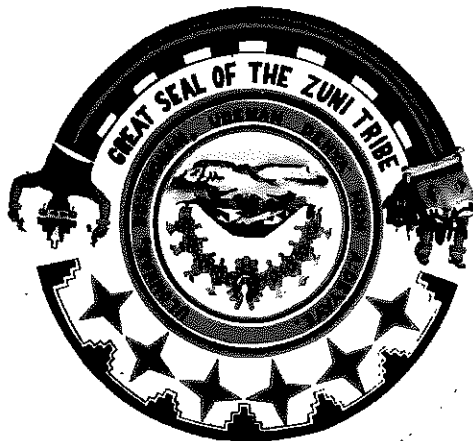


Pueblo of Zuni
Head Start Program
Annual Report
2016



Introduction

The Pueblo of Zuni Head Start Program has prepared this report to comply with the reauthorized Head Start Act of 2007. The Head Start Act of 2007 requires each Head Start agency to make available to the public, a report published at least once in each fiscal year, except that the report shall not include personal identifiable information about an individual child or parent. Therefore, the Pueblo of Zuni Head Start Program reports the following:

- The total amount of Federal and State funds received and the amount received from each.
- The proposed budget for the Fiscal Year and amounts allocated for budgetary expenditures.
- The total number of children and families served, the average monthly enrollment and the percentage of eligible children served.
- The results of the most recent Federal Review and Financial Audit.
- Information about Community and Family Engagement.
- The Zuni Head Start Program's efforts to prepare children to meet School Readiness Goals.
- Other Information.

Funding for the Pueblo of Zuni Head Start Program
 Grant No. 90CI0557
 FY 2016

FY 2016 Funding:

Head Start Base Funding
 Head Start T/TA Funding

Base Funding	\$1,060,474
Training and Technical Assistance	\$18,532
Total Federal Funding	\$1,079,007

FY 2016 Line Item Budgets

Personnel	\$747,153.35
Fringe Benefits	\$115,023.29
Travel	\$14,104.17
Supplies	\$57,696.70
Other Expenses	\$116,712.75
Tuition	\$1,246.00
Training & Registration Fees	\$7,065.00
Indirect Cost @15%	\$20,004.94
Total	\$1,079,007.00

Additional Funding

Child and Adult Care Food Program	School Year 2015-2016	\$116,000
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Non-Federal Share Contribution	\$252,697
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*The Zuni Head Start Program was unable to obtain the required amount for its Non-Federal Share Contribution. The Zuni Head Start Program had a shortfall by \$17,055, which was due to not having a Special Education Teacher whose salary the program was claiming for its NFS.

Proposed Funding for School Year 2017

Base Funding	\$1,060,474
Training & Technical Assistance Funds	\$18,532
Total Proposed Budget	\$1,079,007

Pueblo of Zuni Head Start Program Vision, Mission, Philosophy

Vision :

Ho' A:wan a:ts'ana dets'e'mak a:wiyani kwadidunona' Hon ants sumehna:wa"
(We will look forward that our children will learn to their highest potential.)

- To deliver quality comprehensive developmental services to low income children ages, three to five years old and their families.
- To support families through a partnership process for meeting goals and the individual needs of families.
- To value good working relationships with children and their families.
- To develop a nurturing and engaging learning environment for children and their families.
- To build on happy children and families.
- To share the joy of speaking the native language.

Mission:

The mission of Zuni Head Start is to provide quality comprehensive health, nutritional, educational, mental health and family services that help children attain to their fullest potential; and to empower families to become self-sufficient, and develop positive social connection.

Philosophy: We believe that:

Children learn best when the environment:

- Is nurturing and secure.
- Provides materials relevant to the child's interest and culture.

Children learn best when the curriculum:

- Is developmentally and culturally appropriate.
- Is flexible enough for children to direct learning.
- When the child's family is involved.
- Is creative and involves movement and cooperative play.

