



Resolution No. 73-189

RESOLUTION OF THE
WHITE MOUNTAIN APACHE TRIBE OF THE
FORT APACHE INDIAN RESERVATION

WHEREAS, many children on the Fort Apache Indian Reservation enter school every year unprepared, both mentally and physically, and

WHEREAS, with training for both these children and their mothers, these problems could be alleviated.

BE IT RESOLVED that the White Mountain Apache Tribal Council herewith request \$372,774.00 for imp;ementation of the attached Title IV Project submitted under the Indian Education Act, P. L. 92-318, to provide Early Childhood Education for sixty pre-head start and pre-kindergarten children and their mothers or guardians from Health, Education and Welfare.

BE IT FURTHER RESOLVED that the Tribal Chairman of the White Mountain Apache Tribe is authorized to sign any and all documents necessary to consummate the said grant.

BE IT FURTHER RESOLVED that the objectives and need for this assistance and the summary budget are made a part of the said resolution.

The foregoing resolution was on November 27, 1973 duly adopted by a vote of 7 for and 0 against by the Tribal Council of the White Mountain Apache Tribe, pursuant to authority vested in it by Article V, Section 1 (1) of the Amended Constitution and By-Laws of the Tribe, ratified by the Tribe June 27, 1958 and approved by the Secretary of the Interior on May 29, 1958, pursuant to Section 16 of the Act of June 18, 1934 (48 Stat. 984).

Fred Bauschley
Chairman of the Tribal Council

Walter C. Enfield
Secretary of the Tribal Council

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1. OBJECTIVES AND NEED FOR THIS ASSISTANCE

A. NEED

Approximately 60 White Mountain Apache children will enter school annually the next three years undernourished and lacking the coordination skills normally expected of beginning students. These children will be handicapped in that they will not be as healthy and alert as they have the right to be. This is the result of isolation, lack of knowledge, and depression on the part of parents. The Fort Apache Indian Reservation is in the beautiful White Mountains of east-central Arizona, but it is isolated in that only two highways pass through, radio and television reception is very poor, newspapers and other printed materials are scarce, the people speak their own language, and steady employment is questionable because of weather conditions. According to the Branch of Social Services at the Fort Apache Indian Agency, the average per capita income on this reservation in FY 72 was \$1,250.00, about one-third the national average. Project Apache, a five-year project now half-way through its tenure is attempting to determine exactly what causes the high infant mortality rate and apparent mental retardation rate. Though statistics cannot yet be compiled, evidence indicates poor nutrition a major factor. Two Hundred Fifteen Mutual Aid Homes and 100 Low Rent Homes have been built on the reservation in the past six years, and a few families have obtained standard housing for themselves. The remainder of the population (the 1970 Public Health Service Census show 6,230 Apaches on the reservation) lives in sub-standard housing often lacking

electricity, running water and sanitary facilities. Due to the above factors, Apache children enter HeadStart and Kindergarten Programs without the prerequisite skills necessary for successful attainment.

B. OBJECTIVES

1. The principal objective shall be to improve the overall physical and mental health of 60 pre-school children where parents have shown the greatest interest and expressed the greatest desire for such a program.
2. Subordinate Objectives:
 - (a) Sixty pre-head start and pre-kindergarten children will develop physical coordination commensurate to national norms as measured by Preschool Attainment Record.
 - (b) Sixty pre-head start and pre-kindergarten children will demonstrate social, mental, and language skills prerequisite for enrolling in kindergarten. This will be measured by Preschool Attainment Record.
 - (c) Mothers of 60 pre-head and pre-kindergarten children will be able to select, store properly, and prepare nutritionally balanced meals. Accomplishment of this objective will be measured by staff members conducting observations in the homes.

2. RESULTS OR BENEFITS EXPECTED

Public Health studies and Project Apache studies indicate that poor nutritional levels lower one's resistance to disease and retard mental development. It is the hope, then, to teach mothers and/or guardians

how to buy, store, and prepare foods which provide the necessary nutrients that will promote the normal growth and development that should be each child's birthright. If these mother learn and apply their knowledge, all members of the family will benefit by better health and a more alert mental attitude. Also, as these small children become more healthy, their school attendance should become more regular, they should become better students, their goals should become higher, and they should be able to rise above the alcoholic problems and poverty-level-living that are so prevalent at this time. In addition, as children grow up with better dietary habits, they will be conditioned to providing better foods for their own children which will result in better mental and physical health for the subsequent generations. At the same time the mothers are learning to provide better for their families, the pre-head start and pre-head kindergarten children will be involved in play school activities which will develop major and fine motor coordination, some English language, and the ability to function in group activities. Mothers will also be taught how to encourage children to develop motor skills at home and encouraged to function bi-culturally. As more time is spent learning together, mothers and children will develop greater esteem for each other and deeper pride in their achievements. As these children begin to enroll in regular school activities, their self-image should be higher, their mental and physical health improved, and the long range benefits immeasurable. Academic disciplines will be easier for these children to achieve as students because they will have improved health, better coordination, and prerequisite training in group activities. Much evidence indicates that Indian Education is failing now. (Dropout rates,

