

Mississippi Band of Choctaw Indians Division of Early Childhood Education 2010-2011 Annual Report

Tanya Tullos, Division Director

“Providing a comprehensive, inter-disciplinary approach to services including Education, Health, Nutrition, Social Service, and Parental Involvement for the whole family”.



Division of Early Childhood Education

P. O. Box 6010, Choctaw, MS 39350

Phone: 601-650-1680

Fax: 601-650-1792

Web: www.choctaw.org/

Our Mission Statement

It is the belief of the Division of Early Childhood Education that education is more than academic achievement and must provide learning experiences for all Tribal members, from infants to elders. It must include not only the intellectual, but the democratic, moral, personal, physical, and social development of the Mississippi Band of Choctaw Indians.

The DOECE recognizes that true success and achievement will only be accomplished through the combined efforts of home and school. The DOECE accepts the primary responsibility for guiding the learning process while reinforcing the need for support and involvement from the parents and the community, for the first and most important teachers of our children are the parents.

The DOECE feels that its bilingual/cultural curriculum implementation and other provided services helps to encourage and guide the child toward success in today's society, while instilling in them pride in themselves and their heritage.



ENROLLMENT

Service Area

The Choctaw Indian Reservation contains more than 35,000 acres situated throughout Mississippi in ten different counties. Most of this land is held in trust for the Tribe by the federal government. The Tribe has eight officially recognized Choctaw Indian communities. Their names, in alphabetical order, are Bogue Chitto, Bogue Homa, Conehatta, Crystal Ridge, Pearl River, Red Water, Standing Pine, and Tucker. The DOECE has centers in 7 of the 8 communities that provides either Head Start, Early Head Start, Child Care or two or more of these Services. We strive to provide services for our Choctaw families located on or near our Choctaw Indian Reservation.

Enrollment

Head Start	229
Early Head Start	78
<i>Total Enrollment</i>	307

Average Monthly Enrollment	Funded Enrollment	Average Enrollment
Head Start	208	100%
Early Head Start	68	100%

Percentage of Eligible Children Served	Eligible Children Served	Percentage
Head Start	136	59%
Early Head Start	57	84%

Health Services	Head Start	Early Head Start
Children completing professional dental exams	100%	N/A
Children completing professional physical exams	100%	100%
Children with up-to-date immunizations or all possible immunizations to date	100%	100%
Children up to date on a schedule of preventive and primary health care per the state's EPSDT Schedule	100%	100%

Monitoring Review

The Choctaw Head Start and Early Head Start Program's last federal review was conducted April 04-09, 2010. Over 1700 Performance Standards were checked and based on the information gathered from the federal review, our program was found to have at least one area of deficiency the following areas: Human Resources management, Organizational Structure and at least one area of noncompliance in Education and Early Childhood Development, Family Partnerships, Family Goal Setting, Facilities, Materials, and Equipment, Head Start Transportation, Driver and bus monitoring training, Powers and Functions of Head Start agencies, Program Governance, Reviewing and approving all major policies, annual self-assessment, financial audits, Standards of conduct, structure to address conflicts of interest and complaints, sharing of accurate and regular information, and a public annual report.

Adherence to the above standards has been successfully addressed.

Parent Involvement Activities

From the first meeting with the parents, we provide them with information on how they can fully participate in the program and the parent involvement activities that are available to them, whether it be volunteering in the classroom, chaperoning a field trip, reading to the children, or serving on the Parent Committee, Policy Council, or Health Advisory committee. We also value our parents' opinion concerning the menu and the units of study for each year.

We consider the parent to be their child's first and foremost teacher and try to give them tools and ideas for activities that they can do at home with their child to encourage early learning. We also encourage parent involvement in our Choctaw Celebration Day, Field Day, and many other program sponsored activities.

Preparing Children for School

Our goal is to prepare the children for kindergarten as well as their daily life challenges. We have a curriculum which is research-based called "Let's begin With the Letter People". It is developmentally appropriate and a comprehensive Pre-K program that addresses all the Head Start domains including literacy, mathematics, science, music, art, social-emotional, and physical development. This program meets the needs of the whole child through interactive play, child-initiated and adult-directed experiences, individual and group activities and family involvement. Language and literacy development is a major emphasis of "Let's Begin with the Letter People". The program revolves around quality literature, rhymes, poems, finger plays, group discussions, beginning writing experiences, and phonological and phonemic awareness activities. The program also has an assessment tool that the teacher will use three times a year along with the Lap-3.

This innovative program is based on the following strongly held beliefs:

- School should be a place of enjoyment-play is the work of young children, and learning should be fun!
- Learning proceeds from prior knowledge-moving from the known to the new.
- Learning of any given concept or skill occurs best in context. Accordingly, the best educational program provides integrated experiences.
- Literacy development is an emergent process-dependng on ample opportunity for use of receptive and productive oral language, exposure to various forms of print, experiences with drawing and writing, and formal examination of sounds and letters and their relationships.
- Hands-on activities are crucial-children learn by doing.
- Physical development is essential-gross-motor activities should be encouraged.
- Healthy social development is a key to success in school-and in life!

This comprehensive curriculum meets the Head Start Performance Standards and leads to a successful start for each child.



Funding and Budgets:

<u>Source Of Revenue</u>	<u>Amount</u>
Head Start Program Operations	\$1,458,543
Head Start T/TA	\$22,677
Early Head Start Program Operations	\$597,679
Early Head Start T/TA	\$14,942
DHHS-CCDF	\$508,176
Supplemental Tribal Funds	\$3,856,751
<u>TOTAL</u>	<u>\$6,458,768</u>

Head Start Expenditures

Personnel	\$906,177
Fringe Benefit	\$304,363
Travel	\$13,274
T/TA	\$22,677
Supplies	\$68,206
Other Costs	\$387,773
<u>TOTAL</u>	<u>\$1,704,303</u>

Early Head Start Expenditures

Personnel	\$321,577
Fringe Benefit	\$112,260
Travel	\$12,090
T/TA	\$14,942
Supplies	\$64,162
Other Costs	\$92,926
<u>TOTAL</u>	<u>\$617,957</u>

Child Care Food Program-USDA Budget

Personnel	\$208,075
Fringe Benefits	\$85,558
Food	\$284,033
Operating Supplies	\$8,194
Other	\$5,105
<u>TOTAL</u>	<u>\$590,965</u>

Explanation of budgetary expenditure:

All funds are allocated per each line item. The funds are necessary to fulfill the requirements and objectives of the program.

There were no findings on our most recent financial audit.