

Taos Pueblo
Education & Training Division
2014 P.L. 102-477 Annual Report



TAOS PUEBLO EDUCATION AND TRAINING OFFICE (RED WILLOW)

Higher Education/Supportive Services Programs

STAFF:

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Executive Summary:

With a full year of working together, Education and Training Division management staff are becoming more familiar with its funding grants, service community, and the administration that it operates under. In all areas, staff members have stepped up to maintain high-quality services for Taos Pueblo community members, even with teaching and support positions remaining unfilled.

Recognizing that the individual ability of students to learn and be successful depends on the health of their own being and their environments, we are extending our client focus to consider household and family dynamics, community characteristics, and learning institution support. In some cases, our clients might be underperforming because of a lack of access to tutors or other needed resources, but in other cases, clients might not be making adequate progress because of health or family issues.

This coming year, our Division is looking to fill its current vacancies, as well as establish positions to help meet the needs of our community and services. Additionally, with the guidance of Tribal Government and the Central Management System, we have newly adopted priorities for 2015.

Staff has been working diligently on internal documented policy and procedures, and file management to be more accountable in its reporting, and 'audit ready' for any agency site visit. From this work, we will be able to develop more comprehensive statistical data that will help us in continue to develop these programs, and apply for additional funding.

The Early Childhood Education Center, under the guidance of Center Manager Rebecca Martinez, continues to offer our tribal community's students the opportunity to develop academic, social, and parental skills, while giving parents the additional support needed to finish school or continue with employment goal and skill development and attainment. With the Child Care Development program assisting in skill and social development for ages 0 to three years, complimenting a Head Start program offering academic and individual student development for ages three to five, the cohesiveness and quality of educational services continue to improve. The Center also offers periodic parent trainings and meetings through the Policy Council and Parent Center Committee. The Tiwa Language Program continues to offer our Center's students tribal language support and reinforcement. Under this program, we are currently supporting language instructional efforts at both the Early Childhood Education Center and the Taos Day School. Recently, our Board of Education passed a Resolution certifying five tribal

members as the Language Certification Team, capable of certifying our initial tier of language instructors.

Through annual consultation meetings with our Central Management System and Tribal Government, Division Priorities are developed to help provide guidance for programs and staff. Below are the priorities set forth by our Division:

2015 Priorities

Priority: Intensify focus and involvement at the Elementary and Middle School levels (Taos Day School, Taos Municipal Schools, Santa Fe Indian Schools, etc.), without sacrificing established ad support and advocacy for our High School students.

- * Meet with students and parents at their schools, and provide consistent support to address their individual student's needs.
- * Provide support for students and parents in IEP awareness and advocacy; also assist in communication between schools, when students transfer, regarding IEP requirements.
- * Provide academic and social support activities in the schools, such as tutoring, youth council meetings, parent workshops, etc.

Priority: Tiwa Language program refinement and funding development.

- * Develop more consistency among our Cultural Education Committee meetings and involvement to include Taos Pueblo Board of Education and Tribal Government representation.
- * Develop existing Tiwa Language curricula for tribal students, including support for parents.
- * Seek additional funding to promote community awareness and activities, as well as to establish a pool of tribally-certified Tiwa language instructors.

Priority: Continue Taos Day School project development

- * Establish Board of Education sub-committees to focus on School Design and Academic Programs.
- * Include current Day School staff in development meetings.
- * Inform Taos Pueblo community and Tribal Government on long-term Taos Day School plans; include both in periodic meetings.

Priority: Continue to develop vocational training and certification courses for current and future Taos Pueblo labor pool.

- * Engage Taos Pueblo community and Tribal Government on community training needs.
- * Work with post-secondary institutions (UNM-Taos, IAIA, NNMC, SIPI, etc.) to accredit or certify developed programs.
- * Develop youth and adult workshops focusing on employment readiness and attainment.

Priority: Continue to develop an Early Childhood Education system that will prepare our tribal students for success with both Common Core Standards and their community's tribal cultural.

- * Align Head Start curriculum to better prepare students for Kindergarten Common Core Benchmarks
- * Provide Tiwa Language instruction and support to tribal students and parents by certified Tiwa language instructors.
- * Solidify a billing process for both Child Care and Head Start programs to offset budget reductions and program expenses.
- * Increase tribal parental involvement at the Early Childhood Education Center.

Overview:

Because many of the grants funding our programs in the Education and Training Division fall under P.L. 102-477, we are continually conscious of Department of Labor, Health and Human Services, and Department of Interior policies and regulations. Incorporating these policies into our existing Division infrastructure, while maintaining additional programs and planning initiatives, continues to be a focus.

At a Self-Governance meeting in 2013, Tribal Government informed Department of Interior, Bureau of Indian Affairs, and Bureau of Indian Education representatives that Taos Pueblo would pursue efforts to take over administrative duties of the Taos Day School from BIE. While initial understandings noted a full-takeover of the contract, follow-up trainings with BIE have allowed our Division to develop a working plan to contract the academic and school administrative portions of the grant, while leaving the facilities portion with the Bureau of Indian Affairs. We have a rough timeline established to go through 2016, however, we will maintain our versatility and the focus on the academic success of our students. Over the next few months, we will be engaging our Board of Education, our Taos Pueblo community, and our Tribal Government in developing focus groups to ascertain a more refined plan for the future of the Day School and the Taos Pueblo Education System. We are also looking to apply for additional programs in 2015, and on into 2016, such as the 21st Century, Education Talent Search, a 4-H, and other programs, allowing us to offer our tribal members, and eligible members of the greater Taos community services. This work requires strong statistical data management that we are still developing. Some services we will be able to re-establish or maintain and enhance are tutoring, Individual Education Plan advocacy, after-school programs- both academic and extra-curricular.