welfare rolls, alcoholism, suicide rates, unemployment records, etc. can be cited). A new approach must be taken to better prepare children to enroll in school, attend regularly and establish sound goals. Children who speak no English would normally be considered six years behind English speakers when they enter school. If this experience can provide functional English, these 60 children, then, could be more ready for receiving training and direction when they enter school. Their achievement will be higher and their progress greater. If this tribe achieves the desired results of better mental and physical health for its pre-school children, the assumption would have be that similar experience would be valuable for other reservation tribes.

3. APPROACH

I. IDENTIFICATION OF ACTIVITY

- (1) The activities requested in this proposal will support a project to provide educational services not available to Indian children.
- (2) The activities are innovative on this reservation in several ways:
 - (a) No preschool training is available for Apache children except Headstart around the Whiteriver Area.
 - (b) No training is currently underway for mothers in relation to the care and feeding of their families.
 - (c) No previous effort has been made to improve physical and mental health of children through organized learning experience of their mothers.
 - (d) No previous effort has been made to provide organized learning activities for both children and mothers.

- (3) Long range results of these activities should include improved physical and mental health for each member of the families of the 60 pre-head start and pre-kindergarten children. They should be more alert, have a better self-image, and have greater potential for success. Academic achievement for the 60 children should be greater, future employment potential should be higher, and improved living standards should be expected. At the same time, greater pride in the child's heritage should result because he will see himself functioning and improving with his parents. Sixty children and their older siblings would be effected immediately but if the project is successful, generations can be effected.
- (4) It is felt by this tribe that Indians on other reservations have similar voids of knowledge. If this is true, this type of training would be of great value to many tribes. The aesthetic values of mother and child learning together and of mother learning for her family are immeasurable. Children will have academic skills plus healthy minds and bodies and will, thereby, be ready to accomplish when they enroll in school.

II. DESCRIPTION OF CONTENT AND METHODS

- (1) A mobile kitchen to be driven from community to community will be needed as a demonstration unit for mothers of the preschool children. This unit will be equipped with range, refrigerator, freezer space, counters, storage space, demonstration tables, etc. It will be leased from a firm in Phoenix, Arizona, which can build it according to

specifications. In addition, climbing bars, walking beams, tricycles, and other approved early childhood education toys will be needed for the participating children in the communities. Expendable supplies and materials will be needed for both mothers and children. \$75,000.00

(2) Staffing

A Project Director, equivalent to GS-11, will be needed to head this project. This person should speak Apache, be a good manager, and have a genuine interest in education. Three teachers will be needed. One Home Economist with a nutrition specialty will teach the mothers; a teacher qualified for early childhood education will work with the children and the mothers; and a qualified primary physical education teacher will teach the children. Six education aides (two in each community) will assist. A cook and a custodian will be needed for each of the three communities.

(3) Scheduling of Participants

The mobile kitchen will be driven to the Community Building and the mothers and children will come to it. Half of the participants will be scheduled during the morning and the other half during the afternoon. The three teachers and two aides will remain on duty all day. Play school for the children will be conducted in the community building. The next two days, the teacher will be in a different community and aides will supervise the children after being carefully briefed by the teacher. One meal will be served to the children. The custodian will drive a mini bus leased from

GSA to transport children and mothers who desire transportation.

- (4) Description of Unique Characteristics that Show Innovation
- Innovative characteristics of this proposal include such things as organized learning experiences for mothers and children together; the training of mothers in such basic instruction as purchasing, storing, preparing and serving food to their families; and concentrated effort to improve mental and physical health of preschool children so they can achieve better academically when they enroll in school.

- (5) Needs and Objectives are Related in These Ways
- By providing the services of a nutrition expert, mothers can learn to provide a balanced meal for their families thus producing healthier children both mentally and physically.

By providing a well-qualified primary physical education teacher to work with preschool children, the children can develop large and small motor skills so they can make greater progress when they enter school.

By providing the services of a qualified early childhood education expert, mothers can learn to help their children acquire the skills needed as prerequisite for entering school.

- (6) Description of Extent of Indian Parent Participation in the Educational Process

Indian parents have been involved in the planning of this project. Copies of minutes of their meetings and signatures

of those in attendance are on file with the Tribal Education Committee and the Fort Apache Agency. Mother will participate in the educational activities as students in the nutrition classes and as observers and participants with the preschool children. Their observations and in-put will influence the redirection of the project as progress is analyzed and evaluated. It is strongly felt on this reservation that academic achievement will not be greatly improved until parents become highly involved in the educational processes. This proposal offers concrete methods for acquiring this involvement.

