Los Angeles County Office of Education
Head Start and Early Learning Division

Inspire to Reach Higher!

ANNUAL REPORT 2018
Los Angeles County Office of Education

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www.lacoe.edu

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Mission, Vision, Division Goals, and Core Values

Mission

Improving the lives of students and our educational community through service, leadership, and advocacy.

iLead, iSupport, iServe

Vision

A culture of excellence in ALL we do.

Division Goals

• School Readiness for Children Birth to Five
• Family Engagement
• Organizational Effectiveness

Core Values

Humanity, Integrity, Motivation, High Expectations, Accountability, Adaptability, Teamwork, Investment
Debra Duardo, M.S.W., Ed.D.
Superintendent,
Los Angeles County
Office of Education

It is a joy to look back at the year just passed and know that more than 13,000 infants, toddlers, and preschoolers received a quality education. These children may not have had an opportunity otherwise, and I am deeply thankful to all the LACOE staff, delegate agencies, and community partners who made it possible.

Times are difficult and many families are struggling. Oftentimes, we encounter families with multiple jobs, raising children, with a lot of stress in the household. Education is, I believe, the only pathway for many of our children to overcome the challenges of poverty and other issues that they’re facing in their homes and in their communities.

What’s wonderful about our early learning programs is that they’re comprehensive. It’s not just the instructional side, such as learning the alphabet; there’s also a social-emotional component, making sure children are learning how to self-regulate, how to become good students. And LACOE works with and educates their parents, who are their primary teachers, to ensure that learning takes place during all of their waking hours, not just when they’re at school.

The Head Start Policy Council, in particular, is amazing. Parents are involved in decision making at every step and are becoming empowered to be leaders in their community and advocates for their children.

All children are entitled to a quality education. Until every single child in our community is educated, thriving, and doing well, the whole community suffers, and the more we’re going to see people incarcerated, the more we’re going to see crime, the more we’re going to see people engaging in activities that are not healthy and productive. We need to make sure we continue to communicate the power of education to parents and to those making decisions that impact our children.

The children we serve are facing an achievement gap; many start kindergarten at a deficit, already behind their peers. What LACOE can do is to make sure that they have access to quality early education. The earlier they enter that system of support and education, and the more their parents know about how to support them at home, the more likely they are to do well in school and in life. And the stronger our communities will be.
Keesha Woods,
Executive Director
LACOE Head Start and Early Learning Division

I kicked off 2017-18 by calling on our staff and delegate agencies to Inspire to Reach Higher—inspire children to become the best they can be, inspire their parents to be excellent first teachers and advocates for their children, inspire teachers to connect with children in every interaction, and inspire each other to always strive for the best. You answered the call!

Over the past year, we continued the ongoing transformation of our services to reach those most in need. This included Head Start expansion of 74 slots in Central Los Angeles, and more than 100 new Early Head Start slots served by delegates all across the county. As our communities evolve—with the homeless population growing, gentrification spreading, birth rate declining, and the cost of living always rising—we will keep adapting to meet families’ needs, especially by shifting attention to infants and toddlers, when their brains are developing fastest and services are hardest to come by.

In March, the Office of Head Start informed us that LACOE and our delegate agencies can continue to provide Head Start services for the next five years (2019-24) without recompeting for our grant! This means no disruption of services to children, and we can keep our attention focused on providing quality programs to children and families. This decision is a testament to the hard work and dedication of LACOE staff and all delegate agencies in creating and maintaining quality facilities, procedures, and practices to pass every federal review with flying colors.

We’re very excited to have a new strategic plan to guide us through the next five years and help us embody LACOE’s vision of A Culture of Excellence in All We Do, while carrying out our mission of Improving the lives of students and our educational community through service, leadership, and advocacy. We look forward to working with all of our delegate agencies, families, and community partners to enact this plan. Let’s keep inspired to reach higher for our children and families every day.
The Los Angeles County Office of Education (LACOE) is the nation’s largest regional education agency. LACOE supports the academic and financial stability of the county’s 80 K-12 school districts. The County Superintendent and a seven-member County Board of Education lead the organization to ensure educational excellence for two million preschool and school-age children.

