

**School for Early Childhood Education
Annual Report
2021-2022**



MESSAGE FROM THE EXECUTIVE DIRECTOR

It has been an honor serving as the Executive Director for USC School of Early Childhood Education (SECE). This has been an incredible school year that embodied resilience, perseverance, and dedication from all of SECE staff, and administration. In August 2021, SECE officially welcomed children back into the classroom, after 17 months of providing virtual services due to the global pandemic. Under the guidance of USC Office of Environmental Health and Safety, USC SECE Health and Safety Protocols, Office of Head Start, and Centers for Disease Control and Prevention, with confidence and precaution, we safely provided in-person instruction. Although our classrooms looked a bit different with COVID-safe furniture, materials, and supplies; masking, and social distancing; teachers still delivered quality, direct services, with developmentally appropriate activities and lessons. The staff and families created a shared partnership to ensure children had optimal care and supervision, daily health assessment cards, weekly COVID testing, individualized education plans, assessed family needs, and leveraged community resources.

During the 2021-22 school year, SECE worked closely with our community partners to address and provide resources to help combat the challenges our families faced due to the pandemic. Dr. Theda Douglas, Associate Senior Vice President, received many donations for SECE families that included: grocery and restaurant gift cards, diapers, and infant formula. SECE's established partnerships with Baby2Baby, and Department of Social Services, donated items to help families with clothing, shoes, diapers, and baby essentials. Providing families in need with basic necessities was the most crucial and important responsibility of the program.

In November 2021, SECE was granted a new service area, Boyle Heights with zip codes that included: 90023, 90033, and 90063. This allows for SECE to expand the Early Head Start (ages 0-3) center-based services, with an emphasis on serving medically fragile children through a partnership with USC Keck Family Medicine group. SECE will have the ability to bring a comprehensive medical presence to Boyle Heights. Parent focus groups and workshops were conducted to receive community assessment feedback, and address health and medical topics for preventative care.

USC SECE will continue to support family needs, adhere to the program's School Readiness Goals, prepare children for long term social-emotional and academic success, address staff wellness and health, provide quality services, and maximize and utilize the university's and community's resources, and partnerships to enhance service delivery.

With gratitude,
April C. Smith
Executive Director



BOARD OF DIRECTORS

Theda Douglas, Board Chair, DMA

Associate Senior Vice President

USC Government Partnerships and Programs, External Relations

Steven Lehat

Attorney at Law

Rod Sazon

Senior Financial Analyst

Children's Hospital, Division of Research, Children, Youth and Families

Lisa Gallegos

Executive Director

Finance and Human Resources, USC Government and Community Relations

Wendy Galan

Program Director, Child Development Center

Mount St. Mary's University

Susan Schreiber, MD

MD, Pediatrician

Piedad Suarez, DDS

Assistant Professor of Clinical Dentistry

Ostrow School of Dentistry of USC

Nadiatu Watts

Policy Council President



BACKGROUND

University of Southern California (USC) established in 1880 and is located in South Los Angeles, is one of the leading private research universities worldwide. USC's School for Early Childhood Education (SECE) was established in 1970 as a teaching school for future early-childhood professionals. Today SECE operates the Early Head Start and Head Start programs and has served more than 48,456 eligible children birth to five years old. Early Head Start/Head Start (EHS/HS) currently serves 180 Early Head Start pregnant women, children ages 0 to 3 years; 293 Head Start children ages 3 to 5 years. The program operates within the surrounding USC Community with seven childcare centers, offering two options: center-based and home-based programs including: eight childcare centers operating within local education agencies; one center located within an apartment complex; and one center is owned by USC.

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 seeking 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. Currently, the program is funded to serve: 293 children in the Head Start program, 30 children center-based Early Head Start program and 138 Home Based Early children and 10 pregnant women. 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

The SECE five-year program goals and projected outcomes for the 2021-2025:

Goal 1: Provide Trauma-Informed Strategies to Address the Socio-emotional Health of Children, Families and Staff.

Goal 2: Provide Seamless Integration of Blended In-Person and Remote Learning for Children, Families and Staff Through Technology.

Goal 3: Increase Children's Knowledge of Science, Technology, Engineering, Art and Math (STEM/STEAM).

Goal 4: Increase Educational Attainment of Parents and Staff.

