



**A RESOLUTION OF THE TRIBAL COUNCIL  
OF THE DELAWARE TRIBE OF INDIANS TO  
RATIFY THE JULY 19, 2021 POLL VOTE  
APPROVING THE EHS CONTINUATION  
GRANT FOR FY2021**

**RESOLUTION 2021-32**

*Authored by Dana Murrell*

**WHEREAS**, the Delaware Tribal Council is authorized by Article V of the Constitution and Bylaws of the Delaware Tribe of Indians to represent and act in all matters that concern the general welfare of the Tribe; and,

**WHEREAS**, pursuant to the Constitution and By-Laws of the Delaware Tribe of Indians, the Tribe's governing body is the Delaware Tribal Council; and,

**WHEREAS**, a poll vote of the Delaware Tribal Council was taken on July 19, 2021 and passed with a vote count of 4 yeas, 0 nays and 3 abstentions to approve the EHS Continuation Grant for FY2021; and

**WHEREAS**, the Delaware Tribal Council of the Delaware Tribe of Indians adopts this resolution, to express the desire of the tribe to approve the EHS Continuation Grant for FY2021 taken by poll vote; and,

**WHEREAS**, this resolution does hereby ratify such poll vote taken on July 19, 2021;

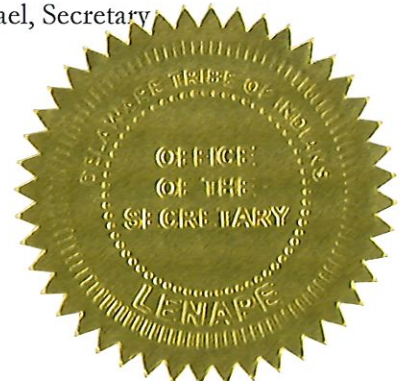
**NOW THEREFORE BE IT RESOLVED**, the Delaware Tribal Council of the Delaware Tribe of Indians does hereby authorize and approve the EHS Continuation Grant for FY2021 by the ratification of said poll vote taken on July 19, 2021.

**CERTIFICATION**

I hereby certify that the foregoing was considered by the Delaware Tribal Council of the Delaware Tribe of Indians and adopted this 21 day of AUGUST 2021 with a vote of 7 yes, 0 no, and 0 abstaining.

  
Chet Brooks, Chief

  
Attested by: Nicky Kay Michael, Secretary



Delaware Tribe of Indians  
Delaware Tribal Council  
Poll Vote

Date: 07-19-2021

Reason for Poll Vote: To approve a Continuation Grant for EHS  
FY2021

NAME	YES	NO	ABST	DATE	POLLED BY
Chet Brooks					EMAIL
Homer Scott					EMAIL
Rusty Creed Brown	X			07-19-2021	EMAIL
Joe Brooks					EMAIL
Nicky Michael	X			07-19-2021	EMAIL
Brad Kills Crow	X			07-20-2021	EMAIL
Jeremy Johnson	X			07-19-2021	EMAIL

This Poll Vote was read into the Tribal Council minutes on  
\_\_\_\_\_.

## Charla Mann

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**From:** Brad KillsCrow <bkillscrow@delawaretribe.org>  
**Sent:** Tuesday, July 20, 2021 10:37 AM  
**To:** Charla Mann  
**Subject:** Re: POLL VOTE - approval of EHS Continuation Grant

Yes

On Jul 20, 2021, at 10:35 AM, Charla Mann <cmann@delawaretribe.org> wrote:

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**From:** Charla Mann [mailto:cmann@delawaretribe.org]  
**Sent:** Monday, July 19, 2021 4:14 PM  
**To:** Chet Brooks <cbrooks@delawaretribe.org>; Brad Kills Crow (bkillscrow@hotmail.com) <bkillscrow@hotmail.com>; 'Joe Brown' <jbrown@delawaretribe.org>; 'Rusty Creed-Brown' <rcbrown@delawaretribe.org>; 'Homer Scott' <hscott@delawaretribe.org>; Nicky Michael (nickykaymichael@gmail.com) <nickykaymichael@gmail.com>; Jeremy Johnson <jeremy.s.johnson.jsj@gmail.com>  
**Subject:** POLL VOTE - approval of EHS Continuation Grant  
**Importance:** High

The following is send on behalf of Chief Brooks.

This poll vote is a yes or no vote to approve the attached Continuation Grant for EHS FY2021.

