



Los Angeles Education Partnership

EARLY HEAD START

**ANNUAL PROGRAM REPORT
2021-22**

August 1, 2021 – July 31, 2022

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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 work together with families, schools and the community to *facilitate access to and opportunities for quality educational and wellness practices so that children thrive from diapers to diplomas.*

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 90001 program, referred to as South LA EHS, 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 parents. Our monthly enrollment goal includes serving a minimum of 10% (9) children with a diagnosed disability. Over the course of a year, we also aim to serve a minimum of 10 pregnant parents.

In June 2019, LAEP received an Office of Head Start (OHS) grant to provide home-based and center-based EHS services in the Inglewood community, located in the southwestern area of Los Angeles County. This includes zip codes 90301, 90302, 90303 and 90305. OHS approved an expansion of this grant in the 2020-21 program year to include the adjacent Hawthorne community, specifically zip code 90250. The combined project is referred to as Inglewood/Hawthorne EHS. The monthly enrollment capacity is 72 children in the home-based option and 32 children in the center-based option, for a total funded enrollment of 104. Our monthly goal includes serving a minimum of 10% (10) children with a diagnosed disability each month. Over the course of the year, we aim to serve a minimum of 15 pregnant parents.

Once the COVID-19 pandemic restrictions lessened, LAEP was able to resume in-person services for the home-based program part-way through this program year. Families began receiving the weekly visits in their homes again as of February 2022, with the option to still conduct a virtual visit if a family was exposed to or sick with COVID. In March, the EHS team began holding the socialization groups' activities in-person. These occurred in outdoor locations at partner park sites until local partners were ready to host them indoors. By November, group activities were occurring back inside at Miramonte Elementary for SLA and Darby Park for ING/HAW. The Inglewood/Hawthorne center-based services have not yet started, but the process for opening a center on a Hawthorne School District site has substantially advanced.

In the 2021-22 program year and across the two grants, LAEP EHS served a total of 260 children age 0-3 and 37 pregnant parents from 236 families. More than 10% (17%; 45) of the children who received services this year had a diagnosed disability or developmental delay. The table on the next page provides an enrollment and service summary.

Key 2021-22 Program Information

Program Area	South LA EHS	Inglewood/Hawthorne EHS
Total # children, pregnant parents and families served during the year	129 Children 11 Pregnant parents 115 Families	131 Children 26 Pregnant parents 121 Families
# & % of enrolled children with a diagnosed disability	30 (23%)	15 (12%)
# & % of enrolled children up-to-date on health requirements, including well baby check-ups (WBC), immunizations (IZ) and dental check-ups	104 (81%) WBC up-to-date 118 (91%) IZ up-to-date 67 (52%) Dental up-to-date	112 (85%) WBC up-to-date 118 (90%) IZ up-to-date 80 (61%) Dental up-to-date
% average monthly enrollment	Average monthly enrollment was 100% of the 84 funded enrollment slots	Average monthly enrollment was 73% of the 104 funded enrollment slots
Total Amount of Public and Private Funds Received and the Amount from Each Source**	EHS public funds: \$961,530 Private sources: \$245,425	EHS public funds: \$2,157,108 Private sources: \$549,278
% of eligible children in the community served***	13%	7%

** This represents the annual program budget, which is not on the same timeline as the program year (See Budget section)

*** % based on total number children enrolled in EHS this year divided by the estimated # of children age 0-3 in families living below poverty level from most recent community assessment (SLA=979; ING/HAW=1,864)

B. Program goals, services and satisfaction

LAEP’s EHS program aims to promote children’s healthy development and readiness for pre-school success. Below are the five-year program goals that are designed to contribute to reaching that overarching impact. These goals apply to both South LA and Inglewood/Hawthorne.

