



Annual Report

2015—2016



*Salt River Pima-Maricopa Indian Community 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 2015-2016 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

2015-2016 Education Board Members

Heather Zeifert, Chair	Patricia Rush
Raymond Deer, Secretary	Henry Osife
Nicole Charlie	Deana Washington
Roberta Seepie	Deanna Scabby
Veronica Tashquinth	Henry Osife

2015-2016 Policy Council Members

Niccole James	Natalia Sanchez
Robyn Masten	Lori Lewis
LaToya Nash	Trinity Washington
Roberta Seepie, Education Board member	
Michael Dallas, Tribal Council Liaison	



ENROLLMENT SUMMARY

Maintained Full Enrollment

2015-2016 Enrollment	170 Preschoolers	155 Infant/Toddlers
Age Breakdown	2 two-year-olds 89 three -year-olds 79 four-year-olds	8 expectant mothers 23 < 12 months old 58 one- year- olds 61 two- year -olds 5 three -year -olds
Receiving Public Assistance	48%	50%
Foster Child	15%	23%
Homeless	6%	10%
Head Start Income Eligible	76%	93%
Head Start Over Income	24%	7%

289 Families Served	96 Two-Parent Families	193 Single –Parent Families
Employment Status	179 families with one or both parent employed	110 families with parent(s) unemployed, retired or disabled
School and Job Training	74 families with one or both parents in school/job training	215 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 school 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.

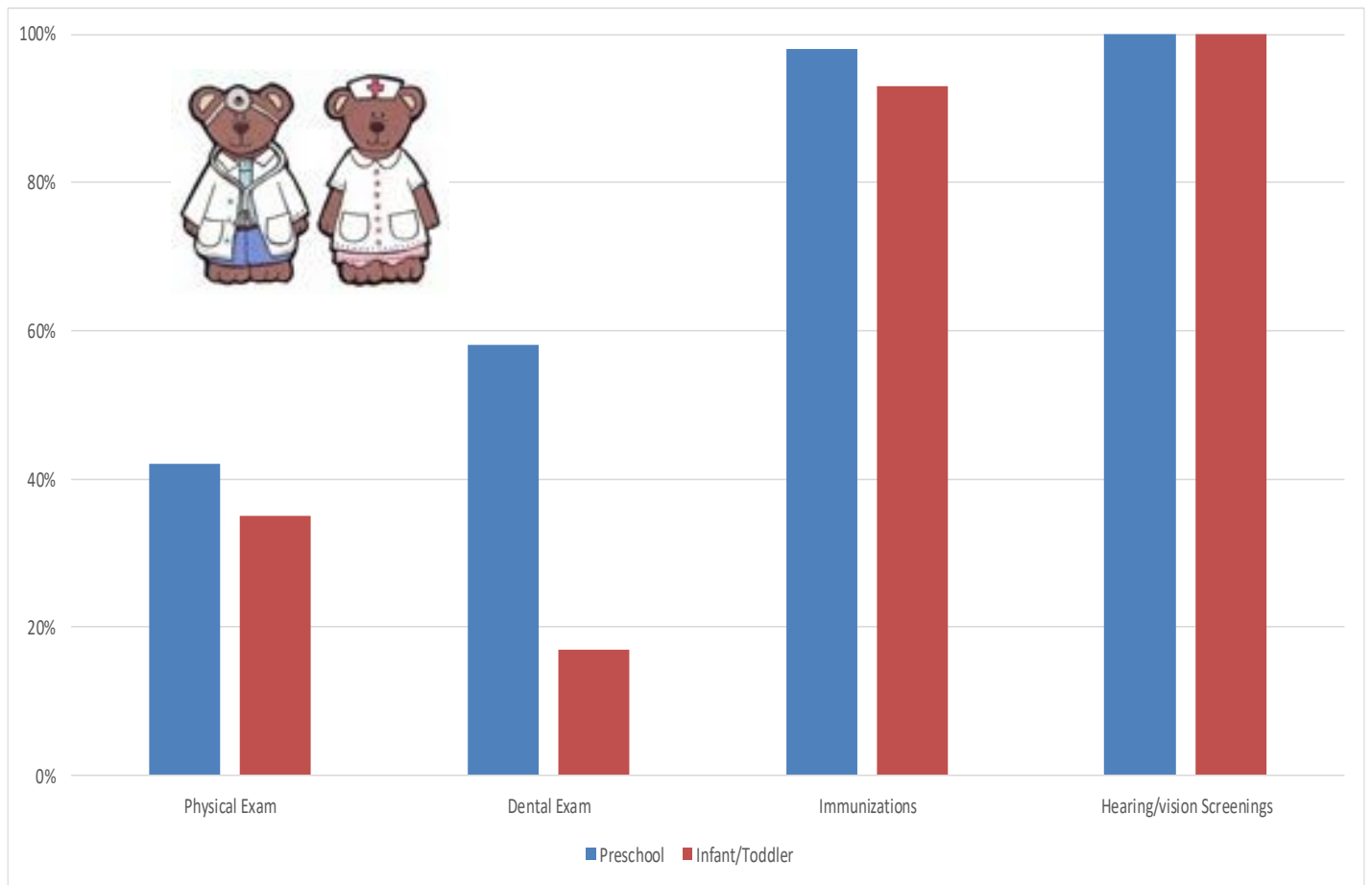
	Salaries	Benefits	Operation Expenses	Total
General Fund 10/1/15-9/30/16	\$2,171,811	\$987,379	\$65,807	\$3,224,997
Child Care Development Fund 10/1/15-9/30/16	\$407,129	\$118,067	\$1,422,237	\$1,947,433
Early Head Start 01/01/2016- 12/31/2016	\$430,792	\$126,438	\$139,309	\$696,539
Head Start 01/01/2016- 12/31/2016	\$521,832	\$153,156	\$168,747	\$843,735
Early Head Start Cost of Living	\$12,538	—	—	\$12,538
Head Start Cost of Living	\$15,187	—	—	\$15,187
One Time Funding	—	—	\$114,541	\$114,541
Total	\$3,559,289	\$1,385,040	\$1,910,641	\$6,854,970