Thank you,

*Charla L. Mann*

Administrative Assistant to Chief  
5100 Tuxedo Blvd  
Bartlesville, OK 74006  
918-337-6527

<Continuation Grsant 7-14.docx>

## Charla Mann

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**From:** Jeremy Johnson <jeremy.s.johnson.jsj@gmail.com>  
**Sent:** Monday, July 19, 2021 7:30 PM  
**To:** Charla Mann  
**Cc:** Chet Brooks; Brad Kills Crow; Joe Brown; Rusty Creed-Brown; Homer Scott; Nicky Michael  
**Subject:** Re: POLL VOTE - approval of EHS Continuation Grant

Yes.

On Mon, Jul 19, 2021, 4:13 PM Charla Mann <[cmann@delawaretribe.org](mailto:cmann@delawaretribe.org)> wrote:

The following is send on behalf of Chief Brooks.

This poll vote is a yes or no vote to approve the attached Continuation Grant for EHS FY2021.

Thank you,

*Charla L. Mann*

Administrative Assistant to Chief

5100 Tuxedo Blvd

Bartlesville, OK 74006

918-337-6527



## Charla Mann

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**From:** Nicky Michael, PhD <nickykaymichael@gmail.com>  
**Sent:** Monday, July 19, 2021 5:23 PM  
**To:** Rusty Creed-Brown  
**Cc:** Charla Mann; Chet Brooks; Brad Kills Crow; Joe Brown; Homer Scott; Jeremy Johnson  
**Subject:** Re: POLL VOTE - approval of EHS Continuation Grant

Yes

On Mon, Jul 19, 2021, 4:22 PM Rusty Creed-Brown <[rcbrown@delawaretribe.org](mailto:rcbrown@delawaretribe.org)> wrote:  
I vote YES to approve.

Thanks.

Rusty Creed Brown

Sent from my iPhone

On Jul 19, 2021, at 4:13 PM, Charla Mann <[cmann@delawaretribe.org](mailto:cmann@delawaretribe.org)> wrote:

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Thank you,

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Administrative Assistant to Chief

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**Sent:** Monday, July 19, 2021 4:22 PM  
**To:** Charla Mann  
**Cc:** Chet Brooks; Brad Kills Crow; Joe Brown; Homer Scott; Nicky Michael; Jeremy Johnson  
**Subject:** Re: POLL VOTE - approval of EHS Continuation Grant

I vote YES to approve.

Thanks.

Rusty Creed Brown

Sent from my iPhone

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Thank you,

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<Continuation Grsant 7-14.docx>

## Charla Mann

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**Sent:** Monday, July 19, 2021 4:14 PM  
**To:** Chet Brooks; Brad Kills Crow (bkillscrow@hotmail.com); 'Joe Brown'; 'Rusty Creed-Brown'; 'Homer Scott'; Nicky Michael (nickykaymichael@gmail.com); Jeremy Johnson  
**Subject:** POLL VOTE - approval of EHS Continuation Grant  
**Attachments:** Continuation Grsant 7-14.docx  
**Importance:** High

The following is send on behalf of Chief Brooks.

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## **Service Delivery**

### **1. Service and Recruitment Area**

**Service and recruitment area.** The service and recruitment area includes Washington County, Oklahoma and a ten-mile radius of Bartlesville, Oklahoma including the community of Osage Hills in Osage County. Within the service delivery areas, the Delaware Tribe's Lenape Early Learning Center (LELC) provides high quality childcare and Early Head Start services primarily to Delaware and other tribal families. Non-tribal children may also be enrolled based on availability of space.

**Evidence demonstrating need.** Washington County has 3,493 children under the age of 5 with 30% living in poverty. Approximately 600 (17%) of the young children in Washington County are Native American. Two hundred and twenty-eight Native American children (38%) live in poverty. According to the Bartlesville School District which serves 65% of the Native American children in Washington County, approximately 33% live in poverty and 21% live within 150% of poverty. (This data may not accurately reflect the current economic situation in the area due to changes since the pandemic. Unemployment levels reached 14% at the height of the pandemic and are still 4% above pre-pandemic levels. Those families most greatly affected are those where parents were employed in low paying jobs in service industries.

### **2. Needs of Children and Families**

**Estimated number of children and families.**



Prior to the Delaware Tribe relinquishing the EHS Partnership Grant (80 slots) and moving the Expansion Grant (36 slots) back under the Tribe in June, 2021, the Tribe had a total of fifty EHS slots in the Bartlesville. These slots were filled with a waiting list for services. In FY2021, thirty-six infants and toddler will be served by the Delaware EHS program in Bartlesville, formerly the Expansion Grant. Based on past performance, the Tribe expects there will be no problems keeping the 36 slots filled.

