



# MUSCOGEE (CREEK) NATION HEAD START ANNUAL REPORT

2022-2023

*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 the Muscogee (Creek) Nation Head Start Program.

The Muscogee (Cree) Nation Tribal Reservation is 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

two (2) Public School Collaborations, providing eligible families a no-cost high-quality early

childhood education for preschool 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, and Wetumka and Public-

School Collaborations are located in Dewar and Wainwright. The Muscogee (Creek) Nation

Head Start program has a funded enrollment of 289 children and families and employs sixty-six

(66) staff. 2022-2023 school year, our program served 319 children and families.

The Muscogee (Creek) Nation Head Start program promotes the school Readiness of preschool

children from low-income families. The program has successfully provided pre-school

comprehensive services for 44 years. The objective is to provide preschool-age children with an

early educational experience to 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 children’s development in the context of their family and culture, and parents are respected as the primary educators of their children.

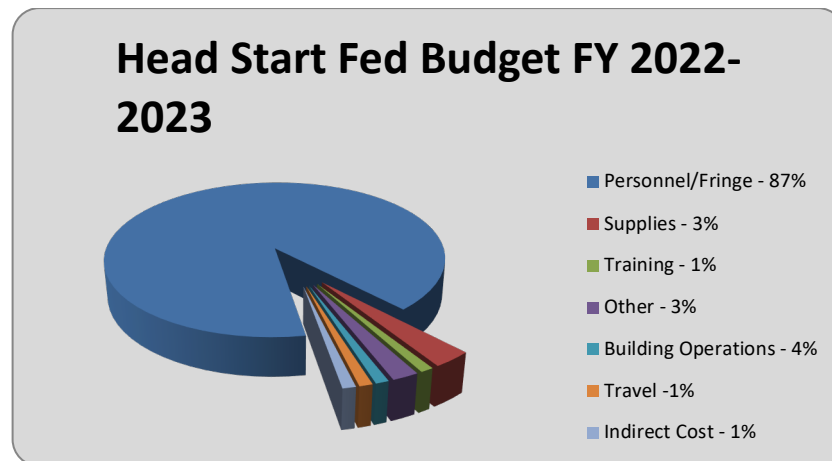
Mvskoke Language: We value the Mvskoke language; therefore, we believe in efforts to preserve and teach with an emphasis on retaining the Mvskoke languages that children will pass along to future generations.

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

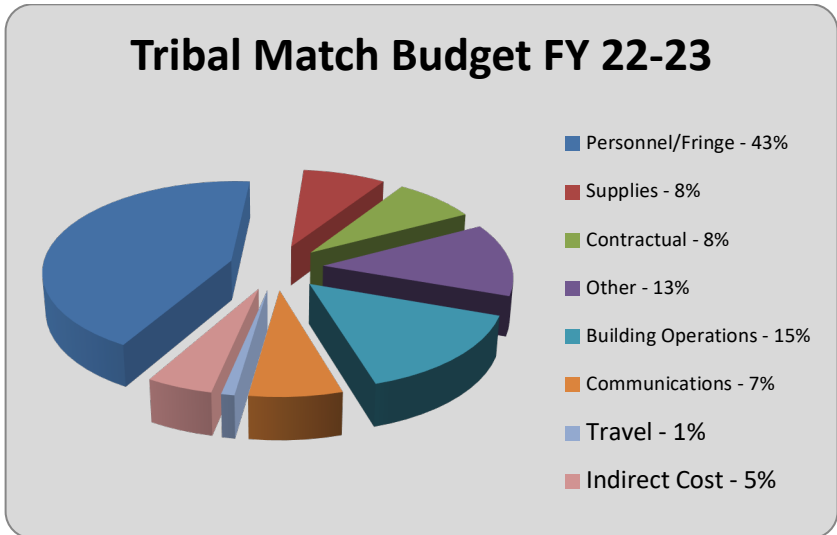
Nutrition: We believe that providing good nutrition is important in developing healthy nutrition habits; therefore, we value that staff and families working together will help identify children’s nutritional needs, cultural preferences, and dietary needs.

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 2022-2023 Federal Budget total was \$2,917,297.78. The majority of our budget supports Personnel, Fringe and Indirect Costs. During FY 2022-2023, we employed 66 Head Start



**NON-FEDERAL SHARE**  
 We are required to obtain a 20% non-federal match on every federal dollar expended within our budget. During FY 2022-2023, our non-federal match totaled \$1,054,774.77.

