



Ben Shelly
President

Rex Lee Jim
Vice President

NHSPC 227-01-2014

**RESOLUTION OF THE
NAVAJO HEAD START POLICY COUNCIL**

NAVAJO HEAD START POLICY COUNCIL SUPPORTS AND APPROVES THE 2012-2015 NAVAJO HEAD START COMMUNITY ASSESSMENT.

WHEREAS:

1. The Navajo Nation Board of Education (hereinafter the "Board" is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation, including the Navajo Head Start program. 10 N.N.C. §106[A]; 10 N.N.C. §51. The Board carries out its duties and responsibilities through the Department of Diné Education. 10 N.N.C. §106[G][3]; and
2. Pursuant to 45 CFR 1304-50. Program Governance and Appendix A. The Navajo Nation Head Start Policy Council is duly elected and constituted Head Start Policy Council and an authorized entity of the Navajo Nation government; and
3. Pursuant to 45CFR 1304.51(a)(1)(iii) Management Systems and procedures-Program planning must include: the development of written plans(s) for implementing service in each of the program areas covered by this part (e.g. Early Childhood Development and Health Services, Family and Community Partnership, and program Design and Management);
4. Pursuant to 45 CFR 1304.51 (a)(2) All written plans for implementing services, and the progress in meeting them, must be reviewed by the grantee staff and reviewed and approved by the Policy Council or Policy Committee at least three (3) times a year, and must be revised and updated as needed; and
5. Pursuant to 45 CFR 1305.3(c) All EHS/HS grantee must conduct a Community Assessment within its service area once every three years. The Community Assessment must include the collection and analysis of the following information about the grantee's EHS or HS services to EHS/HS.
6. The purpose of Navajo Head Start is to promote the school readiness of low-income children by enhancing their cognitive, social and emotional development: **(a)** in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and **(b)** through the provision to low-income children and their families of health, educational nutritional social, and other services based on family needs assessment; and
7. Navajo Head Start provides children with experiences that encourage and stimulate intellectual and social growth opportunities, promote Navajo Language and culture, and provides access to necessary medical, dental, and nutritional services under the Head Start and Early Head Start programs; and
8. The Navajo Nation Head Start Policy Council has the best interest of the Navajo Head Start to continue in providing quality services to children and families.

NOW, THEREFORE BE IT, RESOLVED:

Navajo Head Start Policy Council supports and approves the 2012-2015 NAVAJO HEAD START COMMUNITY ASSESSMENT for implementation.


CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Navajo Head Start Policy Council at a duly called meeting in **Window Rock, AZ** at the DoDE Education Building which a quorum was present and that it was passed by vote of 12 in favor, 0 opposed, and 2 abstained, this 23rd day of **January 2014**.

NNHSPC 227-01-2014

Motion by: Ellen Cooley

Second by: Maxine Calliditto



Olin Kieyoomia, President
DODE/Navajo Head Start Policy Council



Ben Shelly
President

DEPARTMENT OF DINÉ EDUCATION THE NAVAJO NATION

P.O. Box 670 · Window Rock, Arizona 86515
PHONE (928) 871 – 7475 · FAX (928) 871 – 7474



Rex Lee Jim
Vice-President

NNBEJA-NHS-019-2014

RESOLUTION OF THE NAVAJO NATION BOARD OF EDUCATION

Approving the 2012-2015 Navajo Head Start Community Assessment.

WHEREAS:

1. The Health, Education, and Human Services Committee is the oversight committee for the Department of Diné Education and Navajo Nation Board of Education [2 N.N.C. § 401 (C)(1); 10 N.N.C. § 1(B)]; and
2. The Navajo Nation Board of Education (hereinafter the "Board") is the education agent in the Executive Branch for the purposes of overseeing the operation of all schools serving the Navajo Nation. [10 N.N.C. § 106 (A)] The Board carries out its duties and responsibilities through the Department of Diné Education (hereinafter the "Department") [10 N.N.C. §106 (G)(3)]; and
3. The Department of Diné Education (hereinafter the "Department") is the administrative agency within the Navajo Nation with responsibility and authority for implementing and enforcing the educational laws of the Navajo Nation. 2 N.N.C. §1801(B); 10 N.N.C. §107(A). The Department is under the immediate direction of the Navajo Nation Superintendent of Schools, subject to the overall direction of the Navajo Nation Board of Education. 10 N.N.C. §107(B); and
4. The Navajo Head Start ("NHS") Program, which is located within the Department of Diné Education as approved by the Department's Plan of Operation, Resolution No. GSCMY-19-07. The NHS also is funded by a grant from the Office of Head Start, Administration of Children and Families (ACF), under the terms of the Head Start Act, 42 U.S.C. §9801 *et seq.*, and applicable regulations; and,
5. The Navajo Nation is named the grantee and is responsible for ensuring compliance with the Head Start Act and performance standards in delivering the services to Navajo children and their families. The support and approval is needed to open additional Head Start centers for implementation of Head Start/Early Head Start services; and,

BOARD OF EDUCATION

Jimmie C. Begay, President · Dolly C. Begay, Vice President · Dr. Bernadette Todacheene, Secretary
Members: Katherine D. Arviso · Rose J. Yazzie · Gloria Johns · Bennie Begay · Patrick D. Lynch
Timothy Benally, M.Ed, Acting Navajo Nation Superintendent of Schools

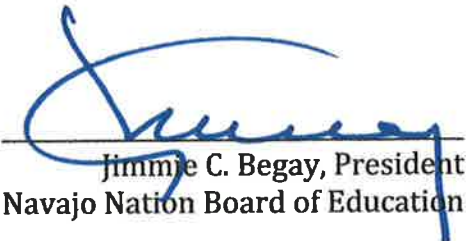
6. The Board acknowledges the Navajo Head Start Policy Council Resolution #227-01-2014 passed on January 28, 2014, approving the 2012-2015 Navajo Head Start Community Assessment, as it relates to services within the program.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Nation Board of Education hereby approves the 2012-2015 Navajo Head Start Community Assessment.
2. The Navajo Nation Board of Education further recommends that the Navajo Nation Superintendent of Schools or his designee(s) and other designated members of the Navajo Nation Council to advocate on behalf of the Navajo Nation consistent with the services stated in this resolution.
3. The Navajo Nation Board of Education hereby directs and empowers the Superintendent of Schools to take any actions deemed as necessary and proper to carry out the purposes of this resolution.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Board of Education of the Navajo Nation at a duly called meeting at Window Rock, Arizona (Navajo Nation) at which a quorum was present, motion by Gloria Johns and seconded by Patrick Lynch and that the same was passed by a vote of 5 in favor; 0 opposed; 0 abstained, this 29th day of January 2014.

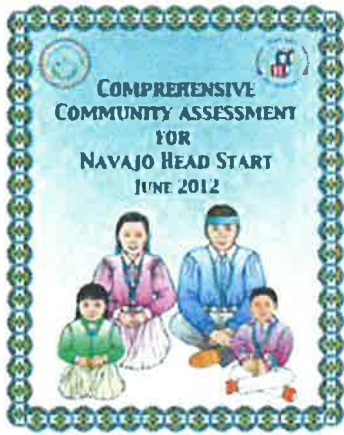


Jimmie C. Begay, President
Navajo Nation Board of Education



**COMPREHENSIVE
COMMUNITY ASSESSMENT
FOR
NAVAJO HEAD START
2012 - 2015**





2012 Community Assessment for Navajo Head Start Summary Highlights

Community assessment is required by federal law as stated in the Head Start Program Performance Standards 45 CFR 1305.3. In compliance with this requirement, the Navajo Head Start program staff and CDI conducted a comprehensive community assessment (CA) from March through July 2012 as part of the Head Start grant negotiations between the Navajo Nation and the Office of Head Start. Navajo Head Start staff, parents and community members participated in the data gathering and analysis for this project.

The community assessment includes the collection and analysis of relevant information about Navajo Head Start's service area - the Navajo Reservation:

- Total population of the Navajo Reservation: 173,667
- Children birth to 5 in the NHS service area: 15,167 (96% American Indian)
- Estimated birth to 5 living below poverty level 6,491 (42.8%)
- Estimated 3 & 4 year olds below poverty level 2,597

Areas where eligible 3 & 4 year olds are concentrated include the following:

- Chinle Agency: Round Rock, Tsaile, east of Chinle
- Eastern Agency: East of Gallup, Thoreau, and the triangle between Torreon, Pueblo Pintado and Ojo Encino
- Ft. Defiance Agency: Ft. Defiance and the Teesto/Dilkon area
- Shiprock Agency: Nenahnezad/Hogback/San Juan and Aneth, Red Mesa, Mexican Water, Rock Point areas
- Tuba City Agency: Tuba City, Dennehotso and Cameron

Other child development and child care programs in the service area that may be serving Head Start eligible children are CCDF (their children are categorically eligible for Head Start), the Bureau of Indian Education FACE program (which will have reduced funding this year), and state pre-k (which is expanding in Arizona and contracting in New Mexico). These programs, combined with private licensed and unlicensed child care providers and church preschools, enroll more than 3,100 children ages birth to 5 across the Navajo Reservation.

Navajo Head Start is in a **language recovery** situation – the 2nd language acquisition is Navajo rather than English. The cultural and linguistic profile of young parents has changed in just two generations. Today, approximately 50% of Navajo Head Start parents are fluent in Navajo and English, and only 2% of their preschoolers use Navajo as their first or only language. The Navajo Head Start program has one immersion classroom in Ft. Defiance and is working on a revision to the *Shiyazhi Diné K'ehji Hadooosizh* curriculum for use in the classroom. The newly-developed Diné Content Standards will have to be integrated into existing curricula and approved by the Navajo Nation Council. A group of Navajo Head Start teachers has completed two courses, Navajo 199 and Navajo 399 (Navajo literacy courses), at Northern Arizona University for 4 language credits which can be applied to a degree.

Buses and facilities are both aging. The newest bus was purchased in 2005. Many of the centers/classrooms are double wide trailers that do not age well, even when diligently maintained. Following the Navajo Head Start program's shut down in 2006, approximately one-third never reopened. Vandals and weather took their toll. A facilities group is currently working up cost estimates and a prioritizing system to evaluate the feasibility of putting major repairs into some of these buildings; the demographics from this community assessment will also be factored into their recommendations. A transportation assessment is

scheduled for late July 2012. According to the acting Transportation Director, only 76% of children were provided transportation last year in spite of the fact that the Navajo Reservation is one of the most rural areas of the U.S.

Programmatically, Navajo Head Start must increase its recruitment and identification of children with **disabilities**. It is currently at 6.1% rather than the mandated 10%. Playgrounds and buildings should be assessed for ADA compliance.

Oral health, specifically dental screenings and dental treatments, for children are not getting done at the 100% performance indicator level set by the Office of Head Start.

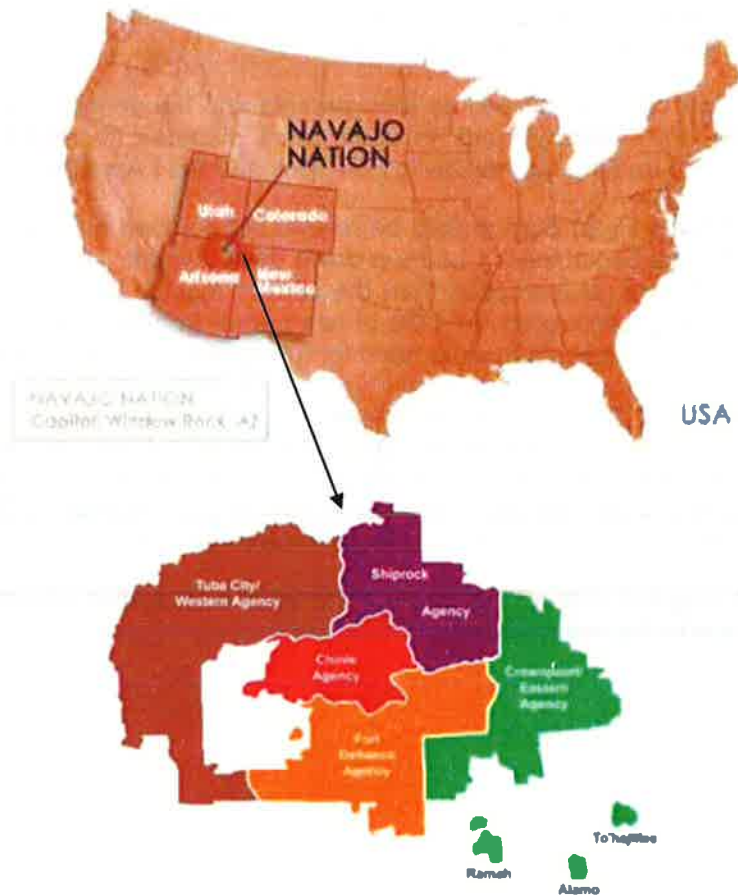
Obesity in Navajo Head Start children, as well as their parents and the general population – particularly low income people – is on the rise. Obesity leads to adult onset diabetes; therefore, the Navajo Head Start program has planned in-service training for the Cavity Free Kids and the I Am Moving, I Am Learning curricula.

The **program design** for Navajo Head Start should be re-evaluated based on this community assessment. It has remained the same since its beginning - 4 hours a day/4 days a week. The parents and community were surveyed and preferred a different design/option than the current model. Demographics show that there are more infants and toddlers than preschoolers. In 17% of two parent families, both parents are employed and 36% of single parents are working, indicating some need for full day/full year Head Start.

In conclusion, the Navajo Head Start program must engage in **actively partnering** with other human service agencies, particularly those who have a similar mission and those who have offered to work together for the mutual benefit of their clients. AZ First Things First offers funding and technical assistance for the QRIS and facilities improvements, and financial assistance for teachers working on degrees. CCDF has space for Navajo Head Start classes and is also mandated by their funding source to partner.

As the Navajo Head Start program restructures through the tribal consultation process, the program will work toward presenting a new face to the communities.

Boundaries of the Navajo Nation/Navajo Head Start Service Area



- Navajo Nation boundaries span 3 states – Arizona, New Mexico and Utah.
- Navajo Nation is comprised of 5 Agencies – Chinle, Crownpoint (Eastern), Shiprock (Northern), Ft. Defiance and Tuba City (Western).
- Navajo Nation is further divided into 110 Chapters (local governing units).
- The Ramah Chapter and Alamo Chapter are separate Head Start grantees; therefore, not part of the Navajo Head Start service area. To'hajilee is part of the Navajo Head Start service area.
- 4 ½ hours driving time from easternmost part of the service area (Grants, NM) to the westernmost point (Cameron, AZ)
- 3 ½ hours driving time from southernmost (Sanders, AZ) to northernmost (Aneth, UT)

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**SECTION 1:
INTRODUCTION**

Introduction

Navajo Head Start has been around since 1965, the same year that Head Start first began as one of the original federal programs designed by the Johnson Administration to fight the War on Poverty. Navajo Head Start is now serving its third generation of Navajo children and their families who live on the 16 million acre Navajo Reservation. In the 27 years that the program has been operating, more than 65,000¹ low-income children and their families have benefitted from their Navajo Head Start experience.

History and Philosophy of Head Start

Head Start is a federal program that promotes the **school readiness** of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development.

Head Start programs provide **a learning environment** that supports children's growth in the following domains:

- language and literacy;
- cognition and general knowledge;
- physical development and health;
- social and emotional development; and
- approaches to learning.

Head Start programs provide **comprehensive services** to enrolled children and their families, which include health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

Head Start emphasizes the **role of parents as their child's first and most important teacher**. Head Start programs build relationships with families that support:

- family well-being and positive parent-child relationships;
- families as learners and lifelong educators;
- family engagement in transitions;
- family connections to peers and community; and
- families as advocates and leaders.

Head Start Grants

The Office of Head Start (OHS), within the Administration of Children and Families of the Department of Health and Human Services, awards grants to public and private agencies on a competitive basis to provide these comprehensive services to specific communities. Head Start grantees provide the services as described in the Head Start Performance Standards and in accordance with the Head Start Act of 2007. The Office of Head Start is responsible for oversight of these grantees to ensure the performance standards are met and the best quality of

¹ Extrapolated from Program Information Reports (PIR)

care is provided to the enrolled children. In addition, some cities, states and federal programs offer funding to expand Head Start and Early Head Start to additional children within their jurisdiction.

Head Start programs are monitored every 3 years by the federal Office of Head Start for compliance with all applicable laws and regulations.

Navajo Head Start Program and Options

Head Start serves preschool-age children and their families; however, many Head Start programs also provide Early Head Start, which serves infants, toddlers, pregnant women and their families who have incomes below the federal poverty level.² Navajo Head Start was funded to serve 4,086 children during the 2011-2012 school year.³ Of those slots, 60 were Early Head Start slots specifically for children ages birth to three. The funded enrollment for the 2012-2013 school year is currently under negotiation between the Navajo Nation and the Office of Head Start. This year, to date, 2,059 children have been enrolled in Navajo Head Start.⁴

Head Start programs may select from a variety of service models (called program options) depending on the needs of the local community:

- Center Based option: centers or schools offering part-day or full-day services
- Family Child Care option: family child care homes
- Home Base option: children's own homes, where a staff person visits once a week to provide services to the child and family. Children and families who receive home-based services gather periodically with other enrolled families for a group learning experience facilitated by Head Start staff referred to as "socialization".

Over a million children are served by Head Start programs every year, including children in every U.S. state and territory and in American Indian/Alaska Native communities. Since 1965, nearly 30 million low-income children and their families throughout the United States and its territories have received these comprehensive services to increase their school readiness.

Service Area, Recruitment Areas and Funded Enrollment for Navajo Head Start

The Navajo Head Start service area is the Navajo Reservation. Recruitment areas vary from agency to agency and from center to center, but all centers and agencies strive to maintain full enrollment as required. The Navajo Head Start Program offers comprehensive child development services for infants, toddlers, preschoolers and pregnant women in its Early Head Start program. Both programs – Head Start and Early Head Start – use a center based option and the home base option. As of April 2012, 2,083 children ages 3-5 were enrolled in Navajo Head Start and 62 infants and toddlers were enrolled in the Early Head Start Program.⁵ The program provides transportation. The school year runs from August to May; Early Head Start operates year round. A list of centers by agency is provided in the Appendix C.

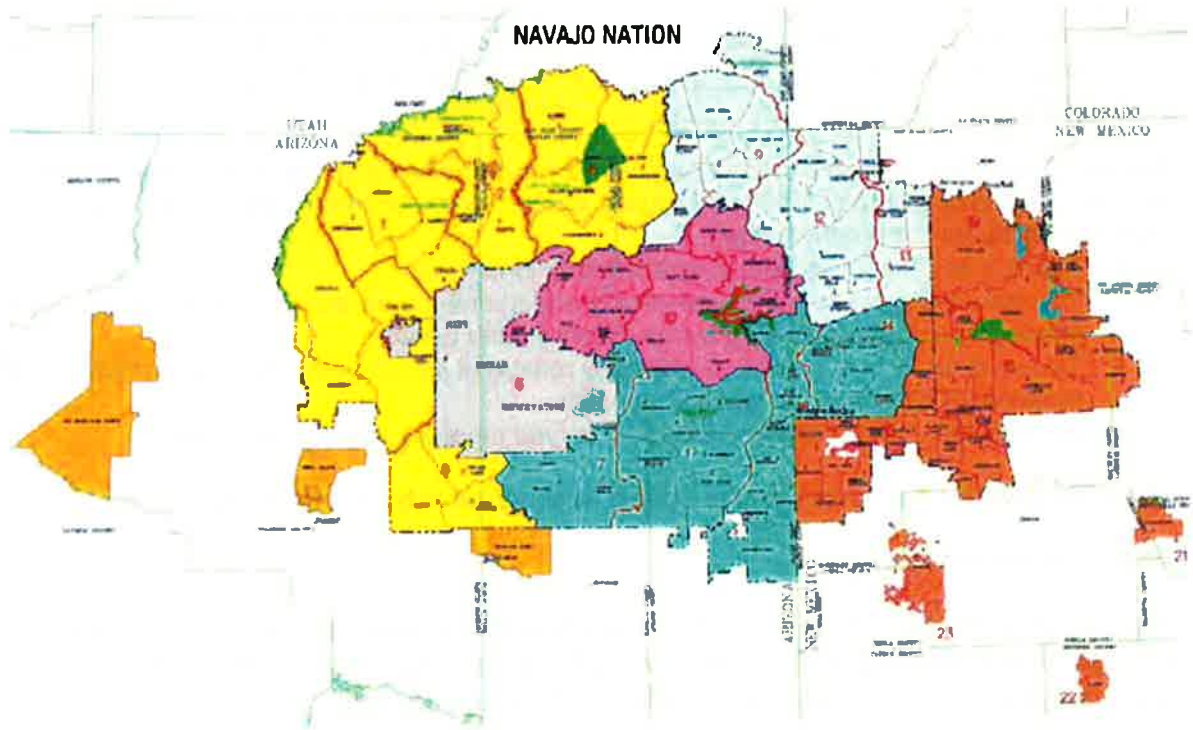
² Early Childhood Learning and Knowledge Center, <http://eclkc.ohs.acf.hhs.gov/hslc/hs/about>

³ Approved Federal Assistance Award, FY 2011-2012.

⁴ Navajo Head Start April 2012 Enrollment and Operation Report

⁵ *ibid*

MAP OF THE NAVAJO NATION BY AGENCY AND CHAPTER



Eligibility Criteria for Navajo Head Start⁶

(Must meet 1, 2, and 3 below)

Early Head Start	Head Start
1. Age: Birth to 36 months or pregnant mother	1. Age: 3 to mandatory school age
2. Low income: family income at or below most recent Federal Poverty Income Guidelines	2. Low income: family income at or below most recent Federal Poverty Income Guidelines
3. Live on Navajo Reservation	3. Live on Navajo Reservation

A child is *categorically* eligible for Head Start services if they are age eligible, live on the Navajo Reservation and are in one or more of the categories below:

⁶ Head Start Program Performance Standards and the Head Start Act, as amended 2007.

Early Head Start	Head Start
Homeless	Homeless
Eligible for public assistance/Program for Self-Reliance (formerly TANF)	Eligible for public assistance/Program for Self-Reliance (formerly TANF)
Foster child	Foster child

The Head Start Act, Section 641(C)(2) states that in communities on the Navajo Reservation with populations of less than 1,000 individuals, all age eligible children may be considered eligible to apply for the program when:

- There is no other preschool program in the community
- The community is located in a medically underserved area and in a health professional shortage area as determined by the Public Health Service
- The community is in a location which, by reason of remoteness, does not permit reasonable access to the types of services
- Not less than 50% of the families to be served meet the HS eligibility criteria

There are several communities on the Navajo Reservation to be so designated.

DINÉ: The Navajo People

The Navajo, or the Diné (the People), are a people of the Southwest United States. The Diné emerged from a Navajo genesis of previous worlds and continue to honor the origin, structure, and the time-space relationships of the natural order in the universe.

The Navajo language is primarily an oral language in which Navajo narratives have been passed down through generations. It is through these narratives that the Navajo people continue to live their heritage of culture, traditions, and customs. Nearly 150,000 Navajo Indians speak their native language today, making it the most-spoken Native American language in the United States.⁷ Navajo is primarily a rich, oral language. It has been written, in various forms, for more than a century, but practical orthographies have been available for less than fifty years.⁸

The Navajo are the second largest Native American tribe (the Cherokee Tribe, with 302,000 members, is the largest). The 2010 Census counted 300,048 Navajo tribal members, most of whom lived on or near the Navajo Reservation. The Navajo and Cherokee tribes figure membership differently. For Navajo Nation membership, a person must have one-quarter or more Navajo blood. The Cherokees require only that members be able to trace their ancestry back to someone listed on the Dawes Roll of 1907 – a membership list created by the Dawes Commission so the Cherokee reservation could be parceled out in individual allotments. The Cherokee tribe has no blood quantum requirement for membership.⁹



The Navajo Reservation Boundaries

⁷ <http://www.native-languages.org/navajo.htm>. Native Languages of the Americas website.

⁸ Holm, Wayne Stanley. *Some Aspects of Navajo Orthography*. The University of New Mexico, 1972

⁹ Navajo Times, June 12, 2012

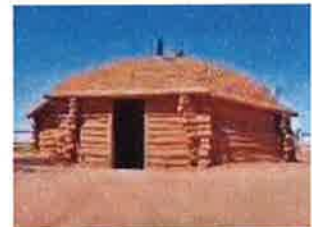
There are myriad perspectives on the status of the Navajo people today, depending on who is “delivering the history lesson”. Numerous websites tell different stories, placing emphasis and drawing conclusions based on opinion or political perspective. Navajo people themselves tell stories of their own or their relatives’ or their ancestors’ experience, rendering another perspective. As with any version of history, it is never the full story of those who lived it. The history of the Navajo people and their community, however, will inform program planning so that the services provided by Navajo Head Start and their community partners support and are congruent with the families’ and community’s values. Ignoring or bypassing the historical hardships of the Navajo people or understating their strengths would be a disservice to any attempt at conducting a meaningful community needs assessment. In Head Start, community assessment is required by law. A history of a people is part of who they are today. The community assessment is intended to be a tool for planning and for setting goals and objectives for the program. This is done through the process of identifying the strengths and needs of the children and families served by Head Start in their local communities, and identifying the resources in the community that Head Start serves.

The Importance of the Navajo Reservation

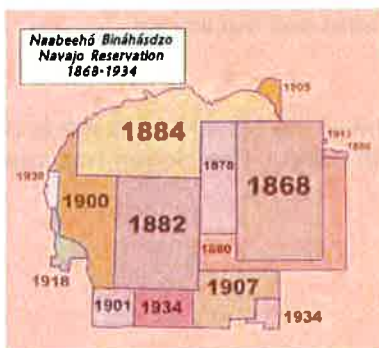
Beginning in 1846, various bands of Navajo signed treaties with the United States (the Bear Springs Treaty). The Navajo lived in several bands, occupying regions of Navajoland. In the series of treaties that were signed with the U.S. government, all Navajo were held responsible for treaties signed by individual bands.

The U.S. government did not comprehend the diffuse nature of Navajo political organization and perceived hostility by one band as a breaking of the treaty by all. The result was the Navajo Wars of 1858 to 1864.

Navajo men who avoided capture were ordered to be shot while Navajo women and children enslaved. The ‘scorched Earth policy’ commenced, destroying the very livelihood of the Navajo. Animals were slaughtered; cornfields and gardens were destroyed; and homes and food storage houses were burned. With their homes burned and their food supplies destroyed, the Navajo yielded for shelter and food in the winter of 1863.



Navajo groups slowly surrendered at Fort Defiance, and the army escorted them to Fort Sumner in southeastern New Mexico (Bosque Redondo) during the “Long Walk.” Navajo captives endured the forced 450 miles over the span of several weeks; however, many of them did not survive. By December 1864, approximately 8,000 Navajo men, women, and children were held at Fort Sumner. This new reservation for the Navajos proved to be inadequate. The land was desolate and unable to cultivate, while the soil and nearby water source was highly acidic. Miserable conditions in captivity ensued, including government contractors who cheated the Navajo of much of their promised food and supplies, drought, and other problems, which led to the death of more than 2,000 of the imprisoned Navajo (American Appraisal Associates 2000, 3). Navajos were held entirely at the mercy of the U.S. government



The rising cost of supporting the imprisoned Navajo and the protesting of the U.S. taxpayers led the government to enter into a peace treaty with the Navajo. The Treaty of 1868 permitted the Navajo to return to their homeland, retain 3.4 million acres for their use (about 10 percent of the original

Navajo lands), and promised 10 years of rations and supplies intended to help them return to self-sufficiency (Bailey and Navajo Nation Economic Development, Bailey 1986). Crop failures and game depletion further increased the Navajo's dependency on livestock. Reliance on herding also necessitated subsequent extension of the reservation boundaries beyond the 3.4 million acres set aside in 1868. Executive orders in 1878, 1880, 1882, 1884, and subsequent years substantially expanded the reservation in order to provide additional grazing land for Navajo herds.

Navajo Land

The Navajo Nation is the largest Indian reservation in the United States, comprising about 16 million acres, or about 27,000 square miles in the states of Arizona, New Mexico and Utah. The reservation is larger than the states of Massachusetts, New Hampshire, and Vermont combined and approximately the size of the state of West Virginia.

Some of the most photographed scenery in the United States is on the reservation, notably Monument Valley near Kayenta, Arizona, and Canyon de Chelly near Chinle, Arizona. The geological history of the area is apparent and stunning. Canyon de Chelly in Chinle, AZ, holds great importance to the Navajo, both historically and spiritually. Canyon De Chelly was once home to the Anasazi, "The Ancient Ones." This group disappeared centuries ago without a trace and the Navajo believe themselves to be their descendants. Thus the canyon is an important connection between the Navajo and their heritage.

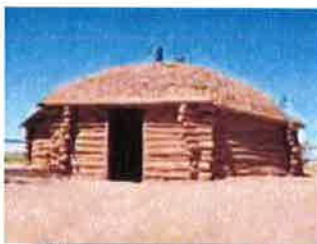


Average precipitation on the Reservation ranges from five inches in the lower elevations to 25 inches in the heights. Some of this is in the form of snow. The entire area is subject to winter snow and temperatures below freezing; summer temperatures may top 100 degrees with extreme aridity. During the late summer, seasonal torrential rains render many unpaved roads impassible. Drivers must be on the lookout for the flash floods common to the Southwest during and after a rain.

Property on both the Navajo and Ute Reservations is not available for purchase by non-Indian people either for residence or business. Anglo operated businesses are located on land leased from the Navajo Nation. According to the Navajo Partnership for Housing (NPH), a non-profit that facilitates home ownership on the Nation, a conventional mortgage had never been issued on tribal lands prior to 1994.

Navajo Life

Generally speaking, Navajos do not live in villages. Their traditions did not dictate this necessity, as is common with other Native American societies. They have always banded together in small groups, often near a source of water. Their wide dispersion across the reservation is due in part to the limited amount of grazing land and the limited availability of water.



The Hogan is the traditional home of the Navajo. It is made of wood logs and then covered with earth. The Hogan has vast

spiritual significance to the Navajo and represents their way of life and connection to the earth. Its very construction and furnishing is a memorial to Navajo belief and tradition. Hogans are seen throughout the Navajo Nation. The word "hooghan" means home. The more modern version is usually six-sided with a smoke hole in the center of the roof constructed of wood or cement. The doorway always faces the East to receive the blessing of the day's first rays of sun.



Traditionally, the Navajos are a matriarchal society, with descent and inheritance determined through one's mother. Navajo women have traditionally owned the bulk of resources and property, such as livestock. In cases of marital separation, women retained the property and children. In cases of maternal death children were sent to live with their mother's family. Traditional Navajo have a strong sense of family allegiance and obligation. Today, Navajos are faced with large unemployment rates and "acculturation" to a more nuclear family structure similar to Anglos in the U.S. As a culture in transition, the Navajo people and their traditional lifestyle is under the substantial stress brought about by rapid change in their society.

Traditional Philosophy and Beliefs

The Navajo believe there are two classes of beings: the Earth People and the Holy People. The Holy People are believed to have the power to aid or harm the Earth People. Since Earth People of the Navajo are an integral part of the universe, they must do everything they can to maintain harmony or balance on Mother Earth. The number four plays an important role in traditional Navajo philosophy. In the Navajo culture there are four directions, four seasons, the first four clans, and four colors that are associated with the four sacred mountains. The four directions also are represented by four colors: White Shell represents the East; Turquoise, the South; Yellow Abalone, the West; and Jet Black, the North. In most Navajo rituals there are four songs or multiples thereof.¹⁰

When there is disorder in a Navajo's life, such as an illness, medicine men use herbs, prayers, songs, and ceremonies to help cure patients. There are more than fifty different kinds of ceremonies that may be used in the Navajo culture—all performed at various times and for specific reasons.

According to the 2000 census, 298,215 persons declared Navajo ancestry or tribal affiliation. An individual must be at least one-quarter Navajo in order to be an enrolled tribal member according to Navajo law. It is the second largest tribe in population; over 173,000 Navajos live on the reservation. The population has increased 3.5 times from the 50,000 people who resided on the reservation in 1940. Most homes do not have electricity, running water, or telephones. The Navajo Nation has no urban centers, and most roads remain unpaved (U.S. Census, 2007; Navajo Division of Economic Development, 2008). The book, *Chapter Images: 2004, Profiles of 110 Navajo Nation Chapters*, which was commissioned to LSR Innovations to compile, edit and prepare, is the most in-depth and comprehensive resource for demographic data for the Navajo Nation.

¹⁰ Utah American Indian Digital Archive

Kayenta is the only incorporated township. Most population centers are clusters of housing around schools, hospitals, trading posts, and chapter houses. The American Community Survey lists the following population statistics for towns where the Navajo Head Start (NHS) has offices:

Window Rock, AZ:	3,612 (capitol of the Navajo Nation and NHS central office)
Ft. Defiance, AZ:	4,349
Chinle, AZ:	4,322
Tuba City, AZ:	8,888
Shiprock, NM:	9,575
Gallup, NM (off reservation)	21,077

Navajos generate an estimated \$40.5 million in the informal economy. Much of this undocumented income is derived from family-based agriculture and crafts enterprises such as woven rugs, silver and turquoise jewelry, decorated pottery and sand paintings. Navajo craftsmanship is passed down from generation to generation through careful teaching beginning in childhood. While much data paints a picture of poverty and desolation, Navajo people retain their strong family bonds and their land, and most enjoy a rich cultural, spiritual, and daily life based on small-scale farming and ranching. These human strengths, traditional lifestyles, knowledge, values, and resources are the foundation of the Navajo people (DINÉ).

The Reservation is Home

Navajo narratives identify land that was set aside for the Navajo by Diné deities referred to as the 'Holy People'. Consequently, the Navajo maintain this deeply held belief and recognize that traditional Navajo land is encompassed within the four sacred mountains for their use and protection. In the east is Sis Naajinii, or Mt. Blanca; in the south, Tsoodzil, or Mt. Taylor, near Grants, New Mexico; in the west, Dook'o'ostlíd, or Mt. Humphreys, near Flagstaff, Arizona; and in the north, Dibé Nits'aa, or Mt. Hesperus.

The Great Depression, livestock reduction programs, World War II, the Navajo-Hopi Long Range Rehabilitation Act, the reservation relocation offices, and the Hopi-related displacement all combined to replace "land-based production with wage work and public assistance as the economic mainstays for most [Navajo] families." The traditional patterns of scattered home sites on family grazing lands still persist, but individuals following such residence patterns year-round are increasingly elderly. Their working children visit periodically from off-reservation jobs to assist the older generation by hauling water and performing chores. The extended family economic unit still functions, with the intention of maintaining family ties to the land at its core, but the family members often need to travel off the reservation to support themselves. Essentially, many Navajo have two homes: one home off the reservation with access to better employment opportunities, and another home on the reservation with ties to immediate family and traditional family landholdings. Most Navajo desire to live or at least to spend more time on the reservation, but the circumstances described above limit the year-round feasibility of this option. There are estimates that up to 90 percent of the Navajo Nation's income is spent off the reservation whether individuals are living on or off the Reservation just to receive basic services. ("The Landless Landed" 1991).

The difficult economic environment on the Navajo Nation appears to be contributing to out-migration, or Navajo tribal members moving off of the Navajo Nation. Calculating exact numbers or rates of out-migration requires a specialized analysis, but a couple of indicators inform the trend. A comparison of enrolled tribal members and the population living on the Navajo Nation

reveals a widening gap between tribal enrollment and the Navajo Nation population. During 2001, the enrolled membership exceeded the Navajo Nation population by about 70,000 people, and by 2005 this gap had widened to about 76,000 people.¹¹

Governmental Structure

Navajo Tribal Council

By the time the Bureau of Indian Affairs (BIA) ended the allotment program in the early 1930s, the Navajo Reservation had been consolidated within essentially the same boundaries that exist today, and outside interests had begun to shift their attention from the land itself to what it contained. In the early 1920s, at the request of several oil companies, the commissioner of Indian Affairs created a **Navajo Tribal Council** and the position of commissioner of the Navajo Tribe. The major purpose was to establish a central body that would approve oil and mineral leases. Although begun inauspiciously, the Navajo Nation Council began to develop organically.

A half century after the release from imprisonment at Bosque Redondo, the Navajo had rebuilt their economy and livelihood. During the 1920s and 1930s, the new Navajo economy was flourishing. The Navajo sheep herds had grown to 1.5 million by the mid-1930s. Navajo families previously had migrated from winter to summer home sites; however, as they became increasingly confined to one area year-round, their subsistence demands on the land multiplied. There was also concern that overgrazing on the Navajo Reservation would increase the sediment load in the Colorado River and impede power generation from the Boulder Dam, thus frustrating ambitious livestock reduction programs of the 1930's. The 'Livestock Reduction Policy' ordered the killing of livestock, decimating the Navajo herds from 1.5 million to 350,000 animals and shattering the new Navajo economy.

The Navajo government and the BIA also developed work-relocation offices in the 1950's and 1960's. Many Navajo were willing to accept relocation assistance to western and midwestern cities, such as Los Angeles, San Francisco, Oakland, San Jose, Denver, Dallas, Chicago, and Cleveland. These cities have remained the sites of the largest concentrations of off-reservation Navajo population outside the Four Corners region (Kelley and Whitley 1989). In the 1960's and 1970's, litigation resulted in the reallocation of some Navajo lands to their neighboring tribe, the Hopi (see Figure 1). As part of the settlement, some Navajo were forced to move to areas termed Navajo New Land, which had few employment opportunities (Pratt Institute 2001, 4).

Creation of Chapters

To implement the livestock reduction, the Bureau of Indian Affairs (BIA) and its commissioner, John Collier, encouraged the Navajo to organize a new level of local government, the **chapter**. The across-the-board reductions especially hurt middle-income and lower-income Navajo because larger livestock owners could get rid of the culls (i.e., the less valuable animals) of their herds, while smaller owners had to sacrifice animals valuable to the continued vitality of their flocks. Increased wage work from the U.S. Civilian Conservation Corps (CCC) and the Soil Conservation Service (SCS) helped moderate the loss of income, but the livestock reductions were devastating to the Navajo economy (Kelley and Whitley 1989; White 1983; Iverson 1981) and hurt as well the Navajo's traditional culture of husbandry and sharing with the less fortunate.

¹¹ Navajo Nation Housing Needs Assessment, Navajo Housing Authority, August 2011

A **Chapter house** is an administrative, communal meeting place on the territory of the Navajo Nation where residents have a forum to express their opinions to their Navajo Nation Council Delegate or to decide on matters concerning their chapter. As of January 2004, there are 110 Chapters. The input given to the delegates during meetings is not legally binding, even though it may be documented in the form of a Resolution to be carried forward for presentation to the Tribal Council for further consideration. It is comparable to a petition or referendum at the town or local community level of other governments.¹² Population on the Navajo Reservation is kept by Chapter rather than community. Each Chapter can contain more than a single community and may cross state lines.

Creation of Agencies

The new chapter governments became organizing sites for resistance to livestock reduction. The BIA reacted by cutting funding to the chapters and instituting an additional level of organization—the BIA Navajo Area Office. The new **office was subdivided into five agencies** (see below), the intent being to further centralize control of the situation by the federal government.

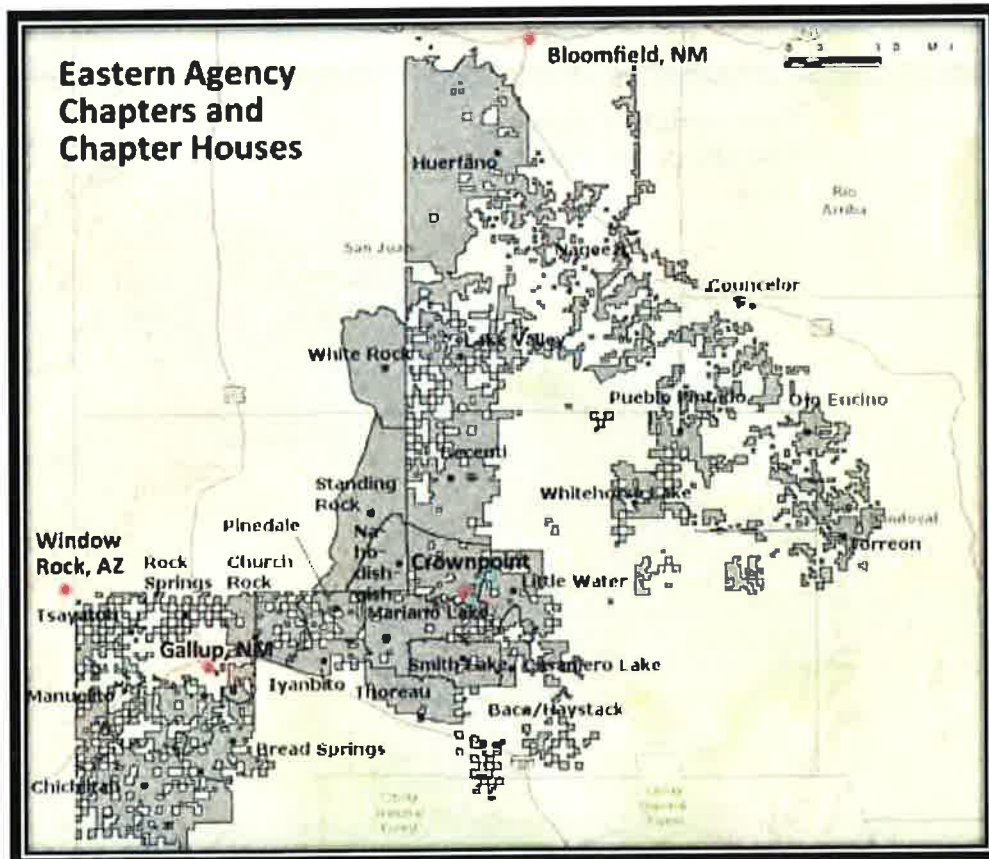
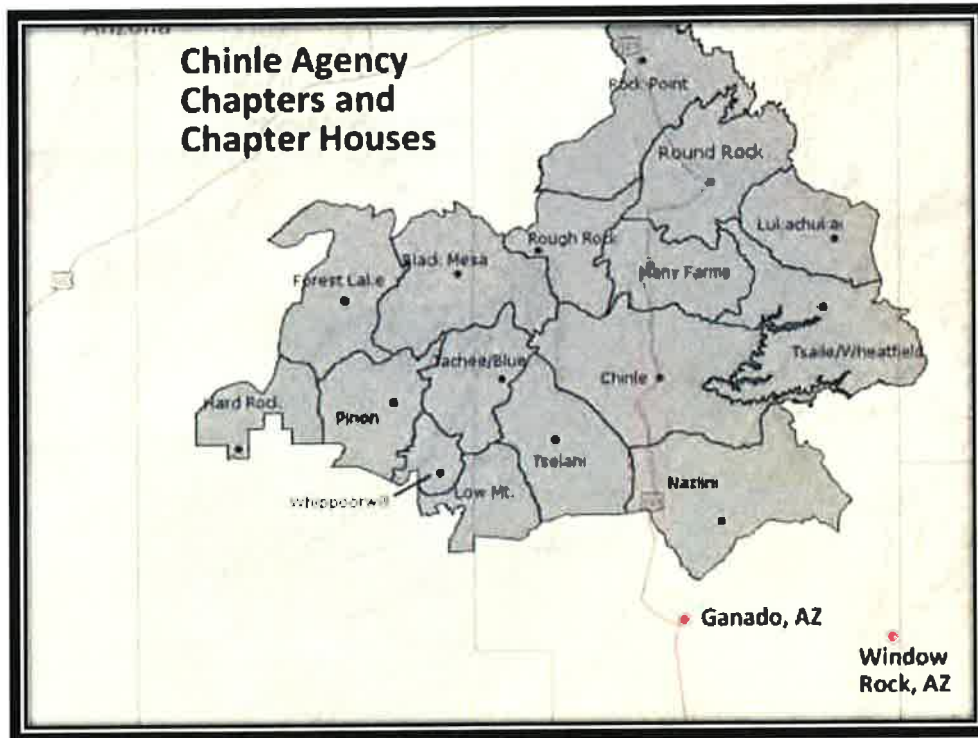


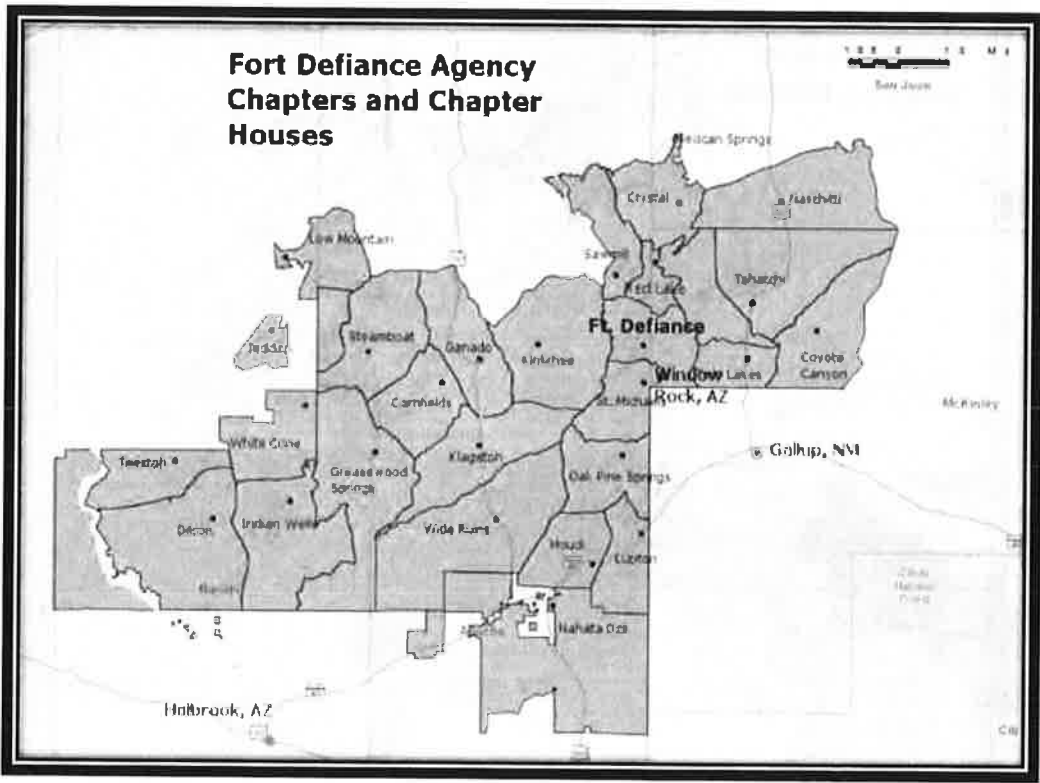
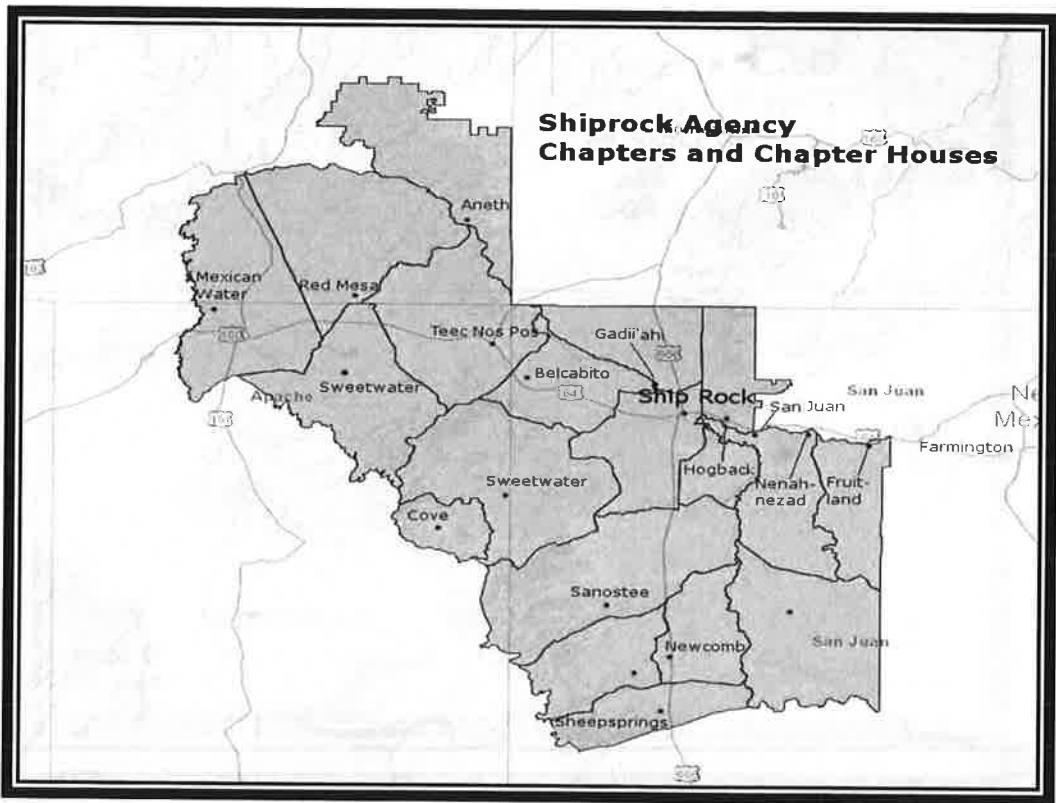
Chinle Agency	14 chapters
Tuba City/Western Agency	18 chapters
Shiprock Agency	20 chapters
Fort Defiance Agency	27 chapters
Crownpoint/Eastern Agency	31 chapters

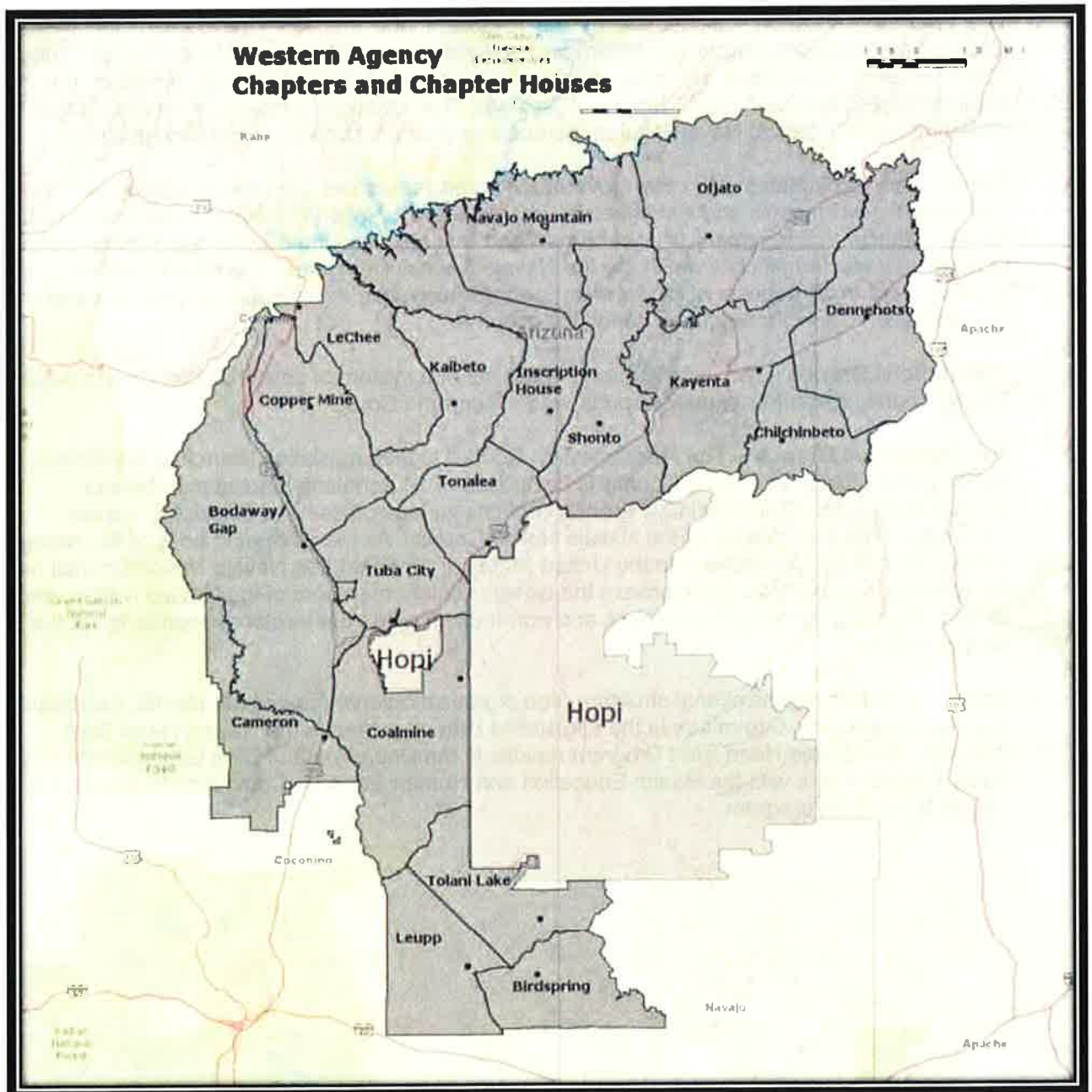
See Chapter maps on the following pages

¹² Notes taken during interview on June 4, 2012, with the Honorable Jonathan Hale, Tribal Council Vice President and Chair of the Health, Education and Human Services Committee.

