

Salt River Schools

Early Childhood Education Center

For the Month of: February 2023

Section Sec. 642(c)(2) of the Head Start Act of 2007 is named Conduct of Responsibilities. It requires each agency to share accurate and regular information for use by the governing body and Policy Council. Following are the nine reports that must be shared.

1) Monthly financial statements, including credit card expenditures

Fiscal Year January 1, 2022-December 31, 2022 Balance as of 3/2/2023

CATEGORY	Budget	Expenses & Encumbrances	Remaining Budget
Personnel & Fringe	\$2,054,275	\$1,923,190	\$131,085
Supplies	\$255,502	\$321,407	-\$65,905
Travel & Training	\$95,134	\$31,880	\$63,254
Contractual	\$304,428	\$481,258	-\$176,830
Equipment	\$12,000	\$4,182	\$7,818
Other	\$65,060	\$21,004	\$44,056
TOTAL	\$2,786,399	\$2,782,922	\$3,477

Fiscal Year January 1, 2023-December 31, 2023 Balance as of 3/2/2023

CATEGORY	Budget	Expenses & Encumbrances	Remaining Budget
Personnel & Fringe	\$1,056,923	\$175,288	\$881,635
Supplies	\$111,691	\$51,570	\$60,121
Travel & Training	\$40,100	\$0	\$40,100
Contractual	\$49,925	\$75,562	-\$25,637
Equipment	\$6,000	\$0	\$6,000
Other	\$22,404	\$2,609	\$19,795
TOTAL	\$1,287,043	\$305,029	\$982,014

2) Monthly program information summaries

a) Health and Child Safety

The Health Services team completed follow-up reminder calls for those children who participated in the January Dental Screening Event. A Health Services Advisory Committee meeting was held at the River People Health Center. Agenda items included the mandated COVID Mitigation Policy, Height and Weight Screening results, and Future Collaborations (ECEC Health Screening Events).

Report on Physical Exams, Dental Exams, Lead Screenings and Hemoglobin Screenings

Exam/Screening	Total Number Due (January)	% Due (January)	Total Number Due (February)	% Due (January)
Physical Exam	130	64%↓	127	63%↓
Lead Screening	118	58%↓	118	58%
Hemoglobin Screening	72	38% ↓	68	34% ↓
Dental Exam	49	25%↓	48	24%↓

↓ Indicates that the total number due has decreased over the last month.

During the month of January, 14 children required a visit through the Health Office to return to school. Of those, 1 (7%) were sent home and required a doctor's note and 13(93%) required 24 hour symptom free clearance. Of those 14 children, 9 (64%) were sent home for fever (a temperature at or above 100.4). Other reasons children were sent home include: redness or discharge from eyes and rash. In addition, 0 exposure notices were sent home to families.

b) Child Education and Development

As part of the literacy program, children took home the book of the month and a family activity to enhance literacy in the home. Lead and assistant teachers continued working their Teachstone online trainings. These self-paced modules will give a deeper understanding of the CLASS assessment to enhance teacher/child interactions. Child observations were reviewed in TS Gold bi-weekly to check for quality and accuracy. Education specialist completed weekly walk-thru monitoring of the classrooms to observe evidence of learning.

Cultural specialists met with each classroom for their weekly cultural sessions and provided an all staff cultural training. Teacher mentors set goals with mentees and began their coaching cycle. Education team began planning for May professional development, to include, "individualizing for children with disabilities." This training will provide skills on how to use the curriculum to individualize for child with disabilities. Below is a graph of winter 2022/2023 widely held expectations in 6 areas of development.

- SRPMIC-ED/ECEC Winter 2022/2023			
	Below	Meeting	Exceeding
Social-Emotional	27 / 15.61%	134 / 77.46%	12 / 6.94%
Physical	14 / 7.14%	164 / 83.67%	18 / 9.18%
Language	40 / 22.47%	134 / 75.28%	4 / 2.25%
Cognitive	37 / 19.07%	142 / 73.2%	15 / 7.73%
Literacy	36 / 21.18%	122 / 71.76%	12 / 7.06%
Mathematics	48 / 26.52%	122 / 67.4%	11 / 6.08%

c) Mental Health Services

Category	<u>Early Head Start</u>	<u>Head Start</u>	<u>Total</u>
Number of Behavior Incident Reports for the month	1	16	17
Number of Families Behavior Intervention Counselor met with:	0	2	2
Number of Teachers Behavior Intervention Counselor met with	2	4	6
Number of Classroom Behavior/Safety Plans Created for the month	0	2	2
Number of Trainings Completed for staff			2

During the month of February, the Behavior Intervention Counselor (BIC) welcomed a new member to the team, Mrs. Martha Villalobos. The BICs focused on supporting teaching staff, families and children regarding challenging behavior. During the month of February, BICs received 17 Behavior Incident Report from classroom staff and started process to consult with staff in order to support children and families. BIC also completed 2 consultation sessions with guardians and 2 Behavior Intervention/Safety Plans were completed. Also, participated and led the Bees Committee meetings. The goal of the Bees Committee is to create, maintain and model a positive School Family. BICs are currently participating in book study for the Beauty Underneath the Struggle Creating Your Bus Story by Niki Spears.

