



LOS ANGELES
EDUCATION
PARTNERSHIP



Early
Head Start



EARLY HEAD START

Annual Report
2024 - 2025

August 1, 2024 - July 31, 2025



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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 programs, referred to as South LA EHS, support 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, outdoor space, and a playground.

In 2024-25, LAEP EHS served a total of 204 children ages 0-3 and 31 pregnant parents from 197 families, exceeding the required minimum of 10% to be children who have diagnosed disability or developmental delay. Among children who received services this year, 36 of 204 (18%) had a Family Service Plan (IFSP). Table 1 summarizes enrollment and services.

Table 1. Key 2024-25 Program Information

Program Area	2024-25 Outputs
<i>Total # children, pregnant parents and families served during the year</i>	204 Children 31 Pregnant parents (197 Families)
<i># & % of enrolled children with a diagnosed disability</i>	36 children, 18%
<i># & % of enrolled children up to date on health requirements, including well baby check-ups (WBC), immunizations (IZ), and dental check-ups</i>	189 (93%) WBC up to date 174 (85%) IZ up to date 176 (86%) Dental exam during program year
<i>% average monthly enrollment</i>	98.6% average monthly enrollment
<i>Total Amount of Public and Private Funds Received and the Amount from Each Source*</i>	EHS public funds: \$3,610,445 Private sources: \$0 TOTAL: \$3,610,445
<i>% of eligible children in the community served**</i>	15% 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 Comprehensive Community Assessment, dated 2025: In Florence-Graham, Hawthorne, and Inglewood, there were 1,379 eligible children.

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
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 of *Partners for a Healthy Baby* to help plan and facilitate parent-child activities in each

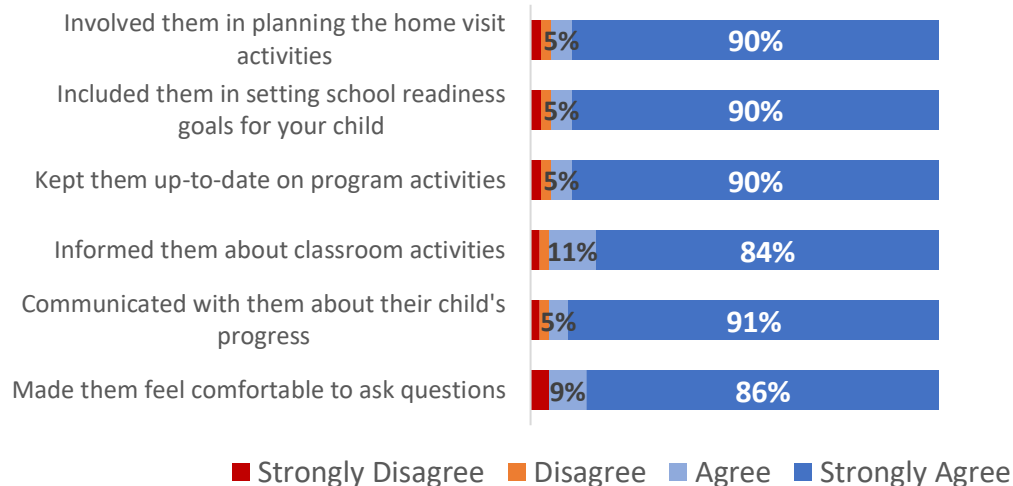
session. A family can enroll at any time during the year when a program space is available if their child is below age 3, and the family meets the enrollment and selection criteria. Families are encouraged to stay in the program through their child's third birthday. In addition to the visits, the program 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 are diagnosed with disability or developmental concerns. LAEP's comprehensive approach reduces barriers to children's success and aids parents in becoming their first teacher.

Families were surveyed about their experience with the EHS program in June 2025, with 44 families completing a survey: 20 completed the survey in English, 24 in Spanish; 4 respondents had children enrolled in the Childcare Center, and 40 in the Home Visiting Program. Most parents were satisfied with their experience with their child's EHS program, with 98% assigning ratings of 9 or 10 on a 10-point scale, where 10 was "Totally Satisfied".

LAEP ECEs and Teachers successfully engaged the families they served across key program activities.