**Data on need.** The information provided in the charts below will inform program selection criteria and design. The charts indicate the most recent data available for children under five.<sup>1</sup>

Washington County	
Indicator	
Population	3,344
Living below the federal poverty line	30%
Living in single parent households	36%
Hispanic	10%
American Indian/Alaska Native	17%
Foster Children	1%
English language learners	7%
Experience abuse and neglect	2%

[www.factfinder.census.gov](http://www.factfinder.census.gov).

As in many communities, data on children ages zero to five who are experiencing homelessness is difficult to ascertain. According to public school system information, the

Washington County school districts serve an estimated 300 homeless youth from Pre-K to 12th grade. Additionally, the Oklahoma State Department of Education reports that in 2018 Sooner Start served 62 children with IEPs through the Bartlesville office.

**Availability of services.** Prior to the pandemic, there were 1,747 children in childcare in 39 facilities in Washington County. Current data is not available due to changes because of the pandemic.

### **3. Chosen Program Option(s) and Funded Enrollment Slots**

The Delaware Tribe relinquished the EHS Partnership Grant effective June 1, 2021 and the 36 slots in the EHS Expansion Grant were all converted to center based infants and toddler slots. A Change in Scope Application was submitted to the Office of Head Start in May, 2021.

The Tribe provides a center-based full year EHS program for 36 children for 6 hours a day with additional hours of childcare available for families needing care through the Tribe's CCDF childcare program. LELC operates from 6:30 AM to 5:30 PM, Monday through Friday and EHS provides services from 8:00 AM to 2 PM daily.

Previously this grant served 36 children and pregnant women in center based and home-based models. However, based on community/family input after the relationship with the previous delegate agency ended, the Tribe determined a center-based model for 36 children would best meet the need of the tribal community. This model was chosen based on the needs of families based on informal surveys and a community meeting as well as the availability of quality

classroom space in the Tribe's childcare center. LELC is located on the Tribal Complex in Bartlesville which is easily accessible and the center of the Delaware tribal community.

#### **4. Centers and Facilities**

The Lenape Early Learning Center is licensed by the State of Oklahoma to care for 70 EHS and preschool children. There are 12 classrooms, a full kitchen, therapy room, storm shelter and workspace for teachers and staff. The playground is divided into sections by age groups with age-appropriate equipment in each area. The facility is owned by the Tribe and is located on the Tribal Complex across the parking lot from the Tribal Administration Building.

#### **5. Eligibility, Recruitment, Selection, Enrollment, and Attendance**

##### **Eligibility**

LELC will follow the EHS guidelines for eligibility and maintain a policy of serving the neediest children and families first. Families above the income guidelines will only be enrolled when there are no income eligible families on the waiting list and every effort has been made to identify income eligible families.

##### **Recruitment.**

Staff at the Lenape Early Learning Center is actively recruiting and enrolling eligible tribal children into the EHS program. Special efforts are being made to locate, recruit, and enroll

vulnerable children, including children with disabilities, those experiencing homelessness, and those in foster care.

LELC's efforts include the following:

- LELC will provide marketing materials to the Delaware Tribe to place in their Headquarters building and program offices. Information includes pamphlet and posters outlining eligibility, program services, and the link for applying online. Paper applications are also available in the Headquarters building.
- Recruitment materials are also placed in the offices of local pediatricians and family practitioners and the Cherokee Health Center facilities in Nowata and Ramona, Oklahoma.
- Tribal and community social services programs will also be provided with recruitment materials. The Family Services Coordinator will establish working relationships with agencies such as Ray of Hope Advocacy Center and encourage their staff to refer their clients to the LELC EHS program.
- Recruitment efforts via social media will also be undertaken. Word of mouth recruitment from the families currently participating in EHS continues to be a primary source of referrals. Recruitment tables will also be set up periodically at organizations such as the local food bank, and through community-based events such as Sun Fest, Pioneer Day celebrations, Freedom Fest celebrations.
- A recruitment log is maintained which documents ongoing recruitment efforts as well as the organizations that have been provided with flyers and presentations. For



example, staff will make presentations and distribute flyers to the Department of Human Services Child Welfare Divisions in Washington County.

- Staff will also coordinate networking meetings with service providers and community agencies to discuss the benefits of the EHS program and share recruitment/enrollment information.

Families interested in enrolling in EHS can receive a tour of the center and meet staff in advance of enrollment. The Enrollment Specialist will assist families in completing the application and also establish a waiting list of eligible children.

#### **Selection.**

While the LELC EHS program focuses on enrolling eligible Delaware and other tribal children, all children are welcome to apply. LELC uses a point system set up on Child Plus to identify the most vulnerable families and children. The point system has been established to calculate points based on a family's or child's circumstances such as homelessness, diagnosed disabilities, foster care or if the family is receiving childcare assistance or TANF/SNAP/WIC.