III. EVALUATION

Objective evaluation will be accomplished by contracting with a university to furnish pre and post measurements. Physical examinations before and after implementation of the project will reveal whether or not better nutrition improves the physical health of the children involved: The Preschool Attainment Record will show whether physical coordination, social, mental and language development has improved. The university can determine other tests and/or measurements to indicate an increase in academic skills prerequisite for enrolling in schools.

IV. RELATIONSHIP TO OTHER EXISTING SERVICES

Close communication with the HeadStart Director can establish realistic goals for academic skills for the 60 children. Public Health has indicated a desire to assist in this project. They can furnish consultants and provide physical examinations. Title I has provided methods for expanding academic skills for children enrolled in school. These items and methods can be used in this

project when they are not needed by the Title I target children. In an effort to isolate and remediate psychological problems as early as possible, psychological testing will be required for those children who indicate a need. Some of this service can be provided by the Bureau of Indian Affairs, Phoenix Area Office. If, however, this becomes too burdensome, independent testing services will have to be contracted. The BIA school cooks can give technical assistance to the cooks requested in this proposal.

V. CHILDREN TO BE SERVED

Sixty pre-head start and pre-kindergarten children who are handicapped by poor nutrition, lack of English, and poor motor skill development will be selected for this proposal. They will be three and four year olds. The mothers of these same 60 children will also participate. Many of these mothers are high school graduates who studied nutrition and child care but because their need for that information was not immediate, they have forgotten. To reteach at this time will provide meaningful information which should be easily acquired. Children and mothers will be selected in the communities where greatest needs and interest have been exhibited. Mothers will spend three hours every three working days in this activity. The children will spend three hours daily, five days weekly, for fifty-two weeks.

VI. STAFF

A Project Director will be needed to coordinate activities and ascertain that objectives are being met. This person should

special Apache and be instrumental in maintaining a high level of interest for community members. This person should be on the job all year, be equivalent to a GS-11, and should be paid from Title IV funds. The salary indicated includes 10% E.B.C. It is not felt that the Project Director need be an educator per se, but he must have genuine interest in education, the ability to interest others in education, and must be a good business manager.

\$16,138.00

Three GS-9 teachers, a nutrition expert, a primary physical education teacher, and an early childhood educator will be needed all year. These educators will be paid from Title IV funds, and the salary indicated includes 10% E.B.C. These people must have the same qualification as required for public school teachers. In addition, they must have in-service training to qualify them for Indian education.

\$40,151.00

Six Apache education aides will be needed, two for each community in which this project will function. These people will be employed all year and paid from Title IV funds. The salary includes 10% E.B.C. These aides will be bilingual and will require in-service training so they will understand their function, the objectives of the project, and the legalities of the proposal.

\$47,507.00

Three Apache cooks will be needed, one for each community in which the project will function. These people will require in-service training from the Home Economist, Public Health, and possibly BIA school cooks. They will be employed all year and will be paid from Title IV funds. The salary shown includes 10% E.B.C.

\$29,700.00

Three custodian/bus drivers will be required, one for each community. These will be Apache speaking people who can relate well to the children and the parents. In-service training will help these people understand their function and duties.

Salary includes 10% E.B.C.

\$29,700.0

A secretary will be needed to handle all correspondence, purchase orders, etc. This person will be an Apache speaker who can contact people as needed and correctly convey all messages. This salary will be paid from Title IV funds for a full year.

\$ 7,918.0

VII. IN-SERVICE TRAINING FOR STAFF

Professional and para-professional staff will receive in-service training on-site the third week in August 1974 as contracted by ASU. These consultants, at a fee of approximately \$150.00 daily, will train all employees concerning legalities of the project, aims, duties and responsibilities of employees, and how the success of their efforts will be measured. A fully qualified person from ASU, familiar with the Apaches and their problems will be available to do this training. Training will be completed in one week prior to beginning classes for mothers and children. Additional training, as required, will be accomplished by the Phoenix Area Office Education Specialists, the Fort Apache Agency Education staff, or Public Health doctors, nurses, nutritionist and ASU Consultants.

\$ 1,500.0

VIII. FACILITIES

A tribal owned Community Building is located in each community. These buildings contain meeting rooms suitable

for classrooms and kitchen facilities. These buildings can be used for this project, but they will require some maintenance and repair. Funds are included in the proposal for replacing broken windows, adding locked storage space, dining tables, etc. Outdoor playground equipment must be bought and installed, and cooking and serving utensils must be obtained. Fuel and electricity must also be provided.

