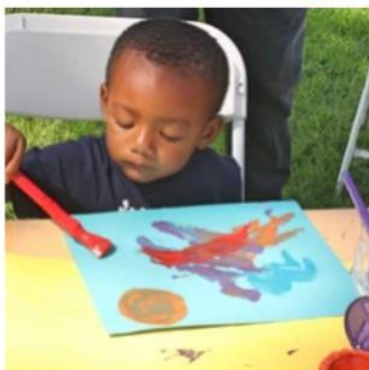




School for Early Childhood Education Annual Report 2019-2020



MESSAGE FROM THE INTERIM EXECUTIVE DIRECTOR

This past year, USC School for Early Childhood Education had to shut their doors to the children and families in March 2020 due to the impact of the COVID-19 pandemic crises. Even though we did not provide in-person sessions to the children and families we continued to offer children and their family's remote learning opportunities.

In collaboration with **Better4 You Meals** the 379 center-based children were able to receive breakfast and lunch Monday through Friday by incorporating a meal distribution program during the COVID-19 pandemic crisis. If parents were not able to pick up meals for their child staff would deliver meals to homes.

Prior to closing our doors parents participated in the **Abriendo Puertas (Opening Doors)** Parent Curriculum. The goal of the program is to provide parents with the skills to advocate for their child by: supporting their child's development, knowing their rights and responsibilities in the public education system, preparing their child to be successful in school, strengthening leadership and advocacy skills, and explore ways of taking care of their child's mental and emotional well-being.

This year was the final year of the 2015 – 2020 five-year grant and it is with great pleasure that I report the five-year goals were accomplished.

Our focus continues to be on children's social, emotional, intellectual, and physical development is rooted in our belief that family, culture, and community are the primary shapers of children's values and behavior. We support families' every step of the journey they take with us. We are aware that during this pandemic and after the needs of our children and families must always come first.

Joanna D. Williams

Interim Executive Director

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Assistant Professor of Clinical Dentistry

Ostrow School of Dentistry of USC

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Policy Council President

BACKGROUND

University of Southern California (USC), 1880, located in Los Angeles, is one of the leading private research universities. It is the home to more than 44,000 students. USC's School for Early Childhood Education (SECE) was founded in 1970 as a teaching school for future early-childhood professionals. Today the SECE operates the Early Head Start and Head Start programs and has served more than 47,000 eligible children age birth to five years old in the South Los Angeles area. Early Head Start/Head Start (EHS/HS) currently serves 164 Early Head Start children ages 0 to 3 years and 333 Head Start children ages 3 to 5 years. The program operates seven childcare centers, offering two options: center-based and home-based programs. The SECE main office is located near the USC campus, and five of the childcare centers are offered in elementary schools, one center is owned by USC and one center is located in an apartment complex. Full-day and part-day classes are offered.

