She has supported the growth of children and early childhood professionals in all settings including Tribal Head Start Programs. In her free time, she enjoys the outdoors with her family. Some of their favorite activities include fishing, kayaking and traveling.

Michelle Tsosie, Early Childhood Specialist, Region XI AI/AN TTA (ICF)
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Michelle Tsosie is currently an Early Childhood Specialist working with AI/AN programs in Region XI providing Training and Technical Assistance. Michelle is an enrolled member of the Chickasaw Nation of Oklahoma, and she is also of the Seminole tribe of Oklahoma. She has 22 years of experience in the early childhood field and has held various positions in Head Start/ Early Head Start. She is also a Head Start Graduate. Michelle has worked as a classroom teacher, center supervisor, and Education Specialist and has provided coaching and training for Head Start Programs. In her free time, she dances at Native American Powwows and teaches her children about their culture.

Dannetta Tate, Early Childhood Specialist, Region XI AI/AN TTA (ICF)
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Dannetta Tate brings more than 30 years of experience to Region XI’s TTA team. Dannetta began her career in the classroom and has worked with families in goal setting and achievement as well as assisted programs in six states with developing high-quality school readiness practices. Dannetta has served as a TTA Early Childhood Specialist (ECS) with Region XI for seven years.

Michelle Vasquez, Family Engagement Specialist, Region XI AI/AN TTA (ICF)
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Rosa Vasquez has more than 25 years of experience in the education field working with Head Start/Early Head Start children and families in different capacities. Her specialties include ERSEA, family engagement, leadership, mentoring, and training. She has worked in partnership with parents, families, teachers, and caregivers in various programs and early childhood settings, including home-based, center-based, family childcare centers, and community partners. She is passionate about helping programs provide the best possible services to HS/EHS children and their families by ensuring staff members have all the tools, support, and training needed to excel in their positions.
Taryn Watson, Health Promotion/Disease Prevention, IHS
taryn.watson@ihs.gov
Taryn Watson serves as the Health Promotion/Disease Prevention and Health Education Consultant for the Phoenix Area IHS. Her professional experience is in health education, public health administration, grants management working with tribal and urban communities. She has implemented various health promotion/disease prevention programs, including physical activity, nutrition and tobacco prevention and cessation for youth and adults. A member of the Diné Nation, Taryn is of the Salt People Clan and born for the Towering House People Clan. Her maternal grandfather’s clan is the Bitter Water People and her paternal grandfather’s clan is Red Running Into the Water People. She earned her Bachelor’s Degree in Community Health Sciences from the University of Arizona and Master’s Degree in Educational Leadership from Northern Arizona University.

Laura Waukechon-Factor, Grantee Specialist, Region XI AI/AN TTA (ICF)
Laura.Waukechonfactor@icf.com
Laura Waukechon Factor joined the RXI AIAN TTA this past year and is excited to share her expertise in Head Start Program Management and Design. As a past AIAN Head Start Director, Laura has experience in grants management, human resources, Ongoing Monitoring and Continuous Improvement, etc. Laura is an enrolled member of the Menominee Indian Tribe of WI. and resides on the Menominee Indian Reservation in Keshena, WI.

Roxanne Wells, Systems Specialist, Region XI AI/AN TTA (ICF)
roxanne.wells@icf.com
Roxanne Wells is a Systems Specialist serving AIAN who has 17 years of experience as a Director providing leadership for early childcare, Early Head Start and Head Start programs. Roxanne was honored to work with a Migrant Head Start program as well as five tribal Head Start Programs. Roxanne has experience in collaboration with local and state organizations working to reduce poverty, improve children’s services, create collaborative partnerships, establish educational cohorts and write grant applications. She is a past Head Start parent and has served on Head Start Policy Councils.

Lamont Yazzie, Grantee Specialist, Region XI AI/AN TTA (ICF)
Lamont.Yazzie@icf.com
Dr. Yazzie has more than 18 years of federal grants and contract management experience with American Indian communities. He has developed substantial skills in the areas of program planning and management, fiscal, grants management, and ERSEA. Lamont Yazzie is a citizen of the Navajo Nation. Prior to joining the RXI AIAN TTA Team, he worked for the Navajo Nation Executive Office of the President & Vice President and the Department of Diné Education.

