



# CHICANOS POR LA CAUSA

## EARLY CHILDHOOD DEVELOPMENT

### Annual Report

#### MESSAGE FROM THE DIRECTOR

Buenos días and greetings to all parents, friends, and community allies:

It is my pleasure to present this Early Childhood Development Arizona Annual Report to you: our clients, staff, partners, and supporters, for the 2022-2023 program year.

Our families, children, staff, and leadership continued to show enormous resilience in 2023, as we all adapted to ongoing impacts of COVID-19. Program staff's dedication and passion for children and community allowed us to continue providing a high level of service in communities throughout Arizona. We are grateful for the kindness, patience, and understanding that has allowed us to unite and continue to create a safe space for growth and learning.

This year, we were excited to maintain in-person services with minimal disruption. Using reliable guidance from our COVID-19 Mitigation Policy, we were able to ensure the health and safety of children, families, and staff during challenging times, and to restore a sense of community through activities and events, and through the *Abriendo Puertas* curriculum. We worked closely with caregivers, staff, and children to maintain communication, information sharing, and address concerns in real time through the use of iPads and applications. Our commitment to serving children and families was unwavering and evident through each content areas.

As we embark on the next program year, we look forward to new ways to achieve the three principles that define our program model: honoring and celebrating our individual and collective voices, ensuring cultural safety, and building social networks.

Saludos,

*Marcia Flores*

Marcia Flores  
Vice President for Early Childhood Development



# CHICANOS POR LA CAUSA

## EARLY CHILDHOOD DEVELOPMENT

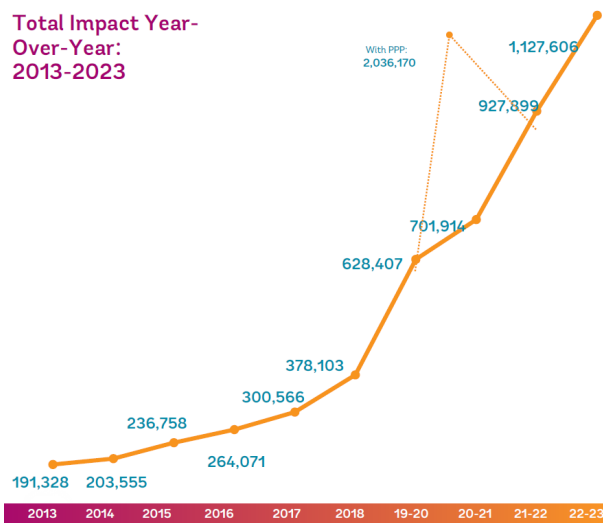
### OUR HISTORY

Chicanos Por La Causa, Inc. (CPLC) was incorporated in 1969 and is embarking on its 55th year of advocating and empowering disadvantaged communities. Our founders were Mexican American women and men who sought to improve living conditions for Latino families in Arizona by eliminating discrimination and advocating for systemic economic, educational and political change. Our roots are in the national farmworker rights movement made famous by historical icons like Dolores Huerta and César Chávez, and in the largely student-led struggle for educational equity in Phoenix’s public schools, most active in the 1960’s and ‘70s.

Mission Statement: We drive economic and political empowerment
Vision: Empowered lives

Today, CPLC is one of Arizona’s largest Latino serving community development corporations impacting more than 2 million people annually throughout the region, which includes Arizona, California, Nevada, New Mexico and Texas. We offer a comprehensive array of educational, social and human service programs as well as opportunities for stable housing and economic development.

In 2023, the number of direct clients served was 138,356 – the largest direct service to date. CPLC has directly served 644,103 clients across all pillars since 2013. In 2013, Early Childhood Development (ECD) had one program across its two service states that impacted 4,996 lives. By 2023, ECD’s impact increased by 366%, with three programs across its five service states and an additional 23,268 lives impacted for a total of 85,718 lives impacted.<sup>1</sup>



<sup>1</sup> “10 Year Impact Report from 2013 to 2023”, Chicanos Por La Causa (2024).