Families complete a pre-enrollment application online or a paper copy. Within three days of receipt, the Enrollment Specialist contacts the family and conducts an over-the-phone interview to discuss the purpose of the program and determine eligibility.

The Enrollment Specialist follows the point system when selecting children from the waiting list and contacts families to set up a meeting to finalize the paperwork. Prior to the first day of attendance, families attend an orientation meeting with the Family Services Coordinator to go

over the policies and procedures in the parent handbook and discuss a plan for the child's first days in class.

### **Attendance.**

LELC recognizes that regular and consistent attendance provides stability in the classroom and helps the children and teachers to get the most out of their interactions and experiences. As such, Lenape Early Learning Center has a full-time attendance policy. To promote attendance, teachers work to build relationships with families and educate parents/guardians about the impact that consistent routines make in the development of the child. The Enrollment Specialist is responsible for maintaining attendance records, tracking absences and their cause, and working with the Family Services Coordinator and teacher to ensure the regular attendance of all children.

- When a child is absent from the program, the Enrollment Specialist will contact the child's parent/guardian if the program has not been notified by 9 AM that day of the reason for the absence.
- If a child misses more than three (3) days per month for non-health related reasons, ten (10) day per month for health related reasons, or is inconsistent in the number of hours they attend each day, the Family Services Coordinator will contact the family to discuss the issue.
- if the child continues to have inconsistent attendance, the child may be dropped from the program. Every effort will be made to work with the family to ensure regular attendance before this action is taken by the EHS Manager.

## **6. Education and Child Development**

### **Curriculum.**

LELC uses Teaching Strategies Gold (TSG) Creative Curriculum. The curriculum addresses not only the research behind the environment but also challenges teachers to be open and to consider the individuality of each child while implementing lesson planning in a smooth, inclusive way. The features of TSG provide the teacher with tools to customize each lesson plan based on on-going observations that are documented weekly.

**Rationale.** The TSG platform allows teachers to see what developmentally appropriate milestones go with each child, based on date of birth, and provides for customizable lessons, activities, and notes to be entered in. The teacher can elect to share these with the teaching team or print them for her/his own notes. As the teacher moves through the observation process, the checkpoints include observations from previous months to build continuous notes on the progress of the child.

**Evidence of alignment with ELOF.** Creative Curriculum aligns with the Head Start Early Learning Outcomes Framework and with the Oklahoma Early Learning Guidelines. TSG created a tool for teachers to visually see the objectives matching up with learning standards. As teachers work through these tools, they can connect the outcomes and better understand child development through various lenses of research.

**Staff support for implementing with fidelity.** Master teachers are trained regularly to develop lesson plans based on the identified needs and interests of the children in their classrooms. Each classroom works their way through state guidelines of



developmentally appropriate skills paired with the child-led educational activities. The LELC Director and the EHS Manager/Education Coordinator work with the program classroom staff to support best practices and implementing strategies learned during trainings. Teacher's progress is documented through observation and interactions. LELC adopted the Teaching Pyramid Infant–Toddler Observation Scale (TPITOS). The Pyramid Model concepts are used in the new employee orientation as it is important to educate employees on service delivery with emphasis on supporting social-emotional growth. The tool features an instructional guide to help observers capture the engagements in an objective way as well as examples of what these engagements may look like. The tool also includes a follow up coaching process to help teachers gain skills that result in higher- quality interactions in the classroom. The cycle of observation occurs every four months with training and coaching happening in between. The EHS Manager and the teachers review data from the observations and develop action plans. To maintain the focus on lesson planning and data collection, assistant teachers are mentored in these areas. This ensures classroom continuity, and that staff are prepared manage daily activities even if the Master Teacher is not present.

**Staff support for implementation** The LELC Director and the EHS Program Manager holds monthly meetings with coordinators to ensure all aspects of the EHS program and curriculum are being carried out consistently and documented appropriately. Together, they go over the needs of each home visiting family served and review Child Plus to make sure all home visits, family goals, school readiness goals, ASQ's, health information.



### **Program-wide efforts**

**Developmental screenings and assessments.** LELC partners with an organization that specializes in developmental screenings and assessments. With this partnership and the tools available to teachers and coordinators, LELC gathers information about the developmental level of each child in the program. The information provides a multi-view of the child, their development, and their approaches to learning. These whole-picture approaches to developing children allow a teacher to form a full picture of the child as well as provide valuable information to share with parents/guardian about the developmental progress of their child.