LACOE provides direct instruction to juvenile offenders in juvenile court schools, students with disabilities, and students at risk of dropping out or who need alternative classroom settings. LACOE also operates the award-winning Los Angeles County High School for the Arts and Los Angeles County International Polytechnic High School.

In 2018, LACOE was instrumental in streamlining the licensing process for all childcare providers in the state. Previously, providers were required to apply for separate licenses to serve infants and toddlers, preschoolers, and school-age children. Due to the passage of AB 605, initiated by LACOE, providers will soon be able to serve children of all ages with a single license.
LACOE has provided high-quality, comprehensive Head Start services for more than 40 years.

Children arrive in the world ready to learn. Their brains absorb knowledge like sponges, with the most intense development occurring from birth to five.

However, children who live in poverty or have disabilities often face difficulty achieving their learning potential. LACOE’s early childhood education programs help children overcome those obstacles through comprehensive support and quality learning environments. The Head Start and Early Learning Division (HSEL) manages and administers these programs with federal, state, and local funds from the Office of Head Start, the California Department of Education, and First 5 LA.

As a grantee, LACOE contracts with school districts and private nonprofit agencies to provide Head Start, Early Head Start, California State Preschool, and General Child Care and Development services. LACOE works closely with delegate agencies to ensure enrolled children and families receive the highest level of educational and other critical support.

The division uses four pillars of responsibility to manage programs that ensure compliance, competency, and quality. These pillars embody our approach to provide continuous strong, effective, and supportive services for children and families.

Four Pillars of Responsibility

Program Leadership & Accountability
Collaboration, Communication & Outreach
Assessment & Continuous Improvement
Workforce Development & Professional Learning
**Division Programs**

In 2017-18, more than 13,000 children received services in LACOE’s Head Start, Early Head Start, California State Preschool, and General Child Care and Development programs. The division also administered the Quality Rating & Improvement System (QRIS) to raise standards for preschool providers throughout the county.

**Early Head Start (EHS)**

Even the littlest ones are ready to learn. The earliest months and years of life are significant to lifelong learning, behavior, and health. LACOE’s Early Head Start program provides prenatal health and parenting classes for pregnant women and developmental activities and nurturing for children up to three years old. These comprehensive services strengthen physical, social, emotional, and intellectual development. LACOE also works with other providers to identify possible developmental delays and design an individual plan that addresses the child’s needs. In addition, EHS supports parents’ efforts to fulfill their roles and move toward self-sufficiency.

**Head Start (HS)**

Starting at age three, LACOE’s Head Start program continues to prepare young children for school by focusing on their social, emotional, and cognitive development. Vital services support children’s educational, health, nutritional, and social-emotional growth. Children with disabilities receive appropriate services based on their assessed needs. LACOE recognizes that parents are the most important teachers in a child’s life, and provides them opportunities to build leadership skills and become contributing members in their communities and schools.

**California State Preschool Program (CSPP)**

This part-day program’s core curriculum focuses on children’s individual developmental, cultural, and language levels. Parent education, health and social services referrals, and staff development opportunities are integral to the success of the program.

**General Child Care and Development Program (CCTR)**

LACOE pairs CCTR with Early Head Start funds to provide center-based services that extend comprehensive EHS services to children enrolled in CCTR programs. CCTR is a full day, full-year program that offers child development services to families who are working, going to school, in job training, and/or seeking employment.

