



LOS ANGELES  
EDUCATION  
PARTNERSHIP



Early  
Head Start



# EARLY HEAD START

2023 - 2024

*August 1, 2023 - July 31, 2024*



# 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 .....	7
E. Community assessment summary .....	9
B. Office of Head Start audit .....	11
C. Agency fiscal audit.....	11

## 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 programs, 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 June 2024, OHS approved LAEP’s request to combine the South LA EHS and Inglewood Hawthorne EHS contracts, which up to this point had been considered separate programs for reporting purposes.

In partnership with the Hawthorne School District, LAEP’s Early Head Start Center received its license from the Community Care Licensing Division and opened in April 2024. The center is located at the district’s Prairie Vista South state pre-school site at 13928 Kornblum Avenue, Hawthorne, CA 90250. It has four classrooms for infants and toddlers, an outdoor space, and a playground.

In the 2023-24 program year, LAEP EHS served a total of 219 children ages 0-3 and 25 pregnant parents from 204 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.  $47/219=21\%$  with an IFSP

**Table 1. Key 2023-24 Program Information**

Program Area	2023-24 Outputs
Total # children, pregnant parents and families served during the year	219 Children 25 Pregnant parents 204 Families
# & % of enrolled children with a diagnosed disability	47 children, 21%
# & % of enrolled children up-to- date on health requirements, including well baby check-ups (WBC), immunizations (IZ) and dental check-ups	178 (81%) WBC up-to-date 197 (90%) IZ up-to-date 207 (94%) Dental exam during program year
% average monthly enrollment	Average monthly enrollment was 86% of the <b>188</b> funded enrollment slots before we reduce our funded enrollment slots to <b>144</b> and were approve in June 1, 2024. The last two months the average monthly enrollment was 100%
Total Amount of Public and Private Funds Received and the Amount from Each Source**	EHS public funds: \$3,752,842 Private sources: \$32,745 TOTAL: \$3,785,587
% of eligible children in the community served***	16% of eligible children under 3

\*\* 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 (Florence-Graham=369; ING/HAW=1,009)

## B. Program goals, services and satisfaction

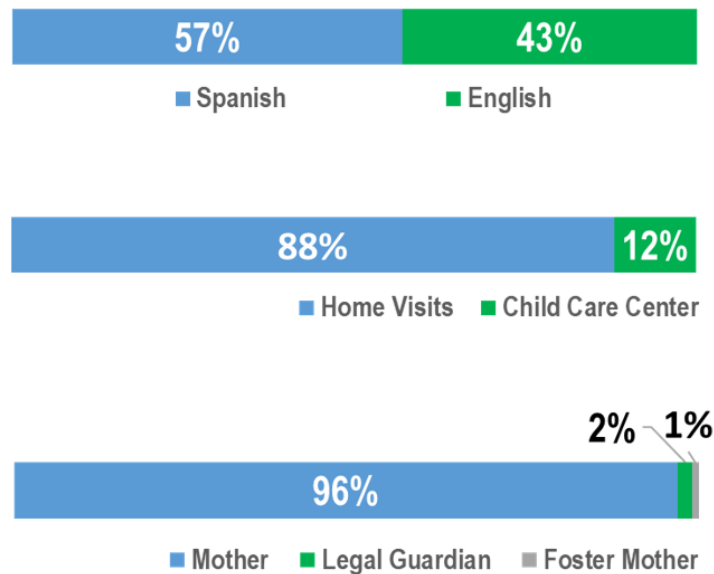
LAEP’s EHS program aims to promote children’s healthy development and readiness for pre-school success. Below are the five-year program goals that are designed to contribute to reaching that overarching impact. These goals apply to both South LA and Inglewood/Hawthorne.

1. Ensure families with greatest need are enrolled and supported to participate in the program regularly
2. Individualized 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 at 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.

