



# MUSCOGEE (CREEK) NATION HEAD START ANNUAL REPORT

2021-2022

*The Mission of Muscogee (Creek) Nation Head Start is 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.*

## Basic Muscogee (Creek) Nation Head Start Information

Muscogee (Creek) Nation is the grantee of Muscogee (Creek) Nation Head Start Program. The Muscogee (Cree) Nation Tribal Reservation are located within eleven Oklahoma counties: Creek, Hughes, Mayes, McIntosh, Muskogee, Okfuskee, Okmulgee, Rogers, Seminole, Tulsa, and Wagoner. Muscogee (Creek) Nation Head Start dates back to January 1979 serving children and families and is a program under the Education, Employment, & Training Department. Head Start is a multi-site Tribal Head Start Program. The program operates six (6) Head Starts and three (3) Public School Collaborations, providing eligible families a no cost high-quality early childhood education for pre-school children 3 to 5 of age, across six of the eleven counties within the Muscogee (Creek) Nation Tribal Reservation. The six (6) counties include Hughes, McIntosh, Muskogee, Okfuskee, Okmulgee, and Tulsa. The Muscogee (Creek) Nation Head Start Centers are located in Checotah, Eufaula, Okemah, Okmulgee, Tulsa, Wetumka and Public School Collaborations are located in Dewar, Midway, and Wainwright. The Muscogee (Creek) Nation Head Start program has a funded enrollment of 289 children and families and employs sixty-six (66) staff. School year 2021-2022, our program served 301 children and families. The Muscogee (Creek) Nation Head Start program promotes the school Readiness of pre-school children from low-income families and the program has successfully provided pre-school comprehensive services for 43 years. The primary objective is to provide pre-school age children an early educational experience that will build the foundation to become a lifelong learner.

*Education:* We value the education of our children; therefore, we create a learning environment that enhances children's abilities to succeed in school and later life.

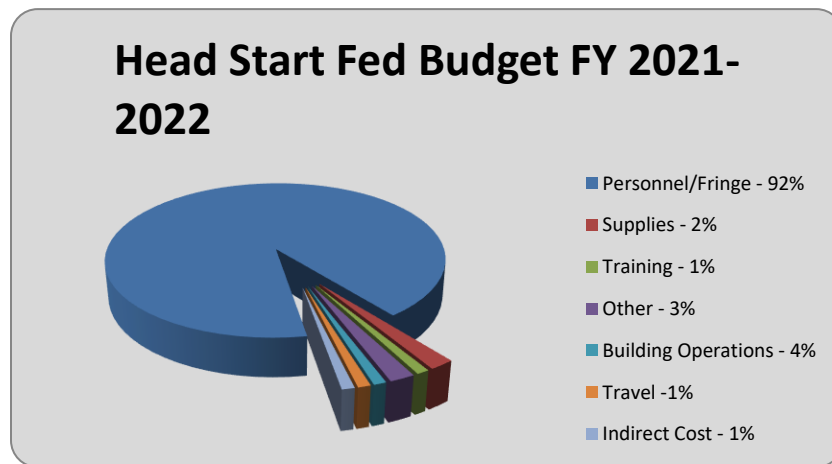
*Family Services:* We believe that services are family centered; therefore, we value that children develop in the context of their family and culture and parents respected as the primary educators of their children.

*Health:* We empower children, and all those involved with Head Start; therefore, we value healthy lifestyles, with an emphasis on developing self-care and wellness choices for life.

*Nutrition:* We believe that providing good nutrition is important in developing healthy nutrition habits; therefore, we value that staff and families working together will help in identifying children’s nutritional needs, cultural preference, and dietary needs.

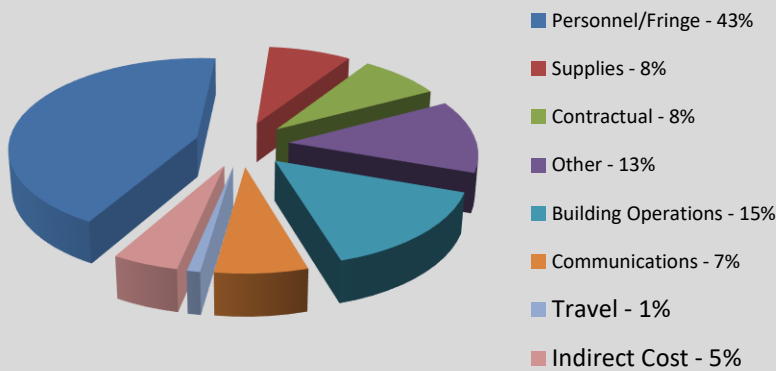
*Transportation:* We value the opportunity to provide safe transportation to our Head Start families.

