



Annual Report

MESSAGE FROM THE DIRECTOR

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

I am delighted to share with you our Annual Report for Early Childhood Development Arizona for the 2024-2025 program year. It's a joy to connect with you—our clients, staff, partners, and supporters!

Thanks to our dedicated program staff, we have been able to provide exceptional services to communities across Arizona. We truly appreciate your kindness, patience, and understanding, which have helped us come together to create a safe and nurturing space for growth and learning.

This past year, we made a significant impact in our service areas, achieving more than ever before. We streamlined our data sharing, tackled challenges head-on, improved child safety and supervision processes, and successfully filled vacancies. We also hosted our in-person preservice event, filled with fun, collaboration, celebrations, and wonderful memories with our team.

As we look ahead to the next program year, we are excited to explore new ways to uphold the three principles that define our program model: honoring and celebrating our individual and collective voices, ensuring cultural safety, and building strong social networks.

Thank you for being an essential part of our journey. We look forward to continuing this important work together!

Marcia Flores

Marcia Flores
Vice President for Early Childhood Development

OUR HISTORY

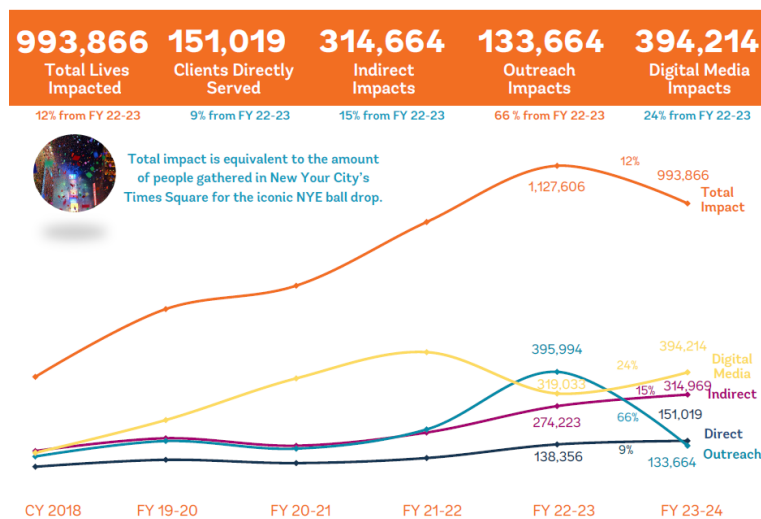
Chicanos Por La Causa, Inc. (CPLC) was incorporated in 1969 and has over 50 years of experience of advocating and empowering communities. CPLC was founded to improve educational success in Phoenix's public schools.

Mission Statement: We drive economic and political empowerment

Vision: Empowered lives

Today, CPLC serves more than 2 million people annually throughout the region, which includes Arizona, California, Colorado, 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 2024, CPLC impacted 1 million lives – the largest direct service to date. CPLC has directly served 151,019 clients nationwide over the last program year, and 84,187 in Arizona. CPLC's Early Childhood Development unit (ECD) has impacted 7,060 – nearly the same as the population of Tolleson, Arizona.¹

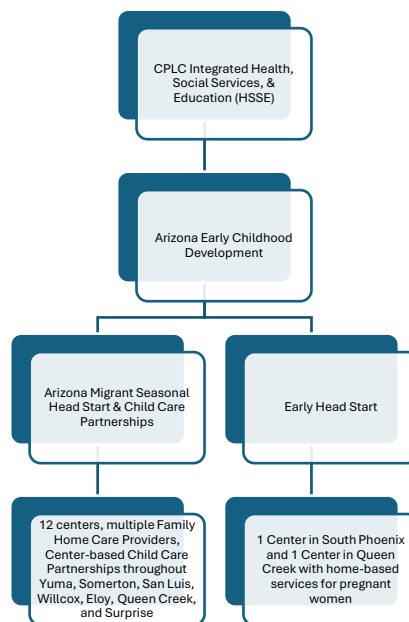


CPLC's **Early Childhood Development (ECD)** unit has been a Head Start provider for over 25 years, and we are the first and sole grantee for **Migrant and Seasonal Head Start** services in Arizona. We also provide **Early Head Start (EHS)** services and **Migrant & Seasonal Early Head Start Child Care 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 Providers (FCCP) 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.

ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) area ensures that eligible children and families are effectively served. Education focuses on providing high-quality learning experiences that promote school readiness. Safety and Transportation prioritize the safe movement of children and secure environments. Disabilities and Mental Health supports

children with special needs and promotes emotional well-being. Health ensures access to medical and dental care, while Nutrition emphasizes balanced meals and healthy eating habits. Lastly, Parent, Family, and Community Engagement fosters strong partnerships with families and encourages their involvement in governance and decision-making.

