



TRIBAL EARLY CHILDHOOD  
WORKING GROUP

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SUMMARY REPORT AND  
BLUEPRINT FOR ACTION

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JANUARY 2021

# SUMMARY

In 2020, the Administration for Children and Families (ACF) held a series of working group meetings to better understand successes and challenges in providing early childhood services in tribal communities. This summary provides a brief synopsis of those proceedings and the blueprint for action that ACF plans to take as a result.

The Joint Explanatory Statement to the Further Consolidated Appropriations Act, 2020 (the Act), Pub. L. 116-94, encouraged ACF to:

*“...convene a working group of federal early childhood program administrators, tribal early childhood stakeholders, and tribal leaders to examine coordination issues that may be impacting early childhood initiatives in tribal communities.”*

In response, the Administration for Native Americans (ANA) and the Office of Early Childhood Development (ECD) worked in partnership with the Federal Reserve Bank of San Francisco (FRBSF) to convene a Tribal Early Childhood Working Group (TEC) to identify obstacles and share promising strategies for improving coordination and collaboration across tribal early childhood programs. Notification about the formation of the TEC was provided to all 574 federally recognized tribes and they were encouraged to submit testimony for the TEC. In July 2020, ANA and ECD sent invitations to a group of more than 60 tribal leaders, tribal early childhood representatives, ACF early childhood program professionals, and federal staff working on tribal early childhood programs to solicit their interest in participating in the TEC. Invitees also included tribal leaders who informed ANA of their interest in the TEC and a few were also members of ANA’s ACF Tribal Advisory Committee. Approximately 50 individuals, including more than 20 representatives from tribes and tribal organizations, participated in each of the three meetings held from July through September 2020.

Over the course of three virtual meetings, the TEC engaged in intentional dialogue to examine barriers and identify actions and strategies to improve coordination that were aligned with tribal community values, traditions, and priorities. In order to incorporate the voices of parents and families, ACF also hosted a small tribal parent feedback session to learn about parents’ direct experiences with tribal early childhood programs.

**To provide the best environment for our future generations to grow up and thrive, we must determine the best way to coordinate and effectively deliver services.**

-Tribal Leader

Feedback from the TEC discussions were analyzed and summarized into six overarching themes, with each one identifying potential ways to help improve coordination of tribal early childhood programs and systems. These themes also reinforce feedback received through formal consultations with tribes, as well as the parent feedback session, where parents shared features of tribal early childhood programs they felt responded to their needs. The six themes include:

- ***Respect tribal sovereignty and self-determination.***

A fundamental principle is supporting tribes' ability to exercise their self-determination to build tribally driven systems that incorporate language and culture. There is a continued need for enhanced trust between tribal nations and federal and state governments and the recognition and respect of tribal sovereignty.

- ***Support program alignment and coordination.***

There is need for federal agencies to improve their collaboration and communication to better support programs implemented at the tribal and local level. Other suggestions include identifying and addressing resource gaps, streamlining administrative processes (e.g., eligibility and intake, reporting), and increasing opportunities for identifying shared data elements across programs.

- ***Leverage funding and policy flexibilities.***

Tribes expressed a need to more easily braid diverse funding streams across federal programs to improve collaboration and coordination of tribal early childhood programs, which could be facilitated by exercising policy flexibilities or existing funding authority. There was significant interest in learning from tribes who have been able to leverage funding across multiple programs.

- ***Prioritize training and technical assistance coordination.***

Tribes affirmed the importance of culturally and linguistically appropriate training and technical assistance and evidence-based practices to support whole family approaches based on diverse traditions in tribal community settings. There was strong interest in coordinating and leveraging existing technical assistance resources. There was also a need for a comprehensive, one-stop, easy to access tribal early childhood online resource for all the technical assistance resources.



- *Facilitate collaboration across tribes.*

Tribes want to address and reduce competition among each other for early childhood program funding based on their capacity. There is a need to sponsor tribal innovations that cultivate collective impact initiatives. More work needs to be done to work to support partnership and peer sharing across tribes to allow them to effectively leverage early childhood resources, improve coordination of services, and build systems for collective impact in their own communities.

