



## Annual Report

### Service Effort & Accomplishments

In fulfillment of the requirements of the  
Preparing Head Start for School Readiness  
Act of 2007

Copies of this report are available  
to community members upon request

June 1, 2013-May 31, 2014

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## Introduction

This report is prepared to comply with the reauthorized Head Start Act of 2007. This Act states:

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- A. The total amount of public and private funds received and the amount from each source.
- B. An explanation of budgetary expenditures and proposed budget for the fiscal year.
- C. The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- D. The results of the most recent review by the Secretary and the financial audit.
- E. The percentage of enrolled children that received medical and dental exams.
- F. Information about parent involvement activities.
- G. The agency's efforts to prepare children for kindergarten.
- H. Any other information required by the Secretary.

## **Iowa Tribe of Oklahoma Early Head Start**

### **Vision, Mission, Philosophy**

It is the policy of Iowa Tribe of Oklahoma Early Head Start to recruit and serve those children residing within the boundaries of Payne, Lincoln and Logan Counties.

#### **VISION**

- To deliver quality comprehensive developmental services to low-income children, ages birth-three and pregnant women, and their families;
- To develop, nurture, and enhance the learning of young children, and assist them to reach their full potential for school readiness;
- To support, develop, and advocate, through the family partnership process, to meet the goals and needs of each individual family

#### **MISSION**

The mission of the Iowa Tribe of Oklahoma Early Head Start is to provide comprehensive health, nutritional, educational, social services and other services that help children attain their full potential; empower families to become self-sufficient, and encourage them to develop a strong community.

**Iowa Tribe of Oklahoma Early Head Start  
2013-2014 Continuation Grant  
Goals**

- To maintain safe and healthy facilities, equipment and supplies for children, staff and parent
- The Early Head Start Program will enter into at least 4 new partnership with agencies that serve infants and toddlers with special needs.
- To increase the number of teen mothers and fathers participating in the EHS program.
- To implement a father involvement program
- To establishing a system to get community volunteers
- To implement a physical fitness program for infants and toddlers and their families
- To implement a program campaign on Anemia Awareness
- Enhance the current communication system between administrative staff and front line staff.
- To enhance current record-keeping process from manual to electronic data base.
- Conduct a functional job analysis to ensure current organization structure and function is meeting the goals of the program.

# Funding

FY 2013-2014 Funding:

Early Head Start Grant

Training and Technical Assistance

Base	\$381,669.00
Training & Technical Assistance	\$9,541.00
<b>TOTAL</b>	<b>\$391,210.00</b>



## Budget Expenditures FY June 2014-May 2015

Categories	Totals
<b>Early Head Start Grant</b>	
Personnel	\$219,182.52
Fringe Benefits	\$82,213.54
Expenses	\$113,576.53
Non- Federal Share	\$97,803.00
Indirect Cost	\$20,000.00
<b>TOTAL</b>	<b>\$523,063.59</b>
<b>Training and Technical Assistance (T/TA)</b>	\$9,712.00
<b>TOTAL</b>	<b>\$9,541.00</b>

### Additional Funding

<b>Child and Adult Care Food Program</b>	
Food/Non-Food	\$23,853.43
<b>TOTAL</b>	\$23,853.43
<b>GRAND TOTAL</b>	<b>\$556,628.50</b>