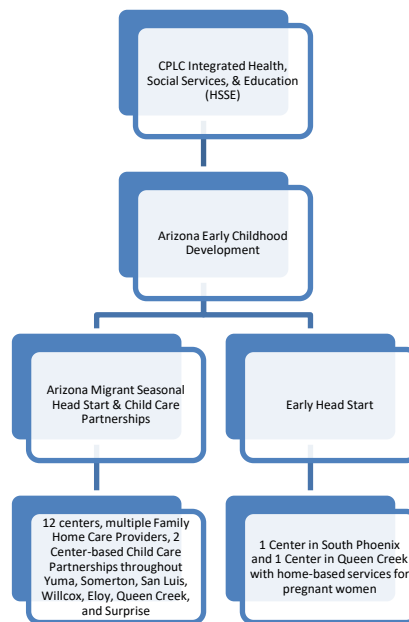
# CHICANOS POR LA CAUSA

## EARLY CHILDHOOD DEVELOPMENT

CPLC’s **Early Childhood Development (ECD)** unit has been a Head Start provider for over 25 years, and we are the first and sole grantee for **Migrant and Seasonal Head Start** services in Arizona. We also provide **Early Head Start (EHS)** services and **Migrant & Seasonal Early Head Start Child Care Partnerships (CCP)** services in high-need areas across the state. Each of these federally funded programs offers comprehensive education and development program services, which provide nutrition, health, disabilities, and educational services to children from birth to age five. Our objective is to ensure that all children who come through our doors are prepared to enter school healthy and equipped with the tools needed to learn and be successful in their future educational journey, and that parents are prepared and empowered to be full partners in the education of their children.

CPLC ECD operates 15 sites in Cochise, Maricopa, Pinal, and Yuma Counties, and administrative functions are organized into two regions—a Central Region headquartered in Phoenix, and a Western Region headquartered in Yuma. In addition to these sites, we contract with a network of Family Child Care Home Providers (FCCHP) and Child Care Provider Partners (CCP) in some communities.

### Early Childhood Development Program Structure



### OUR PROGRAMS

CPLC ECD’s program options, services, and locations are based upon data evidencing concentrated areas of high need for early childhood education (ECE) and family support services and are designed to fit the needs of individual communities. Across our three Arizona programs, we are funded to serve 981 children and their families each year.



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CPLC ECD maintained in-person services throughout PY 202-2023 and continued to rely on and adapt the guidance developed in the COVID-19 Mitigation Policy, which provides strategies for each content area on how to respond to changing CDC guidance regarding COVID-19, and how to adhere to county health department guidelines and regulations, ensuring the health and safety of children, families, and staff. Changes and updates for the program year are outlined below by content area with a summary of trends and data observed through our annual Community Assessment and Self- Assessment processes.

Our Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) team is helping families navigate the application and enrollment process and to answer any questions they may have. Finally, our parent-led Policy Council meets monthly to review program updates, children School Readiness Goals & outcomes, Program Goals, and program changes when necessary.

The following program descriptions provide information about each of our programs:

**Early Head Start (EHS)** serves children ages 0-3 and expectant mothers, with a focus on low-income pregnant and parenting teens and families who meet EHS eligibility criteria. We operate two centers in South Phoenix and Queen Creek, and funded enrollment is 106, including 56 center-based slots and 50 home-based slots for pregnant women. There are nine classrooms, total, set up in developmentally appropriate ways that meet best practices for providing high quality comprehensive early childhood development services.

Early Head Start centers are located at the following sites:

**Phoenix EHS Center**

1402 S. Central Ave.  
Phoenix

**Queen Creek Center**

18149 E. San Tan Blvd.  
Queen Creek

The EHS Phoenix Center serves zip codes 85004, 85003, 85006, 85007, 85009 and 85034 in South and Central Phoenix. The Queen Creek EHS Center serves zip codes 85140 and 85142 in the town of Queen Creek.

The program typically provides full day, full-year services with 196 scheduled contact service days and totaling 1,470 hours at Queen Creek EHS and Phoenix sites, in accordance with revised Head Start Performance Standards (HSPPS). Center closures include two weeks in the winter, one week during the spring closures and four intervening weeks, which allow staff the opportunity to close out files, complete home visits, prepare for the upcoming year and attend the annual Preservice professional development event.