Children learn best when

- Are secure and successful.
- Are actively involved in their learning.
- Have opportunities to work cooperatively with others.

Children learn best when the teacher:

- Is sensitive to the individual needs of each child.
- Uses a wide variety of methods and materials, including hands-on activities.
- Communicates well with parents.
- Is always learning new ways to teach young children.

**Pueblo of Zuni Head Start Program
FY 2016 Second Year Continuation Grant
Goals and Objectives**

The Pueblo of Zuni continues to strengthen goals that need improvement with all component areas and develops goals to meet new objectives. Goals and objectives are developed to address areas identified through the annual Program Information Report, Community Assessment, Self-Assessment, Parent Questionnaires, Financial Audits and Risk Management Meetings.

The goals and objectives are developed as ongoing services to all children and families enrolled in the Head Start Program and intended to move as a continuum from one grant year to the next. The following are overall program objectives that the program staff will work to strive for:

- Increase the use of the native language among the children by incorporating the Zuni language and culture in the classroom on a daily basis.
- Increase the awareness of dental hygiene by educating parents on Oral Health and promoting the awareness of early childhood dental caries.
- Enhance the teacher's knowledge on the *Creative Curriculum for Preschool* so that presentations of lessons are clear and understood by the learners.
- Increase the children's abilities to do more critical-thinking to make predictions on the outcomes of activities.
- Continue to improve the overall *CLASS (Classroom Learning Assessment Scoring System) Scores* among the classrooms with much focus on cognitive and language development.
- Continue to increase opportunities for parent involvement in the areas of literacy development, family development and the Fatherhood Initiative.
- Continue to enhance Social-Emotional development of all children.

Credential of Teaching Staff

Early Childhood Multicultural Education Certificate:

Kayla Laiwakete – Teacher Assistant

A.A. Degree in Early Childhood Multicultural Education:

Robyn Allapowa – Teacher

Rylan Chimoni – Teacher

Audrey Iule – Teacher

Michelle Kaskalla – Teacher

Carrie Nastacio – Teacher

Breanna Wallace – Teacher

Veronica Wyaco – Teacher

Sylvana Kiyite – Teacher Assistant

Cynthia Laate – Teacher Assistant

Norene Lonasee – Teacher Assistant

Samantha Tsatie – Teacher Assistant

B.S. Degree in Education/Minor in Early Childhood Education

Loretta Beyuka

Education Staff in Continuing Education to obtain AA Degree

Alecka Seowtewa, Teacher Assistant

Alyssa Seowtewa, Teacher Assistant

Number of Children and Families Served

Our Children

The Pueblo of Zuni is 80% federal funded by the Department of Health and Human Services, Administration for Children and Families, Office of Head Start, American Indian-Alaska Native Programs Branch. The Zuni Head Start Program is funded to service 153 income eligible children; however, was only able to recruit 146 children for enrollment for the 2015-2016 School Year. The Zuni Tribal Census identified 204 age eligible children for School Year 2015-2016. Zuni Head Start was able to enroll 72% of the total age eligible children in the community. The Average Daily Attendance (ADA) for School Year 2015-2016 was 89.14% for an average of 169 school days. Any vacancy that occurs is filled immediately by children on the Head Start Wait List. Unfortunately, this year was the first year Zuni Head Start was under-enrolled by (7) children though there were eligible 3 years old children in the community. Parents felt their children were too young to attend school or were not ready.

Our Families

The Pueblo of Zuni Head Start Program served a total of 142 families. These of which were made of 75 two-parent families and 67 single-parent families. The families served fell in the following categories:

- 76 Income Below 100% of federal poverty line
- 33 Received Public Assistance such as TANF, SSI
- 91 Received SNAP (Food Stamps)
- 10 Children in Foster Care
- 2 Status as Homeless
- 23 Over Income

8% or 12% of the children served were identified as needing Special Education. Out of 142 families in this school year. 18 parents participated in formal Family Partnership Agreements. Therefore, indicated only 13% of the parents developed and actively participated in goal-setting for their families. Parents who strive to meet family goals become more confident with increased self-esteem when goals are attained. The outcome of Family Partnership Agreements can provide a positive impact for some families. Seven families were referred to outside agencies to obtain assistance directed to their needs.