The Behavior Intervention Counselor continue to focus on refining and modifying areas of potential support for staff, children, and families. This plan includes strategies to support mental health, self-care and attunement, just to name a few. As a member of the leadership team, BIC continues to participate in progress monitoring with a specific focus on completing ECEC procedures, planning the Child Family Team Review Meetings and focusing on supporting the ERSEA timeline and meeting the screening needs for Early Head Start and Head Start children. The Child Family Team Review meeting will focus on planning a timeline and content of each meeting for the upcoming school year. For the upcoming month, this team will focus on sharing updates with staff and supporting staff in preparation of Office of Head Start review. BICs also participated on Talk About Tuesday with the topic of self-care for guardians of our center. Finally, BICs will be involved with meetings to enhance support services for classroom staff.

d) Disabilities

	Infant & Toddler	Preschool	Total
Number of Individual Education Plan (IEP)	0	25	25
Number of Individual Family Service Plans (IFSP)	3	0	3
Number of children who have been referred for a Special Education Evaluation	0	6	6
Number of Evaluations completed / Scheduled	0	5	5

Number of days since referral was provided to LEA / Agency	-	-	-
Number of IEP/IFSP Meetings attended <i>Amendment Meetings / Review Existing Data (RED)</i>	0	2	2
Number of children suspected of being at risk for a delay in development. (New Child 45 Day ASQ &/or Rescreens)	3	4	7
Number of Special Needs Staff Trainings	0	0	0
Number of Special Needs Trainings and/or Number of parents attending the monthly PSP	0	0	0

During the Month of February, the ESS Staff continued with referrals for children at risk. Mesa Public Schools (MPS) opened up a series of Eval dates on Saturdays during February. ECEC families were able to schedule for two of these appointments and benefited from this. Five children completed evaluations during February with MPS. One parent declined the evaluation and their scheduled appointment.

The process to complete evaluations incurs delay due to the collection of paperwork, completion of the registration and parent input documents and submission for scheduling. MPS is currently booking appointments for evaluations into May 2023.

The current enrollment numbers for children identified ESS total 28. Of this number, 3 who are enrolled in Early Head Start with an IFSP and 25 children enrolled in Head Start with an IEP. 2 of the IFSP/EHS children will transition to and IEP on their birthdates in March.

An additional focus for the ESS Team is in completing the Kindergarten transition meetings for the children matriculating to Kinder SY 23/24. These team meetings, which include the ECEC staff, Families and MPS Staff, review the current eligibility, need and strengths of the child, as well as the parents input for Kinder placement. The team reviews the need to collect further data, complete additional testing to determine supports and services for the upcoming school year.

e) Family Engagement and Community Partnerships

Family Services Monthly Contact
Family Advocates had contact with 139 out of 149 families
Care Packages
1: care packages distributed 0: grocery orders 0: Diapers
Family Goals: 73
Interested In Housing: 24 Interested In Adult Education: 32 Interested In Parenting: 51 Interested In Job Training: 23 Interested In Financial: 5
Ready Rosie Parent Participation: 3
Parent Education/Events 2/2- Burritos for Dad, 12 attendees

2/16- Social Gathering 2/21- Talk About Tuesday, 5 parents	
Home Based	
Socialization Social Gathering 2/16/2023 4 parents, 4 children ECEC Playground 2/23/2023 1 parent 1 child	
Required # of Home Visits	68
Completed # of Home Visits	50

Referrals & Supports for families: staff assisted families in a variety of ways. Some highlights from February include assisting a parent with job applications and the parent got the position they applied for. Staff supported multiple families with ESS services by reminding about evaluation appointment dates and with paperwork. Staff assisted with mental health supports by connecting parent to EAP services. Staff coordinated support for family with high needs by connecting to the Social Services facilitator. A family qualified for McKinney-Vento services and staff offered support for transportation needs. Staff also provided transportation to assist a grandparent in obtaining court documents for guardianship. The Family Advocate Car Seat technician provided car seats & education to individual families and also assisted with onsite car seat check. A family followed up on a resource and joined the adaptive program services event. In the month of February, five families were screened eligible for McKinney-Vento services.

ECEC events: LEARN Fatherhood facilitated the monthly session and had twelve attendees join this month. Talk About Tuesday highlighted Self Care and Calming activities. Public Works staff demonstrated how to grow your own succulent garden. ECEC hosted the Social Gathering featuring traditional singing and social dancing. ECEC staff assisted with organizing the Pre-K Cap & Gown photos this month.