\$15,00.00

Housing, in the form of mobile homes will be required for the Project Director and three teachers. These people will pay equitable rent, but not enough to pay for the homes in one year. Fuel and water will be included in rent; each person will pay his own electric bill.

\$75,000.00

IX. ADMINISTRATION

The administration staff will be composed of a Project Director and a secretary with technical assistance from the Agency education staff. The Project Director will be an Apache who has a deep interest in education, who can encourage parental involvement and who is a good business manager. He will be responsible for maintaining a high level of interest on the part of community members, for seeing that objectives are met at appointed times, and for seeing that supplies and materials are available when needed. He will also be responsible for maintaining books and records necessary for legal maintenance of the project. The secretary will assist the Project Director in the implementation and operation of the project.

X. PROJECTIONS FOR ACCOMPLISHMENTS TO BE ACHIEVED

Assuming that this project is operational by July, staff will be employed and trained by the end of the second month.

Building repairs will be completed, equipment purchased and installed, supplies and materials obtained, and pre-evaluation will have been accomplished. By the beginning of the third month, sixty preschool children and their mothers will be enrolled in organized learning centers. At the end of first, second, and third quarters, specific appraisal of the project will be made by the Project Director, teachers, aides, and involved mothers and changes will be made as needs indicates. For example, if community support is nonexistent in one community, the training will be immediately transferred to another village where interest is higher. This does not constitute a threat, but it will be a method of abiding by the opinions of community members. Post-evaluation will have been accomplished by the end of the fourth quarter.

XI. ON-GOING ANALYSIS

Once monthly in each learning site, the Project Director, teachers, aides, and participating mothers will meet to examine accomplishments in light of the objectives set forth. Public Health and Agency education staff will lend technical assistance. If at anytime, progress toward objectives seems inadequate, redirection will be in order and steps taken to make positive gains.

XII. PARENTAL INVOLVEMENT

The Health, Education and Welfare Committee for the White Mountain Apache Tribe has spearheaded this activity through parent meetings and a resolution to the Tribal Council. Minutes of meetings with parents and signatures of the

attending parents are on file in the HEW Office and the Fort Apache Indian Agency. Monthly, throughout the project year, the participating mothers will be involved with on-going analysis. The Tribal HEW Committee will continue to have input. The first year of operation will not extend to the entire reservation so all interested parents will be asked to visit, evaluate, and make suggestions.

XIII. DISSEMINATION

A quarterly newsletter will be issued by the Project Director and submitted to Tribal leaders, Agency, Area Office of Education, and other interested persons. The tribal public relations representative in Phoenix can see that meaningful information reaches the news media. Whenever positive identifiers are available to pinpoint success or failure of this project, these people concerned with Indian education will be informed. The quarterly newsletter will describe activities and outcome to help preclude duplication of errors or to encourage other reservations to implement similar programs.

\$ 160.00

Video tapes will be made and shown to all interested parents or other persons. This will require materials and man hours of a qualified person.

\$ 5,000.00

XIV. GEOGRAPHIC LOCATION

The Fort Apache Indian Reservation is located in east-central Arizona, covering 2,600 square miles of rough mountainous country. Elevations range from 4,000 feet to 11,000 feet. With a population of 6,230 Apaches and 2,000 Non-Apaches, this is obviously a rural area.

Two state highways cross the reservation and few other roads are built and maintained by the Tribe or BIA. Radio and television reception is poor; there is no movie theater, swimming pool, or other recreation facility for young people.

Whiteriver is the largest town on the reservation. It is headquarters of the White Mountain Apache Tribe, the Fort Apache Indian Agency, and Public Health. There are eight other communities on the reservation, reaching out as far as 50 miles from Whiteriver.

Phoenix, the state capital, and the nearest real city, is 180 miles away. Many people still walk or ride horseback. Lack of refrigeration and sanitary facilities are still problems. Most Apache children start to school without an English vocabulary because of their limited contact with non-Apaches.

S U M M A R Y B U D G E T

Personal Services

Project Director	\$ 16,138.00
3 Teachers	40,151.00
6 Education Aides	47,507.00
3 Cooks	29,700.00
3 Janitor-Bus Drivers	29,700.00
1 Secretary	7,918.00

Total Salaries	\$171,114.00
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In-Service Training

\$ 1,500.00

Total	\$ 1,500.00
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Facilities

Improving & Equipping Community Buildings	\$ 15,000.00
Mobile Homes	75,000.00
Lease on Kitchen Van	15,000.00

Total Facilities	\$105,000.00
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Supplies and Materials

For Children	\$ 60,000.00
For Mothers	15,000.00

Total	\$ 75,000.00
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Transportation

\$ 15,000.00

Total Transportation	\$ 15,000.00
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Dissemination

\$ 5,160.00

Total Dissemination	\$ 5,160.00
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TOTAL	\$372,774.00
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