Medical Home

With a total enrollment of 146 children, 83 children were updated on all required immunizations appropriate for their age. 20 children did not receive all the required immunizations as they had not reached the appropriate age to be immunized.

100% of the enrolled children have a going source of continuous accessible health care. 100% of the children are eligible to receive medical services through the Zuni Indian Health Service Hospital.

119 out of the 146 Head Start children enrolled had Medicaid Insurance with 25 children not having any health insurance. Two children had private health insurance.

8 children were diagnosed as needing medical treatment. All of the children medical treatment received treat.

Body Mass Index Information of the Head Start children enrolled:

- 5 Children were identified as Underweight
- 18 Children were identified as Overweight
- 17 Children were identified as Obese
- 106 Children were identified as having Healthy Weight

84 Children were eligible and enrolled in the WIC Program.

Dental Home

100% of the Head Start children enrolled have continuous accessible dental care through the Zuni Indian Health Service Dental Clinic.

Of all the children who underwent professional Dental examinations, 84 of the children were diagnosed as needing treatment. Out of the 84 children diagnosed as needing treatment, 22 children did not complete treatment due to broken appointments. Unfortunately, the Zuni Indian Health Service Hospital does not employ a pediatric dentist to work with young children with severe caries; therefore, most children needing treatment are referred out of town to A to Z Dental Services in Grants, New Mexico, which is 75 miles away from the Zuni community.

Early childhood dental caries is an epidemic in the Zuni community. Children who are enrolled into Head Start have 5 or more caries, therefore, evident that education and awareness is needed at Prenatal Clinics and other entities who serve infants and toddlers such as the WIC Program and the Childcare Program. The Zuni Head Start Program implements the *Bright Smiles, Bright Futures Dental Health Curriculum* to teach children about the important of Oral Health.

The Zuni Head Start Program developed a Birthday Policy, which promotes One Birthday Celebration per Month per Class with one cake with light cool whip frosting, 100% fruit juice and fruits, vegetables or crackers. The Zuni Head Start Program promotes the awareness of good dental care through trainings and monthly school newsletters. With great awareness of good dental hygiene practices promoted in the school, the results of follow-up dental visits find children with less caries than before.

Mental Health of Children

All enrolled children undergo developmental and social/emotional assessments within the first 45 days of school. The Zuni Head Start Program uses the *Ages & Stages Parent Developmental Questionnaire-3 and Ages and Stages Questionnaire for Social/Emotional*. A Mental Health Professional is contracted to review the outcome of Social & Emotional Questionnaires and conduct classroom observations. Thereafter, the Mental Health Professional provides consultation or counseling for both teachers and parents to help children with behavioral concerns. Within this school year, only one parent requested assistance in this area.

Through great collaborative efforts and partnerships with members of the Head Start health Advisory Committee and their perspective agencies, the Zuni Head Start Health Screening process for all enrolled children are well organized and completed within the 90 days deadline to complete all health screenings. The Zuni Head Start Program acknowledges the following agencies for their assistance to ensure the health care needs of our young children are being met.

- The Pueblo of Zuni Audiology Program
- The Pueblo of Zuni W.I.C. program
- The Zuni IHS Dental Clinic
- The Zuni IHS Optometry Clinic
- The Zuni IHS Outpatient Clinic
- The Zuni Public Health Nursing Department

The Zuni Language and Culture

Through the years, the Zuni Head Start Program has seen a decline of the native language spoken by children and their parents. The parents of our children are young and speak mostly the English language. The lack of the native language spoken in the home is the primary reason our children are not speaking their native language. Most parents are able to understand the native language but unable to speak the language fluently.