- *Identify resources for capacity building.*

There is a significant need for investments in critical areas such as workforce/professional development, communications, information technology, internet access and facilities infrastructure, needs assessment, implementation of culturally informed evidence-based practices, planning, evaluation, data collection, collaborative research, and testing innovations. Tribes also wanted to build their own capacity and workforce for early care and education providers within their own communities and need more professional development. They also emphasized a need to identify funds for construction and redesigning existing space for meaningful service delivery to meet the needs such as co-location of job training and child care or co-location of early childhood services near elder services for intergenerational activities. Tribes also expressed the need for community-based participatory research to document evidence-based and culturally appropriate early childhood development practices. In each of these areas, there is a need to identify the federal and non-federal funding that may be appropriate and available to support those capacity building activities.

**“ One of the things that is necessary is holistic thinking of life. We don’t separate each other from the continuum of life. From the time we are born until we die, our worldview needs to be part of our early childhood program, because that is reinforced the community. ”**

-Tribal Leader

# BLUEPRINT FOR ACTION

In the coming year, ACF is committed to using the feedback from the TEC as a blueprint for action to improve coordination and collaboration for programs serving Native American young children and their families. Below are specific follow-up actions that are underway:

- ACF will continue to engage tribal leaders and tribal stakeholders and strengthen peer learning opportunities through its existing tribal consultation processes, an annual tribal early childhood stakeholders meeting and include tribal early childhood as a standing topic to be addressed in other meetings as appropriate.
- ANA will continue to work with ECD to examine ways to address tribal early childhood h coordination issues in ongoing Early Childhood Federal Partners' activities. h
- ECD will partner with ANA and other offices to conduct in-depth case studies of innovative tribal early childhood programs and communities to delve deeper into the alignment, coordination, policy, and funding flexibilities. The goal of these case studies will be to identify promising and innovative practices that can be disseminated to other tribes and tribal organizations.
- ACF will identify ways to leverage and improve coordination and information dissemination across existing early childhood technical assistance resources that are available to support capacity building needs identified by tribes. One opportunity is through the development of a toolkit.
- ACF will continue to manage existing and newly funded grant programs that support tribal early childhood programs and will share information about how they can address needs identified by the TEC. (See Appendix for more information about federal early childhood programs).



Looking forward, ACF will continue to work with the FRBSF, our federal partners, and other external partners working in Head Start programs, child care, early learning, family support, home visiting, and economic development to further address needs of tribal families with young children to improve their health, social, and economic well-being.

# APPENDIX A: TEC FEDERAL RESOURCES



## **ACF/HHS Tribal Consultation Process**

Below, are links for more detailed information about the Tribal Consultation process at the Administration for Children and Families (ACF) and the Department of Health and Human Services (HHS):

<https://www.acf.hhs.gov/initiatives-priorities/tribal>

<https://www.hhs.gov/about/agencies/iea/tribal-affairs/consultation/index.html>

## **National Center on Tribal Early Childhood Development**

The National Center on Tribal Early Childhood Development (NCTECD) assists tribal grantees with the administration and implementation of Child Care and Development Fund programs. The Center's activities, expertise, and resources support Indian Tribes and Tribal organizations in their efforts to increase the quality, affordability, and availability of child care in Native American communities.

<https://childcareta.acf.hhs.gov/centers/national-center-tribal-early-childhood-development>

## **Tribal Early Childhood Research Center**

The Tribal Early Childhood Research Center (TRC) seeks to address gaps in early childhood research with American Indian and Alaska Natives through partnerships with tribal Head Start, Early Head Start, child care, and home visiting programs. The goals of the research are:

- to identify needs and/or develop effective practices for early childhood initiatives in tribal communities;
- to identify, validate, and/or develop culturally meaningful measures of program practices and outcomes for American Indian and Alaska Native (AI/AN) families;
- to establish peer-learning communities and provide training and professional development to facilitate interest and competencies in research relevant to early childhood initiatives in tribal communities.