**Tribal language preservation and revitalization.** LELC partners with staff at the Delaware Cultural Center to support the inclusion of Delaware culture, values and language in the EHS program. Staff will receive annual training and ongoing mentoring on how best to incorporate the Delaware culture/language into the curriculum. Since a number of the children will not be tribal members, aspects from other tribal cultures, particularly Cherokee will also be incorporated. Parents will also be given the opportunity to learn more about Delaware culture and participate with their children in culturally related activities.

## **7. Health**

**Ensuring up-to-date health status and care.** The Family Services Coordinator (FSC) conducts hearing, vision and developmental assessments and health history for each child. The FSC acquires the necessary documentation within the first 45 days of a child's enrollment. Coordinators ensure that there are up-to-date well-child checks,

established health homes for primary care and oral health as well as any additional services if needed in mental or behavioral health. LELC partners with a local hygienist to provide age-appropriate oral health screens and education activities for the older children that includes a demonstration of proper brushing.

All health-related data is recorded in the Child Plus database which includes settings that send reminders to the FSC that rescreenings or health services are about due.

The FSC and Nutrition Coordinators have ongoing communication with parents/guardians concerning nutrition through formal and informal discussions to ensure dietary needs are met and everyone has the latest information on formula changes, allergies, use of utensils, eating habits, etc.

#### **Supporting mental health and social-emotional well-being.**

The Family Services Coordinator works with the teachers to conduct annual developmental assessments (ASQ's) for each child. As social, emotional, behavioral, and mental health concerns are identified through assessments and classroom observations (made by teachers, FSC and EHS Manager), concerns are addressed through a team management approach. Staff and parents/guardians work together to identify the issues, reasons for the behavior and ways of addressing/changing the behavior.

LELC will secure a mental health consultant along with a group of therapists who specialize in early childhood mental health and play therapy, Children's Therapeutic Strategies. LELC will be contracting with a local child development assessment group, Sprouts Child Development, to conduct the Brigance Early Child Development screening (from 12-24 months) as well as other assessments as needed. Through these services, professionals identify the needs of the child

and make recommendations for therapy. Sooner Start, the Oklahoma Early Intervention program designed to meet the needs of infants and toddlers with disabilities and developmental delays, may also be contacted for assessment. If a child meets the state guidelines for services and an IFSP, this is the state program that initiates it. Once a child's needs are identified, the FSC works with the classroom teachers to implement the suggested strategies. Staff, families, and service providers work together to implement a plan of action including strategies to be followed in the classroom as well as in the home.

## **8. Family and Community Engagement**

### **Key strategies for building relationships with families.**

Building trust and rapport with families is a primary focus of the work of the Family Service Coordinator. The coordinator provides a supportive environment that encourages the active engagement of parents and guardians in the life of their child and in building a strong supportive family unit. Family members must be made to feel respected, and their opinions valued. The Family Services Coordinator is a listener who embraces each family's story and together they form a partnership with the goal of meeting the unique needs of that family. Confidentiality is paramount and parents/caregivers must feel certain that the information they share will be kept in strict confidence.

### **Engagement activities.**



To encourage strong parent engagement and foster trust, LELC maintains frequent communication with families. Staff intentionally spend time speaking with parents/guardians at drop off and pick-up as a way of strengthening that relationship. Communication is also enhanced through meetings both at the center and home visits where the learning goals for the child are discussed and updated. The monthly newsletter also keeps parents/guardians updated on center activities and articles on current topics affecting young children and families. EHS staff encourage parents/guardians to help plan and participate in classroom activities and special events such as holiday parties, Mud Day and Little Olympics. For parents unable to attend special activities, pictures and mementos are sent home with a note about their child's participation. Software applications such as KidzReports are used to provide parents/guardians with daily reports on their child's day.

Classes on parenting topics and tribal culture will be offered online and onsite throughout the year. Parents/guardians are also encouraged to become a part of the Policy Council.

#### **Key strategies for family partnership services.**

Child-level assessment data (ASQ, TSG, Child Plus) is paired with ongoing observations and anecdotal information from the parents/caregivers to develop school readiness goals and family goals. Checkpoints in Teaching Strategies Gold are reviewed and updated three times a year and used to inform teachers of the areas which should be focused on for each child. ASQ's are completed twice a year for each child, guiding the ongoing processes for ensuring growth and development. Data captured in Child Plus provides a comprehensive view of each child's individual growth, achievement, and needs. If there is a concern related to the child's progress



or development, further assessments are conducted. Following the assessments recommendations may be made for referral to a health care provider, therapist, or other community resource agencies.

The Family Services Coordinator works closely with the family throughout this process to ensure families and service providers are all working toward the same goals and objectives.