Families who live with elders such as grandparents, aunts or uncles speak more of their native language and are fluent speakers. The percentage of children speaking their native language has declined over the last 20+ years; therefore, the Zuni Head Start Program has taken an active stance to incorporate the daily use of the Zuni language in the classrooms, which includes the teaching of the Zuni culture. There is a lot of encouragement for everyone in the center to speak the Zuni language in social conversation so that our children will hear the language and be comfortable in speaking their language.

It is the mission of the Zuni Head Start Program to greatly enhance the use of the Zuni language among families. It is the Zuni language, traditions and prayers that make the A:shiwí (Zuni) people very unique. The teaching of the Zuni language and culture helps the children to identify themselves with their Zuni heritage, which also helps to preserve it as well.

Language use of the children enrolled in Head Start:

126 Children who spoke English as their primary language.

20 Children who spoke Zuni as their primary language.

Community and Family Engagement

The Zuni Head Start Program strongly encourages parent participation in a variety of settings. Parents are needed in Program Governance to participate in the decision-making process of operating the Head Start Program. Parents are needed to assess the program and to make recommendations for improvements. But foremost, parents are needed to help in the classroom to maintain a low adult/child ratio, which helps children to become more skilled in meeting School Readiness goals. Family engagement is the key to a child's success in school. Special events are developed to encourage and attract fathers and male figures to participate in the school setting. Parents are respected as their child's first teachers. Head Start

builds upon the foundation that was established. Parents are involved in the following:

- Policy Council
- Classroom Volunteers
- Bus Chaperones
- Home Visits
- Parent-Teacher Conferences
- Field Trips
- Home-Extended Activities
- Special Events
- Self-Assessment
- Community Assessment
- Fatherhood/Male Initiative Program
- Resources

The Zuni Head start Program distributes a monthly school newsletter to each family and partner agencies so that school information and special events are shared among all. School notes are sent home on a weekly basis as another venue for sharing and communicating information with families.

Zuni Head Start Program and the Re-evaluation of *CLASS (Classroom Learning Assessment Scoring System)*

In January 26-30, 2014, the Zuni Head Start Program did not pass the required *CLASS* in its triennial Federal Review. The Zuni Head Start Program did not do well on the dimension of Instructional Support i.e. Concept Development, Quality of Feedback & Language Modeling. By not passing the *CLASS*, the Zuni Head Start Program was placed on the Designated Renewal System. A myriad of trainings were held on the *CLASS* to prepare staff for the re-evaluation of *CLASS*.

In FY 2015, a Plan of Action was developed and followed:

T & TA was requested to provide training on *CLASS*.

Practice-based Coaching was instituted in the program.

Training to better understand the content and use of the *Creative Curriculum* was provided.

Training to better understand the content and use of the *Teaching Strategies Gold Child Assessment* was provided.

In February 16, 2016, the Zuni Head Start Program underwent *CLASS* Re-evaluation and passed!

Preparing Children for Kindergarten

In May 2016 after Kindergarten visitations were made, a representative of the Kindergarten teachers met with Head Start teachers to discuss important topics that would be helpful in preparing children for kindergarten.

Testing will occur in kindergarten; therefore, children needed to ensure they *listened* to follow instructions given. Test is on computer; therefore, children will need to know how to maneuver a mouse.

Children will be expected to take care of their own self-help needs i.e. toileting, covering coughs, wiping own nose, tying shoelaces.

Children will be expected to identify and make their first and last names. Children will be expected to identify numbers 1 to 20, identify primary colors and identify the basic geometric shapes.

With the use of the *Creative Curriculum for Preschool*, the teachers planned weekly project-based learning activities, which extended learning to the home. Concentration continues to be on Concept Development, Quality of Feedback & Language Modeling. Teachers must develop open-ended questions to allow opportunities for children to exercise critical thinking.