<https://www.acf.hhs.gov/opre/research/project/tribal-early-childhood-research-center>

## **Celebrating School Readiness in Tribal Early Childhood Programs – Resource List**

This list includes resources for AI/AN early childhood programs related to culturally responsive school readiness strategies to support children and families for success in school and beyond.

[https://childcareta.acf.hhs.gov/sites/default/files/public/celebrating\\_school\\_readiness\\_in\\_tribal\\_early\\_childhood\\_programs\\_resource\\_list.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/celebrating_school_readiness_in_tribal_early_childhood_programs_resource_list.pdf)

## **Tribal Maternal, Infant, and Early Childhood Home Visiting program**

The Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program provides grants to tribal organizations to develop, implement, and evaluate home visiting programs in AI/AN communities. The Tribal Home Visiting program is funded by a 3 percent set-aside from the larger MIECHV program. Tribal Home Visiting grants are awarded to Indian tribes, consortia of tribes, tribal organizations, and urban Indian organizations.

### *Tribal MIECHV Video Publication*

- Video: [The Ch'anik'en Home Visiting Program Enriches the Alaska Native Culture of Our Families](#)
- Additional Tribal Home Visiting Videos: <https://www.acf.hhs.gov/occ/thv-video>

<https://www.acf.hhs.gov/occ/home-visiting/tribal-home-visng>

## **Tribal Early Learning Initiative**

The Tribal Early Learning Initiative (TELI), which was launched by the ACF in fall 2012, offered a unique and important opportunity to eight tribal communities to bring together their Tribal Home Visiting (Tribal Maternal, Infant, and Early Childhood Home Visiting), American Indian and Alaska Native Head Start/Early Head Start, and Tribal Child Care (Child Care and Development Fund) programs to support high-quality, coordinated early childhood development services for Native children and families. ACF partnered with tribes to support activities aimed at developing a seamless system of support for early childhood services in their communities. There were two cohorts of TELI grantees, one from 2012-2015 and another from 2015-2017. The TELI grantees each developed projects designed to build a strong foundation for continued and expanded collaboration across partners. These projects now serve as a model for tribal early childhood programs to work in a cohesive and aligned way to support young children and their families and break down program silos. ACF also released [TELI Collaborative Success](#), a report that highlights the innovative work of the first cohort of TELI grantees.

<https://www.acf.hhs.gov/occ/tribal-early-learning-initiative>

## **BIE Family and Child Education Program – 2017 Study**

In 1990, the Bureau of Indian Education (BIE) initiated the Family and Child Education (FACE) program, an integrated model for an American Indian early childhood education/parental involvement program. The FACE program primarily serves families with children prenatal to 5 years of age by providing early childhood, parenting, and adult education services.

<https://www.bie.edu/sites/default/files/documents/idc2-084605.pdf>

## **Department of Education - Demonstration Grants for Indian Children**

This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs.

<https://oese.ed.gov/offices/office-of-indian-education/demonstration-grants-for-indian-children/>

## **ACF TTA EI & CLRP Tribal Subcommittee**

The ACF Training and Technical Assistance (TTA) Equity, Inclusiveness and Culturally and Linguistically Responsive Practices (EI & CLRP) Workgroup launched a Tribal Subcommittee in 2016 as part of a larger effort to ensure the Early Childhood Training and Technical Assistance System National Centers and other partners had a dedicated forum to discuss issues and share updates related to providing TTA to tribes. Over the years, the Tribal Subcommittee has become a space for sharing updates, innovations, launching partnerships, and discussing issues unique to tribal communities, from the lens of providing culturally responsive TTA to tribal early childhood programs.

