Pueblo of Zuni Head Start Program

FY 2017 Annual Report
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. 90CI009963
FY 2017

FY 2017 Funding:
  Head Start Base Funding
  Head Start T/TA Funding

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<tbody>
<tr>
<td>Base Funding</td>
<td>$1,307,981</td>
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<tr>
<td>Training and Technical Assistance</td>
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<td><strong>Total Federal Funding</strong></td>
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FY 2017 Line Item Budgets

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Additional Funding

| Child and Adult Care Food Program | School Year 2016-2017 | $135,000 |

Non-Federal Share Contribution | $325,692
The Zuni Head Start Program exceeded its Non-Federal Share Contribution by $15,113.

Proposed Funding for School Year 2018

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<tbody>
<tr>
<td>Base Funding</td>
<td>$1,191,532</td>
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<td><strong>Total Proposed Budget</strong></td>
<td><strong>$1,210,064</strong></td>
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Pueblo of Zuni Head Start Program
Vision, Mission, Philosophy

Vision:
Ho’ A:wan a:ts’ana dets’e’mak a:wiyanikwadunona’ 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 will help children develop to their fullest potential; and to empower families to become self-sufficient, and to develop positive social connections.

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
- They are secure and successful.
- They are actively involved in their learning.
- They 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 2017 First Year of Five Year Grant Project  
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 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.

- Teachers to thoroughly learn the Creative Curriculum for Preschool so that project objectives are understood and lesson activities are implemented well.

- Provide children opportunities to practice critical-thinking and make predictions on the outcomes of activities.

- Continue to provide training and mentorship to teachers to maintain or increase CLASS (Classroom Learning Assessment Scoring System) Scores among the classrooms with much focus on the domains under Instructional Support.

- Continue to increase opportunities for Family Engagement to promote literacy, child development, and engaging fathers in program activities.

- 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
Violet Booqua, Teacher Assistant
Alecka Seowtewa, Teacher Assistant
Alyssa Seowtewa, Teacher Assistant

*Teachers who do not have bachelor degrees take classes to obtain degrees.
Number of Children and Families Served

Our Children

The Pueblo of Zuni is 80 percent 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 144 children for enrollment for the 2016-2017 School Year. The Zuni Tribal Census identified 169 age eligible children for School Year 2016-2017. Zuni Head Start was only able to enroll 85 percent of the total age eligible children in the community. The Average Daily Attendance (ADA) for School Year 2016-2017 was 89.83 percent for an average of 166 school days. Any vacancy that occurs is filled immediately by children on the Head Start Wait List. Unfortunately, this was the second year Zuni Head Start was under-enrolled by (9) children though there were eligible 3 years old children in the community. Parents feel their children were too young to attend school and were not ready.

Our Families

The Pueblo of Zuni Head Start Program served a total of 140 families. These of which were made of 88 two-parent families and 52 single-parent families. The families served fell in the following categories:

80 Income Below 100% of federal poverty line
24 Received Public Assistance such as TANF, SSI
88 Received SNAP (Food Stamps)
4 Children in Foster Care
2 Status as Homeless
40 Over Income

8 children served were identified as needing Special Education. Out of 140 families in this school year, 12 parents participated in family partnership
agreements. Therefore, indicated only nine percent 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. Twenty families were referred to outside agencies to obtain assistance directed to their needs.

**Medical Home**

With a total enrollment of 144 children, 81 children were up-to-date for appropriate preventive and primary health care. 81 children were determined to be up-to-date with required immunizations appropriate for their age. 63 children did not receive all the required immunizations as they had not reached the appropriate age to be immunized.

144 of the enrolled children have an ongoing source of continuous accessible health care. 144 of the children were eligible to receive medical services through the Indian Health Service Hospital.

123 out of the 144 Head Start children enrolled had Medicaid Insurance with 19 children who did not have any health insurance. 2 children had private health insurance.