The EHS Home-Based option provides expectant women with up to 46 weekly and/or monthly home visits, based on the needs of each family, and 22 Group Socialization activities. A trained Home Visitor conducts home visits and content of the visit is planned in coordination with the family using the Partners for a Healthy Baby curriculum, which is aligned with HSPPS and the broader EHS content areas.

**The Arizona Migrant and Seasonal Head Start (AMSHS) Program** serves 875 children ages



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birth to five years old from low-income migrant and seasonal farmworking families, with an emphasis on serving mobile migrant families. By federal definition, migrant farmworkers are families engaged in agricultural labor who have changed their residence from one geographic area to another in the preceding 2-year period, while seasonal farmworkers are primarily seasonal agricultural labors who have not moved out of their established geographical areas within two years.

The program offers services through a combination of CPLC-run classrooms, contracted center-based Child Care Partners (CCP) and Family Child Care Home Providers (FCCHP). Migrant and Seasonal Head Start Centers are located at the following sites:

AMSHS CENTER LOCATIONS	
<b>Central Region</b>	<p>Dysart Center: 15815 N. Desert Sage   Surprise   (623) 972-7801</p> <p>Eloy Center: 201 N. Sunshine Blvd.   Eloy   (520) 466-3438</p> <p>Queen Creek Center: 18149 E. San Tan Blvd.   Queen Creek   (480) 988-1708</p> <p>Willcox Center: 611 N. Bisbee Ave.   Willcox   (520) 384-3140</p>
<b>Western Region</b>	<p>Somerton Center: 435 E. Jacobs   Somerton   (928) 627-5701</p> <p>Yuma Center: 1875 S. 45<sup>th</sup> Ave.   Yuma   (928) 783-2363</p> <p>Rancho Viejo: 930 S. Yuma Ave C.   Yuma   (928) 627-4970</p> <p>Las Casitas: 541 S. 6<sup>th</sup> Ave.   San Luis   (928) 627-4970</p> <p>Bienestar First Step: 690 N. 10<sup>th</sup> Ave.   San Luis   (928) 722-7203</p> <p>San Luis C Center: 1522 C St.   San Luis   (928) 627-2037</p> <p>San Luis D Center: 1770 E. D St.   San Luis   (928) 627-7254</p> <p>San Luis G Center: 649 N. 9<sup>th</sup> Ave.   San Luis   (928) 627-5701</p> <p>FCCHP (HQ): 316 W. Main St.   Somerton   (928) 836-2100</p>

FCCHP and CCP sites are located throughout Yuma County, with administrative offices in Somerton.

The program year for AMSHS includes two distinct service periods that are responsive to the length of time that families are living and working in our communities.

- Primary Service runs from August until May and includes a center-based and FCCHP option. The center-based option included 39 weeks of full-day planned classes, while the FCCHP option provided 46 weeks with six home visits.



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Transportation services are offered to and from CPLC-run centers each day. Centers close for two weeks in winter, one week in spring, and during the summer for non-serving centers, sites, and providers. All staff return in July to prepare for the new program year, complete initial home visits, and attend the Preservice Professional Development event.

**The Migrant and Seasonal Child Care Partnership (CCP) Program** serves 90 children ages birth to three years old from low-income migrant and seasonal farm-working families, with a focus

on mobile migrants as its highest priority. Services are provided in four classrooms at two ECD-run centers:

CPLC ECD run CCP Classrooms are located at the following sites:

Yuma County  
**Rancho Viejo MEHS**  
930 S. Ave. C  
Yuma, AZ 85364

Pinal County  
**George Washington Carver (GWC)**  
304 W. Alsdorf Rd.  
Eloy, AZ 85131

In addition to these classrooms, there are multiple Child Care Partner sites throughout Yuma County.

Full-Day service is scheduled according to peak agricultural season with transportation, and the service year includes 46 weeks (212 days) at George Washington Carver and 212 days with the Child Care Partnership option, lastly 39 weeks at Rancho Viejo center.