Darlene Zacherle, Grantee Specialist, Region XI AI/AN TTA (ICF)
Darlene.Zacherle@icf.com
Darlene Zacherle, an enrolled member of the Confederated Tribes of the Colville, serves as a Grantee Specialist with the RXI AIAN TTA team through ICF. Building on her experience on tribal council member and as a HS Director, Darlene inspires leaders to learn about program governance, management systems and program planning.
American Indian Alaska Native - Region XI
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Scan the QR code to access the Region XI TTA
2023-2024 Event Portal!
Registrations for 2023-2024 will be open on
August 1, 2023!

REGION XI OHS, T/TA, AND COLLABORATION CENTER

9300 Lee Highway, Fairfax, VA 22031
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Rep: Tina Saunooke, Eastern Band of Cherokee, NC  
Alt: Tina Roath, MS Band of Choctaw, MS  

MAINE  
Aroostook Band of Micmac Indians  
Houlton Band of Maliseet Indians  
Passamaquoddy Tribe  

MICHIGAN  
Grand Traverse Band of Ottawa-Chippewa Indians - HS/EHS  
Inter-Tribal Council of Michigan, Inc. - HS/EHS  
Sault Ste. Marie of Chipewa Indians - HS/EHS  

MISSOURI  
Mississippi Band of Choctaw Indians - HS/EHS  

NEW YORK  
Seneca Nation of Indians  
St. Regis Mohawk Tribe  

NORTH CAROLINA  
Eastern Band of Cherokee Indians – HS/EHS  

SOUTH CAROLINA  
IBWA ( Catawba)  

ZONE 2  
Rep: Vanessa Goodthunder, Lower Sioux, MN  
Alt: Deborah Thundercloud, Oneida, WI  

MINNESOTA  
Bois Forte Reservation HS/EHS  
Fond Du Lac Reservation - HS/EHS  
Grand Portage Reservation  
Leech Lake Band of Ojibwe - HS/EHS  
Lower Sioux Indian - HS/EHS  
Mille Lacs Reservation - HS/EHS  
Red Lake Band of Chippewa Indians  
White Earth Reservation - HS/EHS  

WISCONSIN  
Bad River Reservation  
Ho-Chunk Nation  
Lac Courte Oreilles Reservation - HS/EHS  
Lac Du Flambeau Reservation - HS/EHS  
Menominee Indian Tribe - HS/EHS  
Oneida Tribe of Indians of Wisconsin - HS/EHS  
Red Cliff Band of Lake Superior Chippewa’s - HS/EHS  
St. Croix Tribe of Wisconsin  
Stockbridge-Munsee Reservation  

ZONE 3  
Rep: Anne Reddy, Rural America Initiatives, SD  
Alt: Vonda Pourier, Rosebud Sioux Tribe, SD  

NEBRASKA  
Omaha Tribe of Nebraska  
Santee Sioux Tribe of Nebraska  
Winnebago Tribe of Nebraska HS/EHS  

NORTH DAKOTA  
Canildeska Cikana Community College - HS/EHS  
Standing Rock Sioux Tribe - HS/EHS  
Three Affiliated Tribes  
Turtle Mountain Band of Chippewa Indians  

SOUTH DAKOTA  
Cheyenne River Sioux Tribe  
Lower Brule Sioux Tribe  
Oglala Lakota College - HS/EHS  
Rosebud Sioux Tribe HS/EHS  
Rural America Initiatives HS/EHS  
Sisseton-Wahpeton Sioux Tribe - HS/EHS  
Yankton Sioux  

ZONE 4  
Rep: Jayme Trevino, Kickapoo, OK  
Alt: Cheryl Dubois, Kickapoo Tribe of Kansas, KS  

KANSAS  
Kickapoo Tribe of Kansas - HS/EHS  
Prairie Band of Potawatomi Indians - HS/EHS  

OKLAHOMA  
Central Tribes of the Shawnee Area, Inc. - HS/EHS  
Cherokee Nation of Oklahoma - HS/EHS  
Cheyenne & Arapaho Tribes of Oklahoma  

Chickasaw Nation of Oklahoma  
Choctaw Nation of Oklahoma HS  
Delaware EHS  
Iowa Tribe EHS  
Kickapoo Head Start, Inc.  
Kiowa Tribe of Oklahoma  
Muscogee (Creek) Nation of Oklahoma  
Otoe-Missouria Tribe of Oklahoma  
Ponca Tribe of Oklahoma  
Seminole Nation of Oklahoma - HS/EHS  

TEXAS  
Alabama-Coushatta Tribe of Texas  
Kickapoo Traditional Tribe of Texas  

ZONE 5  
Rep: Jo Williams, Alamo Navajo School Board, NM  
Alt: Andrea Pesina, Pueblo of Isleta, NM  