Eighty children will be transitioning to Kindergarten to one of three schools in the community. The majority of the children will transition to the new Shiwi Tsana Elementary School in the upcoming school year.

DATA ON HEAD START CHILD OUTCOMES

Zuni Head Start Program report of the five essential core domains regarding, "Head Start Child Development and Early Learning Framework: *Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old.*" The report reveals 146 children.

Physical Development & Health: *Refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Equally important, physical well-being, health and motor development are foundational to young children's learning. Motor skills permit children to fully explore and function in their environment, and support development in all other domains. Health problems, delays in physical development, and frequent illnesses interfere with children's ability to learn and are associated with a range of poor developmental and education outcomes. In the domain of Physical Development and Health, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.*

2015-16	Expected Head Start Outcome Score	Fall 2015 Score obtained	Winter 2015 Score obtained	Spring 2016 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
146 Children							
Physical Health Status	2	1.3	1.4	1.9	65	70	95
Health Knowledge & Practice	10	7.0	8.0	8.8	70	80	88
Gross Motor	24	17.5	20.1	22.9	73	84	95
Fine Motor	14	11.2	12.8	13.8	80	91	99

2014-15	Expected Head Start Outcome Score	Fall 2014 Score obtained	Winter 2014 Score obtained	Spring 2015 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Physical Health Status	2	1.0	1.3	1.6	50	65	80
Health Knowledge & Practice	10	5.6	7.1	8.5	56	71	85
Gross Motor	24	15.1	18.4	21.5	63	77	90
Fine Motor	14	9.5	12.0	14.1	68	86	101

2013-14	Expected Head Start Outcome Score	Fall 2013 Score obtained	Winter 2013 Score obtained	Spring 2014 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Physical Health	2	1.0	1.4	1.6	50	70	80

Status							
Health Knowledge & Practice	10	5.8	7.4	8.3	58	74	83
Gross Motor	24	16.5	19.1	21.9	69	80	91
Fine Motor	14	10.7	12.8	14.5	76	91	104

Data shows:

- Children demonstrate understanding of the importance of health and safety routines and rules.
- Children demonstrate an understanding that going to the doctor helps them keep healthy and safe.
- Shows an increased awareness of hygiene in handwashing, toileting, and dental hygiene.
- Exhibits improved body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, and riding tricycles.
- Shows better control with writing tools in pincer grasp to draw, scribble write, make letter-like shapes or letters.
- Show improved eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects.

Continue with strategies:

- Provide movement activities that involve all children actively. Avoid activities where children spend much time waiting or watching others participate
- Provide time every day for outdoor play. Make sure there is sufficient space for running, jumping, skipping, and galloping
- Collaborate with local child nutrition and health programs to support healthy development.
- Include activities that have a range of appropriate ways to participate so that every child is successful most of the time
- Set up an obstacle course so children can practice particular skills, e.g., hopping, skipping, running. Help children who need assistance with a skill or to be safe. Adjust the difficulty of tasks to match and slightly challenge children’s current ability levels.

Social & Emotional Development: *refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one’s behavior and emotions, and develop a healthy concept of personal identity. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities. Children with emotional or behavioral challenges are likely to receive less adult support for development and learning and to be more isolated from peers. In the domain of Social & Emotional Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.*

2015-16	Expected Head Start Outcome	Fall 2015 Score obtained	Winter 2015 Score obtained	Spring 2016 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
146 Children							

	Score						
Social Relationships	32	25.0	30.9	32.2	78	97	101
Self-concepts & Self-efficacy	10	7.0	8.0	9.2	70	80	92
Self-regulation	14	10.0	12.4	13.3	71	89	95
Emotional & behavioral Health	12	9.2	11.6	12.4	77	97	103

2014-15	Expected Head Start Outcome Score	Fall 2014 Score obtained	Winter 2014 Score obtained	Spring 2015 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Social Relationships	32	20.1	27.9	32.8	63	87	103
Self-concepts & Self-efficacy	10	5.6	7.1	8.5	56	71	85
Self-regulation	14	7.9	10.9	12.7	56	78	91
Emotional & behavioral Health	12	7.7	10.4	12.3	64	87	103

