

MUSCOGEE (CREEK)
NATION HEAD START
ANNUAL REPORT

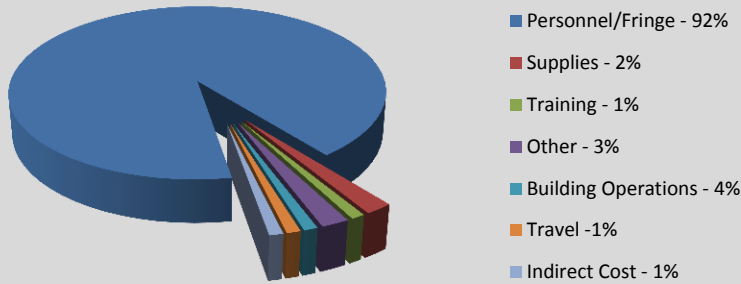
2017-2018

MUSCOGEE (CREEK) NATION HEAD START



FY 2017-2018 MUSCOGEE (CREEK) NATION HEAD START ANNUAL REPORT FOR FISCAL OPERATIONS TOTAL FUNDING RECEIVED

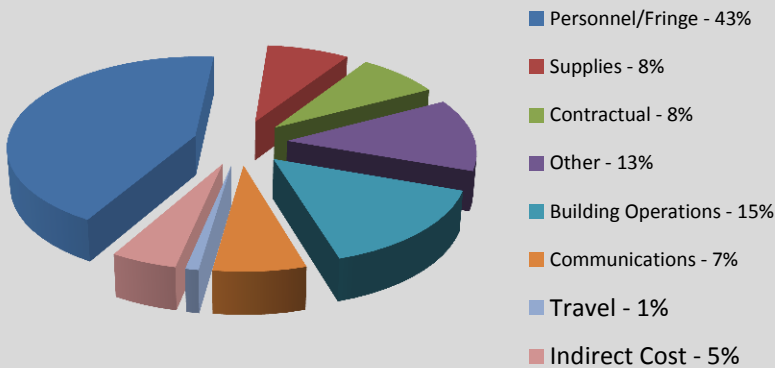
Head Start Fed Budget FY 2018



BUDGET INFORMATION

Our FY 2017-2018 Federal Budget total was \$2,400,238.00. The majority of our budget supports Personnel, Fringe and Indirect Costs. During FY 2017-2018, we employed 66 Head Start

Tribal Match Budget FY 2018



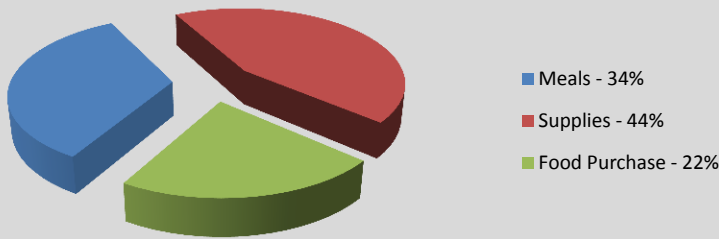
NON-FEDERAL SHARE

We are required to obtain a 20% non-federal match on every federal dollar expended within our budget. During FY 2017-2018, our non-federal match totaled \$610,633.

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Johnson O'Malley Budget FY 2018



Johnson O'Malley (JOM)

We receive grant funding every fiscal year from the Johnson O'Malley Program. These funds help provide supplemental activities for Native American students and families who attend the Head Start Program. In FY 2017-2018 we received an amount of \$9,017.00.

BASIC MCN HEAD START INFORMATION

Muscogee (Creek) Nation Head Start is a multi-site Tribal Head Start program with a funded enrollment of 289 children and families. Head Start provides a no cost educational program for eligible children ages 3 to 5 years of age.

Our Vision: To provide a program where pre-school age children are offered an early educational experience that will build the foundation to become a lifelong learner.

Our Mission: To provide children and families a Comprehensive Early Childhood experience with parental, staff, community, and tribal involvement that will build the foundation for positive lifetime growth and development.