¹³ www.Lapahie.com







Governmental Organization

The Navajo Nation is organized into 3 branches of government.

The Executive Branch - is headed by the President and the Vice-President of the Navajo Nation. The President reports and recommends legislation to the Navajo Nation Tribal Council. The President supervises all programs in the Executive Branch which includes the 10 administrative "divisions" (see Figure 2 below). The Divisions provide a broad range of governmental services to Navajo Nation members and other residents of the Navajo Nation.

The President negotiates with other governments and represents the tribe in dealing with state and federal governments and with other tribes. The Navajo Nation President is also responsible for the financial management of tribal funds and insures accountability to the Navajo people through their elected officials which are the Navajo Council Delegates. The Vice-President helps the President in all aspects of government and at times acts in his capacity (with his and the Navajo Nation Council's approval) during his absence.

The Judicial Branch - The Judicial Branch consists of a system of seven District Courts, seven Family Courts, seven Peacemaker courts, and a Supreme Court.

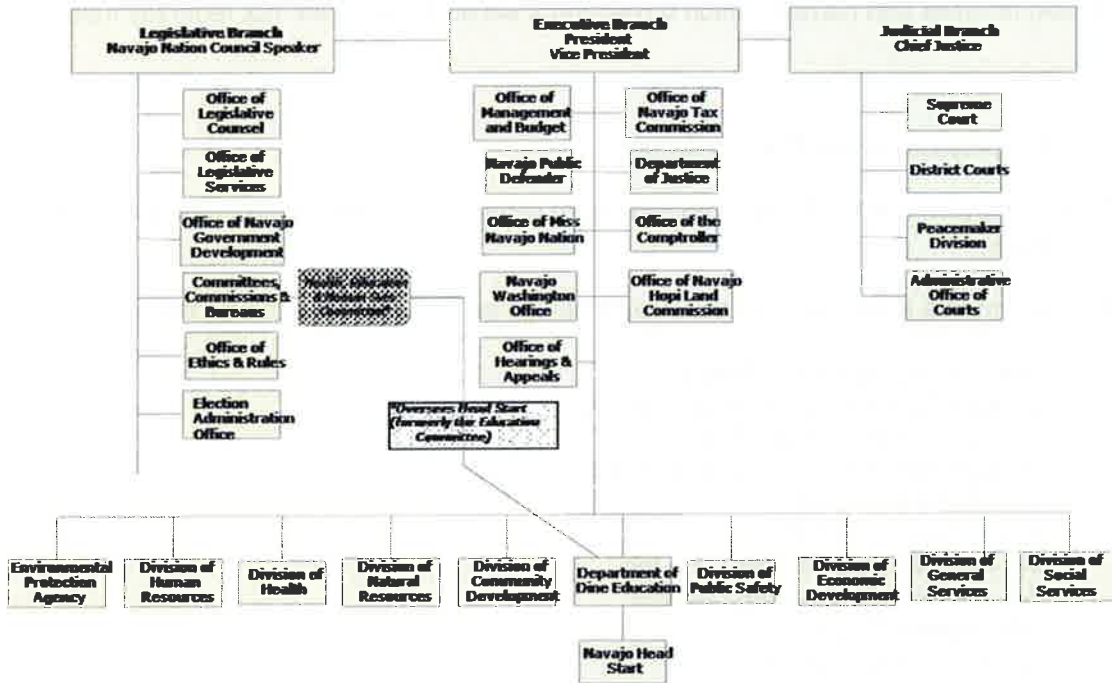
The Legislative Branch – The Navajo Nation Council is the Legislative Branch of the Navajo Nation government. The Tribal Council is comprised of 24 popularly-elected members or Council Delegates. The Legislative Branch contains various offices and boards, which are administered by the Speaker of the Navajo Nation Council. As the governing body of the Navajo Nation (as the U.S. Congress is to the United States of America), the Navajo Nation Council has the authority to pass laws which govern the Navajo Nation, members of the Navajo Nation, and certain conduct of non-member Indians and non-Indians within the territorial boundaries of the Navajo Nation.

Under the current organizational structure (see organization chart below) the Health, Education and Human Services Committee in the Legislative Branch oversees the Navajo Head Start Program. The Navajo Head Start Program resides in the Department of Diné Education and the Policy Council works with the Health Education and Human Services Committee to govern the Navajo Head Start program.

Navajo Nation Council Chambers



THE NAVAJO NATION ORGANIZATIONAL STRUCTURE



Navajo Head Start's Contributions to the Navajo Nation Economy

The Navajo Nation operates its government and programs with an annual budget of approximately \$564M for FY2012; the General fund exceeds \$173M and federal funds, state funds and other sources add another \$391M. The Navajo Head Start budget for FY2012, currently being negotiated, is \$29.3 million.

Overall, the Navajo Nation employs 5,153 people. The Navajo Head Start program employs 552 staff, roughly 10% of the total number of employees of the Navajo Nation. Ten percent of the Navajo Head Start positions are vacant.¹⁴ As of this writing, the NAVAJO HEAD START program is undergoing a reorganization.

Sources of Non-Federal Share

Federal financial assistance granted under the Head Start Act for a Head Start program may not exceed 80 percent of the total costs of the program; therefore, the program must obtain the balance of funding from the community that it serves. Those contributions are most often in the form of volunteer hours donated by parents and other members of the community, donations of space (classrooms, office space, meeting space) or entire facilities, discounts on goods and services (*certain restrictions apply*), and cash through **non-federally funded** sources.

Sources of in-kind and non-federal share for Navajo Head Start are primarily from Chapter-donated facilities and Navajo Nation government services which are not federally funded.

Major Employers on the Navajo Nation

Major employers can be divided into two broad categories: Tribal Enterprises and Private Sector Enterprises.

There are twelve enterprises on the Navajo Nation owned and operated by the Navajo tribe:

- Navajo Tribal Utility Authority
- Navajo Agricultural Products Industry
- Navajo Arts and Crafts Enterprise
- Navajo Nation Hospitality Enterprise
- KTNN Radio Station
- Diné Power Authority
- Navajo Nation Oil & Gas Co., Inc.
- Navajo Nation Shopping Centers
- The Navajo Times
- Navajo Transit System
- Navajo Engineering and Construction Authority
- Navajo Housing Authority

The Navajo government is the largest employer on the Navajo Nation. Other primary employers include:

¹⁴ Human Resources Status Report, April 30, 2012

- State of Arizona
- Navajo Area Indian Health Services (NAIHS)
- Office of Indian Education Program under the Bureau of Indian Affairs
- State of New Mexico

Major Employers on the Navajo Nation in 2002

	Navajo Employees	Non-Navajo Employees	Other employers reporting more than 500 employees in 2002
Navajo Government	7,814	164	Peabody Energy's Arizona Mine: 690 employees
Navajo Area Indian Health Services	2,366	671	Navajo Generating Station: 543 employees
State of Arizona (majority are schools)	3,077	1,172	Four Corners Power Plant: 570 employees
BIA – Office of Indian Education	1,944	363	Basha's Supermarket: 671 employees
State of New Mexico (majority are schools)	679	612	Navajo Tribal Utility Authority: 531 employees

*Note this information is 10 years old (from 2002)

The List of Large Employers on the Navajo Nation 2001¹⁵ listed 45 employers with a total employment of 27,691. Of those, 10,371 or 37% are education-related jobs. Add in the Navajo government jobs then it is apparent that 2/3 of the jobs on the Navajo Nation are government related and this doesn't factor in those jobs that are related to construction, utilities and energy which is another 13% of jobs.

INFRASTRUCTURE

Electricity

Basic electrical service across the rural Navajo Reservation is uneven; e.g., 37 percent of Navajo homes have no access to electricity, power fluctuations are common in the offices in Window Rock. Rooftop solar technology has some potential, especially if coupled with other strategies (e.g., solar orientation of new homes and using energy-efficient straw-bale construction or an alternative Navajo-created design), cost (about \$10,000 per unit). Although there are long-term maintenance issues with solar panels and straw bale construction, it may be possible to approach the need for dependable, readily available and affordable energy sources with solutions that meet the heating and power needs of Navajo families living in the remotest areas of the reservation and the Navajo Head Start program that serves them.

Utilities

The majority of homes (89%) on tribal land are heated by wood or pellet stoves while only 2% of homes nationwide rely wood based heating. Electricity is provided by a public utility, and the water is either publicly provided or transported from an off-site source. Nationwide 84% of homes are heated with gas or electricity; only 9% of homes on the Navajo Nation are heated with natural gas or electricity. Compared to water and natural gas, centrally produced and distributed electric infrastructure appears to be widely available, with over 80% of homes powered by a public electric utility. However, this rate is still well below the national average and

¹⁵ Support Services Department, Division of Economic Development
<http://www.navajobusiness.com/fastFacts/majorEmployers.htm>

is uneven. According to the U.S. Census and the Department of Energy, approximately 98% of homes in the US have publicly provided electricity. The disparity suggests a relative deficit of electric infrastructure present on the Navajo Nation.

Water

Over half of households in the Navajo Nation have access to a public water supply, but nearly one third of households are reliant on an off-site water source, which requires households to haul their own water for domestic purposes. The remainder of homeowners utilize on-site wells.

Contaminated Water

The federal Environmental Protection Agency is working with the Navajo Nation, federal agencies, the Indian Health Service and community organizations to ensure that Navajo families do not drink water that is contaminated with uranium or other heavy metals. All regulated water sources on the reservation are regularly tested and meet the drinking water standards. Navajo Nation EPA estimates that up to 30% of its population is not served by a public water system. This represents approximately 54,000 people. These residents either haul water from unregulated sources, such as livestock wells, springs, or private wells, or from regulated watering points. The number of unregulated water sources is not known, but is estimated to be in the low thousands.

Navajo Nation policy prohibits the use of these unregulated sources for human consumption, nevertheless, interviews with Navajo residents have shown that the practice continues and is widespread due to lack of suitable water sources in the more remote regions of the Navajo Nation. The use of unregulated water sources represents the greatest public health risk associated with drinking water for the Navajo Nation.

Since 2006 EPA and Center for Disease Control sampled over 235 regulated water sources. Of these, 28 were found to exceed standards for radionuclides. The water from most of these sources is being used for human consumption. Most are located within 10 miles of a safe alternative supply.



Rural Water Hauling

EPA and its local partners are posting advisory signs at contaminated water sources and issuing health advisories to affected residents, including radio announcements in English and Navajo language. With EPA funding, Navajo Nation EPA hired a circuit rider to provide door-to-door assistance to water users wherever needed. EPA and its partners have conducted outreach on unregulated water sources to 20 Navajo chapters. EPA and the Indian Health Service will work with other agencies to find alternative water sources where possible.

IHS completed an EPA-supported water service improvement project to assist Black Falls area residents impacted by four contaminated wells.

EPA also awarded a \$20,000 Environmental Justice grant to the non-profit Forgotten People to identify practical and effective solutions, such as exterior elevated water tanks, for families living in the Black Falls area that do not have direct access to piped water. Forgotten People is working together with IHS, local businesses, Navajo Nation EPA and others to plan and implement a community-based water project to provide homes with safe drinking water.

In addition, EPA has committed \$8.8 million in 2009-10 for the construction of infrastructure to serve 200 homes that lack piped water in the vicinity of six contaminated water sources in the Black Falls, Dennehotso, and the Sweetwater areas, and to implement a water hauling feasibility study and pilot program to serve up to 3,000 homes.¹⁶

The June 12, 2012, Navajo Times reported that due to the drought, "many of the windmills in the area have stopped operating and residents have been told not to get water from some of the wells in the chapter because they are contaminated by uranium."

Transportation

The Navajo Nation is within a 500-mile radius of major west coast, southwestern, and international markets. Interstate 40 follows along the reservation's southern border providing access to the reservation at various points. An extensive roadway network, commuter and charter air services, Atchison, Topeka, and Santa Fe Railroad line, and more than a dozen freight and transport services are located in nearby border towns.

The 2000 Census stated that 1/3 of all residents of the Navajo Nation were employed and that 8,695 families with children under the age of 6 (45%) were in the labor force.¹⁷

- ✓ 61% of workers 16 or over drove alone to work in a car, truck or van
- ✓ 25% carpooled in a car, truck or van
- ✓ .9% took public transportation to work
- ✓ 8.1% walked
- ✓ 1.9% used other means
- ✓ 2.1% worked at home

The mean travel time to work was 34 minutes.

Public Transportation

The Navajo Nation Transit System (NTS) is the sole public transportation system on the Navajo Nation. It offers 23 buses and 3 vans with a total seating capacity of 847 passengers. It has seven fixed-route services as well as a charter and special operations service. Navajo Transit System (NTS) is a department under the Division of General Services within the Navajo Nation Government and is funded primarily through the New Mexico and Arizona Departments of Transportation. NTS administers and operates inter-city fixed route transportation services for the general public. The Navajo Transit System (NTS) provides public transportation services to 41 chapters out of 110 Navajo Chapter communities; many fixed routes operate along state

¹⁶ <http://www.epa.gov/region9/superfund/navajo-nation/contaminated-water.html>

¹⁷ Chapter Images: 2004, 21.

highways. NTS buses pick up passengers at designated stops. The transit system is closed on weekends and holidays. Fare is a flat rate of **\$2.00**.

The demand for services exceeds the number of buses and routes because the Navajo Nation occupies a substantial land area with a large population, long driving distances between destinations. With the limited number of routes available now, and the confinements of buses to major highways, many people who want services are not able to reach locations where buses normally pick up passengers.¹⁸ Comparisons between the Navajo Nation and the United States show that nearly twice as many Navajo Nation households have no car than their U.S. counterparts. Interestingly, more Navajo households have one car compared to the rest of the U.S. but since only 25% of the U.S. population lives in rural areas vs. urban and suburban, transportation may not be as essential with public transportation more readily available, particularly in urban areas.

Vehicles available:	<u>Navajo Nation</u>	<u>United States</u>
None	18.3%	10.3%
One	42.1%	34.2%
Two	27%	38.4%
3 or more	12.5%	17.1%

The following routes provide transportation services only Monday - Thursday. All Navajo Transit System Offices and Transportation Facilities are closed in observance of Tribal and other holidays and on days that drivers and staff attend state mandated training.

The following routes operate Monday-Friday:

Rt 1	Tuba City, AZ to Window Rock, AZ (round trip)	Mon-Thur only
Rt 2	Toyei, AZ, to Window Rock, AZ (round trip)	
Rt 3	Kayenta, AZ to Window Rock, AZ (round trip)	Mon-Thur only
Rt 4	Crownpoint, NM to Ft. Defiance, AZ (roundtrip)	
Rt 5	Gallup, NM to Ft. Defiance, AZ (round trip)	
Rt 6	Navajo, NM to Gallup, NM (round trip)	
Rt 7	Shiprock, NM to Farmington, NM (round trip)	
Rt 8	Chinle, AZ to Ganado, AZ (round trip)	
Rt 9	Birdsprings, AZ to Ft. Defiance, AZ (round trip)	
Rt 10	Shiprock, NM to Fruitland, NM (round trip)	
Rt 11	Flagstaff, AZ to Tuba City, AZ (round trip)	Mon-Thur only
Rt 12	Kayenta, AZ to Tuba City, AZ (round trip)	
Rt 13	Crownpoint, NM to Window Rock, AZ and Gallup, NM	Mon-Thur only
Rt 14	Shiprock, NM to Window Rock, AZ (round trip)	

Future Navajo Transit System routes are as follows:

- Rt 15 Sanders, AZ to Ft. Defiance, AZ
- Rt 16 Blanding, UT/Montezuma Creek, UT to Red Mesa, AZ
- Rt 17 Montezuma Creek, UT to Monument Valley, UT
- Rt 18 Local Shuttle – Window Rock, AZ to St Michaels, AZ to Ft. Defiance, AZ

¹⁸ <http://www.navajotransit.com/>

All routes run on a daily basis, except weekends, holidays and as noted. Communities and Chapters located between the established origin and final destination have access to transit services. Bus stops at selected sites are available for passengers.

Highways

The Navajo Nation has over 18,000 miles of roads; over 15,000 of those miles are not paved yet provide the only means for children and families to get to schools, hospitals and markets. Most Navajo households are located miles from paved roads which are accessible only by dirt roads which are highly susceptible to damage from heavy snows, floods, and washouts making roads useless for travel and pose risks for school buses and families; sometimes people are stranded for days at home unable to drive out to major roads.¹⁹

Seventeen highways traverse the Navajo Nation including:

<u>East/West Highways</u>	<u>North/South Highways</u>
Interstate 40	US Highway 666
US Highway 66/160	US Highway 89
US Highway 64	US Highway 191
US Highway 163	State Highway 509
State Highway 264	State Highway 87
State Highway 98	State Highway 262
State Highway 64	State Highway 566
State Highway 44	State Highway 371

Transportation is a major issue for Navajo Head Start families; driving distances on the reservation are great, most people live in rural areas, and pick up trucks are a practical means of transportation on the roads just described. Pick ups also use a lot of gas which can put a quite a dent in the budget of a low income family, particularly if they are hauling water during a drought. On June 21, 2012, the Navajo Times reported that “the current drought has especially been hard on those members who live in Arizona, the majority of whom do not have running water and must haul water sometimes as far away as 45 miles”.

Only 25% of roads are paved; however, those roads which are paved are maintained by the 3 states (AZ, NM and UT), 7 county Transportation Departments, BIA and the Navajo Department of Transportation. The Department of Transportation has stated that if Navajo Head Start will keep them informed about the Navajo Head Start bus routes, NDOT will reallocate their resources to support the transportation of Navajo Head Start children to school; in other words, they will try to pay closer attention to maintaining the roads on those routes with more frequent grading, etc. and possible even paving or graveling if funding permits.

NDOT is using GIS mapping and is publishing topographical road maps by agency that will make bus route planning much more visual and intuitive. The contact person is Eleanor Yazzie, GIS Specialist at the new NDOT building on Rt 264 outside of Window Rock.

¹⁹ Roads and Transportation on the Navajo Nation blog post on WhiteHouse.gov by Paulson Chaco, Director, Navajo Division of Transportation, February 15,2012

Railway

Atchison, Topeka & Santa Fe Railway Company. No passenger stations on the Reservation; however, the Southwest Chief Amtrak route from Chicago to Los Angeles runs through Albuquerque, NM, with stations in Gallup, NM, Winslow, AZ, and Flagstaff, AZ.

Air

Commercial air service is available in the nearby, off-reservation cities of Farmington and Gallup, New Mexico, as well as Flagstaff, Arizona by Mesa Air and America West Airlines. Gallup only services private planes, including FedEx. Window Rock Airport services private planes. The closest major airport to Window Rock, AZ, is Albuquerque, NM, which is a 3 hour drive from Albuquerque to Window Rock.


Communications and Technology

Relatively few Navajo homes (23 percent) have telephone service, and there is minimal computer and Internet access. All chapters have computers, even though some of them are old. Data on cell phones was not available at the time of this writing; however, it is obvious through observation in the offices, markets and in gas stations across the Reservation, "everyone seems to have one". Calls drop and there are numerous areas with *no service*, but with one bar, texting is possible.

Below is the report prepared by the Senior Contract Analyst on the current state of technology for the Navajo Head Start program. The report outlines some of the more pressing issues facing the program as it proceeds toward digitizing Navajo Head Start information and communication equipment and applications in use by program staff. At this writing, the Navajo Nation servers were "down" and emails were being re-routed back to their sender for resubmission – 2 days with no electronic communications. The Navajo Nation IT Director stated that he had to constantly monitor the network due to power fluctuations caused by an inadequate power supply to the governmental buildings in Window Rock.

Technology in NAVAJO HEAD START Classrooms

Currently, the Navajo Head Start program is in the process of upgrading a majority of the hardware and software that is being utilized in the classrooms by the staff and children. The chart below shows all five (5) agencies and their current hardware/software on file.

Agency:	Computer Make or Model & Purchasing Year:	Operating System:	Software:
Chinle	Gateway / 2002	Windows XP – Home Edition	MS Office 2003 or 2007
Crownpoint	Dell / 2010	Windows 7 Professional	MS Office 2007
Ft. Defiance	Gateway / 2002	Windows XP – Home Edition	MS Office 2007
Shiprock	Gateway / 2002	Windows XP – Home Edition	MS Office 2003 or 2007
Tuba City	Hatch / 2011 	Windows Vista – Business Edition	MS Office 2010

Most of the agencies Center Staff still utilize computers that were purchased almost ten (10) years ago. Crownpoint and Tuba City upgraded to new systems in 2010, with the latest Microsoft Office software. Tuba City's purchases serve a dual purpose as both a staff computer and a computer for children's use while Crownpoint's purchases were for the staff's usage only. Most agencies upgraded to all-in-one printers which include printing, scanning, copying and faxing capabilities, although faxing isn't really an option for the printer's usage considering the lack of a 2nd phone line and/or no long distance services at the center.

Issues with outdated hardware/software:

- One problem that occurred during SY2011-2012 was the NAVAJO HEAD START central office provided USB Flash drives to a majority of Navajo Head Start staff which had PDF formats of the Policies and Procedures, Service Delivery Plans and various other forms and documents that both center and agency staff needed throughout the school year. A majority of the older Gateways either weren't able to read the PDF documents or had problems reading the flash drive. PDF Reader Applications could have been downloaded through the internet at the time, but internet installations didn't begin to occur until the last week of the school year.
- Another issue was the lack of computer support for the older models. Currently Navajo Head Start has no official Information Systems Technician, but they do utilize the Department of Diné Education's Principal Programmer Analyst and Network Specialist, but these two (2) individuals have their duties for their own department which lengthens service calls to the five (5) agencies.

Navajo Head Start Information Technology Positions:

- Navajo Head Start has not had an official IT Position for each agency since sometime around 2003 or 2004. These positions were phased out when the Navajo Nation contracted On-Sat Native American Services, Inc. to implement wireless capabilities to the Navajo Nation Chapters. At the time, this was funded by the Bill and Melinda Gates Foundation which provided at least four (4) desktop computers to all 110 Chapters. Since most Navajo Head Start Centers are adjacent to the Chapters, they too received internet access via wireless network.

- Navajo Head Start could benefit greatly from hiring an IT Technician at each agency. The world is greatly changing and with new federal grants for public communication, this will affect the Navajo Nation quickly. These positions will be needed to support Navajo Head Start staff who lack basic computer skills. The current staff person supporting the Navajo Head Start central office in technology is also assigned to contract administration support. In effect, IT across the entire Navajo Head Start program is supported by a part time position.

Inventory of Equipment

Currently there are six (6) Property Supervisors that maintain the inventory of equipment – one for each agency and one for the central office. These positions are responsible for processing the orders for new computers, for requesting technical assistance and assigning equipment to Navajo Head Start staff through each agency to the Navajo Head Start Centers. As of May 2012, the Navajo Nation hired additional staff to assist the Navajo Head Start Program in conducting a thorough assessment of computers.

Networking

Currently the Navajo Head Start program has no professional networking capabilities at any of their agency offices other than having network printers for their staff through their wireless internet network. The Navajo Head Start program is not networked among the agencies and centers; they are connected through email, except at centers which lack internet access. There is also a strong reliance on cell phones for communication; however, if the cell phone is not agency issued, the phone number of the user is blocked. The NAVAJO HEAD START central office has the capability to use the Department of Diné Education network, but the transition is still in process and email in and out of this system is not reliable.

Department of Diné Education Email/Portal:

- Currently, Navajo Head Start central office has converted to the Department of Diné Education Email system (i.e. example@nndode.org). This is helping to improve communication within the department and utilization of programs such as MS Outlook and Calendar.
- The department also has a web portal which is similar to an intranet where staff could post program/department related information such as meetings, events and even document/report postings. This is still being implemented and currently this only benefits NAVAJO HEAD START central office. No plans have been made to share the Web Portal and email to the agency/center staff.
- Attempts by NAVAJO HEAD START central office administrators to implement a system of coordinating calendars has run into a number of obstacles such as lack of universal access to MS Outlook because of networking issues, the approval of the annual school year calendar by Policy Council Resolution and consistent input to the coordinating calendar from both central office staff and from the agencies.

Navajo Nation Technology Plan

The Navajo Nation Department of Information Technology takes the lead in planning for the Nations technological future. They developed a plan in 2004 which is slowly taking shape. This plan can be viewed at www.dit.navajo-nsn.gov under the "Forms" link.

Aside from providing technical assistance to Navajo Nation departments, they also run the Navajo Nation servers which administer the Navajo-nsn.gov domain and official Navajo Nation website and emails server. Departments like Social Services, Division of Health and Department of Diné Education have their own IT specialists. This also allows them to have an internal network such as the Division of Social Services and the Division of Health.

Department of Diné Education Technology Plan:

- The Department of Diné Education also have their own plan for technological advances. As mentioned earlier, they implemented their own email system along with the web portal and network. Currently the Navajo Nation is in Phase 1 of upgrading their phone systems to Voice over Internet Protocol (VoIP), but this only affects the Window Rock area. The plan is to eventually upgrade all offices under the entire Navajo Nation.

Child Plus and Teaching Strategies Gold Assessment

Navajo Head Start has implemented both Child Plus (program information management software) and Teaching Strategies Gold Assessment during School Year 2011-2012. Both programs require an internet connection which will be available for SY 2012-2013. This will reduce the amount of paperwork that is currently being done by the Family Services Component and will allow for creating/viewing of instant reports utilizing the Child Plus server. Plans are underway to subscribe to TS Gold in order for Navajo Head Start Teachers to input data more efficiently as they assess the children's educational development.

Navajo Nation Technological Advances

The Navajo Nation has come along away in the past ten (10) years with telecommunication subsidies and grants from the Federal Government. These have built cell phone towers (CellularOne of NE Arizona, Verizon Wireless, AT&T) throughout the Navajo Nation which allows communication in areas that never thought would receive telephone services fifteen (15) years ago. Currently, the Navajo Tribal Utility Authority received a grant to establish a 4G wireless network across the Navajo Nation which begins Phase 1 this fall. Many advances also come with more opportunities for the Navajo Head Start program to take advantage of which could streamline many services to the staff and families the program serves.

E-Rate

Eligible Head Start programs can lower telephone and Internet costs through E-Rate discounts. E-Rate supports Internet connectivity. Internet access connects Head Start grantees to program resources and distance learning opportunities that allow grantees to meet the education requirements outlined in the Head Start Act. According to the e-Rate Eligibility webpage on the Head Start Early Childhood Learning and Knowledge website (ECLKC), neither Arizona or New Mexico are eligible for e-rate discounts but Utah is eligible.

The Division of Economic Development states, in summary, that the Navajo Nation has a mix of urban growth centers with infrastructure in place and vast acreage of undeveloped land. In this vast acreage, the lack of infrastructure is a major challenge for the development of the Navajo economy and concurrently for the Navajo Nation to meet federal service delivery requirements mandated for Head Start programs by the Head Start Performance Standards. However, in a time of limited revenues, the Navajo Nation and the 110 local government chapters have the ability to use bond financing via the Local Governance Act to generate revenue for the purposes

of infrastructure development projects. Although infrastructure is limited, planning is underway to improve communications, roads, utility systems, and transportation.²⁰

Program Design and Staffing - 2011-2012 Program Year

Navajo Head Start Program Design					
<i>Applies to all Navajo Head Start sites serving 3-5. Early Head Start operates year round.</i>					
	Center Based		Home Base	Early Head Start	
				Center Based	Home Based
Funded enrollment	<i>Under negotiation</i>		<i>Under negotiation</i>		60 combined
Center opening date	August 16, 2011		August 16, 2011		Year round
Center closing date	May 2, 2012		May 2, 2012		Year round
Days of operation	Monday – Thursday		Monday - Friday		Mon-Fri
Child contact hrs & days/wk	Varies by classroom		1-2 Socializations/ mo.; 3 – 4 Home Visits/mo.; 1.5 hours/Home Visit		6 hrs/day
Hours of operation	Varies by agency		Varies by family		8:00-2:00
Transportation provided	Yes		Yes (socializations, etc.)		no
Ages of children enrolled	3-5		3-5		0-3
Staffing pattern/class	Predom.3 yr olds: T*, TA/BM, Cook, BD	4-5 yr. olds: T, TA/BM, Cook, BD		3 teachers, cook for group size of 8	1 home visitor with caseload of 12
Max. class size	17	20	Case load: 12 per Home Visitor		8
					Caseload: 12

*Teacher's duties include site supervision and family services liaison for his/her assigned class. The Teacher Assistant is also the Bus Monitor.

According to the union representative interview, the 4 days per week program design was intended to allow for staff training and professional development on Fridays. It allowed for teachers to get paid while they were continuing their education or engaged in planning. Information obtained through this community assessment may indicate that a single program design model for all classrooms in the 3-5 year old program including continuing with the home base option as it is now does not necessarily meet the current needs of Head Start eligible children and families, particularly those families determined to be "the neediest" as required by Head Start policy.

If a center has more than one Navajo Head Start class in the building or at the site, the cook is shared, but there may be more than one bus driver. A parent or other volunteer is not included in the staffing model.

Opening and Closing Dates

The 2011-2012 school year opening day was based on a school calendar approved by the Policy Council and published in the Parent Handbook; however, some centers did not open on that day because they were not ready. Records explaining which centers opened "late" were not available for this community assessment. The program experienced difficulties with center closings during the school year due to lack of propane, absence of a qualified teacher/"ratio", no transportation for children, and other reasons including conditions identified through inspections by OEH Sanitarians and enforced by the Navajo Department of Health (the equivalent of state licensers for child care centers) which remained uncorrected. Detailed information on the

²⁰ Navajo Business.com, Navajo Division of Economic Development, 2012.

number and reasons for center closings, corrections made, and length of time between closings and reopenings was not available for the community assessment.

Opening and closing dates, as well as any days that a center does not operate during the year as scheduled, impacts instructional time, Child and Adult Care Food Program (CACFP) reimbursements, "guaranteed" work days for staff in the union bargaining unit, and child care arrangements for parents.

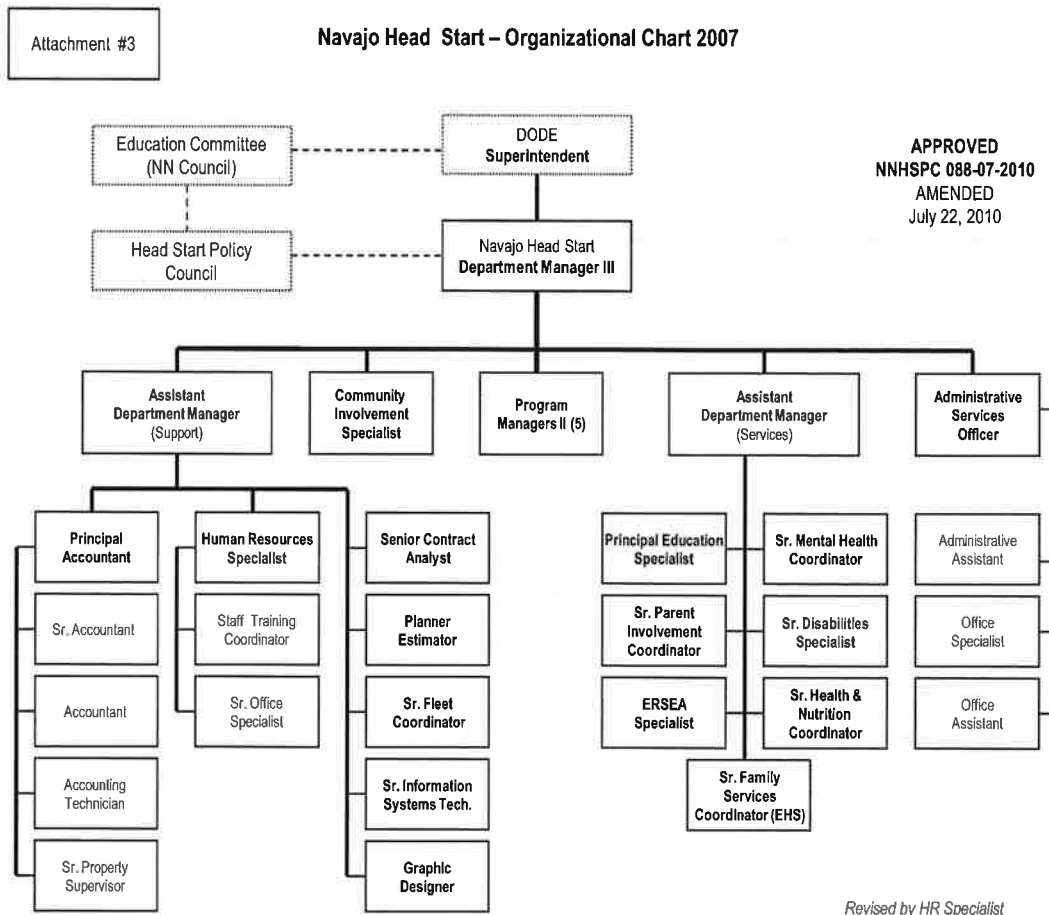
This year, the Navajo Head Start Administration, CDI (the Office of Head Start approved technical assistance contractor) and the President's Office worked together to reach an agreement on the closing dates for all centers with the exception of Early Head Start which operates year round. The intention was to assure that all children received at least 128 contact days as stated in the grant. Most classes closed on May 2 as originally scheduled, even if it meant that children attended class for the final month and a half for 5 days a week instead of the previously scheduled 4 days. A few centers which had been closed for protracted periods were unable to meet the 128 day requirement, even with extensions. As a result, some children did not receive the 128 days of service required by the Head Start Performance Standards. The end result was that this year, closing dates were staggered rather than uniform.

Navajo Head Start Staffing

As of April 30, 2012:

Total Regular NHS employees	552
Total Temporary NHS employees	17
Total Vacant Positions	56

Central Office Staffing – 20 Positions



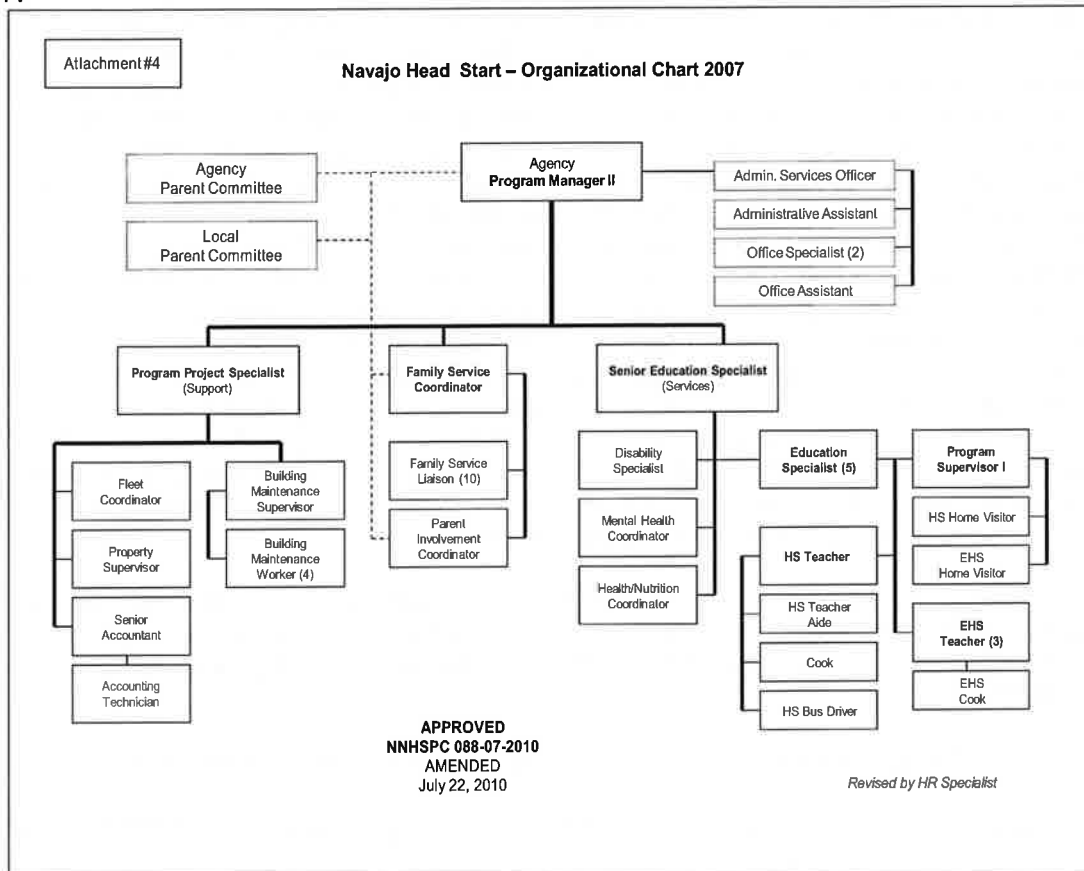
The Navajo Head Start program is undergoing many changes as a result of the negotiations between the Navajo Nation President’s Office and the Office of Head Start regarding all terms and conditions of the grant. During this transition - which will involve reorganization - the position of Head Start Director is being filled by an Interim Head Start Director reflected on the Department of Diné Education organization chart as the Department Manager III under the supervision of the Superintendent, Department of Diné Education.

During this past program year, 2011-2012, the program had working in the Central Office in Window Rock, AZ, a newly hired Interim Head Start Director who began work in the Navajo Head Start program in March 2012. Central Office staff also included an Assistant Department Manager overseeing the 5 content area specialists (education, parent involvement, mental health, disabilities and health/nutrition) and an Assistant Department Manager for Support Services overseeing the 12 finance, human resources, facilities, transportation, information technology, and staff development positions. There is no I.T. Manager, either in the Central Office or in the agency offices.

The Interim Head Start Director/Department Manager III directly supervised the Program Manager for each of the 5 agencies: Tuba City, Shiprock, Chinle, Ft. Defiance and Eastern/Crownpoint who worked from their offices in each respective agency. The Eastern Agency office is in Gallup, NM.

Agency Staffing

Agency office positions are shown below in the Navajo Head Start Agency Organizational Chart 2007.



NHS Agency Organization Chart, as amended July 22, 2010.

Agency field positions are staffed according to the Teacher/Teacher Aide/Bus Driver/Cook classroom model; however, if there is more than one classroom, the cook is shared by both classrooms. The teacher aide is also the bus monitor. There is no Information Technology Support position at the Agency level

All 5 agency offices are located in their respective agencies. Each agency further divides its territory into service areas and staffs each service area accordingly (see Agency Organization Chart above). The Early Head Start Family Service Coordinator (Chinle, Shiprock, and Ft. Defiance only) supervises EHS Home Visitors, EHS Teachers and Cooks at EHS sites.

(Transportation is not provided to children enrolled in Early Head Start)

Collective Bargaining Agreement

Navajo Head Start supervisory and non-supervisory employees are members of the United Mineworkers Union. The job classifications included in the bargaining unit are Head Start Teacher, Head Start Teacher Aide, Head Start Bus Driver, Head Start Disabilities Specialist, Early Head Start Teacher, Early Head Start Home Visitor, Head Start Home Visitor, Family Services Liaison, Education Specialist, Contract Compliance Officer, Head Start Parent Involvement Coordinator, and those regular status full-time Head Start employees in the job classifications of Administrative Assistant, Office Assistant, Office Specialist, Senior Office Specialist, Contract Analyst, Senior Contract Analyst, Planning Aide, Cook, Human Resources Analyst, Accounting Clerk, Accounting Technician, Senior Accountant, Custodian, Building Maintenance Worker, Information Systems Technician, Property Clerk, Fleet Coordinator, Graphic Designer, Staff Training Coordinator, Mental Health Coordinator, Health and Nutrition Coordinator, Planner Estimator, Associate Head Start Teacher, and Senior Head Start Teacher. All other employees, including but not limited to, managers and supervisors, temporary and seasonal employees, probationary employees, and Records Clerks, Public Information Officers, Human Resource Specialists, Human Resource Technicians, and other employees in confidential positions, are expressly excluded, unless such employees are deemed bargaining unit employees by mutual agreement of the parties or by accretion. Labor/management meetings are held monthly to discuss issues and concerns and for the union to receive any pertinent updates.²¹ The Collective Bargaining Agreement (CBA) and the Navajo Nation Policies and Procedures are similar; however, in case of a dispute, the Navajo Nation Policies and Procedures supersede. The parties agree that the CBA shall be in full conformance with the Navajo Preference in Employment Act ("NPEA") and that the parties will strictly abide by all requirements of the NPEA. The parties also agree that if a conflict exists between Navajo Nation laws and this Agreement, Navajo Nation laws shall prevail.

According to the Center Demographic Information dated May 25, 2012, prepared by Robert Bialas, Early Childhood Health & Safety Specialist/Division of Clinical & Community Services/IHS Head Start the report reflected the following center oversight situation which would impact staffing:

Navajo Head Start Center Demographics/Facilities Assessment

Agency	No. of Centers	No. Classrooms in Use	No. of Staff	No. Enrolled Children
Crownpoint	19	18	67	304
Ft. Defiance	25 (5 closed)	22	73	361
Chinle	20 (6 closed)	20	72	334
Shiprock	14	17	52	240
Tuba City	13	21	69	326
5	91	98	333	1565

*This chart is based on Mr. Bialas' report. The Navajo Head Start program is working to improve the accuracy of this information

²¹ Collective Bargaining Agreement between Navajo Nation Department of Early Childhood Development (including Department of Head Start) and International Union, United Mine Workers of America Center and Classroom Staffing Pattern.

Note that the Monthly Enrollment Report for May 2012 does not align with the numbers reflected in the above table which are based on the Facilities Assessment conducted in April and May, 2012, through technical assistance by the Office of Head Start. Since that Facilities Assessment began, the Navajo Head Start central office staff and C.D.I. have put a great deal of effort into creating and maintaining an accurate list of centers/classrooms and the numbers enrolled in each program option down to the individual classroom level and home base enrollment by community. A recommendation deriving from this community assessment would be to create and maintain a single, at-a-glance "page" which lists sites by program option and location according to the new administrative structure which would include the funded enrollment for each site. The Navajo Head Start Centers and Classrooms listing could look similar to the Head Start Program Locator on ECLKC, <http://eclkc.ohs.acf.hhs.gov/hslc>. As of this writing, the most accurate working document is the Analysis Matrix at the end of this Introduction Section.

A Single Current and Accurate List of Centers and Classrooms

One of the problems encountered when trying to create an accurate list of Navajo Head Start centers has been whether or not the site should be included in the list due to its status as closed. After the shutdown of all centers in 2006, some centers have never reopened and it has been unclear as to whether they are still considered a Navajo Head Start site or whether they should be archived as part of the history of Navajo Head Start and taken off the list.

Common practice is for Agency Program Managers to change - without prior authorization from either the Central Office or the federal Head Start Program Specialist - program options, close centers and make similar decisions that affect the scope of the grant.

CLASSROOMS AND CENTERS

Un-served Navajo Nation Chapters

Eastern (8)	Chinle (1)	Shiprock (8)	Ft. Defiance (5)	Western/Tuba City (4)
Baca/Haystack	Rough Rock	Burnham	Oak Springs	Coalmine Canyon
Casamero Lake/Borrogo Pass		Cove	Mexican Springs	Coppermine
Littlewater		Sheepsprings	Wide Ruins	Birdspring
Ojo Encino		Mexican Water	Coyote Canyon	Chilchinbeto
White Rock		Tees Nos Pos	Indian Wells	
Standing Rock		Rock Point		
Whitehorse Lake		Beclabito		
LakeValley		Gadiiahi		
		San Juan		

Total Number of Chapters = 110

Total Number of Chapters with no Head Start = 26

The above table lists each Chapter, by Agency, where there is no Head Start program – center based, home base or Early Head Start - operating as of June 12, 2012.²² Twenty-four percent of the Chapters do not have Head Start. Data is being gathered on other early childhood development and child care programs within the Navajo Nation and will be used to determine whether families have access to this type of educational experience for their children within the Chapter where they live.

The Navajo Head Start program's Estimator/Planner stated that there used to be centers in the following eleven locations:

- *Baca/Haystack (2 classrooms, both closed)
- *Casamero Lake (Borrogo Pass) due to re-open
- *Littlewater (building was torn down; modular to be moved to this site)
- *Ojo Encino
- *Standing Rock (very small community)
- *Whitehorse Lake
- *Lake Valley (very small community)
- *Rough Rock (there is a CCDF building with four classrooms that are available for Navajo Head Start)
- *Tees Nos Pos
- *Rock Point
- *Beclabito (unoccupied building)

The remaining fifteen Chapters in the table above do not have centers – open, closed or moved to another location - within their Chapter boundaries. The Estimator/Planner said that some of the centers were closed due to the program's inability to retain qualified teachers, but he did not have the statistics. **The above list should be compared to the table below, which shows the Chapters with a preschool facility which also lists fewer than 1,000 residents.**

Approximately 35% of the 110 Chapters have populations of 1,000 or fewer. Paraphrased, the Head Start Act Sec. 641 (C)(2)states that:

Chapters with 1,000 or less population and:

- No other preschool program in the community
- In a medically underserved/health professional shortage area
- At least 50% of the children in that community are HS eligible (age, family income, living in service area, categorically eligible)
- Because of remoteness, does not permit reasonable access to the Head Start program, or to another Head Start Indian Tribe program that enrolls all low-income children in that community, including off-reservation areas.

All of the preschool age children in those small (<1K) children are potentially eligible to be served, unless that community has another preschool in which case, all eligibility criteria apply. It is highly likely that if the community is that small and there is an OEH-approved non-Head Start preschool in that community, both programs may be competing for many of the same children. Planning to put a Head Start program in one of these communities that lists having a preschool already there without first investigating the situation may be risky; collaboration with

²² April 2012 Navajo Head Start Enrollment and Operations Report

that preschool might be a better approach to meeting the early childhood care and education needs of that community

Navajo Reservation Chapters with Populations of Less Than 1,000

Source: Chapter Images:2004, p. 15
(Estimated for 2004)

▲ Chapter Images: 2004 lists this Chapter as having a preschool which is listed, if known.