1. Ensure families with greatest need are enrolled and supported to participate in the program regularly
2. Individualize services to better meet each child’s early education and developmental needs
3. Contribute to children’s social and behavioral development
4. Help prevent nutrition-related medical and dental issues for children
5. Contribute to healthy prenatal and postnatal experiences
6. Improve family conditions to impact children’s readiness for school
7. Increase family engagement in developmental and learning activities with their child
8. Ensure 3-year-old children are linked to a program/resource that supports their continued developmental progress

Families enrolled in the year-round home-based option participate in weekly visits with a trained Early Childhood Educator (ECE), referred to as “teacher” by the families. The ECEs use the evidence-based curriculum *Partners for a Healthy Baby* to help plan and facilitate parent-child activities in each session. 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 and selection criteria. Families can

and are encouraged to stay in the program through their child’s third birthday. In addition to the visits, the program provides support with health and social services, family goal planning, prenatal education and support, bi-monthly socialization activities, and parent education workshops and activities. Services and support are also provided to families with children who have a diagnosed disability or developmental concerns. LAEP’s holistic approach reduces barriers to children’s success and aids parents in becoming their child’s first teacher.

The annual parent survey conducted in June 2022 indicated that families were very satisfied with their program experiences. 90% of the 53 surveyed parents rated their satisfaction as a 10 for “totally satisfied” on a scale from 1-10. Ways in which they found the program helped them included: engaging in learning activities with their child, giving positive feedback to their child, and increasing their sense of confidence as a parent. They also noticed many developmental changes for their children. Some of their comments include:

“My child is learning more every day and that makes me happy.”

“They gave me strategies to help me teach my child numbers and letters.”

“They helped me to relate more with my child and interact more with him.”

“I learned a lot of tools, like how to teach my daughter through games.”

“My son has learned so much. He’s most definitely ready for school.”

Plans for the center-based program continued to move forward with expectations that it will open in 2023. LAEP EHS currently has a five-year lease with Hawthorne School District and received approval for the renovation plans from the State of California’s Division of the State Architect (DSA). This approval was needed prior to putting a request for proposals out to potential construction companies in order to select one to do the planned renovations. The center will be located at the district’s Prairie Vista South state pre-school site at 13928 Kornblum Ave., Hawthorne, CA 90250. It will have four classrooms for infants and toddlers, outdoor space and a playground.

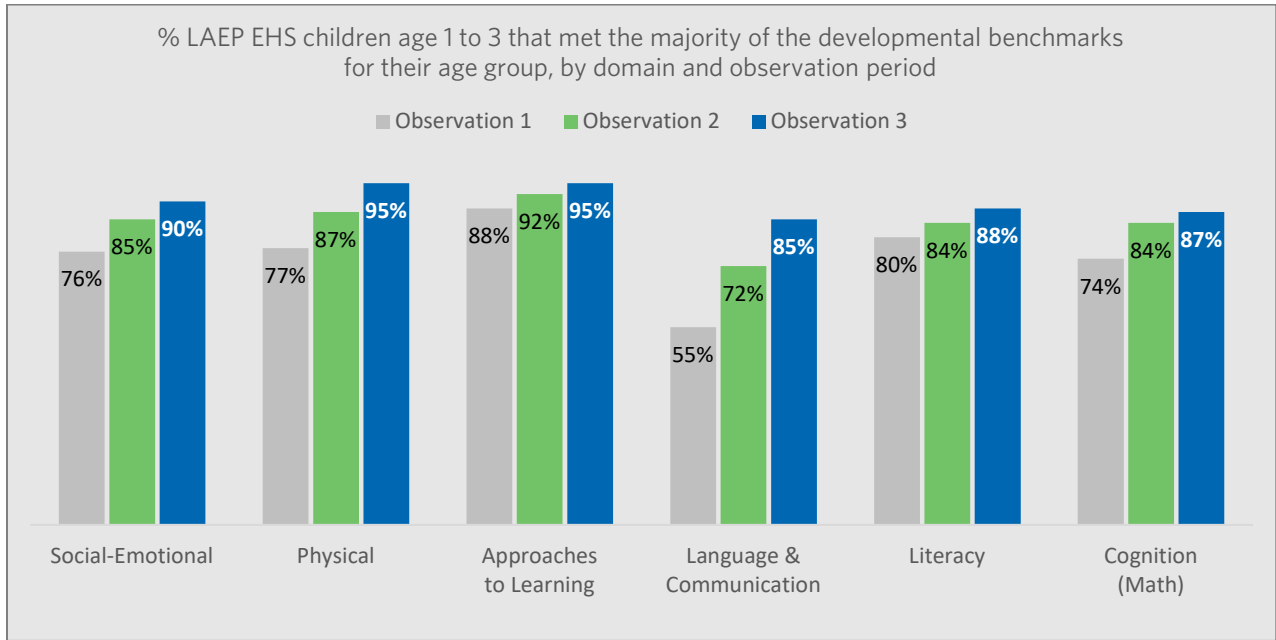
C. School readiness goals and preparing children for pre-school