**Quality Start Los Angeles (QSLA)**

LACOE is a co-lead along with First 5 LA on QSLA, Los Angeles County’s Quality Rating and Improvement Systems initiative. In partnership with Child360, Child Care Alliance of Los Angeles, the Office for the Advancement of Early Care and Education, and PEACH, an alliance comprised of institutions of higher education, QSLA elevates the standard of excellence for early learning providers countywide. QSLA assesses and rates providers and offers coaching, incentives, and parent education for preschool and infant/toddler programs. In 2017-18, QSLA’s professional development and coaching reached over 4,800 staff and administrators in 867 early learning sites serving 44,000 children.
Los Angeles County Demographics

With a population of more than 10 million people, Los Angeles County is the most populous and one of the most diverse counties in the United States. It is also one of the most expensive. Housing costs continue to rise as over half of all county residents pay more than 30% of their income on rent. The living wage for a family of four is $92,292 annually.*

Every year, LACOE publishes and updates a comprehensive community assessment. The assessment contains information from various sources, including the Census Bureau, Department of Children and Family Services (DCFS), Los Angeles Homeless Services Authority (LAHSA), and other community partners. This collective data determines the number and types of services most needed in our communities.

Demographic Snapshot of Children in Los Angeles County*

- 6.2% of the population is under five years old
- 25.6% of children under five live in poverty
- 20,821 of LA County children are in foster care
- 23,000 children under five are enrolled in special education

* 2018 Community Assessment
2018 Average Enrollment / Children Served

Average enrollment in LACOE’s Head Start and Early Head Start programs is based on 10 months of operation (September – June). In 2018, average enrollment was 100% for Head Start and Early Head Start and 98.01% for Early Head Start-Child Care Partnership.

### Eligible Children Served
(Source: 2018 Community Assessment)

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Population</th>
<th>100% Eligible</th>
<th>EHS/HS</th>
<th>Served by Others</th>
<th>Total Served</th>
<th>% Total Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 (EHS)</td>
<td>351,750</td>
<td>85,061</td>
<td>5,355*</td>
<td>5,399**</td>
<td>10,754</td>
<td>13%</td>
</tr>
<tr>
<td>3-4 (HS)</td>
<td>262,004</td>
<td>62,394</td>
<td>22,811</td>
<td>36,568***</td>
<td>59,379</td>
<td>95%</td>
</tr>
</tbody>
</table>

*includes LACOE and other EHS grantees that share LACOE’s EHS service area  
**only includes General Child Care and Development (CCTR) center-based program  
***only includes California State Preschool Program (CSPP)
Comprehensive Services

To prepare young children for school, LACOE’s programs provide comprehensive services in various ways that fit each child’s needs. These services cover health, nutrition, child development and education, mental health, and support for children with disabilities. In total, these early learning opportunities contribute crucial support for the child and the entire family.

Health

LACOE works with medical and dental providers to ensure all children receive health, dental, and developmental screenings, referrals, and scheduled immunizations.

Nutrition

Head Start children enjoy healthy meals based on their needs and follow-up assessments. LACOE makes education available to parents and staff and ensures delegate agencies include nutrition in daily classroom activities.

Child Development and Education

Children’s curricula meet their developmental, cultural, and language levels in all LACOE early childhood education programs. The Office of Head Start requires measured outcomes that focus on school readiness. LACOE monitors children’s social-emotional development and their ability to understand and work with numbers and language.

Mental Health

Early childhood mental health is the same as social and emotional well-being. Our staff ensure children receive supportive services that may include screening and assessments. Parents and staff receive training, access to mental health professionals, and monitoring of services.

Children with Disabilities

At least 10 percent of LACOE’s funded enrollment must consist of children with disabilities. To achieve this goal, LACOE connects and establishes partnerships with local education agencies, regional centers, and other providers. In addition, LACOE ensures delegate agencies follow education plans developed specifically for each child and that all sites accommodate children’s various needs.