We will be working to establish an Office Manager/Administrative Assistant position here at the Education and Training Office to help with administrative duties and provide office and computer lab coverage.

In anticipation of changes and developments within our Division and the services we provide, our Taos Pueblo Education Plan is being revised to include a vision for the future.

1. Tribal Government Orientations—January, 2014

As officials in both branches of our Tribal Government Offices (Governor and Warchief) change annually, we develop and present a Division orientation for both offices. We are planning for our next meeting in January, 2015.

2. Comprehensive Plan participation- Central Management System/Taos Municipal Schools

Under the guidance of our Tribal Administrator, a group was brought in to help Tribal Government and the Central Management System in developing a Community and Land-use Plan for the next few years. Including Education and Employment training development, these goals are designed to support community initiatives and vitalize community health, education, and economic development opportunities;

3. Self-Governance planning and participation

As a tribe administering programs under P.L. 102-477, Taos Pueblo continues to support and advocate for this law as it allows Taos Pueblo to provide services from these programs at the community level. Under the previous administration model, services would be administered and guided by regional and national agencies with little to no direct local contact.

With additional training and support, the Taos Pueblo Education and Training Division is planning to develop additional services and programs to better meet the needs of our tribal members.

4. Collaborate with other local educational institutions, such as Taos Day School, Taos Municipal Schools, and the University of New Mexico-Taos, to continue and enhance services and support

To better advocate and support our Primary and Secondary Education families (mainly attending Taos Day School and/or Taos Municipal Schools), we are strengthening our communication and collaborative efforts with administrative and school staff from all these agencies to have a better understanding of how our students are academically and socially. This communication includes periodic report card summaries, attendance, disciplinary, and IEP information. With Release of Information documents in place for some students, we are in a position to update Tribal Government on a limited basis, however, with the establishment of MOU's with the various agencies, we are hoping to provide Tribal Government with information on all of our tribal students with the intent that we will continue to provide quality advocacy and support services that will meet more of the specific needs of our students and families.

With UNM-Taos, we are currently collaborating in two areas: post-secondary education and employment-skill development through certificate and degree programs. Through a group effort (UNM-Taos Pueblo Taskforce), UNM-Taos is in the process of establishing a Native American Liaison position to help support our students that the campus level, in areas of academics and financial aid. Our most-recent endeavor in workforce training was the development of a Commercial Drivers' License course for our professional adult tribal members.

5. Assist Head Start management in the calculating and monitoring of In-kind contributions, client file management, policy and procedure development, program refinement, academic development and support

Division Director has been working with the Center Manager and assistant management group in developing policies and procedures for staff and client reference. Our Head Start grant requires a 20% non-Federal share match of funds, so this is a critical area of reporting that staff must keep up to date on. Staff is also working hard to ensure that all students, from our Child Care Development Program (My 1st School) to our Head Start, have complete academic transcripts (and Individual Education Plans, as needed), which will follow them to their next school and help ease in student transition and placement.

6. Successfully re-applied for 5-year Head Start Grant and supporting grants

With the assistance of the Early Childhood Education Center and staff, our Division successfully submitted our five-year non-competitive Head Start grant, which was received and approved. We also have continued to receive funding through the U.S. Department of Agriculture, and the State of New Mexico's Special Education grants. Additionally, after following up on a parent initiative in the previous year, we were one of five organizations in the nation to receive the Robert Wood Johnson's Healthy Communities Award.

All of these initiatives support and strengthen our Child Care Development/My 1st School Program, allowing our Center staff to provide a more comprehensive academic and skill development program, beginning at 18 months and carrying through to when our students graduate Head Start.

We will continue to develop these Early Childhood Education programs in preparation of being the foundation for a comprehensive Taos Pueblo Education System, that will meet both the needs of Common Core assessments and our own Taos Pueblo tribal needs.

7. Attended Division Directors meetings, as scheduled

The Taos Pueblo Central Management System, the administrative agent housing all five tribal program Divisions, hosts monthly meetings and activities, bringing representation from each program and Division together to provide updates and information. These meetings also provide an opportunity for training and professional development for staff, tribal government, and community members.

8. Managers attend monthly Child Protection Team meetings

The Taos Pueblo Child Protection Team was established to bring together professionals in the Taos Pueblo community who work with and for our tribal youth and families. Because highly sensitive issues and confidential information is reviewed, only essential representatives from our tribal Law Enforcement, Tribal Court, Health and Community Services, and our Education programs attend these monthly meetings.

9. Our Division has provided assistance in the continued development of the Taos Pueblo Child's Code

Under the guidance of our Taos Pueblo Tribal Court and Central Management System, our Division has contributed and reviewed drafts for an updated Taos Pueblo Law and Order Child Code. Once in place, this new code should provide additional support and safety for our tribal students and families, on and off Tribal Lands.