### **Members**

In addition to representatives from the Office of Head Start; Office of Child Care; Office of Planning, Research, and Evaluation; and the Administration on Native Americans, the following partners join monthly calls:

- National American Indian Alaska Native Head Start Collaboration Office
- National Center on Tribal Early Childhood Development
- Region XI American Indian and Alaska Native Head Start Training and Technical Assistance Team
- Head Start Information Communications Center
- Tribal Early Childhood Research Center
- Child Care State Capacity Building Center's Infant Toddler Specialist Network
- National Center on Afterschool and Summer Enrichment
- National Center on Early Childhood Development, Teaching, and Learning (NCECDTL)
- National Center on Early Childhood Health and Wellness
- National Center on Early Childhood Quality Assurance
- National Center on Parent, Family, and Community Engagement
- National Center on Program Management and Fiscal Operations
- National Center on Subsidy Innovation and Accountability

### **Highlights**

- 2017: Collaboration among Tribal Subcommittee members to support the NCECDTL update and launch of the Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings for Children Ages Birth to 5 suite of products.
- 2018: The collaborative partner webinar, Celebrating Tribal Early Childhood Language Revitalization Efforts Across the United States, was conducted in November 2018 and highlighted tribal language revitalization efforts at the national, regional, and tribal program levels.
- 2019: In celebration of National Native American Heritage Month, the collaborative partner webinar, Celebrating School Readiness in Tribal Early Childhood Programs across the United States, was conducted in November 2019 and included grantee spotlight presentations from Tribal Child Care, Head Start, and home visiting programs as they showcased their school readiness efforts.
- 2020: Coordination among Tribal Subcommittee members to share updates and to gather relevant resources to support tribal early childhood programs as Tribal Nations navigate the impact of the coronavirus disease 2019 (COVID-19) pandemic on tribal children, families, and communities.

## **USDA ReConnect Loan and Grant Program**

The Broadband ReConnect Program furnishes loans and grants to provide funds for the costs of construction, improvement, or acquisition of facilities and equipment needed to provide broadband service in eligible rural areas.

<https://www.usda.gov/reconnect>

## **USDA Community Connect Grant Program**

This program helps fund broadband deployment into rural communities where it is not yet economically viable for private sector providers to deliver service.

<https://www.rd.usda.gov/programs-services/community-connect-grants>

## **USDA Distance Learning and Telemedicine (DLT) Program (for DLT equipment)**

The DLT program helps rural communities use the unique capabilities of telecommunications to connect to each other and to the world, overcoming the effects of remoteness and low population density.

<https://www.rd.usda.gov/programs-services/distance-learning-telemedicine-grants>

## **USDA Community Facilities Programs**

Essential community infrastructure is key in ensuring that rural areas enjoy the same basic quality of life and services enjoyed by those in urban areas. Community Facilities Programs offer direct loans, loan guarantees, and grants to develop or improve essential public services and facilities in communities across rural America.

<https://www.rd.usda.gov/programs-services/all-programs/community-facilities-programs>

## **ACEs in Indian Country**

Adverse Childhood Experiences (ACEs) are common. Many tribal individuals, families, and communities have been impacted by childhood experiences causing physical and mental health adversities throughout the lifespan. This Information Hub includes brief education and resources to increase awareness and knowledge of ACEs and will increase Indian Country's capacity to address these adversities.

<https://www.nihb.org/aces-resource-basket/>

## **Administration for Native Americans - Sign up for Weekly Updates**

Sign up for weekly updates by following the link above and learn more about funding and webinar opportunities.

<https://www.acf.hhs.gov/ana>

## **Grants to Tribes, Tribal Organizations and Migrant Programs for Community-Based Child Abuse Prevention Programs**

The primary purpose of this funding opportunity announcement is to award grants to support community-based efforts in tribal and migrant communities that prevent child maltreatment and to strengthen and support families.

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=328963>

## **Mental Health Support for American Indian and Alaska Native Communities**

- [Mental Health, Substance Abuse, and Domestic Violence](#)
  - Resources related to mental health concerns, historical trauma, suicide, substance use, and domestic violence as it relates to American Indian children and families
- [Mental Health](#)
  - Information on mental health disparities as they relate to American Indian and Alaska Native children and families, and effective treatment adaptations
- [Native American Youth Depression and Suicide](#)
  - Addresses the disproportionately high rates of depression, mental illness, and suicide among tribal youth and offers prevention strategies
- [Substance Use Disorders](#)
  - Information on substance use disorders and effective treatment modalities among American Indian and Alaska Native children and families
- [Domestic Violence](#)
  - Resources on the identification, assessment, and interventions for domestic violence related to American Indian and Alaska Native children and families

## **Tribal Home Visiting Evaluation Institute (TEI)**

TEI's mission is to help Tribal Home Visiting Program grantees build capacity in gathering, using, and sharing information to improve the health and well-being of children and families. This website makes TEI technical assistance resources available to a broader audience of tribal program staff, community members, and professionals who partner with tribal communities. This center funded by ACF.