12 children were diagnosed as needing medical treatment. The following children needed follow-up for the following:

- 7 Anemia
- 1 Asthma
- 5 Hearing Difficulties
- 33 Vision Problems
- 1 High Lead Levels

Body Mass Index Information of the Head Start children enrolled:

- 2 Children were identified as Underweight
- 20 Children were identified as Overweight
- 16 Children were identified as Obese
- 106 Children were identified as having Healthy Weight

61 Children were eligible and enrolled in the WIC Program.
Dental Home

144 of the Head Start children enrolled had continuous accessible dental care through the Zuni Indian Health Service Dental Clinic.

144 children underwent professional Dental examinations and received treatment. 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. Despite the disadvantage, all the children kept their dental appointments.

Early childhood dental caries is an epidemic in the Zuni community. Children who are enrolled into Head Start have 5 or more caries, therefore, education and awareness is very much needed for the parents of enrolled children. The Zuni Head Start Program implements the *Bright Smiles, Bright Futures Dental Health Curriculum* and incorporates nutrition and oral health education for both parents and children.

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.
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 for 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 25 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:shiwi (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:**
121 Children who spoke English as their primary language
23 Children who spoke Zuni as their primary language.
This indicates only 16 percent of the Zuni children are able to understand and speak their native 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 CLASS (Classroom Learning Assessment Scoring System)

In February 16, 2016, the Zuni Head Start Program was able to pass the Head Start Standards required CLASS (Classroom Learning Assessment Scoring System). The required assessment assesses classroom instruction, communication/interaction, and the management of how teaching methods are conducted in the program. The Zuni Head Start Program did well on its re-evaluation of the CLASS, which was not passed the previous year. Zuni Head Start failed by 2 percent. The dimension of Instructional Support, i.e. Concept Development, Quality of Feedback & Language Modeling were the areas that needed improvement. The Zuni Head Start Program developed a Plan of Action to improve CLASS scores. Practice-based learning and teacher mentorship were established to train and prepare teachers for the re-evaluation of CLASS. The outcome of the re-evaluation of CLASS was positive, whereby, the Zuni Head Start Program met the all the thresholds of the CLASS dimensions. Ongoing teacher trainings and mentorship continues so that the Zuni Head Start Program will maintain CLASS scores in the upcoming years.

Preparing Children for Kindergarten

In May 2017, Kindergarten teachers met with Head Start teachers to discuss important topics that would be help in preparing children for kindergarten. Placement of children with special needs were made to ensure their needs would be adequately met.

Testing occur in kindergarten; therefore, Head Start children need active listening skills to follow instructions given. Tests were conducted on computer; therefore, children need to know how to maneuver a mouse.
Children are expected to take care of their own self-help needs, therefore, children needed to be able to take care of own toilet needs, wipe own nose, and tie shoelaces.

Children would be expected to identify and make their first and last names. Children would 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.

Approximately 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


DEVELOPMENTAL DOMAINS DESCRIPTION

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 concepts of personal identity. Positive social and emotional development provides a critical foundation for lifespan 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 home language.

Physical: 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.

Language: 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.

Cognition/Mathematics: Cognitive development is presented as two different domains for preschoolers-Mathematic Development and Scientific Reasoning- to reflect the increasingly complex and more differentiated cognitive abilities of this age period. Mathematics development in preschoolers refers to understanding numbers and quantities, their relationships, and operations, such as what it means to add to and take away. Mathematic also includes shapes and their structure, reasoning, measurement, classification, and patterns. Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.
**Literacy:** 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 development and learning. Early literacy learning provides children with an opportunity to explore the content knowledge and concepts that support progress in other domains. 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.
### OVERALL PERCENTAGE GROWTH

