



Los Angeles Education Partnership

Early Head Start

ANNUAL PROGRAM REPORT 2017-18

Table of Contents

A. Agency and program overview	1
B. Program services and satisfaction	2
C. Program impacts, goals and objectives, and outcomes	3
D. School readiness goals and preparing children for pre-school.....	5
E. Family engagement	9
F. Community assessment summary.....	10
G. Budget	11
H. Agency fiscal audit	12
I. Office of Head Start audit.....	14

A. Agency and program overview

Founded in 1984, Los Angeles Education Partnership (LAEP) was the first nonprofit in Los Angeles to focus exclusively on educational equity and was among those at the forefront of the educational transformation movement nationwide. In our work with district and school administrators and teachers, we recognized we needed to get involved earlier with children and more deeply with families. In response, by 1989 we were also working with schools to develop early childhood programs, resource-rich parent centers and community agency collaboratives to improve children’s school readiness and achievement. Our mission is to *cultivate the resilience and achievement of educators, children and families through collaboration and educational equity.*

LAEP has managed a federally funded Early Head Start (EHS) Home Based option in the Los Angeles County zip code community of 90001 since 2009. The program supports families in their efforts to ensure that infants and toddlers have access to the services they need to promote healthy outcomes across all domains of development. The monthly enrollment capacity is 84, which includes a combination of children age 0-3, with their parents/guardians, and pregnant mothers.

- Minimum of 10% (9) children served each month has a diagnosed disability.
- Minimum of 10 pregnant mothers served over course of a year.

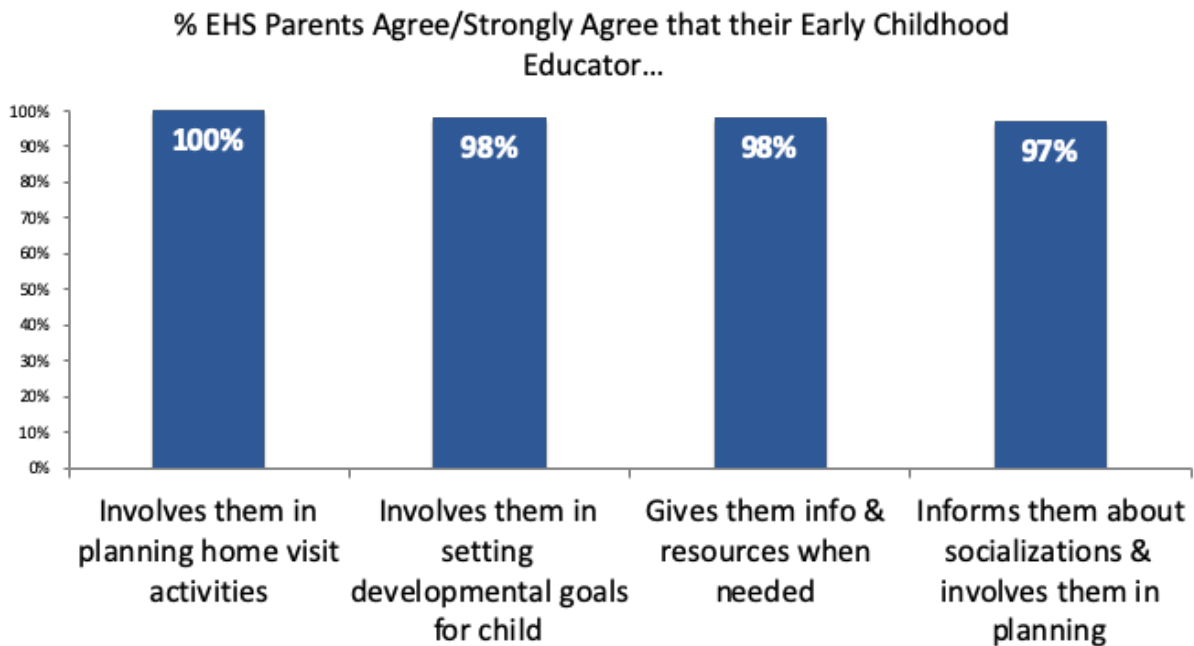
Key Program Information

Program Area	2017-18 Information
# children, pregnant women and families served	120 Children 11 Pregnant women 111 families
# & % of enrolled children with a diagnosed disability	29 (24%)
# & % of enrolled children who are up-to-date on immunizations and medical and dental check-ups	107 (89%)
% average monthly enrollment	100% (of 84)
Total Amount of Public and Private Funds Received and the Amount from Each Source	EHS public funds: \$882,302 Private sources: \$220,574
% of eligible children in the community served <i>(based on estimate of 1,404 children age 0-3 in families living below poverty level)</i>	9%