10. Development of mentorship and apprenticeship programs to help youth and work experience adult clients attain a better understanding of current tribal jobs and future economic development

Over the last year, we have been engaging various areas of the Taos Pueblo community (Tribal Government, Administration, elders, parents, students, local shop owners and community program representatives) in gaining feedback on mentorship and training programs we offer.

This year, we worked to develop our Summer Youth Program into more of a mentor/apprenticeship program, but assessing student interests and utilizing their feedback into deciding where to place them. We also are working with tribal program directors and coordinators to help them be more readily able to take on mentors and apprentices, and provide more depth and experience to student experiences.

11. Successful submission of our 2014-17 P.L. 102-477 Plan to the Department of Interior, the Department of Labor, and the Department of Health and Human Services.

Initially, we had included scopes of work and budget narrative for the Tribal TANF and Native Employment Works programs, however, we were informed of application guidelines for the TANF program (which we are now developing), and our ineligibility for the NEW program.

After submitting several draft 477 Plans to our newly-appointed Agreement Officer's Technical Representative (AOTR), which was then distributed out to the Department of Interior, the Department of Labor, and the Office of Health and Human Services, we are now only awaiting notice of award.

Although we were not able to include Tribal Temporary Assistance for Needy Families (TANF) services into our Plan, we will continue to research the program to consider how best to implement these important services at Taos Pueblo.

The Native Employment Works (NEW) program was initially included, however, we were later advised that we were ineligible for this grant as we did not previously have a Tribal Job Opportunities and Basic Skills Training (JOBS) program.

12. Ongoing assistance and administrative support to the Taos Pueblo Board of Education (TPBE) pursuant TPTC 2006-27; 2005-11.

The Taos Pueblo Board of Education continues to provide guidance and support to all programs under the Education and Training Division. Established through Tribal Council Resolution, the Board of Education acts as an intermediary, holding monthly meetings with Division management staff and providing periodic reports to Tribal Government.

13. Review and update of current support MOU's with Red Willow Farms and the Preservation Programs to outline responsibilities and collaborative efforts, going forward.

This goal is still in progress as it's been challenging to meet with all groups during the holidays. Because these two programs hire tribal members, as well as provide some services to the Taos Pueblo community, we will continue to support their efforts as they support ours.

14. Attended NMPED-IED assigned summits and training on Indigenous language grant.

Our Tiwa Language Program is funded by the New Mexico Public Education Department's Indian Education Division. In an effort to support and increase the number of indigenous Tiwa language speakers at Taos Pueblo, and to provide some employment opportunities for fluent, tribally-certified Tiwa Language instructors, we are continuing to develop this program and advocate for it with both our Tribal Government and funding agencies.

15. Have brought in BIE technical training for Administration, Tribal Government, Board of Education members, and other program and community representation on contract options for the Taos Day School.

On behalf of Tribal Government and the Taos Pueblo community, the Education and Training Division and the Board of Education have been researching and providing information on the contracting of the local Bureau of Indian Education Day School- the Taos Day School, which is located on Taos Pueblo tribal lands. While the tribe is willing to leave the management of the facilities with the Bureau of Indian Affairs (mainly because many of the buildings and nearly all of the plumbing is over one hundred years old), we are looking to modify the school design and curriculum to better meet the needs of our tribal and community, without sacrificing the gains made in implementing a curriculum based on Common Core.

ADMINISTRATION

The Division has guidelines, adopted by the Board of Education, to engage the Taos Pueblo community in refining and enhancing our services to meet the evolving educational and employment needs. As Taos Pueblo moves forward with tribal self-

governance and comprehensive planning processes it is all the more vital to include the voice of our community in areas of program services. For programs in education and training that have combined under the consolidation law of PL 102-477 several areas of need must be taken into account.

Following the model of the P.L. 102-477 process, the Division will continue to support and involve community members in a variety of activities and projects related to education and employment skill development. Because we also have the Tiwa Language Program, we will continue to make many of these activities and projects culturally relevant, when possible.

- Throughout this year, we participated in the CMS Land-use development Plan, which included our participation in focus groups, community meetings, and review and support of an education review, included within the Plan.
- Taos Municipal School Administration has begun a Strategic Planning and Taos Pueblo representation has been invited; so far, both Division Director and Taos Pueblo Board of Education Chair have been participating.
- Education Honor Banquet, inclusive of all Taos Pueblo students (including Taos Day School and schools outside of the Taos Municipal School District);
- Student meetings, in collaboration with District, State, and Tribal Agencies (El Centro, Native American Initiative, UNM-Taos Upward Bound, TMS Indian Education Program, Taos Pueblo Dept. of Public Safety and Tribal Courts);
- Intake assessments on tribal and community members to determine eligibility for educational and employment support services;
- Student and client surveys, both written and verbal- these are periodically conducted in the office, classrooms, community events and meetings, as well as informally one on one;
- Parent surveys are conducted through our parent meetings and through our client in-take process. We try to complete these periodically as well to gauge program quality and effectiveness;
- Back to school meetings are conducted in collaboration with, but not limited to School staff, as well as behavioral and educational professionals;
- Parent workshops- these developmental workshops assist parents in attaining information related to school readiness, tutoring and other support program awareness, advocacy, staff and other resource program networking, and for high school students; we've having about one to two each month since August and will continue throughout the school year;
- Student workshops- these activities run year round- during the school year, we meet with students to review school readiness and achievement goals of their respective schools, as well as review services offered by both our programs and the District's Indian Education Program. In January, we will be including the

