



Los Angeles Education Partnership

Early Head Start

ANNUAL PROGRAM REPORT 2019-20

August 1, 2019 – July 31, 2020

Table of Contents

A. Agency and program overview	1
B. Program goals, services and satisfaction	2
C. School readiness goals and preparing children for pre-school.....	5
D. Family engagement	9
E. Community assessment summary.....	10
F. Budget	11
G. Agency fiscal audit	13
H. 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 a 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 will serve a minimum of 10% (10) children with a diagnosed disability each month. Over the course of the year, we will serve a minimum of 15 pregnant mothers. The home-based program uses the same model as the South LA program. The center-based model will use research-based best curricula and practices, and these will be finalized closer to the time of the center opening.

The South LA home-based services were provided for the full 2019-20 program year. Since Inglewood EHS was first funded two months prior to the start of this program year, it was in start-up phase through October. Inglewood families began receiving home-based services in November 2019. As of March 2020 and through the end of this program year, all home-based services were provided virtually due to the COVID-19 pandemic shut-down. The Inglewood center-based services were not started this year due to center construction needs and related COVID-19 shut-down delays.

In the 2019-20 program year and across the two sites, LAEP EHS served a total of 194 children age 0-3 and 12 pregnant women from 167 families. More than a quarter of the children (27%; 52) who received services this year had a diagnosed disability or developmental delay.

Key 2019-20 Program Information

Program Area	South LA EHS	Inglewood EHS
Total # program years in operation	10 years	1 year & 2 months
Months operational in the program year	Aug 2019 – Jul 2020	Aug 2019 – Jul 2020 (home-based only)*
Total # children, pregnant women and families served	135 Children 9 Pregnant women 116 families	59 Children 3 Pregnant women 51 families
# & % of enrolled children with a diagnosed disability	44 (33%)	8 (29%)
# & % of enrolled children who are up-to-date on health requirements, including well baby check-ups (WBC), immunizations (IZ) and dental check-ups	115 (85%) WBC up-to-date 133 (99%) IZ up-to-date 117 (87%) Dental up-to-date	54 (92%) WBC up-to-date 50 (85%) IZ up-to-date 31 (53%) Dental up-to-date
% average monthly enrollment	Average monthly enrollment was 100% of the 84 funded enrollment slots	Average monthly enrollment was 44% of the 104 funded enrollment slots
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***	11%	5%

* The Inglewood program was open as of August but still in start-up phase; enrollment in the home-based option started in November 2019

** This represents the entire annual 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=1,276; ING=1,172)

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.

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

Home-based option

Families enrolled in the home-based option 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 parent education workshops and activities. Services and support are also provided to families with children who have a diagnosed disability or developmental concerns. Our holistic approach eliminates barriers to children's success and aids parents in becoming their child's first teacher.

Due to the COVID-19 shutdown, all home-based services went virtual as of March 2020. Families were given the option to do in-person video calls or phone calls based on their technology capacity. While it took time to refine this new way of doing home visits and socializations, the ECEs indicated that the virtual process was working well in an August 2020 follow-up survey. They indicated that 88% of the families were receptive and engaged in the virtual / phone home visits. They also noticed many positive changes for families during this time period, including parents...

- becoming more engaged in the home visit lessons, including fathers
- asking more questions or seeking more assistance
- reinforcing the lessons with their child outside of the home visit time

Interviews with parents indicate that they continued to value the support of LAEP EHS even though the services were virtual for the second half of the program year. Some of their comments include:

"It is an excellent service, personally it has helped us a lot."

"These programs are very important as they help us to prepare our children for school."

"We have done all the learning games instructed to us by the ECE"

"We had to do a color picker. My daughter enjoyed the activity so much and I like how creative the teachers [ECEs] are."

"My child loves to play with toy cars so we have incorporated the cars onto his learning."