2013-14	Expected Head Start Outcome Score	Fall 2013 Score obtained	Winter 2013 Score obtained	Spring 2014 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Social Relationships	32	21.8	28.2	33	68	88	103
Self-concepts & Self-efficacy	10	5.8	7.4	8.3	58	74	83
Self-regulation	14	8.9	11.1	12.6	64	79	90
Emotional & behavioral Health	12	8.2	10.6	12.5	68	88	105

Data shows:

- Children have increased abilities to recognize own feeling of self and others
- Children demonstrate behaviors that reflect self-concept
- Demonstrate trust and interact comfortably with familiar adults.
- Children are increasingly able to regulate behavior and emotions
- Children increase ability to meet their own needs appropriately

Continue with strategies:

- Set clear, reasonable, age-appropriate expectations that children can understand.
- Explain the reasons for rules, and help children understand why particular behaviors are not acceptable
- Give children alternative ways to express their anger.
- Use pictures cues so nonverbal children or children with certain disabilities can communicate through photos, such as to express.

Approaches to Learning: *refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other*

domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development. In the domain of Approaches of Learning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills and knowledge in any language, including their home language.

2015-16	Expected Head Start Outcome Score	Fall 2015 Score obtained	Winter 2015 Score obtained	Spring 2016 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
146 Children							
Initiative & Curiosity	12	9.9	11.6	12.4	83	97	103
Persistence & Attentiveness	12	9.8	11.6	12.3	82	97	103
Cooperation	12	9.5	11.9	12.2	79	99	102

2014-15	Expected Head Start Outcome Score	Fall 2014 Score obtained	Winter 2014 Score obtained	Spring 2015 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Initiative & Curiosity	12	7.9	10.0	12.2	66	83	102
Persistence & Attentiveness	12	7.9	10.6	12.6	66	88	105
Cooperation	12	7.5	10.9	12.7	63	91	106

2013-14	Expected Head Start Outcome Score	Fall 2013 Score obtained	Winter 2013 Score obtained	Spring 2014 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Initiative & Curiosity	12	9.1	11.2	13.0	76	93	108
Persistence & Attentiveness	12	8.5	11.2	12.8	71	93	107
Cooperation	12	8.2	11.0	13.0	68	92	108

Data shows:

- Children demonstrate increasing self-confidence through interactions with others and learning material.
- Develops increasing independence during activities, routines, and play
- Display persistence and pursues challenges
- Shows an increased interest of native language used with classroom instruction and daily conversation.

Continue with strategies:

- To create a warm & supportive classroom environment with predictable, reliable, and responsive adults to help children develop a sense of security and trust.
- To keep classroom material and equipment interest and challenging.
- Develop a classroom to allow children to direct learning, and for teacher to have a non-rigid schedule to accommodate children's interest and creativity.
- Provide opportunities for children to observe others solving problems and to work with other children and adults to solve problems together.
- Provide many opportunities for children to make choices from among interesting materials that are familiar and challenging, and encourage children to use them in many ways.

Language Development: *refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence. In the domain of Language Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills and knowledge in any language.*

2015-16	Expected Head Start Outcome Score	Fall 2015 Score obtained	Winter 2015 Score obtained	Spring 2016 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
146 Children							
Receptive Language	16	10.8	12.9	14.7	68	81	92
Expressive Language	38	33.1	38.3	39.6	87	101	107

2014-15	Expected Head Start Outcome Score	Fall 2014 Score obtained	Winter 2014 Score obtained	Spring 2015 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Receptive Language	16	9.1	11.3	13.2	57	71	83
Expressive Language	38	28.3	34.8	40.1	74	92	106

