



Los Angeles Education Partnership

Early Head Start

ANNUAL PROGRAM REPORT 2018-19

August 1, 2018 – July 31, 2019

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	13
I. Office of Head Start audit.....	15

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 mothers. We serve a minimum of 10% (9) children with a diagnosed disability each month. Over the course of the year, we serve a minimum of 10 pregnant mothers.

In June 2019, LAEP received an Office of Head Start grant to provide home-based and center-based EHS services in the Inglewood community, located in the southwestern area of Los Angeles County and a few neighborhoods west of 90001. This includes zip codes 90301, 90302, 90303 and 90305, and is referred to as Inglewood 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. We serve a minimum of 10% (10) children with a diagnosed disability each month. Over the course of the year, we serve a minimum of 15 pregnant mothers. The home-based program uses the same model as the South LA program. The center-based model uses the *Creative Curriculum* and was designed to comply with the Head Start Act regulations and performance standards and to use research-based best practices.

The Inglewood program was funded for only the last two months of the 2018-19 program year (June and July 2019 of the August 2018 – July 2019 program year). It was in the start-up phase during those two months (e.g., hiring staff, starting planning outreach, locating space) so no families were enrolled. Thus, the program and goals data in this report focuses only on the South LA grant. The budget and community assessment sections include both grants.

Key 2018-19 Program Information

Program Area	South LA	Inglewood
months operational in the program year	Aug 2018 – Jul 2019	Jun 2019 – Aug 2019
# children, pregnant women and families served	129 Children 10 Pregnant women 113 families	0
# & % of enrolled children with a diagnosed disability	38 (29%)	Not applicable

Program Area	South LA	Inglewood
# & % of enrolled children who are up-to-date on health requirements, including well baby check-ups (WBC), immunizations (IZ) and dental check-ups	90 (70%) up-to-date on all three below 126 (98%) up-to-date on WBC 125 (97%) up-to-date on IZ 94 (73%) up-to-date on dental	Not applicable
% average monthly enrollment	99% (of 84) Month-end enrollment: 11 of 12 months = 84; 1 month=81	Not applicable
Total Amount of Public and Private Funds Received and the Amount from Each Source*	EHS public funds: \$897,563 Private sources: \$224,391	EHS public funds: \$ 2,075,400 Private sources: \$ 518,850
% of eligible children in the community served <i>(based on estimate of 1,276 children age 0-3 in families living below poverty level)</i>	10%	Not applicable

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

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 the surveyed families indicate they like participating in the program (93% of 44). 100% of the families agree that the ECE engages them in key activities that are indicative of a high-quality program. This includes involving the parent in planning the home visit and socialization activities, including the parent in setting school readiness goals for their child, and helping the family make progress on family goals. Parent comments about program satisfaction include:

“The teacher [ECE] had so much patience with my daughter. In everything, the teacher helped me with her, and she now knows things like sounds and counting.”

“My ECE showed me how to recognize the developmental stages where my child is at according to her age.”

For pregnant women, the program helps them stay on track with their prenatal schedule, gain knowledge about and set goals for their prenatal and postnatal experience, and transition their child into EHS when he/she is born. Feedback on their program satisfaction includes:

“I had many doubts with where to go for help and the ECE helped guide me to the best hospital.”

“They helped with exercises and nutrition since my pregnancy was delicate.”

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
- 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 2018-19 South LA results for the expected outcomes in 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. For each goal, we met or were close to meeting 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

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	89%*
	b) 90% of pregnant mothers transition child to EHS	89%
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	81%
	e) 80% of families receive information / services to address needs & goals	80%

** Data not available for percentage of children this year so this is the average percentage of dimensions met across all domains in Spring 2019 for 39 children in EHS at least one year*

