



Los Angeles Education Partnership

EARLY HEAD START

**ANNUAL PROGRAM REPORT
2020-21**

August 1, 2020 – July 31, 2021

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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. Midway through this 2020-21 program year, OHS approved an extension of the service and recruitment area 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.

The home-based program services were provided virtually this entire program year due to the continuing COVID-19 pandemic. The Inglewood/Hawthorne center-based services were not started due to the need to relocate the center from its originally planned site to a new site in collaboration with the Hawthorne School District. This change re-started the center planning and construction process, which also experienced delays due to the ongoing impact of COVID-19.

In the 2020-21 program year and across the two grants, LAEP EHS served a total of 177 children age 0-3 and 19 pregnant parents from 160 families. Nearly a quarter of the children (23%; 41) 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 2020-21 Program Information

Program Area	South LA EHS	Inglewood/Hawthorne EHS
Total # children, pregnant parents and families served during the year	111 Children 13 Pregnant parents 99 Families	66 Children 6 Pregnant parents 61 Families
# & % of enrolled children with a diagnosed disability	29 (26%)	12 (18%)
# & % of enrolled children up-to-date on health requirements, including well baby check-ups (WBC), immunizations (IZ) and dental check-ups	95 (86%) WBC up-to-date 111 (93%) IZ up-to-date 94 (85%) Dental up-to-date	53 (80%) WBC up-to-date 59 (89%) IZ up-to-date 45 (68%) Dental up-to-date
% average monthly enrollment	Average monthly enrollment was 97% of the 84 funded enrollment slots	Average monthly enrollment was 40% of the 104 funded enrollment slots
Total Amount of Public and Private Funds Received and the Amount from Each Source**	EHS public funds: \$970,110 Private sources: \$242,528	EHS public funds: \$2,171,108 Private sources: \$542,777
% of eligible children in the community served***	11%	4%

** 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

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.

Due to the ongoing COVID-19 pandemic, all home-based services were provided virtually this year. Families were given the option to do in-person video calls or phone calls based on their technology capacity. The annual parent survey conducted in June 2021 indicated that families were very satisfied with their program experiences. More than 90% of the 76 surveyed families indicated that EHS services were helpful for their child’s development this past year and that it helped them to gain confidence as a parent and engage in more activities with their child. Some of their comments include:

“Because this was my first child, they were really helpful and provided a lot of resources and information on how to be a mother.”

“My teacher helped a lot to clear up the concerns I had about my daughter’s growth. She gave me strategies on how to teach her to walk.”

“My son is trying to speak more. Before he did not pay much attention and now he is more attentive to activities.”

“The activities we do help my son learn words.”

In June 2021, the EHS management team conducted a return to services survey with families to help begin planning the re-start of in-person home visits and socializations. The majority of families expressed interest in resuming in-person visits once LAEP determines it is safe to do so. Plans for the center-based program continued to move forward with expectations that it will open in 2021-22.

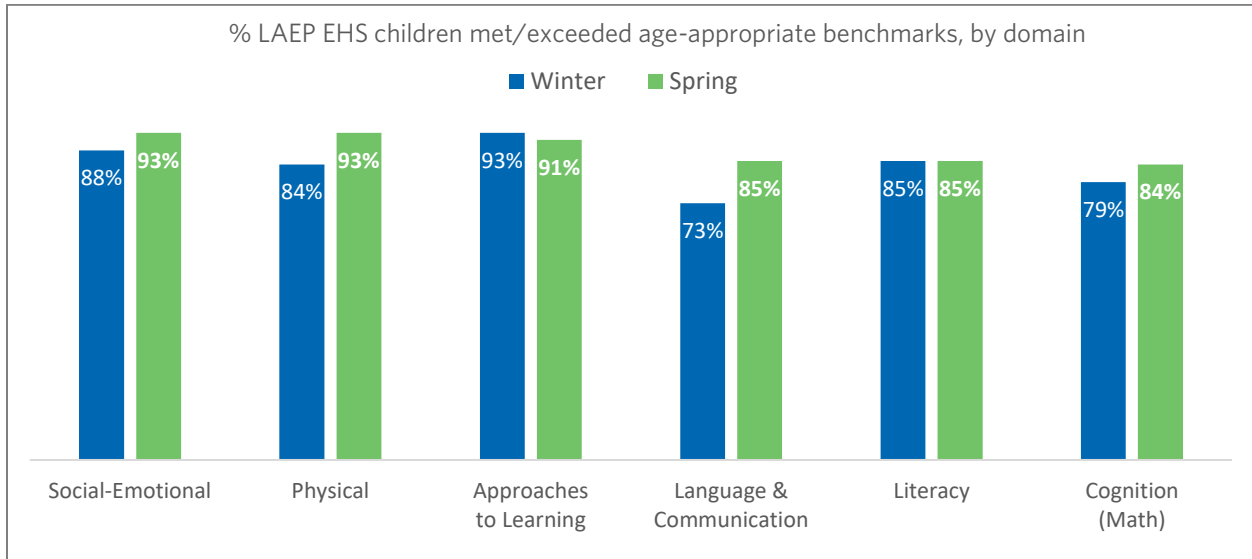
C. School readiness goals and preparing children for pre-school