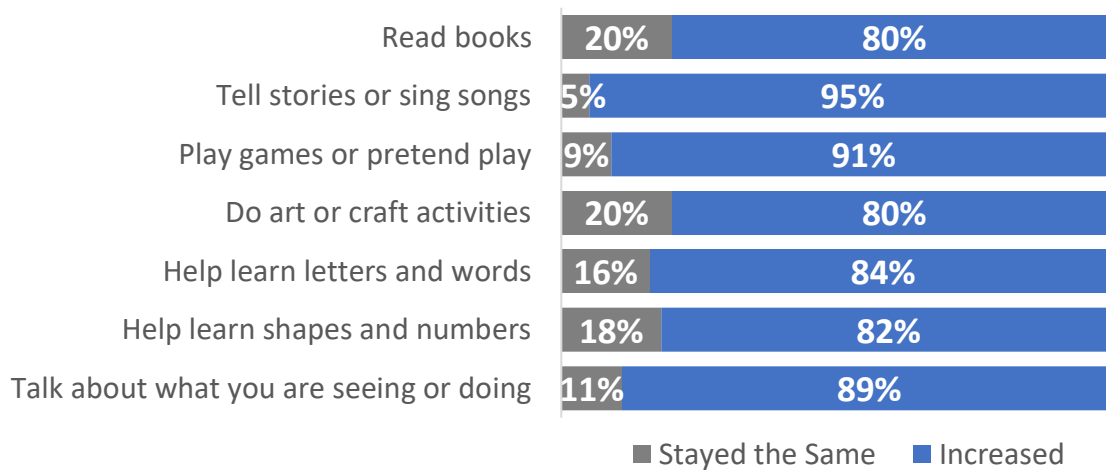
Figure 1 shows that most parents (95%) strongly agreed or agreed that their ECE or teacher engaged them in important aspects of their child's program. The largest proportion of parents (91%) reported that their LAEP team members communicated with them about their child's progress. By contrast, the smallest proportion (86%) reported that their team members made them feel comfortable asking questions.

Figure 1. The great majority of parents strongly agreed or agreed that their LAEP ECE or teacher ...



Most parents reported increases in learning activities they carried out with their children. Figure 2 shows that most parents reported increases in learning activities with their children at the end of their program year. The activity in which the greatest proportion of parents (95%) reported increases was **telling stories or singing songs**, while reading books (80%) and doing arts and crafts (80%) was identified by the smallest proportions of parents as having increased.

Figure 2. By the end of the year, most parents reported that their **learning activities** with their children had **increased**.



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 were developed to respond to the needs of children in the communities served by LAEP, based on the community assessment and *Teaching Strategies™ GOLD®* findings. 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