Goal 5: Implement Strategies to Prevent, Prepare and Respond to Health Disparities Related to Pandemic Influences for Children, Parents and Staff.

WHAT WE OFFER

RECRUITMENT & ENROLLMENT

During the 2021-2022 school year, SECE continued to recruit families through remote platforms, community partners, local elementary schools to comply with Health Protocols and the Los Angeles County COVID-19 guidelines. SECE implemented the ChildPlus on-line application as new tool to recruit families for the program. The program recruitment flyer was updated to include our website, QR code to link applicants to the on-line application, and centers contact information. In the Summer 2021, a virtual Recruitment Kick-off event was conducted to engage all staff in the recruitment efforts. In addition, the Family Services team hosted a virtual recruitment fair with families on the interest list to provide information of Head Start comprehensive services, interview interested applicants, and start the application process.

SECE staff participated in the Keck Hospital Community Health Fair to recruit for the Boyle Heights area in Spring 2022. Our program engaged in-person recruitment efforts for the Boyle Heights including, in-person community outreach, door-to-door, businesses, local schools, community clinics, grocery stores, libraries, WIC office, and Department of Social Services office.

During the year, recruitment of children with disabilities was ongoing to ensure that a minimum of 10% of EHS and HS enrollment. Recruitment efforts were done in the following ways:

- Email
- Phone call
- Text message
- ChildPlus on-line application
- Learning Genie
- Social media platforms (Facebook and USC communities' website)
- Community Events (in-person)



Enrollment and Registration



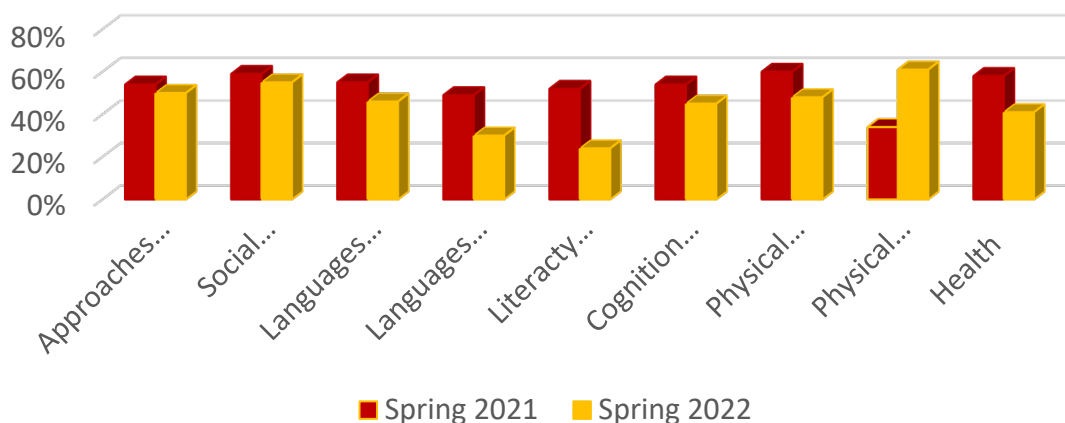
EDUCATION

The curriculum is 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

Center-based programs resumed in-person services in the 2021-2022 school year. The Creative Curriculum for Preschool® 6th Edition, and Creative Curriculum® for Infants, Toddlers and Twos 3rd Edition continue to be implemented by the teaching staff. To adhere to COVID-19 health and safety policies and procedure the environment was augmented to ensure the safety of children and staff. The fidelity to the curriculum was monitored monthly. The data from the monitoring tool continued to show that teachers provided developmentally appropriate weekly lesson plan and activities that met children's individual school readiness goals.

Spring 2021(remote) vs Spring 2022 (in-person)



The Head Start and EHS center-base and home-base programs continued to conduct family conferences and home visits utilizing a virtual platform that allowed for interactive activities and guidance. Teachers were able to share assessment data with parents, and together they were able to develop developmental goals for individual children. Program assessment data was shared with families during the School Readiness Meeting held in June 2022. Parents were provided summer resources for children going to Kindergarten and returning to the Head Start program so that while children are not in attending the Head Start program at this