"They have been helpful for we have learned different techniques of learning games for our child's development"

"Communication was good and I was informed of everything"

"It was helpful because they were still able to communicate during the pandemic."

Center-based option

Due to the COVID-19 shut-down, center-based services were not provided this program year. Plans are to open the center in 2021.

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

We identified seven school readiness goals that indicate our priorities and expectations for children's developmental status and progress as a result of participating in our EHS program. These goals are

responsive to the needs identified for South LA and Inglewood based on our ongoing assessment data aggregation and our community assessments. The goals are shown below according to the related Head Start Early Learning Outcomes Framework developmental domain.

Language & Communication

SR Goal 1: Children will demonstrate the ability to use their home language

SR Goal 2: Children who are dual language learners will acquire English language skills

SR Goal 3: Children will demonstrate improved early literacy skills

Perceptual, Motor, and Physical Development

SR Goal 7: Children will demonstrate improved movement and coordination skills

Social & Emotional Development


SR Goal 6: Children will develop positive social relationships

Cognition

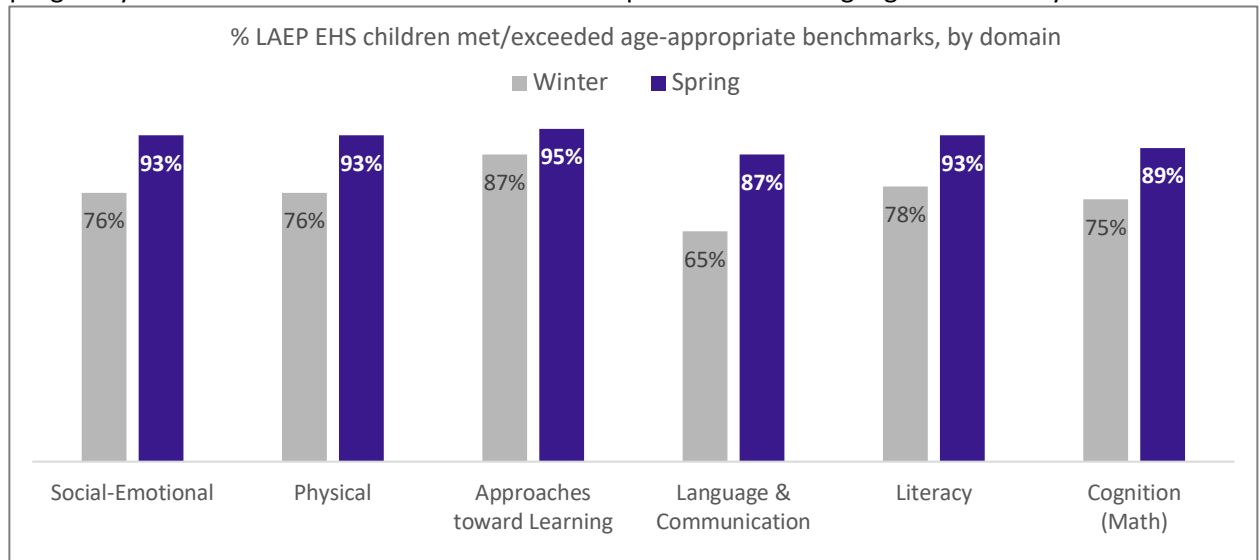
SR Goal 4: Children will demonstrate early math concepts skills

Approaches to Learning

SR Goal 5: Children will demonstrate persistence and engagement in learning



The chart below shows children’s progress from Winter 2020 to Spring 2020 in each of the developmental domains. Over 90% of children met or exceeded developmental benchmarks in the domains of Social-Emotional, Physical, Approaches toward Learning and Literacy by the end of the program year. Close to 90% met or exceeded the expectations for Language and Literacy.