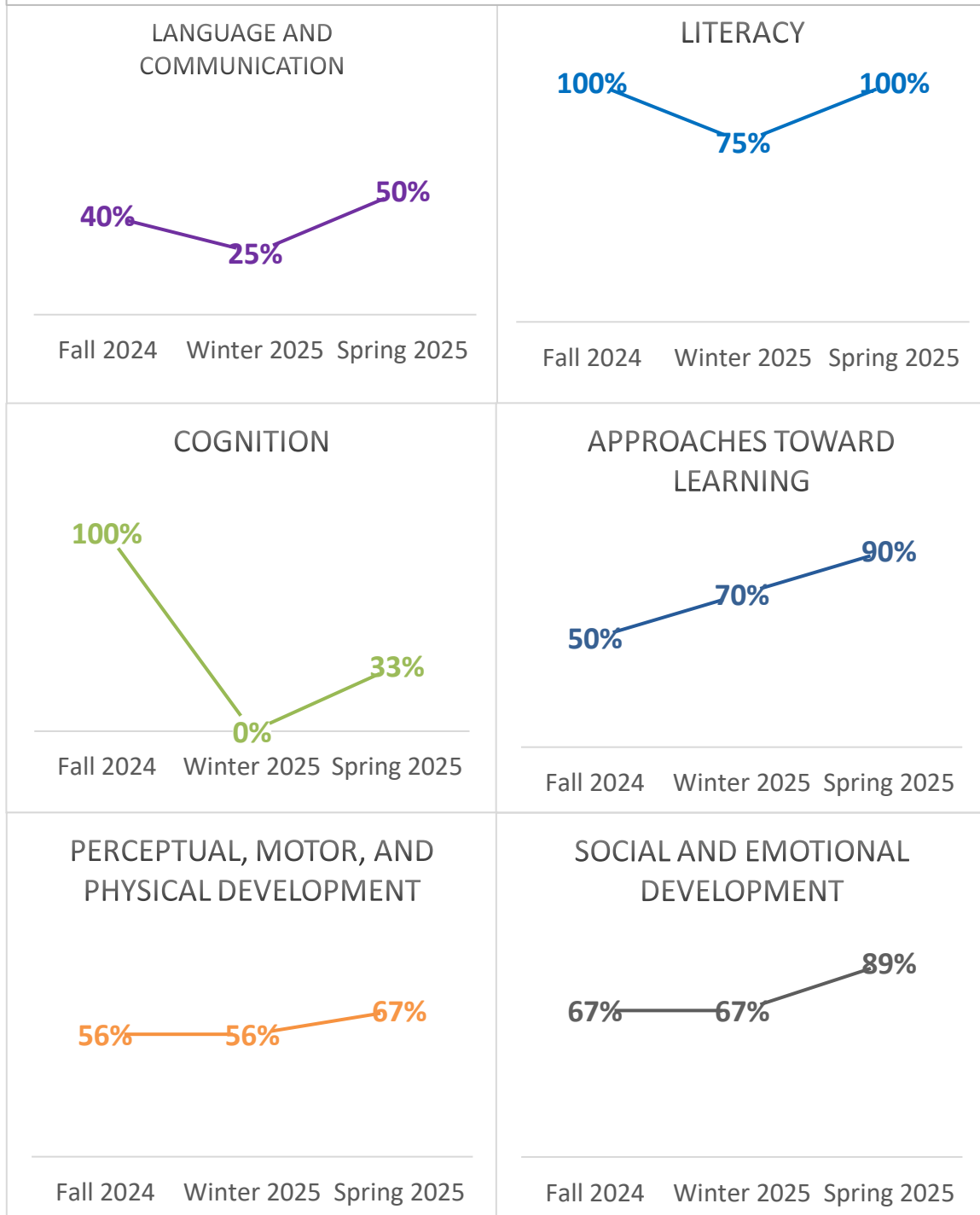
* Includes English dimensions for primary language English speakers and Spanish Language dimensions for primary language Spanish speakers

** Only includes children with primary language = Spanish

Table 3 shows the percentages of targets met by children enrolled in LAEP EHS for home-based and center-based programs for fall, winter, and spring observation periods. Across all domains except cognition, the

proportions of targets met by LAEP increased from prior observation periods.

Table 3. Percentages of Targets Met by LAEP EHS Children ages 0 to 3 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. Socialization activities include parenting education and parent-child interactions. These activities typically focus on supporting school readiness (SR) goals.

During the 2024–2025 school year, Family and Community Engagement services provided a variety of workshops to support parents and caregivers in fostering their children's development, well-being, and school readiness. These events provided families with access to community resources, health and developmental information, family support services, and essential baby items. In addition to serving enrolled families, the Community Baby Showers were an effective recruitment and outreach strategy for the program. The events attracted both families currently enrolled in the program and families from the surrounding community. As a result, staff were able to connect with and recruit new expectant families who may benefit from Early Head Start services.

Home-Based Program

A total of 14 parent workshops were offered on topics including:

- My Child, Media, and Technology
- Opening Doors
- Speech and Language Development
- Cyber Safety
- Painting as a Form of Wellness
- Cooking and Nutrition Classes

Workshops were conducted at partner locations, including Miramonte School, Curtis Tucker Community Wellness Center, and through virtual platforms, ensuring accessibility for families.

Center-Based Program

A total of 5 parent workshops were provided, covering:

- Opening Doors
- Cooking and Nutrition
- Your Toddler's Socio-Emotional Development
- Transition Workshop: Hawthorne Preschool
- Transition Workshop: Lawndale Preschool

These workshops focused on strengthening family engagement, supporting child development, promoting healthy lifestyles, and preparing families for successful transitions into preschool settings.