LAEP EHS has identified seven school readiness goals that indicate the program’s priorities and expectations for children’s developmental status and progress. These goals are responsive to the needs identified for South LA and Inglewood/Hawthorne based on the results of the ongoing developmental assessment data (*Teaching Strategies™*, *GOLD®*) and the community assessments. The goals are shown below according to the related Head Start Early Learning Outcomes Framework developmental domain.

School Readiness Goals

HS Framework	LAEP EHS School Readiness Goals
Language & Communication	Children will demonstrate the ability to use their home language Children who are dual language learners will acquire English language skills Children will demonstrate improved early literacy skills
Perceptual, Motor, and Physical Development	Children will demonstrate improved movement and coordination skills
Social & Emotional Development	Children will develop positive social relationships
Cognition	Children will demonstrate early math concepts skills
Approaches to Learning	Children will demonstrate persistence and engagement in learning

The chart below shows the school readiness progress for children ages 1-3 who were enrolled for all or part of the 2021-22 program year. Over the course of three time periods, the EHS staff uses the Teaching Strategies GOLD® assessment tool to document how well children are reaching the developmental benchmarks within their age group. As the chart shows, by the third observation, 90% or more of the children met or exceeded the majority of the developmental benchmarks within the Social-Emotional, Physical and Approaches to Learning domains. Over 80% met or exceeded the majority of the benchmarks within the Language & Communication, Literacy and Cognition (Math) domains. Most substantial progress occurred across the three time periods for Language & Communication.



N=110 matched cases [enrolled children who were assessed at all 3 observations timepoints within their age band (either age 1-2 or 2-3)]

D. Family engagement

The LAEP EHS program integrates parent engagement in the weekly home visitation program. In addition, at least two group socialization activities are offered each month to encourage families to build social networks with each other and to provide children with an opportunity to build their social skills. Socializations include a parenting education component and parent-child activities and are typically focused on supporting the school readiness (SR) goals. Socializations were provided this year either via the virtual platform Zoom or in outdoor areas at local parks, depending on the weather and current COVID risk-level. The table below shows the socialization topic areas for each month.

Parent education workshops are also offered as family engagement opportunities. These are usually organized by the EHS health and family support services staff in response to common needs they see for families. The topics this year typically focused on health and parent-child bonding. The table below shows the workshop topics for each month in the right-hand column. The EHS team coordinated with community partners to provide some of the workshops and these partners are noted in parentheses following the workshop topic.

Parent Involvement Activities and Topics

Month	Socializations: SR Focus	Parent Education Workshops: Topics (Partner)
Aug 2021	<ul style="list-style-type: none"> – Persistence & engagement – COVID safety 	<ul style="list-style-type: none"> – Immunizations (Nurse Terry) – SIDS
Sep 2021	<ul style="list-style-type: none"> – Dental & nutrition health – COVID safety 	<ul style="list-style-type: none"> – Open House
Oct 2021	<ul style="list-style-type: none"> – Language & communication – COVID safety 	<ul style="list-style-type: none"> – Pre-K transition (Salvation Army)
Nov 2021	<ul style="list-style-type: none"> – Physical motor skills 	<ul style="list-style-type: none"> – Health insurance (Saban Clinic) – Home safety (Claris Clinic)
Dec 2021	<ul style="list-style-type: none"> – Positive social relationships 	<ul style="list-style-type: none"> – Shaken baby syndrome
Jan 2022	<ul style="list-style-type: none"> – Language & communication 	<ul style="list-style-type: none"> – Baby blues/depression – Family social & emotional well-being part 1
Feb 2022	<ul style="list-style-type: none"> – Cognition: problem solving 	<ul style="list-style-type: none"> – Baby’s developmental stages – Family social & emotional well-being part 2
Mar 2022	<ul style="list-style-type: none"> – Literacy 	<ul style="list-style-type: none"> – Principles of nurturing parenting
Apr 2022	<ul style="list-style-type: none"> – Emotional self-regulation 	<ul style="list-style-type: none"> – Discipline with dignity – Ages & Stages development
May 2022	<ul style="list-style-type: none"> – Positive social relationships 	<ul style="list-style-type: none"> – Birth control – Building parent & child attachment – Meeting parent & child needs
Jun 2022	<ul style="list-style-type: none"> – Cognition: differences 	