*N=55 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)
Data are not included for Fall 2019 since ongoing assessment did not start for Inglewood until Winter*

D. Family engagement

The LAEP EHS program integrates parent engagement and empowerment in its weekly home visitation program. In addition, at least two group socialization activities are offered each month to encourage families and children to build social skills and networks with each other. Socializations include a parenting education session as well as parent-child activities and are typically focused on supporting the

school readiness goals. In South LA, the socializations are held at the two local partner elementary sites, Miramonte and Parmelee. In Inglewood, they were held at Darby Park in 90305, with plans to add one or two more locations. Due to COVID-19, the March and April socializations were cancelled and then resumed in May via the virtual platform Zoom. The table below shows the 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 the common needs they are seeing for families. The topics of this year’s workshops were focused on providing mental health and home safety support for families as everyone attempted to manage the impact of the pandemic and related shutdown. The table below shows the topics for each month. Other family engagement opportunities include a monthly support group for families who have a child with a disability or special need facilitate by the Disability and Special Needs Manager and a bi-annual graduation ceremony for three-year old children who complete the program.

Parent Involvement Activities and Topics

Month	Socializations: Goal Focus	Parent Education Workshops: Topics
Aug 2019	– Approaches Toward Learning: Persistence and engagement	
Sep 2019	– Dental and Nutrition Health	– Introduction of EHS Program and Community Needs
Oct 2019	– Language and Communication: Vocabulary and conversations	– Intelligence Awareness for parents to enhance children’s anger management skills – Stress Management for parents
Nov 2019	– Perceptual, Motor, and Physical Development: Traveling, gross motor and fine motor skills	– Practicing Self-care
Dec 2019	– Social and Emotional: Demonstrate needs and wants appropriately	– Visualizing the new year 2020
Jan 2020	– Language and Communication: Attend and respond to communication	– Meditation/ Relaxation
Feb 2020	– Cognitive Development: Problem solving and sense of quantity – Dental Health and Hygiene	– Guide to obtaining driver’s license – Nutrition: Good vs. Bad sugar – Smooth transitions to early education
Mar 2020	Canceled due to COVID	– EHS School Readiness ELOF
Apr 2020	Canceled due to COVID	
May 2020	– Social and Emotional: Develop relationships with adults	– Pandemic EBT SNAP Benefits
Jun 2020	– Cognition: Recognize differences between familiar and unfamiliar	– Preparation for Emergency
Jul 2020	– Nutrition and feeding	– Stress Management – Nutrition: MyPlate – Learning about Mental Health – How to sanitize during COVID

E. Community assessment summary

A comprehensive community assessment was completed for South LA in Spring-Summer 2019 and a community assessment update was completed for Inglewood in Jan-Feb 2020. This annual report

includes a summary of those most recent assessments. As a result of the federal budget re-alignment, the timing of the comprehensive community assessments and the updates was changed. These will now occur at the same time of year for both sites, with the next update to occur in January 2021.

South LA

The target 90001 area continues to have a high percentage and number of eligible children and pregnant women. There are an estimated 2,127 children under five years of age who are below the poverty level in the area - 1,276 of whom are the EHS target age of 0-3. 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 area continues to be one of LA County’s greatest need areas. For example, 43% of children under age 5 are below the poverty level compared to 25% for LA County and 56% of residents have not completed high school compared to 22% for the county. In addition, 87% of South LA residents speak Spanish as their primary language at home, compared to 39% for LA County. The community assessment 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.

Inglewood EHS

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 whom are the EHS target age of 0-3. The community assessment found that 79% lack child care space. There are also approximately 565 pregnant women in a given year. Gentrification has been occurring in Inglewood for the past several years, so LAEP also requested to extend services to the City of Hawthorne, zip code 90250. This request had not yet been approved as of the end the 2019-20 program year.

Priority Needs

The figure below shows the priority community needs for each site based on the recent assessment results. The three needs that are common to both areas are children’s Language Development, Behavior and Nutrition. The family’s needs tend to differ because of the demographic differences.