### Food Costs and Reimbursement 2022-2023

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
August 2022	\$41,338.74	\$18,447.79
September 2022	\$32,658.50	\$29,505.29
October 2022	\$39,817.34	\$28,347.74
November 2022	\$24,902.25	\$23,447.26
December 2022	\$14,572.44	\$15,734.46
January 2023	\$27,962.68	\$0.00
February 2023	\$31,136.24	\$22,740.79
March 2023	\$27,481.14	\$26,679.66
April 2023	\$31,095.82	\$26,630.00
May 2023	\$14,056.46	\$18,498.96
June/July 2023	\$0.00	\$0.00
<b>Total</b>	<b>\$285,021.61</b>	<b>\$210,031.95</b>

**ENROLLMENT**

Muscogee (Creek) Nation Head Start program served 310 children and families. The program's average monthly enrollment is 92% and serves 100% eligible children. The program's 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 101,253 enrolled citizens half of whom live within the tribal reservation. According to the Kid's Count Datasheets, approximately 79,816 children under the age of five (5) within the Muscogee (Creek) Nation boundaries. Of these, 7,140 are Native American.

### Monitoring Review

The Muscogee (Creek) Nation Head Start participated in the AI/AN CLASS Self-Review Pilot from March 8, 2023, to April 7, 2023. The pilot program chose the centers and classrooms and our CLASS Reviewers went into the classrooms to monitor. The results showed a great number of interactions and good scores. The CLASS review resulted in 100% compliance and no deficiencies. The Focus Area 2 review was conducted from May 1, 2023, to May 5, 2023. The Head Start content areas resulted in 100% compliance and had one area of non-compliance in the service area of Budget Execution. The non-compliance was corrected within 120 days.

	Number of Children	Percentage
Have an ongoing source of Medical Care	287	92.5%
Have an ongoing source of Dental Care	241	77.7%

### **Family Engagement:**

The Muscogee (Creek) Nation Head Start supports families and acknowledges that the parents are the first and most important teachers and decision-makers for their children. The staff strives to share information and engage parents' continuous positive experiences and interactions with the parents present. A positive experience during the first few contacts sets the stage for 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 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 start with families until the child and family transition from Head Start. Working with families to identify their school readiness needs in education, child development, health, mental health, nutrition, parent involvement, community involvement, and father involvement, is 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 Training & Meetings held at each center.

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

### **EFFORTS TO PREPARE CHILDREN FOR KINDERGARTEN**

Muscogee (Creek) Nation Head Start's strategic vision is to provide preschool-age children with an early educational experience to build the foundation to become a lifelong learner. 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.

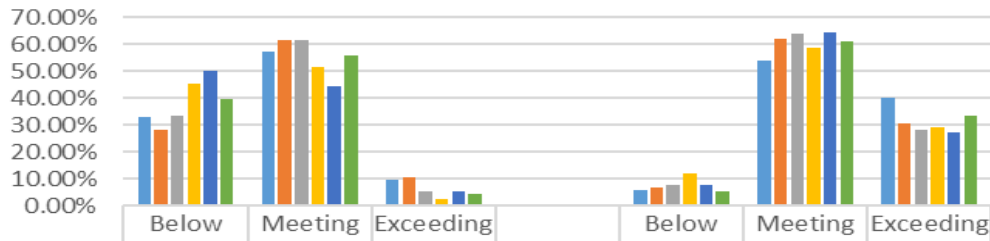
- A Practice Base Coach provides the teacher with further individualized support. The Practice Base Coach mentors each teacher regularly, and models effective teaching, and general instructional leadership.
- Provide teachers professional development days throughout the school year and as needed.
- Classrooms are clean, and well-organized to support classroom daily routines, including small groups, and include an array of age-appropriate learning supplies and equipment, educational toys, iPads, 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 action 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 three (3) times per year (Fall, Winter, Spring) Data comparison from Fall to Spring shows both the 3- & 4-year-olds met expectations in each of the 6 domains. The 3-year-olds scored higher in physical, literacy, and language skills and the 4-year-olds scored higher in language, literacy, physical, and social-emotional skills.