Home Based: has 20 out of 20 spaces filled. There were two vacancies filled during this month. Two socializations were hosted this month, one on the ECEC toddler playground and the other joining the ECEC Social Gathering. Home Based had a 74% completion rate of required visits for the month. Home Based staff assisted families through referrals for car seats, pack & play for safe sleep, WIC, coordinating follow up for evaluation & documents needed for an IEP and supporting a sibling getting enrolled into ECEC center based.

Community resources: Family Advocates joined the River People Health Center first Friday event to promote the ECEC program. ECEC staff joined the SRES Kinder Round Up event where twenty ECEC families were in attendance. Family Advocates attended the Tribal Food Box distribution event to recruit potential families. Staff also received clothing donations from the Helping Hands thrift store. ECEC hosted the quarterly Collaboration Meeting with representation from eleven departments. Attendees highlighted how valuable the regular meetings are for staying connected and informed about available services. The Family Services Coordinator organized a tour of the New Found Hope for Family Services staff and SRS McKinney-Vento liaisons. McKinney-Vento liaisons also had a meeting to review Social Services and Safety Plan information.

Staff training: Family Services Coordinator participated in the Ongoing Monitoring training provided by our region T/TA.

Other: One Family Advocate participated in three interview panels to support the ECEC hiring process. One Family Advocate transitioned into a new role at the ECEC. This transition leaves three Family Advocates on staff while we wait to fill two vacancies. Interviews were held for a position and a selection was made. The Family Services coordinator presented attendance information to the Policy Council.

f) Administration/Program Governance

CATEGORY	Policy Council	Education Board
Trainings	12/13/2022	12/13/2022

Meetings	2/7/2023	2/6 & 21/2023
Funding Application Approval	8/11/2022	9/6/2022
Human Resources- Vacancies	Open Positions as of 2/1/2023	Open Positions as of 2/28/2023
Administrative Staff	1	1
Support Staff	7	7
Teachers	5	5
Assistant Teacher	4	4
Teacher Aide	8	8
Extended Day Teacher Aide	17	17
Total Vacancies	42	42

In February a Family Advocate advanced to a Behavior Intervention Counselor.

The Early Childhood Education Center is in year three of a five year grant cycle. Attached to this report is the results of the Focus Area One (FA1) Federal Monitoring) review from February 27 to March 1, 2023. Head Start monitoring protocols are used by the Office of Head Start (OHS) to gather data and other information to assess grant recipient program operation and performance. Reviews are held for the Classroom Assessment Scoring System Reviews (CLASS®), Focus Area One (FA1), and Focus Area Two (FA2). OHS uses the information collected during reviews to understand the grant recipient's approach to program design and services. The information is also used to evaluate their performance and continuous program improvement. We look forward to sharing our program's storying with the reviewers. If you would like more information about the review visit Early Childhood Learning and Knowledge Center at <https://eclkc.ohs.acf.hhs.gov>

ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance)

	February 2022	February 2023	January 2023
ECEC Waiting list	108	111	104
ECEC Home- Based waiting list	24	39	36
Attendance	N/A*	78.67%	79.99%
Head Start funded enrollment- full enrollment 102	78	100	101
Early Head Start funded center-based enrollment-full enrollment 80	79	64	64
Early Head Start home-based funded enrollment- full enrollment 20	20	20	19
Tribal funded enrollment (and CCDF only or)	7	17	17

Enrollment reported for September of 2022 will be the first month that Office of Head Start will evaluate reports as part of the Full Enrollment Initiative*. OHS will focus on those who are significantly under enrolled (below 50% enrollment) and move toward engagement with other programs over the course of the next year. January 2023 is our 5th month of under enrollment we are at 100% enrolled for Head Start and 84% enrolled for early Head start. We need to open 2 Early Head Start Classrooms. We need to a hire a minimum of 7 Early Head Start staff to be able to open the classrooms.

**Full Enrollment Initiative: Grantees with four or more consecutive months of under enrollment in any Head Start and/or Early Head Start program will receive an Under enrollment Letter from the Regional Office. Grantees must develop, in collaboration with the Regional Office, a plan and timetable for reducing or eliminating under enrollment. The 12-month period for determining chronic under enrollment starts 10 calendar days from the date the Under enrollment Letter is sent.*

1) Monthly reports of meals and snacks provided through programs of the Department of Agriculture; (N/A ECEC uses the school lunch program)

2) The financial audit

Date provided to Policy Council	In progress
Date provided to Education Board	In progress

3) The annual self-assessment, including any findings related to such assessment

Date provided to Policy Council	8/11/2022
Date provided to Education Board	9/6/2022

4) The community-wide strategic planning and needs assessment of the Head Start agency, including any applicable updates

Date provided to Policy Council	8/11/2022
Date provided to Education Board	9/6/2022

5) Communication and guidance from the Secretary or Program Information

Date provided to Policy Council	2/7/2023
Date provided to Education Board	2/6/2023

6) The program information report (PIR)

Date provided to Policy Council	10/11/2022
Date provided to Education Board	11/7/2022

Child Care Development Fund Certificate Program

Category	Total
Number of certificate children	327
Number of childcare providers	113
Amount paid	\$215,152.76

Updates to the CCDF/Certificate Program:

-The CCDF 2023-2025 Plan was presented to the Education Board, in addition to the request for the (2) additional support for the Certificate Program, enrollment and liaison position.