Eastern / Crownpoint Chapter & Population	Chinle Chapter & Population	Northern / Shiprock Chapter & Population	Ft. Defiance Chapter & Population	Western/Tuba City Chapter & Population
▲ Baca 890 (BIE: Baca/Dlo'ayazhi Community School)	▲ Rough Rock 949 CCDF: Rough Rock Child Care Center	▲ Sheepsprings 859 (unknown)	▲ Indian Wells 989	▲ Birdsprings 855
▲ Mariano Lake 901 (BIE: Mariano Lake Community School)	▲ Forest Lake 600 (unknown)	▲ Mexican Water 848 (unknown)	▲ CoyoteCanyon 986	▲ Tolani Lake 771
▲ Tsayatoh 755 (unknown)	Black Mesa 410	▲ Newcomb 763 (Newcomb Elem. Pre-K)	▲ Teestoh 947	▲ Copper Mine 684
▲ Ojo Encino 729 (unknown)		San Juan 581	▲ Low Mountain 942	Navajo Mountain 671
▲ Standing Rock 710 (BIE: Tse'ii'ahi' Community School)		▲ Beclabito 539 (BIE: Beclabito Day School)	▲ Sawmill 947	▲ Coal MineCanyon 381
▲ Littlewater 581 (unknown)		▲ Cove 523 (Cove Child Care Center)	▲ Cornfields 864	
Casamero Lake 574 (unknown)		▲ Gadiiahi 451(unknown)	▲ Crystal 825	
▲ White Horse Lake 569 (unknown)		Burnham 244	Oak Springs 654	
Becenti 547				
▲ Pueblo Pintado 472 (unknown)				
▲ Lake Valley 465 (BIE: Lake Valley Navajo School)				
▲ Nahodishgish 426 (unknown)				
▲ Manuelito 362 (unknown)				
White Rock 61				

Community Partnership Opportunities

The Navajo Nation's President's Office has indicated an interest since May 2012 in the following locations:

- *Borrogo Pass
- *Navajo Mountain
- *Counselor

- *Tohajiilee
- *Pinon
- *Hard Rock

Navajo Head Start Eligible Children Enrolled in Other Head Start Programs

We were unable to contact any of the programs which may have Navajo children from the nearby Reservation enrolled; however, parents and staff have suggested that Navajo Head Start eligible children are enrolled in these programs:

UTAH	NEW MEXICO	ARIZONA
<p>Halchita PO Box 310416 1 Mile Off Highway 163 Mexican Hat, UT, 84531 Head Start Program: Rural Utah Child Development Wellington, UT 84542-0508 (435) 637-4960</p>	<p>Carlton 900 S Carlton Ave Farmington, NM, 87401 Head Start Program: Presbyterian Medical Services 1422 Paseo De Peralta Santa Fe, NM 87501 (505) 820-3472</p>	<p>Winslow Old Country Club / Airport Road Winslow, AZ, 86047 Head Start Program: Northern Arizona Council of Governments Head Start Program 119 East Aspen Avenue Flagstaff, AZ 86001-5222 (928) 774-9504</p>
<p>Monument Valley PO Box 360413 Monument Valley, UT, 84536 Head Start Program: Rural Utah Child Development Wellington, UT 84542-0508</p>	<p>Gallup Head Start 300 E Maloney Ave Gallup, NM, 87301 Head Start Program: Mid-West New Mexico Community Action Program 549 Don Pasqual Road, NW Los Lunas, NM 87031-8491 (505) 866-0466</p>	<p>Holbrook 165 W Arizona St Holbrook, AZ, 86025 Head Start Program: Northern Arizona Council of Governments Head Start Program 119 East Aspen Avenue Flagstaff, AZ 86001-5222 (928) 774-9504</p>
<p>Todahaidekani PO Box 189 1250 North 100 East Bluff, UT, 84512 Head Start Program: Rural Utah Child Development</p>		

Additional data and further analysis is needed by staff in order to determine the “best” locations for Navajo Head Start classrooms. This will be necessary to avoid duplication of services, competition for a finite number of children who are eligible for multiple programs and to leverage existing resources on behalf of the families and the communities.

Sharing this community assessment with other agencies, as they have requested, would be a positive step towards improved collaboration among human service agencies on the Navajo Reservation. A recommendation is partnering with CCDF when there are empty classrooms in a CCDF building.

Key Partnerships and Collaborations

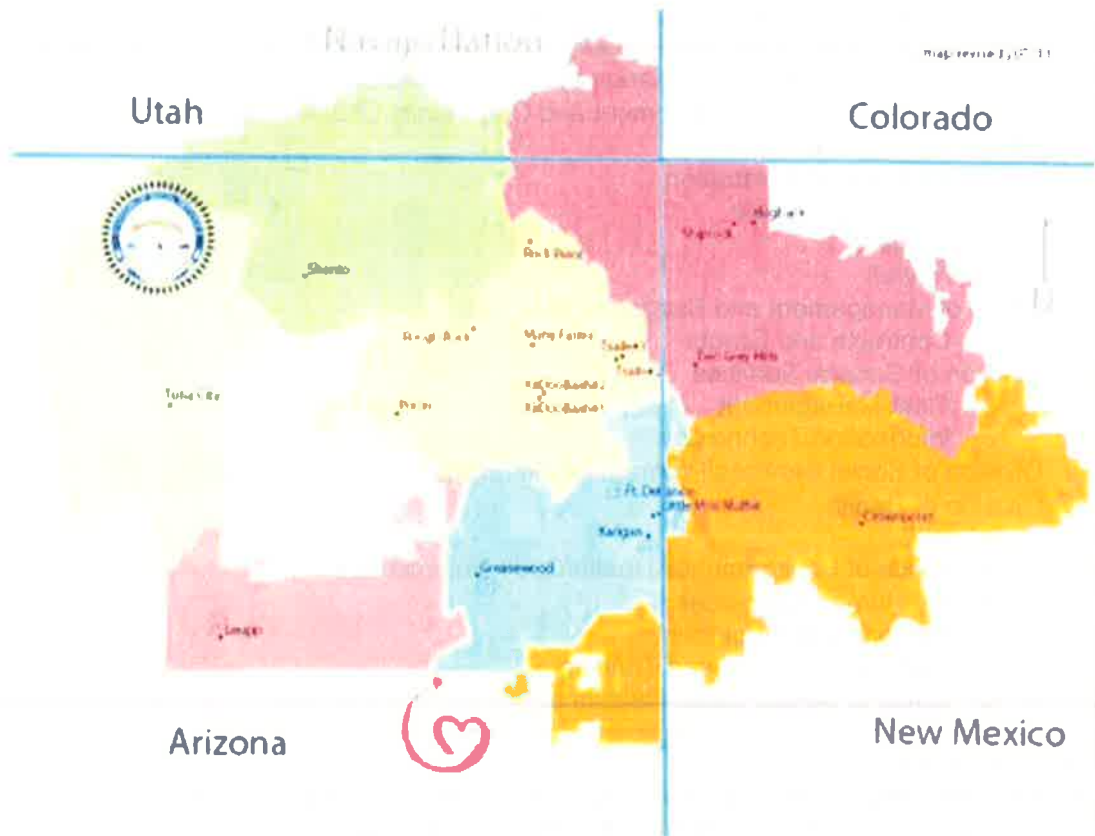
All of the following are Navajo Nation departments and divisions with which Navajo n does business or relies on to a significant extent on a regular basis:

- Office of the President

- Department of Diné Education
 - Scholarship and Financial Assistance
 - Special Education and Rehabilitation Services (Child Find, Growing in Beauty)
 - Office of Diné Culture, Language and Community
- Division of Community Development and Community Chapter Houses
- Division of Finance
 - Contract administration
 - Accounts payable
 - Property
 - Payroll
- Office of Management and Budget
 - Contracts and Grants
- Division of General Services
 - Fleet Management
 - Information Technology
- Division of Social Services/Program for Self-Reliance (formerly TANF)
- Division of Health
 - WIC
 - Office of Environmental Health/Code Enforcement
- Division of Human Resources
 - Personnel Management
 - Staff Development and Training
 - Office of Navajo Labor Relations*

Other key partnerships:

- Receiving schools operated by the BIE, contracts, and grant Schools
- Receiving school districts in Arizona, New Mexico, Utah
- Indian Health Service hospitals, medical and dental clinics and Behavioral Health units;
- Office of Environmental Health
- Other early childhood development programs serving preschool age children, especially Navajo children: BIE FACE programs, CCDF
- AZ First Things First



Map of CCDF Centers
Provided by G. Boyne, Program Manager
Navajo Nation Child Care and Development Fund Program

**SECTION 2:
METHODOLOGY**

Methodology

This comprehensive community assessment was conducted between March 2012 and July 2012 as an agreed upon task included in negotiations between the Navajo Nation President's Office and the Office of Head Start.

Approach

A team of three co-leads was appointed to work together on the collection and analysis of data under the direction of Community Development Institute (CDI) and the Interim Program Director/Department Manager III, Division of Diné Education. The community assessment was co-led by CDI staff, a grantee Program Manager, and a CDI consultant experienced in community assessments with large, rural grantees. The tool used was the *Five Steps to Community Assessment for Migrant and Seasonal Head Start and Other Special Populations*. The *Five Step* process was explained in detail to all agency Program Managers, Content Specialists and the Policy Council. The team co-leads developed a plan and timeline. The data collection approach was designed to include many stakeholders in the community, including grantee staff, community members, Policy Council and governing body members, and parents. Data were gathered from multiple sources, including focus groups; a questionnaire distributed to 50 parents and community members from each agency; and interviews with Chapter officials, the Chair of the Health, Education and Human Services Committee and parents. Internal and external data were collected by content specialists using the data collection worksheets, which are included in the Appendix.

The team of co-leads recommended the use of maps to organize and display information relevant to the location of centers and classrooms and the distribution of eligible children. Data from the 2010 Census and the American Community Survey were overlaid onto agency maps by Chapter and included in the Analysis Matrix, which captured other information relevant to making decisions about locations of classrooms and centers, condition of buildings, adequate staffing to open centers, enrollment history, and projections. The approach was also intended to focus on the entire Reservation rather than five separate areas (agencies), which would reinforce the customary practice of working in isolation from one another due to the extremely large service area. An additional factor that informed the approach was the urgency to make decisions about recruitment of children and whether to open all facilities, look for additional classrooms, or not open classrooms in some areas.

Data Collection Process

Data collection began with a Policy Council focus group facilitated by the CDI consultant in Monument Valley on March 21, 2012, and the distribution of data collection worksheets to the content specialists. The same method for gathering focus group data was to be used in each agency; however, there was some confusion in the Crownpoint agency where this approach was being piloted. In this agency, the focus group facilitator instruction sheet was distributed to parents and community members as a questionnaire – a process that had been used by the grantee in the past. Since the instruction sheet was not designed to serve as a questionnaire, but had already been distributed to the entire community in one agency, the co-leads decided to allow the other agencies to distribute 50 "questionnaires" to their communities so that there would be some input from each agency ("favoritism" is a sensitive issue across the Navajo Nation). One focus group was conducted in each of the other four agencies between April 9 and 19, and the remaining 200 "questionnaire" responses were aggregated in an Excel spreadsheet

by agency office staff members. The services of a statistician were not available to conduct advanced statistical analysis. However, it was possible to determine that some of the responses were different than what was expected, such as parent and community preference for the number of days per week (5) and the important role that grandparents play in raising children and retaining the native language and culture. Such insights from the questionnaire responses have been incorporated into the CA report and recommendations. Data collection took much longer than planned due to the lack of readily available data, either in reports, publications or on websites. In addition, staff was unsure about how the data would be used, and there is no apparent network of human service providers that regularly meets and shares information.

Data Analysis

Ideally, there would have been a team analyzing the data, drawing conclusions from the data, and making recommendations at the end of the report. Due to time constraints and the unavailability of staff to participate in the analysis, an Analysis Matrix was created instead. A small group from both the central office and the agencies completed the Matrix, including input from the co-lead working from Alaska. Most of the content specialists learned more about their area during the data collection process, so they were asked individually what conclusions and recommendations they would make based on the data they collected.

Much more could be done with the information gathered in this community assessment. It is the team's hope that this report will be used to inform decisions and subsequent program and strategic planning for the upcoming program year. NHS staff now has a better idea of the importance and usefulness of a comprehensive community assessment – much can be learned through the process and from the final product. The demographic data methodology is described in the Demographics section.

**SECTION 3:
DEMOGRAPHICS**

Demographics

Methodology

Demographic, social, and economic characteristics were compiled from two primary sources: the 2010 US Census and the 2010 American Community Survey (ACS) – 5 Year Survey. The 2010 Census was used to compile data on the population of 0-5 year olds and racial demographics. The US Census is an attempt to count every person in the United States. The numbers reported by the US Census do not have a stated margin of error.

All economic data were compiled from the 2010 ACS. The ACS is an ongoing phone survey conducted by the US Census Bureau. It uses a representative sample to find estimations for poverty rates, median income, number of people per household, and other demographic and social characteristics. These estimations have margins of error, which can be found in the data tables on the US Census Bureau website. The Navajo Nation has concerns about the validity of these numbers due to the low numbers of Navajo residents who have access to telephones or who may be interviewed in Navajo.

As a general rule, the US Census provides more accurate numbers, while the ACS provides *estimations*. Again, the Navajo Nation always raises concerns regarding Census information due to the rural population that is not always reached and language and cultural barriers, which affect counting of Navajo members.

Estimated number of Head Start eligible children

To arrive at estimations for the number of 3 & 4 year olds eligible for Head Start services, the number of 0-5 year olds from the 2010 Census was multiplied by the poverty rate from the 2010 ACS, and the product was multiplied by 40%. The formulas used were as follows:

$$\text{(2010 Census children under the age of 5)} \times \text{(2010 ACS Poverty Rate)} = \text{(Estimated income eligible 0-5 year olds)}$$

$$\text{(Estimated income eligible 0-5 year olds)} \times .40 = \text{(Estimated income eligible 3 \& 4 year olds)}$$

This assumes that the distribution of children under the age of 5 is even across age groups. Estimations were made at the Chapter level and Navajo Nation level. The Navajo Nation numbers do not match up with Chapter level data because Chapter level data is available only in the 2010 ACS, meaning it is a representative sampling, while the Navajo Nation level data is available in both the 2010 ACS and the 2010 Census, which is more accurate than the ACS.

Geographic areas and corresponding data sets

The US Census provides multiple ways to geographically group data sets. For this community assessment, data were grouped by the Navajo Nation as a whole, by Chapter, and by Census Block Group and Census Tract.

1. Navajo Nation – The US Census Bureau released a special geographic unit for the Navajo Nation as a whole. This data set gives the full range of demographic information from the US Census and selected economic characteristics from the 2010 ACS.

2. Chapter – Population data by Chapter were compiled from the 2010 ACS, which included an estimation of the percentage of children under the age of 5 in each chapter. However, economic characteristics from the 2010 ACS were either not available or not reliable due to a large margin of error at the chapter level. Instead, the largest community in each Chapter was identified, and the poverty rate for the corresponding Census Tract within which that Chapter fell was used. The resulting estimates are very rough and should be corroborated with other data from the chapter.
3. Census Tract and Block Groups – Census Tracts are one of the basic building blocks of census data. These geographic units provide the most complete data sets from the 2010 Census and the 2010 ACS, including estimates of children under the age of five and poverty rates for those children. These estimates were used to create the maps provided in this community assessment, showing the geographic concentrations of eligible children. Since Census Tracts do not match up with Chapters or the borders of the Nation, this Community Assessment includes those Census Tracts that lie within the borders of the Navajo Nation on a “best fit” basis.

1. **Navajo Nation as a whole**

Estimated Head Start eligible children

Navajo Nation 2010 Census Population and Estimated Eligible Children	
Total Population	173,667
Children 0-5 in Navajo Nation	15,167
Percentage that is one race and American Indian	0.923
Estimated 0-5 year olds who are American Indian	13,999
Estimated 3 & 4 year olds who are American Indian	5,600
2010 ACS Poverty Rate for Families with children under 5	42.8%
Estimated 0-5 year olds living at or below poverty line	6,491
Estimated 3 & 4 year olds who are income eligible	2,597

It is estimated that there were nearly 2,600 income and age eligible children in the Navajo Nation as of the 2010 Census. 42.8% of families with children under the age of 5 lived below federal poverty guidelines. We can estimate that there were 5,600 American Indian 3 and 4 year olds in the Navajo Nation.

Racial Characteristics

Navajo Nation 2010 Census	Total	
	Number	Percent
POPULATION		
Total population	173,667	100.0
RACE		
One race	171,041	98.5
White	3,249	1.9
Black or African American	208	0.1
American Indian and Alaska	166,824	96.1

Native		
Asian	372	0.2
Native Hawaiian and Other Pacific Islander	29	0.0
Some Other Race	359	0.2
Two or More Races	2,626	1.5
HISPANIC OR LATINO AND RACE		
Hispanic or Latino (of any race)	3,506	2.0
Not Hispanic or Latino	170,161	98.0

Age Distribution

Navajo Nation 2010 Census	Number	Percent
AGE		
Total population	173,667	100.0
Under 5 years	15,167	8.7
5 to 9 years	15,391	8.9
10 to 14 years	16,290	9.4
15 to 19 years	18,030	10.4
20 to 24 years	13,316	7.7
25 to 29 years	10,511	6.1
30 to 34 years	9,801	5.6
35 to 39 years	9,996	5.8
40 to 44 years	10,312	5.9
45 to 49 years	11,811	6.8
50 to 54 years	10,801	6.2
55 to 59 years	8,668	5.0
60 to 64 years	6,989	4.0
65 to 69 years	5,318	3.1
70 to 74 years	4,425	2.5
75 to 79 years	3,242	1.9
80 to 84 years	1,966	1.1
85 years and over	1,633	0.9

Housing

Navajo Nation 2010 Census	Number	Percent
TOTAL HOUSING UNITS	63,998	100.0
Occupied housing units	49,946	78.0
Vacant housing units	14,052	22.0
For rent	1,104	1.7
Rented, not occupied	120	0.2
For sale only	23	0.0
Sold, not occupied	65	0.1
For seasonal, recreational, or occasional use	6,277	9.8
All other vacant	6,463	10.1

Homeowner vacancy rate (percent)	(X)	0.1
Rental vacancy rate (percent)	(X)	8.6
HOUSING TENURE		
Occupied housing units	49,946	100.0
Owner-occupied housing units	38,334	76.8
Population in owner-occupied housing units	132,374	(X)
Average household size of owner-occupied units	3.45	(X)
Renter-occupied housing units	11,612	23.2
Population in renter-occupied housing units	40,468	(X)
Average household size of renter-occupied units	3.49	(X)

2. Chapters

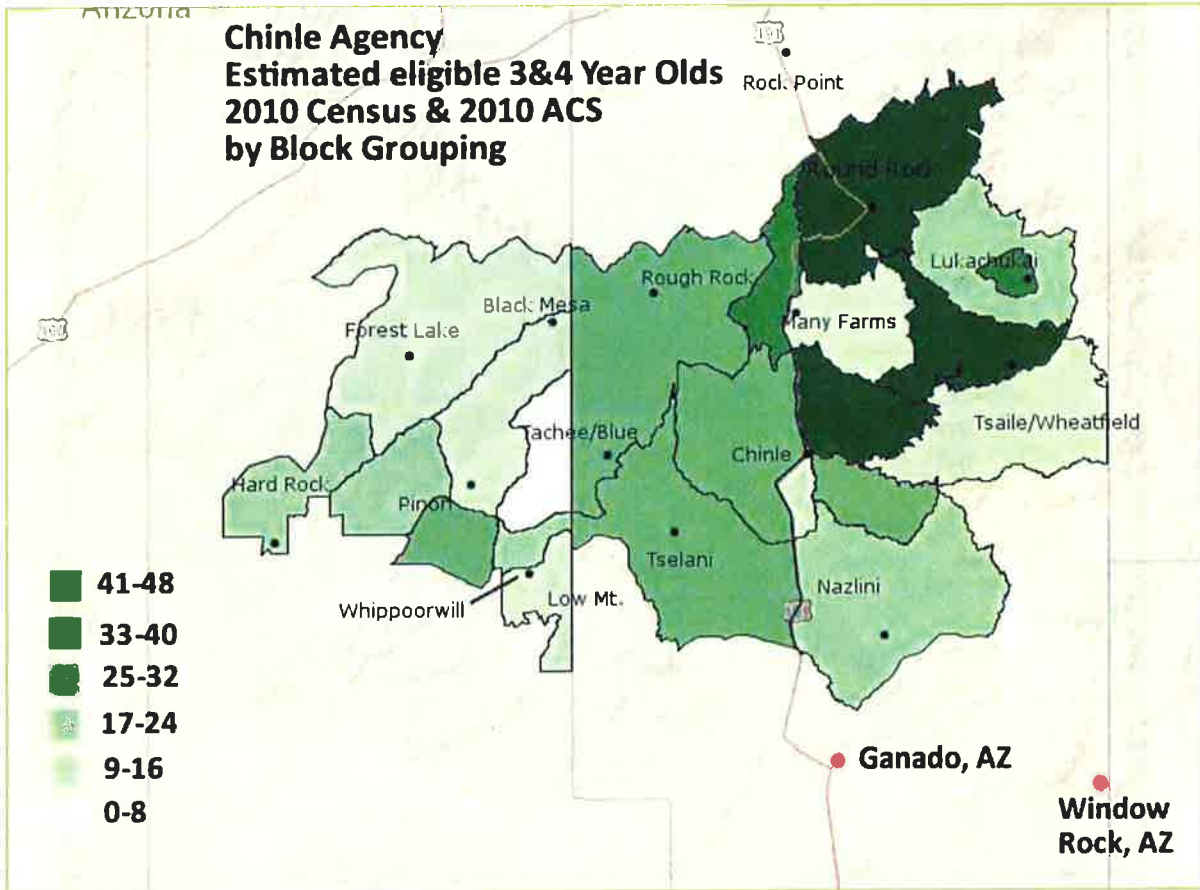
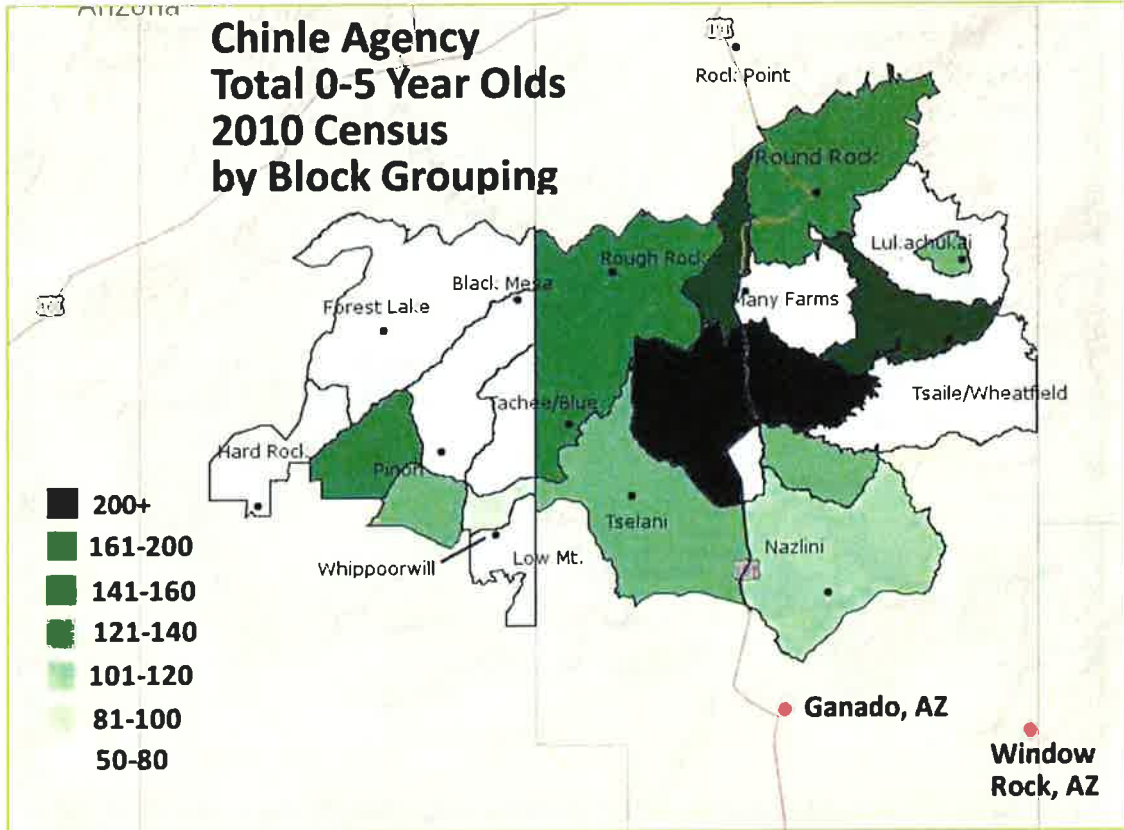
For detailed data by Chapter, see the Analysis Matrix in this report. A summary of chapter data by Agency follows. This information is taken from the 2010 ACS and represents *estimations only*. It should be corroborated with other data sources such as waitlists, actual enrollment numbers and children served, and data from the Chapters themselves and other agencies in the Navajo Nation.

Agency	Total population	0-5 year olds	3 & 4 year olds	Eligible 3 & 4 year olds	0-3 year olds
Chinle Agency	25,991	2,213	885	485	1,328
Eastern Agency	26,268	1,792	717	418	1,075
Fort Defiance	46,876	3,884	1,554	452	2,331
Shiprock	32,648	1,941	776	232	1,165
Western Agency	44,048	3,941	1,576	482	2,365
Total	175,831	13,771	5,508	2,070	8,263

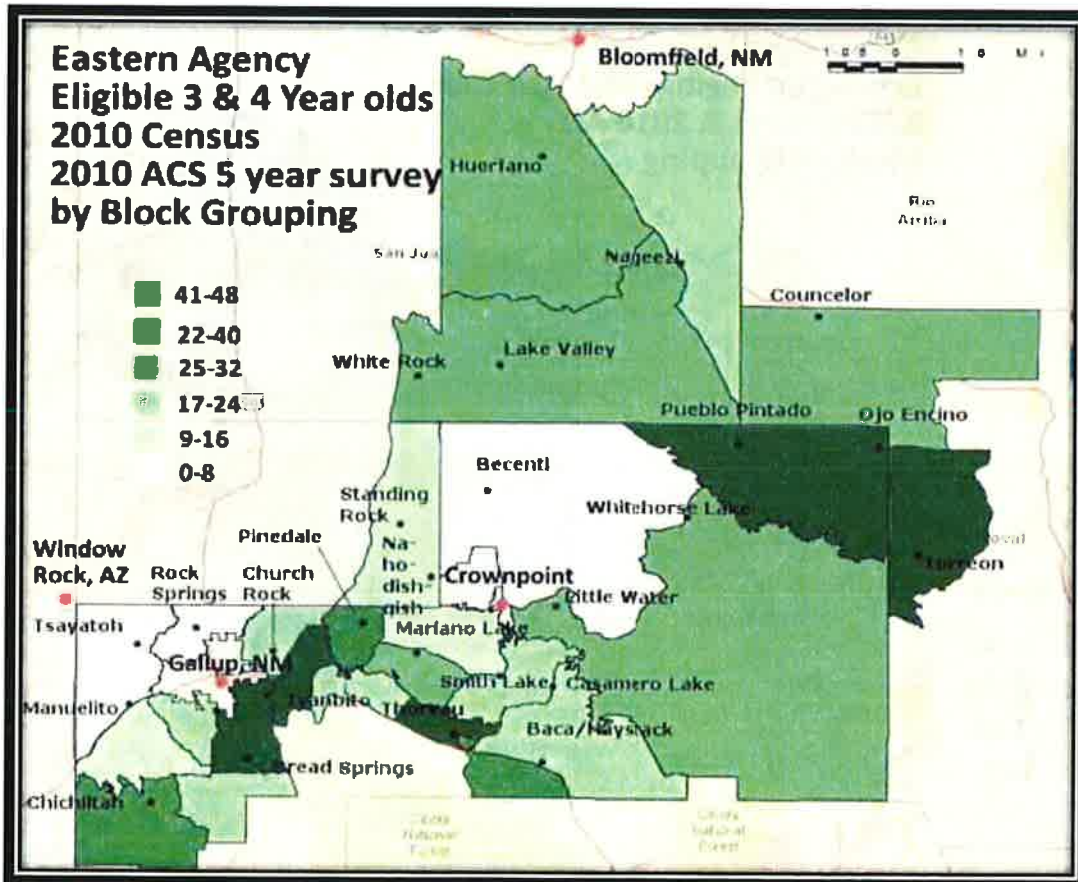
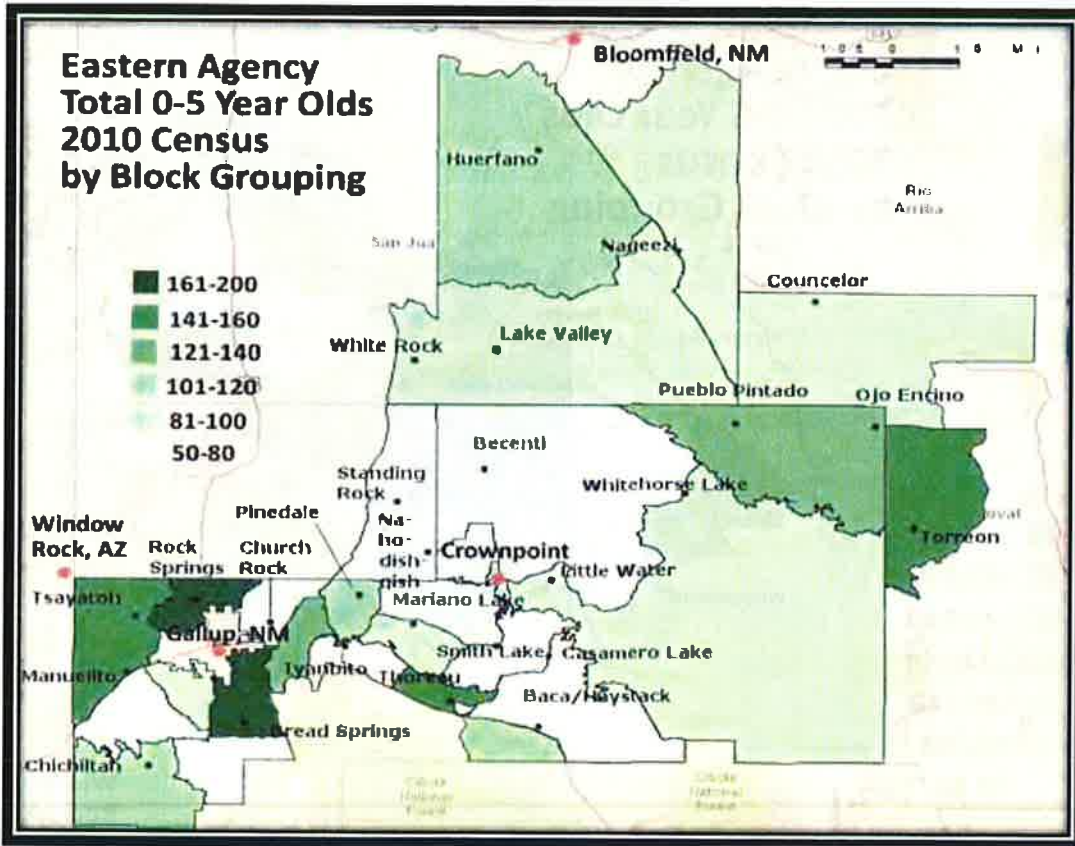
Discussion

Based on the data above, the number of low-income 3 & 4 year olds is estimated to be 2,070. Using the same formula to calculate the estimated number of low-income 0-3 year olds, the low-income 0-3 age group would be 3,536. Since the Census numbers are two years old, two-thirds of the 0-3 year olds are now in the 3-5 age range. It is therefore reasonable to assume that the estimated number of 3 & 4 year olds is higher than the 2,070 shown above. The importance of consulting wait lists and lists of returning children is apparent in planning for the upcoming school year. Maintaining a wait list is also a Head Start requirement. Recruitment should be ongoing throughout the year and should include 2 year olds for wait lists.

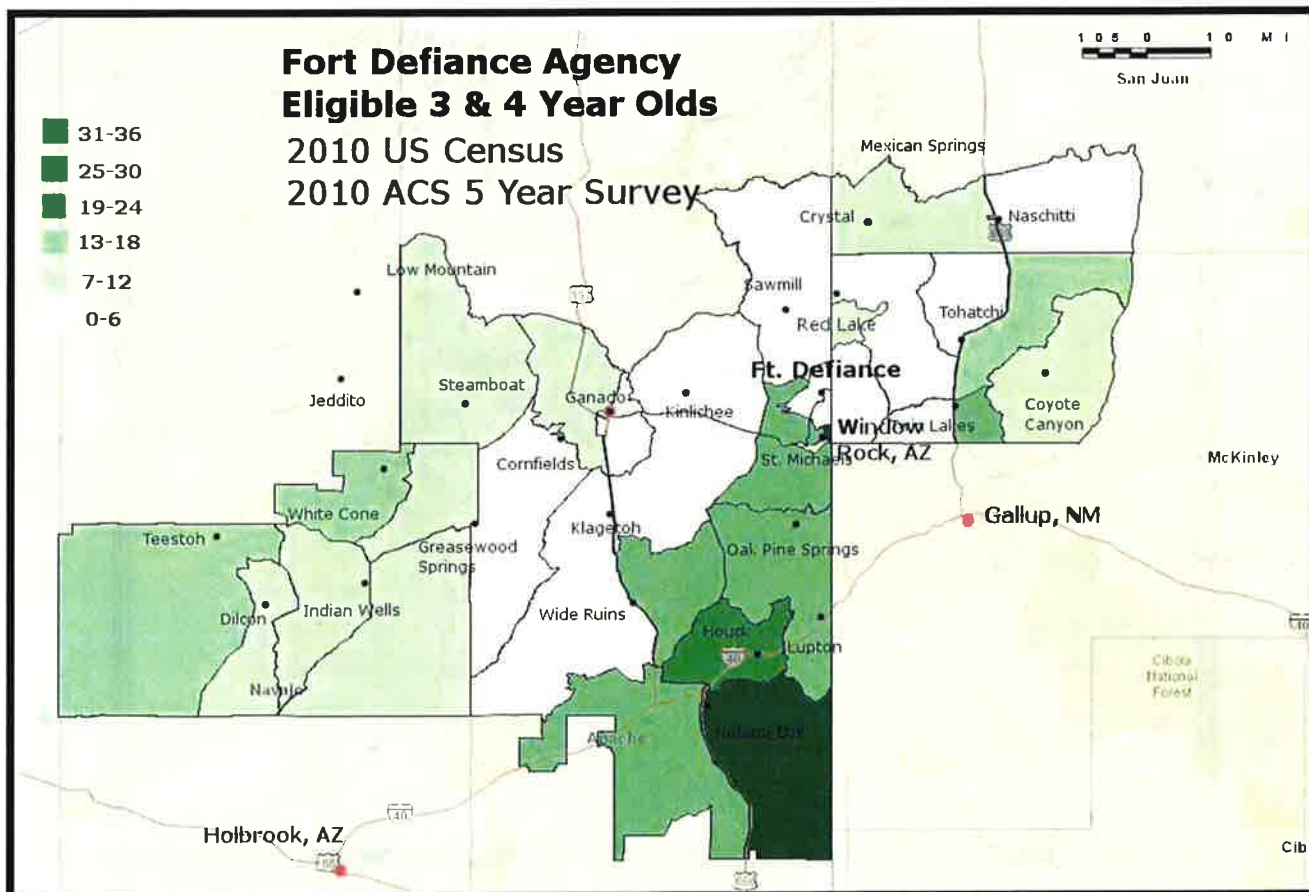
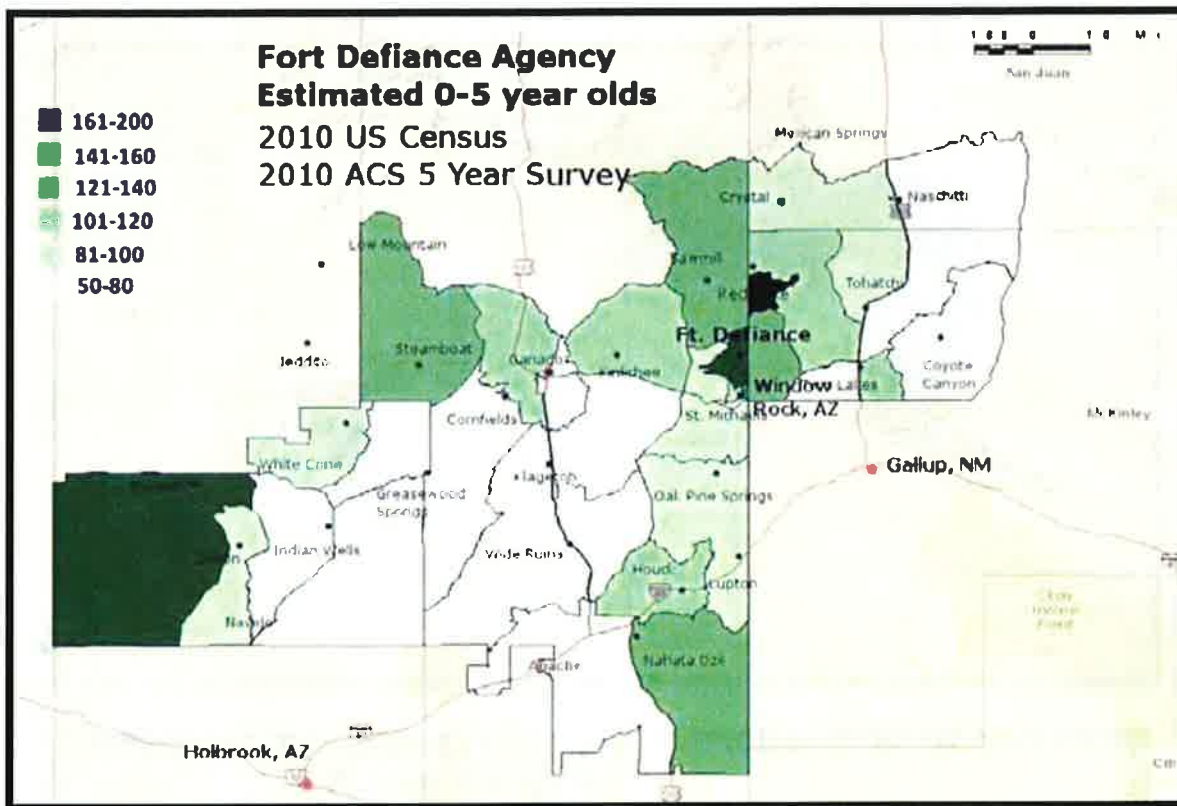
CHINLE DEMOGRAPHIC MAPS



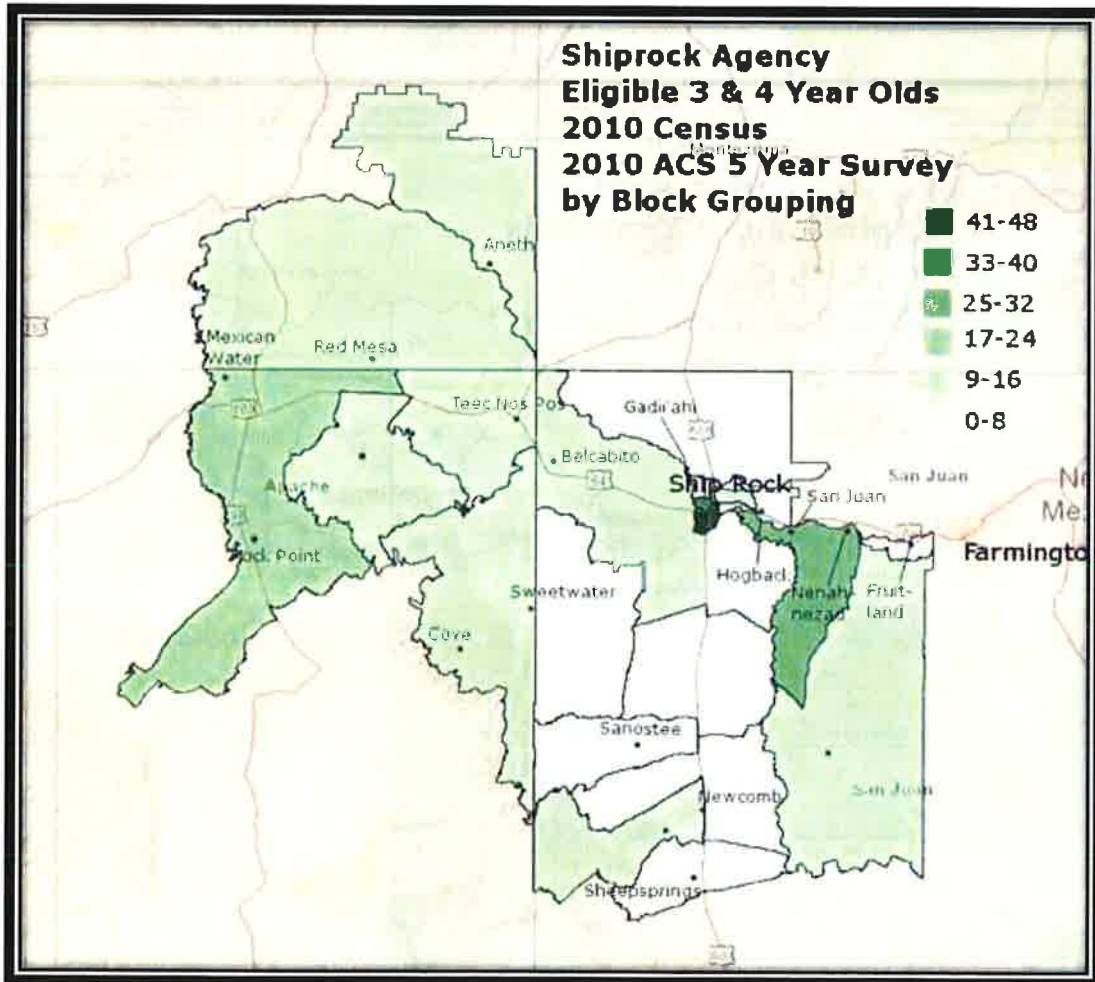
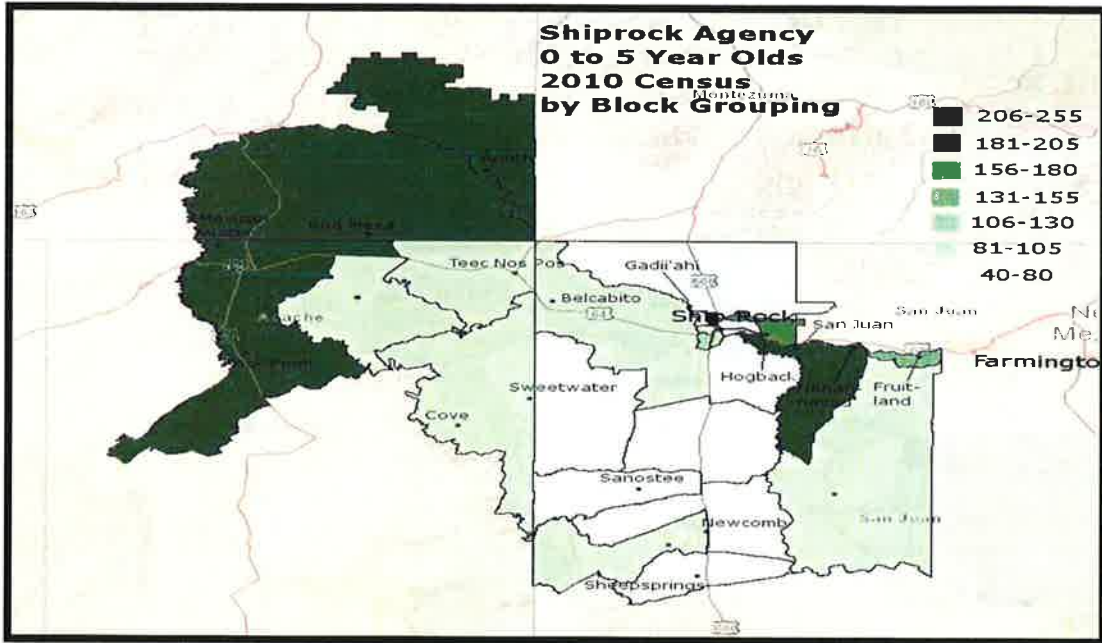
CROWNPOINT AGENCY



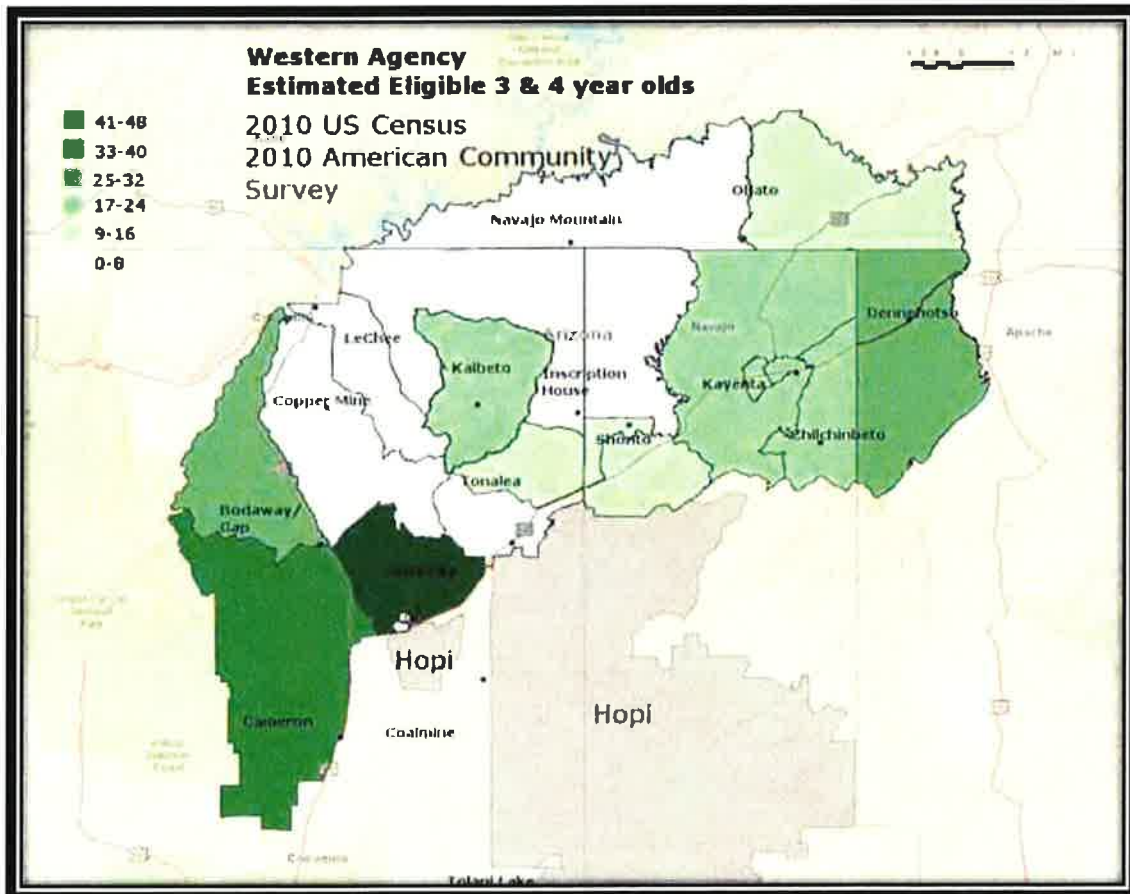
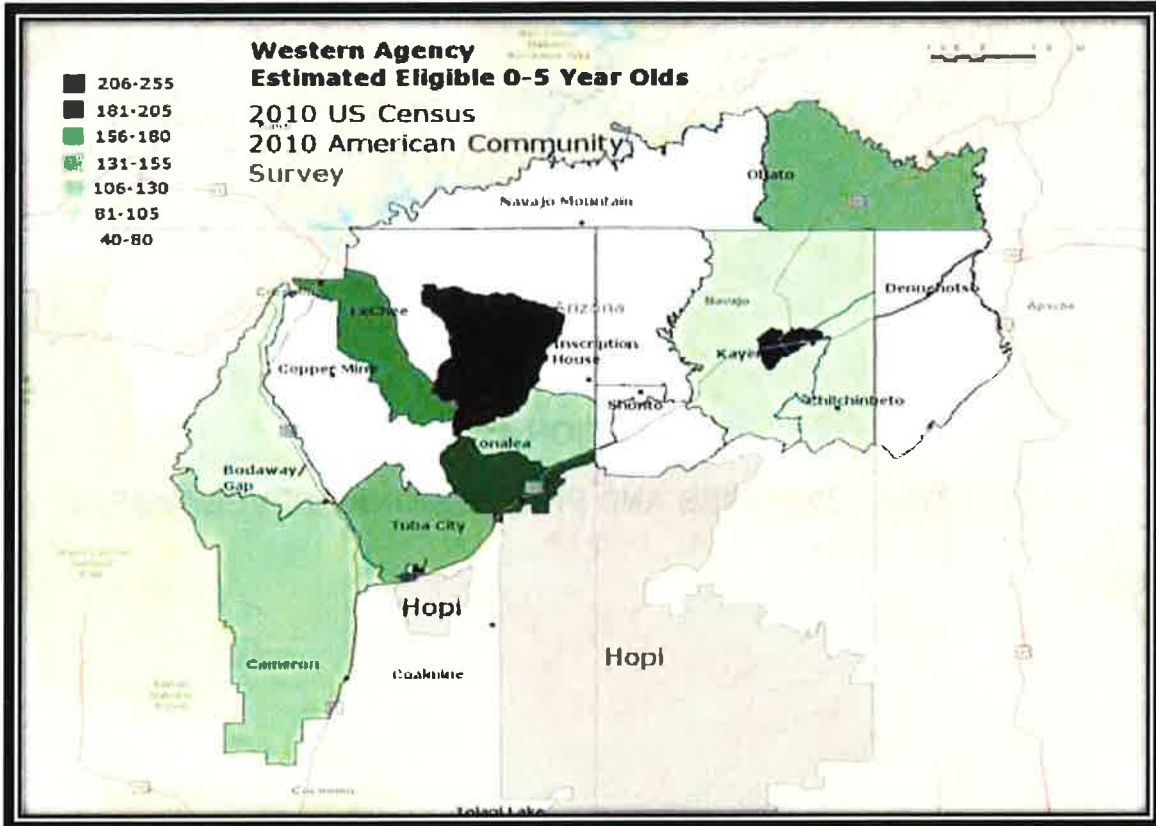
FT. DEFIANCE AGENCY



SHIPROCK AGENCY



TUBA CITY (WESTERN) AGENCY



SECTION 4:
EDUCATIONAL SERVICES AND PROFESSIONAL DEVELOPMENT

Educational Services and Professional Development

Over 150 public, private, Bureau of Indian Education, and contract and grant schools serve Navajo Nation students from preschool through high school. Navajo Head Start is the only educational program directly operated by the Navajo Nation government. Post-secondary education and vocational training are available on and off the reservation.