OUR MISSION

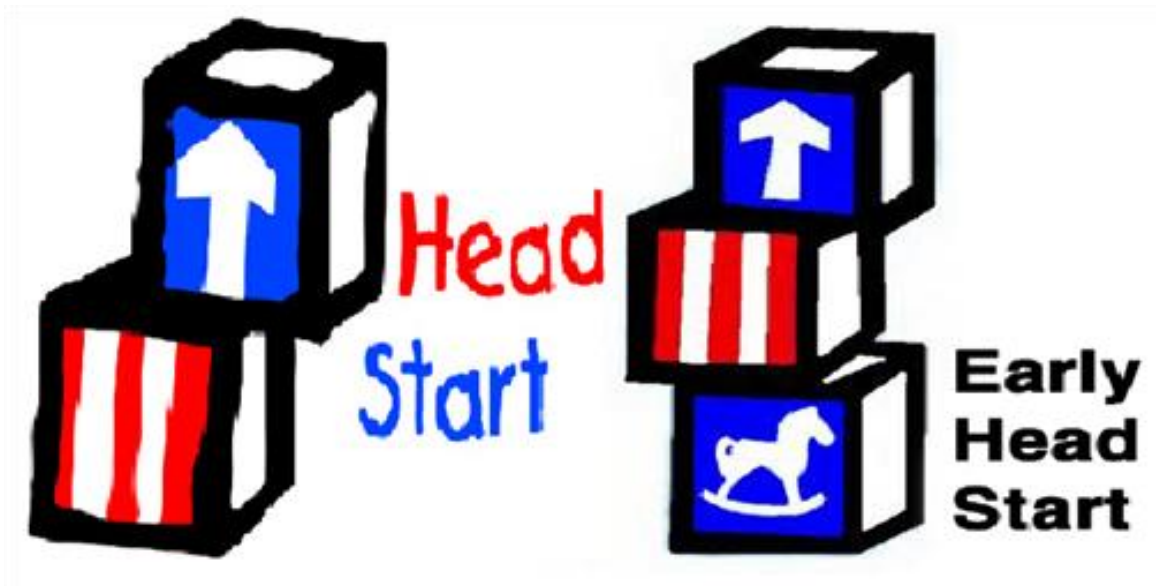
The USC School for Early Childhood Education, Early Head Start/Head Start Program aligns its mission with the university's mission, "Enhancing the human mind and spirit through selective forms of public services". SECE echoes this mission by seeks to develop the minds and hearts of children, families and residents of South Los Angeles, by providing exemplary early childhood education, cultivating parent support and resiliency through education, empowerment, and involvement, and advancing staff knowledge and leadership with the end goal of reshaping present environments and impacting the destinies of children and their families.

OUR VALUES

- Recognizing each child's ability, ideas, expression of self and interest.
- Creating as learning environment in which children can actively learn.
- Protecting each child's right to a safe, nurturing and stimulating environment.
- Supporting parents as primary educators of their children.
- Cultivating opportunities for Parent and Staff working in partnership respecting their strengths and differences.
- Demonstrating a s commitment to diversity and acceptance.
- Promoting quality in early childhood education.

OUR PHILOSOPHY

The University School for Early Childhood Education, Early Head Start/Head Start Program overall philosophy is to bring about a greater degree of cognitive and social competence in children of low-income families. The goal of these competencies is to ensure the child's everyday effectiveness in dealing with both the present environment and later responsibilities in school and in life. Social competence considers the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs as well as other factors.





WHAT IS USC SCHOOL FOR EARLY CHILDHOOD EDUCATION?

The USC School for Early Childhood Education Program (USC SECE), is funded by grants from the U.S. Dept. of Health and Human Services, Administration for Children and Families, and the California State Dept. of Education, Child Development Division. Since 1970, our program has served more than 5,000 neighborhood children and families. Every year, our Head Start and Early Head Start program serves 497 infant and preschool children and their parents. USC SECE operates fully licensed child development centers for children ages 24 months to five years. Open five days a week, August through July, the centers offer full day and part day sessions. Early Head Start home-based program offers services to pregnant women and children from birth to three years in a full year program option.

PROGRAM GOALS

GOAL 1: Increase language and literacy outcomes for children 0-5 years old.

GOAL 2: Improve healthy lifestyle of children, parents, and staff.

GOAL 3: Improve the emotional wellness of children, families, and staff. GOAL 4: Improve the educational wellness of children, families, and staff.

GOAL 5: Improve the safety of neighborhoods and schools by strengthening community



WHAT WE OFFER

RECRUITMENT & ENROLLMENT

Recruitment and enrollment procedures and selection criteria are part of our Family and Community Partnerships work plan. Our selection criteria give priority to families that meet the income guidelines, families on public assistance, and families in job training programs or in school.