B. Program services and satisfaction

Enrolled families receive a 90-minute home visit every week year-round from a trained Early Childhood Educator (ECE), using the evidence-based curriculum *Partners for a Healthy Baby*. During the home visit, the parent(s) and child are engaged in activities together as facilitated by the ECE. Families can enroll any time during the year when a program space is available as long as their child is any age below age 3 and the family meets the enrollment criteria. Families can and are encouraged to stay in the program through their child's third birthday. In addition to the home visits, the program provides support with health and social services, family goal planning, prenatal education and support, bi-monthly socialization activities, and annual community fairs. Services and support are also provided to families with children who have special needs. Our holistic approach eliminates barriers to children's success and aids parents in becoming their child's first teacher.

The vast majority of families (97%) like participating in the program. They also agree that the ECE engages them in key activities that are indicative of a high-quality program (see chart below).



N=58; Response scale is: strongly disagree, disagree, agree, strongly agree

C. Program impacts, goals and objectives, and outcomes

The expected program impacts are to improve the number of children who are developmentally prepared for school *and* to help more parents to become leaders in their child’s education and development. Our long-term goals are:

Goal 1) Promote the healthy development of children from prenatal to age 3 and the well-being of their families in the underserved 90001 South LA neighborhood of Florence/Firestone

Goal 2) Improve children’s readiness for school by improving family involvement in their child’s learning and development through effective home visit support

Goal 3) Increase the effectiveness of program monitoring and operations to ensure children and families receive the highest quality service delivery, coordination and follow-up

Each of the next three tables show the 2017-18 results for the expected outcomes in each of the short-term objectives connected to our long-term goals. If we met or exceeded our performance target percentage for an outcome, it is highlighted in bold green font. In each goal area, we met almost all of our target outcome measures, indicating we are on track for our long-term goals.

Goal 1) Promote the healthy development of children from prenatal to age 3 and the well-being of their families in the underserved 90001 South LA neighborhood of Florence/Firestone

Short-term Objectives	Expected Outcomes & Target %	Results
1.1. Serve children prenatal to age 3 and their parents / guardians a month through an evidence-based home visitation program to improve children’s cognitive, language, social-emotional and physical development	a) 90% of children meet age-specific developmental benchmarks by one year of involvement in EHS	86%
	b) 90% of pregnant mothers transition child to EHS	100%
1.2. Screen children for health and developmental needs and, when needed, assist with further services	c) 90% of children receive preventive health care	97%
1.3. Screen families for need for other services that impede children’s development, and when needed, provide resources and follow-up	d) 90% of children with identified needs receive services to address it	100%
	e) 80% of families receive information / services to address needs & goals	98%

Goal 2) Improve children’s readiness for school by improving family involvement in their child’s learning and development through effective home visit support