COLORADO  
Acoma Pueblo  
Alamo Navajo School Board, Inc. - HS/EHS  
Eight Northern Indian Pueblos Council  
Five Sandoval Indian Pueblos, Inc.  
Isleta Pueblo - HS/EHS  
Jemez Pueblo  
Laguna Pueblo - HS/EHS  
Mescalero Apache Tribe  
Ohkay Owingeh (San Juan Pueblo)  
Ramah Navajo School Board, Inc.  
San Felipe Pueblo  
Santa Clara Pueblo HS/EHS  
Santa Domingo Pueblo - HS/EHS  
Taos Pueblo  
Zuni Pueblo  

ZONE 6  
Rep: Torni Bruningard, Salt River Pima-Maricopa  
Alt: Vacant  

ARIZONA  
Chemehuevi Indian Tribe  
Cocopah Indian Tribe  
Colorado River Indian Tribes  
Gila River Indian Community - HS/EHS  
Havasupai Tribe - HS/EHS  
Hopi Indian Tribe  
Hualapai Tribe  
Navajo Nation - HS/EHS  
Pascua Yaqui Tribe  
Quechan Tribe  
Salt River Pima-Maricopa Indian Community - HS/EHS  
San Carlos Apache - HS/EHS  
Tohono O’odham Nation  
White Mountain Apache Tribe  

ZONE 7  
Rep: Crystal Kremensky, Mountain Empire, CA  
Alt: Lola Henry, Hoopa, CA  

CALIFORNIA  
Big Sandy Rancheria  
Bishop Tribe  
California Rural Indian Health Board, Inc.  
Hoopa Valley Indian Tribe - HS/EHS  
Karuk Tribe of California  
Mountain Empire  
Owens Valley Career Development Center EHS  
Pineville Band of Pomo Indians HS/EHS  
Redding Rancheria  
Round Valley Indian Tribe  
Tolowa Dee-ni’ Nation (Smith River Rancheria)  
Yurok Tribe - HS/EHS  

NEVADA  
Inter-Tribal Council of Nevada  
Reno - Sparks Indian Colony  
Washoe Tribe of Nevada and California  

ZONE 8  
Rep: Darrell Brown, Confederated Tribe of Siletz, OR  
Alt: Hilary Gourneau, Fort Peck, MT  

IDAHO  
Coeur D’Alene Tribe of Idaho - HS/EHS  
Nez Perce Tribe of Idaho - HS/EHS  
Shoshone-Bannock Tribes  

MONTANA  
Blackfeet Tribe - HS/EHS  
Confederated Salish & Kootenai Tribes - HS/EHS  
Fort Belknap Community HS/EHS  
Fort Peck Tribe  
Northern Cheyenne Tribe  
Rocky Boy’s Chipewa Cree - HS/EHS  

OREGON  
Confederated Tribes of Grand Ronde - HS/EHS  
Confederated Tribes of Siletz  
Confederated Tribes of the Umatilla  
Confed. Tribes of the Warm Springs Reservation of OR - HS/EHS  
Coquille Indian Tribe  

UTAH  
Utah Indian Tribe  

WYOMING  
Shoshone & Arapaho Tribes - HS/EHS  

ZONE 9  
Rep: Debbie Sioux Lee, Nisqually, WA  
Alt: Mary DuPuis, Chehalis, WA  

WASHINGTON  
Chehalis Indian Community - HS/EHS  
Cowlitz Confederated Tribes  
Lower Elwha Klallam Tribe - HS/EHS  
Lummi Reservation - HS/EHS  
Makah Reservation - HS/EHS  
Muckleshoot Indian Tribe  
Nisqually Indian Tribe HS/EHS  
Nooksack Indian Tribe  
Port Gamble S’Klallam Tribe - HS/EHS  
Quileute Reservation  
Quinault Indian Nation - HS/EHS  
Sams Indian Nation  
Skokomish Indian Tribe  
Spokane Tribe of Indians  
Squaxin  
Suquamish Tribe - HS/EHS  
Tulalip EHS  
Yakama Indian Nation  