LAEP EHS Priority Community Needs

	South LA	Inglewood
Children Age 0-3	<ul style="list-style-type: none"> - Language development - Behavior - Nutrition - Early education skills, esp. math & literacy 	<ul style="list-style-type: none"> - Language development - Behavior - Nutrition - Social skills - Early intervention for children with diagnosed or suspected disabilities
Families	<ul style="list-style-type: none"> - English language skills - Adult education - Family safety and wellbeing - Housing security - Pregnant women’s needs (prenatal & oral health, pre/post natal depression) 	<ul style="list-style-type: none"> - Nutrition - Parenting education - Mental health - Support for single parents

F. Budget

As of March 1, 2020, LAEP and the Office of Head Start aligned the South LA and Inglewood federal budget years. The budgets in this report are for fiscal year June 1, 2020 through May 31, 2021, which started in the last two months of the 2019-20 program year.

South LA EHS

	Fiscal Year: June 1, 2019 to May 31, 2020		
	EHS Fed Funds	Cash Match*	TOTAL
Personnel			
Total Salaries	\$662,729	\$43,600	\$706,329
Total Fringe Benefits	\$132,546	\$8,720	\$141,266
Volunteers		\$72,461	\$72,461
Professional Development	\$14,169		\$14,169
Supplies	\$16,128	\$16,128	\$32,256
Contractual	\$23,400	\$14,700	\$38,100
Other			
Staff travel reimbursement	\$6,060		\$6,060
Staff phone expenses	\$6,664		\$6,664
Staff & guest validated parking	\$407	\$1,640	\$2,047
Transportation assistance for families		\$5,252	\$5,252
Office space	\$35,460		\$35,460
2 elementary school spaces for socializations		\$38,880	\$38,880
Insurance		\$3,600	\$3,600
Printing/copying		\$9,690	\$9,690
Postage		\$120	\$120
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 other grants received by LAEP, in-kind hours from parent and board volunteers, donations of time and supplies by consultants and partner agencies

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

Inglewood EHS

	Fiscal Year: June 1, 2019 to May 31, 2020		
	EHS Fed Funds	Cash Match*	TOTAL
Personnel			
Total Salaries	\$1,287,503	\$102,024	\$1,389,527
Total Fringe Benefits	\$257,501	\$20,405	\$277,905
Volunteers		\$197,716	\$197,716
Professional Development	\$40,000	\$20,000	\$60,000
Supplies	\$74,880	\$24,960	\$99,840
Contractual	\$163,982	\$63,828	\$227,810
Other			
Staff travel reimbursement	\$14,364		\$14,364
Staff phone expenses	\$8,280		\$8,280
Staff & guest validated parking	\$5,723		\$5,723
Transportation assistance for families	\$12,800	\$1,788	\$14,588
Office space	\$24,600		\$24,600
Storage space	\$6,000		\$6,000
Center based space	\$108,000		\$108,000
Center based security system	\$5,000		\$5,000
3 school / park spaces for socializations		\$84,000	\$84,000
Insurance	\$6,600		\$6,600
Center based insurance	\$12,000		\$12,000
Van insurance & maintenance	\$8,000	\$4,129	\$12,129
Printing/copying	\$18,000		\$18,000
Postage	\$2,400		\$2,400
Office phone system & internet	\$5,368		\$5,368
Program office phone system & internet	\$14,400		\$14,400
GRAND TOTALS	\$2,075,400	\$518,850	\$2,594,250

* This is the non-federal share that includes private sources such as cash match from other grants received by LAEP, in-kind hours from parent and board volunteers, donations of time and supplies by consultants and partner agencies

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

G. 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

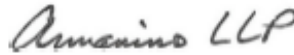
Compliance and Other Matters

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

H. Office of Head Start Audit

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



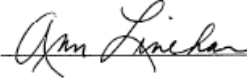
ADMINISTRATION FOR
CHILDREN & FAMILIES

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

Program Performance Summary Report

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

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


Date *3-8-18*

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

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

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

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