

Ramah Navajo Head Star



2008-2009

Annual Report



Community, Friends, Partners,

Ramah Navajo Head Start, RNHS, had a busy 2008-2009 school year working toward program efficiency and serving families in a comprehensive integrated service delivery model. We served an average of 57 children monthly.

The Office of Head Start Performance Standards are being refined at the Washington Level, and implemented with full rigor at the local levels. RNHS continues to strive for excellence in every area of service. The local Head Start Office was hindered since three staff was on extended leave, two office staff and one teacher assistant. Additionally, the Director was in an Acting position. However, improvements were excellent. In late December RNHS won a termination appeal with the Office of Head Start, and the staff rallied together in their efforts to provide academic instruction, provide safe & secure classrooms, and engaging parents in their children's education.

Children learn and grow in state of the art environments that are designed to stimulate every aspect of their development, physical, emotional, and cognitive. In sort, children learn by play. The eight domains identified and mandated by the Office of Head Start for development in Head Start Centers are: Language Development, Literacy, Mathematics, Science, Creative Arts, Social/Emotional, Approaches to Learning, and Physical Development. RNHS is using Scholastic High Scopes which addresses all of these areas. Teachers design and implement lesson plans on a daily basis. In addition, supplementary literacy program include Letterville and Scholastic Early Childhood.

Below is a breakdown of the 2009 Head Start Budget. It incorporates three parts: Regular Base, Technical Assistant, and Administration.

2009 Regular Base

Personnel \$233,424.00

- 5 teachers
- 3 teacher assistants
- 2 Program specialists
- Director/educational specialist, and Educational specialist

Fringe Benefits 87,882.00

- FICA
- Insurance

	<ul style="list-style-type: none"> • Medicaid • Other 	
Travel		3,447.00
	<ul style="list-style-type: none"> • Off-site training and seminars 	
Supplies		13,182.00
	<ul style="list-style-type: none"> • Instructional supplies • Office supplies • Curriculum supplies 	
Fuel/Maintenance		15,000.00
	<ul style="list-style-type: none"> • Buses • GSA car 	
Food		1,717.00
Janitorial Supplies		300.00
Communications		4,000.00
	<ul style="list-style-type: none"> • Phone services • Internet 	
Utilities		12,005.00
Others		13,985.00
Total		\$384,942.00

2009 T/TA

Travel \$8,720.00

2009 Admin

Salaries \$38,944.00

Fringe 12,878.00

Travel	1,510.00
Supplies	500.00
Communication	300.00
Utilities	300.00
Indirect Cost	32,666.00
Total	\$87,098.00
Report Total	\$480,760.00

In-Kind offered from other program, related service personnel, parents, and volunteers' amount to \$192,304.00. Other In-Kind was obtained from use and allowance for the buildings, donated goods and donated services, which in term was calculated in dollars. Related Services for Students with Disabilities are provided by both Cibola County and McKinley County.

The most recent Monitoring Review was held in September of 2007. There were two Deficiencies: The first one was later withdrawn. However the second one, **Child Health and Developmental Services .1304.20 f.i. Individualization of the Program** was considered by the Office of Head Start as uncorrected and the program received a termination letter dated 9/29/2008. The two stated deficiencies were:

1. *Child Health and Developmental Services .1304.20 .d.
Ongoing Care*

2. *Child Health and Developmental Services .1304.20 f.i.
Individualization of the Program*

An appeal was written and submitted and the Office of Head Start was found in error.

In 2007, four new deficiency determinations occurred;

1. *Management Systems and Procedures. 1304.51.i.2*
2. *Facilities, Materials, and Equipment. 1304.53.a.10.viii.*
3. *Purpose and Scope of Disabilities Service Plan. 1308.4.d*
4. *Participation in Head Start Programs. Sec 645*

All these areas have been addressed and improvement implemented. The Head Start program ended the 2009 school year with corrections in all areas of deficiencies or non-compliance.

Ramah Navajo Head Start does not receive any private funds.

In January, Ms. Kay Adams was transferred to Head Start as the Acting Head Start Director. Ms. Adams had prior experience with the Early Childhood Intervention Program where she was a Level Two Developmental Specialist and the Acting Director. She was transferred to the Special Education Department as the Director in 2005. While there Ms. Adams obtained her Master in Cross Categorical Special Education. In addition she has a teaching license in Special Education K-12, General Education license K-8 and an endorsement for Language Arts in Secondary Education. Upon becoming the Director for Head Start she passed the New Mexico Early Childhood Teacher Assessment. She is currently planning on taking Early Childhood coursework besides the on and off-site training she attends.

