

# TRIBAL EARLY LEARNING INITIATIVE GRANTEE PROFILE

<b>Grantee:</b>	<b>Pueblo of San Felipe</b>
<b>Project Period:</b>	<b>September 30, 2012 – September 29, 2015</b>

## Program Goals and Activities

- Jointly conducted monthly collaborative meetings to deliberate on matters concerning TELI
- Informed and invited each other to professional development, team building and other training opportunities
- Reviewed mandates and criteria for entrance into Head start to extend categorical eligibility for Head Start Services
- Provided joint dental services for children
- Shared and maintained program facilities
- Held joint discussions with tribal leadership representatives about the benefits of HS/CC/THV partnership through TELI
- Held joint professional development trainings for Head Start, Child Care, and Project KEVA home Visiting (THV) staff
- Held joint trainings for HS, CC, and THV staff for familiarization to social service protocols, policies and procedures
- Jointly developed a community-based resource directory of all child serving agencies in the San Felipe community servicing families from prenatal to age 8
- Worked collaboratively on increasing parent/family involvement in HS, CC, and THV program initiatives and meetings
- Conducted joint program planning for alignment of each TELI program's goals to the NM Early Childhood Guidelines
- Collaborated to promote healthy wellness behaviors among tribal members

## Community Context

State	New Mexico
Rural or Urban Reservation or Non-Reservation	Rural Reservation



<p>Geographic Area, Characteristics, Demographics</p>	<p>The Pueblo of San Felipe (Katishtya) is located in Sandoval County, New Mexico, between Albuquerque, 30 miles to the south, and Santa Fe, 33 miles to the north. Although situated between two urban centers, the Pueblo is rural and isolated. Katishtya has been located along the banks of the Rio Grande for over seven hundred years, and the community was well established at the time Spanish explorers arrived in the 16<sup>th</sup> century. The Pueblo was federally recognized by the United States under the Treaty of Guadalupe Hidalgo in 1848, and consists of almost 50,000 acres of trust land, including 1,793 acres of designated farmland and 25,458 acres of grazing land (Garcia, 2000). Strong traditional family and community values guide the way of life in Katishtya. Traditional teachers, maternal and paternal clans, traditional medicine are common within the community. These sects are incorporated into a traditional governance system that guides the community. Historically, tribal members have carefully worked to ensure that traditions are not lost, however, as a result of colonization, present-day Katishtya, practices culturally spiritual and traditional values, combined with western modalities.</p> <p>Although strong in cultural grounding, it is understood by tribal members that the multifaceted impact of western influences (e.g. education, medical care/ health, economic development, religion) has diverged from many of the sacred, historical practices of Katishtya people. It is this growing concern coupled with rural isolation, poverty, low educational achievement, intergenerational trauma and substance abuse which complicate the lives of Katishtya people. Research on AI populations is limited by the small sample size and the heterogeneity of the population. However, existing studies indicate that AIs experience a disproportionate burden of behavioral health issues.</p>
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### Description of Early Childhood System

The San Felipe Head Start, Child Care, and Home Visiting Programs are located within the San Felipe community reservation. Each program relies on separate funding streams to coordinate and implement its activities. Child Care receives CCDF funds and these funds are used strictly for Family Child Care services. This program provides home based services and occasionally provides various trainings to its service providers.

The San Felipe Head Start Program is a center-based program which has six multi-age classrooms, with 16 children per classroom. Each classroom has a Teacher and a Teacher Assistant, and of the 13 teachers and teacher assistants, 3 teachers have AA degrees, 3 teachers have CDA certificates and are working towards completion of AA degrees; 6 teacher assistants have CDA certificates, and all are working toward AA degrees. The teaching staff and administrative staff are committed to providing a quality learning environment for Katishtya children and families, and continue to strive in their own educational growth.

Project KEVA Home Visiting Program, currently has a staff of three: Program Coordinator, Cultural Advisor, and Family Health Educator. Project KEVA is utilizing Family Spirit as their evidence-based model. Delivered by Native American paraprofessionals, Family Spirit supports young expectant AI mothers from pregnancy to three years post-partum. It favors family-centered approaches to health and well-being which is consistent with native traditions, effectively attaining strong support from tribal communities. Principles of the model include: increase parenting knowledge and skills; address maternal psychosocial risks that could interfere with positive child-rearing (drug and alcohol use; depression; low education and employment; domestic violence); promote optimal physical, cognitive, social/emotional development for children from 0-3; prepare children for early school success; ensure children get recommended well-child visits and health care; link families to community services to address specific needs; and promote parents' and children's life skills and behavioral health outcomes across the lifespan. Theoretically, Family Spirit utilizes Native and Western practices and allows participants to tailor the program with respect to their cultural orientation. That is, lessons could be done in native languages and can utilize traditional ceremonies in combination with more Western approaches (Walkup et al., 2009). These aspects make Family Spirit ideal for the Pueblo of San Felipe in that it values cultural ways of knowing and allows for accessing traditional practices that are unique and integral to the way of life for young Katishtya pregnant women and mothers.

Through TELI, the programs no longer operate in silos. They know what the other programs offer so they can be more intentional about not duplicating services and ensure that what they offer serves the needs of the community. The families also use what is called an early childhood passport, which contains important health and service information for every child and family and eases data sharing across programs within the tribal service system. There are also specific plans in place for families that transition from home visiting into Head Start with regard to sharing screening information and ways to developmentally support the child's transition into the new program.

The programs are also exploring the establishment of school readiness goals for birth to 8 years. There is a strong, shared focus on integrating culture into the school readiness domains. This is an area where the tribe benefits from having teachings available from the tribe's elders to ensure that this cultural information is passed along to the new generations.

## Results

San Felipe Pueblo TELI programs made excellent progress building relationships across their Head Start, child care, and home visiting programs. They focused their TELI collaboration on conducting joint dental services for children, working to extend categorical eligibility for Head Start services to children receiving home visiting services, and conducting joint professional development opportunities. San Felipe Dental Services supported TELI efforts through provision of dental services to children ages birth to 10 years.

The three programs jointly sponsored the annual "Katishtya TELI Fall Festival" celebration of young children and families in the community. There were up to 700 people in attendance for these events. During the grant period, the TELI team also began development of "early childhood passports," a tool that contains important health and service information for every child and family and eases data sharing across programs within the tribal service system.

The San Felipe TELI work was also vital in looking at the program curricula in the context of culture. All partner programs supported each other in developing ways to bring cultural and language enhancements to their respective programs, creating a unified focus across programs. Directors of the programs shared passionately that they want children to understand that their roots are tied to San Felipe, but that they also have many opportunities. Programs want children to feel empowered to go out and explore and know that college is an option for them.