<http://www.tribaleval.org/>

## **American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES)**

Information and resources regarding the Head Start Family and Child Experiences Survey (FACES).

<https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>

## **Press Release Funding Announcement for Tribal Colleges and Universities**

HHS' ACF awarded \$4 Million to six Tribal College and University Head Start Partnership Programs.

<https://www.acf.hhs.gov/media/press/2020/partnering-with-tribal-colleges-and-universities-to-strengthen-early-education>

## **Tribal Information Exchange**

The Child Welfare Capacity Building Center for Tribes delivers culturally responsive and trauma-informed capacity building services to tribal child welfare programs receiving federal Titles IV-B and IV-E funding

<https://tribalinformationexchange.org/>

## Center for Native Child and Family Resilience

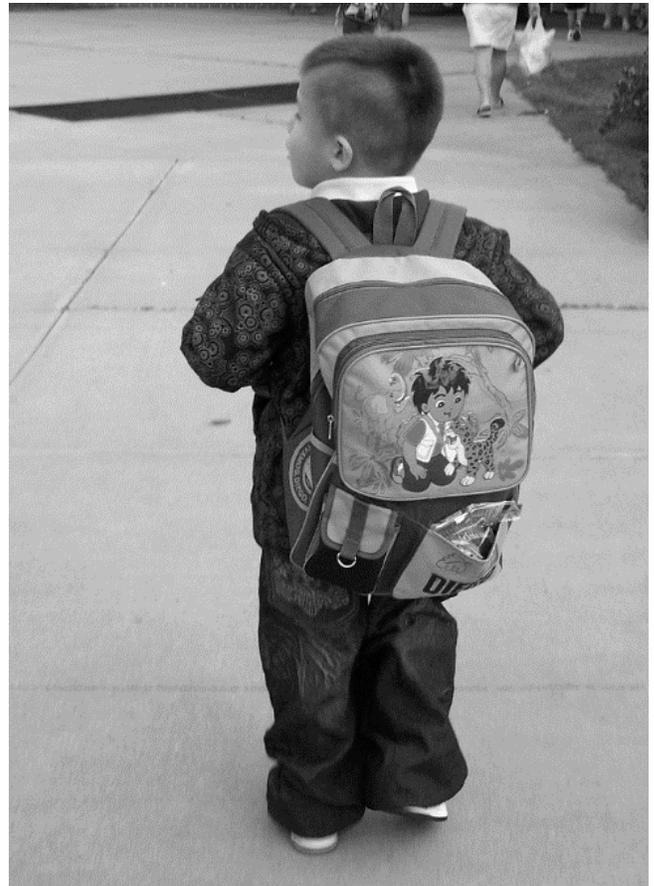
The Center for Native Child and Family Resilience, funded by the Children's Bureau, supports, and enhances resilience-related approaches to tribal child welfare by developing evidence-based standards of care intended to build on current knowledge on the prevention and intervention of child maltreatment

<https://protect2.fireeye.com/url?k=a1059959-fd518025-a105a866-0cc47adc5fa2-089630ef54fc2612&u=https://cncfr.jbsinternational.com/>

## CDC Works to Address Violence Against American Indian and Alaska Native People

This document includes data and information on CDC funded programs to improve the health and safety of American Indian Alaska Native people.