Taos Elementary School, as well as the Santa Fe Indian School, where we have several students enrolled;

- College interns- this project is being further developed into a mentorship program that, on one hand will allow current college students to work with a mentor within the tribal community, and other the hand will allow these students to serve as mentors to our high and middle school students. Currently, we have two college students working as tutors for various academic levels;
- Youth work experience positions—after school and during the summer, we are also developing this program to involve more mentoring, providing our participants with the opportunity to gain better perspectives on careers and work within the Taos Pueblo community;
- Through our Native American Initiative collaboration with Taos Municipal Schools and UNM-Taos, we are working with the Taos Municipal School Board, in developing a student position, similar to one offered to the main student body, specifically for a Taos Pueblo student to report to both the Taos Municipal School Board and the Taos Pueblo Board of Education;
- Periodic staff meetings are held in various incarnations- at the Education and Training Office, we are a small staff, so we are constantly checking and updating each other on the operations and developments; at the Early Childhood Education Center, monthly staff meetings are held. Additionally, Board of Education, Policy Council, Parent Center Committee, Management Team, and Cultural Education Committee meetings are held monthly. We also attend monthly Division Director meetings at CMS;
- Parent orientations are conducted throughout the year: during the summer, we are gearing our focus towards school readiness, providing parents and students information on their respective educational institutions, as well as providing them with information on how we can support them throughout the year; during the school year, we provide our own meetings, in addition to collaborating with the TMS Indian Education Program in addressing parent concerns, including parent and student advocacy. We also gather parent and student feedback to adjust our services to meet their immediate and term needs.

Community involvement and feedback are vital to the on-going success of our programs and initiatives. Because nearly all of this funding is awarded to provide community services and assistance, we will continue to engage Taos Pueblo tribal members to become more active in our work and projects.

In considering future program development, community involvement will continue to be a vital piece of support and in gauging program-effectiveness. From activities at the Early Childhood Education Center focused on early childhood development and academics, to activities at the Education and Training Office, turnout has been low. We will continue to utilize public announcements, digital announcements through email, and

collaborative efforts with local media, such as Moccasin Wire and the Taos News, to relay information.

Goals of the 477 Program:

- To integrate employment, training, and related services in order to improve the effectiveness of those services while balancing the strength of our culture.
- To reduce joblessness among Native American people within the Pueblo of Taos service area and promote long-term self-sufficiency through job retention.
- To serve tribally approved priorities consistent with the policy of self-determination and self-governance.

Accomplishments

- Maintained representation on service area committees (i.e. Taos Pueblo Board of Education, Taos Municipal Schools Indian Education Committee, Tribal Higher Education Commission (AIPC resolution 1992-25 and 2005-25 passed on November 23, 2005), NM Native American Workforce Grantee, TP SG Negotiation Team member, ‘477 National Workgroup etc.).
- Assisted PTBE to provide recommendations at annual Taos Municipal School board meeting at Taos Pueblo (10/08/13) as well as presented.
- Facilitated input to needs-assessment in conjunction with Taos Municipal Schools Indian Education Program staff, parents, community members, PTBE members, and students.
- Written and electronic correspondence for PTBE to education entities; federal, state and tribal. Coordinated all regular and open meeting arrangements including guest speaker presentations for monthly PTBE meetings. Prepared paperwork for Board honorariums as required.
- Full participation in monthly PTBE regular and open meetings in which community is invited to voice their education concerns and/or suggestions. The open meetings are a great opportunity for community members to find out what action PTBE is taking, providing a direct avenue for community input.
- DOI Self-Governance Negotiation Team Member participation in several Self-Governance meetings as scheduled. The most recent meeting was held in Albuquerque, NM, in July 2013.
- Scheduled and conducted monthly management meetings for Education Division programs to promote communication, collaboration and support.
- Hired a full-time Case Manager to assist in the in-take process, as well as the cataloging of resources for clients.

VOCATIONAL & WORKFORCE DEVELOPMENT

With Tribal Government and community feedback on the needs for work-skill development classes and projects, our office is continuing to develop and design vocational and work training programs for our tribal members choosing to remain in the Taos Pueblo community. Will we continue our dialogue with the community regarding project development, however, we have made progress in the following areas:

1. Vocational training courses- we continue to collaborate with UNM-Taos to develop certification courses for our working adults. Our Case Manager was able

to establish a general Commercial Drivers' License program, certified and support by UNM-Taos, however, we were unable to fill all the required slots to begin the program. Referencing this experience, we have since, modified the program to get eligible, interested clients enrolled in this course.

We are also exploring program designs in: general contractor licensure, welding, ferrior certification, small business management, and other areas.

2. On a client-by-client basis, we offer basic computer literacy assistance and instruction. Recognizing that some of our clients have little to no experience with computer equipment and applications, we offer a basic walkthrough, demonstrating and answering questions. Through our Tribal Administrator, Arnold Lopez, CMS Network Administrator has refurbished older tribal program computer equipment and has turned the systems over to us to distribute, focusing on those clients with the highest need (including household income).

