



Los Angeles Education Partnership

# EARLY HEAD START

# ANNUAL PROGRAM REPORT 2022-23

August 1, 2022 – July 31, 2023

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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 ages 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 a year, we also aim to serve at least 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.

In the 2022-23 program year and across the two grants, LAEP EHS served a total of 245 children ages 0-3 and 25 pregnant parents from 218 families. Well over 10% (18% for Inglewood/Hawthorne, 38% for South LA, and 27% across both grants) 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 2022-23 Program Information**

Program Area	South LA EHS	Inglewood/Hawthorne EHS
Total # children, pregnant parents and families served during the year	132 Children 11 Pregnant parents 119 Families	113 Children 14 Pregnant parents 99 Families
# & % of enrolled children with a diagnosed disability	19 (18%)	32 (38%)
# & % of enrolled children up-to-date on health requirements, including well baby check-ups (WBC), immunizations (IZ) and dental check-ups	125 (95%) WBC up-to-date 114 (86%) IZ up-to-date 71 (54%) Dental up-to-date	111 (98%) WBC up-to-date 98 (87%) IZ up-to-date 83 (73%) Dental up-to-date
% average monthly enrollment	Average monthly enrollment was <b>100%</b> of the <b>84</b> funded enrollment slots	Average monthly enrollment was 76% of the <b>104</b> funded enrollment slots
Total Amount of Public and Private Funds Received and the Amount from Each Source**	EHS public funds: <b>\$961,530</b> Private sources: <b>\$245,425</b>	EHS public funds: <b>\$2,157,108</b> Private sources: <b>\$549,278</b>
% of eligible children in the community served***	16%	8%

\*\* 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=842; ING/HAW=1,454)

## 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 & learning activities with their child
8. Ensure age 3 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 2023 indicated that families were very satisfied with their program experiences. 99% of the 84 surveyed parents rated their overall satisfaction above an 8 on scale from 1 (not at all satisfied)-10 scale (totally satisfied). 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 daughter improved her speech. The program helped me as a mother to have more patience and to be able to explain to her what is right and wrong.”*

*“The program is helping my son learn the colors, numbers, animal sounds, and geometric shapes.”*

*“They helped me come up with new ideas and activities to help support my son who is delayed in his speech.”*

*“This program really gave a head start to my baby. Before they coming to our home, my baby was not talking well. Her speech has significantly improved. My baby is very happy and she engages more and more in the activities with her teacher. We have also benefited a lot as a family from this program (referrals for free food, free diapers etc.) I’m very grateful for this program in general.”*

*“They’ve helped us recognize developmental delays and support developmental/speech growth..”*

Plans for the center-based program continued to move forward with expectations that it will open in 2023-24. 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 is located at the district’s Prairie Vista South state pre-school site at 13928 Kornblum Ave., Hawthorne, CA 90250. It has four classrooms for infants and toddlers, outdoor space, and a playground. The center has received its license from the Community Care Licensing Division.