ENROLLMENT BY COUNTY

COUNTY	CENTER	HS ENROLLMENT
Hughes	Wetumka Head Start	17
McIntosh	Checotah Head Start	37
McIntosh	Eufaula Head Start	37
Muskogee	Midway Public School Collaboration	17
Muskogee	Wainwright Public School Collaboration	17
Okfuskee	Okemah Head Start	17
Okmulgee	Dewar Public School Collaboration	33
Okmulgee	Okmulgee Head Start	57
Tulsa	Tulsa Head Start	57

Muscogee (Creek) Nation Head Start Employees:

Administration Staff	3
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Administration	3
Specialist/Coordinators	5
Center Supervisors	5
Head Start	53
Contractual	3
Total	69

Regulatory Guidelines:

Department of Human Services (DHS) Licensing	Office of Head Start Performance Standards
Muscoogie (Creek) Nation Environmental Health	Head Start Act
Muscoogie (Creek) Nation Policies & Procedures	Muscoogie (Creek) Nation Risk Management

Fiscal Year Schedule:

Head Start	December 1 – November 30
CACFP	October 1 – September 30
Public School MOA's	August 1 – May 31
Local Education Agreements (LEA)	August 1 – May 31

Audits and Reviews:

Environmental Health & Safety Review	February 1-5, 2016
CLASS Review	March 8-11, 2016
Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Monitoring Review	April 17-20, 2017
Child and Adult Care Food Program (CACFP)	August 2017

Internal Advisory Boards/Committees

Policy Council
Health Advisory Board

Training Opportunities:

Annual Pre-Service Training
Annual In-Service Training
Training and Technical Assistance

Renewal Certifications:

Food Handlers
First Aid/CPR

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Commercial Driving License (CDL)
CLASS Reliability
Medical Administration Training (MAT)

Muscogee (Creek) Nation Requirements:

Muscogee (Creek) Nation Head Start Program eligibility requirements include guidelines set by Section 652(a) of the Head Start Act (P.L. 101-5-1) which provides for annual revision of poverty guidelines. Muscogee (Creek) Nation Head Start further requires a child's birth certificate or other documentation to verify age of child, immunization record, and Muscogee (Creek) Nation Citizenship card or CDIB (if applicable). Applications are accepted year round for enrollment opportunities. Selection into the program is based on a point system with information obtained from the enrollment application. We do not operate on a first come first served basis.

Head Start Income Eligibility Guidelines 2017-2018	
Family Size	Income
1	\$12,060
2	\$16,240
3	\$20,420
4	\$24,600
5	\$28,780
6	\$32,960
7	\$37,140
8	\$41,320
For more than 8 persons add \$4,180 for each additional person	

Family Engagement:

The Muscogee (Creek) Nation Head Start staff recognizes that parents are the first and most important teachers of their children. The program welcomes parent involvement by providing Head Start activities to the parents to be fully engaged in their child's learning experience and will work as partners with the parents to help children progress. The program offers a variety of opportunities to engage in our program. A few examples of these opportunities include Monthly Parent Trainings & Meetings, Literacy Night, Dad & Me, Mom & Me, Week of the Young Child Celebrations, Classroom Celebrations, Policy Council, and volunteering in the classroom.

Food Costs and Reimbursement 2017-2018

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Muscokee (Creek) Nation Head Start uses the Child and Adult Care Food Program (CACFP) funded through the State of Oklahoma. CACFP reimburses Head Start for providing healthy meals and snacks to children in the program.

Month	Total Expenditures	Total Reimbursement
December	\$10,044.40	\$16,642.68
January	\$18,152.60	\$22,073.67
February	\$15,744.59	\$23,159.05
March	\$15,219.29	\$20,733.97
April	\$16,231.67	\$24,704.61
May	\$3,945.43	\$8,628.09
June	0	0
July	0	0
August	\$15,970.93	\$15,149.99
September	\$17,136.04	\$26,787.00
October	\$18,047.45	\$25,180.42
November	\$16,973.06	\$22,365.00
Total	\$147,465.46	\$205,424.48

Program Information Report (PIR) 2017-2018:

- ❖ Funded Enrollment: Head Start 289
- ❖ Average Monthly Enrollment: 100%
- ❖ Total number of children served by Head Start: 337
 - 2 years of age: 7
 - 3 years of age: 189
 - 4 years of age: 141
 - 5 years of age: 0
 - Native American Children: 209
 - Non-Native Children: 128
- ❖ Families served by Head Start: 314
 - Two Parent Families: 150
 - Single Parent Families: 164
- ❖ % of children served are income or categorically eligible 69%
- ❖ % of children received medical screenings: 100%
 - Medical Screening include: Physical, Dental, Speech, Developmental, Vision, Hearing, Height/Weight, Blood Pressure, Lead & Hematocrit.
- ❖ % of children received dental screenings: 100%

SCHOOL READINESS GOALS

Approaches to Learning Goal

1. Children will regulate emotions and behavior and follow classroom rules and routines.

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This includes calming techniques, role modeling, and teacher support, discuss emotions and ways to manage them, show children how to clean up and where to put things, follows routines upon entering and leaving the play space, playground, learning centers;

2. Children will demonstrate persistence, flexibility, and patience when working with materials, activities, and information.

This includes children making choices and staying with an activity for a reasonable length of time once a choice is made; children demonstrating focus when activity, materials, or information become challenging; asking for help to continue working independently in the activity, material, or information; and demonstrating signs of pride and accomplishment; washes hands unassisted, blows nose when reminded, dresses self for outdoor play with assistance;

3. Children will show an interest in varied topics and activities, an eagerness to learn, and independence in their interactions with activities and materials.

This includes the child to seek more than one solution to a question, task, problem; Pursues alternative approaches to problem solving; actively explores materials and displays a curiosity and a desire to participate in activities; during exploration, engages in conversations with others regarding the materials; applies previous information to build new knowledge,

4. Children will use creativity in play, conversations, and activities. Joins a group of children and invites others to play, comes up with new stories and activities, imaginary play, provide children with different props, words, and/or materials to expand their creativity.

Perceptual, Motor, and Physical Development Goal

1. Children will demonstrate control and coordination of large muscles for movement, navigation, and balance.

This includes basic locomotors (galloping, hopping, jumping, running, riding tricycles, climbing, throwing, catching, kicking, dancing, bouncing or hitting balls) Disability children will have a variety of activities to develop control for walking and to propel a wheelchair or mobility device. Children will develop awareness of their body and the space around them.

2. Children will demonstrate increasing control of small muscles.

This includes developing eye-hand coordination by the following: holding pencil, drawing tools, cutting with scissors, eating with utensils, pouring liquid from pitchers, and using serving tools, brushing teeth, building with blocks or turning the pages of a book, and putting on clothing.

3. Children will identify and practice healthy and safe habits and routines.

This includes eating healthy foods, understanding that healthy bodies require rest, exercise and good nutrition. Children will wash hands with soap and water, brush their teeth with toothpaste daily, dress appropriately (wearing a coat when cold), use writing or other tools appropriately; providing verbal reason for why these practices are safe and important; and knowledge and practice related to nutrition and food that is healthy.

Social and Emotional Development Goal

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- 1. Children will engage in and maintain positive adult-child relationships and interactions.**
This includes using words or pictures to identify and label own feelings, needs and wants, using words and strategies for resolving conflicts and solving problems, attempts to solve problem before asking for assistance from teacher.
- 2. Children will engage in and maintain positive peer relationships and interactions.**
This includes sharing space, materials, activities, adult attention; verbal and gestural communication of needs, wants, and information; emotionally positive interactions and exchanges; and will attempt to solve problem before seeking adult help. Cooperative play, resolve conflict choosing to work and play with other children, initiates interaction with others,
- 3. Children will identify emotions, be able to regulate emotions, and show empathy to others.** This includes labeling emotions correctly, use techniques to calm their self-down, provide help or comfort to peers or adults.
- 4. All children will develop and display a sense of self, confidence in their abilities, and a strong identity that is rooted in their family and culture.**
This includes successful relationships with others in the home, family and learning environment, treat everyone with respect and dignity, understands and values similarities and differences among people, treat and respect all children by accepting adaptive equipment (wheel chair, hearing aide, crutches) as part of the person.