There are four teachers with 75% being Native American. All four are qualified for their positions with three having Associate Degrees in Early Childhood. The remaining teacher has a Associate Degree in General Studies and a CDA for Head Start.

Four teacher assistants are utilized. Two are males and Native American. Two are ongoing substitutes but both are Native Americans. Thus 100% of the teacher assistants are Native Americans.

Two office staff are employed. Both are Native American. One is Program/Transportation Specialist. The other is the Family/Health/Nutritionist/ Specialist.

In addition a Dine' Culture teacher is employed by the Titles Programs for the Head Start program. This means native culture and native language is both immersion and curriculum taught.

The program has suffered from under-enrollment and low attendance. Both issues have been addressed and thus far in the current school year the 60 enrollment numbers have been met. Monthly average attendance for the past year has been 83.6%. This is below the 85% attempted goal.

All the children enrolled received dental, vision, mental, hearing, and cognitive screening. Children transferring into Kindergarten received on the average of 6 transition days. This will be increased in the upcoming year. The program has partnered with the schools to improve the school readiness of the RNHS Head Start children and maintain the educational continuum for them. Note below the percent of children receiving screenings:

- Continuous source of health care – 100%
- Up-to-date on appropriate preventive and primary health care – 93%
- Up-to-date on immunizations – 91%
- Dental screenings – 99%
- Vision screening – 99%
- Hearing screening – 99%

Parent Involvement is of great interest to the RNHS program. There are multiple approaches to involving parents in the Head Start process. All parent training(s), and interactions emphasize the fact that parents are the first teachers of their child and as such they have the greatest impact on that child. Involving parents includes but is not limited to:

1. The annual Open House: The election of Policy Council members and the election of Parent Committee officers demonstrate the representative and interactive nature of Head Start. It also provides the opportunity for parents to get an overview of Head Start and to meet other parents.
2. Parent representations on the Health Advisory Committee (HAC) which meets three times a year. Parents are invited to serve on the Health Advisory Board and attend the quarterly HAC meetings.
3. Parent Trainings include Fiscal, Budgeting, Native Parenting, Make & Take, Nutrition and Education: These training sessions provide a valuable resource for parents. RNHS appreciates suggestions from parents on possible trainings topics.
4. First Aid and CPR for parents: Due to the cost of providing this service it is on a request basis only and with a minimum number of participants. Parents are invited to the general program First Aid/CPR Training.
5. Home Visits, 2 times per year by the teachers and as needed by the Family/Health/Nutritionist and the Disability Specialist. During Home Visits the parents and the teacher have the opportunity to discuss the progress of the child and to make suggestions that may enhance the growth and development of that child. The
6. Participation in the Self-Assessment annually: The annual self-assessment is held in March of each year. The parents attending this have the opportunity to see how the program works and to make recommendations for improvement.
7. Participation in the Community Assessment tri-annually: The full community assessment is completed every three years. During this process the parents have an opportunity to focus on what is truly needed for their children, for their community and, to avail of the opportunity to develop plans to meet that need.
8. Parents can celebrate the holidays by sharing a dinner with their children at the center. This is an opportunity to get to know the teachers and the other parents and discuss common issues and concerns.
9. Standing invitation for parents to visit the classrooms and volunteer: Parents are encouraged to visit the classrooms, to review and sign the lesson plans.
10. Parents are invited to travel on field trips with the children.
11. Parents are invited to share their culture through stories and
native foods

The Ramah Navajo Head Start philosophy is to get the parents involved with their child in Head Start, demonstrate the benefits of involvement and how it contributes to the academic and social emotional success of that child throughout their educational career. With staff training occurring on most Mondays in areas of individualization, IEP accommodations and modifications, safety and transportation, family health and nutrition, and age appropriate instruction, the Ramah Navajo Head Start is looking forward to a positive new school year. However, we need the support and assistance of parents and Policy Council members to insure this success.

Thank you to all the members of Head Start; staff, volunteers, parents, and most importantly, the privilege of working with the children in the community. Policy Council President, Hosea Phillips, and Head Start Director, Kay Adams.

Copies of this report are available to any community member which will be announced on the local radio station and is available on the Internet by inserting phwarriors.cc login in the search box. Parents, other program staff, and community members can receive a copy at the Head Start Office or by emailing Kay Adams at kadams@phwarriors.cc.

Policy Council President

Date

Head Start Director

Date