**ANNUAL REPORT FOR FISCAL OPERATIONS  
TOTAL FUNDING RECEIVED**



**BUDGET INFORMATION**  
Our FY 2021-2022 Federal Budget total was \$2,671,955.00. The majority of our budget supports Personnel, Fringe and Indirect Costs. During FY 2021-2022, we employed 66 Head Start

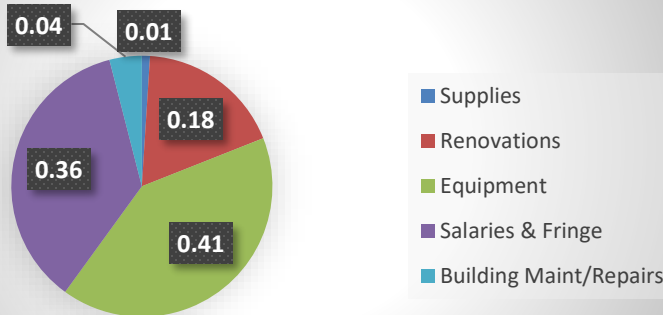
### Tribal Match Budget FY 21-22



#### NON-FEDERAL SHARE

We are required to obtain a 20% non-federal match on every federal dollar expended within our budget. During FY 2021-2022, our non-federal match totaled \$667,989.

### ARPA Budget FY21-22



#### American Rescue Plan Act

We receive a one-time grant funding from the Federal Government. These funds help provide health and safety precautions required by CDC guidelines. Funds also, provide technology and equipment to our Families, Staff, and Students for virtual learning. In FY 2021-2022 we received an amount of \$432,769.00.

### Food Costs and Reimbursement 2020-2021

Muscogee (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 enrolled Head Start children.

Months	Total Expenditures	Total Reimbursement
December 2021	\$13,100.65	\$14,619.84
January 2022	\$31,901.12	\$18,295.85
February 2022	\$23,239.52	\$16,755.49
March 2022	\$23,335.13	\$22,031.32
April 2022	\$27,724.10	\$25,805.54
May 2022	\$15,134.22	\$16,674.93
June/July 2022	\$0	\$0
August 2021	\$28,849.30	\$12,152.43

<b>September 2021</b>	\$32,658.50	\$16,457.34
<b>October 2021</b>	\$29,344.92	\$25,021.25
<b>November 2021</b>	\$26,817.41	\$17,916.16
<b>Total</b>	\$252,104.87	\$185,730.15

## ENROLLMENT

Muscogee (Creek) Nation Head Start program enrollment is reflected in the following:

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	15
Muskogee	Wainwright Public School Collaboration	17
Okfuskee	Okemah Head Start	17
Okmulgee	Dewar Public School Collaboration	35
Okmulgee	Okmulgee Head Start	57
Tulsa	Tulsa Head Start	57
<b>Total Funded Enrollment</b>		<b>289</b>

The Muscogee (Creek) Nation Tribal population of 90,654 enrolled citizens as of December 31, 2021. Of these, 2,890 citizens are children ages 0-5 years old live within the tribal reservation. According to the Kid's Count Datasheets, there are approximately 67,836 children under the age of five (5) within the service area of the Muscogee (Creek) Nation boundaries. Of these, 12,000 are Native American.

### Monitoring Review

The Muscogee (Creek) Nation Head Start went through their Federal Triennial Review in 2015-2016 and 2016-2017 program year. The Environmental Health & Safety Review conducted in February 2016, The CLASS Review conducted in March 2016, and The Eligibility-Recruitment-Selection-Enrollment-Attendance (ERSEA) Review conducted in 2017. The monitoring reviews resulted in 100% compliance, no deficiencies, and above the 10% CLASS scores.

New updated Head Start Performance Standards released in September 2016. The Office of Head Start provided new monitoring protocols to display the changes made to monitoring reviews.

### **Family Engagement:**

The Muscogee (Creek) Nation Head Start supports families by acknowledging that the parents are the first and most important teachers and decision makers for their children. Staff strives to share information and engage parents' continuous positive experiences and interactions every time parents are present. A positive experience during the first few contacts sets the stage for a successful relationship building. Staff and families develop a trusting relationship by reinforcing that parents are their child's first and most important teacher. The program supports and encourages families to become involved in a wide variety of activities that help support and enhance parent-child relationships. Families may choose the level of involvement that is best for them. Family engagement is a priority from the beginning of contact with families and continues until the child and family transition from Head Start. Working with families to identify their school readiness needs in the areas of education, child development, health, mental health, nutrition, parent involvement, community involvement, father involvement, are ongoing throughout the school year. Two-way communication with families includes, but is not limited to the following activities:

- Staff providing resources and information to families.
- Opportunity to identify their family strengths, needs, and goals. Staff provide follow-up on the Family Partnership Agreements through completion.
- Monthly Parent Trainings & Meetings held at each center.