In June and July 2024, parents were asked to complete an online, 14-item **survey** to measure their engagement in, satisfaction with, and impact of LAEP’s EHS program, including home visits and childcare center, which opened in Spring 2024. Of the 81 surveys submitted, 46 were completed in Spanish, and 35 were completed in English, 78 were completed by mothers, and 71 were completed by parents who received home visits. These numbers are shown in the figures below.

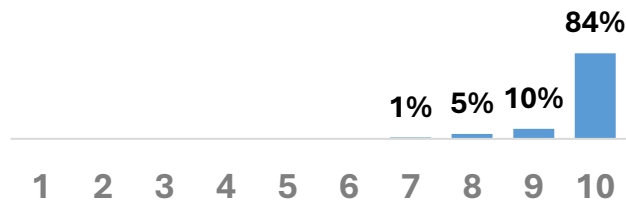
**Figure 1. Characteristics of Parent Survey Respondents**



Most parents were satisfied with their experience with their child’s EHS program, with 94% assigning ratings of 9 or 10 on a 10-point scale. About 80% of parents also strongly agreed that their teacher engaged them in productive and inclusive ways. Between 80% and 100% of parents reported that their participation in the program helped them to develop practices that support their children’s growth, liking giving them positive feedback, completing activities to help them learn, and knowing how to identify concerns with their development.

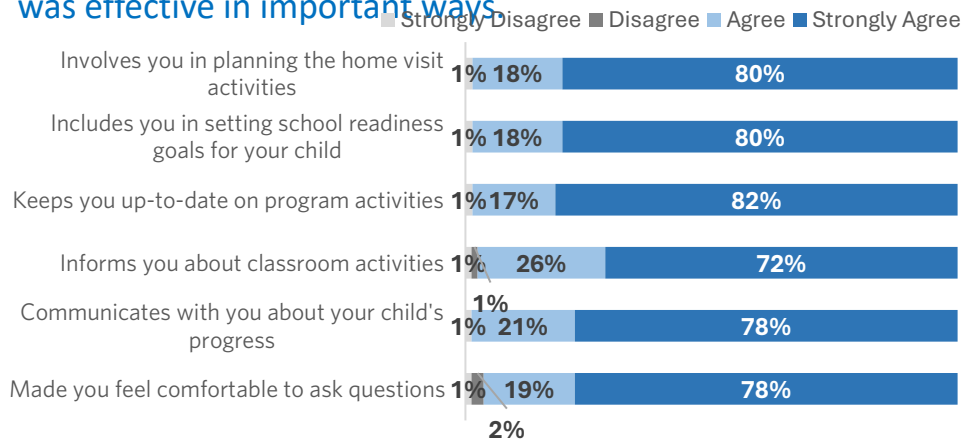
## Figure 2. Parent Overall Satisfaction with the Program

Almost all parents were totally satisfied with their overall experience with EHS, giving...