According to Kids Count, which analyzed data from the 2007-2010 American Community Survey, 60% of children ages 3-5 across the United States are enrolled in preschool. In comparison, an analysis of data from the 2006-2010 American Community Survey shows that about 46% of children aged 3 and 4 were enrolled in preschool or nursery school.

2006-2010 5 Year American Community Survey	Navajo Nation	
	Total population	
	Estimate	Percent
SCHOOL ENROLLMENT		
Population 3 years and over enrolled in school	55,016	N/A
Nursery school, preschool	2,847	5.2%
Kindergarten	2,982	5.4%
Elementary school (grades 1-8)	25,102	45.6%
High school (grades 9-12)	16,755	30.5%
College or graduate school	7,330	13.3%

It is important to understand the different types of schools present on the Reservation, especially in the following contexts:

- Planning and implementing successful transition to various kindergartens at receiving schools
- Aligning curricula per the Head Start Act
- Supporting mission and values driven education for Diné children/supporting Multicultural Principles
- Determining capacity to meet the educational needs of children, families and staff
- Identifying opportunities for collaboration around recruitment, cost savings and sources of in-kind

Types of Publicly Funded Schools ¹

Public Schools

Public schools on tribal lands are funded by individual states and are subject to state standards and assessments. These schools are operated and funded like the public schools that are not located on tribal lands. Public schools on and near tribal lands receive

¹National Indian Education Association, *Native Education 101: Basic Facts about Native American, Alaska Native and Native Hawaiian Education*, pp. 11-12.

federal impact aid dollars to partially redress the effect of tribal trust lands on state and local tax revenues.

Bureau of Indian Education schools are BIE operated and funded elementary, secondary day, or boarding schools, or Bureau-operated dormitories for students attending school other than a Bureau school.

Tribal Contract or Grant schools

These are elementary schools, secondary schools or dormitories that receive operating funds under a contract or grant with BIE/BIA under the Indian Self-Determination and Education Assistance Act or under the Tribally Controlled Schools Act of 1988.

Tribally Controlled Community Colleges

These are located on or near reservation communities to provide post secondary learning opportunities for American Indian and Alaska Native students.

Other Reservation Schools/Preschool Programs

Faith based schools are funded by a religious body, and vary in how they integrate issues of faith into their curricula, the criteria for selection of students, and teacher qualifications including religious affiliation.

Child Care Development Fund provides child care placements for preschoolers. Some of those placements are in centers owned and operated by the Navajo Division of Social Services Regional Offices and some placements are in private homes that may or may not be licensed. Navajo Nation Child Care and Development Fund (CCDF) Program funds are earmarked to increase the availability and quality of childcare services for income eligible parents who are working, attending job training or an educational program, and/or for children who have special needs or are under protective custody. Child care is provided on a case by case basis as part of the family's case management system.

Nation Head Start Program

Worthy of referencing in this assessment is the status of Navajo Head Start centers and classroom facilities which are owned by other entities, not the Navajo Head Start program, so at this time, there are no centers or classrooms which require NHS to file a Notice of Federal Interest. Facilities used by the program are owned mostly by Chapters but also by child care operators such as Leupp Child Care, Inc, school districts such as Tuba City Unified Schools, BIA (Chinle Valley), Diné College (EHS), CCDF (Rock Point and Rough Rock), and the Office of Navajo/Hopi Relocation (Rural). Refer to the Facilities Assessment in Appendix A for more details.

<p><u>Memorandum of Understanding:</u> Agreement with an external entity with funds attached to it</p> <p><u>Memorandum of Agreement:</u> Agreement with an external entity with no funds attached to it</p> <p><u>Facility Use Agreement:</u> Internal agreement between two Navajo Nation entities to share a facility</p>
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Immersion Programs

The Window Rock Unified School District in Fort Defiance, Arizona, **Tséhootsoof Diné Bi'ólta'**, also known as the Diné Language Immersion School, serves approximately 240 students from K-8. There is also a Navajo Head Start Immersion Classroom in this school. This program, which has been in effect for 10 years, immerses students in the language and culture of the Navajo people and is designed to assist young children in building strong self-identity by reinforcing and maintaining ties to Navajo history, language, culture, and traditions. At all grade levels, instruction is based on the integration of the Navajo Nation's Diné Cultural Content Standards and Arizona state academic standards in reading, writing, math, and foreign language. In kindergarten and 1st grade, the language instruction is only in Navajo. Beginning at 2nd grade, and continuing through 5th grade, English language instruction is provided for 10% of the school day. At 6th grade, 50% of the school day is conducted in the Diné language and 50% of the school day is in English. Students at the 7th and 8th grade levels begin elective coursework while continuing Diné language instruction for 50% of the time.²

The Office of Diné Language and Culture says that immersion schools (off Reservation near Flagstaff, Shiprock, Rock Point and Rough Rock) are seeking approval from the State Departments of Education to postpone English proficiency testing until 5th grade to accommodate the dual language acquisition process for children enrolled in the immersion programs.

The FACE Program

FACE was initiated in 1990 and has reported programs in BIE-funded schools on the Navajo Reservation. See Appendix E. It was designed as an integrated early childhood/parental involvement program for American Indian families in BIE-funded schools. Evaluations of the program indicate that FACE programs are succeeding in addressing achievement gaps for American Indian children primarily located on rural reservations, and in better preparing them for school.

The goals of the FACE program are to support parents/primary caregivers in their role as their child's first and most influential teacher; to increase family literacy; to strengthen family-school-community connections; to promote the early identification of and services to children with special needs; to increase parent participation in their child's learning; to support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program; and to promote lifelong learning. Program services integrate language and culture in two settings: home and school.

The following schools and child counts (center base and home base combined) were obtained from a running list of Navajo area BIE FACE programs³:

² http://www.wrschool.net/tdb/about_TDB.htm

³ <http://www.bie.edu/Programs/FACE/index.htm>

Bureau of Indian Education FACE Programs

	Name of School	Location	# Preschool Children Enrolled	Ages
1	Alamo Navajo Community School	Alamo, NM	36	0-5
2	Atsa Biyaazh Community School Total	Shiprock, NM	58	0-5
3	Baca/Dlo'ay Azhi Community School	Prewitt, NM	85	0-5
4	Beclabito Day School	Shiprock, NM	53	0-5
5	Bread Springs Day School	Gallup, NM	20	1-5
6	Chi Chil'tah Comm School	Vanderwagen, NM	27	0-4
7	Chilchinbeto Community School	Kayenta, AZ	80	0-5
8	Dzilth-Na-O-Dith-Hle Community School	Bloomfield, NM	47	0-5
9	Greasewood Springs Community School, Inc	Greasewood Springs, AZ	42	0-5
10	Kayenta Community School	Kayenta, AZ	76	0-5
11	Kin Dah Lichi'i Olta	Ganado, AZ	46	0-5
12	Lake Valley Navajo School	Crownpoint, NM	28	1-5
13	Leupp School, Inc.	Leupp, AZ	73	0-5
14	Little Singer Community School	Bird Springs, AZ	41	0-5
15	Many Farms Community School	Many Farms, AZ	76	0-5
16	Mariano Lake Community School	Crownpoint, NM	56	0-5
17	Na' Neelzhiin Ji'Olta	Cuba, NM	53	0-5
18	Pueblo Pintado Community School	Cuba, NM	39	0-5
19	Rough Rock Community School	Chinle, AZ	90	0-5
20	T'iis Nazbas Community School	Teec Nos Pos, AZ	70	0-5
21	T'iis Ts'ozi Bi'Olta'	Crownpoint, NM	70	0-5
22	To'hajiilee Day School	To'hajiilee, NM	87	0-5
23	Tse'ii'ahi' Community School	Crownpoint, NM	48	0-5
24	Wingate Elementary School	Ft. Wingate, NM	49	0-5
	TOTAL		1350	

K-12

Education services for K-12 are provided by several different types of schools located on or adjacent to the Nation. They include the following:

- 1) Arizona Public Schools
- 2) New Mexico Public Schools
- 3) Utah Public Schools
- 4) Bureau of Indian Education Schools (BIE)
- 5) Grant or Contract Schools

6) Chartered and Private/Parochial Schools

The Department of Diné Education, commonly referred to as “DODE”, was originally established in 1971 through a Navajo Tribal Council Resolution. Currently, DODE is situated within the Executive Branch of the Navajo Nation. This department is under the immediate direction of the Navajo Nation Superintendent of Schools, who is appointed by the Navajo Nation Board of Education and subject to confirmation by the Navajo Nation Tribal Council. The following programs fall under the supervision of the Department of Diné Education:

The Department of Diné Education Office of the Superintendent is led by Andrew M. Tah, Superintendent, and Assistant Superintendent, Timothy Benally. A Planner, Data Network Specialist, Programmer Analyst, Administrative Assistant, Legislative Analyst, Accountant, Office Specialist, and Public Information Officer serve in administration.

The Office of Monitoring, Evaluation, and Technical Assistance assists educational institutions in complying with Federal, state, and Navajo Nation laws through monitoring, evaluation, and technical assistance.

Diné Culture, Language, and Community Services conserves, promotes, and perpetuates the Diné Cultural and Language instructional programs in coordination with schools, institutions of higher education, the state department of education, community organizations and the Traditional Navajo Apprenticeship Project.

NCA/CASI/AdvancED provides technical assistance to schools pursuing NCA accreditation status. It supports the work of schools developing and implementing comprehensive plans for school improvement.

The Office of Special Education and Rehabilitation Services implements comprehensive special education, vocational rehabilitation, independent living programs, and services to assist individuals with disabilities to achieve self-sufficiency and equal opportunity.

The Office of Navajo Nation Scholarship and Financial Assistance provides need-based financial aid, college support, merit-based scholarships, and graduate and part-time assistance to Navajo applicants pursuing a post-secondary degree. ONNSFA is comprised of five agency offices and the Navajo Nation Teacher Education program.

The Office of Youth Development coordinates with Navajo chapters, communities, and various youth service providers to promote socially acceptable leisure activities that meet the varied needs of youth. It provides community-based and family-oriented alternatives for at-risk youth, including career awareness opportunities.

The Navajo Nation Library provides educational, cultural, informational, and recreational materials to all residents of the Navajo Nation.

The Office of Diné Science, Math, and Technology improves the quality of instruction for K-12 in science and mathematics, and promotes the use of technology to enhance science and mathematics achievement in the classroom.

The Office of Educational Research and Statistics provides quality statistical analysis on the status of education; conducts data analysis; develops and manages a comprehensive database system; and initiates new technological advances in the field of management information systems.

Navajo Head Start delivers child- and family-focused services with the overall goal of increasing the social competence and school readiness of children from low-income families. It provides comprehensive services to children from birth to five years of age, including pregnant woman and their families. It administers a full immersion program incorporating Navajo culture and language into its curriculum. There is one immersion classroom in the Ft. Defiance school.

The Johnson-O'Malley Program provides supplemental funding, pursuant to 25 CFR Part 273-Johnson-O'Malley Program (P.L. 93-638 Indian Self-Determination & Education Assistance Act), for eligible Native American students in public schools, tribal organization, Indian corporation and previously private schools for unique and specialized educational supports and opportunities, such as the following:

- At risk counseling
- Bilingual teacher assistants
- Tutoring program
- Home school liaison
- Summer schools
- Native curriculum development
- Navajo language, culture, history and government classes and activities

These programs are implemented with active parental involvement through a local Indian Education Committee (IEC) as provided for by 25 CFR Section 273.16.

What does the Johnson-O'Malley Program have the authority to do?

- Administer the Johnson-O'Malley Program through subcontracts with eligible school districts, Indian corporations, tribal organizations and previously private schools on or near the Navajo reservation pursuant to 25 CFR subpart 273.11
- Provide training and technical assistance to local school boards, parents, JOM programs, the local IECs, and other Navajo Nation divisions and the subsystems for purposes of program coordination and collaboration to provide program services.
- Perform monitoring and evaluation of records through visitations to subcontractors to ensure compliance with JOM Program and 25 CFR Part 273.
- Promote the implementation of the federal and Navajo Nation education policies and Executive Orders.
- Promote active participation of the local IEC in monitoring of their programs and fiscal matters as provided for by 25 CFR Part 273.
- Promote general parental involvement in the educational programs of their children, pursuant 25 CFR Part 273.15 (a)(1) and related provisions.
- Involve the Johnson-O'Malley Program, through its membership and affiliations with various national Indian education organizations, in information sharing on new policies, proposed legislative changes and other program-related funding concerns for purposes of framing formal position(s) as appropriate and applicable.
- Convene a Task Force on relevant issues pertaining to Johnson-O'Malley when deemed necessary.

Navajo Nation Johnson-O'Malley Timeline:

- 1972-73 The Navajo Nation through its Navajo Division of Education contracted for the first time with the federal government to monitor and evaluation Johnson-O'Malley programs in seven New Mexico school districts.
- 1974-75 In its third year, the JOM Program expanded to include Arizona and Utah school districts for a total of 16 subcontractors.
- 1976-77 In the fifth year of tribal involvement, the Navajo Division of Education, by Navajo Tribal Council Resolution No. CJN-24-76, was authorized to contract for total management and administration of JOM (PL93-638).
- 1978-79 During the seventh year, the Navajo Nation JOM program funded a total of 24 subcontractors within the states of Arizona, New Mexico and Utah.
- 1994 National JOM Association co-founded with Cherokee Nation of Oklahoma utilizing BIA "seed money".
- 1995 Method B Fixed Base Funding Formula Student Count: 51,309
JOM moved into BIA budget category-Tribal Priority Allocation (TPA)
- 2005 51,215 eligible JOM students counted for SY FY 2005-2006

Head Start, with its parent involvement component and shared governance philosophy, is a perfect preparation for parents to continue to be involved in their children's education as they enter public school. If it does not already do so, the Navajo Head Start program should include educating parents about Johnson O'Malley and what their role can be as part of the Transition Plan.

The retention of students in all school systems is the number one priority of Navajo Nation Economic Development and of Diné Education⁴ since one of the major problems faced by the nation is a very high drop-out rate among high school students.

Higher Education

There are a number of educational facilities for higher education on and off the reservation. Navajo students looking for four-year degrees attend Navajo Nation, Arizona and New Mexico colleges and universities such as Diné College, Arizona State University, Northern Arizona University, University of Arizona, New Mexico State University, University of New Mexico, San Juan College, and Fort Lewis College.

On-reservation schools include the following:

⁴ Source: Remarks on March 2012 by Mr. Tah, Superintendent, Department of Diné Education, community assessment orientation meeting, Window Rock, AZ.

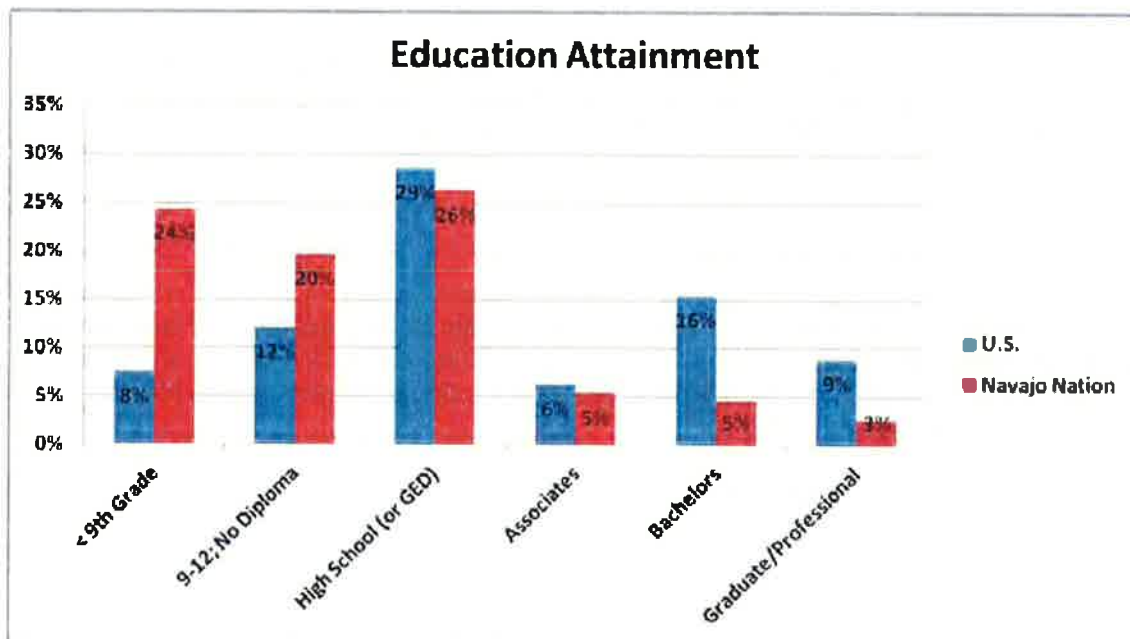
- Diné College (Tsaile, AZ). Diné College is the most important post-secondary educational institution on the reservation with eight campus sites. Students receive an associate or bachelor degree and prepare for a career while learning about Navajo history, culture, language, and philosophy.
- Northland Pioneer College (NPC), central office in Holbrook, AZ. NPC has one of their six centers in Kayenta. The Kayenta Center provides academic degree programs and student support services. Classes are provided in-person and via distance learning, which incorporates interactive audio, interactive video, and internet. NPC also provides special interest classes in communities throughout the Navajo Nation, most notably classes in Early Childhood Education, Adult Basic Education, and college credit courses for high school students.

Vocational Training

Primary vocational training resources include the following:

- Navajo Technical College (Crownpoint, NM). Navajo Technical College is a tribal technical college established and chartered by the Navajo Nation in July 1979 as the Navajo Skill Center. It has since evolved into a technical-vocational educational program well-known throughout the Southwest. The college prepares Navajo and other students with a quality technical and vocational education, associate degrees, or community education in a higher learning setting. The college is committed to providing a student-oriented learning environment based on the Diné philosophy of education.
- Navajo Department of Workforce Development (Window Rock, AZ). The Department retains the services of various schools and training providers to offer vocational training to the Navajo Nation.

Education Attainment



Due to the vastness of the Navajo Nation and the number of schools, it is difficult to ascertain comprehensive information on educational attainment, particularly since there is no centralized database that keeps records for all types of schools on the Reservation. According to the Department of Dine' Education there are 81 public, 31 Bureau of Indian Education, and 29 Grant schools within the Navajo Nation (See Appendix E). According to New Mexico Health Records and Vital Statistics (2002), about 26% of Navajo adults have obtained a high school diploma or GED, which is similar to the U.S. as a whole, at about 29%. However, there are larger discrepancies when we look at the percentage of adults with higher education degrees as well as those with less than a high school diploma. In the Navajo Nation, about 5% of adults have a Bachelors degree and 3% have a graduate degree; these rates are about 16% and 9% respectively for the U.S as a whole. On the other side of the spectrum, 44% of Navajo adults have less than a high school diploma, compared to only about 20% for the U.S. as a whole.

Additionally, the 2006-2010 American Community Survey's 5 year survey has released the following data on educational attainment, though the Navajo Nation doubts the American Community Survey's accuracy due to cultural & language boundaries and the rural nature of the area.

2006-2010 American Community Survey	Navajo Nation			
	Total population			
	Estimate	Estimate Margin of Error	Percent	Percent Margin of Error
EDUCATIONAL ATTAINMENT				
Population 25 years and over	91,484	+/-1,416	91,484	N/A
Less than 9th grade	17,392	+/-1,074	19.0%	+/-1.1
9th to 12th grade, no diploma	13,895	+/-784	15.2%	+/-0.8
High school graduate (includes equivalency)	30,206	+/-1,106	33.0%	+/-1.1
Some college, no degree	16,398	+/-1,044	17.9%	+/-1.1
Associate's degree	7,086	+/-670	7.7%	+/-0.7
Bachelor's degree	3,873	+/-404	4.2%	+/-0.4
Graduate or professional degree	2,634	+/-364	2.9%	+/-0.4
Percent high school graduate or higher	N/A	N/A	65.8%	+/-1.3
Percent bachelor's degree or higher	N/A	N/A	7.1%	+/-0.6

Institutions of Higher Education within the Navajo Nation

There are two higher education institutions on the Navajo Nation. The institutions are the Diné College in Tsaile, Arizona, and the Navajo Technical College (NTC) in Crownpoint, New Mexico. Diné College is a four year college that offers bachelors and associate degrees in a variety of areas and is the very first American Indian-owned college and is the largest Indian-owned college in the country. Diné College has branch campuses in Shiprock, Chinle, Tuba City, Ganado and Window Rock, and a Crownpoint site. The Navajo Technical College is a four year vocational technical college. NTC provides vocational and technical trainings.

Northland Pioneer College in Kayenta, Arizona not only provides a range of on-site classes and degree programs, but also offers classes via the Internet. Northland also provides Early Childhood courses for Head Start employees. The Kayenta Center of Northern Arizona University recently began providing other higher education option for residents.

The 2010 American Community Survey, 1-Year Estimates, which were derived from U.S. Census data, states the following:

- 25.0% of New Mexico U.S. residents have a bachelors degree or higher
- 25.9 % of Arizona U.S. residents have a bachelors degree or higher
- 29.3% of Utah U.S. residents have a bachelors degree or higher

The lack of training opportunities impacts Navajo Head Start particularly in terms of ongoing professional development for teaching staff already on board, as well as attracting and hiring qualified bi-lingual Navajo teachers and other professionals for schools and health care facilities on the Reservation. In addition, the process for screening and qualifying applicants is prolonged and limits hiring to certified or degreed applicants only which, in turn, negatively impacts the program, families and children by increasing the number of teaching vacancies and, by extension, reducing the number of available classes for Navajo Head Start children to attend.

- Data are not available on the number of parents or other community members who dropped out of school before earning their high school diploma, and who would like to either earn their GED or apply to work for the Navajo Head Start program if they had their GED. This situation emerged anecdotally during interviews with parents and community members. It is also not known at this time if this information would be available through the process of goal setting with parents.
- Lack of housing all over the Navajo Nation is a concern, and especially housing for government employees working in remote areas who have families. Limited housing is provided for some BIE schools and Navajo Nation government employees.
- A trained, educated, and qualified workforce is sparse in rural areas of the Navajo Nation. The better-paying jobs are located in centralized service center areas such as in Window Rock and these jobs attract tribal members that have higher credentials. Therefore, finding qualified teachers and other staff in these areas is difficult. When recruitment does attract qualified applicants from outside the communities where positions are available, the lack of housing prohibits staff new to the community to take vacant positions.
- In a study published in October 2000, in the Western Journal of Medicine (“Recruitment and Retention in the Navajo Area Indian Health Service”), the most common reasons for IHS staff to leave were lack of administrative support and quality, fear of PL 93-638, distance from family and friends, excessive working hours, and the poor local school system.

Navajo Head Start Staff Qualifications

Qualifications of Navajo Head Start Child Development Staff as of June 2010

Staff	Chinle		Ft. Defiance		Shiprock		Tuba City		Eastern		Total	
	Total	# Qualified per HS Act	Total	# Qual.	Total	# Qual.	Total	# Qual.	Total	# Qual.	Total	% Qual.
Teachers: Center Based	20	10	18	9	15	11	20	7	18	10	91	52%
Teacher Aides CB	20	20	22	22	16	16	21	21	18	18	97	100%
Teachers EHS	3	2	4	4	2	2	n/a	n/a	n/a	n/a	9	89%
Teacher Aides EHS	0		0		0		n/a		n/a		0	n/a
CD Supervisors* (Ed Specs)	5	5	5	4	4	4	4	3	4	2	22	82%

Source: NHS Training Specialist. Data gathered using review of records during interview June 7, 2010.

*Each agency has one Education Specialist for each service area

NHS Home Visitors must have a high school diploma according to Head Start requirements and the Navajo Nation Classification system. Therefore, if a classroom or center converts to the home base option, the HS staff providing educational services does not have to have the same qualifications as the person providing education services in the center base option.

Language Recovery vs. English Language Learners

The 2010 PIR showed that the primary language at home for 3% of Navajo Head Start families is Navajo (n=78 out of 2,615 children).

An Early Childhood Primary Language Questionnaire was distributed to all families and teachers in NHS by the Principal Education Specialist. Some of the significant results are listed below. The complete Survey and Results are in Appendix B.

Parent Responses

- Only 1% of parents reported that Navajo is the language spoken at home. English was the language spoken at home in 51% of homes, and both languages were spoken in 48%.
- 96% of parents reported that English is the language that their children speak best; however, 75% of parents preferred that their children speak both languages.

It can be assumed that because Navajos commonly live in multi-generation households, it is the elders who are the Navajo speakers, and the older they are, the more likely that they will be monolingual Navajo without the ability to read or write in either language. Other data sources such as the focus groups and parent and community questionnaires distributed in March 2012 confirm this.

Teacher Responses

- Teachers reported that 91% of the children speak English on the playground (8% speak both), but when it came to comprehension, 85% of the children understood directions in English whereas only 1% comprehended better in Navajo.

Although this survey goes into more depth than the information provided in the PIR, both data sources support the conclusion that Navajo Head Start children are English speakers rather than Navajo speakers, which is a matter of concern across the Navajo Nation. If this trend continues, in another generation or two, Navajo will be a lost language.

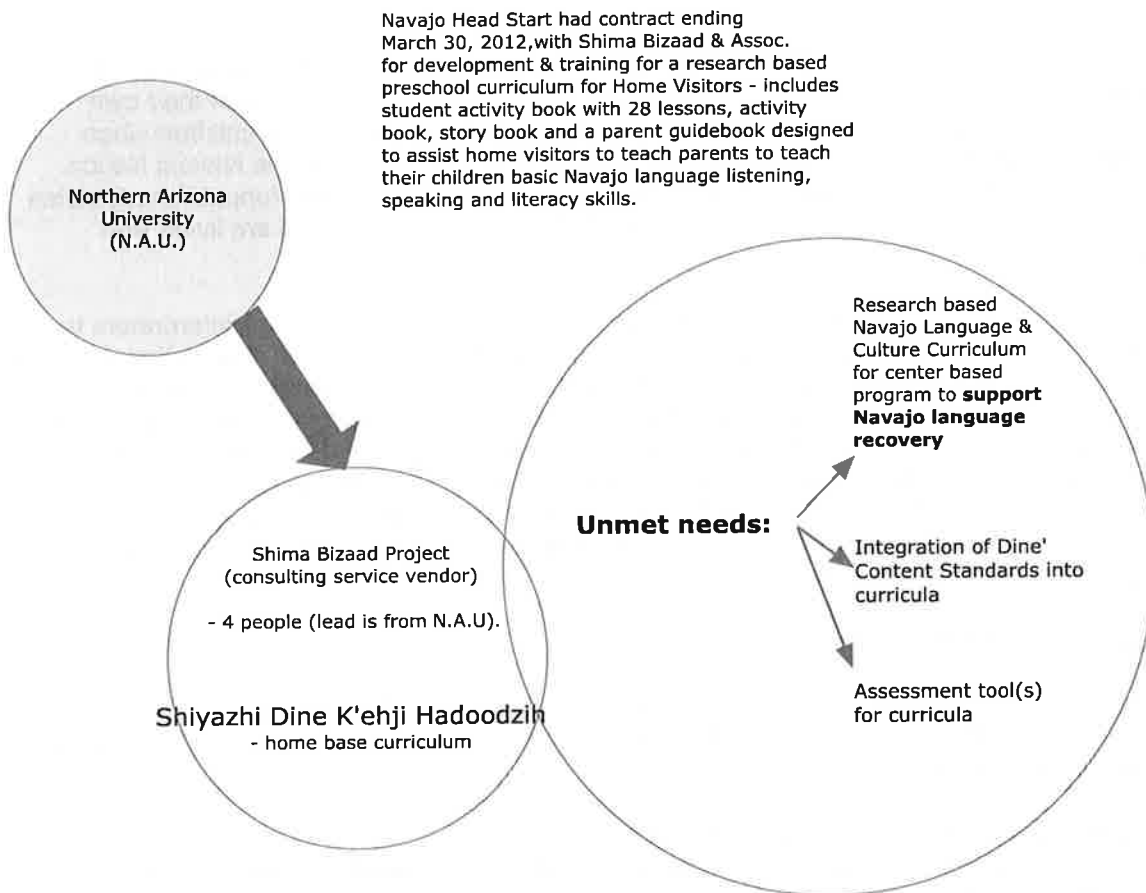
Curriculum to Support Traditional Language and Culture

Currently the linguistically and culturally appropriate preschool curriculum being used in classrooms is *Adeehoniszin Dooleel Rediscovering the Navajo Language*, combined with *Creative Curriculum*. The home base program has piloted the *Shiyazhi Diné K'ehji Hadoozih* curriculum in the Tuba City agency and the Chinle Agency. The contractor, Shima Bizaad and Associates from Flagstaff, AZ, is measuring child outcomes using a scale commonly used in Arizona, New Mexico and the Navajo Nation.⁵ The Department of Diné Education, however, is presenting to the Navajo Nation Council in July 2012, a request for approval of the newly-developed Diné Content Standards which, if approved, must be integrated into existing curricula and approved by the Tribal Council.⁶ In addition, whichever curriculum is selected by Navajo Head Start to support the recovery of the Navajo language and the culture to which the language is inextricably connected, will need to have an appropriate assessment tool to measure children's progress toward reacquiring their tribe's traditional language.

⁵ Contract SAS23679/Professional Services Contract between the Navajo Nation and Shima Bizaad and Associates, LLC dated February 9, 2011.

⁶ Meeting between Dr. Benjamin Jones, Director, NHS, Willie Tracy, Jr. Administrative Services Officer, Office of Diné Culture, Language and Community Services, and Nancy Netherland, CDI Consultant on June 26, 2012.

Status of Navajo Curriculum Development Project
as of June 2012



* Translated: my mother's language

An appropriate Navajo preschool curriculum for both the HB and CB option is still not in place. There was no outcomes measurement done due to a misunderstanding by the Principal Education Specialist that "they had a year before they needed to implement" Teaching Strategies Gold. A Navajo Head Start teacher from the Hard Rock community served on the work group that developed the content standards. Kayenta, Tuba City, Ganado, Red Mesa and the Navajo Preparatory School in Farmington (off Reservation) have volunteered to participate in the pilot project to develop the assessment standards. The Head Start Department Manager requested that Navajo Head Start continue to be represented in the development work group.

There is one immersion classroom in the Tse'hootsooi Diné Bi'olta' school serving 20 children in Ft. Defiance located in the Window Rock Unified School District building. While Navajo Head Start only has one official immersion classroom, many of the classroom and center staff speak Navajo to the students and families.

Navajo Interpreting

Head Start programs report on the PIR the home languages of children and languages spoken by staff.

Courts and hospitals use certified interpreters; however, it is often the monolingual Navajo grandparents who are struggling to communicate with school officials and with their own grandchildren. Nearly half of grandparents have responsibilities for raising children when parents are working or because they have been granted guardianship. The Navajo Nation Region Final Report, "First Things First 2010 Needs and Assets Report" (unpublished) states that 12% of young children living in the Navajo Nation under the age of 6 are living with grandparents.

As the world becomes more and more connected, the demand for language interpreters is expected to rise 25% according to the US Bureau of Labor and Statistics. The National Center for Interpretation, in partnership with the state of New Mexico, offers what is currently the only interpreter certification for Navajo-English interpreters. As part of a grant-funded program, the certification process is completely free to Navajo-English bilingual individuals. The exam is administered in two phases: written and oral. After passing the written phase, candidates can then register to take the oral portion which tests interpreting proficiency in both English and Navajo. The oral portion of the exam was last offered in April 2012, in Albuquerque, NM; Flagstaff, AZ; and Gallup, NM.

Paying for Higher Education

Condition 1: Office of Navajo Nation Scholarship and Financial Assistance (ONNSFA)

The plan is that by fall 2012, ONNSFA will be utilized to issue checks directly to the schools for Navajo Head Start staff.

Condition 2: If the student pays for the course

The student cannot be reimbursed unless the student (who is usually a teacher or other staff member) has a contract with Navajo Head Start prior to taking the course. The contracting process is the same as contracting with a college or university.

Condition 3: If the student receives financial aid from another source

Chapters also have scholarship funds, but they are limited and students must be registered with that Chapter and apply for the assistance. Scholarships do not have to be repaid; they will be given to the student after they have started classes. The Head Start Early Childhood Learning and Knowledge Center (ECLKC) has information on student loan forgiveness and reduction.

Classes for Learning Navajo as an Adult

As of June 2012, a group of teachers enrolled on campus at Northern Arizona University in two courses (Navajo 199 and Navajo 399). They will complete the courses July 3, 2012, and have earned 4 language credits which can be applied toward a degree.

Navajo Head Start plans to offer other for-credit classes in early childhood education from various institutions of higher education.

Online Classes

NAU, UNM, NTC, Diné College all have online classes; however, there currently are no contracts for this type of class nor are there plans to offer this option. Many of the online programs are for courses of study in which NHS staff are not enrolled such as business management at the bachelor's level and master's level of study.

In contrast, researching online learning opportunities on the Internet discovered that students at the Tuba City Boarding School, on the Navajo reservation in Tuba City, Arizona, have the opportunity to study the Navajo language, history, and culture using distance learning.⁷

Educational Needs of Parents

The community assessment should include the data on the educational needs of parents collected from Family Partnership Agreements and from Parent Surveys – these are internal data sources. On the Navajo Nation, people seem to prefer being asked verbally about their opinions rather than gathering data through a written survey. Appropriate data to analyze would also include information from the PIR on educational levels of parents and inquire from Workforce Development (external data source) and colleges about their opinions on the educational needs of Navajo parents, especially the younger parents. Time constraints did not allow us to gather and analyze these data.

⁷ Source: <http://www.edutopia.org/technology-education-navajo-language-preservation>

**SECTION 5:
DISABILITIES SERVICES**

Disabilities Services

The Head Start Act

The Head Start Act, as amended in 2007, requires that not less than 10% of total enrollment must be children with disabilities. Infants and toddlers with disabilities are defined as those children under three years of age who are eligible for services under State regulations governing Part C of the Individuals with Disabilities Education Act (IDEA). When a grantee operates both an Early Head Start and Head Start program under the same grant, then the requirement that at least 10% of the children enrolled have disabilities applies to the combined enrollment of the two programs funded under that grant.

The Statistical Context

The 2000 Census data shows that 9%, or 1 out of every 12 children nationwide, has some form of disability. The 2010 Census states that of the non-institutionalized school age population living in metropolitan areas, 5% had a disability whereas of the school age population living outside metropolitan areas, 6.2% had a disability. Maine, a rural state with no large metropolitan areas, had 9.3% of their children with a disability. Children with cognitive difficulties made up more than half of the disabilities overall.

Speech and language and developmental delay comprise 85% of disabilities diagnoses
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In the Navajo Nation, almost 6% of those between the ages of five and 20 were reported to have a disability by Growing in Beauty, the program in the Department of Diné Education serving children with disabilities. This estimate mirrors that of the Navajo Nation (around 6%) for the preschool population as well with no difference between the birth to 3 age group and the 3 to 5 age group. Ninety percent of the diagnoses are speech and language and developmental delay.¹ In contrast, 15% of AI/AN eighth graders were categorized as students with disabilities in 2005, meaning they had, or were in the process of, receiving Individualized Education Plans, compared to 9% of all non-AI/AN eighth graders.²

IDEA (Individuals with Disabilities Education Act)³

The special education law is called the Individuals with Disabilities Education Act, or IDEA. As part of making special education and related services available to children with disabilities in the public schools, IDEA defines the term "child with a disability." That definition includes specific disability terms, which are also defined by IDEA.

The disability terms and definitions in IDEA guide how states define disability and who is eligible for a free appropriate public education under special education law. Developmental delay and speech and language impairment, which are the two most common diagnoses for NHS children, are defined below. Note, in order to fully meet the definition (and eligibility for special education

¹ Interview with Paula Saenez, Assistant Director, Department of Special Education and Rehabilitation, Diné Education, June 5, 2012

² U.S. Department of Education, *National Center for Education Statistics 2006*.

³ National Dissemination Center for Children with Disabilities

and related services) as a “child with a disability,” a child’s educational performance must be adversely affected due to the disability.

Developmental Delay: for children from birth to age three (under IDEA Part C) and children from ages 3 through 9 (under IDEA Part B), the term developmental delay, as defined by each State, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development.

Speech and Language Impairment: a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.

Commonly Used Terms

Ages 0-3 is Part C

Ages 3-21 is Part B

Ages 3-5 is Sec. 619

Navajo Head Start Children with Disabilities

The 2011 Community Needs Assessment (CNA) Report prepared by HG Jones was based on statistics provided by NHS Program Managers and the Disabilities Specialist. The 2011 CNA stated that “in 2009-2010, the five Navajo Head Start agencies served 184 children with disabilities out of an enrollment of 2,319 and in 2010-2011, it served 226 children with IEPs and 2 children with IFSPs (3%) for a total of 228 or 8% in Head Start and Early Head Start combined. The range of disabilities was wide. However, speech and language disabilities were the most common, representing more than 85% of all disabling conditions.” During that same year, the total percentage of speech and language diagnoses was 79%. This is consistent with disabilities diagnoses in Head Start programs across the country – speech and language primarily, with developmental delay coming in second.

In the previous year, the major disability categories were health impairment, emotional/behavioral disorders, orthopedic impairment, hearing impairment, mental retardation, visual impairment, and traumatic brain injury. In 2010-2011, next to speech impairment (85% or 195 children), the next largest category was multiple disabilities (7% or 17 children). There were no children on IEPs or IFSPs diagnosed with autism, a common condition across the U.S., or with an emotional/behavioral disorder.

According to the CDC (Centers for Disease Control and Prevention), approximately 8.3 million children (14.5%) aged 4–17 years have parents who have talked with a health care provider or school staff about the child’s emotional or behavioral difficulties. Nearly 2.9 million children have been prescribed medication for these difficulties. The NHS Mental Health Specialist (who has been with the program since October 2011 and would not have been responsible for the 2010-2011 PIR statistics), reports that between September 2010 and May 2011 (as reported in the PIR):

- 2,618 Children with whom the MH professional consulted with program staff about the child’s behavior/mental health
 - 40 Children with 3 or more consultations
- 417 Children with parent consultations
 - 26 Children with 3 or more parent consultations
- 2,618 Children with individual mental health assessments
 - 13 Children referrals facilitated for mental health
 - 12 Children referred for mental health services outside Head Start

10 Children referred for mental health services outside Head Start that received services

The Navajo Nation Indian Health Service estimates that there are about 22,000 children 0-5 across the Navajo Nation with IEPs and IFSPs using the definitions that Arizona, New Mexico and Utah use. Across the board, they estimate 6% of the preschool population has a diagnosable disability, which is in line with *Growing in Beauty's* estimates, the early intervention program for the Navajo Nation. IFSP meetings are conducted in the child's natural environment. For 3-5 year old children, transportation is part of the IEP.

The 2011 Community Needs Assessment stated that "Navajo Head Start coordinates disability services with a multitude of state, local and federal partners. Partnership agreements with the 19 local school districts allow for timely development of Individualized Educational Plans (IEPs) and evaluation for provision of required services to children and their families. In collaboration with school districts, the Navajo Nation conducts child screening activities and referrals throughout the year. LEAs have access to professional staff to help Navajo Head Start teachers and home visitors implement IEPs. LEAs also provide regularly scheduled training on disability laws, regulations and other professional development areas. Ninety-five percent of Head Start children identified as having a disability have been found through these screening processes."

More information would be needed to ascertain the following:

1. What departments or divisions within the Navajo Nation are those referred to as collaborators in the screening and referral process?
2. Details about the screening and referral process – numbers screened, referred, and how many on IEPs and IFSPs.
3. Did any children come to the HS program with an IEP or IFSP already in place?
4. Details about how the LEA assists Navajo Head Start staff in implementing IEPs and how the IEP is developed.
5. When training was conducted on disability laws, regulations and other professional development areas and what were those areas? Would these trainings include typical vs. atypical child development in order to help staff identify earlier and more accurately children with suspected disabilities?

80-90 % of families of children with disabilities are Medicaid eligible

Partnering for Disabilities Services

Growing in Beauty (GIB) is the Navajo Nation's program for disability services and is inclusive of Part C eligible children. Part of the Department of Diné Education, this program provides early intervention services to children with disabilities, ages zero to three. Under an intergovernmental agreement with the Navajo Area Indian Health Services (NAIHS), the Navajo Nation coordinates services at NAIHS hospitals and health stations in the areas of Child Find, interim service coordination, advocacy, and early intervention services. In 1991, IDEA was amended by Congress to include funding for 0-5 and provided funds to BIE to disburse to tribes. At that time, either 60 or 61 tribes received funds; however, the tribe had to be operating a BIE school in order to receive funds that were disbursed according to a formula. Now the funding is distributed on a reimbursement basis.

Tribes are to assist states in Child Find, early identification of children, screening and evaluation, parent training and direct services (if tribes choose to provide direct services). Most

referrals come from Indian Health Service (HIS). Growing in Beauty has offices near families when they are receiving services. Families have a choice in Crownpoint and Pinehill. Tohajilee has the contract based on their child count and provide their own services. Each state has a different formula for providing services. New Mexico is least restrictive (25% at risk).

How the Reimbursement System Works

Services are on a reimbursement basis and two reports are required annually. The December Child Count and the BIE bi-annual report on the number of contracts and agreements determine the reimbursement amount. There are contracts with Alamo, Tohajilee and Ramah, and they receive reimbursement based on their child count. When funds first became available, Navajo Head Start was invited and started working with the advisory council; however, over time, Navajo Head Start's participation has dropped off. Sometimes they work with them and sometimes they do not. GIB is the Arizona EIP agency for portions of the Navajo Nation so they have to comply with Part C requirements.

Areas of possible collaboration that would be at no cost to Navajo Head Start include the following:

- Infant Mental Health program
- Parent and staff training
- CEFL training – some HS staff are trained, but this is not currently being implemented
- Transitioning to school
- Implementing the home visiting model
- MOU with Early Head Start because GIB is contractor for Navajo Nation
- Identification and screening – mental health screening for NHS is currently being contracted out with private licensed mental health providers

During the 2009-2010 program year, according to NHS, nearly 10% of children served by the Early Head Start program had a disability. The 2010-2011 PIR states that 3% of EHS children had an IFSP, a decline of 7 percentage points in one year. Over 90% of these were in the area of speech and language. In 2009-2010 the Navajo Head Start Program had 1 Individualized Family Service Plan.

This compares favorably with figures obtained from state sources. For example, in McKinley County, New Mexico there were 196 Individualized Family Service Plans (IFSPs) for American Indian children in the year 2006. This represented approximately 6% of the under-five population. Most of these children were classified as either developmentally delayed or "at risk, medical/biological." The NHS program's number of children with a diagnosed disability on either an IEP or IFSP exceeds this total by 2 percentage points; however, the Head Start requires that no less than 10% of enrolled children have a disability.

The Disabilities Services Resources from the *Native American Resource Guide* published by New Mexico Developmental Disabilities Planning Council and the Center for Development and Disability and the New Mexico Center for New Mexicans with Disabilities (http://www.nmddpc.com/uploads/native-american-resource-guide_0.pdf) lists numerous places and agencies across New Mexico serving preschool age children with disabilities and their families.

Baby FACE Program

There are advocacy organizations such as ARC and the Baby FACE program that provide early intervention for children birth to 3 who have a developmental delay or who might be “at risk” for developmental delay. Baby FACE provides family centered intervention services in the family’s home; however, program records were not examined to determine the extent to which Baby FACE program services were utilized or whether Arizona and Utah also have a Baby FACE program.

First Things First Navajo Nation Regional Partnership Council

Every 3 years the Council conducts a needs and assets study to gather vital information for Navajo Head Start planning. The Needs and Assets Report, 2010, intended to give First Things First a picture of “what is really happening in our communities... [and serve] as a guide to address the most paramount needs of young children in our region”. The report remained unpublished and was to be used only for statutory purposes because of concerns with its accuracy and use of data. There was a great deal of inconsistent data for the Navajo Head Start program; however, it would be worthwhile for NHS to stay in contact with First Things First as NHS improves its recordkeeping system so that the data that First Things First is collecting about the NHS program is more accurate. NHS would also be able to take advantage of the data being collected about other early childhood development programs across the Nation by FTF to use for its own program planning.

Collaboration for Disabilities Services

According to Assistant Director, Department of Special Education and Rehabilitation, the Navajo Head Start Disabilities Specialist has been working only with the Arizona Head Start State Collaboration Office rather than the Arizona Department of Special Education. The Arizona Head Start State Collaboration Office (a division within the Arizona Department of Education) Needs Assessment Report of November 2010 is completed by county rather than by grantee so information pertaining to the Navajo Nation is not able to be determined. Thirteen tribes in Arizona offer Head Start serving 22,301 children and pregnant women; however, Tribal Head Start Programs have not been included in the Arizona State Head Start Collaboration Office 2010 Needs Assessment.

Recommendations for areas of collaboration between the Office of Special Education and Rehabilitation Services and Navajo Head Start include the following:

- Disabilities Services Plan development
- Mental Health Plan development
- First Things First

Meeting the 10% Mandate Level

The following statistics were reported in the 2010-2011 PIR. The program did not meet its 10% requirement that year.

- Number of enrolled children with IEPs 226
(actual enrollment 2615)

Children with Disabilities 2010-2011
6.1%

- Eligible for special ed services prior to enrollment 73
- Diagnosed disability
 - Health impairment 7
 - Emotional/behavioral 0
 - Speech/language 195
 - Hearing 2
 - Orthopedic 1
 - Visual 2
 - Learning disability 1
 - Autism 0
 - Traumatic brain injury 1
 - Multiple disabilities 17

The NHS program is gathering data for the 2011-2012 PIR Report. In preparation for that report, a file review was conducted by CDI. The results are reported below.

Summary: According to the file review, there is either evidence of an IEP or IFSP in the child's file; determination of eligibility for disability services but no IEP; notes in the file indicating that there is an IEP but no actual IEP; referral forms on file but not consistent and either little or no entry notes regarding follow-up for children who were referred; or no information relating to IEP in the Disability section. A few files have IEP Goals documents that are current, but do not have the full IEP document on record that identifies qualification and diagnosis of type of disability. One agency in particular had many parent refusals for further evaluation.

Based on the total files reviewed, *the program is not meeting the mandate of 10% children with disabilities.*

Total Actual Enrollment: 2059

- 10% children with disabilities using actual enrollment number : 205
- # of children with disabilities that are currently being served : **125 (lacking 80)**

Total Funded enrollment: 2145

- 10% for children with disabilities using funded enrollment number: 215
- # of children with disabilities that are currently being served: **125 (lacking 90)**

Recommendations:

Training

- Staff who monitor disabilities files need more training on IEP and IFSP documents. Ensure that intake procedures include approaches to interviewing parents that may point to a special need.
- Train the staff in administering the Brigance screening tool and how to interpret results to ensure appropriate referrals are being

Children with Disabilities June 2012 6.1%
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generated to LEA (school district) and Part C (early intervention) agencies.

- Staff training on typical vs. atypical behavior tied more closely to child assessment processes in order to identify suspected disabilities in a timelier manner.

Recordkeeping

- Staff must write follow-up notes in children's files for those who require referrals, have been referred, or do not qualify for services.
- Child files need to be consistent with required information for the disabilities section (such as meeting notice, evaluation, IEP or IFSP, parents rights, etc)

Monitoring

- Increase monitoring of files for children with disabilities. Currently there is inconsistency in the tracking of files at the agency level up to the central office. The tracking systems used at agency and central do not correspond to each other.

Contracts and MOUs

- Revisit the MOU (interagency agreements) with LEA and Part C programs to clearly outline and delineate roles and responsibilities of Navajo Head Start and LEA, and Navajo Head Start and Early Intervention programs. Provide informational materials on Navajo Head Start and disabilities services.

Outreach and Recruitment

- Research and make contact with agencies and organizations on and near the Reservation that would identify at risk children and parents, or that provide services to persons with disabilities and serious health risks. Have informational materials and business cards to leave with them and explain the requirement for Head Start to serve 10% children with disabilities.

SECTION 6:
SOCIAL SERVICES

Social Services

A series of Focus Groups (one in each agency) was conducted jointly by the Navajo Head Start Program and CDI across the Navajo Reservation during March and April 2012. Participants who represented the community and parents of Head Start children were asked about the social services they use the most. The most frequently mentioned services were health clinics, Chapters, WIC, food stamps, and Program for Self Reliance. Shiprock parents and community members alike mentioned WIC as “most helpful” more often than any other service. To quote one parent, WIC combined with food stamps and Medicaid “were helpful before employment.” Public schools were mentioned because they “were not turned away or put on waiting lists.” The most common barriers to accessing desired services were distance/no transportation and scheduling/work conflicts.