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

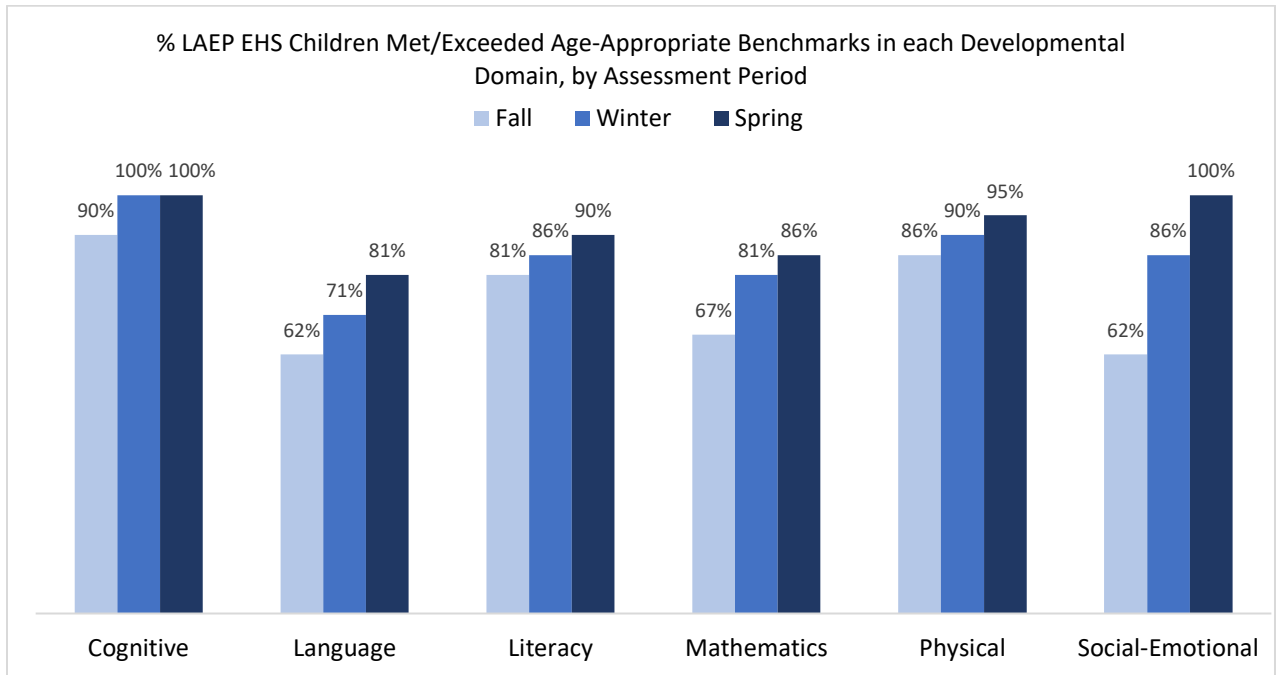
Short-term Objectives	Expected Outcomes & Target %	Results
2.1. Provide training and professional development on the ongoing developmental assessment to improve ECE observations and ratings, especially for children with a disability or special need	a) 100% of ECEs meet expectations for high-quality observations	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	100%
	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	76%

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	Typically 3 days, average 19
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	82%
	d) 80% of parents improve their knowledge about available resources	100%
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 2018-19 for LAEP South LA EHS children in each the developmental domains. As it shows, over 80% of children met or exceeded developmental benchmarks by the last assessment period of the program year. Progress was most substantial in the social-emotional, math and language domains.



N=21 matched cases (includes children assessed in all three of the 2018-19 time periods)

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 2019. If we met or exceeded our performance target percentage for an outcome, it is highlighted in bold green font. For the age 2-3 group, more than half of the children have an Individualized Family Service Plan (IFSP) so the data shows the percentage met/exceeded for the whole age group and then by whether or not they have an IFSP.

- Age group 0-1 – All target goals met
- Age group 1-2 – 12 of 14 target goals met
- Age group 2-3 – 10 of 18 target goals met for children who do not have an IFSP, 5 of 18 met for children with an IFSP

Children Age 0-1 (N=14)

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	Uses expanding vocabulary	90%	100%
		Engages in conversations	90%	93%
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%	93%
		Demonstrates gross-motor manipulative skills	85%	93%
		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 is more observant. She learns fast and is a critical thinker. She does not like staying in one place, she likes to explore.”

“My son is learning to follow directions. I do think he loves his class because when I tell him teacher [ECE] is coming today he gets happy.”

“If I ask my daughter to share her toys with other kids, she invites other kids and shares them.”

Children Age 1-2 (N=27)

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%	70%
		Speaks clearly	70%	70%
		Engages in conversations	85%	93%
		Uses social rules of language	75%	96%
Cognition	Early math concepts skills	Quantifies	70%	74%
Approaches to Learning	Persistence and engagement in learning	Attends and engages	90%	96%
		Persists	90%	93%
		Solves problems	85%	96%
Perceptual, Motor, and Physical Development	Improved movement and coordination skills	Demonstrates traveling skills	80%	89%
		Demonstrates gross-motor skills	85%	82%
		Uses fingers and hands	90%	93%
Social and Emotional Development	Their needs and wants appropriately	Follows limits & expectations	80%	93%
		Takes care of own needs appropriately	80%	85%
		Solves social problems	80%	96%

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

“My son is independent. He already wants to put shoes on himself and he eats on his own.”

“My daughter was very behind but now she is advancing little by little and tries to walk.”

“My child follows more instructions, says more words and socializes more with other children because of the socializations.”