Center closures include two weeks in the winter, one week during the spring closures and four intervening weeks, which allow staff the opportunity to close out files, complete home visits, prepare for the upcoming year and attend the annual Preservice Professional Development.

### **PY 2022-2023 ENROLLMENT SUMMARY**

CPLC ECD families, staff, and community partners continued to navigate many challenges in 2023 related to the ongoing COVID-19 pandemic. Impact on our program was significant and statewide, especially with regard to enrollment and timely provision of services including medical and dental screenings. We are working closely with our Region IX and Region XII offices to apply learnings and strategies associated with the Enrollment Forward initiative, working to achieve full enrollment and in-person comprehensive services as health conditions allow.

The EHS program met funded enrollment at its Queen Creek center in PY 2022-2023, serving a total of 96 children in 135 families and 15 pregnant women. Migrant and Seasonal Head Start and CCP centers experienced a significant drop in enrollment as many families relocated to Mexico for work, some opted to transition to another Head Start program that offered in-person services, and some were not able to make virtual services work for their individual situations.

For those families that were able to attend, staff continued to assess needs and make referrals to community agencies as necessary to fulfill them (for example, many families have expressed a need for diapers, wipes, and formula). During the pandemic, advertising shifted to emphasize



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digital and social media platforms such as billboards, radio/television spots and electronic flyers, in addition to word-of-mouth via internal and external partners, currently enrolled families.

Program	Funded Enrollment	Total Served PY 22-23	Avg Monthly Enrollment	% Eligible Children Served
Early Head Start Children	112	118 (110 c, 8 pw)	96	86%
EHS Pregnant Women				
AZ Migrant & Seasonal Head Start	890	771	630	87%
Child Care Partnerships Program	90	105	71	116%
<b>Total</b>	<b>1,092</b>	<b>994</b>	<b>797</b>	<b>91%</b>

The average enrollment for MSHS & CCP is calculated by the number of children enrolled by the end of August. MSHS had 490 children enrolled by the end of August, therefore our average monthly enrollment increased by 28 children per month from our program year. For CCP, our average monthly enrollment increase was approximately 6 children per month over our program year.

In 2024, the Disability and Mental Health content area was renamed Well-Being and Inclusion. In EHS, the program was able to meet the HSPPS of serving 10% of children with an identified disability. In PY2023-2024, the program achieved a 16% disability enrollment, with a total of 17 children served with IFSPs. The age breakdown totaled 5 one-year-olds and 12 two-year-olds. Three children served had a medical diagnosis of autism, and one child had a hearing impairment. CPLC ECD AZ staff noted an increase in the number of children being identified with a disability in EHS from PY22-23 to PY23-24, although CPLC ECD AZ staff noted a continued decrease in the number of children being identified with a disability across all three programs during 2022 as parents appear to be hesitating to refer their children to Part C as they want to give them a longer period of time to meet developmental milestones. When the program does refer children to Part C in the EHS program, parents have sometimes declined services as the Part C contractor is only offering virtual services. Effective cross-agency collaboration with LEAs and Part C Contractors continues to be a source of strength, and the program continues to provide referrals to counselors and other specialists as needed.

Program	Children with Identified Disability	Children Up to Date on EPSDT	Children Up to Date on Dental Screenings
Early Head Start	19	73	89
AZ Migrant & Seasonal Head Start & Child Care Partnerships Program	41	520	619
<b>Total</b>	<b>60</b>	<b>593</b>	<b>708</b>

Additional information regarding our approach to addressing challenges during the pandemic can be found in our annual Community Assessment.

### PROMOTING SCHOOL READINESS



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CPLC ECD’s programs are designed to prepare children to succeed in school by supporting their physical, social-emotional, and cognitive development, and by providing a solid foundation for learning. The curricula that we implement are culturally, linguistically, and developmentally appropriate, research-based, and aligned with the Office of Head Start’s Early Learning Outcomes Framework (ELOF) in addition to state early learning and development standards.