Research on low income working families by The Urban Institute, a large non-profit organization that conducts nonpartisan economic and social policy research, found that a large percentage of American families have low incomes and face a host of challenges and disadvantages:

- *Low-income parents work a lot.* Even though low-income families worked substantially less than higher-income families in 2006, nearly half (48.6 percent) fell in the high-intensity category—meaning at least one parent worked full time, all year. Another 17.8 percent worked a moderate amount, 5.6 percent worked a low amount, and 8.2 percent worked for themselves.
- *Low wages explain why these families have low incomes.* The vast majority of low-income families’ income comes from earnings—89 percent in the case of low-income families with at least one full-time, full-year worker in 2006. These high-work families made roughly \$25,000 during 2006 (only 22 percent above the poverty level for a family of four). Those in the medium- and low-work intensity categories had even lower incomes, roughly \$13,860 and \$6,300, respectively.
- *Single-parent families are in even worse economic situations.* Single-parent families are almost twice as likely to have low incomes compared to all families with children, and almost three times as likely to have low incomes compared to married-couple families with children. Seventy percent of single parents are in the workforce, but only about 40 percent work full time—perhaps because of child care challenges and other family responsibilities. When they are able to work, low-income single parents work for lower wages; in 2006, single parents earned about \$10 an hour while married parents earned about \$11 an hour. The median wage rates for each group are about \$1 lower.

The Census Brief, “America’s Children at Risk,” published in 1997, outlined many indicators that put children at risk of problems ranging from hyperactivity to dropping out of school to becoming involved in crime. It investigated 6 risk factors and their association with being out of school, not working, and being a teenage mother. Those factors were the following:

- Poverty – families with incomes below the poverty level
- Welfare dependence – children living in households receiving cash assistance or food stamps
- Absent parents – children living in a home with neither parent
- One-parent families
- Unwed mothers – children living with a never-married mother
- Parents who did not graduate from high school

Teenagers experiencing some of the six risk factors are more likely than those without them to be not working and not in school and to be teenage mothers. Living with a non-graduate parent or guardian is more strongly related to being out of school and not working than is living in a one-parent family.

Recommendation: *The Head Start program should research such risk factors and then make sure that those risk factors are given due consideration by the committee that sets selection criteria. This will help ensure that the Head Start program is giving appropriate priority to children with the greatest needs.*

Community Resource Organizations

The following is a list of organizations and agencies in and around the Navajo Nation that have programs serving low-income families:

Organization or Agency	Location (Town, Agency)	Services	Rate of Usage Method to collect data
WIC (Women, Infants and Children) – federal program	Chinle – Chinle agency Pinon – Chinle agency Tsaile – Chinle agency Crownpoint – Eastern agency Dilcon – Ft. Defiance agency Tohatchi – Ft. Defiance agency Ganado – Ft. Defiance agency Gallup – off reservation serving Eastern agency Kayenta – Western agency Tuba City – Western agency Winslow – off reservation serving Western agency Shiprock – Northern agency	Supplemental food and nutrition education to pregnant, breast feeding or postpartum women, infants and children up to age 5. Serves low-income families who are determined to be at nutrition risk because of inadequate nutrition, health care or both. Navajo Head Start family service liasons make referrals based on a child's nutritional assessment (height & weight.) Parents may have enrolled child in WIC prior to enrollment in Navajo Head Start.	[<i>Contact WIC and see if they keep records of their clients</i>] <i>Look at family files/health statistics to determine whether enrolled or not.</i> Child Plus Data of Head Start/Early Head Start children enrolled with WIC program is 584
Navajo Nation Program for Self Reliance (TANF)	Chinle – Chinle agency Pinon – Chinle agency Crownpoint – Eastern agency Gallup – off reservation serving Eastern agency St. Michaels- Ft. Defiance agency Greasewood-Ft. Defiance agency Kayenta – Western agency Tuba City – Western agency Monument Valley-Western agency Aneth, Ut-Northern agency Shiprock – Northern agency	Provides assistance and service to households which have at least one child who is deprived of parental support and care and who meets the financial and non-financial eligibility requirements set forth in the Navajo Nation Program for Self Reliance Family assistance and Employment Support Services Manual.	Navajo Nation Program for Self Reliance Family provides assistance to approximately 3,500 families each month through offices located within the reservation. Child Plus Data of Head Start/Early Head Start families enrolled with Navajo Nation Program for Self Reliance Family program is 389
Navajo Nation Department of Workforce	Chinle – Chinle agency Crownpoint – Eastern agency Ft. Defiance- Ft Defiance	Provides the following services for eligible persons: <ul style="list-style-type: none"> • Short term employment 	Navajo Head Start does not have any statistics on how

Development	<p>agency Tuba City – Western agency Shiprock – Northern agency</p> <p>Sub-offices within agencies</p> <ul style="list-style-type: none"> • Kayenta,AZ – Western • Leupp,AZ- Western/Ft. Def • Page-Western • Montezuma Creek,UT Western/Northern • Tohatchi,NM- Eastern 	<p>called work experience</p> <ul style="list-style-type: none"> • Classroom training/vocational training/GED • Tuition payment assistance • Lodging/rent assistance • Books/supplies assistance • Meal expenses • Relocation or lay off assistance <p>Following services for youth ages 14-21</p> <ul style="list-style-type: none"> • Basic Education/GED • Occupational skills training • Academic/career enrichment • Cultural enrichment • Work experience/work readiness activities • Personal development activities • Tutoring/ mentoring • Supportive services assistance • Tuition/scholarship assistance • Paid internship 	<p>many families are under this program.</p> <p>NNDWD currently served/ serving: Youth – 1,124 N.E.W. – 249 Adult - 845</p>
Navajo Housing Authority	<p>Central office – Window Rock, AZ Chinle NHA Crownpoint NHA Dilcon NHA Ft. Defiance NHA Ganado NHA Kayenta NHA Thoreau NHA Navajo NHA Ojo Amarillo NHA Pinon NHA Pinehill NHA Shiprock NHA Tohatchi NHA Tuba City NHA Tohajilee NHA</p>	<p>Services low income family with housing needs. There are 3 programs available:</p> <ul style="list-style-type: none"> • Public Rental- for any family that is eligible • Home Ownership – family has to be from the community where there are home ownership homes available. • Scattered Housing Projects – family must have a home-site lease within community. 	<p>Refer to Navajo Housing Authority Phase II Housing Needs Assessment and Demographic Analysis August 2011 for information on needs and NHA services to meet those needs.</p>

Source:
Navajo Nation Office of Early Childhood Development *Resource Directory, 2007-2008*.
ChildPlus.net Software, *Management Report-Income Eligibility- 2004, 5/3/2012*
Brochure, *NAVAJO NATION PROGRAM FOR SELF RELIANCE*
Navajo Nation Department of Workforce Development, <http://www.ndwd.org>
Phone Interview, Leander Lantana, NNDWD - Statistical Technician

Child Care Development Fund

Organization or Agency	Location (Town, Agency)	Service	Rate of Usage
Child Care Development Block Grant	<p>CCDF Program Offices: Chinle agency Ft. Defiance agency Crownpoint agency Shiprock agency Southwest agency Tuba City agency</p>	<p>Provides child care services to low income families or pays for all or a portion of the cost for working parents or those attending a job trainings or educational program. CCDF program supports opportunities for parents and families</p>	<p>Preschool age children receiving services from PSR are categorically eligible for Head Start.</p>

		to obtain self-sufficiency through employment, educational goals, development of job skill, and other programs, such as TANF and Workforce Development.	
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Source:
Brochure; *Navajo Nation Child Care and Development Fund (CCDF) Program*

Family Support

Organization or Agency	Location (Town, Agency)	Service	Rate of Usage
Navajo Child Special Advocacy Program	Chinle Regional Clinic Crowpoint Regional Clinic Ft. Defiance Regional Clinic Shiprock Regional Clinic Southwest Regional Clinic	Coordinates the delivery of services to children and families to facilitate the safety of children who are at risk or who have been victimized by child sexual abuse and neglect.	No data collected on referrals
Navajo Children & Family Services	St. Michaels Office	Provides human services delivery to eligible Navajo children (0-5 years of age) and families with collaborative services with Indian Child Welfare Act unit, Diné Family Builders unit, and the Adoption Promotion and Support Services unit.	No data collected on referrals
Quality First Child Care Scholarships <i>First Things First Funded Programs in Navajo Nation</i>	Valley of the Sun United Way 602 631 4888 Jackie Keller www.navajonationscholarship.org	Helps low income families afford a better educational beginning for their children while parent attends school. *Parent of child must be a permanent Navajo Nation resident temporarily living off tribal lands.	No data collected on referrals or usage

Navajo Nation Office of Early Childhood Development *Resource Directory, 2007-2008.*
Parent Guide to First Things First funded programs in Navajo Nation, 6/28/12

Health and Mental Health Services

Organization or Agency	Location (Town, Agency)	Service	Rate of Usage
Public Health Nutrition Food Security Program <i>First Things First Funded Programs in Navajo Nation</i>	Tsehootsoi Medical Center 928 729 8489	Improves health and nutrition through providing food vouchers to families with children 5 or younger	No data collected on referrals or usage
St. Mary's Food Bank Alliance <i>First Things First Funded Programs in Navajo Nation</i>	St. Mary's Food Bank 1801 W Route 66 Flagstaff, AZ	Distribute food boxes and basic necessity items to families in need of assistance who have children birth to 5 years old.	No data collected on referrals or usage
Healthy Beginnings Program <i>First Things First Funded Programs in Navajo Nation</i>	St. Jude Food Bank 100 Aspen Dr. Tuba City, AZ 86045	Distribute food boxes and basic necessity items to families in need of assistance who have children birth to 5 years old that live in the Tuba City and Kayenta area	No data collected on referrals or usage
Nutrition Education and Obesity Prevention Program <i>First Things First Funded Programs in Navajo Nation</i>	Navajo County Public Health Services District 928 524 4753	Provide health education focused on obesity prevention to children, families and early care and education professionals	No data collected on referrals or usage. Anecdotal evidence that parents participate in this.

Parent Guide to First Things First funded programs in Navajo Nation, 6/28/12

Sibling Services (outside the scope of the Head Start grant, but important in supporting needs of families)

Organization or Agency	Location (Town, Agency)	Service	Rate of Usage
Navajo Early Head Start program	Diné College EHS-Chinle Agency Ft. Defiance EHS- Ft. Defiance Agency Houck(Rural)EHS- Ft. Defiance Agency Oak Springs HB- Ft. Defiance Agency Ft. Defiance HB- Ft. Defiance Agency Shiprock EHS- Shiprock Agency	Early Head Start (EHS) is a federally funded program for low-income families with infants , toddlers and pregnant women <ul style="list-style-type: none"> to promote healthy prenatal outcomes for pregnant women, to enhance the development of very young children, and to promote healthy family functioning 	Funded enrollment is 60
Child Care Development Fund child care program	Karigan Child Care Kii Doo Baa Day Care Sunnyside Day Care Chinle Day Care Many Farms Day Care Alchinii Bi Olta Day Care Rock Point Day Care Pinon Day Care Rough Rock Day Care Tse Iani Day Care Shiprock Day Care Hog Back Day Care Upper Fruitland Day Care Lower Greasewood Day Care Ft. Defiance Day Care Cove Day Care	<i>[before and after school care]</i> <i># slots/eligibility/cost</i> Provides child care services to low income families or pays for all or a portion of the cost for working parents or those attending a job trainings or educational program. CCDF program supports opportunities for parents and families to obtain self-sufficiency through employment, educational goals, development of job skill, and other programs, such as TANF and Workforce Development.	Navajo Head Start is re-establishing a relationship with CCDF to share child counts. Head Start is using classroom space in CCDF facilities in: <ul style="list-style-type: none"> Diné College Rock Point Rough Rock Ft. Defiance Two Grey Hills Leupp Many Farms

Potential child care partners – schools with possible space for Head Start classes, sharing training & workshops:

Organization or Agency	Location (Town, Agency)	Service	Rate of Usage
Diné College	Tsaile, AZ		Early Head Start located there
Child care service providers who may have slots	Karigan Child Care Kii Doo Baa Day Care Sunnyside Day Care Chinle Day Care Many Farms Day Care Alchinii Bi Olta Day Care Rock Point Day Care Pinon Day Care Rough Rock Day Care Tse Iani Day Care Shiprock Day Care Hog Back Day Care Upper Fruitland Day Care Lower Greasewood Day Care Ft. Defiance Day Care Cove Day Care	Provides child care services to low income families or pays for all or a portion of the cost for working parents or those attending a job trainings or educational program. CCDF program supports opportunities for parents and families to obtain self-sufficiency through employment, educational goals, development of job skill, and other programs, such as TANF and Workforce Development	
Nihiyazhi Ba'it'ih Home Visitation Program <i>First Things First</i>	Northern Arizona University Institute for Human Development 928 523 8905	Resources and support for parents and caregivers. Gives young children stronger, more supportive relationships with their	No data collected on referrals or usage

<p>American Fatherhood and Families Association (NAFFA) Fatherhood/Motherhood is Sacred program</p>		<p>sacredness of families and the critical role fathers and mother play in the family. NAFFA provides leadership through training, information, technical assistance and support to Tribal Agencies and non-Native organization. NAFFA provides these services:</p> <ul style="list-style-type: none"> • Fatherhood/Motherhood is Sacred Facilitator Training • Healthy Marriage Initiative • Fathers' Resource Center • Alternatives to Incarceration (2009) • Community Education Workshops • Staff Development 	
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Source:
Brochure: Native American Fatherhood & Family Association, *Overview of Programs and Services*, www.nativeamericanfathers.org

Analysis of Social Services Needs of NHS eligible families and resources to meet those needs:

1. Family and community strengths
2. Adult literacy – health literacy – financial literacy
3. Incidence of child abuse and neglect reports. CAN prevention & protection including foster care.
4. Social service needs defined by HS families & by the institutions that serve young children

Recommendation

Another aspect of the social and economic situation on the reservation is determining how families earn money and how and where they spend their money. Since age, residence and family income determine Head Start eligibility, data on patterns of earning, family structures/family support and community resources should be noted and tracked carefully by the Navajo Head Start program in partnership with other agencies and organizations whose missions are to provide family and community support. Those organizations with a common mission would include Workforce Development, Program for Self Reliance, etc. Important information to gather and keep accurate records on (to determine family needs for child care) would be: "Where are you working - home or outside the home - what are your working hours, who provides child care (or elder care) while you are working, how far must you travel to and from work, are you satisfied with your child care or elder care arrangement?" Information from parents who are not working: "if you had child care or elder care, would you be working (in your home, outside your home) or going to school. What are the reasons that you are not working or starting/attending/finishing school? With the high drop out rate on the Reservation, going to school should include completing their GED."

Number of NHS eligible families who qualify as homeless & service for homeless children

For School Year 2011/2012, there were 213 families that fell in the category of homeless. This data is from the program's child tracking database.

Legal Definition of Homelessness

According to section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), the term "homeless children and youths"—

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence...;
and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth are considered homeless if they fit both part A and any one of the subparts of part B of the definition above.

What is the Meaning of Fixed, Regular, and Adequate Nighttime Residence?

Fixed, Regular, and Adequate Nighttime Residence

Fixed nighttime residence: Stationary, permanent, and not subject to change.

Regular nighttime residence: Used on a predictable, routine, or consistent basis.

Adequate nighttime residence: Sufficient for meeting both the physical and psychological needs typically met in home environments.

<http://eclkc.ohs.acf.hhs.gov/hslc/ttssystem/family/Family%20and%20Community%20Partnerships/Crisis%20Support/Homelessness/hmls/definition/definition-legal.html>

Available resources for homeless families

*All of these resources are off the reservation

Navajo Relief Fund, www.nrfprograms.org

Homeless Assistance Agencies-Arizona Department of Housing
ChildPlus.net

Community resources for adult literacy

Adult Basic Education	Diné College at Shiprock campus Classes are offered at the North Shiprock Campus	The adult education program provides instruction to students, who want to either improve their English literacy skill, improve their basic academic skill or earn a New Mexico High School diploma.	Class Hours: 8:30 am – 3:00 pm Monday – Thursday 8:30 am – 12:00 pm Friday
Navajo Technical College	Crownpoint, NM Serves local and surrounding communities; twelve Eastern Navajo agency chapters	Adult Basic Education Adult Basic education classes, GED preparation, and basic academic remediation	
Navajo Relief Fund	P.O. Box 90000 Flagstaff, AZ 86003 1 800 563 2751 www.nrfprograms.org	<ul style="list-style-type: none"> Disaster Relief Healthy Living-NRF supports program that who offers classes, home visits or assistance with appointments that help kids, teens, and youth Pantry Packages - Nonperishable food is delivered quarterly Holiday – Holiday food is provided to Elders ad community Home Repair – Homes of Elders are weatherized and made safer 	About 1/3 of Navajo homes are deficient in plumbing and kitchen facilities and do not have bedrooms. About 15% of Navajo homes lack water. About 90,000 Native American families are homeless or under-housed
Old Concho Community Assistance Center	P.O. Box 50 Concho, AZ 85924 (928)337-5047 Serves Apache County	As funds are available, offers motel vouchers, rent, utilities and utility deposits for homelessness prevention, and food referral services	
Round Valley Senior Center	356 South Pagago P.O. Box 390 Springerville, AZ 85938 (520)333-2516 Serves Apache County	As funds are available, offers motel vouchers, rent, utilities and utility deposits for homelessness prevention, and food referral services	
Holbrook Senior Center	216 N.E. Central P.O. Box 580 Holbrook, Az 86025 (520)524-6044 Serves Navajo County	As funds are available, offers motel vouchers, rent, utilities and utility deposits for homelessness prevention, and food referral services	
Charitable Housing Services	6 N. McQuatters Ave. McNary, AZ 85930 (520)367-6017 Serves Navajo County	As funds are available, offers motel vouchers, rent, utilities and utility deposits for homelessness prevention, and food referral services	
Navajo County Emergency Services	Navajo County Government Center P.O. Box 668 Holbrook, AZ 86025 (520)524-4251 Serves Navajo County	Referral center for the homeless for food and shelter	
Community Area Resources Opportunity (CARE 66)	2407 E. Byd, Bldg 11 Gallup, NM 87301	Type of Program: Transitional housing program for homeless males over the age of 18	

San Juan College: Student Success Center	4601 College Blvd Farmington, NM 87402 Serves any community member of San Juan county 16 years of age or older, including disabled students under the Americans with Disabilities Act.	Adult Basic Education program in a Community College. Computer assisted study and developmental studies. <ul style="list-style-type: none"> • Adult Basic Education • Project Read • Basic Skills Classes • Peer tutoring 	
Project Read: San Juan College	203 West Main Farmington, NM Communities served: Farmington, Bloomfield, Kirtland, and Shiprock	Volunteer literacy program affiliated with ProLiteracy America	
Community Area Resources Opportunity (CARE 66)	2407 E. Byd, Bldg 11 Gallup, NM 87301	Employment referrals, human services referrals, social and medical services referrals, and a basic literacy reading and writing tutor program.	

[Http://www.dinecollege.edu](http://www.dinecollege.edu), *Adult Basic Education
 Listing on New Mexico Literacy programs/projects*

SECTION 7:
HEALTHCARE AND NUTRITION SERVICES

Healthcare and Nutrition Services

In the 21st century, there still exists a belief that American Indians and Alaska Natives are not citizens of their state and are not eligible for state programs and benefits; however, American Indians and Alaska Natives, as citizens of the United States, are eligible to participate in all public, private, and state health programs available to the general population. In addition, they also have treaty rights to federal health care services through the Department of Health and Human Services. The federal trust responsibility to uphold the treaty responsibility for health care to Indians is accomplished by consulting with Indian Tribes and then actively advocating for policy, legislative, and budgetary planning for Indian health care.

There are a number of public and private health care providers to the Navajo people. Monument Valley Hospital is a private institution. Additionally, there are a number of chiropractors, dentists and optometrists, as well as traditional medicine men involved with the health care needs of the Navajo people.

Navajo Division of Health

The Navajo Nation sponsors a major portion of the Navajo Nation health care delivery system. The Navajo Division of Health, created in 1977, provides a variety of health-related services in the areas of nutrition, aging, substance abuse, community health outreach, and emergency medical services. Additionally, Navajo Division of Health provides alcohol/substance abuse, mental health, domestic violence, FAS/FAE, physical fitness, DWI, traditional healing, and health education services. Navajo Division of Health also operates the Gallup Nanizhooni Center, a temporary alcohol abuse shelter.

After the Navajo Area Indian Health Services, the Navajo Division of Health is the second most important provider of health services. It oversees operation of 11 health education centers, five New Dawn centers, 18 U.S. Department of Agriculture Women, Infants and Children centers, 108 community health representatives and one public health nursing center. The Navajo Nation also operates the Nanizhooni Center in Gallup, New Mexico, as a temporary shelter for people suffering from alcohol and drug abuse.

There are also many traditional practitioners who provide a culturally appropriate approach to healing. This practice intertwines traditional beliefs and religious, environmental and health concepts, to provide a holistic approach to healing.

Navajo Area Indian Health Services

The Navajo Area Indian Health Services (NAIHS) is by far the largest provider of health care services to the Navajo people. Comprehensive health care is offered through inpatient, outpatient, contract, and community health programs centered in six hospitals, seven health care centers, and fourteen health stations.¹

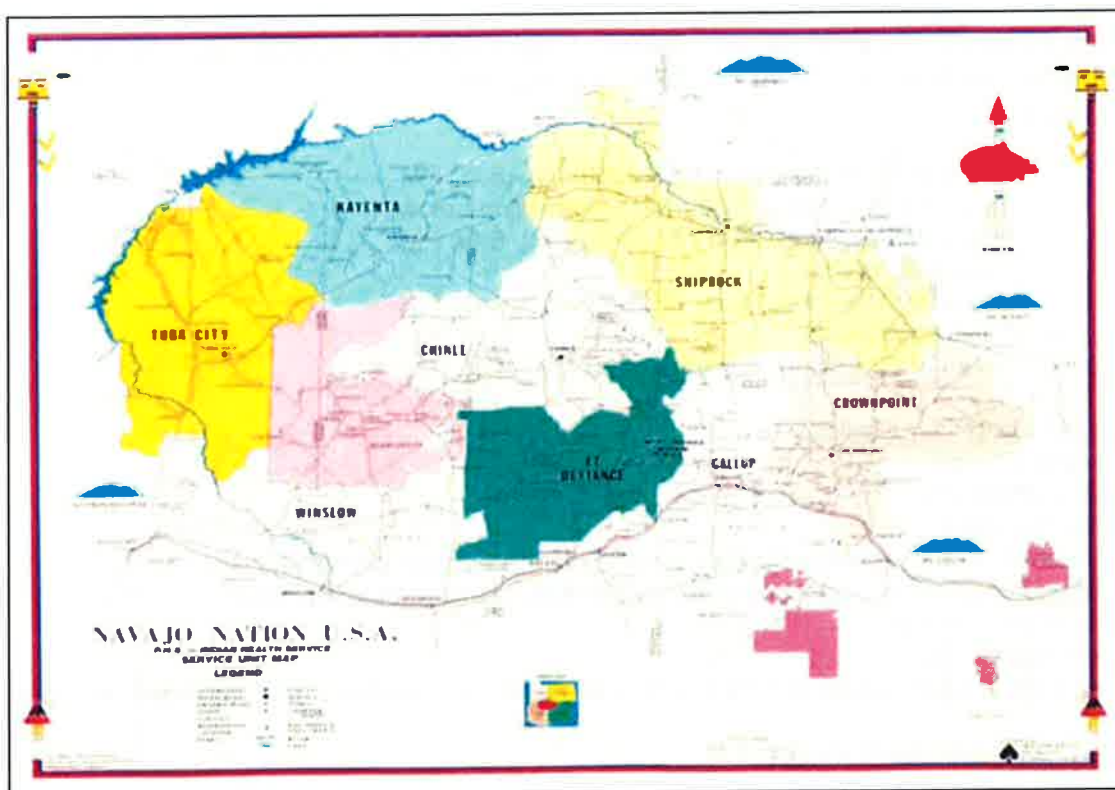
The Navajo Area Indian Health Service and Navajo Division of Health together systematically inspect and authorize the opening and closing of Navajo Head Start facilities on the reservation,

¹ <http://www.navajobusiness.com/infrastructure/Healthcare.htm>

much as state licensing does in non-reservation areas of the United States.² As the primary source of health care for Navajo people living on the Reservation, the Navajo Area Indian Health Service works in partnership with the Head Start program in many areas.

According to their website, <http://www.ihs.gov/Navajo/>, the Navajo Area Indian Health Service is responsible for the delivery of health services to American Indians in the 4 Corners Area of the US (portions of the States of Arizona, New Mexico, and Utah). The Navajo Area Indian Health Service Area is slightly larger than the Navajo Reservation. It is one of 12 regional administrative units of the Indian Health Service, an agency of the U.S. Public Health Service Department of Health and Human Services. Navajo Area Indian Health Service is primarily responsible for healthcare to members of The Navajo Nation and Southern Band of San Juan Paiutes, but care to other Native Americans (Zuni, Hopi) is also provided. Note that its service area does not exactly match the boundaries of the Navajo Nation which is also the current service area for Navajo Head Start. Refer to Map IHS 1 below.

Map IHS 1: Navajo Nation Service Unit Map



² Interview with Herman Shorty, Director, Office of Environmental Health, Navajo Nation, June 6, 2012

Navajo Area Indian Health Service Locations and Facilities

Comprehensive health care is provided by Navajo Area Indian Health Services through inpatient, outpatient contract, and community health programs centered around 6 hospitals, 7 health centers, and 15 health stations. Six hospitals range in size from 32 beds in Crownpoint, New Mexico, to 99 beds at the Gallup Indian Medical Center in Gallup, New Mexico. Health Centers operate full-time clinics, some of which provide emergency services. Smaller communities have health stations that operate only part-time.

Chinle Comprehensive Health Care Facility – health care hub

Chinle, AZ 86503

Phone: 928-674-7001

- Location: Chinle, Arizona (northeast Arizona near Canyon De Chelly National Monument).
- 60 bed hospital
- 24-Hour Emergency Room Services (25,000 patients per year)
- Family Physicians, Internists, Pediatricians, General Surgeons, OB/GYN's, Anesthesiologists, and a Psychiatrist.
- Routine outpatient and inpatient primary care
- Adult Intensive Care (4 bed unit), General Surgery (including laparoscopic surgery), routine and operative Obstetrics (700 deliveries/year)
- Clinics:
 - Pinon Health Center
Hours of Operation: Mon - Fri, 8:00 AM - 5:00 PM
 - Tsaile Health Center (see more information below)
Hours of Operation: Mon - Fri, 8:00 AM - 5:00 PM
 - Many Farms Clinic
Hours of Operation: Mon - Fri, 8:00 AM - 5:00 PM
 - Rock Point Clinic
Hours of Operation: Tuesday, 9:00 AM - 3:00 PM

Crownpoint Health Care Facility

Hwy Junction 57, Rt9

Crownpoint, NM 87313

Phone: 505-786-5291

- Location: Northwest New Mexico, on the Eastern edge of the Navajo Reservation
- 32 bed hospital serving a population of 20,000 Navajo people; no major surgeries performed on-site.
- Emergency care
- Primary and obstetrical care by physicians, physician assistants, and nurse practitioners

Dzilth-Na-O-Dith-Hle Health Center

6 Road 7586

Bloomfield, NM 87413

Phone: 505-632-1801

- Location: Eastern most part of the Navajo Nation – part of the Shiprock Service Unit.
- Inpatient care needs are met by referral to the Northern Navajo Medical Center in Shiprock, NM, which is over 60 miles Northwest from the Health Center. The city of Farmington, New Mexico is less than an hour drive from the Health Center, lying between the facility and Shiprock, NM.

- Ambulatory care 40 hours per week (closed weeknights and weekends) to about 7,000 nearby residents.
- 3 physicians, 1 physician's assistant
- Services: laboratory, x-ray, pharmacy, mental health, public health nursing, dental and optometry.

Fort Defiance Indian Hospital (a 638 Tribal Program)³

Ft. Defiance, AZ 86504

Phone: 928-729-8000

- Location: Northeastern Arizona, 8 miles north of Window Rock, Arizona (the capitol of the Navajo Nation)
- State of the art rural hospital
- 56 inpatient beds
- 24/7 Level 2 Emergency Room
- Intensive Care Unit; a Medical-Surgical Unit; a Pediatric Ward; an OB/GYN Ward; and an inpatient Adolescent Psychiatric Care Unit.
- 65-exam room Ambulatory Care Center
- 24 chair Dental Clinic.
- Employs over 850 staff.
- Adjacent to the hospital is a new 193-unit government housing area.

Four Corners Regional Health Center

US Hwy 160 & Navajo Route 35

HCR 6100 Box 30

Teec Nos Pos, Arizona 86514

Phone: 928-656-5000

- Location: where the four states of Arizona, New Mexico, Colorado, and Utah adjoin. Part of the Shiprock Service Unit.
- Ambulatory care services including family medicine, internal medicine, mental health, physical therapy, optometry, dental, social services, pharmacy, x-ray, laboratory, public health nursing, diabetes education, health promotion/disease prevention.
- Serves approximately 7,000 Native Americans, of which the majority are Navajo
- Offers traditional Navajo medicine
- Expansion to include a 24/7 ED and 24 hour observation unit is planned.

Gallup Indian Medical Center

Gallup, NM 87301

Phone: 505-722-1000

- Location: on the eastern border of the Navajo Nation.
- Gallup is one of the largest in the Indian Health Service with 250,000 outpatient encounters and 5,800 inpatient admissions annually. GIMC has the largest staff of all Navajo Area IHS facilities.
- Internal Medicine, Cardiology, Anesthesia, OB/GYN, General Surgery, Orthopedics, Ophthalmology, ENT, Radiology, Pathology, Pediatrics, Psychiatry, Emergency Medicine, and Urology.

³ OIG Report on Tribal Contracting for Indian Health Services, MARCH 1996 OEI-09-93-00350. Within the Department of Health and Human Services, IHS is the primary provider of health care to tribes. Through a contract, tribes can receive the money that IHS would have used to provide direct health services for tribal members. Indian Self-Determination and Education Assistance Act, Public Law (P.L.) 93-638 allows tribes to use these funds to provide directly, or through another entity, a broad range of health services. This option was part of P.L. 93-638 and is commonly known as "638 contracting."

Inscription House Health Center

Shonto, AZ 86054

Phone: 928-672-3049

- Location: Northwestern area of the Navajo Nation - a one hour drive from Page, Arizona, and the Lake Powell National Recreation Area
- Part of the Kayenta Service Unit. Inpatient needs are met by referral to the Tuba City Indian Medical Center, which is 65 miles South of Inscription House, Arizona.
- 40 hour per week ambulatory care for approximately 7,000 nearby residents. Monday-Friday 8-5. Closed on weekends.
- Staffed by three physicians and one physician's assistant. Housing provided by the IHS.
- Offers care in pediatrics, internal medicine and family medicine ambulatory care, laboratory, pharmacy, dental, public health nursing, mental health, health education, x-ray, and optometry care.

Kayenta Health Center

Kayenta, Arizona

Phone: (928) 697-4000

- Location: 22 miles south of Monument Valley Tribal Park/southern border of Utah
- Population served: 18,000 members of the Navajo and San Juan Southern Paiute tribes.
- Ambulatory care – open for appointments and walk-in visits Monday-Friday, 8-5.
- 24 hour Emergency Room
- 2 smaller clinics at Dennehotso and Navajo Mountain Health Station (remote areas)
- Nurses assist in appointment and walk-in clinics as well as in the emergency room.
- Mental health professionals are available to treat a variety of adult and childhood psychiatric problems.
- 20 providers on staff: 13 physicians at Kayenta Health Center, and 7 at Inscription House Health Center. The primary care mix is 3 Internists, 6 Family Practice, 5 Pediatricians, 1 Psychiatrist, 1 ER Specialist, 2 Nurse Practitioners, and 2 Physician Assistants.
- Optometry clinic with 2 doctors and one resident
- Dental clinic with 4 staff and one visiting dentist.

Shiprock-Northern Navajo Medical Center

Shiprock, NM 87420

Phone: 505-368-6001

- Multiple field clinics open from 1-5 days per week, each staffed by Shiprock MD's
- The largest Service Unit serving The Navajo Nation – 55 beds
- Services are not listed

Tohatchi Health Care Center

Address and phone number not listed

- Location: Southeastern portion of the Navajo Nation approximately 40 miles North of Gallup, NM
- Ambulatory only - inpatient care through referral to the Gallup Indian Medical Center.
- 40 hour per week, Monday-Friday, 8-5.
- Staffed by four physicians
- Specialty clinics are operated by consultant staff from the Gallup Indian Medical Center.
- Pediatrics, internal medicine, family medicine, pharmacy, physical therapy, x-ray, laboratory, public health nursing, optometry, dental, and health education.

Tsaile Health Center (part of the Chinle Service Unit)

Tsaile, AZ 86556

Phone: 928-724-3600

- Location: Northeast Arizona 25 miles east of Chinle
- Ambulatory care, including prenatal and geriatrics
- 40 hours per week, Monday-Friday, 8-5. Closed weekends and holidays.
- 3 physicians and 1 physician assistant

Tuba City Regional Health Care Corporation (a 638 Tribal Program and regional hospital serving Native Americans living in Tuba City and surrounding communities)*Also operates Sacred Peaks Health Center in Flagstaff, AZ*

167 North Main St.

PO Box 600

Tuba City, Arizona 86045

928-283-2501

- Location: Western Arizona
- Emergency room/Trauma 24/7
- Eye clinic, cardiac rehab, audiology, family medicine, dental including oral surgery, general surgery, ob/gyn, pharmacy, mental health, nutrition/dietetic, pediatric clinic, rehab/orthopedics/physical & occupational therapy, podiatry, speech language pathology
- Telemedicine
- Women's Clinic

Winslow Health Care Center (a 638 Tribal Program which also operates Leupp Health Care Center, and Dilkon Health Care Center both which have dental services)

500 North Indiana Avenue

Winslow, Arizona 86047

Telephone: (928) 289-4646

- Location: Winslow, AZ
- Accredited comprehensive, ambulatory center
- Operates a 2 chair mobile dental van to assist school programs
- Women's Health Clinic, laboratory services, public health nursing
- Dental program
 - The Winslow Dental Department employs seven dentists, two dental hygienists, twelve dental assistants, and five office staff. The Dental Department works in collaboration with dental students from Tufts University, University of North Carolina and Arizona School of Dental and Oral Health as well as dental residents from Lutheran Medical Center. There are also collaborative agreements for dental hygiene students from Northern Arizona University and University of New Haven. We are proud to offer a Dental Residency Program as well as a generous loan repayment program.
 - The treatment philosophy of the Dental Program encourages preventive dentistry with an emphasis on patient responsibility. The Department provides a full range of dental care to patients and annually sponsors Head Start Programs, the Dental Sealant Program and two School Programs.
- Utilizes electronic health records

All parts of the Navajo Reservation located in Arizona are designated by the Health Services Health Professional Shortage Areas for primary care, dental health and mental health. Health Professional Shortage Areas (HPSAs) are designated by Health Resources and Services

Administration (HRSA) as having shortages of primary medical care, dental or mental health providers and may be geographic (a county or service area), demographic (low income population) or institutional (comprehensive health center, federally qualified health center or other public facility). Medically Underserved Areas/Populations are areas or populations designated by HRSA as having: too few primary care providers, high infant mortality, high poverty and/or high elderly population. The St. Michaels Health Clinic is a Loan Repayment Site for the Arizona Medically Underserved Area .

Status of Indian Health

Indian people continue to experience health disparities. IHS data from the late 1990s showed higher mortality rates among American Indians and Alaskan Natives compared with the general population for most leading causes of mortality: heart disease (1.2 times), accidents (2.8 times), diabetes (4.2 times), alcohol (7.7 times), suicide (1.9 times), and tuberculosis (7.5 times). Only with cancer, the second leading cause of death, was American Indian mortality not greater than that of the general population. Furthermore, these disparities all widened between 1995 and 1998.⁴

The Indian population served by the IHS is living longer than it did 30 or even 20 years ago. Statistics on age at death show that during 1972-1974, life expectancy at birth for the Indian population was about 63.6 years. Life expectancy has now increased to 72.6 years, but is still 5.2 years less than the U.S. all races life expectancy of 77.8 years (2003-2005 rates).

The 5 leading causes of Indian deaths (2004-2006) are:

- Diseases of the heart,
- Malignant neoplasm,
- Unintentional injuries,
- Diabetes mellitus,
- Cerebrovascular disease

The good news is that – according to Indian Health Services - the Indian health model and the participation of Indian people in decisions affecting their health has produced significant health improvements for Indian people. Indian life expectancy has increased by about 9 years since 1973; and mortality rates have decreased for maternal deaths, tuberculosis, gastrointestinal disease, infant deaths, unintentional injuries and accidents, pneumonia and influenza, homicide, alcoholism, and suicide. The Indian Health Service Health Care Model for rural health programs as well as for indigenous people around the world attributes its success to incorporating respect for cultural beliefs, its blending of traditional practices with the modern medical model, and its emphasis on public health and community outreach activities.

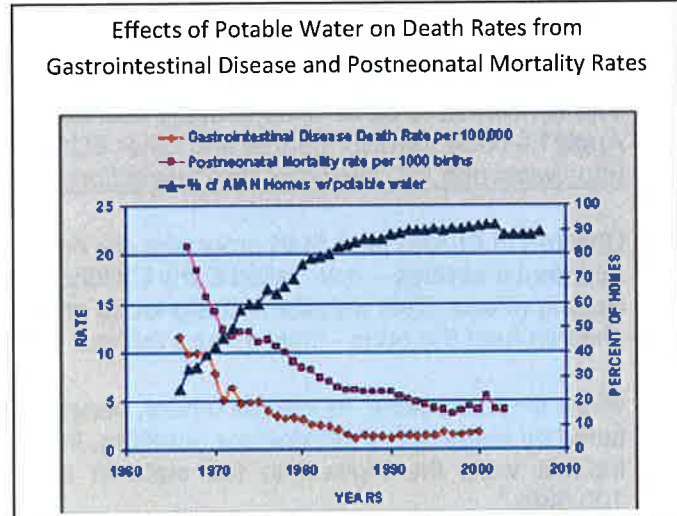
Environmental Health Issues – Safe Water and Waste Disposal Facilities

According to the January 2012 Indian Health Service Fact Sheet on Safe Water and Waste Disposal Facilities, a safe and adequate water supply and/or waste disposal facilities are lacking in approximately 12% of American Indian and Alaska Native homes, compared to 1% of homes for the U.S. general population. Over \$230 million in water and wastewater infrastructure improvements have been made by the U.S. Indian Health Services on the Navajo Reservation. Water rates are competitive and equal to or slightly higher than rates in the surrounding municipalities according to the Navajo Division of Economic Development.

⁴ American Journal of Public Health. *American Indian Health Disparities*, 2006;96:2122–2134. David Jones, MD PhD

Families with satisfactory environmental conditions in their homes, which include safe water and sewerage systems, require appreciably fewer medical services and place fewer demands on the Indian Health Service (IHS) and tribal primary health care delivery system. The Indian Sanitation Facilities Act, P.L. 86-121, authorizes the IHS to provide essential sanitation facilities, such as safe drinking water and adequate sewerage systems, to Indian homes and communities.

A recent cost benefit analysis indicated that for every dollar Indian Health Services spends on sanitation facilities to serve eligible existing homes, at least a twentyfold return in health benefits is achieved. The Indian Health Services Sanitation Facilities Construction Program has been the primary provider of these services since 1960. In addition to providing safe sanitation facilities to existing homes, the IHS also provides sanitation facilities to new homes.



Online Resources

The Indian Health Service has an Indian Health Services Head Start Program whose goals are to support the Office of Head Start, including its health objectives and Performance Standard requirements, assist American Indian/Alaska Native (AI/AN) recipients in the development of health programs for children, families, staff and community, assist AI/AN programs in developing local and community partnerships and develop programs that promote healthy lifestyles. The website features online resources for providers and families, hosts a list serv and offers online training (webinars) on health topics such as asthma, child abuse, chronic disease, H1N1, immunization, lead screening, obesity, oral health and social emotional. The Indian Health Service Head Start Program's website is <http://www.ihs.gov/HeadStart/>.

Oral Health Education Online

The Indian Health Services Head Start website features a piece on Head Start's Role in Early Childhood Caries Prevention and Early Intervention providing the following information: Early Childhood Caries (ECC) is any tooth decay in a child under 6 years of age. While some children may only have one tooth that is decayed, and some may have multiple teeth that are decayed, it is important to understand that tooth decay in childhood is not normal and can be prevented.

The Indian Health Service has started a new initiative to draw attention to the problem of ECC, which afflicts more than half of Native American children. The advice for parents encourages them to "make a difference in our fight against ECC" by following these steps:

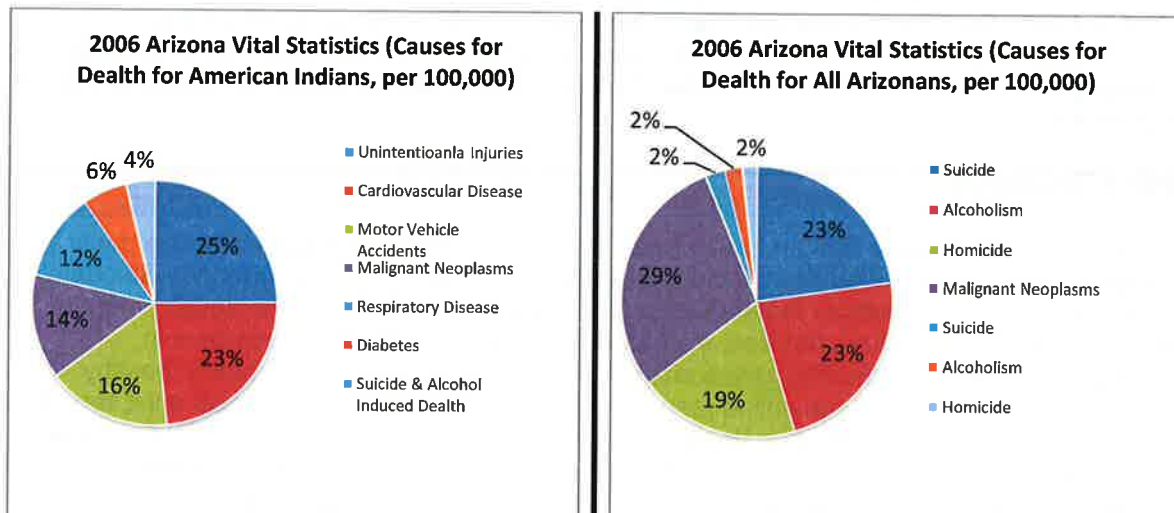
- Brushing twice daily with fluoride toothpaste
- Fluoride Varnish applications 3 to 4 times a year
- Offer healthy snacks and avoid sweet drinks and foods
- Ask your dentist about caries stabilization

Early Access to Dental Care may help keep children from having to be treated for severe decay in an operating room.

Head Start staff (directors, health coordinators, and teachers) can take an online Fluoride Varnish course to be certified to apply fluoride varnish to the Head Start children. The “How to Apply Fluoride Varnish” course and other ECC materials can be accessed by going to: <http://www.doh.az.gov/index.cfm?fuseaction=ecc.varnish>

Children in AI/AN Head Start programs are now at increased risk for obesity, type 2 diabetes and dental cavities – now called Early Childhood Caries or ECC, all of which can have serious, lifelong effects. This website is designed to provide the public with the tools needed to help children beat the odds - making sure that our young children start healthy and grow healthy.

While these services, as well as others, benefit and support the community, the health problems faced by many of our citizens are alarming. In Arizona alone, the death/injury rates for American Indians were the highest in the state in all of the following categories (all rates are per 100,000).⁵



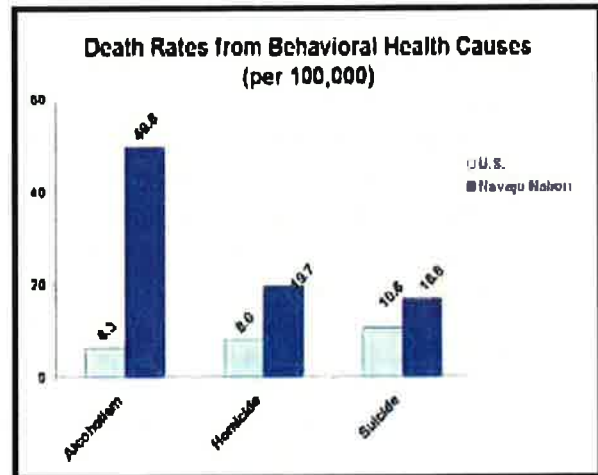
Alcohol and drug use far exceeds the U.S. average and, when combined with the poverty rates, this escalates strain on the mental health of both adults and children. Accidents, specifically motor vehicle accidents, are a leading cause of death among adults. In many cases, this is related to alcohol abuse.

⁵ Arizona Department of Health Services, 2003 Arizona Vital Statistics

The implication of these numbers is staggering. Navajo alcohol-related deaths are seven times greater than the average U.S. rate. Homicides are twice the national rate. And, the fifth leading cause of death within the Navajo Nation is due to liver disease and cirrhosis.⁶

While Navajo Area Indian Health Services and the Navajo Division of Health provide many resources, when compared to the rest of the United States there is a clear need for more service providers. For example, in just the area of physician numbers, Navajo Nation residents have access to approximately 13.4 physicians per 100,000 people. This compares to a U.S. rate of just over 23 per 100,000.⁷

Lack of medical specialists and distance to medical care also play important roles in the health of our people.



While many of these facts are upsetting, be aware that there are also positive trends in the area of health. For example, heart disease, the leading cause of death in the United States at 33% of all mortality, only occurs at a rate of 16% in the Navajo Area.⁸ Between 1998 and 2002 mortality rates for breast and lung cancer fell in New Mexico among Native Americans.⁹ Plus, a study in the Four Corners by the University of Mexico found that “Native American women have the lowest incidence rate of breast cancer...” among the groups studied.¹⁰

Another positive: immunization rates for Navajo children are in excess of 90%—far higher than the U.S. average. Navajo infants also compare favorably with national averages in the area of low birth weight at 6.3% to a national rate of 7.5%.¹¹ Also favorable is the low use of tobacco during pregnancy. In fact, 97% Navajo birth mothers in Arizona reported that they neither smoked nor drank during pregnancy.¹²

⁶ Arizona Department of Health Services, *2003 Arizona Vital Statistics*

⁷ Navajo Area Health Service, *Navajo Area Health Service: 2005 Health Profile*.

⁸ National Cancer Institute, *State Cancer Profiles*.

⁹ Indian Health Service, *Regional Differences in Indian Health 2000-2001*

¹⁰ Health Sciences Center, University of New Mexico, *The Four Corners Women's Health Study*.

¹¹ Indian Health Service, *Regional Differences in Indian Health 2000-2001*.

¹² Bureau of Public Health Services, Arizona Department of Health Services, *Health Status Profile of American Indians in Arizona: 2003 Data Book, November 2004*.

Other areas of concern, however, do exist particularly when it comes to rising incidents of diabetes. Birth mothers are diagnosed with diabetes twice as often as occurs nationally—65 cases per 1,000 births as compared to 26 per 1,000 nationally. The rates for anemia and chronic hypertension among Nation birth mothers are also above the levels for other racial groups.¹³ Navajo area pre-natal care in the first trimester stands at 56% as opposed to the national average of 82%. The death rate among American Indians in Arizona was higher than all other groups for diabetes and pneumonia.¹⁴ Incidence of cavities among Navajo three-year-olds is as high as 68%.¹⁵

Nutrition

One of the positives for the Navajo people in the area of nutrition is the presence of the WIC program. Over 15,000 children under age five were served by WIC on the Navajo Nation in 2006. Ninety-six percent of these children were American Indian.¹⁶ Another plus is the consistent utilization of the U.S. Food Stamp Program by Navajo Nation residents.

These two programs are especially important to the Navajo people's health. While the "food insecure" rate for U.S. households was at 19% in 2006, the figure stood at 29% for Native American households.¹⁷

Obesity is one of the major health problems faced by adults and increasingly by children in the Navajo Nation. One study found that 35-40% of the Native American diet was derived from fat. In addition, Navajo diets tend to lack foliate, calcium and iron, which carries serious consequences for women and infants.¹⁸ The same study reports that, according to the Navajo Health and Nutrition Survey, one-half of men aged 40-59 and two-thirds of women in all age groups were overweight.

In 2006, 44% of Navajo birth mothers in Arizona gained in excess of 27 pounds during pregnancy.¹⁹ Navajo Head Start program reports indicate an increase in the number of children and parents displaying signs of obesity.

¹³ Arizona Department of Health Services, *2003 Arizona Vital Statistics*.

¹⁴ *Ibid.*

¹⁵ Food Research and Action Center, *WIC in Native American Communities: Building a Healthier America, April 2001*.

¹⁶ WIC: Navajo Nation, *2004 Pediatric Nutritional Surveillance*.

¹⁷ USDA: Economic Research Service, *Household Food Security in the United States, 2003*.

¹⁸ Food Research and Action Center, *WIC in Native American Communities: Building a Healthier America, April 2001*

¹⁹ Bureau of Public Health Services, Arizona Department of Health Services, *Health Status Profile of American Indians in Arizona: 2003 Data Book, November 2003*

This observation is supported by the Center for Disease Control, which points out that "...the problem of increased obesity is not unique to the Navajo Nation but is seen in population groups world-wide who are undergoing increased urbanization, with higher-fat diets and increasingly sedentary lifestyles."²⁰ The same article notes a study conducted in New Mexico with Navajo adolescents. It found that 33% of girls and 25% of boys were obese and concluded that dietary habits, including the consumption of twice the national average of soda pop, along with lack of physical fitness were mainly to blame.

Alarming as these facts are, the good news is that most causes of obesity are controllable. One study among Native American children notes that programs "...focused on changing lifestyle behaviors and improving parenting skills showed promise of obesity prevention in high risk Native American children."²¹

Mental Health

In terms of fostering mental health, the Navajo people are strengthened by ties of language, family and tradition. The concept of *Hózhó* (*harmony*), the Navajo worldview, "...encompasses the notions of connectedness, reciprocity, balance, and completeness that underpins ..." the views of health and well-being. This holistic approach is integral for the well-being of many.²²

Mental health depends upon many interrelated factors. The Surgeon General has noted that, in regard to the mental health of native people, "...poverty, demoralization and rapid cultural change also increase the risk for domestic violence, spousal abuse, and family instability, with their attendant negative mental health effects."²³

Access to mental health assistance is, as with all health care, limited for Native Americans. There are approximately 101 American Indian mental health providers per 100,000 members of this ethnic group as compared with 173 per 100,000 for whites. As with many other areas, the rural and isolated conditions that many Navajo live under is another limiting factor in health care delivery.²⁴

According to Navajo Area Indian Health Service's *2003 Youth Behavior Surveillance System Report*, high school students reported the following:²⁵

²⁰ Nutrition Research Newsletter, *Obesity in Navajo Adolescents-Diets & Lifestyles*, May 1992.