3. Our Case Manager, with the support of our Board of Education, has refined our Supportive Services Application and In-take Process to assist our office in meeting the reporting requirements of P.L. 102-477. We now have a Supportive Services Application for both Youth and Adult, which then breaks down to establish the client as either Education or Work/Skill Development Assistance.

4. We continue to work with both the local Department of Workforce Solutions and the Health and Human Services Department to provide information, support, and advocacy for our clients. This work includes assisting clients in applying for state and Federal assistance programs, job placement, employment and career research, workshops for job seekers (application, interview, and resume assistance), and professional development activities for current Division and tribal community employees.

5. We have begun modifying our current Summer Youth Program into more of a mentorship program that will allow participating clients to attain work experience and skills throughout the year. We do want to continue to emphasize local job and career market needs so that our clients will gain a better understanding of how they might support themselves financially through education and career/employment planning. In previous years, we have utilized both Tribal Programs and work opportunities in town, however we would like to try and development mentors for our clients among Tribal Government.

This year, we had 10 participants placed with programs from the Department of Public Safety to the Head Start and Senior Citizens Programs.

6. We continue to provide support for two neighboring programs: Taos Pueblo Housing's Preservation Program and the Red Willow Farms. For Preservation, we provide technical assistance in document design, internet and computer access, and basic administrative assistance, such as copies and faxes.

The Red Willow Farms has both business and educational components that can overlap with our own operations: The Taos Pueblo Education and Training Office (Red Willow Center) is heated by a wood garn, located outside of the building; the operation of this has been taken on by Red Willow Farms staff.

In the future, we would like to partner with Red Willow Farms, UNM-Taos, and Taos Municipal Schools to develop some environmental and agriculture-related programs for both tribal youth and adults, utilizing existing technology onsite.

7. We have begun to expand existing services and support for our Veteran clients, in both areas of education and employment support. Utilizing groups, such as the New Mexico National Guard, Veterans' Administration, Veterans of Foreign Wars, the Department of Workforce Solutions, and our own Taos Pueblo Color Guard, we will continue to support and advocate for our tribal Veteran clients.

8. To assist our tribal students in being more prepared for work and career pursuits after high school, we will be exploring the development of vocational training programs, such as 4-H, and academic support programs such as Talent Search, the 21st Century Program, and the establishment of an American Indian Sciences and Engineering group.

HIGHER EDUCATION

Our main assistance in this area would be our Scholarship Program, however, we offer additional services and support for our clients wishing to pursue goals in a post-secondary institution. While we receive Department of Interior funding for scholarships, we are able to provide more assistance because of annual funding support from our Taos Pueblo Tribal Council.

Our Supportive Services Program allows us to offer assistance outside of a specific scholarship award: stipends to assist with school-related expenses, work experience within the client's degree field, contract tutoring, school-related client-sponsoring. We also manage an Institution-sponsored Tuition Waiver/partial scholarship MOU program, offering qualifying students assistance with tuition-related expenses.

1. With the Case Manager position established, and with the support of our Board of Education, we have updated our Scholarship Program guidelines to provide more assistance to our part-time and Graduate students. Within these guidelines, eligibility criteria, anticipated award amounts based on financial unmet need, deadline dates, and our appeal process are all listed.

2. Through previous work by Taos Pueblo and the New Mexico Tribal Higher Education Commission, we still utilize MOU's that were developed between several New Mexico post-secondary Institutions and Taos Pueblo. Highlands University, the University of New Mexico, New Mexico State University, and Northern New Mexico College.

Recently, we have been contacted by UNM, NMSU, and Northern NM College notifying us of their intentions to modify the existing agreement. We will continue to advocate on behalf of our students and these MOU's and will continue to hold these Institutions to their agreements; any modifications will need the approval of Taos Pueblo.

3. Our Supportive Services Program is based off of a P.L. 102-477 model which incorporates several youth and adult support programs into one program and process. Depending on the age and need (educational or work support), as well as other eligibility criteria, our clients will fall into a sub-category, which we maintain for reporting purposes. From October 2013 through the end of September 2014, we served approximately 54 adults, with 39 attaining "terminee" status, and 80 youth with 36 attaining "terminee" status. Both groups were divided between both education and employment-related services. As we go

forward, we will continue to refine our statistical reporting to reflect more what our P.L. 102-477 Plan reporting requirements are.

Additionally, through our Supportive Services Program, we have contracted two of our tribal college students to provide tutoring, in areas of English language arts, and mathematics, for both our youth and adult clients.

4. From October 1st, 2013 through September 30th, 2014, we have provided assistance to our higher education clients through our Education and Scholarship Programs. Within these time frames, we provides assistance to our Fall 2013 students, Spring 2014 and Fall 2014 students.

We do have a deadline established in our Application and in our Scholarship Program Policies and Procedures, however, in the interest of trying to support our students as much as possible, we are working with a couple students, attending institutions with abnormal school calendars; this work could result in a couple more students and awards being added to these numbers.

5. We continue to collaborate and work with both UNM-Taos' CAMP and UPWARD Bound Programs to ensure that our tribal clients and students have access to additional resources, as needed.

6. Realizing that the development of the skills for college and career readiness begin at younger ages, we have started working with Taos Municipal Schools in providing academic and health workshops for our students at the Middle School. In the coming year, we are looking to expand these and additional workshops for all our students, including Elementary School. Many of these workshops and activities will include culturally-related topics and references.