Family and Community Engagement

LACOE embraces parents as their child’s first and most important teacher. Family engagement is an integral component of school readiness and included as one of the four focus areas in LACOE’s School Readiness Roadmap. LACOE and delegate agencies engage families in a variety of settings. We conduct family assessments early in the child’s enrollment, initiate and follow up on referrals to meet each family’s needs, encourage and establish written family goals, discuss their child’s physical development and emotional well-being, and provide education on parenting and advocating for their child’s needs.
## Services Received by Children and Families

### Percentage of Children Receiving Services in 2017-18

<table>
<thead>
<tr>
<th>Service</th>
<th>Head Start</th>
<th>Early Head Start</th>
<th>Early Head Start-Child Care Partnership</th>
<th>Head Start &amp; Early Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
<td># of Children</td>
<td>% of Children</td>
<td># of Children</td>
<td>% of Children</td>
</tr>
<tr>
<td>Completed oral health examination</td>
<td>9,427</td>
<td>89%</td>
<td>1,485</td>
<td>75.9%</td>
</tr>
<tr>
<td>Completed medical screening</td>
<td>8,855</td>
<td>83.6%</td>
<td>1,186</td>
<td>60.6%</td>
</tr>
<tr>
<td><strong>Mental Health</strong></td>
<td># of Children</td>
<td>% of Children</td>
<td># of Children</td>
<td>% of Children</td>
</tr>
<tr>
<td>Staff consultations</td>
<td>729</td>
<td>6.9%</td>
<td>87</td>
<td>4.4%</td>
</tr>
<tr>
<td>Referral for mental health services</td>
<td>773</td>
<td>7.3%</td>
<td>112</td>
<td>5.7%</td>
</tr>
<tr>
<td><strong>Disability Services</strong></td>
<td># of Children</td>
<td>% of Children</td>
<td># of Children</td>
<td>% of Children</td>
</tr>
<tr>
<td>Special education and related services*</td>
<td>1,457</td>
<td>99.9%</td>
<td>323</td>
<td>99.7%</td>
</tr>
</tbody>
</table>

*Among Children with an IEP / IFSP

Source: 2018 Program Information Report (PIR)

### Percentage of Families Receiving Comprehensive Services in 2017-18

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult education</td>
<td>7.3%</td>
</tr>
<tr>
<td>Mental health</td>
<td>12.7%</td>
</tr>
<tr>
<td>English as a Second Language (ESL) training</td>
<td>1.3%</td>
</tr>
<tr>
<td>Job training</td>
<td>11.7%</td>
</tr>
<tr>
<td>Health education</td>
<td>37.1%</td>
</tr>
<tr>
<td>Parenting education</td>
<td>52.1%</td>
</tr>
<tr>
<td>Child abuse &amp; neglect</td>
<td>70.5%</td>
</tr>
<tr>
<td>Domestic violence support</td>
<td>3.5%</td>
</tr>
<tr>
<td>Received at least one family service</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

Source: 2018 Program Information Report
LACOE’s approach to school readiness in 2017-18 highlighted our work around teacher interactions, curricula, classroom environments, family outcomes and transitions, and child screenings and assessments.

In 2017-18, LACOE’s results from Head Start center-based teachers continued to demonstrate quality teacher-child interactions as shown in the three domains of the Classroom Assessment Scoring System (CLASS): Emotional Support (ES), Classroom Organization (CO), and Instructional Support (IS).

Children grew across all developmental domains as measured by the Desired Results Developmental Profile (2015) [DRDP (2015)] assessment. This ongoing assessment of children’s development and learning is central to individualizing services. Domains are scored across key levels: Responding (Earlier, Later), Exploring (Earlier, Middle, Later), Building (Earlier, Middle, Later), and Integrating (Earlier).

On average, infants and toddlers in LACOE’s EHS programs progressed from Exploring Earlier to Exploring Middle across all domains, which is developmentally appropriate. Preschool children in HS programs also showed developmentally appropriate gains, moving from Exploring Later and Building Earlier to Building Middle.