²¹ Harvey-Berino & Rourke, *Obesity Prevention in Pre-School Native American Children: A Pilot Study Using Home Visiting*, Department of Nutrition and Food, University of Vermont.

²² Surgeon General's Report, *Mental Health Care for American Indians and Alaska Natives*, 1999.

²³ Ibid

²⁴ Ibid

²⁵ Navajo Area Indian Health Service, *2003 Navajo Middle and High School Youth Risk Behavior Surveillance System Report*.

- 14% Drove after drinking during the past month
- 17.6% Attempted suicide during past year
- 28% Reported episodic heavy drinking during the past month
- 60% Were in a physical fight during the past year
- 31% Thought they were overweight

The Surgeon General points out that programs targeting the unique stressors faced by native people are more effective in curbing damage to mental health.

One program sought to "...improve stress resistance in Navajo families whose social survival was threatened and to prepare their children to cope with a rapidly changing world. It focused on culturally relevant developmental tasks and caregiver-child interactions thought to support or increase mastery of these tasks. Delivered through home-visits by Navajo staff, the intervention promoted cultural identification, strengthened family ties, and enhanced child and caregiver self-images."

Head Start's approach to classroom and home-base observation of children enables our staff respond to developing child/family situations in a timely and effective manner. We do this despite the lack of mental health resources available.

KEY QUESTIONS :
INFANT & CHILD HEALTH, ORAL HEALTH & NUTRITION
April 2012

1. What percentage of enrolled infants and children are up to date on EPSDT health screenings and immunizations?

There are separate EPSDT schedules for New Mexico and for Arizona; they differ in lead screening and hematocrit. They require screening at different ages; for example, Hematocrit in New Mexico is done at 9 months, but in Arizona it is only provided if the child is determined to be high risk at physical exam. Lead screening in New Mexico is done at 12 months; in Arizona it is done at 6 and 9 months.

According to March 21, 2012 Navajo Head Start Health Statistics:

- Physical Examinations: 97% completed physical examinations.
- Immunizations: 99%
- Vision: 98%
- Hearing: 98%
- Lead Screening: 92%
- Blood Pressure: 96%
- Height/Weight: 98%
- Body Mass Index (BMI): 98%
- Head Circumference: 2% (this is required for EHS children)
- Hematicrit/Hemoglobin: 94%
- Dental Screening: 98%
- Briganche/Development Screening: 96%

The Health Specialist states that the program struggles to get the screenings done on time. They are trying to educate the parents to get these screenings done prior to the child attending the program; however, if the child isn't up to date with physical exams, then the program has to assume this responsibility.

The program has a contract with Indian Health Services to visit each center once with the parent present to screen and do exams and then provide needed dental treatment. Children were not allowed to come into the Hospital Dental Clinics because they had their own on-site dentist. Parents also have to keep their own appointment. There is no charge to Navajo Head Start.

2. Compile and rank the top ten diagnoses and/or reported reasons for seeking health care for enrolled children by age, including injuries, accidents, and deaths:

According to overall Health statistics

- Dental Completion: 42%
- Dental Treatment: 62%
- Lead Screening: 92% *

Note: Therefore there are referrals for those that are lacking. Indian Health Services does have a mobile dental unit, but due to shortage of dentists the examinations and treatment numbers are low. Dr. Richard Champany, Indian Health Services Dental Chief, did write a letter for Navajo Head Start children to go through the regular process of being seen in the Indian Health Service dental clinics. It would work out fine if the number of assigned dentists (5) remained. When any of the 5 dentists leave, then the dental services suffer or the responsibility goes back to the parents who are low-income with no dental insurance. If Navajo Head Start enrollment goes back up, then the number of dentists assigned to the program will need to be increased proportionately, meaning that a new agreement will need to be drawn up.

According to one study of recruitment and retention factors, Indian Health Services suffers from understaffing of physicians and midlevel health care providers (nurse practitioners, physician assistants, nurse anesthetists, and midwives); in 1998, an overall 16% vacancy rate existed for physicians and in 2010 it had increased to 21%.¹ According to the 2010 Indian Health Services Fact Sheet, the physician vacancy rate is 21%. Understaffing is a serious problem because it can restrict the range and quality of services provided. Different Indian Health Services locations have different pay scales and financial incentives, although all physicians and midlevel providers are employees of the Public Health Service. Federal Law 93-638 allows tribal authorities to manage their health care system using federal funding. Factors influencing retention of health care providers included "distance from family and friends, poor school quality, lack of easily accessible health care, comparatively lower salaries, and lack of housing".²⁶ Retention is a problem primarily as a result of the geographic and professional isolation of the sites.

The Indian Health Services Loan Repayment Program has been helpful in attracting professionals and retaining them; however, in 2010, the dental vacancy rate of 17% is higher than it has been in many years. The Indian Health Services Scholarship Program contributes to

²⁶ *US National Library of Medicine, National Institutes of Health, Catherine Kim, Recruitment and Retention in the Navajo Area Indian Health Service, Western Journal of Medicine, October 2000, 173(4):*

the recruitment and retention effort by supporting the education of Indian health professionals. Its success is indicated in several ways; since 1981, the number of federally employed health professionals who are Indian has increased by 272% and the proportion of the professional staff that is Indian has increased by 138%. The Indian Health Services Scholarship Program contributes to the recruitment and retention effort by supporting the education of Indian health professionals. Many scholarship recipients have gone on to work in tribal and urban Indian health programs after completing their service obligations, thus increasing the overall positive impact of the program.

[I recommend cutting the following highlighted in red simply because we would have to rewrite and don't have the time at the moment.]

3. What is the number of reported cases of child abuse, neglect and domestic violence in the service area eligible populations? To what agencies were these cases referred? What was the typical time period between reporting, referral and provision of services? To what extent did time frames vary?

- According to the report provided by Rowena Clauschee, MH Coord./NHS
 - # of Suspected Child Abuse Neglect (SCAN) on Staff: 10
 - # of SCAN reports on Parents: 2
 - # of SCAN reports on Hygiene: 2
 - # of SCAN reported by phone: 3
 - Total: 17

4. List documented environmental health risks and conditions in eligible families such as pesticide exposure, lead toxicity, substandard housing conditions, poor air & water quality, radon, inadequate use of child safety seats & restraints.

Source: Statistics from October 2010 Project Summary

- Homes without Access to Safe Drinking Water and/or Basic Sanitation from the IHS Sanitation Deficiency System:
 - Total Numbers:
 - Projects – 283 (total mapped as of Sept. 2010 – 219 (78%))
 - Homes – 3,292 (total mapped as of Sept. 2010 – 4,636 (56%))
 - Content Specialist estimates 40% of HS families have safe drinking because they live in NHA housing. Outside could be hauling water back home or go to nearby wells.
 - Other Potential Homes without Access to Safe Drinking Water and/or Basic Sanitation for Structures/Homes:
 - Indian Health Services Housing Inventory Tracking System (HITS) Homes are homes which have applied for, and not yet received, sanitation services – 3,397
 - Former Bennett Freeze buildings which is on land between Hopi and Navajo which prevents them from doing improvements or renovations – 2,685
 - Structures within 1 mile of an Abandoned Uranium Mine (AUM) – 2,171
 - Well Data:
 - CDC-sampled wells mapped – 152
 - EPA-sampled wells mapped – 55
 - Regulated watering points – 67
 - Dept of Water Resources wells with Navajo Operators – 1,549

- Other Water Infrastructure by miles:
 - NTUA Water Mains – 6,176
 - Proposed Pipeline Projects - 609
- Environmental Health Risks:
 - Uranium Contamination – cancer & other health conditions
- Conditions (Information from 2011-12 Community Assessment)
 - Lacks Complete Plumbing – 31.9% Navajo Nation
 - Lacks Complete kitchen facilities – 28.1% Navajo Nation
 - No Telephone service – 60.1% Navajo Nation
 - Heats with wood – 52.2% Navajo Nation
- Volume III- 1998 Traffic Safety Digest
 - 1995 – Dept. of Highway Safety on Navajo Nation shows seat belt usage to be 78%. Child restraint use was 45%.
 - Hospital data collected by the Indian Health Service show the Navajo Nation motor vehicle-related hospital discharge rate to have decreased 50% since 1988, from 256 per 100,000 to 127 per 100,000 in 1995.
- 5. What is the number of enrolled children born with low birth weight, premature, with birth related problems, or to mothers who didn't have prenatal care?
 - The Navajo Head Start/Ft. Defiance Agency does have a program for pregnant women but the position has never been filled therefore, there are no statistics.
 - Navajo Nation Primary Care Area (PCA) Statistical Profile – 2010
 - Low-weight births/1000 live Births – 65.1 % (Navajo Nation)
 - Prenatal Care: 2.1% 63.4% 1st trimester, 26.3% receive care in 2nd trimester, and 7.5% receive care in their 3rd trimester.
 - Percent premature Mortality –Nativity – 68.9% (Navajo Nation)
 - Teen Births/1000 Females 14-19 yrs – 58.4% (Navajo Nation)
- 6. How many Head Start families enrolled and eligible children have some form of health insurance? What percent of families who are eligible for SCHIP do not have it?
 - Child plus
 - Private Health Coverage: 248
 - Other health coverage: 191
 - Medicaid: 1623
- 7. How many local primary care providers and specialty care providers are available and accessible to serve Head Start eligible children and families? All families go to I.H.S. Hospitals – private doctors and dentists are in border towns, not on the reservation.
 - 12 Hospitals (includes Dental)
 - 19 Clinics
- 8. What percentage of enrolled children are up to date on dental examinations and preventive care.
 - Dental Examinations: 62%
 - Preventive Care: Treatment: 62 and Flouride Varnish: 92%
- 9. List the three top dental diagnoses and/or reported reasons for seeking dental treatment for enrolled children by age.
 - 1999 Oral Health Survey – Indian Health Service²⁷

²⁷ Early Childhood Caries (ECC) is the single most common chronic disease of childhood, occurring at least five times more frequently than asthma, the second most common chronic disease of childhood.

American Indian and Alaska Native (AI/AN) children experience dental caries at a higher rate than the general U.S. population. Data from 2,663 children ages 2-5 years documented that 79 percent had experienced dental caries (filled or unfilled decay) and 68 percent had untreated dental caries. Over 50 percent of the children ages 2-5 years had severe Early Childhood Caries (ECC).*

- Tooth Decay (BBTD and transmission of infectious bacteria)
- Missing Teeth
- Filled Teeth

10. What oral health needs have been documented for:

Source: NHS Health Statistics (*Performance Goal = 100%)

- Dental Screening: 98%*
- Dental Examination: 82%*
- Dental Treatment: 62%
- Dental Completion: 42%
- Fluoride Varnish: 92%

11. What resources are used by the program to pay for dental examinations, preventive care and treatments? How are the costs allocated; for example, Head Start funds pay for 50% of all dental costs and the other 50% is paid by

Source: Utilized the State Medicaid Fact Sheets (Arizona and New Mexico)

- Medicaid/SCHIP: 60%- AZ/NM
- Private Insurance:56%-AZ/NM
- State/Local Funds:
- Head Start Funds:0%
- Family Self Pay:6%-AZ
- In-Kind Services:0%
- Other:1%

12. How many local dental providers are available and willing to serve Head Start children ages 0 to 5 and where are they located? The list below is where dental providers are located if parents want to get dental services on their own.

- Source: The Navajo Nation Resource Booklet

- Chinle PHS
- Many Farms Clinic
- Tsaile Health Center
- Kayenta PHS
- Winslow PHS
- Leupp Clinic
- Ft. Defiance Indian Health Board
- Tuba City PHS
- Crownpoint IHS
- Gallup IHS
- Tohatchi Clinic
- Shiprock IHS
- IHS Onsite Dental

13. What is the availability and accessibility of dental services for children who require extensive dental treatment?

Note: By two years of age, only 30 percent of AI/AN children surveyed were caries-free, supporting the fact that prevention interventions must be implemented with pregnant women and infants. In order to prevent dental caries in the primary teeth, intervention must occur before the first cavity develops. A primary goal of the Oral Health Initiative for children in Head Start is to prevent future decay in the erupting permanent teeth.

Severe ECC can cost from \$2,000-\$5,000 or more per child to treat. Some of these children need to be hospitalized, and treatment may need to be completed under general anesthesia. ECC places a huge financial burden on insurance, Medicaid, Indian Health Service, Tribal programs, and families least able to afford treatment.

- Parents state that they don't have transportation, therefore, the program makes non-emergency transportation available to help parents get to appointments. Navajo Head Start receives the services at no cost.
 - Indian Health Services are available and On-Site Dental (we started with 5 dentist then by the end of this school year we only had one dentist).
14. How does the program link children with oral health services?
- Centers for American Indian and Alaska Native Health of the Colorado School of Public Health, University of Colorado to provide fluoride varnish and Oral Health promotion to 26 locations.
 - Navajo Area Indian Health Service Area Dental Consultant (Onsite Dental) to provide dental screening, examination and follow up with routine dental care and dental treatment.
 - Navajo Head Start Health Services Advisory Committee monthly meetings (supported with agenda, sign-in sheets, minutes).
15. What linkages are there with local, state and regional oral health agencies, dental associations and dental professional education programs.
- Memorandum May 17, 2011, stated that there be one HSAC with representation from each agency. Navajo Head Start Health Services Advisory Committees exist at central office with Ft. Defiance and Eastern using this as their HSAC and Shiprock, Tuba City with Winslow, and Chinle have their own.
16. How many enrolled children are diagnosed as under-weight? How many underweight cases are diagnosed as failure to thrive?
- Childplus database (Report #3010)
 - 4 children
17. How many enrolled children are diagnosed as over-weight? How many of the overweight cases have been diagnosed as obese?
- Childplus database (Report #3010)
 - 45 children
18. Percent of children diagnosed as anemic.
- Child Plus (Report #3010) : 2
19. What percentage of enrolled infants and children were breastfed for any length of time?
- About 10% of infant and children in Early Head Start were breastfed (out of 38 actual enrollment of Early Head Start), according to Rena Ben, Family Services Coordinator.
20. Are there family dietary practices which may impact nutritional health (extended bottle feeding, extended use of commercial baby foods or puree foods, premature or delayed introduction of solid foods or cows milk, home cooking vs. fast foods).
- Yes. Children do not get off bottle right away.
 - A lot of the infants are fed table food by the time they are 4-6 months and when solid baby food is introduced they don't like it.
 - Families do feed their young children fast food more than cooked food. When new vegetable and fruits are introduced at the center it takes time for the children to start eating them.
21. How many Head Start eligible and enrolled families receive food stamps, WIC services, use food banks, government commodities or other food programs?
- Monthly NHS Stats: 881 on WIC

Head Start nutrition partnerships and collaborations:

Navajo Head Start partnered with Alvera Enote, Nutritionist with Gallup Indian Medical Center. Ms. Enote provided assistance in menu revisions, cooks trainings, and technical assistance for special diets. She retired in December 2011 and her position has not been filled. The program has contacted Indian Health Services for a nutritionist and they say that they only provide services to families who come into the clinic. In Shiprock, they are working with their Diabetes Program who has a Nutritionist who reviews referrals and menus. Other nutritionists can revise menus for individual children, but not for the whole program. Arizona CACFP will review menus.

The Navajo Nation Special Diabetes Project provides nutrition education across the Navajo Nation, provides home visits, presentations, health fairs, nutrition expos/food fairs, summer youth camps and health screenings in the communities. Other service areas host special events such as the Southwest Chili Cook-off in Leupp where contestants cooked their favorite chili dishes from scratch. The chili cook-off is a good opportunity to share with spectators the importance of cooking healthy, using proper sanitation when preparing food, and learning how to read food labels for nutritional values. The Diabetes Project holds numerous events, some annually, such as Bike Rodeos, Back to School Bashes, and End of the School Year Field Day activities.

The Indian Health Services Summary/Navajo Economic Development estimates a diabetes prevalence rate of 37% in the Chinle area. The Tuba City Regional Medical Center has estimated that at least 41 percent of the population is diabetic or pre-diabetic.

According to their website, <http://www.nnsdp.org>, the NN Special Diabetes Project also works cooperatively with all service providers such as the Indian Health Service, Head Start, law enforcement, state and local departments of health, elderly and youth programs, Dine College and Northern Arizona University. The other Navajo Nation Special Diabetes Project service areas are:

- Chinle
- Crownpoint
- Gallup
- Shiprock
- Ft. Defiance
- Kayenta
- Tuba City
- Window Rock
- New Dawn Programs to educate families and communities with quality, adequate, culturally-acceptable support, assistance and services to exercise education on horticulture.
- Women, Infant & Child Program or SNAP provides services to some of our enrolled head start families for supplemental services.

In conclusion, although there is an extensive health care system across the Navajo Nation, the shortage of health and dental care professionals plus the driving distances for families living in remote locations and who may lack reliable transportation leaves children and their families lacking the health services that they need. Immunization rates are higher on the Reservation than off but also changes in lifestyle including diet have resulted in a trend toward increasing obesity and pre-diabetes. Head Start must ensure that enrolled children receive the screenings

and treatments mandated by the Performance Standards so that children can be healthy and ready to learn each day.

SECTION 8:
MENTAL HEALTH SERVICES

Mental Health Services

Hózhó

A study published in the Journal of the American Medical Association in 1995 involving 34 Navajo clients explained that patients and providers should think and speak in a positive way and avoid thinking or speaking in a negative way. 86% of those questioned in the study considered advance care planning a dangerous violation of traditional Navajo values. These findings are consistent with *hózhó*, the most important concept in traditional Navajo culture, which combines the concepts of beauty, goodness, order, harmony, and everything that is positive or ideal. The study concluded that discussing negative information conflicts with the Navajo concept *hózhó* and was viewed as potentially harmful.

The movement toward the use of traditional cultural and spiritual beliefs and practices in mental health services is growing. Non-Native approaches such as detoxification, pharmacotherapy, behavioral therapy, inpatient treatment, and Alcoholics Anonymous, have been modified to incorporate Indian beliefs and traditions. Traditional Navajo ceremonies, the Native American Church peyote services, and other cultural practices (Jilek 1978, 1994; Manson et al. 1987) are increasingly incorporated into Indian treatment programs.

The obvious extension of this finding carries over to the Head Start program's responsibility to support the connection of children and families to culturally appropriate and effective mental health services. Providing mental health services that applies research to practice points to an approach which integrates traditional healing and prevention concepts with Western approaches. The Navajo Nation has wellness centers, sports arenas and competitive events such as rodeos and foot races in various locations throughout the Nation, including Window Rock, the capitol. Staff and their families take time – using leave from work to participate in cultural practices created centuries ago aimed at strengthening identity including identification with their clan, teaching the young the "right path" to adulthood as a Navajo and bringing individuals back into harmony with themselves, others and the universe as it is regarded by Navajo people. As an important concept for well-being; *Hózhó* ways are the basis for Navajo Head Start Mental Health services.

Availability of Mental Health Services

Information provided by the mental health professionals contracted by the program indicated that mental health services were available, but limited. All 5 MH consultants have the same scope of work which pays them to observe each classroom for two hours each month and be available onsite for 2 hours of counseling per classroom as follow-up. They are also required to collaborate with community mental health providers as appropriate, depending on the case.

In the **Ft. Defiance Agency**, there are 3 facilities to meet the mental health treatment or prevention needs of Head Start families. Two of the facilities, Tsehootsoo Medical Center Behavioral Health and the Navajo Treatment Center for Children and Their Families serve children, youth and/or adolescents, children with disabilities and adults. The Sage Memorial Hospital Behavioral Health Center serves adolescents and adults but not children. These services are free for enrolled Tribal members.

In **Shiprock and Tuba City Agency**, there is an Indian Health Service hospital with a mental health clinic. Tuba City has several clinics in the smaller communities (e.g. Inscription House

and Kayenta), but mental health clinic staff stay on-call at the larger hospital and may make occasional visits to the community clinics to provide services.

There are some services **off the reservation**, but transportation to those clinics/services is challenging for most families and the cultural competence of those service providers is also limited.

The Indian Health Service (IHS) has mental health clinics in their main hospitals (e.g. Tuba City, Shiprock, Chinle, Fort Defiance, etc.), but are limited as to the mental health professionals who work with children. There is a shortage of child psychiatrists and psychotherapists who specialize in working with children and often children's mental health issues go untreated. One professional's estimate is that of the available mental health staff at local hospitals, roughly 50% are linguistically and/or culturally competent.

In her August 8, 2008, presentation on Navajo Nation Behavioral Health Transformation, Carolyn T. Morris, Ph.D., Navajo Nation Department of Behavioral Health Services, reported the summary of traditional services delivered in the Shiprock clinic. Dr. Morris estimates that nearly 68,000 Navajos live on the New Mexico part of the Navajo Reservation and another 100,000 Navajos live off the Reservation in the state of New Mexico. A quick glance at the table below shows how traditional services are constructed using a combining education, traditional ceremonies and activities, and individual and group therapies.

**DBHS Shiprock
Traditional Services Provided Jan. – June, 2007**

Client Service	Hours
Cultural Education	1752
Traditional Ceremonies	1307
Cultural/Traditional Activities	328
Ceremonial Preparation	236
Practitioner Assistance	234
Traditional Group Counseling	188
Traditional Family Counseling	35
Traditional Individual Counseling	18
Selected Clinical Services	
Group Therapy	2762
Group Psychoeducation	1306
Individual Psychotherapy	593

Navajo Regional Behavioral Health Center (NRBHC) is serving as demonstration site for integrated co-occurring disorders treatment in Indian Country. The model "Co-Occurring Healing Center" is the first known site to undertake efforts to improve services for individuals with co-occurring disorders by incorporating Western best practices and Indigenous best practices for holistic and culturally responsive integrated healing/ treatment.

The Navajo Nation began accepting patients at their brand new Regional Behavioral Health Center in Shiprock on February 15, 2010. The 56,000 square-foot facility is the first of its kind in the United States because it is run by the Navajo Nation for the Navajo Nation. The center provides substance abuse treatment and co-occurring mental health services. "We really look at integrating the Navajo philosophy of *hózhó* and having those basic building blocks in our treatment process," Clinical Specialist Vera John said in an article in KRQE.com. With 72 beds and a staff that speaks Navajo, the Navajo Department of Behavioral Health Services believes

this facility will fill an enormous need. It's a holistic approach to healing in a setting where cultural beliefs are a priority, not an afterthought.

The Navajo Nation Department of Behavioral Health Services (DBHS) said the center is just the first step in addressing behavioral health issues. They say if all goes well, they plan to open similar facilities across the reservation.

Types of services offered at the DBHS locations in New Mexico:

- | | | | |
|--|----------|------------|------------|
| • Education and prevention: | Shiprock | Crownpoint | |
| • Outpatient substance abuse counseling: | Shiprock | Crownpoint | Ojo Encino |
| • Outreach and referral: | Tohatchi | Gallup | Ojo Encino |
| • Adolescent residential treatment: | Shiprock | | |

Service Contract for Head Start Children

The Navajo Head Start program contracts with one licensed mental health professional for each agency for a total of 5. The contract provides for a licensed marriage and family therapist to make at least one on-site visit per month (more often, depending on the need) to each center and home base within the agency and to be available by phone any time for consultation. Another states that they are contracted to visit at least once every 60 days; more frequently, if needed based on the needs of a center.

Mental Health Services for Families

Only Head Start's licensed mental health consultants provide services on-site. Most families have to travel long distances to receive mental health care. Families travel anywhere from 30 minutes to 2.5-3 hours (one-way) to receive mental health services. If there is a need for acute hospitalization, the family may travel anywhere from 3-12 hours (one-way).

Mental Health Services for Employees

Employees of Head Start are reportedly able to access mental health services through their Employee Assistance Program. One MH professional remarked that he/she "has yet to see a successful follow-through for staff members who are in need of services". The licensed mental health consultants are currently contracted to provide limited emergency mental health services only and most employees in need of ongoing/long-term mental health services will seek treatment through the Indian Health Service in their community.

Wellness Resources

Tsehootsoo Medical Center Meth & Suicide Prevention Initiative project at the Tsehootsoo Medical Center Hogan located on the north side of the hospital in Fort Defiance, Arizona has been hosting weekly culture nights where traditional stories are shared with community members that they can use as protective factors against the challenges of substance abuse and suicidal behaviors.

Indian Health Service and 638 Contracting

Within the Department of Health and Human Services, the Indian Health Service (IHS) is the primary provider of health care to tribal communities. Through a contract, tribes can receive the

money that IHS would have used to provide direct health services for tribal members. Tribes can use these funds to provide directly, or through another entity, a broad range of health services. This option was part of P.L. 93-638 and is commonly known as "638 contracting. The Navajo Nation has used this means for contracting health services.

Alcoholism Support Services

The IHS has provided treatment for alcohol abuse and alcoholism since its inception in 1975. In addition to numerous tribally based programs, the agency currently funds 7 regional treatment facilities for women and 12 for adolescents. In the past decade, much of the central responsibility for running those programs has shifted from the federal government and the IHS to tribal control.

Mental Health Challenges

According to the I.H.S. website, American Indians and Alaska Natives die at higher rates than other Americans from:

- tuberculosis (500% higher),
- alcoholism (514% higher),
- diabetes (177% higher),
- unintentional injuries (140% higher),
- homicide (92% higher) and
- suicide (82% higher).

Domestic violence rates are also alarming, with 39% of AI/AN women experiencing intimate partner violence- the highest rate in the U.S. (I.H.S., 2012) One of the mental health professionals stated, "I don't have specific numbers, but the rates [of mental illness, suicide, substance abuse and domestic violence] are higher than any other community I've lived or worked in."

Historical Trauma

In focus group study, the UC Davis Center for Reducing Health Disparities, completed in March 2009, Native American participants were asked, "What conditions affect mental health in the community?" and their responses indicated that the impact of historical trauma on their communities was deeply felt. Historical trauma is the term used to express the legacy of social and cultural suffering related to harmful policies imposed on Native American communities by the US government. One such policy—the forced removal of Native American children from their homes and placement in boarding schools— was mentioned by many participants as a policy that has had a lasting impact on the mental health of Native American communities. The suffering that was caused by this policy has been transmitted through generations.

Utilization Rate for Mental Health Services

One mental health professional who works with Head Start as well as operating a private practice stated, "...as a former employee of an IHS mental health clinic, my experience was that when the community knows there are competent professionals available to assist and provide treatment, they'll seek services. However, not every community's hospital is adequately staffed and because of limited staffing, regular therapy and/or psychiatric care is difficult to provide on a regular basis. As a full-time therapist at Ft. Defiance hospital several years ago, the therapists/psychologists carried caseloads of approximately 80-120 patients and psychiatrists were easily doubling and tripling those numbers.

The Navajo Head Start program reported in the 2010-2011 PIR report stated:

- 2,618 Children with whom the MH professional consulted with program staff about the child's behavior/mental health [*no data provided on how many hours the MH professional spent onsite; however, 2,618 is the total cumulative enrollment suggesting that there was a mental health consultation for every preschool child enrolled in the program and 3 EHS children*]
- 40 Children with 3 or more consultations
- 417 Children with parent consultations
- 26 Children with 3 or more parent consultations
- 2,618 Children with individual mental health assessments
- 13 Children referrals facilitated for mental health
- 12 Children referred for mental health services outside Head Start
- 10 Children referred for mental health services outside Head Start that received

services

Conclusions

1. There are high rates of mental health challenges across the Navajo Nation.
2. A focus on traditional Navajo healing practices and Hózhó is integral to planning and designing Head Start Mental Health Services.
3. There are some promising practices and models underway and possibly expanding such as the Navajo Nation Department of Behavioral Health Services (DBHS) in Shiprock.
4. Collaboration between Navajo Head Start and the DBHS and other community agencies is important to provide education and prevention activities to young children and their families.
5. The provision of Navajo Head Start Mental Health contract services is critical to providing Head Start child and family access to mental health services.

Recommendations

1. Evaluate the Navajo Head Start mental health services to ensure with alignment with Hózhó concepts.
2. Continue to maintain mental health service contracts.
3. Establish community partnerships with service providers to strengthen mental health services for children and families.
4. Continue to obtain information on identified needs of Head Start Families and information on Head Start parent and staff satisfaction of Head Start mental health services.
5. Obtain information related to Head Start staff satisfaction, availability and accessibility with the Employee Assistance Plan mental health services.

SECTION 9:

NAVAJO HEAD START COMMUNITY ASSESSMENT ANALYSIS MATRIX

Navajo Head Start Community Assessment Analysis Matrix

June 20-29, 2012

Analyzed by: Darren Owens/CDI, Vince Rinehart/CDI, Shannon Wilson/NHS, Rena Ben/NHS, Larry Ahasteen/NHS, Nancy Netherland/CDI, Karen Zamudio/CDI, Walter Brown/NHS, Vince James/NHS with information provided by NHS Program Managers, Daniel Tabaha/NHS, Ronald Duncan/NHS, Lamont Yazzie/NHS and Vince James/NHS

Chapters with a population less than 1,000 individuals per Chapter images.

Early Head Start center based program located in this Chapter. Early Head Start home based program in this Chapter.

*Source: HS Enrollment and Operation Report May 2012 82 centers open/99 classrooms operating in May 2012/actual enrollment = 1,943

Agency Use estimated Poverty Rates for children 0-5	Chapter	HS Centers/ Classrooms	Population/ Eligible Children 8% of NN population is 0-5 per 2010 Census	Capacity Using 850 sq. ft. as min. needed for one preschool classroom	Existence/ Condition of suitable Building	Qualified Staff to Operate Model: Teacher, TA/BM, Bus Driver, Cook	Transporta- tion Factors	Proximity to another preschool	
Western 14 centers 18 classrooms	Multiply total number of ages 0-5 by .40 to arrive at the number of 3 and 4 year old children since there are more children ages birth to 3 than there are 3 and 4 year olds. Subtract that from the total number of children ages birth to 5 to arrive at the number of children ages birth to 3. This data is not including 5 yr olds who will be starting kindergarten.								
Estimated enrollment of children birth to 5 in other early childhood development programs in the Tuba City agency - 592									
Tuba City	Returning 159	Waiting 111							
76% Poverty Rate	Cameron	Cameron & Grey Mountain HB	0-5 = 88 3 & 4s=35 0-3) = 53	*18 CB/12 HB Returning 11, HB 1;	1 classroom only. 1344 sq. ft. total <i>Needs new facility</i>	CB has CDA w/waiver pending HB has CDA	1 bus assigned	None found 2012	
66.7% Poverty Rate	Birdspring	No HS;	0-5 = 59 3 & 4s=24 0-3 = 35	No HS	BIE CB FACE 1 classr.	Vacant	n/a	18 BIE FACE Little Singer Comm. School	
76% Poverty Rate	Bodaway Gap	Gap I & II	0-5 = 153 3 & 4s=61 0-3 = 92 Returning 10	17 CB Determine capacity	1 classroom in use; 1848 sq ft 2 not in use.	CB has CDA w/waiver pending	2 buses assigned	None found 2012	
66.7% Poverty Rate	Coal Mine Canyon	No HS; formerly HB	0-5 = 78 3 & 4 = 31	No HS	Chapter relocated; they are over the	Unknown	n/a	None found 2012	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
			0-3 = 47		hill now somewhere...ghost chapter			
7.5% Poverty Rate	Copper Mine	No HS	0-5 = 39 3 & 4 = 16 0-3 = 23	No HS		Unknown	n/a	Chapter Images indicates another preschool here
100% Poverty Rate	Dennehotso	Dennehotso I & II	0-5 = 125 3 & 4 = 50 0-3 = 75	20 CB Returning 3	1 classroom open; 2961 sq ft another closed	Classrm II: teacher has AA	2 buses assigned	None found 2012
25.8% Poverty Rate	Inscription House	Inscription House I & II	0-5 = 118 3 & 4 = 47 0-3 = 71	17 CB Returning 5	2 bldgs? - 1 in use, 621 sq ft, other not	AA	1 bus assigned	None found 2012
25.8 % Poverty Rate	Kaibeto	Kaibeto & HB	0-5 = 214 3 & 4 = 86 0-3 = 128	17 CB/12 HB Returning 5, HB 1	1 classroom open 702 sq ft	CDA w/waivers pending HB: CDA	1 bus assigned	None found 2012
17% in town, 42% outside of town	Kayenta	HB I-V	0-5 = 576 3 & 4 = 230 0-3 = 346	48 HB Returning HB 16	2 unused classrooms in k- town (land dispute)	HB: I: CDA II: CDA III: HS Diploma IV: AA V: AA	n/a	41 Kayenta Comm. School BIE 100 Kayenta Elem. Pre-k 20 COPE program 20 Lake Powell Nazarene Preschool
7.5% Poverty Rate	LeChee	LeChee I & II	0-5 = 168 3 & 4 = 67 0-3 = 101	Returning 21	800 sq ft & 800 sq ft. 3-4 miles from Page, AZ, near Lake Powell <i>Needs new facility</i>	2 with CDA w/waivers pending	2 buses assigned	20 Leupp Pre- k 33 Leupp
66.7% Poverty Rate - Census Tract 9451	Leupp	Leupp I & II	0-5 = 112 3 & 4 = 45 0-3 = 67	32 CB Returning 15	672 sqft & 672 sqft	2 with CDA w/waivers pending	2 buses assigned	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
								Schools, Inc. BIE 10 Red Sands Christian Bible pre-k ? Leupp Early Learning Center
23% Poverty Rate	Navajo Mountain (Utah)	Navajo Mountain	0-5 = 37 3 & 4s=15 (0-3) = 22	15/15 CB 992 sq ft Returning 3	Using public school classroom. Community is growing. Tribal Council site of interest.	CDA w/ waiver pending	1 bus assigned	None found 2012
23.5% Poverty Rate	Oijato <i>Monument Valley area w/High school may skew Poverty Rate.</i>	Oijato	0-5 = 212 3 & 4 =85 0-3 = 127	20 CB 992 sq ft Returning 3	Very remote. Rumored to have a Head Start building there.	CDA w/ waiver pending	1 bus assigned	28 Mexican Hat Elem. Pre-k Navajo Mtn Comm. School.
45.5% Poverty Rate	Shonto	Shonto I & II	0-5 = 150 3 & 4 =60 (0-3) = 90	17 CB & 17 CB 621 & 621 sq ft Returning 10	<i>Needs new facility</i>	2 w/ AAs	2 buses assigned	None found 2012
No Poverty Rate available	Tolani Lake	Tolani Lake	0-5 = 32 3 & 4=13 0-3 = 19	12/15 CB 1032 sq ft. Returning 6		CDA w/waiver pending	1 bus assigned	None found 2012
7.5 % Poverty Rate	Tonalea	Cowsprings, Tonalea I & II & HB	(0-5) = 267 (3 & 4s)=107 (0-3) = 160	970, 702 & 702 sq ft Cowsprings returning 3, Tonalea Returning 5	3 classrooms in use. Close to Tuba City.	Tonalea: 2 w/ AAs Cowsprings: AA HB: HS Diploma	2 buses assigned	None found 2012

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
0% Poverty Rate in town/likely higher than 0% due to margin of error. 78% outside of town.	Tuba City	Tuba City I-IV, Tuba City HB I-III	0-5 = 882 3 & 4 = 353 0-3 = 529	20, 15, 15, 15 in CB/12, 12, 12 HB 720, 720, 720 sq ft & 1170. Returning 7	Area of TC which is Hopi/Hopi Head Start. <i>Tuba City I needs new facility</i>	I AA III: CDA II & IV: Docum. not sent to central office HB: I: HS Diploma II: Docum. not sent to central office III: HS Diploma	4 buses assigned	? CCDF
Chinle								
14 centers								
20 classrooms operating in May 2012								
Prior year carryover = 246 Waiting list = 183								
Estimated enrollment of children birth to 5 in other early childhood development programs in the Chinle agency - 393								
47.8% Poverty Rate	Low Mountain (Chinle)	Low Mountain I	(0-5) = 51 (3 & 4s) = 20 (0-3) = 31 Returning 5	20/18 3456 sq ft.		CDA w/ waiver pending	1 bus assigned	
42% Poverty Rate	Chilchinbeto	No HS	0-5 = 126 3 & 4 = 50 0-3 = 76	No HS	2 closed HS classrooms. 3456 sq ft & 2447 sq ft 2 BIE classrooms.	Closed	n/a	38 BIE FACE Comm. School- lost funding- recruit for HS?
100% Poverty Rate	Forest Lake	Forest Lake	0-5 = 19 3 & 4 = 8 0-3 = 11 Returning 10	20/17 CB 2154 sq ft	1 classroom	Certificate: Completed core courses in ECE	1 bus assigned	None found 2012
100% Poverty Rate (margin of error)	Hard Rock	Closed, burned down/ins. to	0-5 = 115 3 & 4 = 46 0-3 = 69	12, 9 in HB		Closed HB: Certificate	n/a	None found 2012

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
68.2% Poverty Rate	Lukachukai	rebuild. Has HB now. Lukachukai I & II (3 is closed)	Returning 5 0-5 =130 3 & 4 =52 0-3 =78 Returning 14	20/20, 20/18 in CB 3456 sq ft, 4995 sq ft, & 1977 not in use	Classroom square footage is huge!	I: Certificate II: CDA w/ waiver pending	2 buses assigned	None found 2012
49.4% Poverty Rate	Many Farms	Many Farms I, II & III, Many Farms HB	(0-5) =306 (3 & 4s) =122 (0-3) =183 Returning 30	20/19, 20/19, 20/20 CB, 12/11 HB 1977 sq ft, 4357 sq ft, 1390 sq ft.	3 classrooms operated last year – large classrooms.	I: Certificate II: CDA w/ waiver pending III: AA HB: Certificate	3 buses assigned	26 Many Farms Comm. School BIE ? Many Farms Child Care CCDF
49.4% Poverty Rate	Nazlini	Nazlini & HB	(0-5) =50 (3 & 4s) =20 (0-3) =30 Returning 15	20/17 CB, 12/12 HB 2038 sq ft	1 classroom	CDA w/ waiver pending HB: CDA	1 bus assigned	None found 2012
49.4% Poverty Rate	Black Mesa	HB	(0-5) =33 (3 & 4s) =13 (0-3) =20	12/12 Returning 4	NN building new bldg – 2 classrooms to be completed Nov. 2012. Recent mine shut down. HS nearby: Blue Gap & Kayenta.	HB: HS Diploma	n/a	BIE school
42.9% Poverty Rate	Pinon	Pinon I & II, HB	(0-5) =150 (3 & 4s) =60 (0-3) =90 Returning 24	20/20, 20/19 CB, 12/12 HB 2038 sq ft & 795 sq ft	2 classrooms	I: AA II: AA HB: Not documented	2 buses assigned	Pinon Child Care CCDF
68.2% Poverty Rate	Round Rock	Round Rock I & II	(0-5) =188 (3 & 4s) =75 (0-3) =113 Returning 20	20/20, 20/18 760, 760 sq ft		I: CDA w/ waiver pending II: AA	2 buses assigned	None found 2012

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
49.4% Poverty Rate	Rough Rock	Rough Rock 4 classrooms not operating; CCDF	(0-5) = 142 (3 & 4s) = 57 (0-3) = 85	No children served	4 CCDF classrooms not in use.	Nada	n/a	39 Rough Rock Comm. School BIE Rough Rock Child Care CCDF
49.4% Poverty Rate	Blue Gap (Tachee')	Blue Gap I & Blue Gap II (serving Cottonwood children)	(0-5) = 24 (3 & 4s) = 10 (0-3) = 14 Returning 7	20/20 20/15 for the Cottonwd children 3456 sq ft	Blue Gap II classroom closed	I: CDA w/ waiver pending II (Cottonwood) : AA	2 buses assigned	None found 2012
68.2% Poverty Rate	Tsaile/Wheatfield s/ Black Rock	Tsaile HB & Wheatfields HB (Tsaile I & II are closed) EHS	(0-5) = 203 (3 & 4s) = 81 (0-3) = 122 Returning: 8	12/11 HB 12/12 HB Tsaile I is 2038 sq ft, Tsaile 2 is 700 sq ft.	2 classrooms in a new facility – ready to open	Wheatfields HB: HS Diploma Tsaile HB: HS Diploma CB: ? EHS: AA	n/a	? Nooseli Beolita Child Care Center CCDF
47.8% poverty rate	Whippoorwill Springs	Whippoorwill & HB	(0-5) = 97 (3 & 4s) = 37 (0-3) = 55 Returning 15	20/17 HB 12/11 2038 sq ft.	Open	CDA w/ waiver pending HB: Certificate	1 bus assigned	Chapter Images lists another preschool; more info needed
49.4% Poverty Rate	Tselani/Cottonwo od	Center closed due to flooding. Bringing in a modular; not ready until next year) 2 classrooms.	(0-5) = 60 (3 & 4s) = 24 (0-3) = 36 Cottonwood: Returning 7	No HS	Using Blue Gap center II	Closed (in Blue Gap)	2 buses	Chapter Images lists another preschool; more info needed
Weighted average Poverty Rate across Census	Chinle	Del Muerto I & II, Chinle Valley, Chinle II, Chinle HB I,	(0-5) = 565 (3 & 4s) = 226 (0-3) = 339 Estimation	DMI: 20/17 DMI: 20/20 CV: 20/19 CII: 20/17	Chinle Valley using BIE building. CII says it's closed?? But also says	DMI: AA DMI: AA CII: AA CV: AA	4 buses assigned	50 Mesa View Elem. Pre-k

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
Tracts of 40.6%		II and IV, Chinle Valley HB	by Census Tract and Block Grouping: (0-5) = 769 (3 & 4) = 308 (0-3) = 461 Eligible 3&4= 125	CIHB: 12/12 CIIHB: 12/11 CIVHB: 12/11 CVHB: 12/12 DMI&II: 3141 sq ft. CV: 1400 sq ft. CII: 1385	classroom in use. Chinle is double wide - condemned by OEH Del Muerto I & II returning 18, Chinle Returning 9 Chinle HB returning 26 Chinle Valley Returning 11	CV HB: AA CII HB: HS Diploma CIV HB: AA		? Kii Doo Baa I and Kii Doo Baa II CCDF
26.7% Poverty Rate	Rock Point	HB	(0-5) =85 (3 & 4s)=34 (0-3) =51 Returning 14	12/12, 12/12 HB 3456 sq ft.	CCDF facility of 8 classrooms. 4 small classrooms can be for HS.	I HB: AA II HB: AA	n/a	? Rock Point Child Care CCDF
Ft. Defiance 23 centers 25 classrooms operating in May 2012								
Estimated enrollment of children birth to 5 in other early childhood development programs in the Ft. Defiance agency - 465								
25.6% Poverty Rate	Cornfields	Cornfields	(0-5) = 71 (3 & 4s) = 28 (0-3) = 43	20/20 739 sq ft.	Snake problem	Masters (temp. position)	1 bus assigned	15 min. from Ganado.
52.3% Poverty Rate	Coyote Canyon (CP agency)	Facility given to Sr. Citizen; no facility	(0-5) = 88 (3 & 4s) = 35 (0-3) = 43	No HS	25 miles from Tohatchi (30 minutes or so)	n/a	n/a	Chapter Images lists another preschool; more info needed
22.7% Poverty Rate	Crystal	Crystal	(0-5) = 30 (3 & 4s) = 12 (0-3) = 28	20/22 995 sq ft.	Chapter & NN plan to build a new facility- current bidg is old.	BA	1 bus assigned	McKinley Co. Is initiating pre-k this fall . Navajo, & Crownpoint are being shut down.
26.7% Poverty Rate	Dilkon	Dilkon I & II (1 classroom)	(0-5) = 163 (3 & 4s) = 65	20/20 713 sq ft.		AA Could open	1 bus assigned	BIE FACE

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
8.2% Poverty Rate	Ft. Defiance	unused) Ft. Defiance I & II (II closed), HB I & II – Immersion EHS CB	(0-3) = 98 (0-5) = 642 (3 & 4s) = 257 (0-3) = 385	20/20 CB 957 sq ft. HB1: 12/12 HBII: 12/11 EHS prenatal (12)	School District donating 2 classrooms at Immersion site for 2012-2013 school year. CCDF & EHS share same facility- 1 classroom of 4/4. Pregn. is HB. Another bldg may be avail. (needs renov.) awaiting approval from DC capacity of 40 chn.	2 nd classroom w/qual. staff CDA w/ waiver pending HB I: HS Diploma HB II: AA Need qual. Staff for 2 nd Immersion class.	1 bus assigned	20 CCDF 31 Little Miss Muffet CCDF 32 Ft. Defiance Child Care Center CCDF
10.2% 20% outside of town	Ganado	Ganado	(0-5) = 265 (3 & 4s) = 106 (0-3) = 159	20/20 853 sq ft.	Located in the Ganado Unified School campus.	CDA w/ waiver pending EHS: AA	1 bus assigned	19 Sage Mem. Hospital d.c. No other preschool here.
55.6% Poverty Rate	Houck	Only EHS HB (serviced at Rural EHS)	(0-5) = 181 (3 & 4s) = 72 (0-3) = 109	EHS: 12 448 & 432 sq ft. at Rural EHS	Did not open in 2011-2012. Located at Rural EHS (center) in Natadzil which is 10 mi. away in New Lands. Houck is under renovation; to open for EHS CB in Aug.		n/a	
26.7% Poverty Rate	Indian Wells	Bldg given to Sr. Citizens	(0-5) = 44 (3 & 4s) = 18 (0-3) = 27	No HS	Negotiating w/school dist. For 1 classroom. MOU in progress.	Will need teacher for 2012-2013	n/a	? Holbrook Unified School District
31.8% Poverty Rate	Jeddito	Jeddito I & II (II not operating; playground	(0-5) = 121 (3 & 4s) = 48 (0-3) = 27	20/17 II closed No sq ft.	Located on Cedar Unified School Dist. Campus	I: AA II: Closed due to staffing.	1 bus assigned	Children attending Cedar Unified School

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
10.2% This Chapter lies in the same Census Tract as Ganado, which is over twice as large at a population of 2,646. This makes the Poverty Rate less useful for KinDa Lichee	KinDa lichee	burned) KinDa lichee	(0-5) = 78 (3 & 4s)=31 (0-3) = 47	20/20 927 sq ft.	Center OK	AA	1 bus assigned	District 23 Kin Dah Lichii Olta BIE
Klagnetoh is bisected by two Census tracts. 9449.01 has a Poverty Rate of 10.2% and Tract 9449.02 has a Poverty Rate of 20%	Klagnetoh	Klagnetoh	(0-5) = 55 (3 & 4s)= 22 (0-3) = 33	15/12 1202 sq ft.	2 separate buildings – only using one.	Teacher position needs to be filled	1 bus assigned	Closest other preschools are Wide Ruins HS (15 min.) and Ganado Pub School (15 min.)
36.4% Poverty Rate	Greasewood Springs	Greasewood Springs	(0-5) = 47 (3 & 4s)= 19 (0-3) = 28	20/17 642 sq ft.	No information	CDA w/ waiver pending	1 bus assigned	23 Greasewood Springs Comm.School BIE ? Greasewood Child Care Center
53.5% Poverty Rate	Lupton	Lupton	(0-5) = 56 (3 & 4s)= 22 (0-3) = 33	20/20 1665 sq ft.	Chapter proposing a new facility. Current facility OK.	CDA w/ waiver pending	1 bus assigned	No other known preschools

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
7.9% Poverty Rate	Mexican Springs	No HS Proposing HB	(0-5) = 41 (3 & 4s) = 16 (0-3) = 25	HB: 12/12 ~40X120	Lies in a flood plain. Closed classroom. Chapter is going to fix it up. About 10 minute drive from Tohatchi. HS kids currently being transported to Twin Lakes or Tohatchi. Find out how many kids at Twin Lakes and Tohatchi are currently being transported from Mexican Springs. Needs new facility - radon	n/a	n/a	within 20 mile radius Even though looks close to Ft. Defiance & Twin Lakes, driving distance is not direct. Tohatchi is close & has one room not occupied.
22.7% Poverty Rate	Naschitti (currently operated by Ship rock Agency)	Naschitti & HB	(0-5) = 137 (3 & 4s) = 55 (0-3) = 82	20 HB: 12/12 772 sq ft.		AA HB: CDA	1 bus assigned	
66.7% Poverty Rate	Nahata Dziil (New Lands)	Rural I & II (Rural II is Houck EHS)	(0-5) = 186 (3 & 4s) = 74 (0-3) = 111	20/17 772 sq ft.	Facility's 2 nd classroom cannot be used for EHS because not approp. For 0-3 age group. Could be used for preschool age.	i: AA	1 bus assigned	
55.6% Poverty Rate	Oak Springs	EHS HB assigned to this area	(0-5) = 10 (3 & 4s) = 4 (0-3) = 6	HB 12	Proposing HB or EHS if position is established.	Home visitor position is vacant; therefore, no program	n/a	In between St. Michaels and Lupton and close to Window Rock.
7.9% poverty rate	Red Lake	Red Lake	(0-5) = 338 (3 & 4s) = 135 (0-3) = 203	20/20 840 sq ft	May need another classroom if Census data holds true.	CDA waiver / pending approval	1 bus assigned	McKinley Co. schools shutdown

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
86.4% Poverty Rate	Sawmill	Sawmill I & II (II closed)	(0-5) = 77 (3 & 4s) = 31 (0-3) = 46	20/20 778 sq ft. 20/20	One ctr w/2 classrooms; one classroom closed.	I: AA II: Closed. Will need staff if open other classroom.	1 bus assigned	may impact NHS enrollment. May be a day care nearby CCDF. W.R. Unified School district here, but not sure if pre-k.
Bisected by two Census tracts – 9450.02 is to the south of Hwy 264 with a Poverty Rate of 55.5% and 9450.01 is to the north with a Poverty Rate of 53.5%	St. Michaels	St. Michaels I & II (I closed)& HB	(0-5) = 579 (3 & 4s) = 232 (0-3) = 347	II: 20/20 HB: 12/12 2400 sq ft.	2 classroom capacity; one not being used.	II: AA HB I: HS Diploma	1 bus assigned	? ? Karigan CC Center CCDF nearby. Not sure if nearby contract school, Hunters Point, has pre-k. Possibly FACE somewhere in this area.
20% poverty rate	Steamboat	Steamboat I & II (I operating, II used for storage)	(0-5) = 239 (3 & 4s) = 96 (0-3) = 143	20/17 Predominatel y 3 yr. olds	1986; facility 2 classrooms capacity of 20 each.	I: AA	1 bus assigned	No known preschools
26.7% Poverty Rate	Teesto	Teesto I & II (both classrooms closed)& HB; other preschool	(0-5) = 57 (3 & 4s) = 23 (0-3) = 34	<1K	Nice facility; 40 capacity	Converted to HB because no qualified staff. HB: CDA	n/a	? Sabi dakai Community School BIE FACE ? Dilkon Comm.