Our statewide School Readiness Goals help us ensure effective and high-quality service delivery across our three programs, identify areas for growth and improvement, and make key decisions for program design and management. These goals reflect five developmental domains as identified by the National Center on Early Childhood Development Teaching and Learning, which are critical to a child’s preparedness to enter kindergarten ready to learn: 1) Approaches to Learning; 2) Language & Literacy; 3) Social and Emotional; 4) Cognition (subdomain Mathematics); and 5) Perceptual, Motor, and Physical Development. They are developed through a deeply collaborative process involving statewide leadership and staff, members of our parent-led Policy Council and Parent Committees, and the CPLC Board of Directors and tracked annually using a variety of assessment tools aimed at promoting continuous quality improvement.

We strive to provide effective and appropriate services to children with disabilities and their families, in collaboration with HSPPS and Parts B and C of the Individuals with Disabilities Education Act (IDEA). Our Well-Being and Inclusion Coordinator works closely with families to coordinate services with community partners, contracted consultants, therapists, and state and local agencies as needed including the Arizona Early Intervention Program (AZEIP), local school districts, Medicare Part C and Part B providers, and others as needed and prescribed in the Individual Family Service Plan (IFSP).

When serving children for whom English is not their home language, CPLC ECD uses a research-informed Planned Language Approach that strengthens the home language vocabulary while concurrently supporting English acquisition. Bilingual experiences for learning are proven to work best for language acquisition and academic growth, therefore children in our classrooms engage daily in planned and intentional listening, speaking, and reading language exercises in 50% English and 50% home language vocabulary. This approach supports bilingualism and overall school readiness while also helping parents to understand the importance of home language in driving vocabulary development.

### PROGRAM GOALS

While MSHS and CCP will begin its fourth year in a five-year cycle, EHS will begin its first program year in a five-year cycle on July 1, 2024. We have created and are proposing the following 4 Program Goals to begin during EHS PY2024-2025:

Goal	Objective	Progress	Challenges
1. Have a sustainable fully enrolled	1a. Achieve full enrollment for Early Head Start (EHS) on a month-to-month basis.	Not applicable	Not applicable





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program to provide high-quality services to family and children.			
2. Create a culture of inclusive, high quality early childhood learning and education.	2a. Establish a baseline for teacher/child interactions through instructional support. 2b. Establish and maintain safe and engaging, developmentally appropriate outdoor and indoor environments.	Not applicable	Not applicable
3. Engage with families in mutual respectful, positive, goal-oriented partnerships that promote positive child and family outcomes.	3a. To maintain at least 75% of ongoing parent participation in Abriendo Puertas to benefit a high number of enrolled families to increase knowledge in child development, parent confidence in advocacy and compare results for impact on data collected. 3b. To increase parent knowledge of child development by comparing results from pre to post Abriendo Puertas Surveys. 3c. To support family needs and strengths based on pre and post Family Engagement Outcome Assessment.	Not applicable	Not applicable
4. Strengthen staffing by increasing recruitment and retention efforts across the system.	4a. Increase retention rates for ECD staff. 4b. Increase professional development & career opportunities for ECD staff. 4c. Increase recruitment efforts for open positions in ECD in order to attract, screen, & select qualified people for each position.	Not applicable	Not applicable

### PARENT, FAMILY AND COMMUNITY ENGAGEMENT

CPLC ECD recognizes the importance of taking a holistic approach to child development and establishing positive, ongoing, and goal-oriented relationships with families. The cornerstone of this approach is the dual-language Abriendo Puertas/Opening Doors curriculum promoting school readiness, family engagement and advocacy, and the Parent, Family and Community Engagement (PFCE) Framework, developed by the Office of Head Start.

The program facilitates a number of opportunities aimed at promoting families as leaders and advocates for their children. There is a Parent Committee for each of our centers and within the CCP/FCCHP program options and all parents are encouraged to participate and provide input on service delivery and center procedures through their monthly meetings. Parent Committee presidents and vice presidents also serve on the agency-wide Policy Council, which shares authority for program governance and oversight with the CPLC Board of Directors.