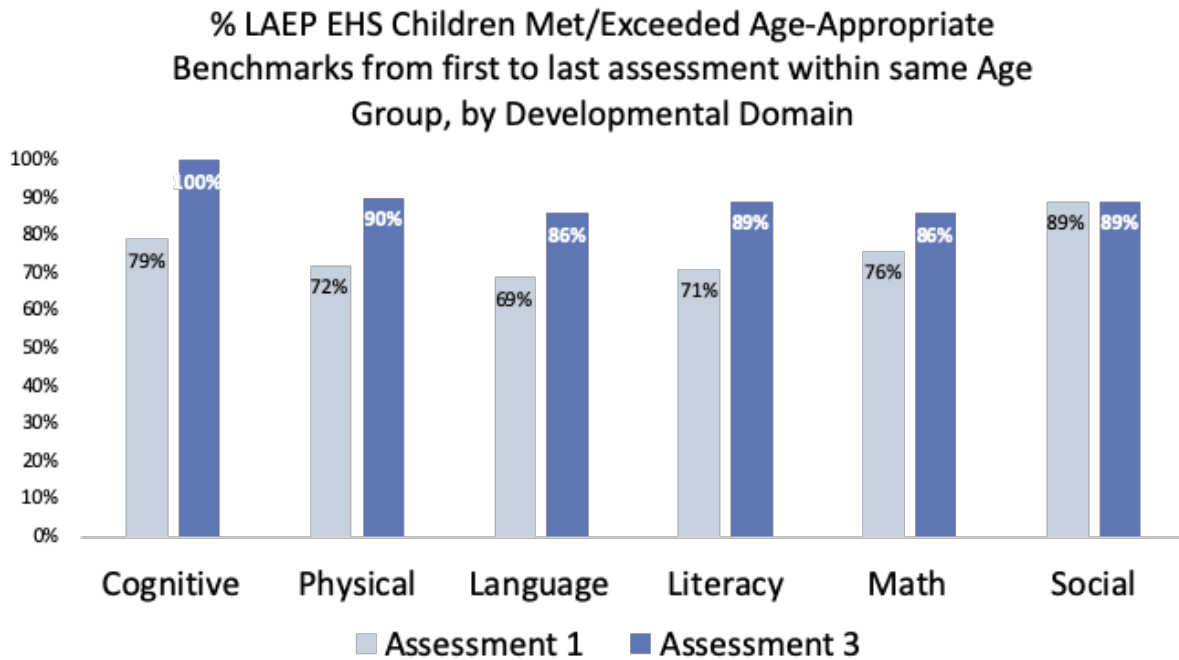
Short-term Objectives	Expected Outcomes & Target %	Results
2.1. Provide training and professional development on the ongoing developmental assessment to improve ECE observations and ratings, especially for children with a disability or special need	a) 100% of ECEs meet expectations for high-quality observations	100%
	b) 100% of ECEs in need of support improve in targeted area	100%
2.2. Provide targeted training and support to ECEs in specific individual areas where they need to improve their work with the child and family	c) 90% of parents indicate ECE involves them in planning goals & visits	98%
	d) 80% of parents regularly engage child in early learning activities by year-end	80%
2.3. Engage parents during home visits and socializations in ways that develop their skills for supporting their child’s learning and development at any age	e) 80% of parents feel confident in their parenting skills and knowledge	100%
	f) 80% of parents feel they strengthened their community support network	77%

Goal 3) Increase the effectiveness of program monitoring and operations to ensure children and families receive the highest quality service delivery, coordination and follow-up

Short-term Objectives	Expected Outcomes & Target %	Results
3.1. Continue improving monitoring protocols and tools and ensure regular use of those by staff	a) 100% of management staff complete monitoring on planned schedule	67%
	b) Staff maintain timely follow-up on needs	10 days average
3.2. Ensure timely follow-up on child and family needs/goals and on how well information, resources and/or referrals provided by EHS have helped	c) 75% of families make progress toward their long-term goals	98%
	d) 80% of parents improve their knowledge about available resources	95%
3.3. Ensure timely follow-up on any program level needs for improvement that are identified through the regular review of program monitoring reports	e) 100% of required operations are implemented on schedule	Almost all

D. School readiness goals and preparing children for pre-school

The chart below shows the developmental progress over from the beginning to end of 2017-18 for LAEP EHS children in each the developmental domains. As it shows, over 85% of children could meet developmental benchmarks by the last assessment period of the year. Progress was most substantial in cognitive, physical and language domains.



N=29; Includes children with matched data within the same age group for both time periods, with at least one period in 2017-18 program year.

The next three tables show the school readiness goals for each age group, and the percentage of children who met the developmental expectations as of Spring 2018. If we met or exceeded our performance target percentage for an outcome, it is highlighted in bold green font.

- Age group 0-1 – All target goals met
- Age group 1-2 – All target goals met
- Age group 2-3 – Over half of target goals met

Children Age 0-1 (N=15)

HS I/T Domain	School Readiness Goal <i>Children will demonstrate...</i>	Expected Outcomes	Planned Target %	% met / exceeded in Spring
Language and Communication	Ability to use their home language while acquiring English language skills	Engages in conversations	90%	100%
Approaches to Learning	Persistence and engagement in learning	Attends and engages	90%	100%
Perceptual, Motor, and Physical Development	Improved movement and coordination skills	Demonstrates traveling skills	90%	100%
		Demonstrates gross-motor manipulative skills	85%	100%
		Uses fingers and hands	90%	100%
Social and Emotional Development	Their needs and wants appropriately	Follows limits & expectations	85%	100%
		Takes care of own needs appropriately	85%	100%

Parent comments on changes they observed for their one-year old child because of EHS program participation:

“My daughter really tries to mimic everything I do. She used to toss her books but now she looks through and acts like she’s reading.”