2013-14	Expected Head Start Outcome Score	Fall 2013 Score obtained	Winter 2013 Score obtained	Spring 2014 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Receptive Language	16	9.7	11.5	13.6	61	72	85
Expressive Language	38	30.4	36.4	41.2	80	96	108

Data shows:

- Children’s ability to sustain attention to stories and responds by asking related questions and/or make predictions or retelling stories read.
- Uses complex questions and/or statements of 5 or more words to present and get information.
- Have increased exchanges of back & forth conversations with peers and adults.
- Developed an understanding of appropriate language rules and syntax.
- Increased awareness of new concepts and new vocabulary words.
- Children show abilities that they are able to comprehend what they hear.

Continue with strategies:

- Talk often with children, using rich language; including Zuni Language to describe objects, events, and people in the environment.
- Walk over to the child instead of speaking from across the room. The child can attend more easily to what is being said.
- Continue to have foster grandparents in the classroom to nurture and support Zuni language.
- Use multistep and unrelated directions; especially with children getting ready to go into kindergarten.
- Communicate ideas and feelings through creative activities.

Literacy Knowledge & Skills: *refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children’s development and learning. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities. It is a mechanism for learning about topics they enjoy and acquiring content knowledge and concepts that support progress in other domains. It is critical for supporting a range of positive outcomes, including success in school and other environments. In the domain of Literacy Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language.*

2015-16	Expected Head Start Outcome Score	Fall 2015 Score obtained	Winter 2015 Score obtained	Spring 2016 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
146 Children							
Book appreciation & knowledge	24	14.7	19.5	23.8	61	81	99
Phonological Awareness	16	9.6	13.5	14.9	60	84	99
Alphabet knowledge	10	4.8	8.0	9.7	48	80	97
Print concepts & conventions	6	3.1	4.3	5.6	52	72	93
Early writing	11	6.6	9.0	10.2	60	82	98

2014-15	Expected	Fall 2014	Winter	Spring	Fall %	Winter %	Spring %
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	Head Start Outcome Score	Score obtained	2014 Score obtained	2015 Score obtained	Growth	Growth	Growth
Book appreciation & knowledge	24	11.7	16.5	22.0	49	69	92
Phonological Awareness	16	7.0	11.7	15.7	44	73	98
Alphabet knowledge	10	3.8	6.8	9.5	38	68	95
Print concepts & conventions	6	2.6	4.0	5.0	43	67	83
Early writing	11	5.5	7.9	9.9	50	72	90

2013-14	Expected Head Start Outcome Score	Fall 2013 Score obtained	Winter 2013 Score obtained	Spring 2014 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Book appreciation & knowledge	24	12.6	16.5	21.6	53	69	90
Phonological Awareness	16	8.1	11.3	14.9	51	71	93
Alphabet knowledge	10	3.9	6.5	9.2	39	65	92
Print concepts & conventions	6	2.6	3.6	5.0	43	60	83
Early writing	11	6.2	8.2	10.3	56	75	94

Data shows:

- Children have increased ability to comprehend with stories and asking relevant questions.
- Children have increased awareness of the relationship between alphabet letters and sounds.
- Have an enjoyment for books and stories, songs, drama, & finger plays
- Children are able to appropriate use writing tools for printing and making word-like scribbles.
- Children have the ability to read environmental print and make connections with the real-world.

Continue with strategies:

- Encourage sensory exploration of the alphabet. Offer children a variety of ways to explore the alphabet by using sandpaper, felt letters, salt trays, clay, magnetic letters, and by forming letters with their bodies.
- Place alphabet books in the library areas and in other interest area. Select books that include words with a single letter sound.
- Focus on letters as part of meaningful activities. Point out particular letters as you take dictation, compose messages, and read stories.
- Model writing with children.