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 seven 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 197 scheduled contact service days and totaling 1,477.5 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 birth to five years old from low-income migrant and seasonal farm working families, with an emphasis on serving mobile 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 laborers 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 Providers (FCCP). Migrant and Seasonal Head Start Centers are located at the following sites:

AMSHS CENTER LOCATIONS	
Central Region	<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>
Western Region	<p>Somerton Center: 435 E. Jacobs Somerton (928) 627-5701</p> <p>Yuma Center: 1875 S. 45th Ave. Yuma (928) 783-2363</p> <p>Rancho Viejo: 930 S. Yuma Ave C. Yuma (928) 627-4970</p> <p>Las Casitas: 541 S. 6th Ave. San Luis (928) 627-4970</p> <p>Bienestar First Step: 690 N. 10th Ave. San Luis (928) 722-7203 San</p> <p>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 San</p> <p>Luis G Center: 649 N. 9th Ave. San Luis (928) 627-5701 FCCP</p> <p>(HQ): 316 W. Main St. Somerton (928) 836-2100</p>

FCCP 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 FCCP option. The center-based option included 37 weeks of full-day planned classes, while the FCCP option provided 46 weeks with six home visits. 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 75 children ages birth

to three years old from low-income migrant and seasonal farm-working families, with a focus on mobile farmworkers 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 (197 days) at George Washington Carver and the Child Care Partnership option, lastly 37 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 2024-2025 ENROLLMENT SUMMARY

The EHS program celebrated achieving funded enrollment for its two sites over PY 2024-2025. 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).

Program	Funded Enrollment	Total Served PY 24-25	Avg Monthly Enrollment	% Eligible Children Served
Early Head Start Children	106	135	106	100%
EHS Pregnant Women				
AZ Migrant & Seasonal Head Start	800	726	726	91%
Child Care Partnerships Program	75	74	74	99%
Total	981	935		

For MSHS, August 2024 ends the 2023-2024 program year. Beginning September 2024, program year 2024-2025 begins, and the MSHS grant cycle and enrollment tracking for that

program year begins. From September 2024, MSHS had a total of 672 children and an estimated average of 25-30 children enrolled month-over-month. As of March 2025, enrollment is as listed in the table above. For CCP, our average monthly enrollment increase was approximately 8 children per month over our program year.

In EHS, the program was able to meet the HSPPS of serving 10% of children with an identified disability. In PY2024-2025, the program achieved a 11% disability enrollment, with a total of 14 children served with IFSPs, 1 child with an IEP. The age breakdown totaled 7 one-year-olds and 6 two-year-olds, and 1 3-year old. Two children served had a medical diagnosis of autism, and one child had vision impairment. 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	15	112	109
AZ Migrant & Seasonal Head Start & Child Care Partnerships Program	68	657	703
Total	83	769	812

PROMOTING SCHOOL READINESS

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 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

Both MSHS and CCP will begin its second year in a five-year cycle over the 2025-2026 program year. The following 4 Program Goals were first implemented during PY2024-2025, and have one year of data regarding progress and challenges:

Goal	Objective	Progress	Challenges
1. Have a sustainable fully enrolled program to provide high-quality services to family and children.	1a. Achieve full enrollment for Early Head Start (EHS) on a month-to-month basis.	For the 2nd quarter; EHS had been at 100% of total funded enrollment of 106 (96 children/10 PW). There have been quarterly collaboration meetings with MEP for the program year 2024-2025. This year featured 35% participation in community events. Progress is consistent with	Being able to provide services to children with an identified disability based on the least restrictive environment . Families needing service maybe out of our districts

		enrollment capacity at sites.	boundaries. lack of marketing materials with recruitment activities limits the amount of persons that approach our recruitment table. Lack of marketing materials with recruitment activities limits the amount of persons that approach our recruitment table. Not being able to provide transportation to families in EHS Phoenix.
2. Create a culture of togetherness, 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.	Adjusted My Teachstone usage of subscription and way we are coaching this PY. Not only focusing on CLASS but expressed and observed needs. Professional development on	CLASS monitoring, calibration and feedback support still needed. Env. Monitoring sample only this first

		different approaches/ best-practice in ECE. No longer using ITERS/ECERs has allowed teaching staff to design learning environments that are less over-stimulating, more child-centered and individualized per classroom or individual child need. Monitoring.	round, due to absent ES staff at this time and added monitoring this PY.
3. Engage with families in mutually 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.	Participants are engaging in dialogue. Consistency with attendance. We were able to present the importance of accurate data between the pre and post survey to improve on training topics. Also, the importance of keeping attendance consistent. We have been able to identify the top 3 strengths and top 3 improvements based on the information we currently have. Financial literacy is one of the top improvements for EHS. PFCE team has been learning what and how to read the	The data base is an external portal that we need to wait until the system provides a report to see information. decrease margin of error in data entry. Having more than one FEOA for shared families.

		report. Looking for opportunities to improve the process of data collection to minimize margin of error.	
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.	As of March 4th, 2025 EHS has 2 open positions.	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 Head Start Parent, Family and Community Engagement Framework to assess family outcomes.

