



**EARLY CHILDHOOD**  
EDUCATION CENTER



## **Annual Report 2019-2020**

*Salt River Schools Education Board Mission Statement  
To create a balance of exemplary education and the O'odham and Piipaash  
cultures to ensure a positive future for our children and our Community.*



I am pleased to present this report of the Early Childhood Education Center for the 2019-2020 school year. Our goals are to prepare children for success as life-long learners and to strengthen families in the Community.

— Tami Brungard, ECEC Leader



**2019-2020 Education Board Members**

Heather Washington, Chair     Kim Antone, Co-chair  
 Henry Osife, Secretary        Heaven Sepulveda  
 Deana Washington               Patricia Rush  
 Deanna Scabby

**2019-2020 Policy Council Members**

Chris Deerinwater                Lori Lewis  
 Camelle Garcia                  Allison Lewis  
 Felicia Toya  
 Heaven Sepulveda, Education Board Member  
 Michael Dallas, Tribal Council Liaison

**ENROLLMENT  
SUMMARY**

*Maintained Full Enrollment*

<b>2019-2020 Enrollment</b>	150 Preschoolers	108 Infant/Toddlers
Age Breakdown	17 three -year-olds 67 four-year-olds 66 five-year-olds	1 expectant mothers 9 < 12 months olds 29 one-year-olds 34 two-year-olds 35 three-year-olds
Receiving Public Assistance	67	54
Foster Child	34	43
Homeless	18	27
Head Start Over Income	43	14

260 Families Served	115 Two-Parent Families	147 Single-Parent Families
<b>Employment Status</b>	174 families with one or both parents employed	91 families with parent(s) unemployed, retired, or disabled
<b>School &amp; Job Training</b>	64 families with one or both parents in school/job training	202 families with neither parent in school or job training



The Early Childhood Education Center is funded by the Salt River Pima-Maricopa Indian Community General Fund, Child Care Development Fund (CCDF), Head Start and Early Head Start grants.

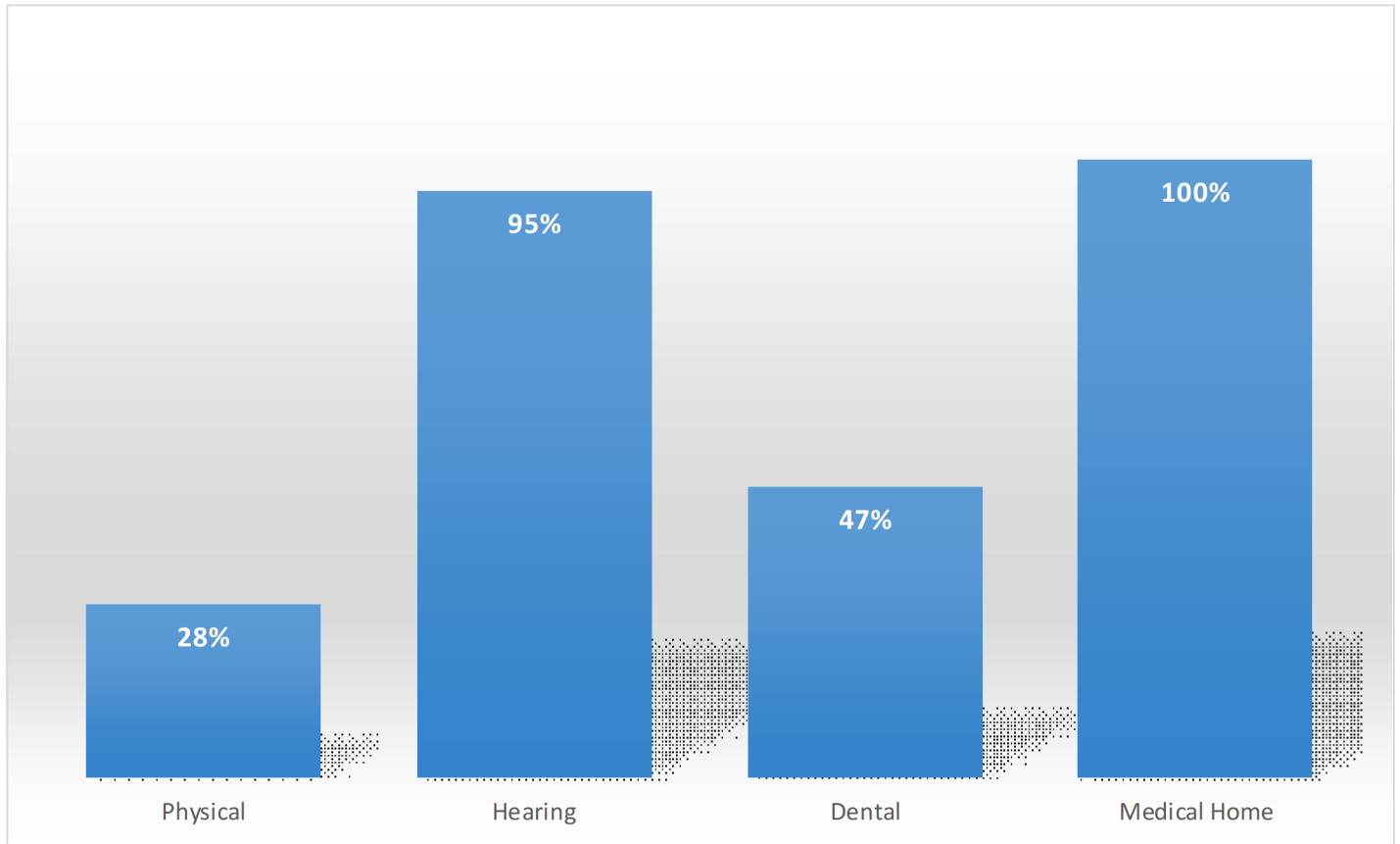
The Head Start and Early Head Start programs operate during regular program hours and there is no cost to families. CCDF subsidizes the Extended Day hours for tribally-enrolled children with parents who are working or in school; parents pay a copayment based upon family size and income.