## Number of Children and Families Served

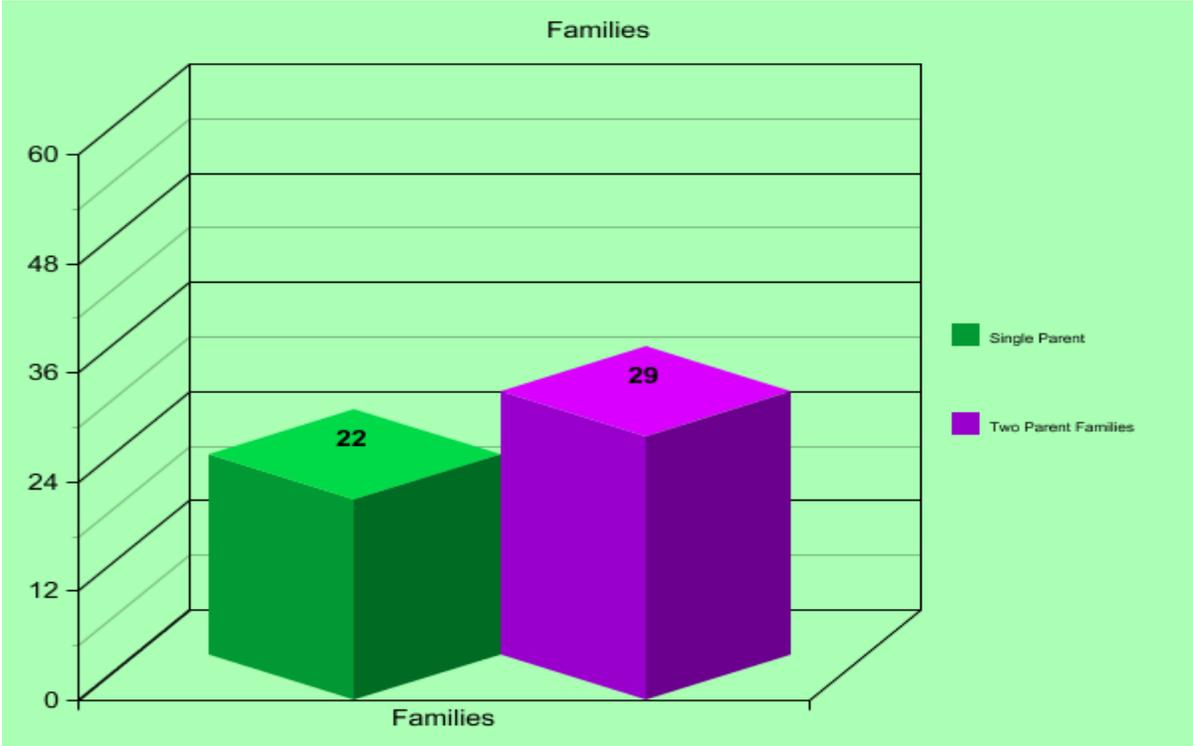
### Our Children:

Iowa Tribe of Oklahoma Early Head Start is funded through the Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Our funded enrollment is 28 children and 4 pregnant women. The average monthly enrollment is 32 children and pregnant women; the Average Daily Attendance (ADA) is 83.6%, up 0.4 % from 2013-2014 school years. Children who leave the program are replaced by those on a waiting list.



**Our Families:**

Iowa Tribe of Oklahoma Early Head Start served a total of 51 families. 20 are single-parent families 32 are two-parent families.



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**Staff Education:**

**Administrative Staff**

**Misty Horne, Director.....Masters of Business Administration (Feb. 2015) & Bachelors of Science Child and Family Studies**

**Charissa Kerns, Early Childhood Manager.....Bachelors of Science in Early Childhood Education and Bachelors of Arts in Child Development**

