

# Pueblo of Zuni Head Start Program

## FY 2018 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 2018

FY 2018 Funding:  
 Head Start Base Funding  
 Head Start T/TA Funding

Base Funding	\$1,243,965
Training and Technical Assistance	\$18,532
Total Federal Funding	\$1,262,497

FY 2018 Line Item Budgets

Personnel	\$763,318.69
Fringe Benefits	\$91,801.88
Travel	\$12,432.08
Supplies	\$139,091.42
Other Expenses	\$200,847.74
Tuition	\$15,103.57
Training & Registration Fees	\$18,532
Indirect Cost @15%	\$21,369.62
Total	\$1,262,497

Additional Funding

Child and Adult Care Food Program	School Year 2016-2017	\$145,000
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Non-Federal Share Contribution	\$317,821
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The Zuni Head Start Program exceeded its Non-Federal Share Contribution by \$9,938.

Proposed Funding for School Year 2019

Base Funding	\$1,222,512
Training & Technical Assistance Funds	\$18,532
Total Proposed Budget	\$1,244,044

## **Pueblo of Zuni Head Start Program Vision, Mission, Philosophy**

### **Vision:**

*Ho' A: wan a: ts'ana dets'e'mak a: wiyanikwadidunona' 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 Second 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 child outcomes data, 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:

- Provide awareness of the Zuni Head Start Program and its services to recruit all age eligible children in the community.
- Increase language development and vocabulary among the children incorporating language and vocabulary activities throughout day.
- Increase the awareness and use of the Zuni language when socially conversing with the children.
- Teachers will effectively use the *Creative Curriculum for Preschool* so that project objectives and lesson activities are implemented effectively.
- 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**

### **A.A. Degree in Early Childhood Multicultural Education:**

Robyn Allapowa – Teacher  
Rylan Chimoni – Teacher  
Audrey Iule – Teacher  
Michelle Kaskalla – Teacher  
Carrie Nastacio – Teacher  
Sylvana Kiyite – Teacher  
Breanna Wallace – Teacher  
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  
Michaela Tsethlikai – Teacher Assistant (Not in an Education Program)

Teaching staff without AA or BS Degrees are enrolled in class to obtain degree one is pursuing.

## 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 serve 153 income eligible children; however, was only able to recruit 152 children for enrollment for the 2017-2018 School Year. The Zuni Tribal Census identified 159 age eligible children for School Year 2017-2018. Zuni Head Start was only able to enroll 96 percent of the total age eligible children in the community. Parents of eligible 3 year-old children felt their children were too young to attend school and were not ready. With the low count of age eligible children on the Zuni Census, Head Start has had difficulty meeting full enrollment. One reason accounts for the recent low births. The Zuni Teen Health Center (C.A.2017) had reported that due to the high number of teenage pregnancies and the spread of sexually-transmitted diseases, a physician began to prescribe birth control to sexually active teens. Teenage pregnancies has lessened, which is good; however, will challenge our program to meet its funded enrollment.d

### Our Families

The Pueblo of Zuni Head Start Program served a total of 146 families. These of which were made of 86 two-parent families and 60 single-parent families. The families served fell in the following categories:

- 93 Below 100% of federal poverty line
- 10 Received Public Assistance such as TANF, SSI
- 73 Received SNAP (Food Stamps)
- 4 Children in Foster Care
- 0 Status as Homeless
- 42 Over Income

Out of the 146 families in this school year, 10 parents participated in family partnership agreements. Thus indicating only seven percent of the parents actively participated in goal-setting and developed goals 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. Twelve families were referred to outside agencies to obtain assistance directed to their needs.



## **Medical Home**

With a total enrollment of 152 children, 149 children were up-to-date for appropriate preventive and primary health care. 96 children were determined to be up-to-date with required immunizations appropriate for their age. 56 children did not receive all the required immunizations as they had not reached the appropriate age to be immunized.

152 of the enrolled children have an ongoing source of continuous accessible health care. 152 of the children were eligible to receive medical services through the Indian Health Service Hospital.

134 out of the 152 Head Start children enrolled had Medicaid Insurance with 17 children who did not have any health insurance. 1 child had private health insurance.