TECHNICAL ASSISTANCE & TRAINING

In 2014, we have engaged Tribal Government, our Tribal Programs, and the Taos Pueblo community in efforts to gain a better understanding of the educational and skill-development needs for our youth and adult clients. In addition to developing work-placement agreements with these entities for our adult clients, as well as our youth, during the academic year, we also incorporated our Summer Youth Program in an effort to develop a mentor component for our participants.

1. We continue to collaborate and support Taos Municipal School's Indian Education Department in the gathering of community information and statistics to continue their funding in Title VII Indian Education and Title VIII Impact Aid funding.

2. Our office continues to support the efforts of Santa Fe Indian School in its advocacy for continued P.L.102-297 support. This law provides additional funding and learning opportunities for our current and future SFIS students. Santa Fe Indian School is governed by the 19 Native American Pueblos of New Mexico and provides educational opportunities for tribally-enrolled students, from 7th through 12th grades.

3. Within our own P.L. 102-477 Work Group, we provide support and assistance to ensure that this law continues to support the Native American tribes it covers.

4. We are collaborating with Tribal Government and our CMS Human Resources Department to develop training workshops related to their employment duties.

This includes surveying interests, informal discussions, and community and individual meetings.

Because Tribal Officials can be appointed without post-secondary degrees or technical training, other than cultural and tribal training, this on-going support will be important for our Tribe and community.

We also provide meeting space within our office for other programs and agencies, such as the Taos Pueblo Tourism Office and the Eight Northern Indian Pueblos Council's Peacekeepers Program to meet with clients or provide training. We also have a community computer lab available to both the public and to programs for educational and employment skill development.

5. In our front office, we provide assistance to both programs and individual clients with Xerox copying, faxing, editing/proof-reading, employment and education advisement, and an in-take/interview process for our Scholarship and Supportive Services Programs. Over this year, we had a total of 579 patrons utilize our Computer Lab, averaging about 48 per month. The number of patrons we assisted with copying and faxing services was 171, averaging about 14 per month.

Our office is one of the few community support programs for the Taos Pueblo community to offer this assistance without charge, which is important to our financially-challenged clients, as well as those lacking adequate transportation.

6. In the coming year, we are looking to develop one of our meeting spaces into the foundation for a tribal community library. Although the Taos Day School houses a library for its students, there are currently no public libraries or media centers on Taos Pueblo tribal lands.

7. Looking to utilize community talent, we are looking to contract some of our tribal members to provide demonstrations and trainings for both our students and adult tribal members. Some of these areas could include: cultural and tribal language instruction and support, art demonstrations (painting, pottery, drawing), music (contemporary, Native American Pow-Wow, and, when applicable, Taos Pueblo songs), cooking (both contemporary and traditional, focusing on healthy diets).

Along with this endeavor, we are also working with UNM-Taos to develop Certificates for participants. This will be easier for those programs that are similar to existing UNM-Taos offered courses. Initially, we had three participants interested in this program, however UNM-Taos required four students to run the program; while we were able to pick up two additional students interested in this program, we lost two of our initial participants to employment.

8. Our Summer Youth Program is being developed to incorporate a mentorship component for our participants, utilizing established professionals in the Taos Pueblo community. This year, we collaborated with our Early Childhood Education Center programs, our Division of Public Safety (tribal law enforcement), our tribal elder Senior Center, the Tribal Administration's Human Resources Office, and the Taos Pueblo Tourism Office. Successfully placing 9 students in these various areas, who were pre-screened for interest and career goals, each participant worked with their adult supervisor to develop their trade

skills as well as learn more about their respective program and how it meets needs of the Taos Pueblo community.

We will continue to develop this program to provide our participants more work experience within their interests, while also providing them with experiences in other areas outside their focuses to help them develop their educational and career goals.

EDUCATION SUPPORT AND ADVOCACY

Providing support, information, and advocacy for our tribal parents and students is essential to our work. Assistance in these areas fall among nearly all the age groups of our community, from first-time parents looking to enroll their child in our Child Care Program while we assist them in addressing their educational or employment challenges, and our High School students and parents needing additional help with academic tutoring and college exploration, to our elders advocating for their grandchildren or their own educational and work-skill development goals.

1. Our Division is in the planning stages of developing an overall Education System for Taos Pueblo. In addition to covering Western academics and the Federal and state requirements of academic achievement, such as Common Core requirements, this system will also address language, culture, and the community history of Taos Pueblo.
This system will also allow for the development of a tracking system for our tribal students and clients, allowing for comprehensive and detailed reports on student performance, attendance, learning development issues requiring IEP's, and short/long term academic and career goal development.
2. We are working with our Board of Education, and other professionals within the field of Education, to refine our existing plan for contracting Administrative and Academic programs of Taos Day School.
Within these areas, we will be establishing sub-committees to begin development.
3. We continue to meet with Taos Municipal School and UNM-Taos staff, in addition to administrative and education staff of other institutions our tribal members might be attending (Santa Fe Indian School, Questa/Raton/Pojoaque School Districts, Northern New Mexico College, and the Southwestern Polytechnic Institute) regarding challenges and advocacy on behalf of our Taos Pueblo students. From tutoring to the establishment of a Native American Liaison at UNM-Taos, these collaborative efforts are on-going. Tribal students and families continue to communicate to our office regarding some of the cultural transition difficulties and support they get when moving their students from tribal education programs to the other public and private school systems.
4. We continue to work with and support Taos Municipal School's Indian Education Program and Indian Education Committee, attending meetings and offering meeting space for activities. We are expanding this collaborative effort to include more interactive work with the Taos Day School.