Community Baby Showers

To further support expectant families and families with infants, the program hosted four Community Baby Showers during the 2024–2025 school year:

- 2 Community Baby Showers in the South Los Angeles (SLA) area
- 2 Community Baby Showers in the Inglewood/Hawthorne (ING/HAW) area

E. Community assessment summary

This section briefly summarizes the most recent community assessment conducted for Florence-Graham, Inglewood, and Hawthorne. The comprehensive community assessment, documented in a separate report dated Fall 2024, 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 and Socio-Economic Disparities. Table 4 summarizes important differences between the overall California and LA County regions and the areas served by LAEP related to children under age 5, which is generally higher in LAEP areas, and related to prioritized ethnicities, with much higher concentrations of Hispanic/Latino and Black/African American people in the areas served by LAEP. These ethnicity distributions highlight the importance of customizing linguistic and cultural approaches to the specific lived experiences of community residents.

Table 4. Key Demographic Data for Regions Served by LAEP EHS

Region	Population Density (per sq. mi.)	% Persons Under 5	% Hispanic/Latino	% Black/African American
California	254	5.5%	40.3%	6.5%
LA County	2,466	5.0%	49.0%	9.0%
Florence-Graham	16,306	7.1%	93.6%	5.3%
Hawthorne	13,920	6.7%	55.2%	25.6%
Inglewood (90301-05)	6,404 – 15,537*	5.5%	49.3%	38.4%

**Density reflects variability across target zip codes 90301, 90302, 90303, and 90305.*

Income, Employment, Poverty, and Housing. The median household income gap serves as a primary indicator of the severe strain of the economy on families' ability to meet their basic needs. For example, Florence-Graham's median income of \$58,200 is \$25,211 lower than the Los Angeles County average of \$83,411. Families in the LAEP service areas are operating with 30% less capital than the average county resident, yet they must navigate a housing market where median rental rates are 3% higher in LA County than the state average. This creates an environment where families may be forced to choose between their housing and meeting the nutritional or developmental needs of their children. The following statistics illustrate the conditions for families in LAEP's service areas:

- In Florence-Graham, 34.4% of children under five live in poverty—nearly double the LA County rate of 17.5%.
- The service area maintains an average poverty rate of 17.6%, significantly outpacing the 13.9% county average.
- Florence-Graham remains the most vulnerable corridor, with an overall poverty rate of 21.7%.

Social Determinants of Health and Well-Being. In SPAs 6 and 8, a child's zip code often determines their health trajectory more than their genetics. Structural inequities dictate access to the foundational resources—clean air, nutrition, and medical care—required for early cognitive and physical development,

making SDOH a primary strategic concern for LAEP. Specifically, in areas served by LAEP...

- Residents in target areas face systemic barriers to early prenatal care, which remains a primary driver of long-term infant health disparities.
- There are elevated rates of low birthweight infants, signaling a need for enhanced maternal support.
- High-density in these neighborhoods presents persistent concerns regarding asthma and childhood obesity.
- Consistently low Healthy Places Index (HPI) scores indicate a community-wide lack of access to the environmental and social assets that support well-being.

Eligible Children and Unmet Needs. Identifying LAEP’s *service gap* is a major step in prioritizing the most vulnerable populations, specifically unhoused families, foster youth, and dual language learners. There are currently **1,234 unserved children** who are eligible for services, resulting in **89% unmet need**. The current distribution of Early Head Start (EHS) children and expectant mother slots is summarized in Table 5.

Table 5: Allocation of Slots by Service Area

Region	EHS Child Slots (Center-Based)	EHS Child Slots (Home-Based)	Expectant Mother Slots (Home-Based)	Total Slots
Florence- Graham	0	55	7	62
Hawthorne	24	0	0	24
Inglewood	0	55	3	58
Totals	24	110	10	144

Staff Demographics, Compensation, and the 2031 Mandate. As LAEP navigates the 2031 Head Start Program Performance Standards (HSPPS) mandate, professionalizing our workforce and achieving wage equity are important strategic priorities for the organization. LAEP’s 2023 self-assessment concluded that the organization is effectively implementing strategies to attract and retain qualified staff. However, there is a shortage of viable candidates entering the industry. Specifically, the following barriers will need attention:

1. **District Wage Gaps:** As is typical in the early education field, unfortunately, there is a substantial deficit between LAEP’s salary scales and those of local districts such as Hawthorne USD, Inglewood USD, and LAUSD. These districts offer significantly higher entry-level and credential-based compensation, leading to a constant exodus of LAEP-trained talent.
2. **The Credentialing Mandate:** The mandate 2031 deadline requires a higher percentage of staff to hold advanced credentials, but LAEP will be challenged in competing for or retaining the qualified educators required to meet federal standards.