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

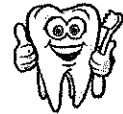
- 10 Anemia
- 1 Asthma
- 2 Hearing Difficulties
- 31 Vision Problems
- 1 High Lead Levels

Body Mass Index Information of the Head Start children enrolled:

- 6 Children were identified as Underweight
- 32 Children were identified as Overweight
- 18 Children were identified as Obese
- 96 Children were identified as having Healthy Weight



100 Children were eligible and enrolled in the WIC Program.  
16 Children were identified as needing Special Education services.



## **Dental Home**

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

146 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 or other parents utilize Small Frye Dental Services in Gallup, NM. Unfortunately, children who did not complete dental care were those who did not keep 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 are much needed for the parents of young children. The Zuni Head Start Program implements nutrition and oral health education for both parents and children as part of the Curriculum.

As part of intervention, 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 are positive as children had 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

and/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 our children do not speak 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 29 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 become to be comfortable to speak 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 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. Partnership with the Foster Grandparent Program serves as another resource. Grandparents speaks and reinforces the Zuni language and teach culture in the classroom.

**Language use of the children enrolled in Head Start:**

137 Children spoke English as their primary language

15 Children spoke Zuni as their primary language.

This indicates only 16 percent of the Zuni children 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 keep a low adult/child ratio, which helps the management of children and classroom activities, which allows them to become more skilled in helping their children with 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 with Head Start building upon the foundation that were established. Parents are encouraged to participate 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 families 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 *CLASS* 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 in need of 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 *CLASS* has been positive. The Zuni Head Start Program met 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 2018, the kindergarten teachers met with the Head Start teachers to discuss important topics that would help children transition better into kindergarten. Placement of children with special needs were made to ensure the individual needs of children would be adequately met.

Children are tested in kindergarten; therefore, Head Start children need active listening skills in order to follow instructions. Tests are conducted on computer; therefore, children needed to know how to maneuver a mouse.

Children are expected to take care of their own personal needs, therefore, children need to be able to take care of own toilet needs, wipe own nose, and tie shoelaces.

Children are expected to identify and make their first and last names. Also, children are expected to identify numbers 1 to 20, identify primary colors and identify the basic geometric shapes; therefore, incorporated on a daily in planned activities.

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-one children will be transitioning to Kindergarten to one of three schools in the community. The majority of the children will transition to the Shiwi Tsana Elementary School in the upcoming 2018-2019 school year.

## Overall School Year 2017-2018 School Readiness Child Outcomes

	Objectives		Below	Meeting	Exceeding
<b>Social - Emotional</b>	<ul style="list-style-type: none"> <li>• Regulates own emotions and behaviors</li> <li>• Establish and sustains positive relationships</li> <li>• Participates cooperatively and constructively in group situations</li> </ul>	Fall	68 / 45.33%	62 / 41.33%	20 / 13.33%
		Winter	13 / 8.55%	65 / 42.76%	74 / 48.68%
		Spring	1 / .66%	3 / 20.53%	119 / 78.81%
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Demonstrates traveling skills</li> <li>• Demonstrates balancing skills</li> <li>• Demonstrates gross-motor manipulative skills</li> <li>• Demonstrates fine-motor strength and coordination</li> </ul>	Fall	70 / 46.67%	56 / 37.33%	24 / 16%
		Winter	23 / 15.13%	102 / 67.11%	27 / 17.76%
		Spring	1 / 0.66%	55 / 36.42%	95 / 62.91%
<b>Language</b>	<ul style="list-style-type: none"> <li>• Listens to and understands increasingly complex language</li> <li>• Uses language to express thoughts and needs</li> <li>• Uses appropriate conversational and other communication skills</li> </ul>	Fall	48 / 32%	80 / 53.33%	11 / 14.67%
		Winter	21 / 13.82%	71 / 46.71%	60 / 39.47%
		Spring	4 / 2.65%	44 / 29.14%	103 / 68.21%
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Demonstrates positive approaches to learning</li> <li>• Remembers and connects experiences</li> <li>• Uses classification skills</li> <li>• Uses symbols and images to represent something not present</li> </ul>	Fall	70 / 46.98%	72 / 48.32%	7 / 4.7%
		Winter	18 / 11.84%	85 / 55.92%	49 / 32.24%
		Spring	3 / 1.99%	59 / 39.07%	89 / 58.94%
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Demonstrates phonological awareness</li> <li>• Demonstrates knowledge of the alphabet</li> <li>• Demonstrates knowledge of print and its uses</li> <li>• Comprehends and responds to books and other texts</li> <li>• Demonstrates emergent writing skills</li> </ul>	Fall	85 / 57.05%	60 / 40.27%	4 / 2.68%
		Winter	13 / 8.56%	90 / 59.21%	49 / 32.24%
		Spring	1 / 0.66%	70 / 46.36%	80 / 52.98%
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Uses number concepts and operations</li> <li>• Explores and describes spatial relationships and shapes</li> <li>• Compares and measures</li> <li>• Demonstrates knowledge of patterns</li> </ul>	Fall	91 / 61.07%	51 / 34.23%	7 / 4.7%
		Winter	23 / 17.16%	66 / 49.25%	45 / 33.58%
		Spring	6 / 3.97%	83 / 54.97%	62 / 41.06%