Children Age 2-3 (Ns: All=36, No IFSP=17, IFSP=19)

HS I/T Domain	School Readiness Goal <i>Children will demonstrate....</i>	Expected Outcomes (GOLD Dimension)	Planned Target %	% met/exceeded in Spring		
				All	No IFSP	IFSP
Language and Communication	Ability to use home language while acquiring English skills	Uses an expanding expressive vocabulary	85%	53%	82%	26%
		Speaks clearly	85%	60%	81%	42%
		Engages in conversations	75%	50%	77%	26%
		Uses social rules of language	75%	53%	77%	32%
Literacy	Emerging reading skills	Notices & discriminates alliteration	90%	83%	82%	84%
		Interacts during reading experiences, book conversations, and text reflections	85%	81%	88%	74%
Cognition	Early math concepts skills	Counts	85%	69%	82%	58%
		Quantifies	70%	58%	77%	42%
		Understands shapes	80%	81%	94%	68%
Approaches to Learning	Persistence and engagement in learning	Attends and engages	90%	89%	88%	90%
		Persists	90%	86%	88%	84%
		Solves problems	85%	83%	82%	84%
Perceptual, Motor, and Physical Development	Improved movement and coordination skills	Demonstrates traveling skills	85%	97%	94%	100%
		Demonstrates gross-motor skills	85%	83%	88%	79%
		Uses fingers and hands	90%	97%	94%	100%
Social and Emotional Development	Their needs and wants appropriately	Follows limits & expectations	90%	92%	94%	90%
		Takes care of own needs appropriately	90%	89%	88%	90%
		Solves social problems	80%	72%	82%	63%

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

“My son is more open and more social.”

“My daughter looks over her alphabet and she is always ready for the teacher [ECE].”

“He is advancing very much for his age.”

E. Family engagement

100% of the surveyed EHS parents indicate they gained skills and information to help them become leaders in their child’s development and education. For example, they agree that the program helped them to do activities with their child to help them learn, give their child positive feedback when they do something good, and know how to identify concerns with their child’s growth and development. EHS also helped parents to gain skills and information to help them improve their own social-emotional skills, parenting confidence and social support network. Parent comments on helpfulness of EHS:

“The teacher [ECE] gave me different ways on how to talk to my child, like using a different tone of voice. Also, she gave me different methods in teaching my child how to recognize forms.”

“Attending the socializations helped me to be creative and to involve my other son in activities and to do home and school tasks.”

“I learned to use positive phrases and to be more focused on my daughter’s education.”

“The program helped become a better mother and learn techniques to overcome stress and to recognize when my child does good things.”

“They helped me with referring to the mental health therapist and going to the library.”

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. The parent activities are held at the two local partner elementary sites, Miramonte and Parmelee. These activities include a parenting education session, typically focused on education and at-home activities for parents that will support the school readiness goals. See the table below for the socialization topics.

Parent Involvement Socialization Topics

Month	Socialization Topics
Aug 2018	Approaches Toward Learning: Persistence and engagement in learning
Sep 2018	Dental Health and Nutrition Health
Oct 2018	Language & Communication: Use home language while acquiring English Language Skills
Nov 2018	Perceptual, Motor, and Physical Development: Gross and fine motor movement and coordination skills
Dec 2018	Social and Emotional Development: Demonstrate needs and wants appropriately
Jan 2019	Language & Communication: Attend to, understand, respond to communication
Feb 2019	Cognitive Development: Sense of number and quantity Dental Health and Hygiene
Mar 2019	Literacy: Attend to, repeat, use some rhymes, phrases, or refrains from stories or songs
Apr 2019	Approaches to Learning: Manage feelings and emotions
May 2019	Social & Emotional Development: Secure relationships with familiar adults
Jun 2019	Cognition: Differences between familiar and unfamiliar

Other parent involvement activities include the graduation ceremony held for three-year old children who complete the program, typically held twice a year. The Disability and Special Needs Manager also facilitates a monthly support group for families who have a child with a disability or special need.

F. Community assessment summary

South LA EHS

We conducted a comprehensive community assessment in Spring-Summer 2019, with the work led by a community assessment team. The team planned data collection, interpreted the data, and identified potential community priorities for the parents, staff, Policy Council and Board to discuss and approve. The target area continues to have a high percentage and number of eligible children and pregnant women. According to this year’s community assessment estimates, there are 2,127 children under five years of age who are below the poverty level, 1,276 of who are EHS age. There are also approximately 430 pregnant women in a given year who are below poverty level, more than half of whom are estimated to be single parents and 7.8% teen parents.

The 2019 community assessment confirmed that the 90001 area continues to have a very high level of need and is one of LA County’s greatest need areas. It also confirmed the priority community needs identified in our prior assessments and helped us to focus in on the needs of pregnant women and identify priority concerns specific to them. While there are many needs in the community, the priorities identified in the table below represent those that were identified by our stakeholder groups as both high need and of highest concern for the impact on children's healthy development.