The service area for the Salt River Head Start program is the boundaries of the Salt River Pima-Maricopa Indian Community. The CCDF service area is the boundaries of Phoenix, Mesa, Tempe, Scottsdale, Glendale, and the Salt River Pima-Maricopa Indian Community.

	Salaries	Benefits	Operation Expenses	Total
General Fund 10/1/19—9/30/20	\$2,884,098.02	\$975,915.48	\$13,900.00	\$3,873,913.50
Child Care Development Fund 10/1/19—9/30/20	\$1,518,843.00	\$455,653.00	\$4,305,179.00	\$6,279,675.00
Child Care Development Fund CARES 3/27/2020—9/30/23			\$1,592,667	\$1,592,667.00
Early Head Start 01/01/20—12/31/20	\$806,868.00	\$236,816.00	\$243,486.00	\$1,287,170.00
Head Start 01/01/20—12/31/20	\$677,154.00	\$198,745.00	\$201,201.00	\$1,077,100.00
Early Head Start Cost of Living	\$16,137.00	\$4,736.00	\$4,527.00	\$25,400.00
Head Start Cost of Living	\$13,543.00	\$3,975.00	\$3,730.00	\$21,248.00
Early Head Start Quality Improvement	\$21,624.50	\$5,507.50	\$9,468.00	\$36,600.00
Head Start Quality Improvement	\$21,624.50	\$5,507.50		\$27,132.00
Early Head Start CARES			\$29,000.00	\$29,000.00
Head Start CARES			\$29,580.00	\$29,580.00
<b>Total</b>	<b>\$5,959,892.02</b>	<b>\$1,886,855.48</b>	<b>\$6,432,738.00</b>	<b>\$14,279,485.50</b>



# 2019—2020 CHILD HEALTH



- 28% of preschoolers and infant toddlers completed **physical exams**.
- 95% of preschoolers received **hearing screenings** within the first 45 days of beginning school.
- 47% of preschoolers infant toddlers completed **dental exams**.
- 100% of children had a **medical home**.



# 2019—2020 SCHOOL READINESS

The Early Childhood Education Center recognizes the importance of a high-quality, early childhood education in preparing children for success, not only in kindergarten, but throughout their lives. Our long-term goals are to prepare enrolled children for success as lifelong learners and to strengthen families.



The COVID-19 pandemic forced the ECEC to stop in-person learning in March 2020. Following health and safety procedures recommended by the CDC and required by SRPMIC Tribal Council directives, the ECEC immediately began offering remote services. Lack of resources limited classroom staff from fully connecting with many families. So, the ECEC focused on meeting the immediate needs of families by providing diapers, Pull-Ups, wipes, infant food, masks, sanitizing and disinfectant supplies, and supplemental learning activities. We provided these supplies and services via home deliveries and no-contact distribution events at the ECEC through July 2020.