<https://www.niwrc.org/sites/default/files/documents/Resources/violence-against-native-peoples-fact-sheet.pdf>



# APPENDIX B: TEC PARTICIPANTS

## Tribal Leaders

**Michael Augustine**, Director of Social Services, Penobscot Nation

**Elvira Bitsoi**, Assistant Superintendent, Navajo Nation

**Beverly Fierro**, Director, Pueblo of Pojoaque

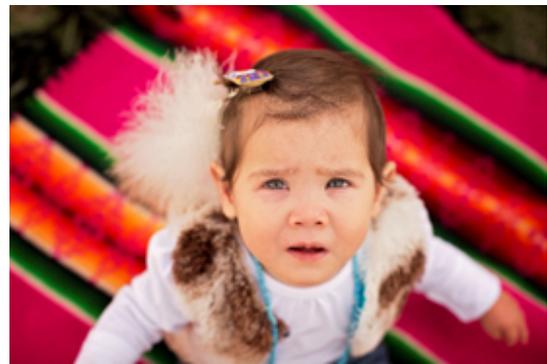
**Vivian Korthuis**, Chief Executive Officer, Association of Village Council Presidents

**Walter Murillo**, Chief Executive Officer, Native Health (invited)

**Myrna Thompson**, Tribal Secretary and TAC for Great Plain, Sisseton-Wahpeton Oyate of the Lake Traverse Reservation

**Lee Spoonhunter**, Chairman, Northern Arapahoe

**Gil Vigil**, Executive Director of Eight Northern Pueblos, Inc. and President of the Board for the National Indian Child Welfare Association



## Tribal Stakeholders

**Priscilla Acosta**, National Indian Child Care Association

**Kelli Begay**, Executive Project Officer, Native Americans in Philanthropy

**Shaquita Bell**, Clinical Associate Professor of Pediatrics, University of Washington (invited)

**Dee Bigfoot**, Associate Professor, University of Oklahoma Health Sciences Center (invited)

**AnnLouise Bonnitto**, Tribal Child Development Director, California Rural Indian Health Board (invited)

**Tammy Charles**, Tribal CBC SME, National Center on Subsidy Innovation and Accountability

**Angela Dancer**, Senior Director, Chahta Villa Apela (Tribal Maternal Infant Early Childhood Home Visiting) (invited)

**Barbara Fabre**, Chief Executive Officer, Indigenous Visioning/White Earth

**Anita Fineday**, Managing Director, Casey Family Programs

**Sherly Fryberg**, Executive Director, Tulalip Early Learning Academy (invited)

**Nancy Hisa**, ELC/Pre-K Program Coordinator, Tsleta Del Sur Pueblo (invited)

**Sarah Kastelic**, Executive Director, National Indian Child Welfare Association (invited)

**Joseph Little**, Indigenous Philanthropy Fellow, Native Americans in Philanthropy

**Lisa Martin**, Tribal Home Visiting Director, Inter-Tribal Council of Michigan

**Deborah Mazzeo**, Cultural and Linguistics Practices Coordinator, Zero to Three

**Kim Nall**, Co-Chair, Tribal Child Care Association of California

**Karen Nemeth**, Senior Training Technical Assistance Specialist, DLL

**Kelly Njike**, Project Consultant, Tribal Tech LLC

**Tasha Owens-Green**, Technical Assistance Liaison, National Center on Subsidy Innovation and Accountability

## **Tribal Stakeholders**

**Ethan Pettigrew**, Executive Director, Cook Inlet Native Head Start (invited)  
**Jennifer Rackliff**, Executive Director, National Indian Child Care Association  
**Melody Redbird-Post**, Project Director, ICF-National Center on Tribal Early Childhood Development  
**Micker Richardson**, Director, National American Indian Alaska Native Head Start Collaboration Office  
**Michelle Sarche**, Associate Professor, University of Colorado Anschutz Medical Campus - Tribal Early Childhood Research Center  
**Robin Sigo**, Councilwoman, The Suquamish Tribe (invited)  
**Linda Smith**, Director – Early Childhood Initiative, Bipartisan Policy Center (invited)  
**Eric Stegman**, Executive Director, Native Americans in Philanthropy (invited)  
**Sophia Taula-Lieras**, Path Project Director, Zero to Three (invited)  
**Vanessa Vance**, Treasurer, Wichita and Affiliated Tribe (invited)  
**Dawn Yazzie**, Children’s Equity Project and Center of Excellence in IECMHC and Southwest Human Development, Technical Assistance Specialist and Early Childhood Mental Health Consultant