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<th>FALL 2016</th>
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<th>WINTER 2016</th>
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<th>SPRING 2017</th>
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<tr>
<td></td>
<td>Below</td>
<td>Meets</td>
<td>Exceeding</td>
<td>Below</td>
<td>Meets</td>
<td>Exceeding</td>
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<tr>
<td>Social &amp; Emotional</td>
<td>50.34%</td>
<td>42.95%</td>
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<tr>
<td>Physical</td>
<td>48.32%</td>
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<td>13.42%</td>
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<td>Language</td>
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<td>11.41%</td>
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<td>52.35%</td>
<td>44.97%</td>
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<td>Mathematics</td>
<td>65.77%</td>
<td>31.54%</td>
<td>2.69%</td>
<td>24.83%</td>
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**Interpretation of data**

**Mathematics:** lowest of six domains in the **Fall at 65.77% at 98 children** who demonstrated skills “**Below**” age range upon entry to the program. **Winter 2016 show 49.67% at 74 children** who demonstrated skills within expected age range. **Spring 2017, with 57 (38.26%) children** who “Exceeded” skills in math, while **82 (55.03%) children who met expected skills in math also in Spring 2017.**
Literacy: 94 (63.09%) children 3-5 years old demonstrated skills “Below” age range upon entry to the program. Data shows a steady progress made across all assessment periods. Winter data show 76 (51.01%) children met skills in literacy development. In Spring 2017, 69 (46.31%) met expected skills, while 76 (51.00%) children exceeded beyond expected also in the Spring of 2017.

Cognitive: Upon entry to program 78 (52.35%) children showed skills “Below” age range. By the end of the school year, 58 (38.93%) children met expected skills, while in Spring of 2017, 83 children that’s (55.70%) demonstrated skills beyond expected skill levels in cognition. And considerable number of children 58 (38.93%) placed in the “meet” category within “Meet” category and 83 (55.70%) “Exceeded” skills.

Language: Fall 2016 data shows, 55 (36.91%) children demonstrated skills “Below” age range for receptive and expressive language skills. Winter 2016 assessment 23 (15.44%) children “Meet” skills within age range, and in Spring 2017. 92 (61.74%) children “Exceeded” skill for receptive and expressive language.

Physical: Skills across all assessment period show steady progress for perceptual, motor, and physical development.

Social and Emotional: referred to an important indicator for school success and in later life. In Fall 2016, 75 (50.34%) children demonstrated skills “Below” age range. Winter 2016 assessment increase to 69 children at 46.31% who met skills expected for this area, Spring 2017 data show, 3 children remained at below expected skill level; 37 children who placed in the “meet” category, and 109 children who exceeded skills in social and emotional. This notes as significant progress.

Ongoing practices

- Offer new props or assume a role to help children engage in high-level imaginary play.
- Use positive guidance strategies to help children learn appropriate behaviors.
- Assist children to demonstrate age-appropriate independence and decision-making.
- Use verbal cues and verbal reminders to help children prepare for transitions.
- Ask open-ended questions that promote varied thinking so children can stretch their thinking skills.
- Follow a schedule with long blocks of time so children can make and carry out their plans.
- Introduce and continue an ongoing story so children can practice using their working memory to recall the characters and their actions.
- Introduce group games and offer board games that allow children to master rules, wait for a turn, and try different options to succeed.
- Develop ability to use writing tools
- Provide opportunities to parents on physical health and nutrition education.
Pueblo of Zuni Head Start Program

POLICY COUNCIL

CERTIFICATION

We, as the Policy Council, have reviewed the Head Start Annual Report for FY 2017 and hereby approve of this report to be posed for public view. The FY 2017 Head Start Annual Report is a summary of services provided to Head Start families in School Year 2016-2017, which includes funding information for that year. The Annual Report will be posted on the Zuni Tribe’s website at www.ashiwi.org to comply with the Head Start Performance Standards.

Approved this 16th day of June, 2018.

Michelle Sanchez, President

Vonnie Cheama, Treasurer

Andrea Walela, Secretary

Juanette Cheeku, Member

Shenel Comonsona, Member

Brianna Eustace, Member

Tribal Council Liaisons:

Val R. Panteah, Sr., Governor

Arlen P. Quetawki, Sr., Tribal Council