F. Budget

Budget data included in this report apply to fiscal year June 1, 2024, through May 31, 2025. 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.

Fiscal Year: June 1, 2024, to May 31, 2025			
	EHS Federal Funds	Cash Match (NFS)	TOTAL
Personnel	\$2,250,225.08	\$73,448.00	\$2,323,673.08
Fringe	\$495,049.52	\$16,158.56	\$511,208.08
Supplies	\$49,738.00	\$22,494.00	\$72,232.00
Contractual	\$265,365.00	\$140,008.00	\$405,373.00
Other	\$198,238.40	\$650,502.44	\$848,740.84
Indirect	\$351,829.00		\$351,829.00
TOTAL	\$3,610,445.00	\$902,611.00	\$4,513,056.00

G. Office of Head Start Audit

In October 2025, the Office of Head Start conducted a review of LAEP's performance and compliance with the requirements of the Head Start Program Performance Standards. OHS reviewers issued a Program Performance Summary Report containing their findings. Across all content areas reviewed – namely, 1) Program Design, Management, and Improvement, 2) Supporting Safe and Healthy Learning Environments, 3) Fiscal Infrastructure, and 4) Eligibility, Recruitment, Selection, Enrollment, and Attendance – LAEP was found to be compliant. Within the performance areas of Program Governance, Staffing and Staff Member Supports, Comprehensive Financial Management Structure and Systems, and Facilities and Equipment Management were cited as "Strong Practices." The descriptions listed in Table 6 quoted from the report illustrate these strong practices.

Table 6. LAEP EHS Strong Practices

Performance Area	Strong Practice
Program Governance	<i>The grant recipient selects members of the board of directors for their expertise and community connections to support the Early Head Start (EHS) program with workforce development, social services, education, and health services.</i>
	<i>When the community assessment identified concerns about high turnover and challenges in attracting and retaining qualified teaching staff, the board members evaluated staff concerns, increased pay to comparable levels with other agencies, and developed a wellness program, resulting in high rates of retention among EHS staff.</i>

Staffing and Staff Member Supports	<i>The grant recipient tracked retention data to support staff's longevity and employment efforts.</i>
	<i>The staff wellness program targeted professional development opportunities, and a wage scale comparable to those of similar programs have supported the retention and advancement of entry-level staff to manager positions.</i>
	<i>Recruitment and retention efforts resulted in a highly qualified staff with a long tenure in the program.</i>
Comprehensive Financial Management Structure and Systems	<i>The director of finance and program management reviews the Early Head Start budget and audit weekly.</i>
	<i>The grant recipient aligned its annual budget with programmatic priorities to support positive outcomes for children and families.</i>
	<i>To address the need for improved family engagement in goal setting, the program invested in training for family service workers to attain a family service credential.</i>
Facilities and Equipment Management Systems	<i>The grant recipient has developed and implemented a risk management action plan to identify and mitigate risks associated with Head Start program operation.</i>

H. Agency Fiscal Audit

A financial audit was conducted in March 2025 by an independent auditor – Fournberg, Juneja, Rocher & Company, Encino CA, who used *auditing principles accepted in the United States* (GAAP). The audit resulted in only one significant finding in Preparation of Schedule of Expenditures of Federal Awards. The funding type was described as “Significant Deficiency in internal control over financial report.” Specifically, the auditors noted that federal expenditures for Student Support and Academic Enrichment grants included about \$672,000 nonfederal awards, with \$354,000 of expenditures that did not meet the criteria for recognition. Discrepancies in LAEP management’s report preparation and review controls resulted in inaccurate reporting on the Schedule of Expenditures of Federal Awards (SEFA).

This was not a repeat finding.

The auditors recommended strengthening SEFA preparation and review controls by carrying out a formal reconciliation to the general ledger and supporting grant schedules, maintaining a grant master list that tracks federal vs. non-federal shares, and performing a second-level review independent of the preparer.

LAEP followed this recommendation by assigning an Executive Team member to conduct a second review and sign-off confirming that “All line items relate to federal awards and the amounts reported meet the definition of federal awards expended for the correct period; and key assumptions used in preparing the SEFA are documented, including how refunds or credits, reclassifications, and cutoffs

were handled.

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, 2025



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