-CCDF/Certificate Program continues to maintain an interest list to those wanting Certificate Program during the enrollment freeze.

-The CCDF team is utilizing this time for the freeze for planning of the upcoming changes to the plans, as well as revising the procedures and creating a parent handbook for Certificate Program.

-CCDF Billing specialist and CCDF Program Manager has worked to pick up the ECEC Billing as there continues to be a vacant position with the CCDF team for over 13 months. Currently childcare providers have to wait three months from the time they submit their billing invoices to when payments are paid out, due to staff shortage.

-There still continues to be approximately 17+ vacancies for the extended day aide positions.

Certificate Program February Family or Child Care Provider Focus Testimonial:

A family in the Certificate Program shared that at the end of March, she will be completing her Master's degree. She shared with CCDF staff that she feels she would not have been able to complete her graduate education if it was not for the support of the Certificate Program. She also shared that she appreciated the CCDF program covering the co-payments so that she could choose a higher paying center that was of better and higher quality.

P-Card Purchases 2/4-3/5/2023

Post Date	Item Description	Fund	GL:	GL ACCT	Project	Activity	Source	Category	Affiliate	Item Price
2/6/2023	Southwest-NACFC 03/13-16/2023 JB	20105	335325	60300	20002136	PROGRAM	OVER	TRAVL	2023	\$286.99
2/6/2023	Southwest-NACFC 03/13-16/2023 CA	20105	335325	60300	20002136	PROGRAM	OVER	TRAVL	2023	\$286.99
2/6/2023	TARGET.COM - Purchase	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$699.59
2/6/2023	Southwest-NACFC 03/13-16/2023 KM	20105	335325	60300	20002136	PROGRAM	OVER	TRAVL	2023	\$286.99
2/6/2023	Southwest-NACFC 03/13-16/2023 LH	20105	335325	60300	20002136	PROGRAM	OVER	TRAVL	2023	\$286.99
2/6/2023	Southwest-NACFC 03/13-16/2023 SA	20105	335325	60300	20002136	PROGRAM	OVER	TRAVL	2023	\$286.99
2/6/2023	AMZN HS Classroom Materials	20105	335321	61010	20002136	program	over	gsupl	2023	\$34.75
2/7/2023	AMZN Wheels for chairs	20105	335321	61010	20002136	program	over	gsupl	2023	\$4.94
2/7/2023	AMZN Potting Soil	20105	335321	61010	20002136	program	over	gsupl	2023	\$6.99
2/7/2023	JULIOS TOO-combos,burrito,rice,beans	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$421.64
2/7/2023	AMZN Book for classroom	20105	335321	61010	20002136	program	over	gsupl	2023	\$5.00
2/7/2023	THREE FEATHERS-NACFC 3/13-16/2023 SA	20105	335325	60310	20002136	PROGRAM	OVER	TRAIN	2023	\$812.50
2/8/2023	KNEADERS-breakfastpastryplatter	20105	335324	61024	20002136	PROGRAM	OVER	FOOD	2023	\$35.00
2/8/2023	AMZN-baskets	20105	335324	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$40.74
2/10/2023	AMCRN HEART CPR - Video&Guides	20105	335325	60310	20002136	program	over	train	2023	\$169.89
2/10/2023	AMZN-tshirts	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$5.62
2/10/2023	AMZN-plasticeastereggs	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$11.44
2/10/2023	AMZN-3Dpuzzle	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$12.99
2/10/2023	AMZN-caketopper	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$6.23
2/13/2023	AMZN-garland,minibooks	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$17.38
2/13/2023	AMZN-stickers	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$6.85
2/13/2023	AMZN-stickers	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$6.24
2/13/2023	AMZN-stickers	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$4.00
2/13/2023	AMZN-sensorycrafts	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$15.00
2/13/2023	Postino-panini,salad	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2022	\$221.50
2/13/2023	AMZN-stickers,games,notepad,stampers,kits,	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$212.94
2/13/2023	AMZN-tshirts	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$6.80
2/13/2023	AMZN-sand,books,paint,blocks,fabric,bakings	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$843.25
2/13/2023	AMZN-curtain,bracelet,markers,fishcutouts	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$16.89
2/13/2023	AMZN-CatintheHatLootBag	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$7.95
2/14/2023	American Heart Ass. CREDIT Taxes	20105	335325	60310	20002136	program	over	train	2023	(\$1.01)
2/14/2023	AMZN-Aquaphor	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$79.85
2/14/2023	AMZN emergen-c, aquaphor, dawn, batteries,	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$297.43
2/15/2023	AMZN-stickers,bags	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$11.24
2/15/2023	AMZN-catinthehatcostume	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$9.50
2/16/2023	AMZN-DrSeussplayset	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$24.96
2/16/2023	PIMARA BUSINESS RESOURCE - Purchase	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$100.00
2/16/2023	Promo Cards	20105	335324	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$214.85
2/16/2023	PITA JUNGLE-pita,salad	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$73.81
2/16/2023	LADIBUGSINC-licedit	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$2,278.20