- Policy Council representation are opportunities for parents to be decision-makers of the program and provide two-way communication between the Head Start and Parent Committee.
- Parents are encouraged to volunteer in the classrooms, participate in parent meetings, field trips, policy council, and socializations.
- Program addresses barriers preventing parent participation by offering transportation to families who are willing to volunteer.
- Each center has a lending library for children and families to check out books as well as family engagement packs to go home with the children.
- Program hosts Literacy Night, Dad & Me, Mom & Me, Week of the Young Child Celebrations, Classroom Celebrations.
- All of these parent engagement activities help connect the families with their children’s education.

**Medical and Dental Care for Children**

	Number of Children	Percentage
Have ongoing source of Medical Care	317	100%
Have ongoing source of Dental Care	317	100%

**EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN**

Muscogee (Creek) Nation Head Start’s strategic vision is to provide pre-school age children an early educational experience that will build the foundation to become a lifelong learner. One-step to help the program in meeting this vision, Muscogee (Creek) Nation Head Start must directly provide high-quality education and care to the children. The program individualizes,

differentiates, analyzes, and aggregates data to guide instruction so all children grow and develop while in our program.

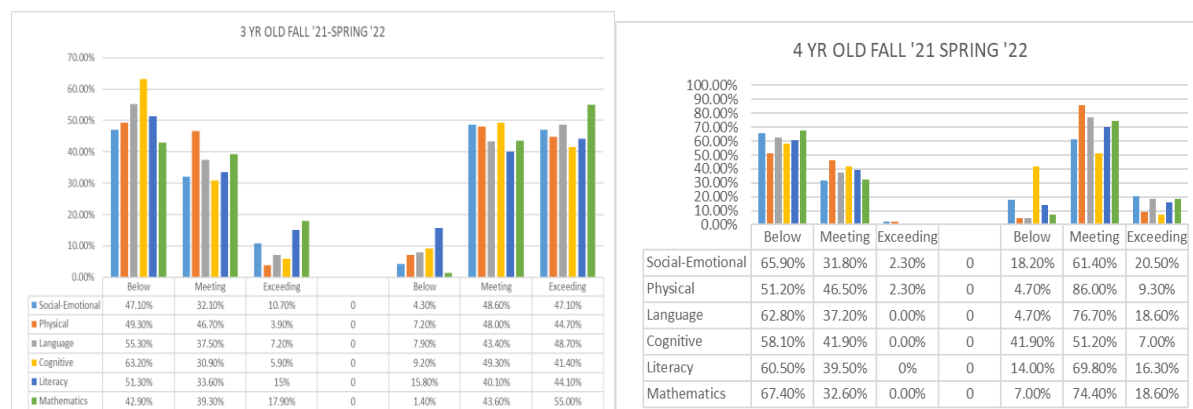
- We seek to recruit and hire the most qualified teachers;
- Provide a five-day orientation to provide teachers training to provide knowledge and tools to be successful in the classroom. A Practice Base Coach provides the teacher with further individualized support. The Practice Base Coach supports and mentors each teacher regularly, models effective teaching, and provides general instructional leadership;
- Provide teachers professional development days throughout the school year and as needed.
- Classrooms are clean, well-organized to support classroom daily routines, including small groups, and includes an array of age appropriate learning supplies and equipment, educational toys, I-pads, and interactive boards;
- Teachers are provided the tools needed to assess the children 3 times per year and to help support the children's development;
- Teachers implement plan of actions and goals based on data collected from child outcomes.
- Teachers receive feedback on classroom observations.

Our program monitors the quality of our program and uses data collected for program improvement.

On-going assessments are completed 3x's per year (Fall, Winter, Spring) Data comparison from fall to spring show both the 3 & 4 year olds met expectations in each of the 6 domains. The 3



year olds scored higher in physical, social-emotional, and cognitive skills and the 4 year olds scored higher in language, math, and physical skills.



## SCHOOL READINESS GOALS

### Approaches to Learning Goal

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

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 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**

- 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, following simple two or three step directions. Repeating instructions to a friend and carrying on conversations with children and adults using conversational turn. 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, 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 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 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. Each classroom has an Mvskoke language 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 and showing 1:1 correspondence. Counting and sorting objects into groups by a certain characteristic and begins to explain how the grouping is complete. 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, 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.