**Group socializations and workshops are not held in July*

Other virtual family engagement opportunities offered each year include a support group for families who have a child with a disability or special need facilitated by the Disability and Special Needs Manager and a support group for pregnant parents facilitated by the Early Childhood & Prenatal Coordinator. The ECE team also hosted a fall and spring graduation ceremony for three-year-old children who completed the program.

The EHS team also provides families with support related to any family goals or needs. The annual family survey indicated how much parents appreciated this support. Close to 100% agreed that the staff had been helpful for their family as a whole, helped them learn positive ways to cope with stress, and helped them make progress on their goals. Many families continued to struggle with the impact of COVID-19 and a lack of basic resources as a result of the pandemic. Almost two-thirds received referrals from the EHS staff to other community services to help them meet their needs. As a few parents described:

“The [home visitor] is always aware of my daughter’s development as well as sharing important resources and information for me and my daughter.”

“They help us to be able to have resources like diapers and to seek other opinions from dentists so [we] have more options on dental care.”

“They are helping me with a lot of information about aid where I can apply. I am very grateful because thanks to them I have an appointment with the SSI due to my child’s disability.”

E. Community assessment summary

This annual report includes a summary of the most recent community assessment update completed for South LA and Inglewood/Hawthorne (Fall 2022). The number of eligible children continues to be high and supports the need for EHS services. Specifically looking at EHS-age children, there are an

estimated 934 children under 3 years old who are below the poverty level in South LA and 1,619 in Inglewood/Hawthorne. There are also approximately 209 pregnant parents in a given year who are below poverty level in South LA and 511 in Inglewood/Hawthorne.

While gentrification has been occurring throughout all of LA County, the level of need in both grant areas continues to be high. The increases in the minimum wage cannot keep up with the increases in the cost of living and housing. As a result, many families whose salary is above the federal poverty income level still struggle to manage on their salaries. Both SLA and ING/HAW have a higher percentage of families with children under age 18 who receive public benefits (e.g., SSI, TANF, SNAP) than found for LA County as a whole: 44% in SLA and 31% in ING/HAW compared to 25% for LA County. COVID-19 also continues to impact the communities and families, with more families needing help with meeting basic needs than in years prior to the pandemic. In addition, when looking specifically at families who have children under age 3, a higher percentage are headed by a single parent in both communities than in LA County: 43% in SLA and 37% in ING/HAW compared to 27% for LA County.

In focus groups and surveys, both parents and local agencies continued to indicate similar community concerns to prior years. For example, nutrition continues to be a concern, with a new challenge related to more families relying on food banks. Parents have voiced concerns about the nutritional value of the food or have not been familiar enough with the food items to prepare them for their family. Social isolation, and its impact on family mental health and children’s behavior, also continues to be a concern given that society has not fully recovered from the pandemic restrictions on in-person and group activities. As one agency partner described, *“Post-COVID isolation still lingers, and we need to create and support opportunities for social connections in our communities.”*

The priority needs in the table below represent those that continue to be identified by LAEP EHS’s stakeholder groups as both high need and of highest concern for the impact on children’s healthy development across both grant communities.