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
7.9% Poverty Rate	Tohatchi	Tohatchi I & II (I open, II and III ready to go.)	(0-5) = 49 (3 & 4s) = 19 (0-3) = 29	20/20 CB	Tribal Council site of interest. 2 classrooms not in use.	II: CDA w/waiver pending approval. No qual. Staff for other 2 classrooms.	1 bus assigned	School within 20 mi. BIE FACE ? Chuska Boarding School FACE BIE Gallup only 20 min. away. Poss. Children attending there. ? Gallup HS Chuska Boarding School FACE BIE
Bisected by two Census tracts. 9437 is to the East of Hyw 491 with a Poverty Rate of 52.3% and 9438 is more populated and to the west of the hwy with a poverty rate of 7.9%.	Twin Lakes	Twin Lakes I & II (II closed) 15 min drive to Tohatchi and Gallup	(0-5) = 100 (3 & 4s) = 40 (0-3) = 60	15/15 CB	Tribal Council site of interest. 2 classrooms not in use.	AA Would need staff for a 2 nd classroom	1 bus assigned	
36.4% Poverty Rate	White Cone	White Cone	(0-5) = 128 (3 & 4s) = 51 (0-3) = 77	20/20		AA	1 bus assigned	Indian Wells 15 min. drive (Holbrook Public Schools has satellite school in Indian Wells)
10.2% Poverty Rate	Wide Ruins	No HS services there	(0-5) = 51 (3 & 4s) = 21 (0-3) = 31	Not operating	HS Facility @ Chapter (needs major renovation)	Vacant	n/a	? Wide Ruins Comm. School BIE

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
Crown Point 19 centers 22 classrooms operating in May 2012								
Total children on waiting list for Crownpoint agency 246								
Estimated enrollment of children birth to 5 in other early childhood development programs in the Crownpoint agency – 1,025								
82.1%	Baca/Prewitt/Hay stack <i>Community less than 1,000</i>	No HS; other preschool	(0-5) = 57 (3 & 4s) = 23 (0-3) = 34	closed	Closed HS center @ Haystack. Baca has asbestos in one building, but other could be remodeled.	Closed	n/a	
9.5% margin of error on the number of 0-5 year olds. This means that the number of 0-5 year olds could be as high as 30.	Becenti <i>Community less than 1,000</i>	Becenti	(0-5) = 0 (3 & 4s) = 0 (0-3) = 0	20 HS	Shared w/Sr. Citizen	AA	1 bus assigned	
56.4% Poverty Rate Census Tract 9439.01	Bahaali (Breadsprings)	Bahaali	(0-5) = 78 (3 & 4s) = 31 (0-3) = 47	12 HS enrolled need to determine capacity	Nice facility	CDA	1 bus assigned	
82.1% Poverty Rate. Census Tract 9460	Casamero Lake <i>Community less than 1,000</i>	No HS; will be reopened at Borrego Pass school. FACE I & II lost funding.	(0-5) = 29 (3 & 4s) = 12 (0-3) = 17	closed	Will be adding a playground at Borrego Pass elem.	n/a; however, this is a Tribal Council site of interest	n/a	
73.1% Poverty Rate Census Tract 9457	Chichiltah	Chichiltah & Jones Ranch. (Jones Ranch closed)	(0-5) = 175 (3 & 4s) = 70 (0-3) = 105	17 HS enrolled, need to determine capacity	May be encroaching on private property.	CDA	1 bus assigned	
79.5% Poverty Rate Census Tract 9436	Church Rock	Church Rock I & II (II closed). Used to	(0-5) = 139 (3 & 4s) = 56 (0-3) = 83	19 HS enrolled, need to	Indian Village & Rehoboth could be included in	CDA	1 bus assigned	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
79.9% Poverty Rate Census Tract 9409	Counselor	include Indian Village. Counselor I & II closed. No HS	(0-5) = 9 (3 & 4s) = 4 (0-3) = 6	determine capacity closed	recruitment area. 2 classroom facility there. Tribal Council site of interest.	Closed	n/a	
16.4% Poverty Rate Census Tract 9435	Crown Point	CP I, II, III	(0-5) = 349 (3 & 4s) = 139 (0-3) = 209	CP I 20, CP II 18, CP III 17 enrolled; need to determine capacity	2 classroom capacity and using both. BIE tearing down the building housing CP III. Old BIA dormitory. Church may have approp. Space.	I: CDA II: CDA III: AA	3 buses assigned	
66.7% Poverty Rate	Huerfano	Carson HS.	(0-5) = 56 (3 & 4s) = 22 (0-3) = 33	14 HS enrolled; capacity for up 17-20	<i>Needs new classroom</i>	AA (Shiprock)	n/a	
79.5% Poverty Rate	Iyanbito	Iyanbito I Perea.	(0-5) = 42 (3 & 4s) = 17 (0-3) = 25	18 enrolled; determine capacity	Iyanbito: poor facility condition.	AA	n/a	
66.7% Poverty Rate	Lake Valley <i>Community less than 1,000</i>	No HS; Lake Valley (not open past 3 years)	(0-5) = 23 (3 & 4s) = 9 (0-3) = 14	closed	Nice facility	Closed	n/a	
82.1% Poverty Rate	Littlewater <i>Community less than 1,000</i>	No HS. (Torn down for snake infestation)	(0-5) = 51 (3 & 4s) = 20 (0-3) = 31	closed	Modular in Albuquerque. Have site ready.	Nada	n/a	
9.4% Poverty Rate Census Tract 9439.02	Manuelito (Ft. Defiance) <i>Community less than 1,000</i>	HB	(0-5) = 22 (3 & 4s) = 9 (0-3) = 13	11 HB; see facility issues	Have facility there; rebuilt, but OEH has issue. Now has public water/Resolution being written to convert back to CB.	HV just earned AA.	n/a	
79.5% Poverty Rate -- Census Tract 9436	Mariano Lake <i>Community less</i>	Mariano Lake	(0-5) = 26 (3 & 4s) = 10 (0-3) = 16	10 HS; determine capacity		AA	1 bus assigned	Other preschool listed in

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
	<i>than 1,000</i>							Chapter Images, but not known what it is.
66.7% Poverty Rate – Census Tract 9432.01	Nageezi	Nageezi I & II (II closed)??	(0-5) = 99 (3 & 4s) = 40 (0-3) = 59	Nageezi I 9 HS; determine capacity		II: BA (Shiprock)	1 bus assigned	
52.3% Poverty Rate – Census Tract 9437	Nohadishgish (Dalton Pass)	No HS; other preschool	(0-5) = 0 (3 & 4s) = 0 (0-3) = 0	No HS	Far out/building there. Chapter house remodeled.	Closed	n/a	
10.6% margin of error for the number of 0-5 year olds, meaning the number of 0-5 year olds could be as high as 30.	<i>Community less than 1,000</i>							
83.3% Poverty Rate Straddles two Census Tracts: 9440: 86.4% Poverty Rate 9409:	Ojo Encino <i>Community less than 1,000</i>	No HS; BIE FACE	(0-5) = 30 (3 & 4s) = 12 (0-3) = 18	NO HS	Nice building	Closed	n/a	
79.5% Poverty Rate – Census Tract 9436	Pinedale	Pinedale I & II	(0-5) = 18 (3 & 4s) = 7 (0-3) = 11	I 18, II 16; determine capacity	New facility	I: CDA II: AA	2 buses assigned	
86.4% Poverty Rate – Census Tract 9440	Pueblo Pintado <i>Community less than 1,000</i>	Pueblo Pintado; BIE FACE school there	(0-5) = 74 (3 & 4s) = 30 (0-3) = 45	15 HS; determine capacity		AA	1 bus assigned	
56.4% Poverty Rate – Census Tract 9439.01	Red Rock	Red Rock I & II, Twin Buttes closed	(0-5) = 69 (3 & 4s) = 28 (0-3) = 41	I 20, II 16 HS; determine capacity	Facility OK	I: AA II: CDA	2 buses assigned	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
9.3% Poverty Rate – Census Tract 9439.02	Rock Springs (This site operated by Ft. Defiance agency)	Rock Springs I & II (II not operating)	(0-5) = 86 (3 & 4s) = 34 (0-3) = 52	15 HS; determine capacity		I: AA (Ft. D)	1 bus assigned	
79.5% Poverty Rate – Census Tract 9436	Smith Lake	Smith Lake	(0-5) = 58 (3 & 4s) = 23 (0-3) = 35 20/15	17 HS; determine capacity		AA	1 bus assigned	
52.3% Poverty Rate – Census Tract 9437	Standing Rock Community less than 1,000	HB	(0-5) = 25 (3 & 4s) = 10 (0-3) = 15	7 HB; determine capacity	Will need renovation	HB: CDA	n/a	? BIE FACE?
82.1% Poverty Rate – Census Tract 9460	Thoreau	Thoreau & Adaahozhoni (closed)	(0-5) = 33 (3 & 4s) = 13 (0-3) = 20	18 CB; determine capacity		AA	1 bus assigned	
32.6% Poverty Rate – Census Tract 9461	Tohajiile	Tohajiile I & II (II not operating); BIE FACE	(0-5) = (3 & 4s) = (0-3) =	16 CB; determine capacity	Tribal Council site of interest	I: CDA	1 bus assigned	BIE FACE?
83.3% Poverty Rate – Census Tract 9409	Torreon/Star Lake	Torreon I, II, III (II & III not operating)	(0-5) = 152 (3 & 4s) = 61 (0-3) = 91	17 CB; determine capacity		I: AA	2 buses assigned	
9.3% Poverty Rate – Census Tract 9439.02	Tsayatoh (Ft. Defiance) Community less than 1,000	Tsayatoh	(0-5) = 38 (3 & 4s) = 15 (0-3) = 23	18 CB; determine capacity		CDA waiver pending	1 bus assigned	No other preschools
86.4% Poverty Rate – Census Tract 9440	White Horse Lake Community less than 1,000	No HS	(0-5) = 38 (3 & 4s) = 15 (0-3) = 23	Closed	Modular, trashed building	Closed	n/a	
66.7% Poverty Rate – Census Tract 9432.01	White Rock Community less than 1,000	No HS	(0-5) = 16 (3 & 4s) = 6 (0-3) = 10	Closed		Nada	n/a	
Shiprock 12 centers 14 classrooms operating in May 2012								
Estimated enrollment of children birth to 5 in other early childhood development programs in the Shiprock agency - 657								

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
19.5% Poverty Rate – Census Tract 9420	Aneth, UT	Aneth I & II (I not operating)	0-5= 153 3 & 4= 61 0-3 = 92	20/16 CB Returning 7		II: CDA	1 bus assigned	
29.2% Poverty Rate - Census Tract 9428.01	Hogback	Hogback I & II (II not operating)	0-5=78 3&4 = 31 0-3 = 47	15/15 CB Returning 15		I: CDA	1 bus assigned	
SEE ALSO Crownpoint Agency	Nageezi	Nageezi I & II (II not operating)	0-5 = 99 3 & 4 = 40 0-3 = 59	17/9 CB Returning 5		II: BA (see CP)	1 bus assigned	
36.7% Poverty Rate – Census Tract 9430	Nenahnezad	Nenahnezad I & II	0-5=140 3&4=56 0-3=84	20 funded CB Returning 20		I: AA II: AA	2 buses assigned	
28.6% Poverty Rate – Census Tract 9429	Newcomb <i>Community less than 1,000</i>	Newcomb; other school	0-5=28 3&4=11 0-3=17	20/20 CB Returning 6	2 classroom capacity, now being used as a.	AA	1 bus assigned	
26.7% Poverty Rate – Census Tract 9427	Red Mesa	Red Mesa	0-5=116 3&4=46 0-3=70	20/20 CB Returning 5		CDA	1 bus assigned	
Red Valley is bisected by two Census Tracts. Census Tract 9427 with a Poverty Rate of 26.7% and Census Tract 9429 with a Poverty Rate of 28.6%	Red Valley	Red Valley	0-5 = 44 3 & 4 = 18 0-3 = 26	16 funded CB Returning 11	<i>Needs new facility</i>	CDA	1 bus assigned	? BIE FACE
28.6% Poverty Rate – Census Tract 9429	Sanostee	Sanostee Tocito HB(???)	0-5 = 95 3&4 = 38 0-3 = 57	20 funded CB Returning 4		AA HB: no info on credent.	1 bus assigned	
Shiprock is bisected by two Census	Shiprock	Shiprock I & II, HB; 3 BIE FACE programs (II)	0-5 = 734 3 & 4=294	20/20 CB 12/12 HB Returning 20		I: BA II: (closed?) HB:	2 buses assigned	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
Tracts. 9428.02 is the north side of town with a Poverty Rate of 13.4%. 9428.03 is the south side of town with a Poverty Rate of 100%.		closed?) EHS HB	0-3 = 440			Certificate EHS: BA		
26.7% Poverty Rate – Census Tract 9427	Sweetwater	Sweetwater	0-5 = 72 3 & 4 = 29 0-3 = 43	20/16 CB Returning 9		AA	1 bus assigned	
28.6% Poverty Rate – Census Tract 9429	Two Grey Hills	Two Grey Hills; CCDF facility.	0-5 = 90 3&4 =36 0-3 = 54	12 CB Returning 3	Ready to open (nearby HS site is Sanostee site in need of many repairs). Small classrooms. CCDF has set aside 1 classroom for HS & 3 for CCDF.	AA	1 bus assigned	
36.7% Poverty Rate – Census Tract 9430	Upper Fruitland	Ojo Amarillo HB, Upper Fruitland I & II (II is closed)	0-5 = 207 3&4 = 83 0-3 = 124	20/15 CB Ojo Amarillo HB 12/12 Returning 20	Sinking foundation	AA HB: HS Diploma	1 bus assigned	
29.2% Poverty Rate – Census Tract 9428.01	Beclabito <i>Community less than 1,000</i>	Beclabito (closed); BIE FACE	0-5 = 92 3 & 4 = 37 0-3 = 55	20 funded CB Returning 2	Center not operating. Nice facility.	Closed	n/a	
36.7% Poverty Rate – Census Tract 9430	Burnham <i>Community less than 1,000</i>	No HS	0-5 = 0 3 & 4 = 0 0-3 = 0 13.8% margin of error. The	No HS		Nada	n/a	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
26.7% Poverty Rate – Census Tract 9427	Teec nos pos	No HS; BIE FACE	number of 0- 5 year olds could be as high as 30 or as low as 0 0-5 = 70 3&4= 28 0-3 = 42	No HS	Facility donated elsewhere	Nada	n/a	
36.7% Poverty Rate – Census Tract 9430	San Juan <i>Community less than 1,000</i>	San Juan (closed)	0-5 = 0 3 & 4 = 0 0-3 = 0	No HS	Brand new/unoccupied	Closed	n/a	
29.6% Poverty Rate – Census Tract 9429	Sheepsprings	HB	0-50 = 43 3 & 4 = 17 0-3 = 26	12/12 HB Returning 9	Facility closed	HB: BA	n/a	
26.7% Poverty Rate – Census Tract 9427	Cove <i>Community less than 1,000</i>	No HS; BIE FACE	0-5 = 0 3 & 4 = 0 0-3 = 0 15.2% margin of error. The number of 0-5 year olds could be as high as 30 or as low as 0.	No HS	Used to occupy CCDF building	Nada	n/a	
29.2% Poverty Rate – Census Tract 9428.01	Gadiahi (Cudeii) <i>Community less than 1,000</i>	No HS	0-5 = 48 3 & 4 = 19 0-3 = 29	No HS	Chapter took building back	Nada	n/a	
26.7% Poverty Rate – Census Tract 9427	Mexican Water <i>Community less than 1,000</i>	No HS; other preschool	0-5 = 42 3&4 = 17 0-3 = 25	No HS	Nice facility	Nada	n/a	
26.7% Poverty Rate – Census Tract 9427	Rock Point	HB I & II & CCDF I & II (Rock Point I & II not	0-5 = 85 3 & 4 = 34 0-3 = 51	24/24 HB; determine capacity Returning 14		HB I: AA HB II: AA	2 buses assigned	

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
		operating)						

Distribution of Head Start Eligible Children

Recommendations about prioritized recruitment areas based on the above data.

- Recruit where there are concentrations of children meaning enough age and income eligible children to fill a classroom.
- Recruit where there are eligible children already recruited and identified for next school year – source: wait list and returnees
- Recruit where there is an existing facility which can be readily approved to open by OEH (John’s and Larry’s input) by start of school year
- Recruit where there is a qualified teacher ready to return for the upcoming school year.
- Recruit broad and deep. Reach out to families going door to door and to community events.
- Collaborate with other agencies in recruitment efforts and ongoing recruitment results.

Remarks on Poverty Data

42.8% Poverty Rate for 0-5 year olds across the Navajo Nation as a whole.

American Community Survey 2006-2010 was a mail survey. It would depend on who picks up the mail and who it was sent to. The US Census no longer produces data on social and economic characteristics but they do housing characteristics and age and sex. Some rural families receive mail at the trading post; the more urban families have a post office box. According to NHS staff, older people who are Navajo only speakers would not respond to a mail survey. Because Navajo has not been a written language for long, many Navajos, especially older people do not read in either language.

Margins of Error

Margins of error affect the estimated number of children. Poverty Rate and number of children between 0-5 are from the American Community Survey 2006-2010. Both have disclosed margins of error which can be found in the data tables; in plain language, this could mean that the actual number of 3 and 4 year olds could be more or less by depending on the size of the group.

Qualified Staff

As of June 2012, for the 97 center based preschool classrooms staffed with 1 teacher per classrooms, 34 classrooms are staffed with unqualified* teachers. “Unqualified” means lacking an associate’s degree for purposes of this analysis. The NHS program applied for a 3 year waiver in March 2012 for each of the 34 teachers who are not yet fully qualified. The program has not received any notification to date as to whether it has been approved or not approved.

For the Early Head Start program, with each EHS classroom of 8 infants and/or toddlers staffed with 3 teachers, all EHS teachers are fully qualified and the program is operating year round.

Facility Considerations

Agency	Chapter	HS Centers/ Classrooms	Population/ Eligible Children	Capacity	Building Details	Qualified Staff	Transporta- tion	Other preschools
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Classroom Space/Capacity Class/group size for the 3-4 year old age group should be determined by square footage of the classroom and the ages of the children. If the class is primarily 3 year olds, the maximum class size can only be 17, but if the class will be 4 and 5 year olds, the class size can be up to 20. Some classroom sizes are small areas and can accommodate fewer than the maximum of 20 determined by the Head Start Performance Standards. Even though some classroom measurements exceed the 35 square feet of usable space per child, the group size may not exceed 20.

Head Start Performance Standard 1306.32 states in the chart to the right:

Predominant age of children in the class	Funded class size [Funded enrollment]
4 and 5 year olds	Program average of 17-20 children enrolled per class in these classes. No more than 20 children enrolled in any class.
4 and 5 year olds in double session classes.	Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.
3 year olds	Program average of 15-17 children enrolled per class in these classes. No more than 17 children enrolled in any class.
3 year olds in double session classes.	Program average of 13-15 children enrolled per class in these classes. No more than 15 children enrolled in any class.

Variations in Funded Enrollment Levels by Center HSPS 1306.32(7) states *It is recommended that at least 13 children be enrolled in each center based option class where feasible*; therefore, the NHS program could be in compliance with HSPS if it varied its allocated funded enrollment to each center based on enrollment history and population projections rather than applying the maximum group size to all centers/classrooms across the entire program.

Proximity to Another Preschool The existence of other early childhood development programs across the Navajo Nation such as the CCDF program, the BIE FACE program and school district pre-k programs invites NHS to meet with, and discuss, opportunities to share resources, including classroom space or mixed classrooms where Head Start children and non-Head Start children are in the same class with the same teacher – to ensure that all of the young children in the Navajo Reservation communities have the opportunity to be enrolled in a preschool education program per Navajo Nation [policy?].

Prioritization of Facilities Repairs

The NHS Planner/Estimator and C.D.I. Facilities Consultant are working on a system to prioritize where to concentrate repairs and renovations efforts in order for the funds to be encumbered by July 30. The results of this analysis should assist them in making those decisions.

Transportation Data for 2011-2012:

No. buses assigned to Head Start = 160

- 99 buses assigned to centers/classrooms
- 90 qualified drivers
- No new buses purchased
- No buses leased (# chn transported 2010-2011 PIR = 1995/76%)

SECTION 10:
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

Navajo Community Assessment May22, 2012

1. **Facilities** have proven to be the greatest challenge to organizing and reporting information which can be used to make decisions about appropriate locations for service delivery sites, recruitment & enrollment, staffing, transportation, and program design. When this community assessment first began in March 2012, staff were asked to provide a list of Head Start facilities and their locations; however, there was not a single, verifiable list because classrooms and facilities were opening and closing, almost on a daily basis. Children and staff were being, or had been, moved between facilities and what had been a class of children was, in some cases, converted to a home base option when classroom space or qualified teachers were not available but the classroom name was retained. In other instances, classrooms were temporarily closed and were on a list as "closed" but it wasn't clear if this was temporary or permanent. These decisions were made at the Agency level which was authorized in the NHS Policies and Procedures. Classrooms which had been operating before the NHS closure in 2006 and had not been reopened were still being carried on some of the lists. Somehow funded enrollment numbers had been assigned to classrooms that did not have the capacity for that large a group of children.

Capacity and Funded Enrollment, which is currently set classroom by classroom, must be re-evaluated and reallocated based on the results of the 2012 Facilities Assessment and the 2012 Community Assessment. It is recommended that funded enrollment be based on the estimated number of eligible children within that site's redefined recruitment area and the capacity of each classroom at that site. This year's comprehensive community assessment is identifying the distribution of low income preschool age children across the Navajo Nation based on the most recent US Census and Community Surveys and NHS enrollment and wait list figures. This data will inform decisions about where Head Start service delivery sites should be and how many children most likely are living in that area, as well as enrollment and wait list history—all factors work together.

Further Analysis Needed to Re-establish and Redistribute Funded Enrollment Further analysis needs to be done by a team using the Navajo Head Start Community Assessment Analysis Matrix, the population distribution/density maps and the Facilities Repair and Renovation information being prepared jointly by CO.1. and the NHS Estimator/Planner to determine which sites will open in September and determine what would be the appropriate funded enrollment based on capacity and demographics. By establishing a realistic funded enrollment projection for the 2012-2013 school year and redistributing the funded enrollment based on information gathered in this community assessment, the program should get closer to achieving full enrollment during this next year.

Do Not Rush to Re-open Classrooms No classroom should open until the following are in place:

- a. The facility is in good repair and inspected by OEH
- b. There is a qualified teacher or one with an OHS-approved waiver
- c. The teacher assistant or teacher has been trained as a bus monitor
- d. There is a qualified, trained bus driver, a cook and arrangements made for a substitute staff person to be on call
- e. There are enough buses (inspected and in good repair) to ensure that bus routes are within the one hour guideline
- f. The first day of class will be fully enrolled with eligible children
- g. At least 2 staff have CDLs with school bus endorsement if required by state or local law

Naming of Facilities and Service Delivery Locations has been problematic because of the opening, closing (temporary and permanent) and relocation of classrooms over the past 6 years. It is

recommended that Head Start service delivery sites be named or renamed to reflect the community or communities that they serve and the type of program that operates at that site. For example, if a Head Start service delivery site (formerly referred to as a center) serves multiple communities or Chapters or has more than one classroom or program option operating at that location, call it a [name or names of the community(s)] Head Start Center.

2. **Recruitment Areas** for Navajo Head Start: children are currently being recruited without a clear Recruitment Plan. Sometimes recruitment is only conducted in areas within a certain radius of a site because of the driving distance between the child's home and the Head Start site/center. Technical assistance has been provided by CDI to clearly define the eligibility criteria for the Navajo Head Start program and to revise the NHS Recruitment Plan to reflect what the Navajo Nation governing body and the federal Office of Head Start ultimately approve as the strategic approach and the targeted recruitment areas across the Navajo Reservation for the 2012-2013 program year. Because of the vast geographical area of the Navajo Reservation and distribution of the population which is spread out in mostly rural areas rather than in more concentrated urban centers, this assessment is using maps to illustrate population distribution, show center and classroom locations, and ultimately will be illustrating the proposed recruitment areas. Most of the Head Start centers and classrooms currently are located where the Chapter Houses are because Chapters have the infrastructure (electrical power, an approved water supply, a phone line and internet access, a road leading there and buildings) and in many cases, the Chapter provides the building that houses the Head Start program.

Political pressure from Chapters and those who represent them to direct federal and Navajo Nation resources to their particular communities is ongoing. In the meantime, Head Start must provide its services to those communities all across the entire Navajo Nation where children and their families are most in need of Head Start services if the program is to be in compliance with federal requirements.

3. **Eligibility criteria** have been clarified:

- a. Living on Navajo Reservation (Indian and non-Indian)
- b. Meet low-income guidelines
- c. Categorically eligible: receives public assistance, foster care, homeless
- d. Ages birth to 5

Once the community assessment is complete and the results analyzed, which will identify the strengths and needs of the families and communities served, the program will have the information that it needs to establish the selection criteria for those children who will be enrolled to ensure that the program is selecting the neediest children first. Not everyone, including those who work in the Head Start program, is aware of the eligibility requirements not only for Head Start, but also for the other early childhood programs which serve young children and their families. All staff, particularly recruiters and intake workers, must know the eligibility criteria through ongoing training and correction of misinformation when it occurs.

4. The **selection process** will be particularly challenging this year, since the community assessment shows that the estimates for the number of children with disabilities across the Navajo Nation is around 6%, but Head Start is required by law to enroll not less than 10%. The program will have to not only be actively recruiting children with disabilities already identified with IEPs and IFSPs, but also be recruiting children who are considered most at risk, such as children who are homeless or have experienced abuse or neglect or have other risk factors that put them in danger of not succeeding when they enter school. If the program model changes to offer full day/full year at some locations, the selection criteria will also have to address the needs of working parents and/or parents that are in training or attending school.
5. Special provisions from the Head Start Act 645 (a)(1) allow **communities with less than 1,000** residents to be categorically eligible for the Head Start program if that community is a medically underserved area, at least 50% of the residents are low income, and there is no other preschool program in that community. The Navajo Nation defines its "communities" as Chapters; therefore, for purposes of this community assessment, the information on population is organized by Chapters within Agencies. Other federal agencies such as Indian Health Service and the Community Development Block Grant program use a slightly different way to organize its service area and don't necessarily include only the Navajo Reservation, which is the geographical service area for Navajo Head Start. The HHS Head Start grant states that the service area for Navajo Head Start is the Navajo Reservation. Once again, this points to the need for the Head Start program to be more knowledgeable about, and collaborative with, the other early childhood programs across the Navajo Nation, including those who may be almost "off the radar" such as faith-based pre schools and private day care operations.
6. **Program Design A** "one size fits all" as the program design for Navajo Head Start may be a thing more appropriate to the past than to today. Even though the Navajo Reservation continues to be underdeveloped in terms of 21st century infrastructure and high school graduation rates, many Navajos today living and working on the Reservation are well educated, have travelled and experienced visiting and living in other cultures including urban areas of the U.S. and abroad, are highly articulate and continue to live on or have returned to the Reservation because it is their homeland and their family is here.

Outmigration to urban areas in search of work or educational opportunities has resulted in nearly a third of the Navajo population living off the Reservation. There are large numbers of Navajos living and/or working within a few hours' driving distance in cities such as Farmington, Gallup and Albuquerque in New Mexico and in Flagstaff and Phoenix in Arizona.

1. Future outreach efforts by the Navajo Head Start program may be appropriate in order to support language and culture recovery efforts among children being served by Head Start programs in those off-reservation areas, once the "Navajo curriculum" still under development has been fully implemented, including appropriate assessment processes for determining children's progress toward Navajo language acquisition.

2. Navajo Head Start centers may consider offering full day/full year services in communities near urban areas such as Farmington and Gallup when Head Start families are in need of child care so that parents can work or go to school. Another alternative would be to partner with other early care and education programs to do wrap around care for Head Start children and/or blend preschool classes with Head Start and non-Head Start children.
3. Most parents and community members responding to questionnaires and participating in the focus groups stated that they preferred a full day program 5 days a week, rather than the current offering of 4 days for 4 hours per day. The Early Head Start program now is full day/full year, but only serves 62 children.
4. Census data for 2010 shows that there are more infants and toddlers than 3-5 year olds on the Reservation. The social service agencies and other child development programs have stated that there is a real need for child care, particularly for infants and toddlers. In addition, many of the grandparents who are raising grandchildren or caring for their grandchildren while their parents work report that they "are tired" and could use some relief in the form of those children attending a preschool program. Conversion of some slots from preschool to infant/toddler slots may be practical where there are qualified staff (bi-lingual & bicultural) to teach in an infant/toddler classroom and where the building can be renovated to accommodate infants and toddlers and where the bus routes would not be too long or bumpy, if the program should decide to provide transportation services. A lot of "ifs" but the need is there.
7. **Navajo language Recovery** Navajo Head Start is in a language recovery situation, not an English Language Learner situation. The cultural and linguistic profile of young parents has changed in just 2 generations. Today, only 2-3% of Navajo Head Start parents and their children read, write and speak fluent Navajo. Their parents, who are the grandparents of the Head Start children, are bi-lingual and bi-cultural in Navajo and English, due in part to the traumatic Indian School/boarding school experience of that generation. The great grandparents of Head Start children are the elders who carry the traditional oral language and who can teach the traditional ways, if the desire to learn is there. Navajo had not yet been a written language when the elders were children.
8. **Authority to Open and Close Head Start Centers** "Licensing"/inspections by Indian Health Service Sanitarians and Navajo Office of Environmental Health: the process of clearly outlining and stating in writing which agency has authority to inspect, take action, make recommendations and shut down/reopen centers is underway in the wake of numerous openings and closings of centers last year. Several meetings with OEH in the past few months has led to the conclusions by all agencies involved, including Navajo Head Start, that there is not yet a clearly *written* inspection process, including the corrective action process which is going on at the center level under the direction -and apparently the authority -of the classroom teacher.
9. **A Different Paradigm for the Head Start Center Model** Head Start centers currently are of two types -1) centers in remote locations with a core staff of four, and 2) centers in larger or blended communities with a larger center team and more than one classroom and sometimes a home base option and an Early Head Start operation, either home base or center based. These situations call for at least two models.

Distance Classroom Model The first model where the center is located in a small, remote community (meaning not close to another HS center and to the regional/managing office) would consist of a single classroom staffed with a qualified teacher, a bus driver, a cook and a teacher aide/bus monitor. Ideally, there would be volunteers helping out in the classroom, even though volunteers cannot be counted as staff. The small and remote center would be reliant on this core team of 4 to perform all functions on a day to day basis. Added to both models are the volunteers who have not been managed as an assigned function to date. If the "Navajo Curriculum" is to be implemented as a critical part of the language recovery effort, then grandparents/elders who have retained the traditional Navajo language and culture must be included in the model. A practical consideration is the expectation on this Reservation that people be paid for their services. Head Start relies on volunteers as a large portion of their in-kind contributions; however, it may be possible to satisfy both through taking advantage of the Foster Grandparents Program which pays a stipend to elders that volunteer in the classroom (more information about this program is needed).

There are two challenges with this model: there is no one to act as a site supervisor and there are no substitutes for these positions in the current paradigm. In the event that one staff member is absent for the day, the site is short staffed which often results in closure for that day. Also with this model, the teacher functions as the site supervisor and team lead which pulls the teacher away from time spent working directly with children, unless these functions are carried out before or after children have left for the day. The site supervisor duties can include such activities as dealing with people doing repairs or making deliveries, making inspections, mental health professionals doing classroom observations, ordering supplies, meeting with parents and helping organize parent/community events.

Recommendations for the Distance Classroom model:

- a. Teaching team of 2, both teachers qualified and one teacher designated team lead/site supervisor. Both teachers have CDL and can substitute for bus driver. All staff trained as bus monitors. Both teachers have cross training in family and health services.
- b. Bus driver position is bus driver/teacher aide.
- c. Pool of substitutes at Regional Office: Regional office has staff that can be sent out to Distance Classrooms within the region to substitute as a "floater" for a day or two. The best fit for this function may be a family or health services worker who is out in the field anyway as part of their normal duties.
- d. Establish a plan to build staffing capacity within the community by offering training and classes to qualified, interested community members to be substitute Head Start teacher aides, cooks and bus monitors (entry level positions). Chapter officials may be able to assist with this by recruiting interested individuals, providing meeting space for trainings and making announcements at meetings.
- e. Set minimum class size at 13 in accordance with HSPS and consider changing the formula from one bus per classroom to more than one, when circumstances demand it. An example would be an eligible child who lives far away from the classroom but within the Chapter, but their family does not have reliable transportation.
- f. Consider revisions to job descriptions, training plans, wage scales and union contracts accordingly.

10. The **supply chain** is not working correctly. From one end of the program to the other, we have anecdotal reports that materials are not being distributed, notices not being posted and documentation is lacking due to a lack of, or rationing of, supplies such as paper and ink for printers. An onerous procurement and materials management system (a portion of which is still hand written on paper and requires numerous signatures and date stamping by hand) has resulted in Head Start Building Maintenance Workers lacking tools or supplies to make small repairs at centers even though there is money in the budget for these items. Major repairs such as roof replacement can take years. In other cases, there is no memorandum of agreement (or it has expired) spelling out who is responsible and who will pay for repairs and maintenance of buildings. It has been reported that because bills are not being paid, such as propane, a center remains closed or the teacher pays the bill out of his/her own pocket in order to bypass the system and get the center back open.

11. **Improve collaborative relationships** with other early care and education providers within the service area in order to leverage resources and comply with the partnering requirements of the Head Start Act. There are other early care and education programs on and near the Reservation that serve preschool age children, many of whom are eligible for Head Start. Those programs may be located in the same or a nearby community to the Head Start program and may have the same or overlapping eligibility criteria as Head Start -to the point where both programs are recruiting the same children.

There are several areas where collaboration would serve the Navajo early care and education community better: sharing community assessment data among human service agencies on the Reservation; active participation in interagency coordinating councils; sharing training and professional development efforts; and sharing facilities. Many resources are scarce on the Navajo Reservation; therefore, it is in the community's best interests to avoid duplication as much as possible, which can only be accomplished through intentional collaboration rather than competition or working in silos.

12. **Study the Statistics and Reports, Analyze the Information and Monitor the Follow-up Plans.** In collecting data for this community assessment, it was apparent that there could be great improvement around sharing of information, especially reports. One staff person asked if the community assessment report would be shared or would be kept secret. Many programs such as First Things First publish their community assessments on their website. A statistic which surfaced while collecting data was that there were 10 complaints of suspected child abuse or neglect filed against teachers compared to 4 against parents. It is important to ask the right questions, but also to do something with the answers.

As recordkeeping systems improve, so should the reliability of internal data such as the PIR and child outcomes measuring, which will go back into effect this upcoming school year with TS Gold.

Work with HSAC to request health and nutrition statistics for Navajo Head Start children and families; e.g., usage rates, accessibility of services, wait times for treatment, children receiving WIC benefits, etc. and be on the distribution list for the most current surveys done by those agencies such as the 1999 Oral Health Survey done by I.H.S. and the First Things First Needs and Assets Reports.

13. **Form a Community Assessment Team – add to Strategic Plan Effort** This team should be held accountable just as the other Strategic Plan Teams are held accountable for results. They should start by carefully reviewing this community assessment and noting both the framework and the content. This CA was prepared partly to educate staff and administration on how to go about doing a comprehensive community assessment in Head Start using the 5 Steps to Community Assessment approach and partly to gather as much relevant data from a number of sources as time would allow. The team should just pick up where this left off, and systematically continue to update the sections throughout the year so that they will be prepared to submit an update when the next grant application is due. The Analysis Matrix illustrates how the different pieces come together, synthesizing the data and looking at trends.

14. **Rebranding Navajo Head Start** The widely publicized closing of all Navajo Head Start centers in

2006 severely damaged the reputation of the program. As the repair and recovery efforts continue over the next few years, driven by negotiations between the Office of Head Start and the Navajo Nation, hopefully the improvements which are just beginning to address weaknesses in infrastructure, administrative and programmatic operations will continue to move forward and not revert back to "the way we used to do it". Navajo Head Start may have to focus on rebranding itself once it has been issued "a clean bill of health" from the Office of Head Start and its federal monitoring audits.

15. Areas of Greatest Need:

Facilities:

- 1) Enough classrooms to serve 4,000+ children
- 2) Renovating or replacing deteriorated facilities (sites are not owned by Navajo Head Start)
- 3) Avoiding closures except those scheduled on the Navajo Head Start calendar or due to inclement weather

Staffing:

- 1) Qualified teachers to meet the 2013 teacher qualification mandate
- 2) Substitutes – teachers and bus drivers
- 3) Shortening the time to on-board new hires & complete criminal background checks
- 4) Network Administrator for Head Start and I.T. Support at each agency

Transportation services to support full enrollment: *(preliminary recommendations)*

- 1) Determine which buses should be on the Disposition List due to age, condition and usage history (the rougher & dustier the roads, the shorter the life span of the bus)
- 2) Prepare a bus replacement schedule (8 year cycle) and budget

Note: The time frame starting with preparing the specs, bidding out, ordering and ending at delivery of a new bus normally takes no less than 6 months; the Navajo Nation procurement system may extend that time to one year.

Dental Treatments (62%) and Completion of Dental Treatments (42%); Prevention of Early Childhood Cavities. Cavity Free Kids Curriculum

Navajo Language Recovery Program/Navajo Curriculum for center based

Obesity & Diabetes Prevention -10 times more children are obese than underweight

Following Up on Partnering Opportunities with other Human Service Agencies

- 1) First Things First for facilities improvements, professional development and CLASS training
- 2) BIE FACE phase out conversion to Head Start Navajo Language Recovery
- 3) CCDF

Resurrection of the Head Start Fatherhood initiative

Connectivity: Internet access and phone service at all Head Start locations. Include an Information Technology Specialist/Network Administrator at the Central Office level and I.T.

Support position at each agency

Offer multiple program options and preschool-to-EHS slot conversion

- 1) Center base 5 days/week - school year
- 2) Center base full day/full year for working parents near more urban areas
- 3) Convert preschool slots to EHS in selected areas
 - a. In high schools where child development is taught and where teen moms attend (Diné College model)
 - b. Convert 2nd or 3rd classrooms which would go unused to EHS in centers without a large waiting list so that the center serves birth to 5

As the face of early childhood education changes, more providers of quality early care and education emerge on or near the Reservation offering services to young families with children. The four thousand children who were enrolled in Navajo Head Start in 2006 have now entered middle school. There may

not be four thousand 3 and 4 year olds who are Head Start eligible to replace them. There are more early childhood programs actively recruiting and parents, if they are able, want to choose which program they want for their child. What Navajo Head Start has in its favor is the "institutionalization" of Head Start -it has become a part of the community and parents and grandparents expect it to be there. They are angry that Navajo Head Start can't seem to "get it together". It is imperative that families and communities not be disappointed with Navajo Head Start any more. Parents, the communities and the federal government have spoken.

APPENDIX A:
NAVAJO NATION HEAD START FACILITY NARRATIVE

Navajo Nation Head Start Facility Narrative March 5 – 9, 2012

I. General Overview

The Navajo Nation extends into Utah, New Mexico and Arizona, covering over 27,000 square miles. Per the Navajo Nation government web site, the population of the Navajo Reservation surpasses 250,000. Navajo Nation Head Start program consists of five agencies: 1) Chinle; 2) Crownpoint; 3) Fort Defiance; 4) Shiprock; and, 5) Tuba City. Head Start centers are located in each agency, usually near the individual Chapter House building. The purpose of this trip was threefold: 1) identify operational centers; 2) review facility policy and procedures; and, 3) to develop a plan of action to inspect all current operational Head Start centers prior to May 31, 2012.

Through out the week, I collaborated with Daniel Tabaha, Property Manager and Larry Ahasteen, Planner/Estimator. Both were very helpful in trying to obtain all information that I requested. Mr. Tabaha, took me to the Fort Defiance Agency to allow me to see the Building Maintenance Supervisors (BMSs) and the Building Maintenance Workers (BMWs) in their work environments.

Annual environmental health surveys are completed by the Indian Health Service (IHS) environmental health specialists and the Tribal environmental health specialists. IHS environmental health services are provided in the following IHS Service Units: 1) Fort Defiance; 2) Chinle; 3) Gallup; 4) Crownpoint; 5) Shiprock (excluding Utah); and, 6) Kayenta. The Tuba City Regional Health Care Corporation, the Winslow Indian Health Care Center and the Utah Navajo Health System provide environmental health services in their designated areas. Please refer to attachment 1 to view areas of the Navajo reservation covered by IHS and regional 638 corporations. These service areas do not match the Navajo Nation Head Start agency lines, but all who are local do understand who provides the environmental health surveys.

a. Facilities

Obtaining an accurate count of Head Start centers is challenging. Assurance of a current accurate count is not 100 percent as of March 8, 2012. Table 1 identifies 93 operational Head Start centers as identified by the Building Maintenance Supervisors. Table I does not include Home Base or closed Head Start centers. The six closed centers are: Aneth; Mexican Springs; Pueblo Pintado; Chichiltah; Churchrock; and, Dalton Pass. Head Start centers are either owned by individual Chapters (local governments) or by local school districts.

Through my conversations with the Associate Director of the Navajo Area Office of Environmental Health & Engineering, he is unclear on who completes the environmental health surveys for the Aneth and Red Mesa Head Start centers. All environmental health surveys completed by IHS environmental health specialists (EHSs) and Tribal EHSs located in the Tuba City Regional Health Care Corporation and the Winslow Indian Health Care Center are copied to the agency managers, BMSs, Central Agency, Chapter representatives, and IHS Area Office. All individuals who are responsible to ensure the identified deficiencies are corrected are copied on all surveys.

Navajo Nation Head Start Facility Narrative: March 5 – 9, 2012

Table 1: Navajo Nation Operational Head Start Centers by Agency

Chinle Agency	Crownpoint Agency	Fort Defiance Agency	Shiprock Agency	Tuba City Agency
Chinle II	Becenti	Rock Springs	Nagezzi I	Cameron
Chinle Valley	Torreon I	Tohatchi	Carson	Gap I
Del Muerto I	Tohajiilee	Rwin Lakes	Upper Fruitland I	Leupp I
Del Muerto II	Crownpoint I	Tsayatoh	Nenahnezad I	Leupp II
Blue Gap I	Crownpoint II	Lupton	Nenahnezad II	Tolani Lake
Cottonwood	Crownpoint III	Crystal	Hogback	Tonalea I
Nazlini	Smithlake	Fort Defiance	Shiprock I	Tonalea II
Whippoorwill	Mariano Lake	Red Lake	Red Valley	Tuba City I
Forest Lake	Pinedale I	Sawmill	Red Mesa	Tuba City II
Low Mountain I	Pinedale II	St Michaels I	Sweetwater	Tuba City III
Pinon I	Thoreau	Ganado	Sanostee	Tuba City IV
Pinon II	Iyanbito	Kinlichee	Newcomb	Kaibeto I
Dennehotso II	Baahaali	Rural I	Two Grey Hills	LeChee I
Many Farms I	Red Rock I	Klagetoh I	Naschitti	LeChee II
Many Farms II	Red Rock II	Wide Ruins		Navajo Mountain
Many Farms III	Standing Rock I	Cornfields		Inscription House
Lukachukai I		Dilkon I		Shonto I
Lukachukai II		Jeddito I		Shonto II
Round Rock I		Indian Wells		Oljato
Round Rock II		Greasewood		Cowsprings
Dine College (EHS)		White Cone		
		Steamboat I		

Source: Building Maintenance Supervisors (Fax on March 8, 2012)

b. Operation and Maintenance

The Policy Council approved all facility policy and procedures. The policies and procedures are inclusive of flow charts, work orders, safety, first aid kits, facility closures, environmental health, etc. Some of these should be slightly modified, but overall very good. Table 2 identifies all facility policy and procedures reviewed.

The Navajo Nation Head Start program provides operation and maintenance of each Head Start center/classroom by employing Building Maintenance Supervisors (BMSs) and Building Maintenance Workers (BMWs). Existence of current MOUs or MOAs between the local Chapters and the Navajo Nation Head Start program is unknown. Therefore, I could not ascertain who is the responsible party to repair a faulty roof or heating, ventilation and air conditioning unit at a Head Start center – the owner of the building or the Navajo Nation Head Start program?

Navajo Nation Head Start Facility Narrative: March 5 – 9, 2012

Table 2: Navajo Nation Head Start Facility Policy and Procedures

Property and Materials	Declaration of Imminent Health Hazards
Work Orders Tracking Form	Work Order Request
HVAC Troubling Shooting	IDP for BMSs and BMWs
2011 – 2012 Service Plan	Maintenance and Repair Log
PRISM Core Question #17	First Aid Kit and Usage
Monthly First Aid Checklist	Navajo Head Start Center Listing
Maintenance Procedure Flowchart	Facility Safety Inspection Checklist
Daily Outside Playground Equipment	Quarterly Playground Inspection
EHS Fire Evacuation Plan	Compliance Schedule Tracking Log
Maintenance Preventive	Fire Drill and Evacuation

II. Immediate Recommendations for Navajo Nation Head Start Program

- Obtain and review all MOUs or MOAs with the local Chapters to ascertain who is responsible for maintenance and repair (major and minor) of the Head Start centers.
- Ensure Table 1 (Operational Head Start Centers) is accurate in each Agency. All Head Start centers should be logged on the Head Start Center Listing.
- Identify a person from Central Office who will oversee the completion of the operation and maintenance, and repairs of all Head Start centers.
- The BMSs should review the most recent environmental health surveys conducted on each Head Start center. Work Orders should be developed for each identified deficiency and a compliance schedule should be logged on the Compliance Schedule Tracking Log. The person overseeing the corrective action plans at Central Office should obtain copies of all the Compliance Schedule Tracking Logs to ensure completion of each identified task.
- The BMSs should review all daily/quarterly playground inspections forms and Facility Safety Inspection Checklist to ensure identified concerns are tracked and corrected as needed.

III. Plan of Action – Robert Bialas

- Provide recommended modifications for some of the facility policy and procedures to the Navajo Nation Head Start program by April 9, 2012, for review and consideration.
- Will review and summarize all environmental health reports that can be obtained by IHS and the Navajo Nation Head Start program prior to April 23, 2012.
- Provide an indoor and outdoor facility survey checklist for review by April 6, 2012. This will be an abbreviated checklist from the surveys completed by IHS and Tribal environmental health specialists.
- In collaboration with the Navajo Nation Head Start program, CDI, and the Office of Head Start, will identify a four additional individuals to complete facility surveys on the 93 operational Head Start centers and 6 closed centers from April

Navajo Nation Head Start Facility Narrative: March 5 – 9, 2012

23 through May 4, 2012. To provide a proper overview for the reviewers, I will have a webinar during the week of April 16, 2012.

- Surveyors must be at the Central Office in Window Rock on Monday, April 23, 2012, at 8:00 am.
- Identified BMSs/BMWs from each Agency (who will be assigned to the facility surveyors) must be at Central Office on Monday, April 23, 2012, at 9:00 am. I will provide a detailed review of our assigned tasks, an indoor and outdoor facility overview, and review of the checklist from 9:00 am to 12:00 pm.
- At 1:00 pm, the surveyors and the BMSs/BMWs will complete a survey of a Head Start center located in the Fort Defiance Agency. This survey will be completed to ensure standardization of each Head Start center survey.
- From April 24 – May 3, 2012, the surveyors will be stationed near their assigned Agency to ensure efficiency and completion of all surveys. If an individual finishes the surveys prior to May 3, 2012, they will be assigned to assist in another Agency.
- Daily, each survey completed will be faxed to Robert Bialas at 866.396.8843.
- Any identified immediate health or safety concerns will be presented to Dr. Jones or his designee immediately for correction.
- A report will be continuously generated throughout the two weeks, and presented with the surveyors on May 4, 2012, to Dr. Jones and other individuals at the Central Office in Window Rock.
- After the report is finalized, I will assist the Navajo Nation in the development of the Compliance Schedule Tracking Log and follow-up.