5. We currently have two of our college students contracted as tutors for our middle and high school, college, and vocational students. Their focus is English/Language Arts and Math. This assistance is provided and advertised for all tribal members.
6. Through Board Resolution, our Taos Pueblo Board of Education established our initial Certified Tiwa Language Instructional Team. This five member group, having received training through the University of New Mexico, and being recognized as fluent speakers by our Board of Education, will be applying for state certification with hopes of having our Tiwa Language instruction recognized and accepted along with any other recognized instructional language.
While not yet recognized by the New Mexico Public Education Department or the University of New Mexico, we will be able to provide tribally-certified instruction at our Early Childhood Education Center and Taos Day School, while applying for state and institutional recognition and certification.

TAOS PUEBLO EARLY CHILDHOOD EDUCATION CENTER

Head Start and My 1st School (Child Care Development Program)

The mission of the Taos Pueblo Early Childhood Education Center, Head Start and My 1st School, is to provide a developmental appropriate program for all children, while providing comprehensive training and educational opportunities to empower families and staff.

Philosophy

The Taos Pueblo Early Childhood Education Center provides a comprehensive, safe and nurturing environment for the children in our care. We put our beliefs into practice every day:

- Provide a high quality educational program that supports and develops a child's capacity to grow and learn;
- Respect each child's individuality;
- Respect each family's values, culture and language;
- Respect each child's unique needs and talents;
- Support open and effective communication with family members;
- Collaborate with community members and programs.

THE GOALS OF OUR CURRICULUM

The most important goal of our early childhood curriculum continues to focus on helping our students become enthusiastic learners. This means encouraging children to be active and creative explorers. Our goal is to help children become independent, self-confident, inquisitive learners. We're teaching them how to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're helping them develop good habits and attitudes, particularly a positive sense of

themselves, which will make a difference throughout their lives. We follow the Head Start framework that identifies goals in all areas of development:

- **Social:** to help children feel comfortable in school, trust their new environment, make friends, and participate as a member of the group.
- **Emotional:** to help children experience pride and self-confidence, develops independence and self-control, and have a positive attitude toward life.
- **Cognitive:** to help children become confident students by helping them acquire learning skills such as problem solving, and using words to describe their ideas, observations, and feelings.
- **Physical:** to help children increase their large and small muscle skills and feel confident about what their bodies can do. The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and communicate with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

Taos Pueblo Early Childhood Education Center operates a full day, Head Start Program. Daily schedule is 8:00 am to 2:00 pm for Head Start. My 1st School is open from 7:30 am to 5:30 pm Monday through Friday. The Storyteller classroom is for one year olds, and the Dream Catcher classroom is the two year olds class. Head Start children who need to stay beyond 2:00 pm are cared for in the After School classroom. A flat-rate fee of \$100 is required by My 1st School, however, we are currently pursuing collaboration efforts with CYFD, and other state agencies to reduce or completely remove this fee from our parents; no fees are charged for Head Start.

For the 2014-15 school year, we currently have 52 Head Start students enrolled (30 Native and 22 non-Native), and 13 Native American students in our Child Care Development/My 1st School program.

Staff:

The Head Start and My 1st School has a staff of 22 employees 19 full-time; 2 part-time and 1 substitute. Our staff continues to go through transitions with program refinements and budget adjustments. Our ECEC Manager/Head Start Director continues to lead and support our staff, focusing on student achievement and support, while also providing parental support. With continued development, our Center will continue to offer high-quality educational and skill-development programs in which all of our students will be successful.

Program Overview:

Much of the Taos Pueblo Early Childhood Education Center model is based off of program policies set forth by the Office of Head Start. Our model goes further, however,

incorporating our Child Care Development and Tiwa Language programs. Focusing on academic, social-cognitive, and cultural development of our students, from ages 0-5, our students graduate from our Head Start Program ready to enter Kindergarten with the skills needed to be successful.

- i. Developing more of a cooperative working relationship with Taos Day School staff, our Head Start staff is becoming more proficient in their understanding of Kindergarten Common Core requirements (which Taos Day School has begun implementing) in areas of: letter recognition, number recognition, large motor skills, small motor skills, speech appropriateness and assessments that measure each child's abilities.
- ii. Our Tiwa Language Program is offering our Center students the opportunity to learn our tribal language and cultural offerings at a young level. With anticipation that our Head Start graduates will continue their language lessons at the Day School, our Project Coordinator develops our students' Tiwa language comprehension with a solid foundation of words and phrases that they can, in turn, practice with family.
- iii. Modeling our program policies similar to Office of Head Start requirements, our Child Care Development staff has Individual Development Plans that have them implementing training and credential development into their employment. After initial establishing a flat rate of pay for client services, we are also looking to re-establish our network of support with the New Mexico Children, Youth, and Families Division, in hopes of providing our eligible families and program with additional funding support.