P-Card Purchases 2/4-3/5/2023

Post Date	Item Description	Fund	GL:	GL ACCT	Project	Activity	Source	Category	Affiliate	Item Price
2/17/2023	ROUND HOUSE-pittedbeefmeal,tortillas	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$146.50
2/17/2023	AMZN-babyoil	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$2.42
2/17/2023	AMZN-fingerpuppetset	20105	335320	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$32.85
2/17/2023	PIMA AWARDS-annualreport	20105	335321	60320	20002136	PROGRAM	OVER	GSUPL	2023	\$168.00
2/17/2023	PIMA AWARDS-dailyparentreport	20105	335321	60320	20002136	PROGRAM	OVER	GSUPL	2023	\$630.05
2/20/2023	AMZN - 2 tubs of Pilot G2 Premium Rolling B	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$54.12
2/20/2023	AMZN-handpuppet	20105	335320	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$26.13
2/20/2023	WAL-MART-ribbon,trim,glue	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$10.77
2/20/2023	HomeDepot-cactus,succulentpack	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$50.42
2/20/2023	TARGET-planter	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$8.28
2/20/2023	AMZN - 3 orders of Paper mate flair felt tip m	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$75.65
2/20/2023	WALMART-babyfood	20105	335320	61024	20002136	PROGRAM	OVER	FOOD	2023	\$63.87
2/22/2023	AMZN - Markers, pens, binders, dividers	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$710.24
2/22/2023	PIMARA BUSINESS RESOURCE - Purchase	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$1,189.38
2/22/2023	LOVING GUIDANCE-ActiveCalmingCenter	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$851.00
2/22/2023	Round House Talk About Tuesday	20105	335324	61024	20002136	PROGRAM	OVER	FOOD	2023	\$89.93
2/23/2023	MICHAELS-fabricpaint	20105	335321	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$56.91
2/23/2023	DD DOORDASH PITAJUNGL - for HSAC Mea	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$548.61
2/23/2023	AMZN - 3 orders EXPO Dry Erase Markers	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$52.64
2/24/2023	WALMART-bubbles	20105	335320	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$8.00
2/27/2023	AMZN-pediasurekidsproteinshake	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$90.03
2/27/2023	AMZN-rice milk	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$79.98
2/27/2023	AMZN - Examination gloves, hand soap, towe	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$1,190.34
2/27/2023	Costco-juice,snacks,creamer,crackers,wafers	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$586.44
2/27/2023	PHOENIX ZOO-admissionforfieldtrip	20105	335320	60312	20002136	PROGRAM	OVER	TRAVL	2023	\$360.00
2/28/2023	COSTCO BUS CENTER 827 - Purchase	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$155.27
3/1/2023	AMAZON.COM H56V12C70 AMZN - Purchas	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$23.61
3/1/2023	Walmart-straws,wiggleeyes,woodstick,foodco	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$34.87
3/1/2023	TARGET.COM - Pull ups (20 packs -10 girls	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$477.40
3/2/2023	HobbyLobby-wearableart	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$2.43
3/2/2023	Walmart-icing,ham,fruit,snacks,foodcoloring,e	20105	335325	61024	20002136	PROGRAM	OVER	FOOD	2023	\$94.18
3/2/2023	HobbyLobby-wearableart,art,crafts	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$23.75
3/3/2023	Round House breakfastburrito	20105	335324	61024	20002136	PROGRAM	OVER	FOOD	2023	\$149.88
3/3/2023	NATIVECREAT - Staff Lanyards	20105	335325	61010	20002136	PROGRAM	OVER	GSUPL	2023	\$1,165.00
3/3/2023	Walmart-strawberries,bananas	20105	335320	61024	20002136	PROGRAM	OVER	FOOD	2023	\$6.68