“My son was very shy but now he is more active and loves class.”

Children Age 1-2 (N=29)

HS I/T Domain	School Readiness Goal <i>Children will demonstrate....</i>	Expected Outcomes (GOLD Dimension)	Planned Target %	% met / exceeded in Spring
Language and Communication	Ability to use home language while acquiring English skills	Uses an expanding expressive vocabulary	75%	79%
		Speaks clearly	70%	90%
		Engages in conversations	85%	86%
		Uses social rules of language	75%	86%
Cognition	Early math concepts skills	Quantifies	70%	72%
Approaches to Learning	Persistence and engagement in learning	Attends and engages	90%	93%
		Persists	90%	97%
		Solves problems	85%	100%
Perceptual, Motor, and Physical Development	Improved movement and coordination skills	Demonstrates traveling skills	80%	90%
		Demonstrates gross-motor skills	85%	90%
		Uses fingers and hands	90%	93%
Social and Emotional Development	Their needs and wants appropriately	Follows limits & expectations	80%	97%
		Takes care of own needs appropriately	80%	86%
		Solves social problems	80%	100%

Parent comments on changes they observed for their two-year old child because of EHS program participation:

“My daughter pays more attention and concentrates more than before.”

“They’ve helped my son a lot, he starts talking, he’s not so attached anymore, and he tells me what he wants.”

Children Age 2-3 (N=20)

HS I/T Domain	School Readiness Goal <i>Children will demonstrate....</i>	Expected Outcomes (GOLD Dimension)	Planned Target %	% met / exceeded in Spring
Language and Communication	Ability to use home language while acquiring English skills	Uses an expanding expressive vocabulary	85%	80%
		Speaks clearly	85%	80%
		Engages in conversations	75%	75%
		Uses social rules of language	75%	65%
	Emerging reading skills	Notices & discriminates alliteration	90%	80%
		Interacts during reading experiences, book conversations and text reflections	85%	80%
Cognition	Early math concepts skills	Counts	85%	80%
		Quantifies	70%	75%
		Understands shapes	80%	80%
Approaches to Learning	Persistence and engagement in learning	Attends and engages	90%	95%
		Persists	90%	90%
		Solves problems	85%	90%
Perceptual, Motor, and Physical Development	Improved movement and coordination skills	Demonstrates traveling skills	85%	95%
		Demonstrates gross-motor skills	85%	90%
		Uses fingers and hands	90%	90%
Social and Emotional Development	Their needs and wants appropriately	Follows limits & expectations	90%	90%
		Takes care of own needs appropriately	90%	80%
		Solves social problems	80%	70%

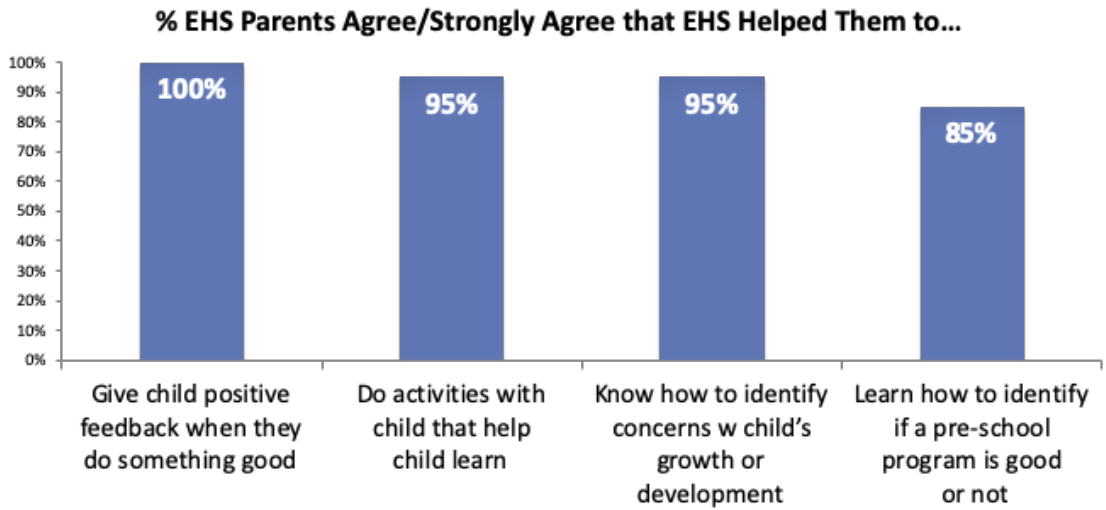
Parent comments on changes they observed for their three-year old child because of EHS program participation:

"My child recognizes colors and shares with other children."

"I like that now my daughter loves reading books. She is always trying to read now."

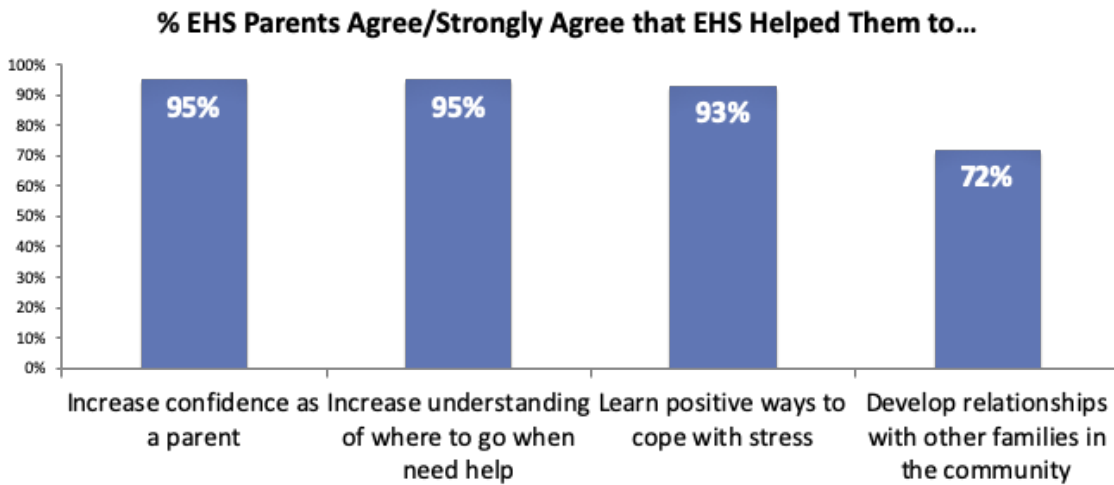
E. Family engagement

The majority of the EHS parents gained skills and information to help them become leaders in their child’s development and education (see chart below).



N=58; Response scale: Strongly Disagree, Disagree, Agree, Strongly Agree

The majority of the EHS also parents gained skills and information to help them improve their own social-emotional skills, parenting confidence and social support network.



N=58; Response scale: Strongly Disagree, Disagree, Agree, Strongly Agree

Parent comments on helpfulness of EHS participation for themselves:

- “We do a lot more activities with my son and daughter that I didn't know we could do before.”*
- “I've learned to manage situations where I became frustrated. As I learn, I start noticing that my daughter acts like others her age.”*
- “[My ECE] helped me get more involved in the community and to help my child when frustrated.”*
- “I now know my neighbors who go to the socializations and now we see each other and talk more.”*

The LAEP EHS program integrates parent engagement and empowerment in its weekly home visitation program. In addition, at least two group activities are offered each month to encourage families and children to build social skills and networks. These activities include a parenting education session, typically focused on education and at-home activities for parents that will support the school readiness goals. The parent activities are held at the two local partner elementary sites, Miramonte and Parmalee. See the table below for socialization topics and other family events.