Mathematics Knowledge & Skills: *refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure, reasoning; measurement; classification; and patterns. Because math is also about*

generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them. Math knowledge, interest, and skills are basic to children's success in school and later life. Early math skills are highly predictive of later academic achievement in multiple subject areas.. In the domain of Mathematics Knowledge & Skills, programs need to ensure that children who are dual language learners can demonstrate their skills, and knowledge in any language, including their home language.

2015-16	Expected Head Start Outcome Score	Fall 2015 Score obtained	Winter 2015 Score obtained	Spring 2016 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
146 Children							
Number concepts & quantities	18	10.2	14.1	16.3	57	78	91
Number Relationships & Operation	6	3.3	4.5	5.7	75	75	95
Geometry & Spatial Sense	12	8.4	10.7	11.9	70	89	99
Patterns	6	3.6	4.9	5.7	60	82	98
Measurement & Comparison	6	3.3	4.4	5.2	55	73	87

2014-15	Expected Head Start Outcome Score	Fall 2014 Score obtained	Winter 2014 Score obtained	Spring 2015 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Number concepts & quantities	18	8.3	12.8	16.1	46	71	89
Number Relationships & Operation	6	2.5	3.9	5.1	42	65	85
Geometry & Spatial Sense	12	6.6	9.2	11.6	55	77	97
Patterns	6	2.8	4.4	5.6	47	73	93
Measurement & Comparison	6	2.6	3.7	4.6	43	62	77

2013-14	Expected Head Start Outcome Score	Fall 2013 Score obtained	Winter 2013 Score obtained	Spring 2014 Score obtained	Fall % Growth	Winter % Growth	Spring % Growth
Number concepts & quantities	18	8.2	12.4	15.6	46	69	87
Number Relationships & Operation	6	2.5	3.7	4.8	42	62	80
Geometry & Spatial Sense	12	7.0	9.6	11.6	58	80	97
Patterns	6	3.0	4.2	5.5	50	70	92

Measurement & Comparison	6	2.5	3.8	4.7	42	63	78
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Data shows:

- Children show an increased understanding of quantities and numerals
- Show an understanding of number sequence and patterns.
- Children are able to correctly rote count to 100.
- Children gain a better understanding of math vocabulary, for example, more, less, equal, add, subtract.
- Children have better understanding of geometry shapes and able to distinguish shapes by their unique characteristics.
- Developed a better sense of spatial relationships
- Children have increased understanding that when several shapes are put together forms different geometry structures and/or outlines.

Continue with strategies:

- Label in the classroom shapes with correct names as children use them.
- Encourage children to create new shapes from other shapes.
- Use computer software that allows children to manipulate shapes and see the results as they move and combine pieces.
- Use maps or other representations with other children to help them think spatially.
- Guide children's explorations of shapes
- Provide opportunities for children to measure using non-standard measures. For example, offer plastic snap cubes, plastic chains, paper clips, blocks, paper strips, straws, plastic cups, or large spoons. Encourage children to think of other materials they can use to measure.

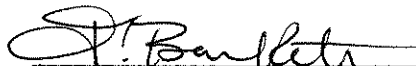
Pueblo of Zuni Head Start Program

POLICY COUNCIL

CERTIFICATION

We, as the Policy Council, have reviewed the FY 2016 Head Start Annual Report and hereby approve of the report and be posted for public view. The FY 2016 Head Start Annual Report is a summary of services provided to Head Start families in School Year 2015-2016, which includes funding and expenditures for the year. The Annual Report will be posted on the Zuni Tribal Website www.ashiwi.org.

Approved this 19th day of May, 2017.



Jessica Bowekaty, President




Natalie Selecion, Secretary




Vonnia Cheama, Member

- absent -


Reanna Siow, Member



Jessica Chavez, Member



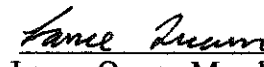
Dion Selecion, Vice President




Ava Lupee, Treasurer

- absent -


Faline Dewa, Member



Lance Quam, Member

Concurred:


Val R. Panteah SR., Governor



Arlen P. Quetawki, SR., Tribal Councilman