## 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**

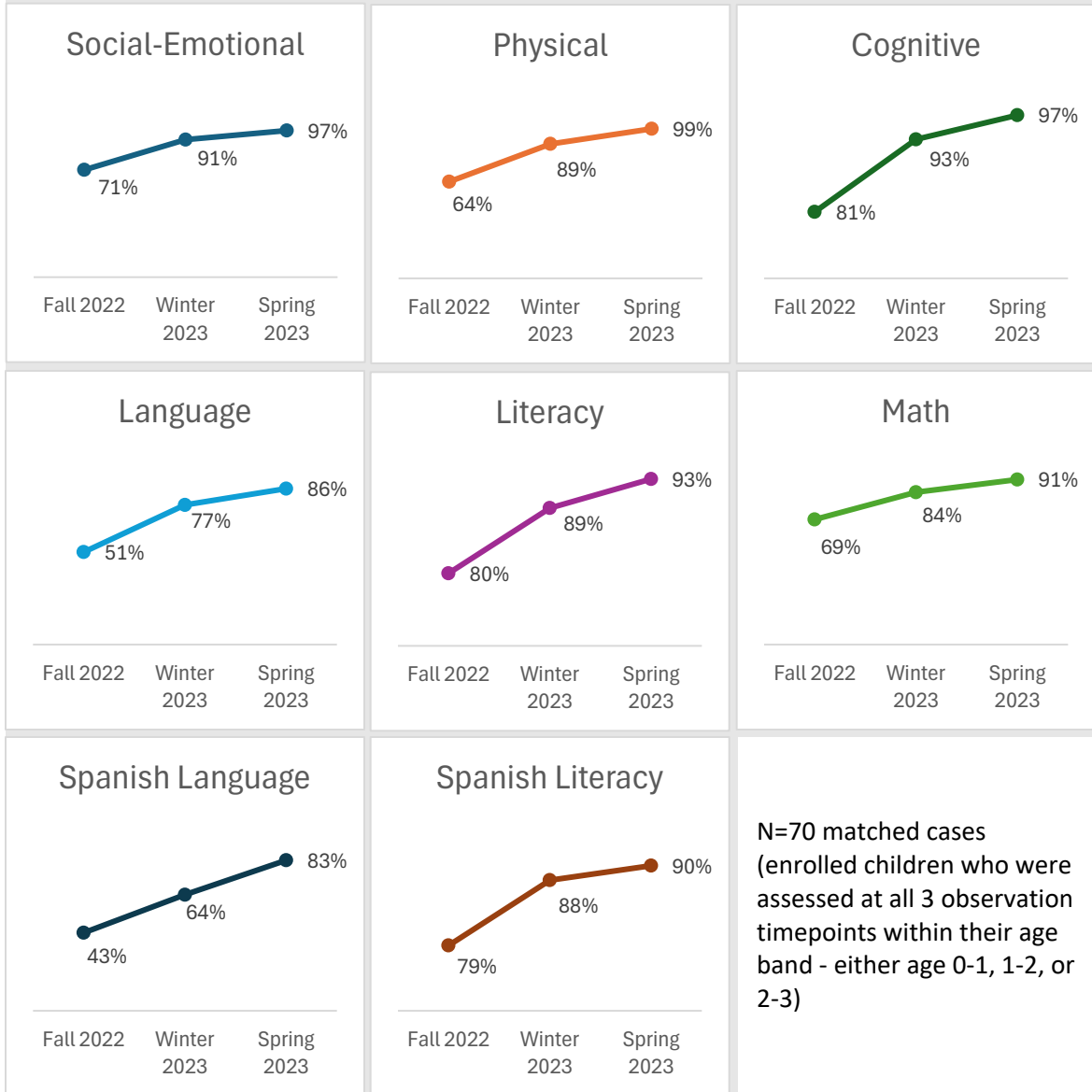
HS Framework	LAEP EHS School Readiness Goals
Language	Children will demonstrate the ability to use their home language* Children who are dual language learners will acquire English language skills**
Literacy	Children will demonstrate improved early literacy skills
Perceptual, Motor, and Physical Development	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

\* Includes English dimensions for primary language English speakers and Spanish Language dimensions for primary language Spanish speakers

\*\* Only includes children with primary language = Spanish

The chart below shows the school readiness progress for children ages 0-3 who were enrolled for all or part of the 2022-23 program year. Over the course of three time periods, the EHS staff used the Teaching Strategies GOLD® assessment tool to document how well children were reaching the developmental benchmarks within their age group (ages 0-1, 1-2, or 2-3). As the chart shows, by the third observation, 90% or more of the children met or exceeded developmental benchmarks in all domains except for two – Language and Spanish Language. In all domains, over 80% of the children met or exceeded the expectations by Spring 2023. The largest growth occurred in the domains of Spanish Language and Language, increasing from 43% to 83% and from 51% to 86% respectively between observations 1 and 3.

Percentages of LAEP-EHS children ages 1 to 3 who met the majority of benchmarks for their age group, by domain and observation period



## 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. 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. Several of the sessions also focused on emotional and financial wellbeing. 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 2022	– Pedestrian and Home Safety	
Sep 2022	– Dental & nutrition health	– My Health LA (LA DHS) – Emotional wellness and stress (LA DHS)
Oct 2022	– Language & communication	– Self-care through Art
Nov 2022	– Physical motor skills	– What smoke leaves behind (LA DHS)
Dec 2022	– Positive social relationships	
Jan 2023	– Language & communication	– Financial literacy (setting goals)
Feb 2023	– Mathematics: number and quantity – -Dental health & Hygiene	– Financial literacy (understanding credit)
Mar 2023	– Language & Literacy	– Everyday communication (virtual) – Understanding anxiety and building resilience – Understanding childhood behaviors – Social emotional
Apr 2023	– Emotional self-regulation	– Everyday communication (virtual) – Mental health & Stigma – Ages & Stages development
May 2023	– Positive social relationships	– Nutrition – Diabetes
Jun 2023	– Cognition: memory	
Jul 2023	<i>Are not held in July</i>	

Other virtual family engagement opportunities offered each year include a monthly support group for families who have a child with a disability or special need facilitated by the Disability and Special Needs Manager and a monthly 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. 100% agreed that the staff had been helpful for their family as a whole, helped them to learn positive ways to cope with stress, and helped them to make progress on their goals. The most common challenges that parents reported through the survey were 1) lack of employment or source of income, 2) Homelessness or risk of homelessness, and



3) Parental stress levels and mental health. The following comments are examples of parents’ responses related to these challenges:

*Rent is expensive and the children cannot live comfortably due to lack of space.*

*I think that something that needs to be helped more is to help parents find work, sometimes or most mothers have to stop working to be able to take care of themselves and the child, then sometimes it is very difficult to find work, it would be good to have information about jobs. Also a place for the children to stay since there are times when both parents work and do not have someone to take care of the children.*

*The biggest challenge is the stress parents carry that often prevents children from developing properly.*

## E. Community assessment summary

This annual report includes a summary of the most recent community assessment update completed for South LA and Inglewood/Hawthorne (Winter 2024). 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 842 children under 3 years old who are below the poverty level in South LA and 1,454 in Inglewood/Hawthorne. There are also approximately 628 pregnant parents in a given year who are below poverty level in South LA and 1,407 in Inglewood/Hawthorne.

While gentrification has been occurring throughout LA County, the level of need in both grant areas continues to be high. While minimum wages have increased in LA County, so have the cost of living and housing. Many families whose salary is above the federal poverty income level still struggle to manage their salaries because of this. 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: 40% in SLA and 33% in ING/HAW compared to 27% for LA County. In addition, when looking specifically at families who have children under age 3, a higher percentage are headed by a single parent in the ING/HAW community than in LA County: 43% in SLA and 37% in ING/HAW compared to 27% for LA County.

In focus groups and surveys, parents indicated concerns related to language/speech development, early learning skills, and behavior. The priority needs in the table below represent those that are considered by LAEP EHS’s parents as both high need and of highest concern for the impact on children’s healthy development across both grant communities.

Key Participant Identification of Major Needs/Problems for Children Ages 0-4

	Parents in South LA (N=47)	Parents in Ing/Haw (N=40)	All Parents (N=87)
Nutrition	51%	53%	52%
Language/speech	79%	80%	79%
Behavior	62%	60%	61%
Physical health	34%	43%	38%
Social skills	51%	60%	55%
Early learning skills	66%	63%	64%

Physical/Motor skills	38%	55%	46%
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Source: 2023 LAEP EHS Parent Surveys (parents enrolled in program and community residents)

## 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 (NFS)	TOTAL
Personnel	\$675,615	\$29,280	\$704,895
Fringe	\$148,635	\$6,442	\$155,077
Supplies	\$25,200	\$15,722	\$40,922
Contractual	\$41,592	\$17,778	\$59,370
Other	\$17,376	\$176,203	\$193,579
<b>Indirect</b>	<b>\$73,281</b>		<b>\$73,281</b>
<b>TOTAL</b>	<b>\$981,699</b>	<b>\$245,425</b>	<b>\$1,227,124</b>

### Inglewood/Hawthorne EHS

	Fiscal Year: June 1, 2022 to May 31, 2023		
	EHS Federal Funds	Cash Match (NFS)	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	\$209,571	\$112,990	\$322,561
Other	\$123,608	\$352,614	\$476,222
<b>Indirect</b>	<b>\$213,768</b>		<b>\$213,768</b>
<b>TOTAL</b>	<b>\$2,197,108</b>	<b>\$549,278</b>	<b>\$2,746,386</b>

## 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 accidentally made as a projection forward. LAEP EHS corrected the ANC and OHS approved in March 2023. This report includes the audit cover page. The full audit report is available upon request.

## H. Agency fiscal audit

An independent audit company completed the annual fiscal audit of LAEP for the year ending June 30, 2022 (report dated May 24, 2023). The audit identified one general *material weakness* related to our end-of-year financial statement close process. The weakness resulted in financial statements not being closed accurately and on time and in LAEP's difficulty preparing an accurate Schedule of Expenditures of Federal Awards (SEFA). This was not a repeat finding, and no costs were questioned. The likely cause of the finding was believed to be linked to inadequate resources in the accounting department, inadequate training of the accounting personnel and inadequate oversight of the accounting department by management and the Board. LAEP is addressing this finding through a corrective plan of action that includes training for Finance staff, updating of our Accounting Manual, hiring a Senior Accountant, and implementing controls to ensure accuracy and completeness of the SEFA.

Specifically in connection with the EHS grants, the audit found that LAEP did not comply with requirements at the bi-weekly payroll level, resulting in salary expenses not being supported by all the necessary documentation. There were no questioned costs. This is a repeat finding. While LAEP's management agreed that we do not always have documentation of allocation at the payroll level, the turnover of staff in the accounting department during the year exacerbated the situation. However, it is important to point out that our records accurately reflect the work performed throughout the year as a whole. Further, we have transitioned to Paylocity for payroll processing, which will facilitate our complete documentation of allocation at the payroll level. This report includes the audit cover page. The full audit report is available upon request.

**Los Angeles Education Partnership**

Financial Statements and Single Audit Reports  
and Schedules  
As of and for the Year Ended June 30, 2022



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