ZONE 10  
Rep: Christa Green, Central Council of Tlingit Haida, AK  
Alt: Vacant  

ALASKA  
Aleutian/Pribilof Islands Association, Inc.  
Association of Village Council Presidents  
Athabascan EHS  
Bristol Bay Native Association  
Central Council Tlingit-Haida Indian Tribes of Alaska  
Chugachmiut  
Cook Inlet Native - HS/EHS  
Cook Inlet Tribal Council EHS  
Fairbanks Native Association - HS/EHS  
Kawerak, Inc. - HS/EHS  
Kenaitze Indian Tribe - HS/EHS  
Metlakatla Indian Community HS/EHS  
Tanana Chiefs Conference, Inc. - HS/EHS  

43
FORMER NIHSDA BOARD MEMBERS

Former NIHSDA Presidents

Tina Routh, MS Band of Choctaw, MS (2018-2020)
Patty Brown, Karuk, CA (2014-2015)
Jacki Haight, Port Gamble S’Klallam, WA (2012-2014)
Gil Gonzales, Washoe Tribe, NV (2010-2012)
Danny Wells, Chickasaw Nation, OK (2008-2010)
Dorothy McCloud, Reno-Sparks, NV (2007)

Theo Bayou, Southcentral Foundation EHS, AK (2006-2007)
Mavany Verdugo, Rincon, CA (2002-2004)
Verna Thompson, Cherokee Nation, OK (1995-1998)
Linda Kills Crow, Osage Nation, OK (1990-1995)
Barb Robert, Santa Fe, NM (2007-2008)
Bobbi Fire Bush, Quechan, AZ (1984-1985)

Former NIHSDA Board Members

Willow Abrahamson, Shoshone-Bannock, ID
Robert Adek-Yazzie, Ramah Navajo, NM
Jan Albert’s, Santee Sioux Tribe of Nebraska, NE
Caroline Alcaida, Colorado River Indian Tribes, AZ
Jeanette Allen, Inter-Tribal Council of Nevada, NV
Tanya Amrine, Ute Mountain Ute, CO
Judy Anderson, Bois Fort, MN
Theo Bayou, Metlakatla Indian Community, AK
Ann Belleau, Inter-Tribal Council of Michigan, MI
Elaine Bender, Reno-Sparks, NV
Mary Bendle, San Carlos Apache, AZ
Colette Berg, Cheyenne-Arapaho, OK
Malinda Besett, Kawerak, AK
Vikki Bishop, Grand Ronde, OR
Christine Bloom, Bois Forte, MN
Margaret Bolton, Metlakatla Indian Community, AK
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Ron Charles, Rincon Indian Reservation, CA
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Jim Chase, Leech Lake Band of Ojibwe, MN
Jamie Chinuhuk, Metlakatla, AK
Joan Christnot, Oneida, WI
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LaVonne Comeau, Standing Rock Sioux, ND
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Mary Jane Cooper, Seneca Nation, NY
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Claude Endfield, Western Navajo Agency, AZ
Patty Eningowuk, Lummi, WA
Pat Foster, Gila River, AZ
MaryEllen Fritz, Southcentral Foundation, AK
Rick Getchell, Aroostook, ME
Renetta Goeson, Sisseton-Wahpeton, SD

Gilbert Gonzales, Washoe, NV
Lorna Green, Ute Mountain Ute, CO
Connie Guillery, Nez Perce Tribe, ID
Lucy Gutierrez, Five Sandoval Indian Pueblos, Inc, NM
Loretta Halfmoon, Nez Perce, ID
Belle Harjo, Seminole Nation, OK
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Mary Ellen Hayes, Oneida Tribe of Indians of WI, WI
Jacki Haight, Port Gamble, WA
Kevin Hedstrom, White Earth, MN
Joseph Henry, Shoshone & Arapaho Tribes, WY
Verna Henderson, Lower Elwha, WA
Suellen Hixon, Southern Ute, CO
Marian Holstein, Winnebago Tribe of Nebraska, NE
Lisa Horn, Suquamish, WA
Misty Horne, Iowa Tribe, OK
Stephen Honeyestewa, Santo Domingo, NM
Gil Jackson, Eastern Band of Cherokees, NC
Rosalie Jacobs, St. Regis Mohawk, NY
Christi Jacobus, Reno-Sparks, NV
Roselyn John, Ramah Navajo, NM
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Stefanie Jones, Samish Indian Nation, WA
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Christina Keenan, Athabascan, AK
Denise Keene, Osage, OK
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Brenda Krupa, Tanana Chiefs, AK
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Jenna Lundy, Five Sandoval, NM
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Pat Madsen, Lower Brule Sioux Tribe, SD
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Alberta Mariano, Acoma Pueblo, NM
Hilda Marshall, Cheyenne River, SD
Racquel Martinez, Tanana Chiefs, AK  
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Dorothy McCloud, Washoe, NV  
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Beverly Mierzejek, Aleutian/Pribilof Islands, AK  
Vicky Nomee, Colville Confederated Tribes, WA  
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Tamika O’Neal, Central Tribes of Shawnee, OK  
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Charlanna Quinto, Colville Confederated Tribes, WA  
Anne Reddy, Rural America Initiatives, SD  
Janice Richards, Oglala Lakota College, SD  
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Nila Rinehart, Central Council of Tlingit & Haida, AK  
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Kathleen Sando, Five Sandoval, NM  
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Amy Waukau, Menominee Indian Tribe, WI  
Laura Waukechon, Upper Skagit, WA  
Danny Wells, Chickasaw Nation, OK  
Martina Whelshula, Colville, WA  
Michael Williamson, Otoe-Missouria, OK  
Pat Wind, Muskokee Creek, OK  
Melissa WindyBoy, Rocky Boy’s Chippewa Cree, MT  
Connie Wirz, Kenaitze, AK & Cook Inlet Tribal Council, AK  
Viola Wood, Fort Peck Tribes, MT  
Kay Wynecoop, Spokane, WA  
Arnold D. Yazzie, Fort Defiance Navajo Agency, AZ  
Caroline Yellow Robe, Fort Belknap Indian Community, MT  
Sara Young Bird, Three Affiliated, ND