A Head Start health and safety review was conducted January 2016. Findings were:

- Eight classrooms did not have all outlet covers in place.
- One classroom lacked a posted evacuation route.
- One bus lacked signs indicating locations of a seatbelt cutter and fire extinguisher.
- One child was left unsupervised.

All findings have been addressed and closed.

STUDENT HEALTH



58% of preschoolers and 17% of infant toddlers completed **dental exams**.

42% of preschoolers and 35% of infant toddlers completed **physical exams**.

98% of preschoolers were current on **immunizations** at the end of the school year. (2% had approved exemptions)

93% of infant toddlers were current on **immunizations** at the end of the school year. (7% had approved exemptions)

100% of preschoolers received **hearing and vision screenings** within the first 45 days of beginning school.

100% of infant toddlers families completed a **sensory screening** form.



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.

creative curriculum

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

2015—2016 SCHOOL READINESS

Objectives	Fall	Winter	Spring	+/- Change
Social-Emotional Development	72%	89%	92%	+20%
Physical, Gross & Fine Motor Skills	91%	94%	95%	+4%
Literacy	64%	77%	70%	+6%
Language	72%	80%	83%	+11%
Cognitive & General Knowledge	81%	89%	90%	+9%

Percentage of students meeting Teaching Strategies GOLD Widely Held Expectations

Parent/guardians and other involved family members are important partners in the early childhood experience. Staff are committed to partnering with families to make their child's early childhood education experience a positive one. Family and staff work together for the benefit of the child, resulting in a rich learning environment.



family engagement

- Burritos for Dad
- Parent Meetings
- Transition Activities
- Grandparents' Day
- Literacy Events
- Health & Wellness Events

- Classroom Culture & Language Lessons
- Traditional O'Odham Calendar & Storytelling
- Tas Tonlik & Ske:g Sialik Songs
- Mini Pow Wow & Multicultural Fashion Show Family Events
- Traditional Dances

parent volunteers

Sixty-four individuals provided volunteer services. Of those, 42% were Head Start or Early Head Start parents.



cultural activities



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