\$17,365.53



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Martin Harvier

Salt River Pima-Maricopa Indian Community

10005 E Osborn Rd

Scottsdale, AZ 85256 - 4019

From: Responsible HHS Official

Date: 03/10/2023

Tala Hooban

Acting Director, Office of Head Start

From February 27, 2023 to March 1, 2023, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of Salt River Pima-Maricopa Indian Community Head Start and Early Head Start programs. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand recipient progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Mr. Todd Lertjuntharangool, Regional Program Manager

Mr. Martin Harvier, Chief Executive Officer/Executive Director

Mrs. Tami Brungard, Head Start Director

Mrs. Tami Brungard, Early Head Start Director

Grant(s) included as part of this review

Grant Recipient Name	Grant Number(s)
Salt River Pima-Maricopa Indian Community	90CI010064

Glossary of Terms

Finding Type	Definition
Area of Concern (AOC)	An area in which the agency needs to improve performance. These issues should be discussed with the grant recipient's Regional Office for possible technical assistance.
Area of Noncompliance (ANC)	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline for correction and possible technical assistance or guidance from the grant recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none">(i) a threat to the health, safety, or civil rights of children or staff;(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;(iv) the misuse of funds received under this subchapter;(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

Program Overview

Salt River Pima-Maricopa Indian Community is located east of Phoenix, Arizona. The community is a confederation of two federally recognized tribes, the Pima Tribe and the Maricopa Tribe, each with their own native language. The grant recipient provides Head Start and Early Head Start services to 202 children and expectant families, offering center- and home-based options.



Program Design and Management

Program Design

The grant recipient's program design and structure takes into account community strengths and needs.

Program Management

The grant recipient has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grant recipient maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design and Management Summary

Salt River Pima-Maricopa Indian Community utilized data to guide program improvement efforts. In response to data on teacher vacancies, the program prioritized employee recruitment and implemented strategies to promote staff longevity. The program worked closely with the Tribe's human resources department to recruit qualified staff and implement an employee health and wellness program to retain current employees. Other retention strategies included offering monthly employee appreciation meals and wage increases. The policy council also took a significant interest in staff retention, offering ideas and appreciation efforts such as new lunch pails for all employees. After executing these efforts, data showed an increase in staff retention, with several employees advancing into new positions within the program. These improvement efforts resulted in stable learning environments and supported positive outcomes for children and families.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grant recipient's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grant recipient has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grant recipient has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

The grant recipient has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

Education and Child Development Services Summary

Salt River Pima-Maricopa Indian Community responded to a need for additional staff support upon the return to in-person services. After analyzing classroom observations and child outcomes data, the program identified a concern with the accuracy of the information. In response, the program created a training plan that included providing refresher training on completing child observations, taking anecdotal notes, and entering data into the assessment system. Mentor teachers, coaching support, and professional development opportunities were also available to education staff. Each teacher also received an electronic tablet for use in the classroom to increase real-time information gathering. The recipient developed strategies to ensure teachers were prepared to help advance children's growth and school readiness.



Designing Quality Health Program Services

Child Health Status and Care

The grant recipient has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grant recipient implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Health Services Summary

Salt River Pima-Maricopa Indian Community analyzed data to identify and support the health needs of children. A review of health outcomes indicated gaps in ongoing preventative and dental care. The program attributed this issue to the pandemic, specifically medical provider shutdowns and families reluctant to leave their homes for care. To address this, the program collaborated with a new health clinic in the community to help children access necessary care. For instance, this collaboration resulted in on-site dental exams and fluoride applications three times per year. At the last dental event, over 100 children were seen by the dentist. In addition, the program trained more staff to complete sensory screenings and collaborated with the health center to designate specific times for children to complete screening follow-ups. As a result of these efforts, staff reported increased compliance with all health requirements in the 2022-2023 program year. These intentional efforts to involve community partners helped improve children's health outcomes.



Designing Quality Family and Community Engagement Services

Family Well-being

The grant recipient has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grant recipient has an approach for providing services that strengthen parenting skills.

Family and Community Engagement Services Summary

Salt River Pima-Maricopa Indian Community recognized the importance of increasing families' engagement in children's learning and development. In an effort to improve children's literacy, language, and social-emotional outcomes, the program partnered with a national literacy organization to spark children's and families' interest in reading. Through this partnership, the program created social storybooks using pictures of enrolled children and local places with corresponding words to tell a story. For instance, books contained stories about making friends, playing at school, and getting medical care, along with other topics of interest. Each family received a book to support a home-school connection, increase reading at home, and encourage family engagement. This intentional and inclusive approach provided opportunities for family engagement and helped to improve outcomes for children.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The grant recipient enrolls children or expectant mothers who are categorically eligible or who meet defined income-eligibility requirements.

Enrollment Verification

The grant recipient maintains and tracks enrollment for all enrolled participants.

Fiscal Infrastructure, Capacity, and Responsiveness

The grant recipient has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

The grant recipient's fiscal staff have the qualifications needed to provide oversight of the grant.