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 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. 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 continues 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 SmartTeach (formerly My Teaching Strategies/MTS) report that illustrates gains children have made in specific school readiness domains and skill areas.

PY 2024-2025 POLICY COUNCIL

Officers:

Claudia Pedroza	President
Alma Tamayo	Vice President
Cinthia Saldana	Secretary
Vacant	Treasurer
Community Representative- CR	Dr, Katie Bernstein
Community Representative- WR	Aracely Gutierrez

Center Committee Leaders

San Luis C-D

Alma Tamayo	President
Brissia Orduno	Vice President
Beatriz Avalos	Secretary
Vacant	Treasurer

San Luis G

Karen Ortiz Padilla	President
Perla Aragon	Vice President
Karla Gonzalez	Secretary
Vacant	Treasurer

Somerton

Claudia Pedroza	President
Brenda Ibarra	Vice President
Karen Lopez	Secretary
Margarita Blancas	Treasurer

Yuma

Cinthia Saldana	President
Laila Castro	Vice President
Ingrid Zarate	Secretary
Aurora Hernandez	Treasurer

Las Casitas, Bienestar

Sabrina Guerrero Herrera	President
Angelica Hernandez	Vice President

Paola Carolina Munoz
Vacant

Secretary
Treasurer

Rancho Viejo

Nancy Corrales
Damrist Espinoza
Vacant
Jazmin Campos

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Dysart

Rosely Luque
Claudia Arteaga
Guadalupe Jimenez
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Phoenix

Marisol Rodriguez
Ericka Moraga
Amada Hernandez
Marlene Yared Aguilar Hernandez

President
Vice President
Secretary
Treasurer

Queen Creek

Irene Esparza
Nancy Perez
Aolanis Perez
Lucia Ramirez

President
Vice President
Secretary
Treasurer

Eloy/George Washington Carver

Xitalic Murillo
Brenda Velez
Mariela Romero
Berenis Castro

President
Vice President
Secretary
Treasurer

Willcox

Gloria Leyva Villareal
Karla Nevarez
Lidia Cano
Reina Garcia

President
Vice President
Secretary
Treasurer

Family Childcare Partnerships

Anali Mendivil
Laura Corpus
Diana Ruiz Moreno
Margarita Torres

President
Vice President
Secretary
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 for Arizona Early Childhood Development

Twila Ibarra: ECD Program Design Manager

Elizabeth Busani: ECD Strategic Coordination Manager

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

Sal Morales: Transportation and Facilities Coordinator

Elizabeth Soqui: Health Coordinator

Claudia Petrinovic: Nutrition Coordinator

Caris Hall: Planning & Development Coordinator

Ericka Estrada: Central Region Office Manager

FEDERAL REVIEW RESULTS

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.

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

Financial

Funders for PY 2024-2025

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
NMHSA	\$41,292
Child and Adult Care Food Program	\$544,418
WP Tax Credit	\$3,216
Total Revenues	\$25,975,278

ECD Budget PY 2024-2025

Revenues	Total
Grant Revenue	\$ 15,000
Cost Reimbursement	\$ 23,284,657
Fee for Service	\$ 582,096
Total Grant & Contract Revenues	\$ 23,881,753
Total Revenues	\$ 23,881,753
Expenses	
Salaries & Wages	\$ 14,607,121
Payroll Taxes	\$ 1,265,042
Fringe Benefits	\$ 2,848,244
Consultants & Professional Services	\$ -
Contractor Services	\$ 517,694
Occupancy Costs	\$ 825,734
Technology & Communications	\$ 116,024
Equipment Rental, Repair & Maint.	\$ 139,878
Depreciation	\$ 525,111
Consumable Supplies	\$ 385,176
Furniture & Fixtures	\$ 1,026
Travel	\$ 12,863
Capital Outlay	\$ -
Staff Development	\$ 48,420
Insurance	\$ 206,335
Licenses and Sales Tax	\$ 37,614
Promotional Activities & Events	\$ 17,729
Miscellaneous	\$ 3,303
Training & Evaluation	\$ -
In-Kind Expense	0
Operational Expenses	\$ 21,557,317
Allocated Indirect Costs	3,184,863
Total Expenses	\$ 24,742,181
NET SURPLUS/(DEFICIT)	\$ (860,428)

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 (2023) 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.