Family Engagement activities have shifted to in person events including fall festivals, picture



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days, gardening activities, and Farm to School Month. Recorded trainings that are valuable and necessary to families are uploading to the program's YouTube channel for easy access. Trainings include topics such as nutrition, child abuse and neglect, iPad navigation, and Program Services/Orientation. Father Figure Engagement activities have been implemented statewide with a minimum of at least one activity per program year. For PY2023-2024, a parent will serve on the National Migrant and Seasonal Head Start Association Parent Board as Treasurer and has been present at all planning event and conferences throughout the year.

The program has made strides toward improving literacy outcomes and services for families, including being selected again to become recipients of DDs First Book Award. This award helped us to buy at least one book for every child enrolled this program year 2023-2024. FSEW, FSEW/FT and Home Visitors have strengthened the collaboration with families through goal setting, referrals, home visits, and parent interactions.

### **TRANSITIONING CHILDREN TO KINDERGARTEN**

Transitions are an important aspect of CPLC ECD programs, and staff guide families through them at various stages of enrollment – as infants transition from home to center, then to toddler classrooms, between centers and ultimately into a kindergarten program at a local school. The program maintains detailed transition procedures focused on identifying and setting expectations, arranging introductions and screenings, and providing a network for support when children are not in school. Staff collaborate with parents to create an individualized school entry transition plan for any child requiring additional support to successfully begin early learning services at our sites, and when it is time to prepare for the next year's placement, parents receive school readiness materials and strategies to support continued growth and development—especially during summer when they are not in a program. Through the City of Phoenix Head Start MOU, our program is able to enroll children from outside the service area who would otherwise not receive services as City of Phoenix Head Start does not have the classroom space.

In the AMSHS and CCP programs, where migrant families often move, the program provides a Continuity Record and Transition Contact Card to ensure the smooth and timely transfer of records between centers and schools. The program plans for a seamless transition for children turning 5 years old by collaborating with local school districts to orient children to their new setting and to inform and educate parents on how to enroll and what is expected of them during their child's academic learning. The program maintains formal MOUs with each local school district who may receive an ECD child. In addition, the program supports collaborative communication supporting school readiness with parents and school districts by providing an end-of-year TSG report that illustrates gains children have made in specific school readiness domains and skill areas.



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### PY 2022-2023 POLICY COUNCIL

#### Officers:

Perla Aragon	President
Irene Esparza	Vice President
Nuvia Acosta	Secretary
Diana Montes	Treasurer

#### Center Committee Leaders

##### San Luis C-D

Dulce Meza	President
Mercedes Galaviz	Vice President
Rosa Linda Garcia	Secretary
Vacant	Treasurer

##### San Luis G

Diana Montes	President
Perla Aragon	Vice President
Vacant	Secretary

##### Somerton

Aracely Gutierrez	President
Saul Armenta	Vice President
Claudia Cardenas	Secretary
Vacant	Treasurer

##### Yuma

Karen Reyes	President
Jocelyn Hernandez	Vice President
Vacant	Secretary
Vacant	Treasurer

##### Las Casitas, Bienestar

Priscila Verdugo	President
Vacant	Vice President
Brenda Contreras	Secretary
Vacant	Treasurer

##### Rancho Viejo

Priscila Verdugo	President
Vacant	Vice President
Brenda Contreras	Secretary
Vacant	Treasurer



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### Dysart

Erika Garcia	President
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Vacant	Secretary
Analilia Torres	Treasurer

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Lucia Ramirez	Treasurer

### Eloy/George Washington Carver

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Brianda Lopez Romero	Vice President
Mariela Romero Gaxiola	Secretary
Alejandra Arenas	Treasurer

### Willcox

Anayeli Limon	President
Fabiola Delgado	Vice President
Luz Yesenia Delgado	Secretary
Brianda Moreno	Treasurer

### Family Childcare Partnerships

Miriam Robles	President
Rosa Nogales	Vice President
Vacant	Secretary
Vacant	Treasurer

### Community Members

## MANAGEMENT TEAM

Andres Contreras: Executive VP for Integrated Health, Social Services, and Education  
Andrea Martinez: Senior Vice President for Early Childhood Development  
Marcia Flores – Vice President