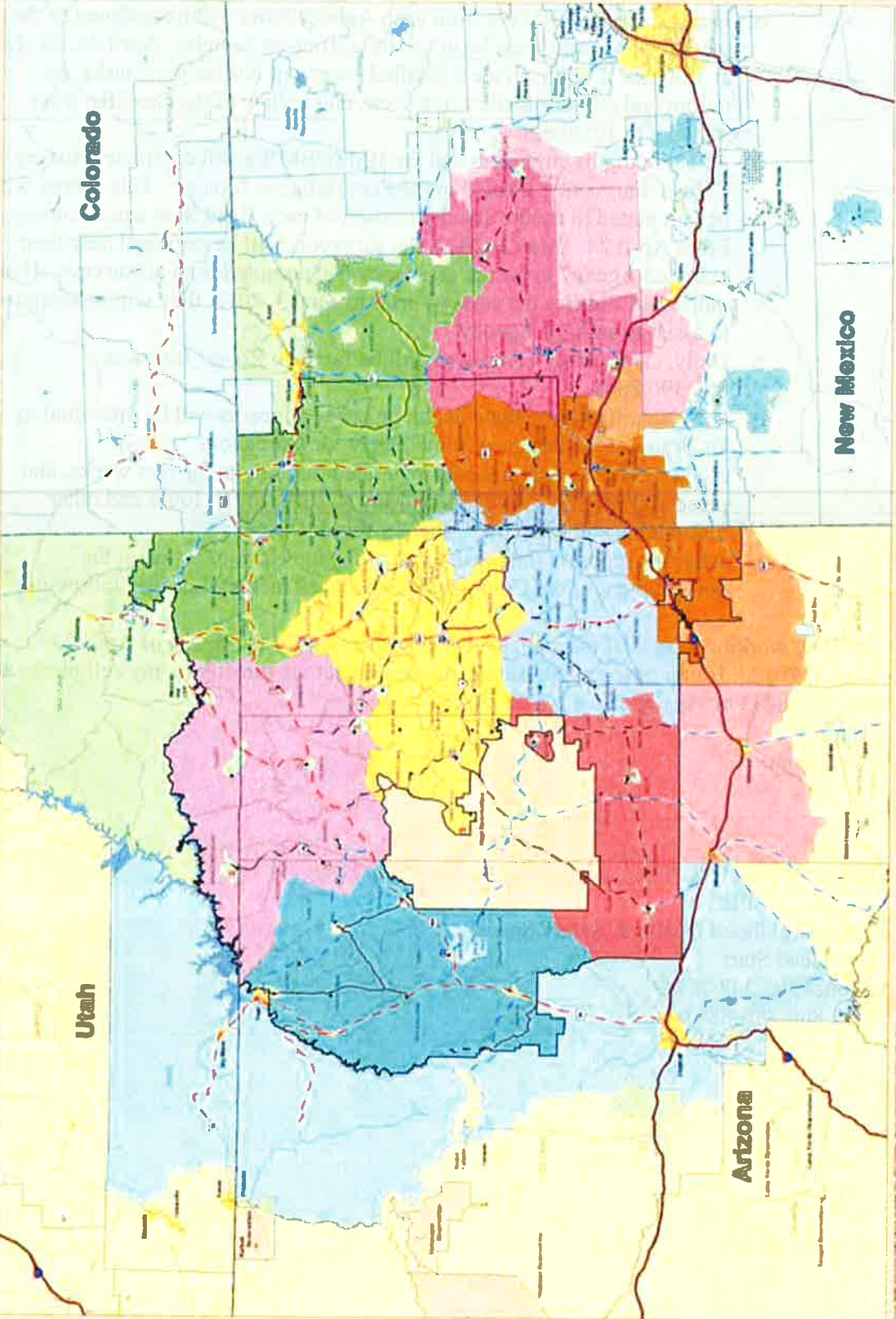
I will be working with CDI to finalize our Plan of Action for the weeks of April 23 – May 4, 2012. If you have any questions, please contact me directly on my cell phone at 941.416.8433 or via my office at 505.248.7694.

Thank you,

/s/

Robert Bialas, R.S.
Captain, USPHS
Early Childhood Health & Safety Specialist
IHS Head Start
Phone: 505.248.7694
Fax: 866-396-8843

NAVAJO AREA INDIAN HEALTH SERVICE



LEGEND

- Navajo Nation Boundary
- Navajo Nation Satellite Res.
- Chapter House Location
- Facility Type**
 - Health Center
 - Planning Health Center
 - School Health Center
 - Health Station
- Service Units:**
 - On Navajo Nation**
 - Crownpoint
 - Foot Ditch
 - Gallup
 - Kayenta
 - Tuba City, AZ, 03-008 T1b-9
 - Tuba City, AZ, 03-008 T1b-9
 - Tuba City, AZ, 03-008 T1b-9
 - Tuba City, AZ, 03-008 T1b-9
 - Off Navajo Nation**
 - Crownpoint
 - Gallup
 - Kayenta
 - Shipstead
 - Tuba City
 - Navajo
- Other Features**
 - Alamo Lake Area
 - Phoenix Area
 - Tuba City
 - Indian Res. Under Prop. Area
 - Indian Res. Under AGO Area
 - Libre
 - Current Designated Phase



APPENDIX B:

NAVAJO NATION HEAD START CENTER DEMOGRAPHIC INFORMATION

Navajo Nation Head Start
Center Demographic Information
Shiprock Agency

Center	# Classrooms in Use	# Classrooms not Use	Enrolled Children	Number of Staff	Funded Enrollemnt	Square Footage	Site Manager Name	Physical Address	City (Chapter)	Building Owner	Phone	Sessions
Nageezi	1	0	10	4	17	2276	Saraphina Yazzi	11541 HWY 550	Nageezi	Nageezi	505.960.6739	Single
Carson	1	0	14	2	16	2098	Linda Tsosie	CR 7150	Bloomfield, NM	Carson	505.960.9091	Single
Upper Fruitland I	1	0	17	4	20	702	Lucille Yellowman	N36 HWY Mile Marker 28	Fruitland, NM	Fruitland	505.960.0001	Single
Upper Fruitland II	0	1	0	0	0	702		N36 HWY Mile Marker 28	Fruitland, NM	Fruitland	505.960.0001	
Nenahnezad I	1	0	15	3	20	761	Charlene Daukei	CR 6675 Navajo Route N365	Fruitland, NM	Fruitland	505.960.4068	Single
Nenahnezad II	1	0	20	3	20	930	Charlene Daukei	CR 6675 Navajo Route N365	Fruitland, NM	Fruitland	505.960.4068	Single
Hogback	1	0	15	3	15	864	Laverne Lassiter	Unknown	Hogback, NM	Hogback	505.368.1455	Single
Shiprock I	1	0	20	3	20	812	Marlanda Joe	US 64	Shiprock, NM	Shiprock	505.368.1202	Single
Shiprock II	0	1	12	15	15	812		US 64	Shiprock, NM	Shiprock		Single
Naschitti	1	0	17	4	20	775	Darlene Thomas	Mile Post 41.5 HWY 491	Naschitte, NM	Naschitti	505.732.5405	Single
Newcomb	1	0	14	4	20	1650	Vera Brown	HWY 491	Newcomb, NM	Newcomb	505.696.3355	Single
Two Grey Hills I	1	0	12	4	12	582	Charlotte Charleston	10 MI W of HWY 491	Two Grey Hills, NM	CCDF	505.789.3102	Single All Day
Two Grey Hills II	1	not being used by HS	12	4	0	650	Charlotte Charleston	10 MI W of HWY 491	Two Grey Hills, NM	CCDF	505.789.3256	Single All Day
Two Grey Hills III	1	not being used by HS	12	4	0	616	Charlotte Charleston	10 MI W of HWY 491	Two Grey Hills, NM	CCDF	505.789.3256	Single All Day
Two Grey Hills IV	0	not being used by HS	0	0	0	603		10 MI W of HWY 491	Two Grey Hills, NM	CCDF	505.789.3256	Single All Day
Sanostee	1	0	16	3	20	880	Jennifer Curley	S HWY491 9 miles WNR34	Sanostee, NM	Sanostee	505.723.2700	Single
Sweetwater	1	0	18	4	20	1020	Pearl Ben	14m S of HWY196 N35	Sweetwater, AZ	Sweetwater	Unit 840 Radio	Single
Red Mesa	1	0	20	4	20	924	Cecelia Topaha	N HWY 35	Montezuma Creek, Utah	Red Mesa	928.656.3660	Single
Aneth	1	0	17	3	20	832	Diane Tso	HWY 162	Aneth, Utah	Aneth	435.651.3477	Single
Red Valley	1	0	16	4	16	644	Genevieve Sherman	20 SW on HWY113	Red Valley, AZ	Senior Center	505.653.5998	Single
Total	17	2	277		291							

Navajo Head Start
Center Demographic Information
Fort Defiance Agency

Center	# Classrooms in Use	# Classrooms not Use	Enrolled Children	Number of Staff	Funded Enrollment	Square Footage	Site Manager Name	Physical Address	City (Chapter)	Building Owner	Phone	Sessions
St.Michaels	1	0	20	4	20	2400	Marianda Muskett	138B Chapter House Road	St.Michaels	St. Michaels	928.871.7851	Single
Tohatchi BLDG 1	1	0	20	4	20	1134	Laberta Eistity	1/2 MI from tohatchi Chev Station	Tohatchi, NM	Tohatchi	505.733.2810	Single
Tohatchi		1	0	0	0	594						
Tohatchi		1	0	0	0	800						
Twin Lakes	1	0	15	4	15	625	Margaret Damon	70 yds E of Chapter HSE on 492	Twin Lakes, NM	Twin Lakes	505.735.2392	Single
Twin Lakes		1	0	0	0	620						
Rock Springs	1	0	15	4	15	1949	Betty Yazzie	2.5 MI S Rock Springs RD	Rock Springs, NM	Rock Springs	505.371.5101	Single
Tsa-ya-Toh	1	0	18	4	18	1343	Ruth Spenser	4253 CNTY Rd IRA 82G	Mentmore, NM	Tsa-ya-toh	505.905.8200	Single
Lupton	1	0	20	4	20	1665	Veronica Tsosie	West of Lupton Comm Ctr	Lupton, AZ	Lupton	928.686.4354	Single
Rural	1	0	17	3	20	772	Bertha Begay	Red Sand View Dr	Sanders, AZ	Office of Relocation	928.688.2273	Single
Rural EHS (closed)	0	1	21	1	784	Mary Ann Begay	Red Sand View Dr	Sanders, AZ	Office of Relocation	Office of Relocation	928.688.2273	Single
Klagetoh	1	0	15	4	15	1202	Pauline Hatathle	Unit 42 HC58	Ganado, AZ	Klagetoh	928.652.2703	Single
Crystal Lake	1	0	22	4	20	995	Alice Peterson	Next to Chapter Hse	Crystal Lake, NM	Crystal Lake	505.777.2667	Single
Sawmill	1	0	20	4	20	778	Rachelle Brown	50yds S of Chapter Hse	Sawmill, AZ	Sawmill	928.729.4378	Single
Sawmill		1			0	815						
Red Lake	1	0	20	4	20	840	Felix Begay	Old Red Lake RD	Red Lake, NM	Red Lake	505.777.2668	Single
Dilkon	1	0	20	4	20	713	Margery Shirley	1/8 MI N Chapter Hse	Dilkon, AZ	Dilkon	928.657.8087	Single
Dilkon		0			0	765						
Teesto (closed)	0	1	20	0	720			1/4 MI E of Chapter Hse	Teesto, AZ	Teesto		
Teesto		1			720							
Whitecone	1	0	20	4	20	909	Ruth Charter	1/4E of Chapter Hse	Whitecone, AZ	Whitecone	928.654.3903	Single
Jeddito (field trip)	1	0	17	20	20		Saina Yessilth	Jeddito School	Jeddito, AZ	Cedar Unified School District	928.738.5211	Single
Jeddito		0			0					Cedar Unified School District		
Steamboat	1	1	17	4	20	700	Rosalie Tsosie	100 FT N Chapter Hse	Steamboat, AZ	Steamboat	928.736.2600	Single
Lower Greasewood	1	0	17	5	20	642	Dorothy Hill	500ft SE of Chapter Hse	Greasewood, AZ	Lower Greasewood	928.654.3351	Single
Cornfields (field	1	0	20	20	20	739	Elta Shepherd	100FT N of Chapter Hse	Cornfields, AZ	Cornfields		Single
Ganado	1	0	20	4	20	853	Ruth Wauneka	Ganado High School	Ganado, AZ	Ganado Unified School District	480.287.0966 (Cell)	Single
KinDahlichii	1	0	20	4	20	927	Ancita Tsosie	100FT W of Chapter Hse	KinDahlichii, AZ	KinDahlichii	928.755.5929	Single
Fort Defiance EHS (Infant)	1	0	3	2	3	576	Sally Benally	SW Route 112	Fort Defiance, AZ	Fort Defiance Child Care	928.729.4387	Single
Fort Defiance EHS (Toddler)	1	0	7	2	7	460	Sally Benally	SW Route 112	Fort Defiance, AZ	Fort Defiance Child Care	928.729.4387	Single
Fort Defiance Immersion	1	0	20	4	20	957	Felicia Chee	Near Hospital	Fort Defiance, AZ	Window Rock Unified School District		Single
Manuelito (closed)	0	1	18	0	689			100 yd NE Chapter	Manuelito, AZ	Manuelito Chapter		single
Houck EHS	0	2	12	0	448-432			100 yd NE Chapter	Houck, AZ	Houck Chapter		single
Wide Ruins EHS (closed)	0		20	0	702			Within the Chapter bldg	Wide Ruins, AZ	Wide Ruins chapter		single

Total

22

13

474

393

Navajo Nation Head Start
Center Demographic Information
Crownpoint Agency

Center	# Classrooms in Use	# Classrooms not Use	Enrolled Children	Number of Staff	Funded Enrollment	Square Footage	Site Manager Name	Physical Address	City (Chapter)	Building Owner	Phone	Sessions
Chichilatah	1	0	17	5	18	840	Elsie Dooley	400FT NW of Chichilatah BIA	Gallup, NM	Chichilatah	505.778.5441	Single
Baahaali	1	0	12	3	20	1190	Helen Johnson-Chee	5.5 MI E of Breadsprings	Gallup, NM	Baahaali	505.778.5788	Single
Red Rock I	1	0	20	4	20	720	Tricia Antonio	RR# R005-011 Refug Rock RD	Gallup, NM	Red Rock	Personal Cell	Single
Red Rock II	1	0	17	3	18	720	Tricia Antonio	RR# R005-011 Refug Rock RD	Gallup, NM	Red Rock	Personal Cell	Single
Iyanbito	1	0	18	4	18	1020	Julie Emerson	22 Red Sage	Iyanbito, NM	Iyanbito	505.905.1350	Single
Mariano Lake	1	0	11	3	20	894	Etta M Antone	224B Mariano LK Loop	Smith Lake, NM	Mariano Lake	505.786.4090	Single
Smith Lake	1	0	17	4	20	900	Marie Perry-Henio	1/4 MI W of SL Elem	Smith Lake, NM	Smith Lake	505.786.2147	Single
Pinedale I	1	0	18	3	20	792	Ruby Tsosie	5178 Pinedale Rd	Churchrock, NM	Churchrock	Personal Cell	Single
Pinedale II	1	0	16	4	18	792	Ruby Tsosie	5178 Pinedale Rd	Churchrock, NM	Churchrock	Personal Cell	Single
Church Rock	1	0	20	4	20	768	Lorinda Henio	59 Telearstar RD	Churchrock, NM	Churchrock	505.905.5420	Single
Church Rock	0	1			0	768		59 Telearstar RD	Churchrock, NM	Churchrock	505.905.5420	Single
To'hajiilee	1	1	16	4	20	676	Lucy Beaver	2 mi S of BIA Sch	To'hajiilee, NM	To'hajiilee	505.831.4739	single
To'hajiilee	0	1			0	728		2 mi S of BIA Sch	To'hajiilee, NM	To'hajiilee	505.831.4739	single
Crownpoint I	1	0	20	3	20	1240	Sherry Nelson	1 Old Trading Post RD	Crownpoint, NM	Crownpoint	505.786.2029	Single
Crownpoint II	1	0	20	3	20	1240	Sherry Nelson	1 Old Trading Post RD	Crownpoint, NM	Crownpoint	505.786.2029	Single
Crownpoint III	1	0	17	4	20	900	Laura Perry	E of CP Trading Post DR	Crownpoint, NM	BIA School	505.786.2406	Single
Thoreau	1	0	18	4	20	1184	Rhoda Peralto	Near Thoreau Chapter Hse	Thoreau, NM	Thoreau	505.905.0139	Single
Torreon I	1	0	17	4	18	960	Fannie Sandoval	Torreon	Torreon, NM	Torreon	505.731.1501	Single
Torreon II	0	1	0	0	18	960		Torreon	Torreon, NM	Torreon		
Pueblo Pintada	1	0	16	4	18	960	Carado Yazzie	Behind Chapter Hse	Cuba, NM	Pueblo Pintada	505.655.5414	Single
Becenti	1	0	20	4	20	910	Rose Chee	Becenti Chapter Hse	Crownpoint, NM	Becenti	505.786.2277	Single
Center	# Classrooms in Use	# Classrooms not Use	Enrolled Children	Number of Staff	Funded Enrollment	Square Footage	Site Manager Name	Physical Address	City (Chapter)	Building Owner	Phone	Sessions

Navajo Nation Lead Start
Center Demographic Information
Chinle Agency

Center	# Classrooms in Use	# Classrooms not Use	Enrolled Children	Number of Staff	Funded Enrollment	Square Footage	Site Manager Name	Physical Address	City (Chapter)	Building Owner	Phone	Sessions
Blue Gap	1	0	20	4	20	3456	Mary C Begay	Blue Gap	Blue Gap, AZ	Blue Gap	928-221-4474	Single (full day)
Blue Gap 11	1*	0	0	0	0	3456	closed—used as CW	Blue Gap	Blue Gap, AZ	Blue Gap	928-221-4474	
Chichimbeto I (center closed)	0	1	0	0	0	3456	closed—used as CW	Blue Gap	Blue Gap, AZ			closed
Chichimbeto II (closed)	0	1	0	0	0	2447	closed	Chichimbeto	Chimibito AZ			closed
Chimle II	1	0	17	0	20	1385	Optelia Guy	Chimle	Chimle, AZ	closed	0	closed
Chimle Valley	1	0	20	4	0	1400	Caroline Wagner	UN	Chimle, AZ	BIA	928-674-2157	Single (full day)
Cottonwood (No Center)	0	0	0	0	0	B/G						
Del Muerto I	1	0	17	4	20	3141	Sherry John	UN	Del Muerto, AZ	Del Muerto	928-674-2137	Single (full day)
Del Muerto II	1	0	20	4	20	3141	Pearl Henry	UN	Del Muerto, AZ	Del Muerto	928-674-2137	Single (full day)
Dennehotso I (closed)	0	1	0	0	0	3384	closed					
Dennehotso II	1	0	20	4	20	2961	Irene Begay		Dennehotso, AZ	Dennehotso	928-658-3212	Single (full day)
Dine College EHS	1	0	8	3	8	2961	Grace Elisity			Dine College		
Forest Lake	1	0	17	4	20	2154	Charlene Begay		Forest Lake, AZ	Forest Lake	928-677-3355	Single (full day)
Hard Rock I (closed)	0	1	0	0	0		closed					
Low Mountain I	1	0	20	4	20	3456	Bertha Tsosie	UN	Low Mountain, AZ	Low Mountain	928-725-3704	Double
Lukachukai I	1	0	20	4	20	3456	Eline Hickman		Lukachukai, AZ	Lukachukai	928-787-2505	Single (full day)
Lukachukai II	1	0	18	4	20	4595	Phyllis Bochinlonny		Lukachukai, AZ	Lukachukai	928-787-2505	Single (full day)
Lukachukai III	0	1	0	0	0	1977	closed		Lukachukai, AZ	Lukachukai		
Many Farms I	1	0	19	4	20	1977	Mernitz Maphun		Many Farms, AZ	Many Farms	928-781-6381	Single (full day)
Many Farms II	1	0	20	4	20	4357	Trudy Begay		Many Farms, AZ	Many Farms	928-781-6381	Single (full day)
Many Farms III	1	0	17	4	20	1390	Shirley Comb		Many Farms, AZ	Many Farms	928-781-6381	Single (full day)
Nazlani	1	0	17	4	20	2038	Marose Dodge		Many Farms, AZ	Many Farms	928-755-5906	Single (full day)
Pinon I	1	0	20	4	20	2038	Rina Cody		Nazlani, AZ	Nazlani	928-725-3366	Single (full day)
Pinon II	1	0	19	4	20	795	Anita Yazzie		Pinon, AZ	Pinon	928-725-3366	Single (full day)
Rock Point (closed)	0	2	0	0	0	3456	closed		Rock Point, AZ	CCDF	928-659-4352	Home Base Use
Rough Rock (closed)	0	4	0	0	20	3456	closed		Rough Rock, AZ	CCDF		
Round Rock I	1	0	20	4	20	760	Betty Patero		Round Rock, AZ	Round Rock	928-787-2367	Single (full day)
Round Rock II	1	0	18	4	20	760	Evonne Thompson		Round Rock, AZ	Round Rock	928-787-2367	Single (full day)
Tsaille I (closed)	0	1	0	0	0	2038	closed		Tsaille, AZ	Tsaille		
Tsaille II (closed)	0	1	0	0	0	700	closed		Tsaille, AZ	Tsaille		
Whippoorwill	1	0	17	5	20	2038	Genieve Bitsui		Whippoorwill, AZ	Whippoorwill	928-725-3506	Single (full day)

388

364

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Navajo Nation Head Start
Center Demographic Information
Tuba City Agency

Center	# Classrooms in Use	# Classrooms not Use	Enrolled Children	Number of Staff	Funded Enrollment	Square Footage	Site Manager Name	Physical Address	City (Chapter)	Building Owner	Phone	Sessions
Tolani Lake	1	0	12	4	15	1032	Celina Thompson	HC61 PMB 3001 Bldg T-008-004	Winslow, AZ	Tolani Lake Chapter	928.686.3218	Single
Leupp I	1	0	14	3	17	672	Mary Lou Nelson	CPO Box 5288	Leupp, AZ	Leupp Child Care	928.686.3298	Single
Leupp II	1	0	14	2	17	672	Grace Thompson	CPO Box 5288	Leupp, AZ	Leupp Child Care	928.686.3298	Single
Cameron	1	0	20	4	20	1344	Beatrice Pete	466 Hwy 89 Bldg 06B-C001-003	Cameron, AZ	Cameron Chapter	928.679.2004	Single
Tuba City I	1	0	20	5	20	1170	Mary Begay	H Water St Bldg T015 021	Tuba City, AZ	Tuba City Chapter House	928.283.3240	Single
Tuba City II	1	0	16	3	15	720	Victoria Nez	67 Spruce St	Tuba City, AZ	Tuba City Unified Schools	928.283.3223	Single
Tuba City III	1	0	16	3	15	720	Harriett Maize	67 Spruce St	Tuba City, AZ	Tuba City Unified Schools	928.283.3223	Single
Tuba City IV	1	0	16	3	15	720	Loretta Smith	67 Spruce St	Tuba City, AZ	Tuba City Unified Schools	928.283.3223	Single
Bodaway Gap	1	2	17	4	17	1848	Rosita Zahne	N HWY 89	Gap, AZ	Bodaway Gap Chapter	928.282.3328	Single
LeChee I	1	0	17	3	17	800	Ella Joe	Coppermine RD/HWY 98	LeChee, AZ	LeChee Chapter	928.698.3100	Single
LeChee II	1	0	17	3	17	800	Cindy Begay	Coppermine RD/HWY 98	LeChee, AZ	LeChee Chapter	928.698.3100	Single
Kaibeto	1	0	20	3	17	702	Sylvia Tohamnie	HWY 160 @BIA RTE 2	Tonalea, AZ	Tonalea Chapter	928.283.3245	Single
Tonalea I	1	0	15	3	15	702	Sylvia Tohamnie	HWY 160 @BIA RTE 2	Tonalea, AZ	Tonalea Chapter	928.283.3245	Single
Tonalea II	1	0	15	3	15	702	Lily Chee	HWY 160 @BIA RTE 2	Tonalea, AZ	Tonalea Chapter	928.283.3245	Single
Cow Springs	1	0	17	4	17	970	Aurelia Calamity	1 MI off HWY 160	Cow Springs, AZ	Tonalea Chapter	928.283.8802	Single
Shonto I	1	0	17	5	17	720	Gloriana Teller	RTE 6320, HWY 160	Shonto, AZ	Shonto Chapter	928.672.2454	Single
Shonto II	1	0	18	3	17	720	Evelyn Peaches	RTE 6320, HWY 160	Shonto, AZ	Shonto Chapter	928.672.2454	Single
Inscription House	1	0	17	4	17	621	Jean Calamity	HWY 98, RTE 16	Inscription House, AZ	Inscription House Chapter	928.672.2822	Single
Inscription House	0	1	0		17	621		HWY 98, RTE 16	Inscription House, AZ	Inscription House Chapter	928.672.2822	closed classroom
Navajo Mountain	1	0	15	3	15	992	Marlene Greymountain	N Rte 21, Bldg N700-001	Navajo Mountain, AZ	Naatisis Aan Unified School	928.672.2335	Single
Ojlatto	1	0	20	4	20	870	Marlene Greymountain	Ojlatto Road, Bldg O003-008	Ojlatto, UT	Ojlatto Chapter	435.727.3215	Single
Total	20	3	333		352							

APPENDIX C:
NAVAJO NATION HEAD START ENROLLMENT & OPERATION REPORT

Navajo Head Start Enrollment & Operation Report

Grant Application Funded Enrollment 2010/2011	
HS	2552
EHS	60
Total	2612
Opportunity Slots Available	
HS	-469
EHS	-2
Total	-471

Navajo Head Start Agency	2010 - 2011 Operation		Home Base	
	FE	AE	FE	AE
33 Chinle	556	518	20	370
19 Crownpoint	323	311	18	304
26 Fort Defiance	423	428	21	370
19 Shiprock	324	193	15	145
32 Tuba City	468	456	20	331
10 Early Head Start	62	37	8	37
137 TOTALS w/EHS	2145	1943	100	1557
127 TOTALS w/Out EHS	2083	1906	92	1520
			37 TOTALS w/EHS	492
			35 TOTALS w/out EHS	386

Chinle	Crownpoint		Fort Defiance		Shiprock		Tuba City	
	FE	AE	FE	AE	FE	AE	FE	AE
NHS Centers								
1 EHS Dine College Infant	4	3	1	3	1	4	1	20
2 EHS Dine College Toddler	4	4	2	7	2	4	2	17
1 Blue Gap I	20	18	3	6	1	20	3	17
2 Chinle II	20	17	4	6	2	16	4	17
3 Chinle Valley	20	19	1	20	3	15	5	20
4 Cottonwood	20	15	6	20	4	17	7	18
5 Del Muerto I	20	17	7	20	2	20	8	14
6 Del Muerto II	20	20	8	20	5	20	9	15
7 Dennehotso II	20	20	9	20	6	20	10	15
8 Forest Lake	20	17	10	20	7	20	11	15
9 Low Mountain I	20	18	11	20	8	20	12	15
10 Lukachukai I	20	20	12	20	9	20	13	15
11 Lukachukai II	20	18	13	20	10	20	14	15
12 Many Farms I	20	19	14	20	11	20	15	15
13 Many Farms II	20	19	15	20	12	20	16	15
14 Many Farms III	20	20	16	20	13	20	17	15
15 Nazlini	20	17	17	20	14	20	18	15
16 Pinon I	20	18	18	20	15	20	19	15
17 Pinon II	20	18	19	20	16	20	20	15
18 Round Rock I	20	20	20	20	17	20	21	15
19 Round Rock II	20	18	21	20	18	20	22	15
20 Whipoorwill	20	18	22	20	19	20	23	15
↓ Rock Point I	0	0	1	12	1	17	2	17
↓ Rock Point II	0	0	2	12	2	17	3	15
↓ Tsatile/Wheatfields	0	0						
NHS Home Base								
1 Chinle HB I	12	12	1	12	1	12	1	12
2 Chinle HB II	12	11	2	12	2	12	2	12
3 Chinle HB IV	12	11	3	12	3	12	3	12
4 Chinle Valley HB	12	12	4	12	4	12	4	12
5 Hard Rock HB	12	9	5	12	5	12	5	12
6 Many Farms HB	12	11	6	12	6	12	6	12
7 Nazlini HB	12	12	7	12	7	12	7	12
8 Pinon HB I	12	12	8	12	8	12	8	12
9 Rock Point (HB) II	12	12	9	12	9	12	9	12
10 Rock Point (HB) I	12	12	10	12	10	12	10	12
11 Tsatile HB I	12	11	11	12	11	12	11	12
12 Wheatfield HB I	12	12	12	12	12	12	12	12
13 Whipoorwill HB	12	11	13	12	13	12	13	12

NHS Centers	Fort Defiance		Shiprock		Tuba City	
	FE	AE	FE	AE	FE	AE
NHS Centers						
1 EHS Ft Defiance Infant	3	3	1	4	1	20
2 EHS Ft Defiance Toddler	7	7	2	4	2	17
3 EHS Houck Infant (Rural)	6	12	1	16	3	17
4 EHS Houck Toddler (Rural)	6	6	2	14	4	17
1 Cornfields	20	20	3	15	5	20
2 Crystal	20	22	4	17	6	18
3 Dilcon I	20	20	5	20	7	17
4 Fort Defiance I	20	20	6	20	8	14
5 Ganado I	20	20	7	20	9	13
6 Greasewood Springs	20	17	8	20	10	15
Jeddito II	20	17	9	20	11	15
7 Jeddito I	20	17	10	20	12	17
8 kin dai'ichi	20	20	11	20	13	17
9 Klageetoh I	20	15	12	20	14	12
10 Lupton	20	20	13	20	15	12
11 Red Lake	20	20	14	20	16	15
12 Rock Springs I	15	15	15	20	17	15
13 Rural I	20	17	16	20	18	15
14 Sawmill	20	20	17	20	19	16
15 St Michaels II	20	20	18	20	20	16
16 Steamboat II	20	17	19	20	21	15
17 Tohatchi II	20	20	20	20	22	17
18 Tsayatoh	18	18	21	20	23	17
19 Twin Lakes I	15	15	22	20	24	15
21 White Cone	20	20	23	20	25	12
Indian Wells	20	20	24	20	26	12
Fort Defiance II	20	20	25	20	27	12
NHS Home Base						
1 EHS Oak Springs HB	12	12	1	12	1	12
2 EHS Ft Defiance HB	12	12	2	12	2	11
1 Ft. Defiance HB I	12	12	3	12	3	9
2 Ft. Defiance HB II	12	11	4	12	4	9
3 Manuelito HB	12	11	5	12	5	12
4 St Michaels HB II	12	12	6	12	6	9
5 Teesto HB	12	12	7	12	7	12
St Michaels HB I	12	12	8	12	8	12
Oak Springs HB	12	12	9	12	9	12
Mexican Springs HB	12	12	10	12	10	12
Wide Ruins HB	12	12	11	12	11	12
Twin Lake HB	12	12	12	12	12	12

7-13-12 updated and verified tuba sites.
 6-25-12 entered TC for 5 sites and still not reporting by home base and staff tried to located home visitor.
 Input Tuba City and Chinle 6-18-12
 Input Fort Defiance and Shiprock 6-15-2012
 Input Crownpoint 6-8-12; still havent get others
 Shannon Wilson, PIC

APPENDIX D:
**NAVAJO NATION HEAD START EARLY CHILDHOOD
PRIMARY LANGUAGE QUESTIONNAIRE & SURVEY RESULTS**

2011/2012
Navajo Head Start
Early Childhood Primary Language Questionnaire & Survey Results
Center Base Programs

Head Start Agencies: Chinle, Fort Defiance, Shiprock, and Tuba City

Questions answered by parents:

	<u>N = Navajo</u>	<u>E = English</u>	<u>B = Both</u>
1. What language is spoken in your home? Number of responses: 1,156	N: 1%	E: 51%	B: 48%
2. What language does your child speak at home? Number of responses: 1,139	N: 0%	E: 90%	B: 10%
3. When your child is playing with his/her siblings or friends at home, what language is spoken by your child? Number of responses: 1,137	N: 1%	E: 96%	B: 3%
4. What language does the child speak most often? Number of responses: 1,150	N: 2%	E: 86%	B: 12%
5. What language does the child speak best? Number of responses: 1,146	N: 2%	E: 96%	B: 2%
6. As a Parent/Guardian, if you had a choice, what language would you prefer your child to speak? Number of responses: 1,190	N: 2%	E: 21%	B: 77%

Questions answered by the teacher:

	<u>N = Navajo</u>	<u>E = English</u>	<u>B = Both</u>
7. What language does the child speak on the playground? Number of responses: 1,147	N: 1%	E: 91%	B: 8%
8. What language does the child speak in the classroom? Number of responses: 1,147	N: 2%	E: 90%	B: 8%
9. When the teacher asks a question, in what language does the child respond? Number of responses: 1,147	N: 2%	E: 91%	B: 7%
10. When the teacher gives directions to the child, what language does the child comprehend most? Number of responses: 1,069	N: 1%	E: 87%	B: 12%

2011/2012
Navajo Head Start
Early Childhood Primary Language Questionnaire
Home-Base Programs

Head Start Agencies: Chinle, Fort Defiance, Shiprock, and Tuba City

Questions answered by parents:

	N = Navajo	E = English	B = Both
1. What language is spoken in your home? Number of responses: 336	N: 3%	E: 46%	B: 51%
2. What language does your child speak at home? Number of responses: 334	N: 1%	E: 92%	B: 7%
3. When your child is playing with his/her siblings or friends at home, what language is spoken by your child? Number of responses: 334	N: 0%	E: 94%	B: 6%
4. What language does the child speak most often? Number of responses: 339	N: 1%	E: 79%	B: 20%
5. What language does the child speak best? Number of responses: 333	N: 0%	E: 97%	B: 3%
6. As a Parent/Guardian, if you had a choice, what language would you prefer your child to speak? Number of responses: 326	N: 4%	E: 27%	B: 69%

Questions answered by the teacher:

	N = Navajo	E = English	B = Both
7. What language does the child speak on the playground? Number of responses: 334	N: 0%	E: 90%	B: 10%
8. What language does the child speak in the classroom? Number of responses: 331	N: 0%	E: 90%	B: 10%
9. When the teacher asks a question, in what language does the child respond? Number of responses: 330	N: 2%	E: 85%	B: 13%
10. When the teacher gives directions to the child, what language does the child comprehend most? Number of responses: 329	N: 0%	E: 80%	B: 20%

2011/2012
Navajo Head Start
Early Childhood Primary Language Questionnaire
Center & Home Base Programs

Head Start Agencies: Chinle, Fort Defiance, Shiprock, and Tuba City

Questions answered by parents:

	<u>N = Navajo</u>	<u>E = English</u>	<u>B = Both</u>
1. What language is spoken in your home? Number of responses: 1,492	N: 2%	E: 49%	B: 49%
2. What language does your child speak at home? Number of responses: 1,473	N: 0%	E: 91%	B: 9%
3. When your child is playing with his/her siblings or friends at home, what language is spoken by your child? Number of responses: 1,471	N: 1%	E: 95%	B: 4%
4. What language does the child speak most often? Number of responses: 1,489	N: 2%	E: 84%	B: 14%
5. What language does the child speak best? Number of responses: 1,479	N: 1%	E: 96%	B: 3%
6. As a Parent/Guardian, if you had a choice, what language would you prefer your child to speak? Number of responses: 1,416	N: 2%	E: 23%	B: 75%

Questions answered by the teacher:

	<u>N = Navajo</u>	<u>E = English</u>	<u>B = Both</u>
7. What language does the child speak on the playground? Number of responses: 1,481	N: 1%	E: 91%	B: 8%
8. What language does the child speak in the classroom? Number of responses: 1,478	N: 2%	E: 90%	B: 8%
9. When the teacher asks a question, in what language does the child respond? Number of responses: 1,477	N: 2%	E: 89%	B: 9%
10. When the teacher gives directions to the child, what language does the child comprehend most? Number of responses: 1,398	N: 1%	E: 85%	B: 14%

APPENDIX E:
NAVAJO NATION SCHOOLS

Schools by Navajo Nation Agencies

Navajo Nation Agencies	School Type(s)	State	School District(s) and Bureau of Indian Education Office(s)	School Name(s) and Grade Level	
1	Chinle	Bureau of Indian Education	Arizona	Arizona Navajo Central	Cottonwood Day School (K-8)
2	Chinle	Bureau of Indian Education	Arizona	Arizona Navajo Central	Jeehdeez'a Academy, Inc. (K-5)
3	Chinle	Bureau of Indian Education	Arizona	Arizona Navajo Central	Many Farms High School (9-12)
4	Chinle	Grant	Arizona	Arizona Navajo Central	Black Mesa Community School (K-8)
5	Chinle	Grant	Arizona	Arizona Navajo Central	Chinle Boarding School (K-8)
6	Chinle	Grant	Arizona	Arizona Navajo Central	Lukachukai Community School (K-8)
7	Chinle	Grant	Arizona	Arizona Navajo Central	Nazini Community School (K-6)
8	Chinle	Grant	Arizona	Arizona Navajo Central	Pitoni Community School (K)
9	Chinle	Grant	Arizona	Arizona Navajo Central	Rock Point Community School (K-12)
10	Chinle	Grant	Arizona	Arizona Navajo Central	Rough Rock Community School (K-12)
11	Chinle	Public	Arizona	Arizona Charter School	Nazini Charter School (7-8)
12	Chinle	Public	Arizona	Chinle Unified District	Canyon De Chelly Elementary Sch (K-6)
13	Chinle	Public	Arizona	Chinle Unified District	Chinle Elementary School (K-6)
14	Chinle	Public	Arizona	Chinle Unified District	Chinle High School (9-12)
15	Chinle	Public	Arizona	Chinle Unified District	Chinle Junior High School (7-8)
16	Chinle	Public	Arizona	Chinle Unified District	Many Farms Elementary School (K-8)
17	Chinle	Public	Arizona	Chinle Unified District	Mesa View Elementary (P-6)
18	Chinle	Public	Arizona	Chinle Unified District	Tsaile Elementary School (1-8)
19	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo Central	Lake Valley Navajo School (K-8)
20	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo Central	Mariano Lake Community School (K-8)
21	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo Central	Ojo Encino Day School (K-8)
22	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo Central	Pueblo Pintado Comm School (K-8)
23	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo Central	Trists'ooz'i'bi'olta Comm School (K-8)
24	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo Central	Ise'i'lahi Community School (K-4)
25	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo South	Baca/Dio'ay Azhi Comm School (K-8)
26	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo South	Bread Springs Day School (K-8)
27	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo South	Chi'chil'tah Community School (K-8)
28	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo South	Tohaall' Community School (K-8)
29	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo South	Wingate Elementary School (K-8)
30	Eastern	Bureau of Indian Education	New Mexico	New Mexico Navajo South	Wingate High School (9-12)
31	Eastern	Grant	New Mexico	New Mexico Navajo Central	Dibe Yazhi Habitin Olta, Inc. (K-8)
32	Eastern	Grant	New Mexico	New Mexico Navajo Central	Dzith-Na-O-Dith-Hle Comm Sch (K-8)
33	Eastern	Grant	New Mexico	New Mexico Navajo Central	Hanaa'di Community School (K)
34	Eastern	Grant	New Mexico	New Mexico Navajo Central	Na'Neelzhiim Ji' Olta Comm Sch (K-8)

Schools by Navajo Nation Agencies

Navajo Nation Agency	School Type	State	School District and Bureau of Indian Education Office	School Name and Grade Level
35 Eastern	Grant	New Mexico	New Mexico Navajo South	Alamo Day School (K-12)
36 Eastern	Grant	New Mexico	New Mexico Navajo South	To'Hajiltee-He Community School (K-12)
37 Eastern	Grant	New Mexico	New Mexico Navajo South	Pine Hill Schools (K-12)
38 Eastern	Public	New Mexico	Gallup-McKinley	Church Rock Elementary (K-5)
39 Eastern	Public	New Mexico	Gallup-McKinley	Crownpoint Elementary (K-5)
40 Eastern	Public	New Mexico	Gallup-McKinley	Crownpoint High (9-12)
41 Eastern	Public	New Mexico	Gallup-McKinley	Crownpoint Middle (6-8)
42 Eastern	Public	New Mexico	Gallup-McKinley	Ramah Elementary (K-5)
43 Eastern	Public	New Mexico	Gallup-McKinley	Ramah High (6-12)
44 Eastern	Public	New Mexico	Gallup-McKinley	Ramah Middle School
45 Eastern	Public	New Mexico	Gallup-McKinley	Tse-Yi'Gai High (9-12)
46 Fort Defiance	Bureau of Indian Education	Arizona	Arizona Navajo South	Crystal Boarding School (K-6)
47 Fort Defiance	Bureau of Indian Education	Arizona	Arizona Navajo South	Pine Springs Day School (K-4)
48 Fort Defiance	Bureau of Indian Education	Arizona	Arizona Navajo South	Seba Dalkai Boarding School (K-8)
49 Fort Defiance	Grant	Arizona	Arizona Navajo South	Dilcon Community School (K-8)
50 Fort Defiance	Grant	Arizona	Arizona Navajo South	Greasewood Springs Comm Sch (K-8)
51 Fort Defiance	Grant	Arizona	Arizona Navajo South	Hunters Point Boarding School (K-5)
52 Fort Defiance	Grant	Arizona	Arizona Navajo South	Kin Dah Lichi Olta (K-6)
53 Fort Defiance	Grant	Arizona	Arizona Navajo South	Wide Ruins Community School (K-6)
54 Fort Defiance	Grant	New Mexico	New Mexico Navajo South	Ch'ooshgai Community School (K-8)
55 Fort Defiance	Public	Arizona	Arizona Charter School	Kin Dah Lichii Olta' Charter Sch (7-8)
56 Fort Defiance	Public	Arizona	Cedar Unified District	Jeddito School (P-8)
57 Fort Defiance	Public	Arizona	Cedar Unified District	White Cone High School (9-12)
58 Fort Defiance	Public	New Mexico	Gallup-McKinley	David Skeet Elementary (K-5)
59 Fort Defiance	Public	New Mexico	Gallup-McKinley	Navajo Elementary (K-5)
60 Fort Defiance	Public	New Mexico	Gallup-McKinley	Navajo Middle School (6-8)
61 Fort Defiance	Public	New Mexico	Gallup-McKinley	Navajo Pine High (9-12)
62 Fort Defiance	Public	New Mexico	Gallup-McKinley	Tohatchi Elementary (K-5)
63 Fort Defiance	Public	New Mexico	Gallup-McKinley	Tohatchi High (9-12)
64 Fort Defiance	Public	New Mexico	Gallup-McKinley	Tohatchi Middle (6-8)
65 Fort Defiance	Public	New Mexico	Gallup-McKinley	Twin Lakes Elementary (K-5)
66 Fort Defiance	Public	Arizona	Ganado Unified School District	Ganado High School (9-12)
67 Fort Defiance	Public	Arizona	Ganado Unified School District	Ganado Intermediate School (4-6)
68 Fort Defiance	Public	Arizona	Ganado Unified School District	Ganado Middle School (7-8)

Schools by Navajo Nation Agencies

Navajo Nation Agencies	School Type	State	School Districts and Bureau of Indian Education Office	School Name and Grade Level
69	Fort Defiance Public	Arizona	Ganado Unified School District	Ganado Primary School (K-3)
70	Fort Defiance Public	Arizona	Holbrook Unified District	Indian Wells Elementary
71	Fort Defiance Public	Arizona	Sanders Unified District	Sanders Elementary School (P-5)
72	Fort Defiance Public	Arizona	Sanders Unified District	Sanders Middle School (6-8)
73	Fort Defiance Public	Arizona	Sanders Unified District	Valley High School (9-12)
74	Fort Defiance Public	Arizona	Window Rock Unified District	Diné Bi'ólta (Immersion School) (K-8)
75	Fort Defiance Public	Arizona	Window Rock Unified District	Integrated Preschool (P)
76	Fort Defiance Public	Arizona	Window Rock Unified District	Sawmill Elementary School (K-5)
77	Fort Defiance Public	Arizona	Window Rock Unified District	Tse'Hootsooi Elementary School (K-5)
78	Fort Defiance Public	Arizona	Window Rock Unified District	Tsehoatsool Middle School (6-8)
79	Fort Defiance Public	Arizona	Window Rock Unified District	Window Rock Elementary School (K-5)
80	Fort Defiance Public	Arizona	Window Rock Unified District	Window Rock High School (9-12)
81	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	Aneth Community School (K-6)
82	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	Beclabito Day School (K-4)
83	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	Cove Day School (K-4)
84	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	Nenahnezad Community Sch (K-6)
85	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	Red Rock Day School (K-8)
86	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	Sanooslee Day School (K-4)
87	Northern Bureau of Indian Education	New Mexico	New Mexico Navajo North	T'lis Nazbas Community School (K-8)
88	Northern Grant	New Mexico	New Mexico Navajo North	Aisa' Biya'izh Comm School (K-8)
89	Northern Grant	New Mexico	New Mexico Navajo North	Navajo Preparatory School (9-12)
90	Northern Grant	New Mexico	New Mexico Navajo North	Shiprock Northwest High School (9-12)
91	Northern Public	New Mexico	Central Consolidated	Career Prep Alternative (9-12)
92	Northern Public	New Mexico	Central Consolidated	Eva B. Stokely Elementary (K-5)
93	Northern Public	New Mexico	Central Consolidated	Mesa Elementary (K-5)
94	Northern Public	New Mexico	Central Consolidated	Naschitti Elementary (K-5)
95	Northern Public	New Mexico	Central Consolidated	Newcomb Elementary (K-5)
96	Northern Public	New Mexico	Central Consolidated	Newcomb High (9-12)
97	Northern Public	New Mexico	Central Consolidated	Newcomb Middle (6-8)
98	Northern Public	New Mexico	Central Consolidated	Nizhoni Elementary (K-5)
99	Northern Public	New Mexico	Central Consolidated	Ojo Amarillo Elementary (K-6)
100	Northern Public	New Mexico	Central Consolidated	Shiprock High (9-12)
101	Northern Public	New Mexico	Central Consolidated	Tse'Bit'Al Middle (6-8)
102	Northern Public	Arizona	Red Mesa Unified District	Red Mesa Elementary School (K-5)

Compiled by: Office of Educational Research and Statistics (OERS)
Department of Dine' Education

Source: ADF, NMPED, USD, BIE School Report Cards

Schools by Navajo Nation Agencies

Navajo Nation Agency	School Type	State	School District and Navajo Indian Education Office	School Name and Grade Level
103 Northern	Public	Arizona	Red Mesa Unified District	Red Mesa High School (9-12)
104 Northern	Public	Arizona	Red Mesa Unified District	Red Mesa Junior High School (6-8)
105 Northern	Public	Arizona	Red Mesa Unified District	Red Valley/Cove High School (9-12)
106 Northern	Public	Arizona	Red Mesa Unified District	Round Rock Elementary School (K-6)
107 Northern	Public	Utah	San Juan School District	Montezuma Creek Elementary (K-6)
108 Northern	Public	Utah	San Juan School District	Whitehorse High School (7-12)
109 Western	Bureau of Indian Education	Arizona	Arizona Navajo North	Dieneholso Boarding School (K-8)
110 Western	Bureau of Indian Education	Arizona	Arizona Navajo North	Kaibeto Boarding School (K-8)
111 Western	Bureau of Indian Education	Arizona	Arizona Navajo North	Kayenta Community School (K-8)
112 Western	Bureau of Indian Education	Arizona	Arizona Navajo North	Rocky Ridge Boarding School (K-8)
113 Western	Bureau of Indian Education	Arizona	Arizona Navajo North	Tonaika School (K-8)
114 Western	Bureau of Indian Education	Arizona	Arizona Navajo North	Tuba City Boarding School (K-8)
115 Western	Grant	Arizona	Arizona Navajo North	Chilchinbeto Community School (K-8)
116 Western	Grant	Arizona	Arizona Navajo North	Greyhills Academy High School (9-12)
117 Western	Grant	Arizona	Arizona Navajo North	Leupp Schools, Inc. (K-12)
118 Western	Grant	Arizona	Arizona Navajo North	Little Singer Community School (K-6)
119 Western	Grant	Utah	Arizona Navajo North	Naa Tsis Aan Community School (K-8)
120 Western	Grant	Arizona	Arizona Navajo North	Shonto Preparatory School (K-8)
121 Western	Public	Arizona	Arizona Charter School	DINE Southwest High School (9-12)
122 Western	Public	Arizona	Arizona Charter School	Little Singer Community Junior High Sch (7-12)
123 Western	Public	Arizona	Arizona Charter School	Shonto Preparatory Technology High Sch (9-12)
124 Western	Public	Arizona	Flagstaff Unified District	Leupp Public School (P-5)
125 Western	Public	Arizona	Kayenta Unified District	Kayenta Intermediate School (3-5)
126 Western	Public	Arizona	Kayenta Unified District	Kayenta Middle School (6-8)
127 Western	Public	Arizona	Kayenta Unified District	Kayenta Primary School (P-2)
128 Western	Public	Arizona	Kayenta Unified District	Monument Valley High School (9-12)
129 Western	Public	Arizona	Pinon Unified District	Pinon Elementary School (P-5)
130 Western	Public	Arizona	Pinon Unified District	Pinon High School (9-12)
131 Western	Public	Arizona	Pinon Unified District	Pinon Middle School (6-8)
132 Western	Public	Utah	San Juan School District	Monument Valley High (7-12)
133 Western	Public	Utah	San Juan School District	Navajo Mountain High School (9-12)
134 Western	Public	Utah	San Juan School District	Tse Bii Nidizigai Elementary (K-6)
135 Western	Public	Arizona	Tuba City Unified District	Dell Liber Elementary School (P-6)
136 Western	Public	Arizona	Tuba City Unified District	Eagles Nest Intermediate School (4-6)

Schools by Navajo Nation Agencies

Navajo Nation Agency	School Type	State	School District	School Name and Enrollment
137 Western	Public	Arizona	Tuba City Unified District	Gap Primary School (K-4)
138 Western	Public	Arizona	Tuba City Unified District	Tuba City Alternative School (9-12)
139 Western	Public	Arizona	Tuba City Unified District	Tuba City High School (9-12)
140 Western	Public	Arizona	Tuba City Unified District	Tuba City Junior High School (7-8)
141 Western	Public	Arizona	Tuba City Unified District	Tuba City Primary School (P-3)