ERSEA and Fiscal Summary

Salt River Pima-Maricopa Indian Community recognized the needs of its community. Due to the high number of COVID-19-related cases, program staff attended the Office of Head Start training specific to the pandemic effects on the American Indian community. Based on this training, the program updated its selection criteria to identify and enroll children and families experiencing pandemic-related grief. As a result, program staff prioritized these children and families for enrollment and provided much-needed mental health support to families in need. These strategies helped the program serve the most vulnerable families in the community.

The grant recipient's finance department supported the program's ongoing efforts for continuous improvement. Program staff identified the need to replace the existing playground with updated materials and equipment and provide an inclusive space for all children. Furthermore, the recipient determined a need to expand the existing facility and add six additional classrooms. With approval from the education board and the policy council, the finance department identified carryover funds from previous years to support these projects. This approach to aligning funds with program priorities ensured quality improvements for the Head Start and Early Head Start facilities.

----- End of Report -----



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

March 10, 2023

Grant No. 90CI010064

Dear Head Start Grant Recipient:

The Consolidated Appropriations Act, 2023, contains an increase for Head Start of \$960 million over the Fiscal Year (FY) 2022 level. This includes a cost-of-living adjustment (COLA) of \$596 million and a \$262 million Quality Improvement investment. The COLA supports a 5.60 percent adjustment above FY 2022 funding levels to increase the pay scales of Head Start and Early Head Start staff, including vacant positions, fringe benefits, and to offset higher operating costs. Quality Improvement funds are allocated proportionately based on federal funded enrollment levels, with additional adjustments given to smaller grant recipients to allow for a meaningful investment, as permitted by the Act.

The following table reflects the COLA and Quality Improvement increases available for FY 2023.

Funding Type	AIAN Head Start	AIAN Early Head Start
Cost-of-Living Adjustment (COLA)	\$64,696	\$77,668
Quality Improvement (QI)	\$28,868	\$42,166
Total Funding		\$213,398

Please note, these permanent increases are effective at the start of the FY 2023 budget period and are retroactive if this period has already commenced. Allocations are subject to adjustment if changes are made to annual funding/enrollment levels. Applicable to recipients operating both a Head Start and Early Head Start program, allocations for each funding type by program **must** be budgeted accordingly in application submissions.

Application Submission Requirements

The supplemental application is due **April 21, 2023** (except for recipients that have yet to submit their FY 2023 Non-Competing New (NCN) or Non-Competing Continuation (NCC) application. In these instances, the due date for COLA and Quality Improvement funds will be the due date for the NCN or NCC application) and must be submitted in the [Head Start Enterprise System \(HSES\)](#). To apply, please select the **Financials** tab, **Grant Application** tab, **Fiscal Year 2023**, and add the '**Supplement – COLA and Quality Improvement**' amendment type. No other supplemental application type will be accepted for this funding opportunity.

Recipients that have not yet submitted their FY 2023 NCN or NCC application may include their COLA and Quality Improvement allocations in the annual application. If included, the NCN or NCC must contain separate project narratives and budget justifications for COLA and Quality Improvement as outlined in guidance described later in this notice. All supporting documentation for COLA and Quality Improvement must be clearly identified and uploaded in the 'Application and Budget Justification Narrative' folder under the 'Documents' tab within the NCN or NCC.

For additional information on the allowable uses of COLA and Quality Improvement funding, refer to Program Instruction ACF-PI-HS-23-02.

Contents of 'Supplement – COLA and Quality Improvement' Application

Applications must include separate project narratives and detailed budget justifications for each funding type, COLA and Quality Improvement, and by program, Head Start and/or Early Head Start. Each narrative must use 12-point font, and not exceed 10 pages. All narratives, budget justifications, and other supporting documentation must be uploaded into respective folders within the **Documents** tab of the application.

For COLA, the following must be demonstrated:

- A permanent increase of no less than the required 5.6 percent adjustment to the pay scale for each Head Start/Early Head Start position, including current employees and unfilled vacancies subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- A rationale and supporting documentation detailing agency policies and procedures if a position is receiving less than the required COLA percentage or differential COLA increases;
- The provision of a no less than 5.6 percent increase to all delegate agencies and partners or justification if less than the required percentage or differential increases are provided to delegate agencies and partners;
- Written confirmation that increases will be applied retroactively to the start of the FY 2023 budget period with a description of how funds will be distributed to affected employees, if applicable;
- The planned uses for any portion of the COLA funds to offset higher operating costs, once the 5.6 percent increase is provided to all staff, delegates and partners.