EDUCATION

The curriculum is on research-based identifying the conditions that promote learning for infants/toddlers and preschoolers during the all-important early years of development: warm, supportive relationships with parents and other caregivers, and an environment that provides the child with security, confidence, and a sense of identity. A partnership of staff, parents, and community representatives has developed nine core principles:

1. Highest quality standards
2. Early intervention to foster optimal development and success in elementary school
3. Positive relationships and continuity of care
4. Parental involvement encouraged
5. Inclusion of children with special needs
6. Cultural sensitivity
7. Comprehensive, flexible, responsive, and intensive approach
8. Smooth transitions for families entering and leaving the program
9. Collaboration among parents, staff, and community representatives



HEALTH

Comprehensive health services are essential to support the growth and development of children and their families because healthy families are better able to promote the well-being and intellectual development of their children. Our program, which includes Head Start children, utilizes the Child Health and Disability Prevention Program (CHDP) of the State of California.

MENTAL HEALTH

USC SECE complies with Head Start Performance Standards by providing parents with trainings in mental health wellness. We promote nurturing relationships with and within families—between parents and staff, and parent and child—by collaborating with Children’s Hospital Los Angeles to provide mental health services.

NUTRITION

Nutrition is vital to children’s growth and successful development. Our program meets children’s nutritional needs through participation in the Child Care Food Program (CCFP) of the California State Department of Education. Topics of regularly scheduled nutrition education and food service trainings provided to staff and parents range from food production and menu planning to safety and sanitation, medical and religious dietary mandates, and Child Care Food Program eligibility and documentation.

SOCIAL SERVICES

Our case management approach helps families assess their own needs, identify, and secure services, and build on individual strengths. Crisis intervention, emergency assistance, and a wide range of additional community resources are available to families.

DISABILITIES

The USC SECE Disabilities Service Plan has four comprehensive objectives: (1) to recruit children with special needs; (2) to develop memorandums of understanding with local education agencies (LEAs) and other community agencies; (3) to promote collaboration among all USC SECE service areas; and (4) to encourage parent-teacher participation in each child’s Individualized Education Plan (IEP/IFSP).

STAFFING PATTERNS AND STAFF QUALIFICATIONS

Staffing patterns accommodate staff-child ratios mandated by state licensing

requirements, and home-based caseloads do not exceed 12 children per home visitor.

TRANSITION

USC SECE intervenes with families at the earliest stage of their child's development, providing a comprehensive, full-day child and family development program until the child reaches compulsory school age.



FAMILIES WE SERVE

ELIGIBILITY

To be eligible for the USC SECE Head Start program, children must live within the service area, and qualify by age, family income, foster care status, or diagnosed disability. Income eligibility is based on the current Federal Poverty Guidelines and those established by the California State Department of Education, Child Development Division.

GEOGRAPHIC AREA

Our Head Start and Early Head Start program serves children and their families who live in the area

Boundary	Head Start & Early Head Start Boundaries
North	10 Freeway
East	Main
West	Crenshaw Blvd.
South	Vernon Avenue