The Family Services Coordinator also works with parents/guardians to complete a family strength, needs, and interests survey for each family. Tracking progress of family goals is done through the family goals module in Child Plus. This helps the Family Services Coordinator, and the families stay on task, measure progress and serves as a record for anecdotal information.

#### **Community partnerships.**

LELC continues to expand relationships with organizations who provide support and resources to children and families throughout northern Washington County. A directory of family services is updated annually and given to each family.

- LELC works collaboratively with the Family Services Department within the Delaware Tribe.

This partnership allows the LELC to quickly refer families for services including domestic violence, child support enforcement, and Indian Child Welfare.

- LELC will have a collaborative relationship with the Cherokee Nation Health Services (IHS) to provide screening and follow up care and act as a source for family health care referral.

- LELC will establish collaborative relationships with other service providers in the community and refer both Indian and non-Indian families for services as needed.

## **9. Services for Children with Disabilities**

Children with disabilities are actively recruited into the EHS program. Outreach is done through health care providers, LELC recruitment materials and Child Find in Washington County. The Family Services Coordinator meets with prospective families to discuss the needs of the child/family and how LELC can best help the family meet those needs. Prior to the child entering the program, there are meetings between the staff, family and possibly health care providers to ensure the needs of the child are understood and can be met by the LELC staff. Some children are identified as having disabilities only after the completion of EHS health screenings and assessments. The Family Services Coordinator works with these families to connect them with appropriate health care providers to ensure the child receives needed services. A written plan (IFSP) with measurable goals and objectives is developed and reviewed/updated periodically for each child with diagnosed disabilities. Health care service providers are encouraged to come to the center to provide therapy and other services however the Family Services Coordinator may provide transportation if needed. Health care service providers also meet regularly with parents, teachers, and other center staff to discuss the progress of the child. LELC also provides special equipment and staff training as needed.

## **10. Transition**

Prior to a child beginning EHS, there is a meeting between the parents/ guardians, the lead teacher, and the Family Services Coordinator to answer questions families may have about EHS and to exchange information about the upcoming transition into the program. They discuss

such things as the child's temperament, routines, and health/nutrition needs. Parents are invited to observe the classroom to see the environment and activities. and are given examples of lesson plans, the daily schedule, and other information about what they should expect from the program.

As children age and thus transition into other classrooms, the current teachers meet with the new teachers to share written and anecdotal information regarding the child. The parents/guardians are given an opportunity to meet with the teachers to discuss the transition process and together finalize the written transition plan. Once the transition is made, there is ongoing communication between the parents/guardians, teachers, and the Family Services Coordinator to ensure the transition goes as smoothly as possible.

A similar process is followed when a child transitions out of EHS (due to age) and into the LELC's CCDF childcare program. For children not remaining at LELC, the Family Services Coordinator works with the parent's/guardians to ensure all records and other requested information goes with the child to their new caregiver or educational program.

disabilities only after the completion of EHS health screenings and assessments. The Family Services Coordinator works with these families to connect them with appropriate health care providers to ensure the child receives needed services. A written plan (IEP) with measurable goals and objectives is developed and reviewed/updated periodically for each child with diagnosed disabilities. Health care service providers are encouraged to come to the center to provide therapy and other services however the Family Services Coordinator may provide transportation if needed. Health care service providers also meet regularly with parents,



teachers, and other center staff to discuss the progress of the child. LELC EHS also provides special equipment and staff training as needed.

## **11. Transportation**

The program does not provide transportation. The Family Services Coordinator will transport children and parents' due health/disability services as needed using a tribal vehicle.

## **12. Governance**

As the governing body of the Delaware Tribe of Indians, the Tribal Council will fulfill all the governance responsibilities for the Early Head Start program. The Council has appointed a tribal member with extensive Head Start /Early Childhood Education experience to work with the EHS program as their representative in all aspects of program design and operation. The Tribe's designated representative and the LELC Director will report directly to the Council monthly on program activities. The Policy Council will be established by the EHS program at the beginning of the fiscal year and will work closely with the Tribal Council in providing program governance.

## **13. Human Resources Management**



The Delaware Tribe's Human Resources office in accordance with the Tribe's personnel policies and procedures will be responsible for maintaining personnel records including background checks on employees, payroll, fringe benefits, hiring/termination, etc.