**Chelsea Arthur, Family and Community Partnership Manager.....Associates Degree in Child Development**

**Diana Cates, Site Supervisor.....Certificate of Mastery in Early Childhood**

**Theresa Ferguson, Expectant Families Specialist.....Associates Degree in Early Childhood**

**Teaching Staff**

**Cynthia Courtright.....Bachelors of Science Child and Family Studies**

**Jolynn Fultz, Two Year old Teacher.....Associates Degree**

**Cheyenne Brady , Floater.....Associates Degree**

**Ravin Dixon, Toddler Teacher.....Certificate of Mastery**

**Brittney Gottfried, Infant Teacher.....Certificate of Mastery**

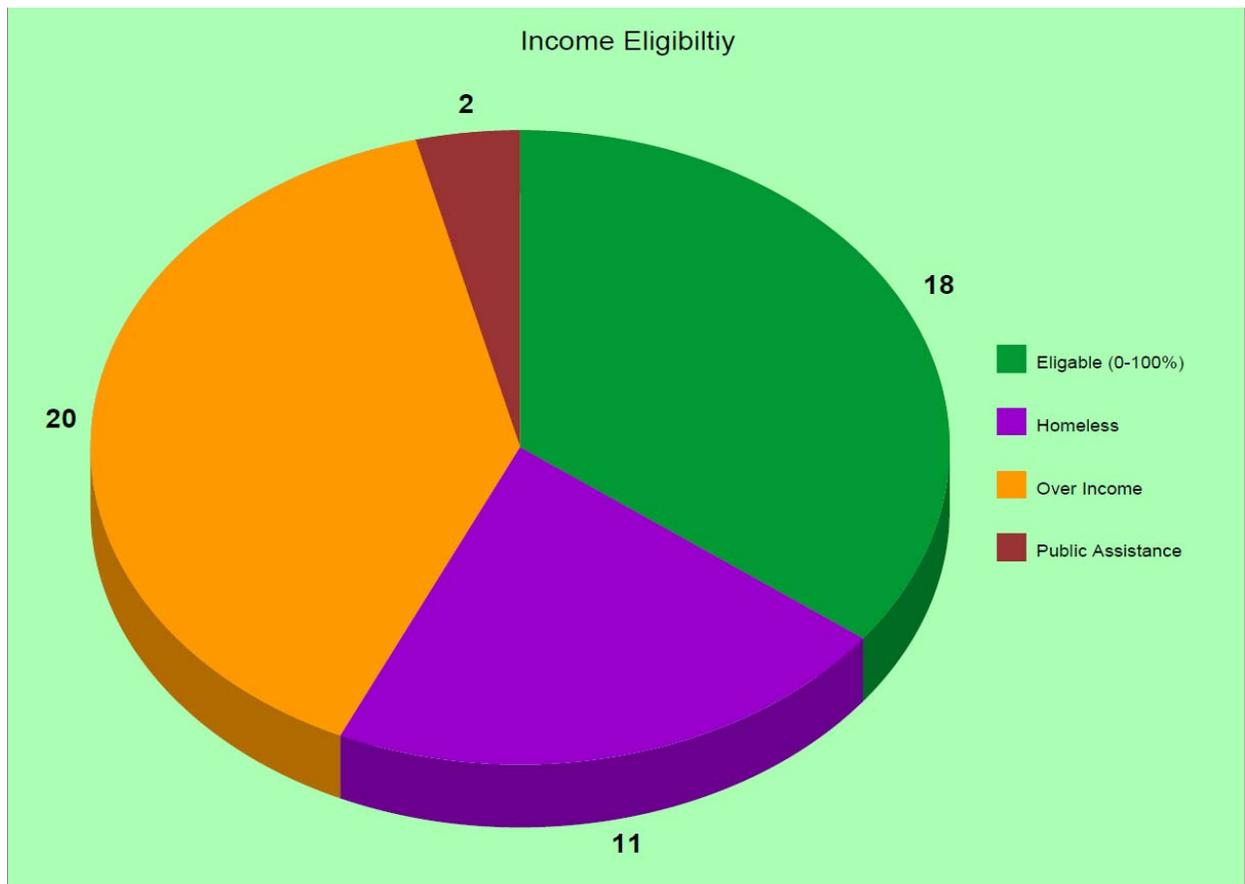
**Kimberly Wilkerson, Toddler Teacher.....Associates Degree**

**Kimberly Shaprtton.....working on Certificate of Mastery**

## Eligibility:

Iowa Tribe of Oklahoma Early Head Start serves the following categories of children and families:

- Income below 100% federal poverty line: 18
- Public assistance, TANF, SSI : 2
- Foster children: 0
- Over income: 20
- Homeless: 11



## **Monitoring Review**

The Iowa Tribe of Oklahoma Early Head Start was not reviewed by the Office of Head Start during the 2013-2014 fiscal year.

## **Fiscal Review**

The annual audit was conducted in September 2014. The auditor reviewed Head Start program and fiscal document to determine compliance in admissions and eligibility practices as well as fiscal integrity. Head Start has policies and procedures in place to determine Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). Findings of the 2014 Audit had no Early Head Start findings. However, the Iowa Tribe of Oklahoma Human Resources department had finding in the payroll and staff files. These findings will reflect upon the program.

## Medical Homes

100% of enrolled children are up-to-date on a schedule of age-appropriate and primary health care according to Oklahoma EPSDT schedule for well child care.

100% of enrolled children have an ongoing source of continuous, accessible health care. .



69 % 26 of 38(children) are enrolled in Medicaid. 32% (12 children) are enrolled in private health insurance plans. 96 % of the pregnant women enrolled were recipients of Medicaid.

Early Head Start works cooperatively through the Iowa Tribe of Oklahoma Health Department and numerous other partners to schedule appointments and on-site physical examinations, immunization updates, lead screening and other required medical services.

## Dental Services:



Upon enrollment 100% of our children do not have dentist due to the lack of understanding of pediatric dentistry. By the end of the year 100% of our children had obtained a professional dental screening with our community partner Halley Family Dentistry . This is a significant number of children due to the fact that 8 of our children are infants without teeth and most dental offices will not see children before the age of 3 in our community.

## Parent Involvement Activities

Iowa Tribe of Oklahoma Early Head Start strongly encourages parent participation. Parents are their child's first teachers, and the foundation of the program. Parents participate in a variety of activities, including:

- Parent Committee meetings
- Policy Council meetings
- Parent-Teacher Conferences
- Home Visits
- Special program events celebrating holidays
- Annual program self-assessment
- Community assessment
- Classroom volunteer

The program provides monthly newsletters to parents that include a calendar of upcoming events, breakfast, lunch and snack menus, classroom news, management news and policy reminders, and items of interest on a variety of topics such as child health and nutrition issues, including childhood obesity and dental care, and literacy.