For Quality Improvement, the following must be demonstrated:

- Investments are consistent with Sec. 640(a)(5) of the Act (except programs are not bound by the requirements that at least 50 percent of the funds be used for staff compensation or that no more than 10 percent of funds be used on transportation. For more information on allowable activities as outlined in the Act, please see Attachment A);
- Investments made in Quality Improvement should be ongoing; description and written confirmation that funds will be used for ongoing purposes consistent with Section 640(a)(5) of the Act;
- If funds are used for staff wages, written confirmation that increases will be applied retroactively to the start of the FY 2023 budget period with a description of how funds will be distributed to all affected employees.
- If funds are used for one-time activities in the FY 2023 budget period, describe plans for how the funds will be allocated in the subsequent budget period.

Recipients are strongly encouraged to commit to sustained quality improvement investments, such as further increasing wages of Head Start/Early Head Start educational staff. However, grant recipients have the flexibility to use these funds to support the greatest local needs, consistent with Section 640(a)(5) of the Act.

Declination of Funds

If any portion of the funding identified above will not be requested, a statement regarding this decision must be submitted through HSES Correspondence no later than the date the application is due. The subject line of the HSES Correspondence should read –"[recipient grant number] [recipient name] –declination of [all or portion] COLA/QI funds". As a reminder, these funds are permanent increases to the Head Start and Early Head Start base funding levels. A declination of any portion of the funds may impact budgets for subsequent years.

Application's Budget Tab Requirements

Data entered on the **Budget** tab within the application populates the SF-424A. Funding for both, COLA and Quality Improvement, must be included and within the appropriate program, Head Start or Early Head Start.

Non-Federal Match

The budget and detailed budget justification must include each source of non-federal match, including estimated amount per source and the valuation methodology. Flexibilities continue for waiver requests of the non-federal match requirement through the public health emergency due to the COVID-19 pandemic. If a non-federal match waiver is being request, a value of \$0 must be entered in Section C of the SF-424A of the application. No additional justification is required, and the issuance of a notice of award constitutes approval of the request.

Supporting Documents

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the application must be provided. Through the public health emergency, at a minimum a statement confirming approval by Governing Body and Policy Council members available for contact will be accepted.

Upon expiration of the public health emergency, flexibilities for application requirements including requests for non-federal match waivers and Governing Body and Policy Council approvals will no longer be in effect. Applications submitted after the expiration must meet the full requirements.

The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. For questions or assistance, please contact Shaune Nicholls, Head Start Program Specialist, at 202-401-4053 or shaune.nicholls@acf.hhs.gov or Elvis Lam, Grants Management Specialist, at 202-401-1465 or elvis.lam@acf.hhs.gov.

Program Improvement (One-Time) Requests

Grant recipients encountering program improvement needs that cannot be supported by the agency budgets or other resources are invited to apply for one-time funding. This funding must be applied for separately through the appropriate supplemental amendment type in HSES. Program Improvement requests generally include but not limited to facility projects (construction, purchase, or major renovations requiring 1303 applications or minor repairs and enhancements), are prioritized and, issued funding subject to the availability of funds. If a program improvement request is submitted, please allow for additional time for a final decision. For questions regarding program improvement needs and requests, please contact the regional office.

For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Sincerely,
The Office of Head Start

Attachment A

Allowable Uses of Quality Improvement Funds as Specified in the Head Start Act

1. To improve the compensation (including benefits) of educational personnel, family service workers, and child counselors, as described in Sections [644\(a\)](#) and [653](#) of the Head Start Act, in the manner determined by the Head Start agencies (including Early Head Start agencies) involved, to support the following —
 - ensure that compensation is adequate to attract and retain qualified staff for the programs involved in order to enhance program quality;
 - improve staff qualifications and assist with the implementation of career development programs for staff that support ongoing improvement of their skills and expertise; and
 - provide education and professional development to enable teachers to be fully competent to meet the professional standards established under [Sec. 648A\(a\)\(1\)](#) of the Act, including—
 - providing assistance to complete postsecondary course work;
 - improving the qualifications and skills of educational personnel to become certified and licensed as bilingual education teachers, or as teachers of English as a second language; and
 - improving the qualifications and skills of educational personnel to teach and provide services to children with disabilities
2. To support staff training, child counseling, and other services necessary to address the challenges of children from immigrant, refugee, and asylee families; homeless children; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance abuse.
3. To ensure that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities.
4. To employ additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom and additional qualified family service workers to reduce the family-to-staff ratio for those workers.
5. To ensure that Head Start programs have qualified staff that promote the language skills and literacy growth of children and that provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.
6. To increase hours of program operation, including the following —
 - conversion of part-day programs to full-working day programs; and
 - increasing the number of weeks of operation in a calendar year.
7. To improve community wide strategic planning and needs assessments for Head Start programs and collaboration efforts for such programs, including outreach to children described in no. 2 above.
8. To transport children in Head Start programs safely.
9. To improve the compensation and benefits of staff of Head Start agencies, in order to improve the quality of Head Start programs.