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for Arizona Early Childhood Development Carol Odomirok: Central Region Program Director  
Estela Amaya: Western Region Program Director  
Maria Pimentel: Well-Being & Inclusion Coordinator  
Holly Clement: Education Coordinator  
Ivette Noriega: Continuous Quality Improvement Coordinator  
Lizeth Angulo: Parent, Family & Community Engagement Services Coordinator  
Ruth Cuen: Child Development Program Services Coordinator  
Caris Hall: Planning & Development Coordinator  
Dina Figueroa: Program Management Office Manager

### ACCOUNTABILITY AND REVIEW

#### *Federal Review Results*

A CLASS review was conducted from 11/16/2022 to 1/14/2023. The Head Start Program Performance Standards (HSPPS) include Quality and Competitive thresholds for each CLASS® domain(s). While scores from observations conducted during the 2022-23 program year for the CLASS® Video Pilot was not used for DRS purposes, offer the following information was offered for our program's reference:

DOMAIN	SCORE	Quality Threshold	Competitive Threshold
Emotional Support*	6.2692	6	5
Classroom Organization	5.9487	6	5
Instructional Support	2.9487	3	2.3**

\*To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4. \*\*The competitive threshold for Instructional Support is 2.3 for CLASS® reviews conducted through July 31, 2025 and then raises to 2.5 for CLASS® reviews conducted on and after August 1, 2025.



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DIMENSION	SCORE
Positive Climate	6.31
Negative Climate	1.02
Teacher Sensitivity	6.19
Regard for Student Perspectives	5.60
Behavior Management	6.31
Productivity	6.17
Instructional Learning Formats	5.37
Concept Development	2.48
Quality of Feedback	2.87
Language Modeling	3.50

### SELF-ASSESSMENT IMPROVEMENT PLAN

The annual self-assessment is an ongoing process that allows the program to evaluate and strengthen its current practices. CPLC ECD approached the Self-Assessment by training leadership on the Self-Assessment process and guiding them to let the data lead the way. The leadership group was then divided into teams based on content areas. Each team was tasked with collecting data, obtaining cross content feedback, and analyzing the results:

Program Goal	Strengths	Weaknesses	Opportunities	Threats
1. Reduce Chronic Absenteeism by 30%	<ul style="list-style-type: none"> <li>Home visits</li> <li>Parent teachers</li> <li>Case management</li> <li>Transportation (bus aides)</li> <li>Current immunizations</li> <li>Identifying individualized needs</li> </ul>	<ul style="list-style-type: none"> <li>Transportation issues</li> <li>Parent schedules</li> <li>Mexico/U.S. border concerns</li> </ul>	<ul style="list-style-type: none"> <li>Community partnerships</li> <li>Lead clinics and consultants</li> <li>MOUs</li> <li>Community events</li> <li>Community donations</li> </ul>	<ul style="list-style-type: none"> <li>Lead breaks</li> </ul>
2. Create a culture of safety where all children are kept safe at all times	<ul style="list-style-type: none"> <li>Child safety</li> <li>Active supervision</li> <li>Staff training</li> <li>Parent training</li> <li>QR codes</li> <li>IDTM</li> </ul>	<ul style="list-style-type: none"> <li>Unaccounted children</li> <li>Safety incidents</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with other programs</li> <li>Safety processes</li> <li>State/County Surveyors and subject matter experts</li> </ul>	<ul style="list-style-type: none"> <li>Staff shortage</li> <li>Equipment</li> </ul>
3. Support families as first educators and create home learning environment	<ul style="list-style-type: none"> <li>Home-based EHS</li> <li>IDTMs</li> <li>Parent/Teacher Conferences</li> <li>Abriendo Puertas</li> <li>Learning Genie</li> </ul>	<ul style="list-style-type: none"> <li>Lack of communication</li> <li>Language barriers</li> <li>Reduced in-person opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Consultants</li> <li>Book distributions</li> <li>Culture</li> </ul>	<ul style="list-style-type: none"> <li>Migrant work hours</li> <li>Seasonal demand culture</li> </ul>