Language and Literacy Goal

- 1. Children will build, use, and comprehend increasingly complex and diverse vocabulary.**
This includes the child to seek multiple solutions to a question, task, problem, or activities, information, or materials that foster learning and skills (puzzles, building materials, recognizing cause and effect, classifying, comparing, and contrasts objects, events, and experiences) applying past knowledge to build new knowledge; uses new words that have been introduced by the teacher from a list. This includes listening, understanding and following simple two or three step directions, symbols or sign language; repeats instructions to a friend; carries on conversations with children and adults with using conversational turns; follows conversational and social rules such as eye to eye contact, staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity; use words to express self and wants or needs, children who are Dual Language Learners (DLL) may demonstrate these increasing abilities in their home language or in English. Asking and answering open-ended questions,
- 2. Children can identify and discriminate the sounds within words, as separate from the word itself.**
This includes participating in singing, reciting poems and saying and acting out finger plays; begins to recognize matching sounds and rhymes in familiar words, games, stories, songs, and poems; begins to hear and discriminate separate syllables in words; hears the difference between similar sounding words (coat and goat, three and free) experiments with language (like ssssnake); hears beginning sounds in familiar words; plays with

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repetitive sounds. Recognizes words in a set of words begin with the same sound (bell, bike, and boy all have /b/ at the beginning; Identifies the sounds letters make in his or her name.

- 3. Children will use and understand print as a system of visible marks that represent the sounds within words and words themselves. Children will also identify the letters in the alphabet and their sounds.** This includes recognizes name in print, demonstrates awareness or knowledge of letters of the English language, especially letters from own name; identifies some letters of the alphabet in random order; recognizes that letters are different from words; identifies and picks out the letters in his or her name from an alphabet chart.
Recognize letters by their sound
- 4. Children will use and be familiar with writing tools and materials.**
This includes using writing tools and paper to “write” words or stories; scribbles some letter-like symbol and some letters in writing; writes own name or familiar words; uses writing materials to make shapes, squiggles, and letters; Retells stories and writes something and asks someone else to read it; tells others about intended meaning of drawings and writings. Recognize how books are read, such as front to back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.
Retell stories or events in order
- 5. Children who are dual language learners (DLLs) will demonstrate increased competency in their home language while developing proficiency in English.**
This includes the ability to understand and use increasingly more complex language in both their home language and English. As the children’s vocabulary becomes more varied and complex, they are able to express a broader content of knowledge. There is one staff member at each facility who speaks the child’s home language. Each classroom has a binder with numbers, pictures of animals, food, and body parts with the Creek words to teach children the Creek Language. Children will be able to count to 10 in Creek, recognize and say the Creek words when shown the pictures. Children will participate in a Creek Language bowl (2) two times a year December and April. Children whose family speaks other language will have a translator at the center to communicate with them as needed.

Cognition

- 1. Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.**
This includes counting accurately up to 10 objects; showing 1:1 correspondence in counting; sorting objects into groups by a certain characteristic and begins to explain how the grouping was done; describes or recognizes similarities and differences between objects; Continues a simple pattern such as arranging blue and yellow pegs in alternating order; describe patterns; recognize numerals; compares and recognizes items that are more, less or the same in size; name “how many” are in a group of up to five (or more) objects; adding and subtracting, using number or quantity to solve problems (if we take one away from this group of four beads, how many are left); names shapes; groups objects according to their shape and size; uses positional words (beside, inside, over, under), participates in measuring activities and names of measure; begins to order, compare and describe objects,

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can identify which object is the longest, shortest, biggest, or smallest. Place objects in graduated order.

- 2. Children will conduct experiments, use observation and manipulation, ask questions, make predictions, analyze the results, and develop hypotheses to gain a better understanding of information and activities in their surroundings.**

This includes participating in discussions, creates and uses real and pictorial graphs, maps, photographs and charts; describing what the child sees and hears; asking questions about activities and information of which the child is aware; guessing about what will happen next or why something may have happened; identify possibilities for multiple solutions to questions, tasks, and problems.

- 3. Children will use their skills in remembering information and in being aware of their own thinking.**

This includes using terms such as before, after, yesterday, tomorrow, morning, afternoon, and day and night appropriately; asking questions such as what happened this morning? What happened a month ago? Practicing memory skills by recalling of letters, or numbers or facts; recall or knowledge of facts to plan and solve problems.