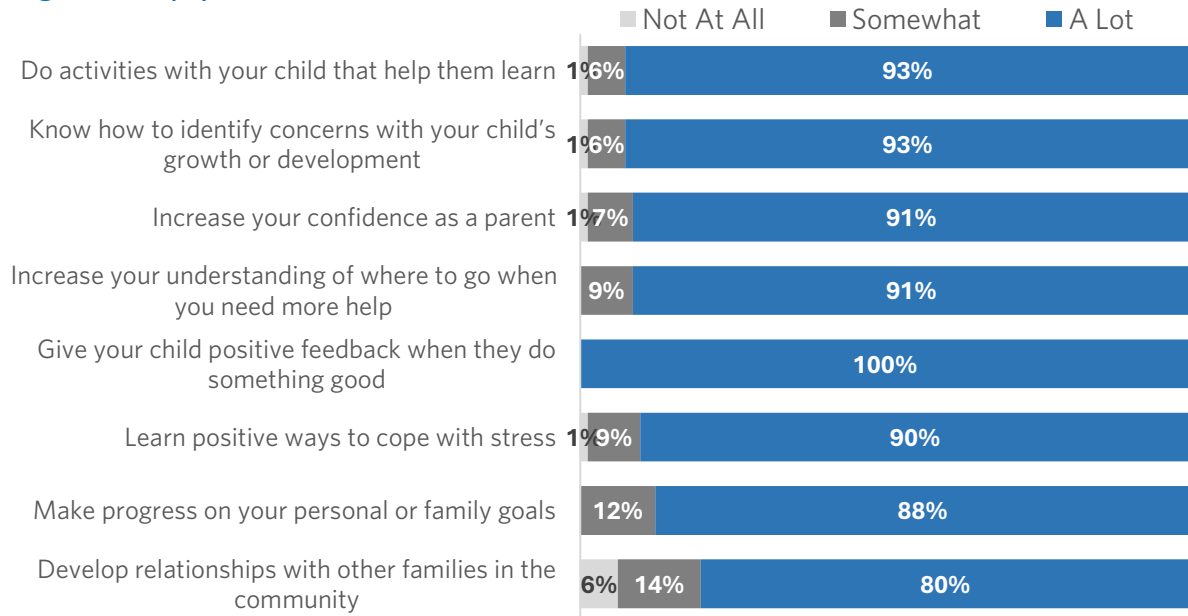
## Figure 3. Parent Engagement by EHS Staff Member

Almost all parents agreed or strongly agreed that their Early Childhood Educator or Center Teacher was effective in important ways.



## Figure 4. Parent Growth

How much did your and your child's participation in the program help you to ...



### 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.

Table 2. Summary of Program Goals

Head Start Early Learning Outcomes Domains	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

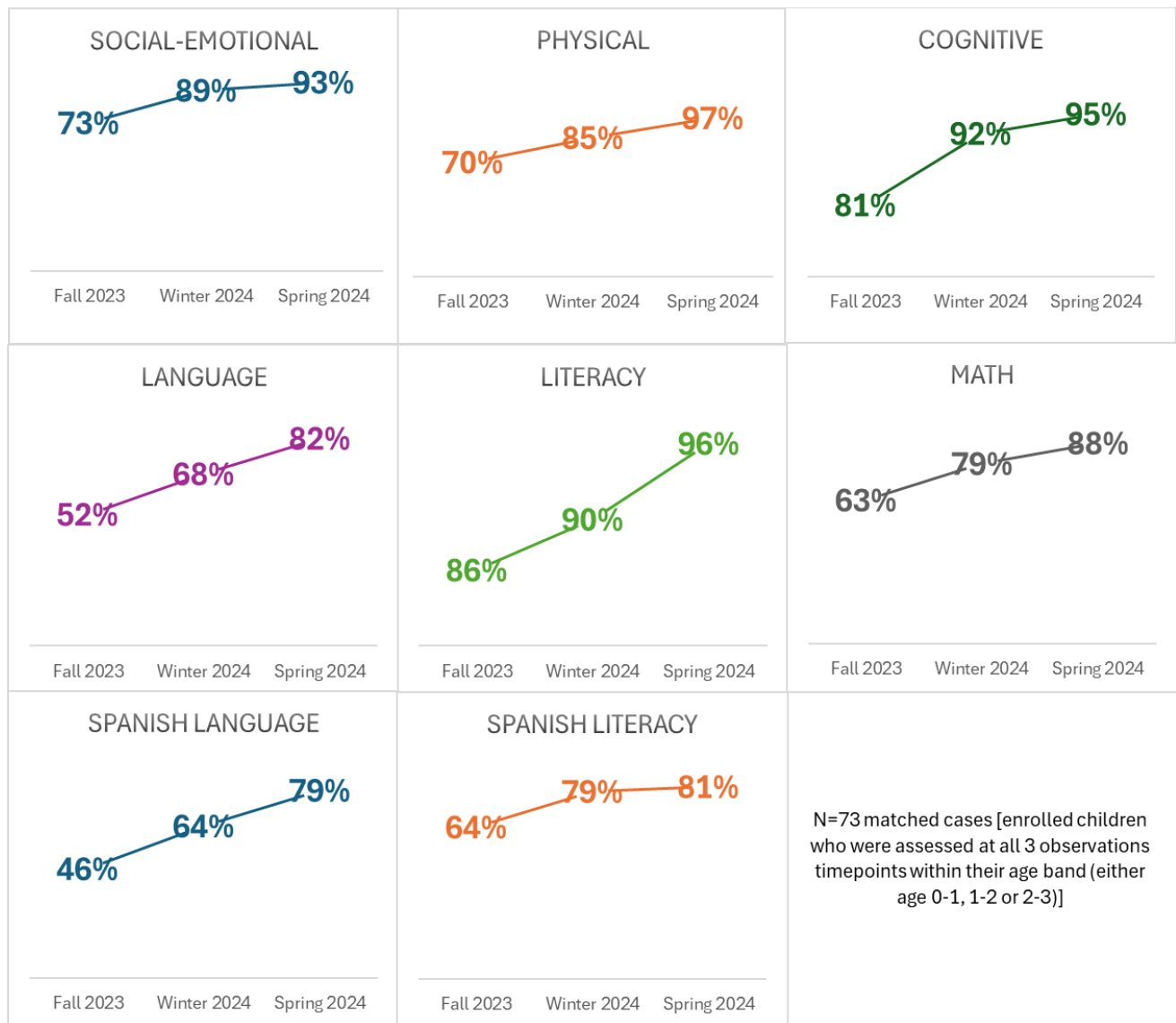
\* Includes English dimensions for primary language English speakers and Spanish Language dimensions for primary language