#### **14. Program Management and Quality Improvement**

The Director of the LELC will report directly to the Tribal Manager regarding day-to-day EHS program management issues. Through monthly written and oral reports, the Director will provide information/data to the Tribal Council. The Council will also develop EHS monitoring tools and protocols based on the EHS Performance Standards in collaboration with LELC. The Council's appointed representative will conduct ongoing programmatic and fiscal monitoring in accordance with established protocols and results-based performance measures. Findings will be provided to the Council and the Director will develop a plan to correct non-compliance issues and to implement quality improvement recommendations following the process outlined in the Act at Sec. 641A(e).

#### **15. Budget Narrative and Justification**

##### **Personnel**

**Director of the Lenape Early Learning Center** will be responsible for the overall direction and management of the Early Head Start and CCDF Child Care programs for the Lenape Early

Learning Center. She will directly supervise all management staff and be responsible for program reports to the Office of Head Start, Office of Child Care, the Delaware Tribe and Policy Council. She will work closely with the Tribal Manager and the tribal accounting and human resources offices. This position is paid by non-EHS tribal sources.

**Early Head Start Program Manager/Education Coordinator** will be responsible for the daily management of the EHS classrooms and playgrounds including record keeping, maintenance oversight of daily schedules, curriculum and lesson planning, supervision of classroom staff and providing staff training and follow-up related to CDA and AA certifications and other training requirements.

**Family Service Coordinator** will be responsible for ensuring that the families of all children enrolled in EHS have a family service plan and that the steps/needs identified in that plan are addressed by either EHS staff or community resources. The coordinator will also create, update, and distribute to families a directory of service providers and assist families in accessing needed services. The coordinator will also work with classroom teachers on conducting developmental screenings, work with the families on scheduling wellness/dental checks and be the liaison for scheduling vision and hearing screenings with the contractor and maintain all children's health records. Additionally, FSS will transport parents/caregivers and children to appointments for screenings/assessments, wellness checks, immunizations, etc. She will also arrange for assessments of children with identified health concerns and assist families in connecting with special needs providers and the establishment of IEPs. The coordinator will ensure that parents are kept well informed and have opportunities to actively participate in their child's EHS experience.

**Enrollment/HRSEA Coordinator** will be responsible for the recruitment, selection, enrollment, and attendance of children in the LELC EHS and childcare programs. The coordinator will establish and maintain protocols related to the enrollment process as it relates to childcare subsidies and assist families needing childcare with obtaining subsidies and the parent co=payment process. She will also maintain daily attendance records and follow up with staff and families regarding attendance issues.

**Cook/Nutrition Coordinator** will be responsible for creating menus for the center (both EHS and CCDF children) and preparing/serving meals and snacks that meet the Child and Adult Care Food Program (CACFP) requirements. He will maintain all CACFP records and submit monthly claims for reimbursement to the Director for review and submission for reimbursement from the state office. He will also order food and food service supplies ensuring proper quantities are purchased. Along with the Family Services Coordinator, he will review the Nutrition Component of the Child's Health Record to ensure each child's nutrition needs are met including special dietary needs and food allergies.

**Assistant Cook** will assist the cook in the preparation and serving of meals and snacks, kitchen clean up and storage of food.

**Lead Teachers** are assigned to each classroom and are responsible for implementing the daily schedule and curriculum. Lead teachers have a minimum of a CDA/AA plus three years of classroom experience and are either working toward or have Oklahoma state certification as a Master Teacher. Since EHS services are for six hours a day, they will spend the other two hours

in training, curriculum preparation and/or providing CCDF childcare to their children with working parents who need extended care.

**Teachers** are assigned to each classroom in support of the Lead Teachers. Teachers are all on a professional development path leading to CDA/AA certification. They assume the role of the Lead Teacher when he/she is on break and are an integral part of the teaching team in each classroom. Teachers also provide care for the children in their classrooms who need extended hours for childcare.

**Maintenance** provides the services needed to maintain the LELC facility, Family Service building which houses the EHS administrative, and the playgrounds.

### **Fringe Benefits**

Fringe benefits include employees' health, dental, and life insurance covered 100% by the Tribe.

### **Equipment**

Playground equipment is needed to replace worn and culturally inappropriate equipment currently on the playground.

### **Supplies**

**Office supplies** include items such as paper, pens, notebooks, staplers, paper clips, etc.

**Child and family service supplies** will include items purchased specifically for the classrooms.



utilized by EHS children. They will include developmental toys, shelves, tables, chairs, rugs, diapers, formula, parent curriculum, materials for parent trainings etc.

**Kitchen supplies** will include preparation and meal service items such as cups, dishes, utensils, etc. and products not reimbursed by the USDA Food Program such as paper towels, dish soap, cleaning supplies, foil, etc.

### **Contractual**

Services will include health and behavioral health assessment and follow up services for children with special needs.