### CLASS Domain Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>6.17</td>
<td>6.38</td>
<td>6.07</td>
</tr>
<tr>
<td>CO</td>
<td>5.61</td>
<td>5.96</td>
<td>5.83</td>
</tr>
<tr>
<td>IS</td>
<td>2.81</td>
<td>3.09</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### DRDP (2015) Preschool (N=9,812)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Beginning of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning – Self-Regulation</td>
<td>Exploring Later</td>
<td>Building Middle</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Exploring Later</td>
<td>Building Middle</td>
</tr>
<tr>
<td>Language and Literacy Development</td>
<td>Exploring Later</td>
<td>Building Middle</td>
</tr>
<tr>
<td>Cognition</td>
<td>Exploring Later</td>
<td>Building Middle</td>
</tr>
<tr>
<td>Physical Development &amp; Health</td>
<td>Building Earlier</td>
<td>Building Middle</td>
</tr>
</tbody>
</table>

### DRDP (2015) Infant-Toddler (N=1,651)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Beginning of Year</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning – Self-Regulation</td>
<td>Exploring Earlier</td>
<td>Exploring Middle</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>Exploring Earlier</td>
<td>Exploring Middle</td>
</tr>
<tr>
<td>Language and Literacy Development</td>
<td>Exploring Earlier</td>
<td>Exploring Middle</td>
</tr>
<tr>
<td>Cognition</td>
<td>Exploring Earlier</td>
<td>Exploring Middle</td>
</tr>
<tr>
<td>Physical Development &amp; Health</td>
<td>Exploring Earlier</td>
<td>Exploring Middle</td>
</tr>
</tbody>
</table>
Parent Involvement

LACOE engages families and community representatives to strengthen the shared decision-making process. Families expand their positive parenting skills through various conferences and workshops to support learning and development at home and school.

Policy Committees

Parents of children currently and formerly enrolled in LACOE programs are able to collaborate with their agency’s governing body. They, along with community representatives familiar with services for low-income families, participate in policy committees. As a committee, participants provide input that supports the agency’s policy development and program decisions.

Policy Council

The LACOE Policy Council (PC) consists of parent representatives from each delegate agency as well as local community representatives. The PC works in conjunction with the division’s governing body (County Board and County Superintendent) to offer input on program direction and policy development. LACOE ensures a well-functioning communication process shares regular and accurate information between the PC and the County Board/Superintendent and between the PC and policy committees.

Policy committee and PC members receive opportunities to increase their leadership, communication, and advocacy skills through certification courses, trainings, conferences, male engagement workshops, and committees such as the Parent Leadership Committee and the Safe Environments Committee.

Family and Community Engagement

LACOE builds relationships with families to support their well-being, strengthen parent-child relationships, and provide ongoing learning and development. Parents receive opportunities to participate in various educational and social activities at their centers. Parent education workshops include health, nutrition, child abuse, parenting, parents as advocates and leaders, mental health, language and literacy, and child development.
**Parent Engagement Highlights**

- 72 parents and staff attended Parents as Leaders engagement training that included a trip to Washington, DC to meet with congressional leaders about benefits of Head Start

- 10 percent increase in parent participation in the 3rd Annual Head Start Parent University

- 5,450 parents and guardians of enrolled children completed a survey on programs and services:
  - 93% said the program was very helpful to their children
  - 86% found the program very helpful to them personally
  - 87% stated the program was very helpful to their entire family
2018 Division Milestones

• Participated in Office of Head Start's aligned monitoring system (AMS) pilot project; new system to be implemented in 2020

• Key partnerships in 2017-18:

  * Los Angeles Unified School District (LAUSD) collaboration special needs classroom

  * Department of Public Health for Exide lead contamination

  * UCLA Dental Transformation Initiative

  * Department of Children and Family Services (DCFS) to develop and implement Educational Passport System (EPS) to expedite enrollment of foster children
Delegate Agencies and Service Areas

LACOE contracts with nine nonprofit agencies and eight school districts to provide comprehensive child development services to low-income pregnant women and families with children aged birth to five. LACOE is responsible for grant administration and monitoring the following agencies under contract in 2017-18:

Private Nonprofit Agencies

Children’s Institute, Inc.
- EHS and HS
- Center-based and home-based
- HS service area includes: Chesterfield Square, Vermont Square, and Watts
- EHS service area: 90002, 90003, 90037, and 90059