Due to limited technology for classroom staff and families, Teaching Strategies GOLD Spring 2020 Checkpoint data isn't available. The percent changes in the table below is based on Fall and Winter data for school readiness.

Dimension	Fall	Winter	Spring	Change (+/_)
Social Emotional	71%	91%	N/A	+20%
Physical	86%	96%	N/A	+10%
Language	67%	86%	N/A	+19%
Cognitive	65%	91%	N/A	+26%
Literacy	61%	78%	N/A	+16%
Mathematics	60%	73%	N/A	+13%

*Percentage of students meeting/exceeding Teaching Strategies GOLD Widely Held Expectations*

We use Creative Curriculum, a research-based, comprehensive, early childhood curriculum.

Creative Curriculum promotes the cognitive, language, social-emotional and physical development of young children.

Social-emotional growth is further supported by Positive Behavioral Intervention Support and Conscious Discipline.

Creative Curriculum



# Teacher-Student Interactions

The Classroom Assessment Scoring System (CLASS) is an observational tool that focuses on teacher-student interactions within classrooms and is designed to increase teacher effectiveness.

The CLASS dimensions are based on developmental theory and research, which suggests that interactions between children and adults are the primary way of supporting children’s development and learning and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms.

The CLASS scoring is based on a 1 to 7 range. The 2019 CLASS Fall observation was completed, but the Spring observation was not due to the COVID-19 pandemic and the ECEC providing remote services only. The 2019 Fall observation results were used to select Head Start professional development for classroom teachers to complete remotely while working from home.

CLASS DOMAIN	ECEC Fall Avg.	2019 National HS Avg.	CLASS DOMAIN	ECEC Fall Avg.	2019 National HS Avg.	CLASS DOMAIN	ECEC Fall Avg.	2019 National HS Avg.
Emotional Support	5.9713	6.05	Classroom Organization	5.75	5.79	Instructional Support	2.26	2.91



# FAMILY ENGAGEMENT

events & activities



parent volunteers



- Burritos for Dad
- Grandparents Day
- Language classes
- Parent meetings
- Transition activities
- Literacy events
- Health & wellness events
- Skirt making
- Roads department presentation



Traditional Dances

Storytelling

Goodie Gathering

Monthly Culture Board

Mini Powwow

O'odham/Piipaash Social Gathering

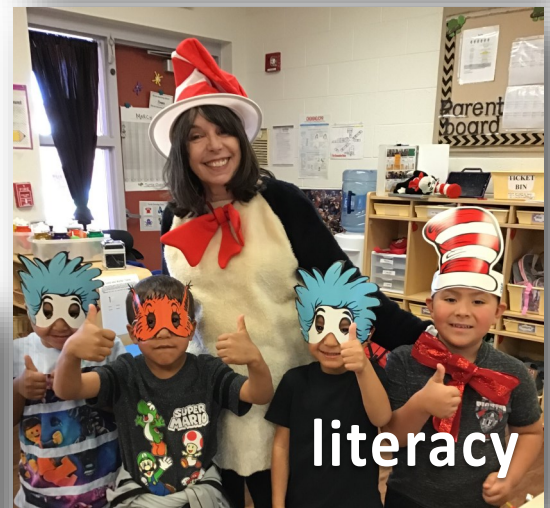
Read Across America

Traditional O'odham Calendar

Classroom Culture Lessons

Family Events

Supply Distributions



# Summary of the SRPMIC Regional 2019 Needs & Assets Report

- According to the 2010 U.S. Census, about 10% of the population in the Salt River Pima-Maricopa Indian Community were children ages birth to 6 years.
- Over half (65%) of the households in the region are single parent households; 37% of young children lived in their grandparents' homes; and over half (56%) of the children in the Community lived below the federal poverty level.
- In 2015, 17% of young children in the Community received LEARN (TANF) benefits and 81% of ECEC children were eligible for free or reduced lunches. Despite eligibility, all children receive free breakfast, lunch, and snacks subsidized by SRPMIC funding.
- Early childhood education programs in the Community include the ECEC, the Family & Children Education program, and the Early Enrichment Program.
- The ECEC operates with tribal funds, as well as Head Start, Early Head Start, and Child Care Development funding.
- Families at the ECEC only pay for the Extended Day hours outside of the Head Start and Early Head Start hours. Co-payments are based on total family income and size.
- As of 2019, ECEC was able to place all children into child care slots and eliminate the CCDF wait list.
- Many grandparents are involved in caring for grandchildren and may need support. About 20% of children 0-17 years old are living with grandparents without their parent present.



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