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	<ul style="list-style-type: none"> <li>Ongoing Communication</li> <li>Parent engagement (virtual and in-person)</li> </ul>			
4. Support developments of child bilingualism through a planned language approach	<ul style="list-style-type: none"> <li>Flexible</li> <li>Supports families &amp; children</li> <li>Bilingual staff</li> <li>All sites have PLA in place</li> </ul>	<ul style="list-style-type: none"> <li>Child preference for teacher with same home language</li> <li>Inconsistent monitoring process (site level)</li> <li>Following procedure for PLA to fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Apply new research and approaches to bilingualism</li> </ul>	<ul style="list-style-type: none"> <li>New families and staff cultural competency</li> <li>Missing executive state leadership</li> </ul>
5. Strengthen staffing by increasing recruitment and retention efforts across the system.	<ul style="list-style-type: none"> <li>Benefits</li> <li>401K, medical plan, health wellness</li> <li>Internal recognition</li> <li>Leave policies</li> </ul>	<ul style="list-style-type: none"> <li>Wages</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth opportunities</li> <li>Sign-on bonus</li> <li>Pre-Service development</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

### Financial

#### Funders for PY 2022-2023

Funder	Amount
US Dept of Health and Human Services Office of Head Start	\$24,205,947
Contributions	\$9,532
AZ Dept of Economic Security	\$1,112,151
In-Kind	\$58,723
NMHTA	\$41,292
Child and Adult Care Food Program	\$544,418
WP Tax Credit	\$3,216
Total Revenues	\$25,975,278

#### ECD Budget PY 2022-2023

<b>Grant and Contract Revenues</b>	\$25,883,708
<b>TOTAL GRANT &amp; CONTRACT REVENUES</b>	
<b>NON-CONTRACT REVENUES</b>	
<b>TOTAL NON-CONTRACT REVENUES</b>	\$91,570



**CHICANOS POR LA CAUSA**  
**EARLY CHILDHOOD DEVELOPMENT**

<b><i>TOTAL REVENUES</i></b>	<b>\$25,975,278</b>
<b><i>PERSONNEL EXPENSES</i></b>	
Salaries and Wages	\$13,643,893
Payroll Taxes	\$1,192,510
Fringe Benefits	\$2,443,312
Contractor Services	\$33,600
Occupancy Costs	\$249,064
Tech and Communications	\$168,120
Equipment Rental, Repair and Maintenance	\$345,339
Depreciation	\$861,416
Consumable Supplies	\$1,378,816
Furniture & Fixtures	\$78,675
Travel	\$138,858
Staff Development	\$(18,381)
Insurance	\$349,519





**CHICANOS POR LA CAUSA**  
**EARLY CHILDHOOD DEVELOPMENT**

Participant Activities	
Interest and Bank Fees	
Licenses and Sales Tax	\$55,088
Promo Activities & Events	\$20,699
Miscellaneous	\$45,762
<b><i>Total Operational Expenses</i></b>	\$22,810,932
Allocated Indirect Cost (CCS)	\$3,402,370
<b><i>TOTAL EXPENSES</i></b>	\$26,213,302

**NET SURPLUS / (DEFICIT)** **-\$238,023**

CPLC is the statewide grantee for Migrant and Seasonal Head Start, Early Head Start, and Child Care Partnership services in Arizona. The CPLC Head Start leadership includes parents, community members, and staff. All members of the various councils and committees govern the program efficiently and effectively to allow the fullest potential to be reached. The governing boards review and approve funding applications, enrollment and recruitment plans, self-assessment process results, fiscal activities, and staffing needs.

**Fiscal Activities**

During the course of the most recently completed annual audit (2022) of Consolidated Financial Statements for Chicanos Por La Causa, Inc., our Subsidiaries and Affiliates, required by OMB Circular A-133 resulted with no findings. The audited financial statements and materials presented fairly in all material respects to the financial apposition of Chicanos Por La Causa, Inc., Subsidiaries and Affiliates.

A copy of the most recent annual audit report is available from our Corporate Compliance Department and may be requested during normal business hours.