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 children’s school readiness progress from Winter to Spring 2021 in each of the developmental domains. Over 90% of children met or exceeded developmental benchmarks in the Social-Emotional, Physical and Approaches to Learning domains by the end of the year. Over 80% met or exceeded the expectations for Language & Communication, Literacy and Cognition (Math).



N=67 matched cases [enrolled children age 0-3 who were assessed within the same age band (0-1,1-2 or 2-3) at both timepoints]

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. All socializations were provided this year via the virtual platform Zoom. 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 mental health and other issues related to the COVID-19 pandemic and shutdown. 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 Goal Focus	Parent Education Workshops: Topics (Partner)
Aug 2020	– Approaches to learning: Persistence & engagement	– WIC Updates/Changes During COVID-19
Sep 2020	– Dental and nutrition health	– Financial Empowerment
Oct 2020	– Language and communication: Engages in conversation	– Transition to Preschool Workshop
Nov 2020	– Perceptual, motor and physical: Gross and fine motor skills	– Cooking Classes (Root Down LA) – Oral Health Workshop – Secondary Traumatic Stress Workshop Series

Month	Socializations: SR Goal Focus	Parent Education Workshops: Topics (Partner)
Dec 2020	– Social and emotional: social relationships & problem-solving	– Cooking Classes (Root Down LA) – Secondary Traumatic Stress Workshop Series
Jan 2021	– Language and communication: Understands and responds	– Resilience Workshop Series – COVID-19 Vaccine Information (St. John’s)
Feb 2021	– Cognitive development: Sense of number and quantity	– COVID-19 Vaccine Workshop (Dept of Public Health)
Mar 2021	– Literacy: Attends to stories	– Improving Communication Workshop – Stress Management Skills – Parent Support Group Series (LA Dept of Mental Health) – Parent Wellness Introductory Workshop
Apr 2021	– Approaches to learning: Manages actions and behavior	– Music and Movement Workshop – Yoga and Health Snacks Workshop – Arts and Crafts for Mother’s Day – Mental Health Workshop
May 2021	– Social and emotional: Secure relationships	– S.M.A.R.T. Gardening (LA Public Works) – Transition to a New School – Immunizations – Parent Wellness Workshop
Jun 2021	– Cognitive development: Recognize differences	– Father’s Day Activity

No group activities are provided in July

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 (virtual in Fall, drive-through in Spring).

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. Almost 100% agreed that the staff had been helpful for their family as a whole. Over 90% said the program helped them to learn positive ways to cope with stress and more than 80% said it helped them to make progress on their goals. Many parents commented on the help they received with basic needs such as food and diaper banks. As one parent commented, *“Whenever I needed something, they made sure to accommodate me.”*

E. Community assessment summary

This annual report includes a summary of the most recent community assessment update completed for South LA and Inglewood/Hawthorne (January 2021). For both grant areas, gentrification is an ongoing concern because of the high cost of housing throughout all of Los Angeles County. While the number of children under five years of age who are below poverty level has decreased over time in all of the target zip code areas, the number of eligible children continues to be high. Specifically looking at EHS age children, there are an estimated 979 children under 3 years old who are below the poverty level in South LA and 1,864 in Inglewood/Hawthorne. There are also approximately 296 pregnant parents in a given year who are below poverty level in South LA and 729 in Inglewood/Hawthorne.

The level of need also continues to be high. For example, the number of homeless families in LA County Service Planning Area 6 - in which 90001 is located - almost doubled between 2019 and 2020, and that was prior to the pandemic shut-down. The number also greatly increased in Service Planning Area 8 in which the Inglewood and Hawthorne zip codes are located. In our community assessment survey with parents in January 2021, more than half of the 77 responding parents indicated they or their spouse/partner had lost their job since the pandemic started. This was the case in both South LA and Inglewood/Hawthorne, and the unemployment rate in both grant areas is higher than that for LA County. When parents were asked what services they most needed help with at the time, food and groceries was number one and housing was number two. Interviewed providers discussed observing these same challenges for the families they serve and discussed the impact of that on parental stress and mental health. Child care was also a top parent concern in both grant areas. South LA continues to be profoundly underserved by child care/early childhood programs. While Inglewood/Hawthorne has more programs and many family child care homes, interviews with providers indicated that less than half had spaces available.