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National Congress of American Indians (NCAI)
Fawn Sharp, President, NCAI,  
& Vice President, Quinault Indian Nation
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National Indian Child Care Association
Michelle Key, President
nicca.us

National Indian Education Association (NIEA)
Tessa Zientek, President    niea.org
(202) 544-7290    NIEA@NIEA.org

National Indian Health Board (NIHB)
Stacey Bohlen, CEO    nihb.org
(202) 507-4070    SBohlen@nihb.org

Northwest Indian Head Start Coalition
Viola Wood, President
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Oklahoma Indian Head Start Directors Association
Jayme Trevino, President
406-964-3676    jayme.trevino@ktoheadstart.com

Southwest Consortium of Indian Head Start Programs
Caroline Alcaida, Chairperson
405-360-2919    teri@threefeathersassoc.com
Our Mission
To stand strong and preserve the identity of AIAN children and families

Our Purpose
To remain the leading voice for AIAN children in Head Start programs, the National Indian Head Start Directors Association strives to preserve and respect indigenous identity, while actively providing high-quality advocacy, leadership development, and professional growth opportunities to current and future early care and education leaders.

Our Principles
NIHSDA adheres to the following four principles:
- Equitable quality services for all AIAN children and their families;
- Empowered Head Start programs and Tribal leadership that advocate for AIAN children and families,
- Collaborative partnerships with national organizations and stakeholders, and
- Effective, high-quality support and training opportunities for AIAN grantees.

Our Vision
NIHSDA will be a primary and dynamic source of increased wellness, education, professional development and strong role models for our AIAN children, families and staff through:
- Support and advocacy for culturally relevant services in AIAN communities;
- Innovative and comprehensive services that assist programs to build the capacity to develop school readiness skills;
- Flexible, responsive, community-based programs that encourage family engagement; and
- Effective partnership with the Office of Head Start.
Meet Me in Billings

Join us June 24-27, 2024 in Billings, MT for the 33rd NIHSDA Management Training Conference at the DoubleTree by Hilton Hotel Billings
WORKSHOPS AT-A-GLANCE