### 22-23 Fall to Spring 3 yr old Outcomes



	Below	Meeting	Exceeding		Below	Meeting	Exceeding
■ Social-Emotional	33.00%	57.40%	9.60%	0	6.10%	53.90%	40.00%
■ Physical	28.10%	61.40%	10.50%	0	7.00%	62.30%	30.70%
■ Language	33.30%	61.40%	5.30%	0	7.90%	64.00%	28.10%
■ Cognitive	45.60%	51.80%	2.60%	0	12.30%	58.80%	29.00%
■ Literacy	50.40%	44.30%	5%	0	8.00%	64.60%	27.40%
■ Mathematics	39.80%	55.80%	4.40%	0	5.30%	61.10%	33.60%

■ Social-Emotional ■ Physical ■ Language ■ Cognitive ■ Literacy ■ Mathematics

### 22-23 Fall to Spring 4 yr old Outcomes



	Below	Meeting	Exceeding		Below	Meeting	Exceeding
■ Social-Emotional	47.20%	51.40%	1.40%	0	25.00%	70.80%	4.20%
■ Physical	38.90%	61.10%	0.00%	0	29.20%	70.80%	0.00%
■ Language	41.70%	58.30%	0.00%	0	9.70%	88.90%	1.40%
■ Cognitive	54.20%	45.80%	0.00%	0	40.30%	59.70%	0.00%
■ Literacy	44.40%	55.60%	0%	0	16.70%	81.90%	1.40%
■ Mathematics	75.00%	25.00%	0.00%	0	40.30%	58.30%	1.40%

■ Social-Emotional ■ Physical ■ Language ■ Cognitive ■ Literacy ■ Mathematics

## 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, discussing emotions and ways to manage them, showing children how to clean up and where to put things,

following routines upon entering and leaving the play space, playground, and learning centers;

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

The children make choices and stay with an activity for a reasonable time. Children demonstrate focus when activity, materials, or information become challenging; ask for help to continue working independently in the activity, material, or information; and show signs of pride and accomplishment; wash hands unassisted, blow their nose when reminded, dress 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 seeking more than one solution to a question, task, or problem; Pursuing alternative approaches to problem-solving; actively exploring materials and displaying curiosity and a desire to participate in activities; during exploration, engaging 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, come up with new stories and activities, imaginary play, and provide children with different props, words, and 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 propelling a wheelchair or mobility device. Children will be aware of their bodies and the space around them.

**2. Children will demonstrate increasing control of small muscles.**

This includes developing eye-hand coordination by the following: holding a pencil, drawing tools, cutting with scissors, eating with utensils, pouring liquid from pitchers, 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, and understanding that healthy bodies require rest, exercise, and good nutrition. Children will wash their hands with soap and water, brush their teeth with toothpaste daily, dress appropriately (wearing a coat when cold), use

writing or other tools appropriately; provide verbal reasons for why these practices are safe and important; and knowledge and 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 feelings, needs, and wants, using words and strategies for resolving conflicts and solving problems, and attempts to solve problems before asking for assistance from the 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 attempting to solve problems before seeking adult help. Cooperative play, resolves conflict by choosing to work and play with other children, and initiates interaction with others;

**3. Children will identify emotions, be able to regulate emotions and show empathy to others.** This includes labeling emotions correctly, using techniques to calm themselves down, providing 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 rooted in their family and culture.**

The children will have successful relationships with others in the home, family, and learning environment, treat everyone with respect and dignity, understand and value similarities and differences among people, and treat and respect all children by accepting adaptive equipment (wheelchair, hearing aid, 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 seeking 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 contrasting 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. Repeat instructions to a friend and with children and adults 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 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 representing the sounds within words and words themselves. Children will also identify the letters in the alphabet and their sounds.**

This includes recognizing names in print, demonstrating awareness or knowledge of letters of the English language, especially letters from names; identifying some letters of the alphabet in random order; recognizing that letters are different from words; identifying and picking 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; scribbling some letter-like symbol and some letters in writing; writes own name or familiar words; using writing materials to make shapes, squiggles, and letters; Retells stories and writing something and asks someone else to read it; tells others about the intended meaning of drawings and writings. Recognize how books read, such as front to back and one page at a time, and recognize 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.**

The children will understand and use increasingly more complex language in their home language and English. As the children’s vocabulary becomes more varied and complex, they can express a broader knowledge. Each classroom has a 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 per school year in December and April. Children whose family speaks other languages will have a translator at the center to communicate with them as needed.

**Cognitive**

**1. Children will use math regularly and 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, describes patterns; recognizes 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, and groups objects according to their shape and size; uses positional words (besides, 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 understand information and activities in their surroundings.**

This includes participating in discussions, creating and using 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 happen; identify possibilities for multiple solutions to questions, tasks, and problems;

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

The children will use 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 letters, numbers or facts; recalling knowledge of facts to plan and solve problems.