*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 2023-24 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, 80% or more of the children met or exceeded developmental benchmarks in all domains except for Spanish Language. Across all domains, all children grew by at least 10 percentage points from fall to spring, with the largest growth in Language and Spanish Language.

**Figure 5. Percentage of LAEP-EHS children age 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 the 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. The EHS team coordinated with community partners to provide some of the workshops and these partners are noted in parentheses following the workshop topic.

**Table 3. Parent Involvement Activities and Topics**

Socializations with School Readiness Focus		Parent Education Workshop Topics and Partners
<b>SR Goal Approaches Toward Learning:</b> Children will demonstrate persistence and engagement in learning with Shapes. Pedestrian and Home <b>Safety</b>	August 2023	Selfcare with love -EHS STAFF(SLA)
Dental Health and Nutrition Health	September 2023	Empathy and Compassion -PBS (SLA), Language- Everyday Communication (SLA,ING,HAW)
<b>SR Goal Language and Communication:</b> Children will demonstrate their ability to identify shapes using their home language.	October 2023	Self-Regulation & Impulse Control -PBS, Empathy and Compassion-PBS (ING)
<b>SR Goal Perceptual, Motor, and Physical Development:</b> Children will demonstrate improved movement and coordination skills.	November 2023	Language- Everyday Communication (SLA,ING,HAW)
PBS Family Math Day Shapes and Spatial Sense	December 2023	Healthy Habits for an adequate nutrition- EHS STAFF(SLA)
PBS Family Day “Counting”	January 2024	Budgeting and Savings -CHASE (SLA- Parmelee), Language- Everyday Communication (SLA,ING,HAW)
PBS Family Day “Sorting”	February 2024	Ending Chancla culture- Latinx Parenting (SLA,ING,HAW), The power of Credit- CHASE (SLA), Budgeting and Savings- CHASE (SLA- Parmelee elementary), Referral to Regional Centers/Districts- EHS STAFF(SLA)
<b>SR Goal Language Literacy:</b> Child comprehends meaning from pictures and stories. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	March 2024	Cooking class for parents and children-EHS STAFF(SLA), Autism Disorder/Speech Delay- EHS STAFF(SLA), The power of credit- CHASE (SLA Parmelee), Nutrition & Dental Hygiene- Dr. Elizabeth Rojas, DDS Inc. (SLA,ING,HAW)
<b>SR Goal Approaches to Learning-Emotional and behavioral self-regulation:</b> Child manages feelings and emotions with support of familiar adults. Child manages actions and behavior with support of familiar adults.	April 2024	Transition to a New School/ Culmination- EHS STAFF(SLA), Budgeting and Savings -CHASE (SLA),Language- Everyday communication- (SLA,ING,HAW)
<b>SR Goal Social and Emotional Development: Relationship with adults:</b> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	May 2024	Liberating our Lineage-LatinX parenting (SLA, ING,HAW)
<b>SR Goal Cognition:</b> Memory, Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. Child recognizes the stability of people and objects in the environment	June 2024	