## **Summary of changes from the 2017 Head Start Community Assessment**

The Zuni Tribal Census (June 27, 2018) indicates a total population of 13,053 with 11,884 being enrolled Zuni members. Of these, 571 children were ages zero to five years old. A breakdown of the zero to five-year-old population indicated there was 159 age- eligible for prekindergarten or Head Start. Some of the children listed on the Zuni Census reside off the reservation, which is another factor not meeting full enrollment.

Two of the school goals was to improve the overall Average Daily Attendance of children and to have children arrive to school on time. It is challenging though a second trip will be made to pick up a child who missed their bus.

The Zuni Police Department provided monthly statistical report of incidents within the Zuni community for the FY 2017 Head Start Community Assessment. The Zuni Police Department report that in this year, 284 arrests were made for drunkenness. 108 arrests were made for drug abuse and 61 arrests were made due to child endangerment and domestic violence.

With all of the accounts in the report provided by the Zuni Police Department it is speculated that these are some the reasons why at least ten children or 7 percent of our children are consistently late or miss school.

Though challenging as it may be, the Zuni Head Start Program staff will make efforts to work with affected children who are consistently late or miss school as children lose out on learning, which is needed to order to meet Kindergarten benchmarks

**Pueblo of Zuni Head Start Program**

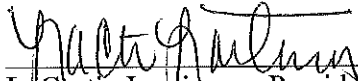
**Policy Council**

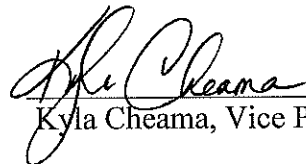
**CERTIFICATION**

We, as the governing body, have reviewed the information provided in the FY18 Head Start Annual Report, which provides a summary of services provided to the Head Start children and families during the School Year 2017-2018. The governing body on the Policy Council, are aware of the information being provided in the FY18 Head Start Annual Report as the Policy Council receives monthly progress reports throughout the school year during meetings.

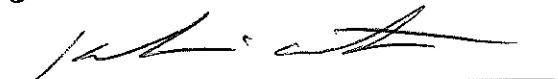
To comply with Section 644 (a)(2) of the Head Start Act, the Zuni Head Start Program must provide a report to the public an Annual Report of services and its funding. For this reason, we as the Policy Council, hereby certify our approval of the FY2018 Head Start Annual and its posting on the Zuni Tribe's website at [www.ashiwi.org](http://www.ashiwi.org).

Approved this 5<sup>th</sup> day of June, 2019.

  
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LaCretia Lastiyano, President

  
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Kyla Cheama, Vice President

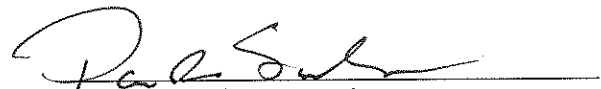
  
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Dawn Begay, Secretary

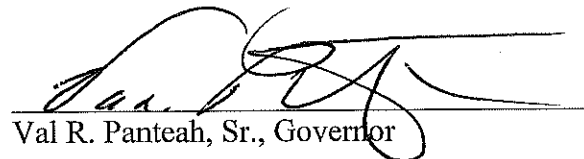
  
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Karlis Natewa, Treasurer

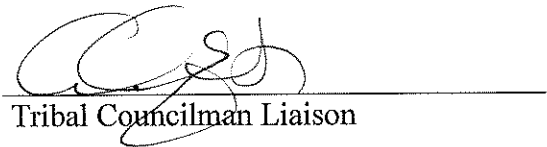
  
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Shenel Comonsona, Member

  
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Janice Cheama, Member

  
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Amanda Eustace, Member

  
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Darren Sanchez, Member

  
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Val R. Panteah, Sr., Governor

  
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Tribal Councilman Liaison