Similar to prior year community assessment updates, parents indicated their top concerns for children’s development are in the areas of language / speech, early academic skills (e.g., colors, shapes, letters) and behavior. These concerns are confirmed by other information collected for the assessment. For example, interviewed community agencies also discussed concerns with children’s social-emotional and behavioral skills because of the pandemic shut-down. The need to focus on language development and early intervention for suspected disabilities is confirmed in school district and regional center information. The South Central Regional Center that includes 90001 has the second highest number of infants/toddlers with a developmental delay or disability in LA County. Inglewood Unified School District has a higher percentage of students with a disability than is found for LA County schools in general.

The priority needs in the table below represent those that were 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 and wellbeing - Housing security - Support for pregnant parents - Support for single parents - Child care

Parents’ descriptions of community strengths focus on the proximity of stores, schools and parks. Many also mention strong family ties and parent involvement with their children. The communities are also all served by many different resources that parents can access to help meet their needs. This has been increasingly important as more families have needed to access support during the pandemic. As one provider commented, *“Families and youth whom we work with are always looking for and appreciative of new opportunities and resources especially during this difficult time [in which] we continue to live.”*

F. Budget

The budgets in this report are for fiscal year June 1, 2021 through May 31, 2022, which started in the last two months of the 2020-21 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, 2021 to May 31, 2022		
	EHS Federal Funds	Cash Match	TOTAL
Personnel	\$662,040	\$46,635	\$708,675
Fringe	\$145,649	\$10,260	\$155,909
Supplies	\$27,023	\$20,160	\$47,183
Contractual	\$32,000	\$3,250	\$35,250
Other	\$103,397	\$162,223	\$265,620
TOTAL	\$970,110	\$242,528	\$1,212,638

Inglewood/Hawthorne EHS

	Fiscal Year: June 1, 2021 to May 31, 2022		
	EHS Federal Funds	Cash Match	TOTAL
Personnel	\$1,304,294	\$59,100	\$1,363,394
Fringe	\$286,945	\$13,002	\$299,947
Supplies	\$84,882	\$44,960	\$129,842
Contractual	\$141,340	\$74,170	\$215,510
Other	\$353,648	\$351,545	\$705,193
TOTAL	\$2,171,108	\$542,777	\$2,713,885

G. Office of Head Start audit

The Office of Head Start conducted a Focus Area One (FA1) monitoring review in June 2021. The program met all requirements; no deficiencies or areas of noncompliance or concern were found. This report includes the audit cover page. The full audit report is available upon request.



ADMINISTRATION FOR
CHILDREN & FAMILIES

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

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Greg Durkin

Los Angeles Education Partnership

202 W 1st Street

4th Floor, Suite 6-0410

Los Angeles, CA 90012 - 4299

From: Responsible HHS Official

A handwritten signature in black ink, appearing to read "Ann Fendley".

Date: 06/21/2021

On behalf of Dr. Bernadine Futral

Director, Office of Head Start

From May 3, 2021 to May 7, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) 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 (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

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

DISTRIBUTION OF THE REPORT

Ms. Cynthia Yao, Regional Program Manager

Ms. Michele Broadnax, Chief Executive Officer/Executive Director

Ms. Nancy Villarreal, Early Head Start Director

H. Agency fiscal audit

An independent audit company completed the annual fiscal audit of LAEP for the year ending June 30, 2020 (report completed January 2021). The agency was found to be in compliance with the exception of two areas for which a corrective action plan was created. Both are first-time findings and related to how processes work. As noted in the report, changes in accounting personnel may have affected these areas. The first corrective action plan relates to ensuring internal control processes operate as planned. The second 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 these areas at that time. The audit for the year ending June 30, 2021 will be conducted in early 2022. This report includes the first two pages of the 2020 audit report (full report available upon request).

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LS & Co.

Independent Auditor's Report

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

I have audited the accompanying financial statements of Los Angeles Education Partnership (the Organization) which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, I express no such opinion.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Los Angeles Education Partnership as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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Independent Auditor's Report - continued

Other matters

Other Information

My audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In my opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, I have also issued our report dated [DATE], 2021 on my consideration of Los Angeles Education Partnership's internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Los Angeles Education Partnership's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Los Angeles Education Partnership's internal control over financial reporting and compliance.

Lewis Sharpstone & Co.

Woodland Hills, California,
January 27, 2021