Other virtual family engagement opportunities offered were 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 provided families with support related to family goals or needs. The annual family survey indicated how much parents appreciated this support, with 100% of respondents agreeing that the staff had helped the family make progress on personal or family goals (see figure 4).

## E. Community assessment summary

This section briefly summarizes the most recent community assessment conducted for Florence-Graham, Inglewood, and Hawthorne (Fall 2024). The comprehensive community assessment uplifted the following key demographic, economic, health-related, special populations, and workforce shifts in Los Angeles County and their implications for EHS-eligible children.

**Demographic Shifts** LA County's population is declining, with a 3.5 % decrease since 2023. The service area has a higher percentage of children under five and a higher percentage of Hispanics/Latinos compared to the county overall. The poverty rate in the service area is significantly higher than the county average.

**Economic Challenges** Housing costs have increased, with the average monthly rent at \$2,452, requiring renters to earn \$47.15 per hour to afford it. Unemployment rates in the service area are higher than the county average, with significant disparities among African American and Latino populations.

**Health and Well-Being** 8% of LA County's population is uninsured, with 2.7% of children under six lacking health insurance. Rising methamphetamine use and related deaths, impacting child welfare and increasing the need for mental health services. LAEP staff are also faced with the impacts of methamphetamine use. High rates of obesity and asthma among children, particularly in Hispanic and non-Hispanic Black communities. The number of children with disabilities continues to increase - 19.9% of children ages birth to 3 years and 40.3% of children ages three to five had special health needs compared to 18.3% and 40.3%, respectively. 14.3% of the children aged 3 to 5 years diagnosed with a disability in California have a mental, emotional, developmental, or behavioral (MEDB) problem from ages 3 to 5 years of age.

**Special Populations** High rates of low birthweight among Black infants. There are significant numbers of homeless and foster children in the service area. A large proportion of dual language learners, with many households speaking languages other than English. The number of single-father households is increasing.

**Eligible Children** The population in LA County is declining, decreasing the number of eligible children. There are 1,379 children identified as income-eligible for EHS services, 2,035 expectant families below the poverty level, and 22,330 eligible CalFresh participants. LAEP is currently meeting 89% of the eligible population's needs. The number of available preschool slots has increased, while the growth of infant/toddler slots has remained steady. At least five other HS grantees operate in the same area as LAEP, serving infants, toddlers, and preschoolers.

**Staffing and Compensation** High turnover rates and challenges in attracting qualified teaching staff. There is a need for professional development and coaching for existing staff. Future wage requirements to meet new Head Start Program Performance Standards, ensuring pay parity with K-12 preschool systems. Black, Latinx, Asian, and Native households make up 68% of the total population in Los Angeles County but comprise 82% of the families struggling to meet their basic needs. LAEP pays 24% more than the Hawthorne USD for a teacher with a bachelor's degree and minimal experience. Meanwhile, the LAUSD offers the highest salary among all districts for a teacher with a bachelor's degree, being just 1%

higher than LAEP's pay. LAEP does not pay sufficient wages for an adult with an AA degree and no children (\$137,687 annually). The salary for either of the programs used in this comparison is not enough to meet the California Self-Sufficiency Standard.