### **Other**

**Utilities and telephones** for the office will be cost allocated by the number of people in the office and the number of programs utilizing the services. In the case of mobile phones, those are charged individually to the program that employs the person using the phone.

**Building and Child Care Liability Insurance** is for the LELC center and covers children outside the facility while under the care of the EHS and CCDF programs.

**Building Maintenance** includes the cost of supplies and materials needs for the regular routine maintenance of the LELC, Family Services office building and the playgrounds.

**Incidental Alterations** includes the cost of new flooring and fencing for the EHS classrooms and playgrounds in the LELC.

**Local Travel** includes estimated costs for staff to attend training, make parent home visits, for recruitment, enrollment, and parent activities, picking up supplies, meeting with community organizations and schools, etc.

**Advertising** includes the development and distribution of new materials for recruiting EHS children and families.

### **Training and Technical Assistance**

Training will include required health/safety training, CDA, AA, Master Teacher and Center Director Accreditation, Teaching Strategies Gold, or CLASS, and to provide orientation and ongoing training and technical assistance to staff.

### **Indirect Cost**

Indirect cost paid to the Tribe will cover accounting, human resources, and management oversight of the EHS program.

## **Budget Justification**

### **Personnel**

Program Manager/Education Coordinator (1) – 100%	\$48,000
2080 hours x \$23.077	
Family Services Coordinator (1) – 100%	45,000
2080 hours x \$21.63	
Lead Teachers (6) – 75%	157,500
1560 hours x \$ 16.83	
Teachers (6) - 75%	126.000

1560 hours x \$ 13.46	
Cook/Nutrition Coordinator (1) – 50%	21,000
1040 hours x \$20.19	
Cook's Assistant (1) – 50%	14,000
1040 hours x \$13.46	
Enrollment/ERSEA Specialist (1) 50%	20,000
1040 hours x \$19.23	
Maintenance (1) – 50 %	16,000
1040 hours x 15.38	

<b>TOTAL</b>	<b>\$ 447,500</b>
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### **Fringe**

The Tribe calculates fringe benefits at a flat rate of 20%.

Payroll taxes, FICA, FUTA, Work's Comp – 10%	44,750
Health/dental insurance – 10%	44,750

**TOTAL**  
**\$89,500**

### **Equipment**

Playground equipment to replace existing old equipment	20,500
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<b>TOTAL</b>	<b>\$20,500</b>
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### **Supplies**

Office Supplies	1,000
Child & Family Service Supplies	46,176
Diapers, toys, books, art	

Food Service Supplies	3,000	
Cooking, cleaning, and meal service items		
<b>TOTAL</b>		<b>\$50,176</b>

### **Contractual**

Health/Disability Services	6,000	
Assessments based on initial screenings, speech and developmental services/therapy		
<b>TOTAL</b>		<b>\$6,000</b>

### **Other**

Utilities/Telephone	25,800	
Landline phones 12 months' x 400 = 4,800		
Cell phones – 12 months' x 500 = 6,000		
Electric - 12 mos. X 1,500 x.5 = 9,000		
Gas – 12 months' x 500 x.5 = 3,000		
Wifi X 200 = 12 months' x 250 x.5 = 3,000		
Building /Child Liability Insurance	3,000	
All insurance is paid through a tribal policy		
Building Maintenance		
11,000		
Maintenance and cleaning supplies, Playground maintenance and minor repairs		
Incidental Alterations	26,200	
Replace flooring, building signs, Replace fencing		



Local Travel	5,000	
Mileage for recruitment, establishing agreements. with providers. and pick up supplies, networking. with Cherokee Nation EHS, parent visits .56 per mile x 8,929 miles		
Advertising	6,000	
Recruitment materials for new staff and children – brochures, posters, advertisement handouts		
<b>TOTAL</b>		<b>\$77,000</b>

### **Training and Technical Assistance**

Teacher training for Master Teacher Certification – fees, materials, classes on-site or distance learning,	5,250	
CDA Training for new teachers – fees, materials, and Classes on-site or on-line	10,000	
CPR, First Aide, Food Handlers, and other required trainings	2,000	
<b>TOTAL</b>		<b>\$17,250</b>

<b>Total Direct Cost</b>		<b>\$707,926</b>
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### **Indirect Cost**

The approved FY 2020 indirect cost rate for the Delaware Tribe was 25.18%. The rate for FY 2021 is being finalized but anticipated to be approximately the same. However, the Tribe will charge EHS less than 10% to cover the cost of the audit, human resources, and accounting services and tribal oversight of the program and facilities.	70,000	
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**TOTAL**

**\$70,000**

**TOTAL BUDGET**

**\$777,926**