Service Planning Area (SPA) 4 and SPA 6 Map

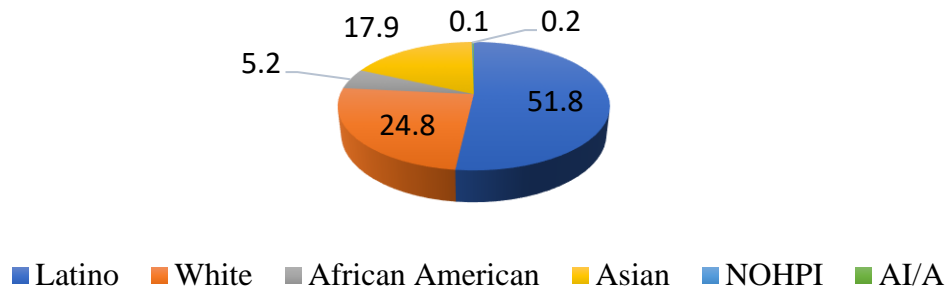


FAMILY SERVICE DATA – INCOME DEMOGRAPHICS

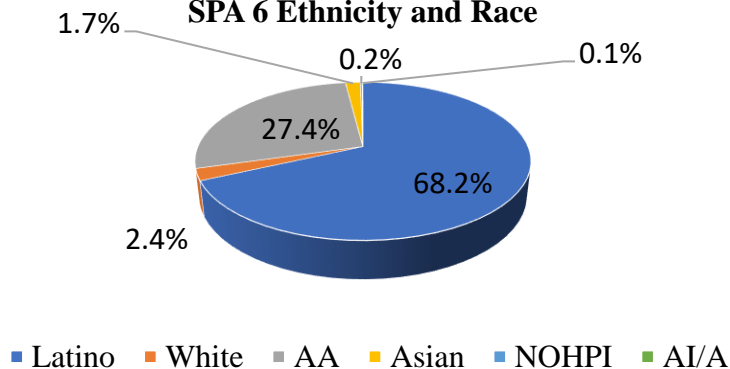
Head Start	
Income Below 100% of federal poverty line	56%
Receipt of Public Assistance, TANF, SSI	12%
Status as foster child (number of children only)	1.6%
Status as homeless	2.1%
Over income	6%
Enrollees exceeding the allowed over income enrollment between 100 % and 130 % of the federal poverty line.	22%

Early Head Start	
Income Below 100% of federal poverty line	63%
Receipt of Public Assistance, TANF, SSI	8%
Status as foster child (number of children only)	0.5%
Status as homeless	1.4%
Over income	9%
Enrollees exceeding the allowed over income enrollment between 100 % and 130 % of the federal poverty line.	17%

SPA 4 Ethnicity and Race



SPA 6 Ethnicity and Race



CHILDREN AND FAMILIES SERVED, THE AVERAGE MONTHLY ENROLLMENT (AS OF FUNDED ENROLLMENT), AND THE PERCENTAGE OF ELIGIBLE CHILDREN SERVED

Head Start-Total Number of Cumulative Children and Families Served: 373

Average Monthly Enrollment: 100% Percentage of Eligible Children Served:

- 2 years old 7%
- 3 years old:47%
- 4 years old: 46%

Early Head Start-Total Number of Cumulative Children and Families Served: 212

Average Monthly Enrollment: 100% Percentage of Eligible Children Served:

- Under 1 year: 23%
- 1 year old: 31%
- 2 years old: 40%
- 3 years old: 0%
- Pregnant Women: 13%

HEALTH SERVICES: PERCENTAGES OF ENROLLED CHILDREN THAT RECEIVED MEDICAL AND DENTAL EXAMS

- HS-Percentage of children who received Dental Exams: 98%
- HS-Percentage of children who received Medical Exams: 100%
- EHS- Percentage of children who received Dental Exams: 91%
- EHS-Percentage of children who received Medical Exams: 99%

PARENT INVOLVEMENT ACTIVITIES

Parents have an opportunity to be engaged with their children and school in a variety of ways to impact their child's learning and school readiness, as well as the parents learning through an array of activities:

- Monthly Center Parent Committee
- Policy Council Meetings
- Board of Directors
- Parent and Child Time (PACT-TIME), during this time parents have an opportunity to learn how they children learn in the classroom.
- Abriendo Puertas/Opening Doors Parent Curriculum

- Bring Me A Book Lending Library
- KidWatch- Neighborhood Safety Meetings
- LIFT: Parent Training for Financial Stability

FUNDING RESOURCES

Program	Funding Source	Performance Period	2019-2020 Funding
Head Start/Early Head Start	Federal	11/1/19 – 10/31/20	\$6,227,200
State Preschool Program	State	07/01/19-06/30/20	\$846,677
Child and Adult Food Program	Federal Pass-Through to State	09/01/19-08/31/20	\$250,000
Quality Improvement Grant (QSLA)	County	09/01/19-06/30/20	\$24,000
Grand Total			\$7,347,877