Foundation for Early Childhood Education, Inc.
- HS
- Center-based
- HS service area includes: Boyle Heights, Echo Park, Hollywood, and Silver Lake

Mexican American Opportunity Foundation
- EHS-CCP and HS
- Center-based and home-based
- HS service area includes: Central-Alameda, Florence-Firestone, Historic South Central, Huntington Park, and South Park
- EHS-CCP service area: 90001, 90011, 90012, 90013, 90014, 90015, 90021, 90022, 90023, 90040, 90058, 90071, 90201, 90241, 90255, 90270, 90280, and 90660

Pacific Asian Consortium in Employment
- EHS, HS, and State Preschool
- Center-based and home-based
- HS service area includes: Arlington Heights, Baldwin Hills/Crenshaw, Gardena, Harbor Gateway, Harvard Heights, Jefferson Park, Lawndale, Mid-City, Pico-Union, Vermont Vista, Westlake, and Westmont
- EHS service area: 90007, 90019, 90247, 90278, 90249, and 90260

Para Los Niños
- EHS and HS
- Center-based
- HS service area includes: Burbank, Downtown, East Hollywood, Glassell Park, and Westlake
- EHS service area: 90021

Plaza de la Raza Child Development Services, Inc.
- EHS, EHS-CCP, HS, State Preschool, and CCTR
- Center-based, home-based, and family child care
- HS service area includes: Alhambra, Bellflower, East LA, El Sereno, Highland Park, Lincoln Heights, Pico Rivera, and Whittier
- EHS service area: 90022, 90031, 90032, 90033, 90042, 90063, 90240, 90241, 90242, 90640, 90660, 90670, 90706, 90715, and 91803

St. Anne’s Maternity Home
- EHS, EHS-CCP, HS, and CCTR
- Center-based and home-based
- HS service area includes: Koreatown and Westlake
- EHS service area: 90004, 90005, 90006, 90010, 90016, 90017, 90020, 90026, and 90057

Volunteers of America
- State Preschool
- Center-based

Youth Policy Institute
- EHS-CCP and CCTR
- Center-based
- EHS-CCP service area: 90004, 90027, 90028, 90029, and 90038
Public Agencies

**ABC Unified School District**
- HS and State Preschool
- Center-based
- HS service area includes: Artesia, Cerritos, Hawaiian Gardens, and Lakewood

**Bassett Unified School District**
- EHS and HS
- Center-based
- HS service area includes: Avocado Heights, Industry, La Puente, and West Puente Valley
- EHS service area: 90601, 91706, 91732, 91744, 91745, 91746, 91748, and 91790

**El Monte City School District**
- HS and State Preschool
- Center-based and home-based
- HS service area includes: El Monte

**Garvey School District**
- HS and State Preschool
- Center-based
- HS service area includes: Monterey Park and Rosemead

**Mountain View School District**
- Center-based and home-based
- HS service area includes: El Monte and South El Monte
- EHS service area: 90601, 91706, 91731, 91732, 91733, 91746, and 91770

**Norwalk-La Mirada Unified School District**
- Center-based and home-based
- HS service area includes: Norwalk and La Mirada
- EHS service area: 90650

**Pomona Unified School District Child Development Program**
- EHS, EHS-CCP, and HS
- Center-based and home-based
- HS service area includes: Pomona
- EHS service area: 91765, 91766, 91767, and 91768

**Santa Monica-Malibu Unified School District**
- HS
- Center-based
- HS service area includes: Santa Monica, Sawtelle, and Venice
Delegate Agency Support

Program Management

LACOE strengthens its ongoing partnership with 17 delegate agencies through creative approaches that build and maintain community alliances. Together we find solutions that address families’ unique needs. Teamwork takes coordinated planning with sound written policies and procedures to provide management and accountability. This process also supports systematic decision making for the direction and scope of programs and services.

Workforce Development and Professional Learning

A comprehensive training and technical assistance program helps delegate agencies deliver quality services and sustain program improvements.