South LA EHS Priority Community Needs

Children Age 0-3	Pregnant Women	Families
<ul style="list-style-type: none"> - Language development - Early education skills, esp. math & literacy - Behavior - Nutrition 	<ul style="list-style-type: none"> - Prenatal care schedule - Oral health care - Pre/post natal depression 	<ul style="list-style-type: none"> - English language skills - Adult education - Family safety and wellbeing - Housing security

Inglewood EHS

We conducted a comprehensive community assessment for the Inglewood community in Fall 2018 as part of our initial application. Inglewood is one of LA’s most densely populated areas and has a higher community risk profile than LA County. This includes a lower median income for families, higher rate of families receiving public assistance, higher rate of single parents and higher incidence of children in foster care. There are 2,499 children under five years of age who are below the poverty level, 1,499 of who are EHS age. The community assessment found that 79% lack child care space. There are also approximately 565 pregnant women in a given year.

Inglewood EHS Priority Community Needs

Children Age 0-3	Families
<ul style="list-style-type: none"> - Behavior - Social skills - Language development - Nutrition - Early intervention for children with diagnosed or suspected disabilities 	<ul style="list-style-type: none"> - Nutrition - Mental health - Parenting education - Support for single parents

G. Budget

While the program year is the same for South LA and Inglewood EHS, the budget years differ. The budget for each program is below.

South LA EHS

	2019 Budget (January 1, 2019 to December 31, 2019)		
	EHS Fed Funds	Cash Match*	TOTAL
PERSONNEL			
Total Salaries	\$ 618,402	\$ 57,784	\$ 676,186
Total Fringe Benefits	\$ 111,312	\$ 10,401	\$ 121,713
VOLUNTEER PERSONNEL		\$ 93,024	\$ 93,024
PROFESSIONAL DEVELOPMENT			
	\$ 12,104		\$ 12,104
SUPPLIES			
CONTRACTUAL*			
	\$ 63,873	\$ 20,699	\$ 84,572
OTHER			
Prog Staff travel reimbursement	\$ 9,000		\$ 9,000
Dual Office space	\$ 35,460		\$ 35,460
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	\$ 897,563	\$ 224,391	\$ 1,121,954

* This is the non-federal share that 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.

Inglewood EHS

		2019 Budget (June 1, 2019 to May 31, 2020)		
		EHS Fed Funds	Cash Match*	TOTAL
PERSONNEL				
	Total Salaries	\$ 1,330,850	\$ 118,024	\$ 1,448,874
	Total Fringe Benefits	\$ 266,170	\$ 23,605	\$ 289,775
VOLUNTEER PERSONNEL			\$ 171,324	\$ 171,324
PROFESSIONAL DEVELOPMENT		\$ 40,000	\$ 20,000	\$ 60,000
SUPPLIES		\$ 62,400	\$ 18,720	\$ 81,120
CONTRACTUAL*		\$ 190,400	\$ 59,616	\$ 250,016
OTHER				
Prog	Staff Travel reimbursement	\$ 10,800		\$ 10,800
Prog	Taxi Vouchers/Bus Tokens for families	\$ 6,000	\$ 6,000	\$ 12,000
Prog	Staff & Guest Validated Parking	\$ 4,480		\$ 4,480
Dual	HQ Office Space	\$ 24,600		\$ 24,600
Prog	Storage Space	\$ 6,000		\$ 6,000
Prog	Center Based Space	\$ 84,000		\$ 84,000
Prog	Socialization Space at local site		\$ 27,000	\$ 27,000
Prog	Socialization Space at local site		\$ 27,000	\$ 27,000
Prog	Socialization Space at local site		\$ 27,000	\$ 27,000
Admin	Insurance	\$ 3,300	\$ 3,300	\$ 6,600
Admin	Center Based Insurance	\$ 9,600	\$ 2,400	\$ 12,000
Admin	Van Insurance & Maintenance	\$ 9,600	\$ 2,400	\$ 12,000
Prog	Printing/Copy (Program & Outreach)	\$ 8,400	\$ -	\$ 8,400
Admin	Printing/Copy (Admin)	\$ 4,800	\$ 4,800	\$ 9,600
Admin	Postage	\$ 1,200	\$ 1,200	\$ 2,400
Admin	HQ Office Phone System & Internet	\$ 2,400	\$ 2,400	\$ 4,800
Prog	Program Office Phone System & Internet	\$ 10,400	\$ 4,061	\$ 14,460
GRAND TOTALS		\$ 2,075,400	\$ 518,850	\$ 2,594,249

* This is the non-federal share that 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, early childhood, 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

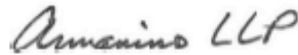
Compliance and Other Matters

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.