<table>
<thead>
<tr>
<th>Monday</th>
<th>June 19, 2023</th>
<th>10:30–12:00p</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00a–10:00a</td>
<td>1:30p–3:00p</td>
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<td><strong>Crystal Ballroom – Main Level</strong></td>
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<td>Opening Session</td>
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<td>Racquel Martinez (L) Laura Waukechon-Factor, Lamont Yazzie</td>
<td>Roxanne Wells, Ronda Ritchie</td>
<td>Manisha Tare, Roxanne Wells</td>
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<td>DJ Vanas</td>
<td>Melody Redbird-Post, Char Schank</td>
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<td><strong>Salon B</strong></td>
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<td>The Hand Bumps Matter: How to Protect Young Brains</td>
<td>Male Teachers in Early Childhood- Why More Men and How Can We Increase the Workforce? Perspectives from Two Tribal Head Start Male Teachers</td>
<td>A Place Like Nowhere Else: Creating Culturally Sustaining Learning Environments of Belonging</td>
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<td>Roxanne Wells, Ronda Ritchie</td>
<td>Denton Jackson, Austin Koupal</td>
<td>Renetta Goeson, Vanessa Maanano-French, Melissa Jaken</td>
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<td><strong>Salon CDE</strong></td>
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<td>Think Outside the Sandbox Stuart Sackett</td>
<td>Education Manager Calendar - Planning for Success Laine Rinehart, Michelle Tsossie</td>
<td>Education Managers as Learning Leaders Laine Rinehart, Michelle Tsossie</td>
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<td>Excelling as a Manager, Supervisor or Team Leader Coleen Ryan</td>
<td>Using the 2nd Edition CLASS in Region XI: Cultural Considerations Jessica Barnes-Najor</td>
<td>Family Involvement and Why It Matters Bethany Stangel</td>
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<td><strong>Monument View</strong></td>
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<td>Connecting with Families Through Technology Meghan Hickey</td>
<td>Integration of PFEC &amp; Health Services Alma Sandoval, Rosa Vasquez</td>
<td>Documentation of Family Services Rosa Vasquez</td>
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<td>Workshops at-a-Glance</td>
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<td><strong>Salon A</strong></td>
<td>Social-Emotional Skills as a Foundation for School Readiness&lt;br&gt;Marisha Tare, Carol Bellamy</td>
<td>Economics and Financial Education for Head Start&lt;br&gt;Andrea Caceres Santamaria</td>
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<td><strong>Salon CDE</strong></td>
<td>Full Circle: Centering Indigenous Ways of Knowing (Part 1)&lt;br&gt;Vanessa Maanao-French, Renetta Goeson, Melissa Jaen, Michelle Tsosie</td>
<td>Full Circle: Centering Indigenous Ways of Knowing (Part 2)&lt;br&gt;Vanessa Maanao-French, Renetta Goeson, Melissa Jaen, Michelle Tsosie</td>
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<td>Completing a 1303 Application: Facility Purchase, Renovation or Construction (Part 4)&lt;br&gt;Ron Ransom, Gil Gonzales, Darlene Zacherle</td>
<td>The CDA Credential as a High School ECE Career Pathway – Essential Tools and Updates&lt;br&gt;Chris Barnes</td>
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<td><strong>Jackson</strong></td>
<td>Keeping our Young Children (Birth through Five) Safe&lt;br&gt;Betsy Miller</td>
<td>Peer-to-Peer Coaching as a Tool for Onboarding and Orientating New Teaching Staff&lt;br&gt;Patrice Griffin, Racquel Martinez, Sheila Sellers</td>
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<td><strong>Commonwealth</strong></td>
<td>Active Supervision in a Culture of Safety&lt;br&gt;Jennifer Lipman, Susan Morla</td>
<td>Keeping Environments Safe and Healthy for our Children&lt;br&gt;Jennifer Lipman, Susan Morla</td>
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<td><strong>Monument View</strong></td>
<td>Growing Together: Recruiting, Recognizing, and Resourcing Family Service Professionals&lt;br&gt;Anita Harvey-Dixon, Patricia Castrodad-Rodriguez</td>
<td>Boosting Your Enrollment with an 8-Step Recruitment Strategy&lt;br&gt;Anita Harvey-Dixon, Patricia Castrodad-Rodriguez</td>
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<td><strong>Potomac View</strong></td>
<td>OHS Listening Session</td>
<td>Supporting Programs in Preventing &amp; Responding to Challenging Behavior&lt;br&gt;Daniel LaCava</td>
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<td><strong>Capital View</strong></td>
<td>New Directors’ Fiscal Checklist PMFO</td>
<td>Internal Controls &amp; Fiscal Monitoring PMFO</td>
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**Closing Session & Lunch**
- Canvass Mission & Branding with Convincing People<br>Business Development & Marketing with Catching People<br>Sharing a Message with Connecting People

**Comedian Mitch Factor**
- Mitch Factor is a comedian known for his humorous and relatable performances.
**Every Dollar Counts**

**NIHSDA American Indian Alaska Native Child Advocacy Fund**

The National Indian Head Start Directors Association is an advocate for American Indian and Alaska Native children and their families. The NIHSDA American Indian Alaska Native Child Advocacy Fund supports the advocacy activities of the Association and focuses on improved federal legislation and effective regulations benefiting over 22,000 American Indian and Alaska Native children and their families.

With your support we can continue to keep our issues and concerns in front of the Administration for Children and Families, Office of Head Start and the U.S. Congress.
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