Training and support that elevate, advance, and sharpen staff skills and responsibilities include Making the Most of Classroom Interactions (MMCI) to help teachers become more effective using the CLASS observation tool, Multi-Tiered System of Supports (MTSS), and other professional development. In 2018, more than 175 education staff participated in the in-depth 10-week MMCI program.

In addition, LACOE conducted 28 Saturday teacher trainings for over 975 site supervisors, teachers, teacher assistants, and home visitors.

Governance

LACOE’s effective working relationships with the County Superintendent, County Board, and delegate agencies’ governing bodies support shared governance, review, and monitoring of the Head Start program. The LACOE Policy Council and delegates’ policy committees, composed of parents and community leaders, participate in developing and approving/disapproving program plans and services.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

LACOE’s eligibility, recruitment, selection, enrollment, and attendance (ERSEA) system defines regulations for delegate agencies and provides strategies to help achieve full enrollment. LACOE also conducts extensive countywide community outreach efforts to support recruitment of eligible families and children. In 2018, those activities included countywide mobile outreach through geofencing, bus tail, radio, and television messaging, presentations, engaging families at health and resource fairs, and developing partnerships with agencies that work with eligible families.

Male Role Model Participation

LACOE recognizes that fathers and father figures are key to their children’s development and supports agency and parent involvement in various events and workshops to inspire more engagement. In April 2018, 200 Head Start dads, male role models, moms, and community members participated in the Father Involvement Conference. Hands-on workshops offered new skills and perspectives on raising children. In addition, more than 3,500 male role models attended their child’s Head Start classroom during LACOE’s “Be a Hero: Take Your Child to Preschool Day.” This event inspires a greater level of engagement from dads and father figures in classroom activities.
LACOE’s Head Start and Early Learning Division provides internal and external fiscal oversight of a combined federal and state budget of over $200 million. The division monitors and expends all grant funds in accordance with the LACOE contracts and applicable federal and state laws and regulations.

Vavrinek, Trine, Day & Co., LLP conducted the LACOE Independent Audit, which includes the Head Start and Early Learning Division, for the 2017-18 fiscal year. The results concluded that the Head Start and Early Learning Division complied, in all material respects, with Section 200.516(a) of the Uniform Guidance.

### 2017-18 Funding

- Head Start: $143,666,530
- Early Head Start: $20,931,844
- Early Head Start-Child Care Partnership: $11,950,791
- State Grants: $33,232,413

Total Funding: $143,666,530
## 2017-18 Annual Summary

### Funding

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal Grants</strong></td>
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<tr>
<td>Head Start (HS)</td>
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<tr>
<td>Early Head Start (EHS)</td>
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<tr>
<td>EHS-Child Care Partnership (EHS-CCP)</td>
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<td><strong>Total Federal Grants</strong></td>
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<td><strong>State Grants</strong></td>
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<td>State Preschool</td>
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<td>Preschool – Reserves</td>
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<tr>
<td>General Child Care (CCTR)</td>
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<tr>
<td>Quality Start Los Angeles (QSLA) Year 3 Carryover</td>
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<tr>
<td>QSLA Infant/Toddler Yrs. 1&amp;2 Carryover</td>
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<td>QSLA Year 4</td>
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<td>QSLA Infant/Toddler Year 3</td>
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<td><strong>Total Grant Funding</strong></td>
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### Federal Expenditures

<table>
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<td>HS &amp; EHS Costs</td>
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<td>EHS-CCP Costs</td>
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<td><strong>Total EHS-CCP Expenditures</strong></td>
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<tr>
<td><strong>State Expenditures</strong></td>
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<td>State Preschool and CCTR Costs</td>
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<td>Personnel</td>
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<td><strong>Total Preschool and CCTR Expenditures</strong></td>
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<tr>
<td>QSLA Costs*</td>
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<td>Data Systems</td>
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</tr>
<tr>
<td><strong>Total Grant Expenditures</strong></td>
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</tr>
</tbody>
</table>

*QSLA Year 4 and Infant/Toddler Year 3 expenditures will continue into 2018-19*
Parent Spotlight: Judy Soltan

“It has helped me change my relationship with my kids in profound ways.”