BUDGET 2019-2020

Object Cost Category	HS Federal Program Operations	EHS Federal Program Operations	HS T&TA	EHS T&TA	Total
A. Personnel	\$ 2,173,319	\$ 1,252,122			\$ 3,425,441
B. Fringe Benefits	\$ 721,542	\$ 415,705			\$ 1,137,247
C. Travel			\$ 1,500	\$ 1,500	\$ 3,000
D. Equipment					\$ -
E. Supplies	\$ 317,621	\$ 32,491	\$ 5,354	\$ 6,543	\$ 362,009
F. Contractual	\$ 77,211	\$ 27,053	\$ 8,550	\$ 15,900	\$ 128,714
G. Construction					\$ -
H. Other	\$ 455,386	\$ 62,057	\$ 19,044	\$ 17,192	\$ 553,679
I Total Direct Charges	\$ 3,745,079	\$ 1,789,428	\$ 34,448	\$ 41,135	\$ 5,610,090
J. Indirect Charges	\$ 411,959	\$ 196,837	\$ 3,789	\$ 4,525	\$ 617,110
Grant Total	\$ 4,157,038	\$ 1,986,265	\$ 38,237	\$ 45,660	\$ 6,227,200

RESULTS OF THE MOST RECENT REVIEW BY THE SECRETARY AND THE FINANCIAL AUDIT

The most recent financial audit was conducted and finalized by Price Waterhouse Coopers on June 30, 2019. There were no findings in the report.

SCHOOL READINESS

USC School for Early Childhood Education (SECE) Head Start, School Readiness goal is to ensure that children are ready for kindergarten at the appropriate time of transition from Head Start to Kindergarten. Data collected throughout the year ensures a continuous assessment on how to best assist children in reaching their individual school readiness goals. School Readiness goals are developed in collaboration with parents, kindergarten teachers and teaching staff. The School Readiness Committee meets three times a year. Other data includes attendance data screening, and assessment of children with disabilities. It is our goal to provide a comprehensive evaluation for each child. The analyzed data drives the program decisions for the following year.

SECE utilizes the Desired Results Developmental Profile (DRDP) as the assessment tool. The tool is administered by involving teachers, family observation and the work of children. DRDP consist of a full continuum assessment tool from children in early infancy to kindergarten entry including children with IEPs. The Early Head Start program uses Teaching Strategies GOLD as the assessment tool which is a developmentally appropriate, ongoing, and observation-based assessment. Both the DRDP and Teaching Strategies GOLD include specific cultural and linguistic characteristics of the diverse population of young children, with specific consideration for children dual language learners.

Data is analyzed three times a year (October, February, and May). Teachers and home-based educators use the analyzed data from each assessment period to collaborate with families to develop an individual learning plan (ILP) for each child in the program.

Teachers receive intensive coaching and participate in Teachers Learning Communities to enhance their teaching skills, throughout the year. Classroom Assessment Scoring System (CLASS) is conducted two time a year to assess teacher's interaction with children.

STAFF

The 80 members of our staff include professionals in early childhood education, health, disability- related services, family services, finance, and management. We also draw on the services of mental health specialists, special education consultants, speech/language

pathologists, adaptive physical education specialists, and occupational therapists. Our teaching staff qualifications meet all current state licensing standards as well as Head Start Performance Standards/Head Start Act.

OUR LOCAL PARTNERSHIPS

To deliver a wide variety of services to families, USC SECE collaborates with many organizations and agencies in the University Park neighborhood as well as within USC. Community colleges and employment training agencies provide occupational and educational opportunities for parents and staff. Local organizations also work with parents in the areas of mental health, services for children with disabilities, child abuse prevention, and parenting:

Children's Hospital of Los Angeles, Jump Start Student Program, Los Angeles Child Guidance Clinic, Trade Technical Community College, Los Angeles School District (LAUSD), employment training agencies, Neighborhood Academic Initiative (NAI), South Central Los Angeles Regional Center (SCLARC), USC Family of Schools, USC School of Dentistry, Bring Me a Book Foundation and Magnolia Place.



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