I. Scope of Work

- i. Through the Head Start program, staff provides a safe learning environment for all our students so that they can develop their academic, social/cognitive and cultural skills for success in Kindergartens utilizing Common Core curriculum requirements.
- ii. Through our Child Care Development Program, staff provides a safe learning environment for all students, and support for families currently working on academic and/or employment goals. Student development in this program is focused on Head Start readiness.
- iii. Our Tiwa Language Program has established a Board of Education-sanctioned Language Certification Committee to work on certifying our first Tiwa Language instructors. In addition to work at the Early

Childhood Education Center, we are also supporting language instruction at the Taos Day School.

II. Program Accomplishments

A. Specific Accomplishments

- i. At our Early Childhood Education Center, we had 52 of 56 Head Start students and 13 Child Care students enrolled, assisting a total of 65 families with educational and child care support.
- ii. Our staff has been working hard to ensure that all students have required documents and health screenings in-place before the start of the school year; we are confident this will no longer be an audit finding, going forward.
- iii. After several years of operating over-budget, our Early Childhood Education Center operational costs have been reduced to within the limits of its grant. With the CMS Finance Office's assistance, we have established quarterly meetings to ensure that our expenses remain within our limits.
- iv. Center staff members have been working more with Day School staff to align academic and skill-development programs to ensure a smoother transition to Kindergarten.
- v. With Individual Development Plans being implemented, many of our Center staff have enrolled in, or continue to pursue higher education goals in college and various training programs.
- vi. From work started in the previous year, a collaborative effort between our Center, Health and Community Services, Tribal Government and Tourism, and the Red Willow Farms resulted in Taos Pueblo being one of four national recipients of the Robert Wood Johnson Foundation's Healthy Community Prize.

B. Continuing Work

- i. We are still working with Management staff to develop documented internal policies and procedures to assist staff in daily and periodic programmatic issues.
- ii. We have teacher position vacancies that we need to fill as soon as possible to offset work load current staff has taken on.
- iii. Parental involvement in our Head Start program from our tribal members has been drastically out-performed by our non-tribal parents. Unfortunately, parent participation and involvement in our Child Care program has been low as well. We will continue to work on involving more of our Taos Pueblo parents in areas of

Policy Council and Parent Center Committee participation, as well as parent workshops and community-oriented activities.

- iv. We will continue to invite Tribal Government to visit and participate in our Center’s activities.
- v. We will look to develop activities that will involve both our Early Childhood Education Center students, parents, and our elders at the Taos Pueblo Senior Center to help strengthen cultural, community, and family ties.

Head Start and My 1st School Staff

NAME	TITLE
Rebecca Martinez	Early Childhood Education Center Manager
Leslie Keahbone	Administrative Assistant
Apple Blossom Apodaca	Safety Specialist/Data Entry
Donald Sanchez	Bus Driver
Melanie Maestas	Special Services/Education Coordinator
Bernadette Lujan-Mirabal	Family Services/Health Coordinator
Yvonne Valdez	Nutrition Specialist
Derrick Peyketewa	Cook
Beatrice Martinez	Head Start Teacher
Leticia Manzanares	Head Start Teacher
Jeanette Yepa	Head Start Teacher
Ana Marie Concha	Head Start Teacher
VACANT	Head Start Teacher
Douglas Romancito	Asst. Head Start Teacher
Mikaela Romero	Asst. Head Start Teacher
Geraldine Kopepassah	Asst. Head Start Teacher
VACANT	Asst. Head Start Teacher
Summer Edmiston	On-Call Head Start Teacher
Bernadette Varoz	On-Call Head Start Teacher
Sheila Montoya	Child Care Teacher
Yvonne Holgate	Child Care Teacher
Tristen Montoya	Child Care Asst. Teacher
Michael Montoya	Child Care Asst. Teacher

2014 Priorities/Outcomes

1. Language:

- Continued collaboration with PTBE (Pueblo of Taos Board of Education)/CEC (Cultural Education Committee);
- Policy and procedure implementation;

- Tiwa Language certification for eligible community members;
- Pilot projects for instruction (ECE- Early Childhood Education);

2. Home/School/Community Relationships:

- Community Dialogues regarding the Community’s Education Plan;
- Parent Involvement;
- Continue with Native American Initiative (NAI)- this endeavor has shown an increase in graduation rates and increases in reading and math scores;

3. Workforce Development:

- On-going higher/vocational education support;
- After-school/summer youth programs;
- Professional Development/Certification;

Boards, Committees, & Partners

- | | |
|--|--|
| - Taos Pueblo Board of Education | - P.L. 102-477 Advocacy Workgroup |
| - Taos Municipal School Board | - Taos Pueblo Truancy Task Force |
| - Taos Day School Board | - Taos Pueblo Child Protection Team |
| - Taos Pueblo Head Start Policy Council
& Parent Center Committee | - New Mexico Education Assistance
Foundation |
| - CMS Strategic Planning Group | - New Mexico Children, Youth, &
Families Department |
| - TMS Strategic Planning Group | a. Juvenile Probation & Parole
Office |
| - UNM Taskforce | - Bridges Project for Education |
| - Native American Initiative | - Eight Northern Indian Pueblo Council
Butterfly Healing Center |
| - TMS Indian Education Committee | - El Centro Family Health |
| - Taos Pueblo Cultural Education
Committee | - Rocky Mountain Youth Corp |
| - New Mexico Tribal Higher Education
Commission | |