## **Preparing Children for Kindergarten**

The Iowa Tribe of Oklahoma Early Head Start works on preparing our infants and toddlers for Kindergarten by providing quality and secures relationships early on through continuity of care and ongoing relationship building with not only the infants and toddlers but with the entire family. Secondly, we introduce developmentally appropriate

curriculum and experiences through play to include math, science, language and self-awareness.

Not only do we utilize High Reach Curriculum for Infants and Toddlers we provide Baby Signing Time as a supplement to assist in the self-development of infants and toddlers to communicate before verbal language is used thus giving our children a “Head Start” to learning early on.

The relationships and developmental approaches used provide a secure foundation for all children allowing them the skills to move toward an academic education in addition to our school readiness goals.

# Iowa Tribe of Oklahoma Early Head Start School Readiness Goals

## Language and Literacy:

### 1. Recognizes familiar environmental sounds

For young infants: This includes being awake and interacting with the child through books, toys, and labeling the environment in which the child is present.

For older infants: This includes being awake and interacting with the child through books, toys, and labeling the environment in which the child is present.

For toddlers: This includes being awake and interacting with the child through books, toys, and labeling the environment in which the child is present. Also identifying sounds, pointing to objects and pictures.

### 2. Use language to communicate with others

For younger infants: This includes attention and support of the child when they are alert and begin to coo, babble, and make noises. In return there is interaction with the child and back and forth turn taking will be done.

For older infants: This includes imitation of speech, sign language and words that are support by adult interaction.

For toddlers: This includes use of sign language during playtime, mealtime, and the use of words to communicate. Children will also vocalize or use sign language to communicate their wants and needs.

## Cognition:

1. Number and Operations shows increasing awareness of numbers during meaningful daily activities.  
For young infants: This includes take and give activities along.

For older infants: This include take and give activities along with rhymes and songs.

For toddlers: This include take and give activities along with rhymes and songs. Activities that compare groups and/or quantities.

## 2. Explore spatial relationships

### For young infants:

For older infants: This includes filling and dumping activities with adult interaction. Offering activities to explore how thing work and go together.

For toddlers: This includes filling and dumping activities with adult interaction. Offering activities to explore how thing work and go together. Adult interaction with activities that include: over, under, beside, inside.

### Approaches to Developmental Learning:

#### 1. Notices elements of art

For young infants: This includes ongoing meaningful interaction from adults offering different expressions to the children. Offer hanging mobiles, paintings ,pictures and colors displayed in classroom setting

For older infants: This includes ongoing meaningful interaction from adults offering different expressions to the children. Offer hanging mobiles, paintings, pictures and colors displayed in classroom setting along with offering different sensory toys and textures.

For toddlers: This includes the use of different art materials and tools. Art work is hung at child's eye level and children begin to develop favorite colors and type of materials used.

#### 2. Participates in a variety of musical activities (traditional and non-traditional)

For young infants: This includes adults offering different types of music during the day and nap time while interacting and communicating with music and dancing.

For older infants: this includes adults offering different types of music and instruments in the classroom throughout the day while interacting with the children. Offer a variety of musical instruments and activities throughout the day.

For toddlers: this includes adults offering interaction and different types of music, instruments and movement throughout the day.

Social and Emotional:

1. Demonstrates trusting attachments with adults

For young infants: This includes responsive care from adults through nurturing the child's needs.

For older infants: This includes responsive care from adults through nurturing the child's needs.

For toddlers: This includes responsive care from adults through nurturing the child's needs. Child seeking trust from adult while checking in during the day.

2. Engaging in social interactions

For young infants: This includes responsive care from adults

For older infants: This includes responsive care from adults

For toddlers: This includes responsive care from adults

Cooperate with others

For young infants: This includes eat and sleep on demand in the classroom.

For older infants: This includes eat and sleep on demand in the classroom

For toddlers: This includes eat and sleep on demand in the classroom. Begins to participate with others in the classroom.

Demonstrate a positive sense of self

For young infants: This includes teacher interaction of peek a boo, mirror play, the positive responsiveness to the needs.

For older infants: This includes teacher interaction of peek a boo, mirror play, positive responsiveness, and following the lead of the child's interest.

For toddlers: This includes teacher interaction with the child, positive responsiveness, and following the lead of the child's interest.