## **Federal Administrators**

### *U.S. Department of Health and Human Services*

**Jeannie Hovland**, Commissioner, Administration for Native Americans, ACF  
**Dr. Deborah Bergeron**, Director, Office of Head Start and Early Childhood Development, ACF  
**Shannon Christian**, Director, Office of Child Care, ACF  
**Kenneth Akwuole**, Senior Management Analyst, Administration for Native Americans, ACF  
**Jennifer Amaya-Thompson**, Content Lead on Equity, Inclusion, Culture, and Language, Office of Head Start, ACF  
**Meryl Barofsky**, Senior Social Science Research Analyst, Office of Planning, Research, and Evaluation, ACF  
**Moushumi Beltangady**, Senior Advisor, Alyce Spotted Bear and Walter Soboleff Commission on Native Children, and Program Manager, Tribal Home Visiting Program Office of Child Care, ACF  
**Lisa Blackmon**, Program Specialist, Office of Child Care, Region VI, ACF  
**Melissa Brodowski**, Deputy Director, Office of Early Childhood Development, ACF  
**Stacy Cassell**, Child Care Program Specialist, Office of Child Care, ACF  
**Staci Cummins**, Presidential Management Fellow, Office of Early Childhood Development, ACF  
**Rosie Gomez**, Senior Program Specialist, Office of Early Childhood Development, ACF  
**Alicia Heim**, Public Health Analyst, Health Resources and Services Administration  
**Emily Hopkins**, Social Science Analyst, Office of the Assistant Secretary for Planning and Evaluation  
**Gwendolyn Jones**, Regional Program Manager, Office of Child Care, Region VI, ACF  
**Kristin Kane**, Senior Advisor, Office of Early Childhood Development, ACF  
**Mason Kelly**, Research Analyst, Office of Planning, Research, and Evaluation, ACF  
**Todd Lertjuntharangoon**, Regional Program Manager, Office of Head Start, Region XI, ACF  
**Rochelle Logan**, Policy Specialist, Office of Head Start, ACF  
**Paul Noski**, Regional Program Manager, Office of Child Care, Region X, ACF  
**Martha Okafor**, Regional Administrator, ACF

## Federal Administrators

### *U.S. Department of Health and Human Services*

**Jonathan Osborne**, Legislative Analyst, U.S. Department of Health and Human Services

**Carrie Peake**, Lead Tribal Home Visiting Specialist, Office of Child Care, ACF

**Michelle Sauve**, Executive Director, Intradepartmental Council on Native American Affairs, Intergovernmental Affairs Specialist, Administration for Native Americans, ACF

**Alayna Schreier**, Society for Research in Child Development Fellow, Office of the Assistance Secretary for Planning and Evaluation

**Roshanda Shoulders**, Child Welfare Program Specialist, Children's Bureau, ACF

**Shelly-Ann Sinclair**, Program Analyst, Office of Legislative Affairs and Budget, ACF

**Darlene Tart Scott**, Program Specialist, Office of Regional Operations, Region III, ACF

**Ekaterina Zoubak**, Social Science Analyst, Health Resources and Services Administration

### *U.S. Department of Agriculture*

**Tedd Buelow**, Tribal Coordinator, USDA Rural Development h

**Don Irby**, Rural Development Coordinator, USDA Rural Development h

### *U.S. Department of Education*

**Vinetta Freeman**, Education Program Specialist, U.S. Department of Education

**Bianca Williams**, Program Officer, Demonstration Programs for Children and Youth, U.S. Department of Education

**Brenda Wilkins**, Education Program Specialist, U.S. Department of Education

### *U.S. Department of the Interior*

**Sue Bement**, Director, Bureau of Indian Education, Family and Child Education, U.S. Department of the Interior

**Spike Bighorn**, Supervisory Program Manager, Bureau of Indian Affairs

### *Federal Reserve Bank of San Francisco*

**Laurel Gourd**, Communications Strategist, Federal Reserve Bank h of San Francisco h

**Shelley Luc**, Event Planner, Federal Reserve Bank of San Francisco

**Craig Nolte**, Regional Manager, Federal Reserve Bank of San h Francisco h