The findings highlight the urgency of expanding LAEP's service areas and implementing new Head Start program performance standards to ensure that all children, regardless of their socioeconomic background, have access to high-quality early education and comprehensive support services. By focusing on mental health, substance abuse, and special populations such as homeless and foster children, LAEP can profoundly impact the well-being and future success of these vulnerable groups. Moreover, addressing staffing and compensation challenges is crucial to attracting and retaining qualified educators who are essential to delivering these vital services. Competitive wages and professional development opportunities will not only enhance staff retention but also ensure that children receive the best possible care and education.

## A. Budget

The budgets in this report are for fiscal year June 1, 2023, through May 31, 2024, which started in the last two months of the 2021-23 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, 2023, to May 31, 2024		
	EHS Federal Funds	Cash Match (NFS)	TOTAL
Personnel	\$695,875	\$28,500	\$724,375
Fringe	\$151,911	\$6,270	\$158,181
Supplies	\$82,808	\$15,422	\$98,230
Contractual	\$22,002	\$17,778	\$39,780
Other	\$81,444	\$185,436	\$266,880
<b>Indirect</b>	<b>\$69,942</b>	<b>\$0</b>	<b>\$69,942</b>
<b>TOTAL</b>	<b>\$1,103,982</b>	<b>\$253,406</b>	<b>\$1,357,388</b>

### Inglewood/Hawthorne EHS

	Fiscal Year: June 1, 2023, to May 31, 2024		
	EHS Federal Funds	Cash Match (NFS)	TOTAL
Personnel	\$1,192,142	\$45,504	\$1,237,646
Fringe	\$256,003	\$10,011	\$266,014
Supplies	\$567,958	\$36,061	\$604,019
Contractual	\$166,286	\$132,790	\$299,076
Other	\$315,906	\$339,706	\$655,612
<b>Indirect</b>	<b>\$142,700</b>	<b>\$0</b>	<b>\$142,700</b>
<b>TOTAL</b>	<b>\$2,640,995</b>	<b>\$564,072</b>	<b>\$3,205,067</b>

## B. Office of Head Start audit

No review was conducted.

## C. Agency fiscal audit

An independent auditor<sup>1</sup> conducted LAEP’s annual audit for the year ending June 30, 2023 (report dated June 30, 2023). The audit identified no *material weaknesses* in internal control. Their report did identify a deficiency in internal control over financial reporting (2023-001) considered to be a significant deficiency, observing that LAEP does not have a robust year-end financial statement close process that results in the financial statements being closed accurately and in a timely way. Specifically, auditors observed that there were “12 journal entries which were posted to the original trial balance presented,

<sup>1</sup> Lewis Sharpstone & Co., 5850 Canoga Ave., Suite 400, Woodland Hills, CA 91367, [www.sharpstonecpa.com](http://www.sharpstonecpa.com)

to arrive at the financial statements that could be supported by audit procedures, and that 6 adjusting journal entries were waived.” The causes to which this deficiency was attributed were 1) inadequate resources in the accounting department, 2) inadequate training of the accounting personnel, and 3) inadequate oversight of the accounting department by management and the Board. Auditors recommended that the accounting department receive training on 1) routine procedures necessary to be conducted to perform the year end close of the books, and 2) generally accepted accounting principles, specifically as they relate to nonprofit revenue recognition. Management at LAEP agreed that underlying deficiencies were observed and committed to expanding additional resources to remediate this issue.

The audit found that LAEP did not comply with a requirement of the Office of Head Start at the biweekly payroll level. Specifically, at the biweekly payroll level, not all the documentation supporting the salary expense charged to the federal award for certain employees was maintained. Auditors recommended that LAEP implement appropriate procedures to create and retain the documentation supporting salary expense, at the biweekly payroll level, for each employee allocated to federal programs. In response to this recommendation, LAEP management agreed that the documentation of allocation on the payroll level was not always available. However, they also stressed that records did accurately reflect the work performed for the total year basis. LAEP also initiated a system to remediate the situation. This system was expected to result in documentation of allocation on a 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, 2023



LOS ANGELES  
**EDUCATION**  
PARTNERSHIP