LAEP EHS Priority Community Needs

Children Age 0-3	Families of Children Age 0-3
<ul style="list-style-type: none"> - Language development - Behavior - Early education skills, esp. math & literacy - Social skills - Early intervention for children with diagnosed or suspected disabilities 	<ul style="list-style-type: none"> - Nutrition - Mental health - Family safety & wellbeing - Housing security - Support for pregnant parents - Support for single parents - Child care

There are also strengths upon which to build in each community. Parents noted they appreciate the local parks because they provided essential outdoor play space during the pandemic. Parents and local partners both mentioned the many resources available to help families. Local partners also described the resilience of families in the communities. For example, one partner described a key strength as *“Resilience, the focus on family and relationships, loyalty to one’s family and community.”*

F. Budget

The budgets in this report are for fiscal year June 1, 2022 through May 31, 2023, which started in the last two months of the 2021-22 program year (note the federal budget year and local program year are

not aligned). The Cash Match column shows the non-federal resources for the program, and this includes private sources such as cash match from other grants received by LAEP, in-kind hours from parent and board volunteers, and donations of time and supplies by consultants and partner agencies.

South LA EHS

	Fiscal Year: June 1, 2022 to May 31, 2023		
	EHS Federal Funds	Cash Match	TOTAL
Personnel	\$675,615	\$29,280	\$704,895
Fringe	\$148,635	\$6,442	\$155,077
Supplies	\$25,200	\$15,722	\$40,922
Contractual	\$21,423	\$17,778	\$39,201
Other	\$17,376	\$176,203	\$193,579
Indirect	\$73,281		\$73,281
TOTAL	\$961,530	\$245,425	\$1,206,955

Inglewood/Hawthorne EHS

	Fiscal Year: June 1, 2022 to May 31, 2023		
	EHS Federal Funds	Cash Match	TOTAL
Personnel	\$1,319,213	\$51,060	\$1,370,273
Fringe	\$290,227	\$11,233	\$301,460
Supplies	\$40,721	\$21,381	\$62,102
Contractual	\$169,571	\$112,990	\$282,561
Other	\$123,608	\$352,614	\$476,222
Indirect	\$213,768		\$213,768
TOTAL	\$2,157,108	\$549,278	\$2,706,386

G. Office of Head Start audit

The Office of Head Start conducted a Focus Area Two (FA2) monitoring review in July 2022. The review covered the following six areas:

1. Program management and quality improvement
2. Monitoring and implementing quality education and child development
3. Monitoring and implementing quality health services
4. Monitoring and implementing quality family and community engagement
5. Monitoring and implementing fiscal infrastructure
6. Monitoring ERSEA: Eligibility, Selection, Enrollment, and Attendance

LAEP EHS met all requirements, regulations, laws and performance standards in Areas 1 through 5. For area 6, one Area of Noncompliance (ANC) was found. If an ANC is corrected within a specified timeline, it is considered resolved. LAEP EHS's ANC relates to the OHS performance standard 1302.12(a)(ii), which is the process of verifying a family's eligibility information. Specifically, LAEP EHS "did not verify eligibility based on income from the 12 months preceding the month in which the applications were submitted." Rather, for families who provided income check stubs for eligibility verification and had not held that job for the entire 12 months prior, the income calculation was made as a projection forward. LAEP EHS has 120 days in which to fix the income verification calculation process to address this.

H. Agency fiscal audit

An independent audit company completed the annual fiscal audit of LAEP for the year ending June 30, 2021 (report dated September 2022). The agency was found to be in compliance, including having fully addressed one of the two correction plan areas (internal control processes operate as planned) from the prior year audit. The second corrective plan area from the prior year was a repeat finding this year. This involves ensuring that documentation supporting staff salary expense to federal programs is maintained at the payroll level for all staff. The report notes that the aggregate allocation does match the actual activity of employees and there is no questioned cost. LAEP started actions to remediate this as of last year's audit, and now also have a long-term plan for addressing it. LAEP's Director of Finance, hired in January 2022, will oversee the implementation of the correction plan. The audit for the year ending June 30, 2022, will be conducted in early 2023.