Parent Involvement Group Activities

Month	Socialization Topics	Other Events
Aug 2017	SR Goal Cognition	
Sep 2017	Dental and Nutrition Health	
Oct 2017	SR Goal Language and Communication	Fall Graduation
Nov 2017	SR Goal Perceptual, Motor, and Physical Development	
Dec 2017	SR Goal Social and Emotional Development	
Jan 2018	SR Goal Language and Communication	
Feb 2018	SR Goal Cognitive Development	
Mar 2018	SR Goal Language and Communication (Literacy)	
Apr 2018	SR Goal Approaches to Learning	Spring Graduation The 5 Critical Emotional Needs of Children, Parenting as Though Children Really Matter Workshop
May 2018	SR Goal Social and Emotional Development	
Jun 2018	SR Goal Cognition	

F. Community assessment summary

The 2018 update to the 2015 Comprehensive Community Assessment confirms that the demographics and needs of 90001 have changed little since last year’s update. A few notable trends this year include:

- the number of children with a disability or developmental delay being served by the Part B and Part C agencies increased again;
- new data related to the percentage of children who are over or underweight confirms nutrition is a top concern;
- the already-low number of licensed child care centers decreased.

The EHS management team, Policy Council and Board reviewed the summary update and agreed it supports continuing the program’s priority needs from last year.

Children Age 0-3	Pregnant Women and Families
– Language and speech development	– English language skills & continuing education
– Early education skills, esp. math & literacy	– Family safety and wellbeing
– Behavior	– Family nutrition
– Oral hygiene	– Housing safety and rights
– Physical health	– Parenting skills

G. Budget

Below is the budget for the 2018 calendar year.

	2018 Budget (Jan. 1 to Dec. 31, 2018)		
	EHS Fed Funds	Cash Match*	TOTAL
PERSONNEL			
Total Salaries	\$ 645,900	\$ 34,359	\$ 680,260
Total Fringe Benefits	\$ 116,262	\$ 6,185	\$ 122,447
VOLUNTEER PERSONNEL		\$ 84,037	\$ 84,037
PROFESSIONAL DEVELOPMENT	\$ 12,104		\$ 12,104
SUPPLIES	\$ 14,283	\$ 6,452	\$ 20,735
CONTRACTUAL*	\$ 32,253	\$ 45,820	\$ 78,073
OTHER			
Prog Staff travel reimbursement	\$ 9,000	\$ 41	\$ 9,041
Dual Office space	\$ 34,380		\$ 34,380
Prog Partner elementary classroom space		\$ 19,440	\$ 19,440
Prog Partner elementary classroom space		\$ 19,440	\$ 19,440
Admin Insurance	\$ 3,600		\$ 3,600
Prog Printing/Copy (Program & Outreach)		\$ 4,800	\$ 4,800
Admin Printing/Copy (Admin)	\$ 4,800		\$ 4,800
Admin Postage			\$
	\$ 120		\$ 120
Admin Office Phone System & Internet	\$ 9,600		\$ 9,600
GRAND TOTALS	\$ 882,302	\$ 220,574	\$ 1,102,876

* Includes private sources such as cash match from LAEP's fee-for-service child care program, in-kind from parent and board volunteer hours and partner agency and consultant in-kind time and supplies

** Includes contracted services for: mental health, dietician, health, data and audit.

H. Agency fiscal audit

The two-page letter on the next pages shows the results of the most recent agency fiscal audit. No areas of deficiency were found for the agency as a whole or for its federally funded programs.



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Los Angeles Education Partnership
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Los Angeles Education Partnership (the "Organization"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated January 23, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies.

Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Fiscal audit letter continued

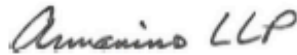
Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.




Amanino^{LLP}
Los Angeles, California

January 23, 2019

I. Office of Head Start Audit

The letter below shows the results of the most recent federal audit of the LAEP EHS program. The program met all requirements; no findings or concerns were noted.




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: Board Chairperson
Mrs. Brenda Ricards
Board Chairperson
Los Angeles Education Partnership
202 W. 1st Street, 4th Floor, 6-0410
Los Angeles, CA 90012-4299

From: Responsible HHS Official
Ms. Ann Linehan
Acting Director, Office of Head Start


Date 3-8-18

From January 16-18, 2018, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of the Los Angeles Education Partnership Early Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*. We would like to thank your governing body, policy council, parents, and staff for their engagement in the review process.

Based on the information gathered during this review, your Head Start program was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

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 recipients:

- Ms. Jan Len, Regional Program Manager
- Ms. Ellen Pais, CEO/Executive Director
- Ms. Elvia De La Torre, Early Head Start Director