Judy Soltan says Head Start has been a turning point in her life. She says, “I have been going through a lot with an open DCFS case that has pushed me to my limit and challenged me to move forward with my life and be more involved with my children. I faced personal struggles like depression, denial, anger, moodiness, hopelessness. I had to make a decision and asked myself, what was most important to me? My response was my children. I didn’t want to lose custody of my kids.”

She says she made the “conscious choice to change her habit of poor decision-making” and “turn things around for the better.” After enrolling her daughter Fiona in Head Start, Judy immediately became a volunteer at school, joined the Policy Council, and started attending workshops on parenting. She’s also working on a Family Development Credential.

Fiona, according to Judy, is a star student who loves school. “She has flourished among her classmates and shined so bright in her class. She takes the lead in class as a teacher for the students; they look up to her as a mentor.”

Judy says the difference since enrolling in Head Start has been life changing: “All of these things have opened my mind and allowed me to grow, attain personal strength, courage, motivation, and vow to myself to achieve any goal that I set for myself. With all that I have been learning now as a parent delegate and through parent conferences, I have been able to use those teaching techniques and have made great strides with my daughter. And I am forever grateful.”
**Parent Spotlight: Esmeralda Hernandez**

*Inspired to be a Head Start advocate because “children who begin early with their education are able to do better in school and life”*

Esmeralda Hernandez inspires everyone she meets with her ability to juggle her responsibilities as the mother of nine children. Her older son and daughter enrolled in Head Start in Northern California, so she was aware of the benefits of the program when her family moved to Los Angeles. She immediately looked to enroll her younger boys Maximus and Ethan in the LACOE Head Start program at Mexican American Opportunity Foundation (MAOF).

Since then, Esmeralda says four-year-old Maximus started using words to express his feelings rather than tears. She also says both boys love reading, especially at bedtime, as well as learning to write and draw.

“I believe the program is very helpful, not only for the child, but the parent as well. It teaches parents how to be the first teachers of their children and how to listen and observe their children.” Esmeralda participated in what she describes as very empowering workshops and other opportunities that show parents how to get involved and have a say in their children’s education.

Her goals are clearly focused on supporting and inspiring her children to keep “going through the right path in education and life itself.”
Parent Spotlight: Virginia Ordoñez

Family Inspiration to Enroll

Virginia Ordoñez knew about Head Start before her daughter Angelique was born, because her nieces and nephews were graduates and told her how great it was and how much they learned. Three years ago, she enrolled her daughter and was thrilled with the help she received from the staff at Foundation for Early Childhood Education. She says, “I think Head Start is the best there is, and having my child there makes me feel confident and satisfied. My daughter has become more independent and has learned a lot.”

Virginia credits the parenting workshops with training her on how to work with Angelique at home to support her daughter’s learning experiences.

The program has inspired Virginia to work toward her own goals. She is enrolled in the Family Development Credential course and plans “to continue to be involved at Head Start and continue to learn so I can help families know more about the program.”
Golden Apple Award Recipients
Early Head Start teacher Celia Gomez-Schroeder (Pomona USD) and Head Start teacher Hana Tamim (St. Anne's) received the 2018 LACOE HSEL Golden Apple Award. This award recognizes outstanding Head Start and Early Head Start teachers for excellence in implementing their curriculum to fidelity, demonstrating exemplary adult-child interactions, employing creativity in their classrooms, and continually improving their practices to be a role model for others.

Festival of Books

Be A Hero Day

Former NBA Forward Bruce Bowen reads to children at CII
Spectrum News features Para Los Niños

Father Involvement Parent Conference

2017-18 Policy Council

Festival of Books
Los Angeles County Office of Education
Head Start and Early Learning Division

For more information on our programs, please visit:

www.prekkid.org

or call our Head Start Program Referral Line at:

1-877-PRE-K-KID
1-877-773-5543

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