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. USC SECE collaborated with the USC School of Dentistry, St. John's Clinic, and USC School of Keck to provide additional resources to children and families. USC School of Dentistry provided dental screenings for enrolled children. In addition, they provided parent presentations on preventative treatment, oral hygiene, and the importance of taking child to dentist. Health and Safety Protocols were created and implemented to ensure the safety of staff and children during in-person services. Protocols consisted of detailed steps to follow while

providing in person services in the classrooms. These protocols consisted of mask wearing for staff and children, consistent hand washing, regular sanitizing and disinfecting,

temperature checks and health questionnaire before child drop off, and broke down what to do if exposed to covid-19, or tested positive with Covid-19. Protocols were updated regularly to reflect CDC and Office of Head Start requirements. Parents and staff were provided with a training on the protocols each time there was an update.

SECE created COVID-safe classroom environments to include: table shields, separate materials for individual children, enhanced daily sanitation, daily temperature testing, community resources and vaccination access, online health department resources, and weekly COVID testing for all children, families, and staff to prevent the spread of the covid-19 virus. As a result of the protocols in place, there was a total of 5.8% COVID cases throughout the school year.



MENTAL HEALTH

USC SECE complies with Head Start Performance Standards by providing parents with trainings in mental health wellness. Staff received a training from Wellnest LA at the beginning of school year that offered guidance on when to conduct referrals and helped Teachers understand possible behavioral challenges after pandemic. Children and families were referred to Wellnest LA for additional mental health support when needed.

USC SECE also collaborated with USC School of Social Work where they provided mental telehealth services to staff and families



NUTRITION

Nutrition is vital to children's growth and successful development. Our program meets children's nutritional needs through participation in the Child and Adult Care Food Program (CACFP) of the California State Department of Education (CDE). For Nutrition, our Registered Dietician provided an extensive nutrition initiative titled "Eat Healthy, Stay Active!", which included nutritional content for children and families. The content was provided to Teachers to implement in the classroom with students. Students participated in nutrition activities

that helped them identify certain foods into their food groups (fruits, veggies, etc..) Students also participated in activities where they were introduced to different fruits and vegetables and engaged in food tasting activities. Registered Dietician also assisted Teachers integrate simple exercise activities as well. Using the same initiative, Registered Dietician provided bilingual nutritional presentations to parents focused on specific topics to assist them in making healthy choices at home. A survey was conducted Pre and post initiative.



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). Children continued to receive additional services from Los Angeles Unified School District and South-Central Los Angeles Regional Center during 2021-2022 school year, 19% of children have IEP's in Head start and 12% of children were enrolled in Early Head Start having an IEP's or IFSP.

To adhere to COVID Health and Safety Protocols IEP's were conducted virtually with families and assessment

were done in person to ensure a comprehensive observation. Mental Health and Disabilities Coordinator attended all assessment meetings to further provide support during the session. During remote services, IFSP's resources and strategies were conducted virtually with Mental Health and Disabilities in collaboration with home-based educator and families



STAFFING PATTERNS AND STAFF QUALIFICATIONS

Teaching staff and children spend expanded the classroom

to the outdoor environment to ensure the health and safety of the classroom which allowed for more social distancing. When classrooms closures happened, families were provided the option for daily Zoom class during quarantine. Families were also provided daily activities through Learning Genie ® to extend educational activities to do at home. Lead Teacher qualifications included a Bachelor's Degree and child development permit. The Associate Teacher qualifications included child development permit. Home Based Educators continued to conduct individual virtual sessions with no more than 12 families in a caseload. Home Based Educators qualifications include an Associate Degree.

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.

Transition Early Head Start to Head Start

USC School for Early Childhood Education hosted the ***Transition from Early Head Start to Head Start Workshop*** for Early Head Start families transitioning from current home-based school year to the new center-based school year. Families learned about the Creative Curriculum, health requirements and the Day to Day classroom routine. The parents were informed about the enrollment process, health protocols and center locations.

Transition to Head Start

Before the first day of school, USC School for Early Childhood Education facilitated three Virtual Parent Orientations. This gave staff and families the opportunity to engage in an open discussion about COVID-19 protocols, Head Start Policies and Procedures, School Curriculum, Health Requirements, and Day to Day classroom operations. USC School for Early Childhood Education hosted one ***Transition to Head Start Workshop*** for the 2021-2022 school year. The parents were informed about the enrollment process, school curriculum, center locations, and classroom routines.

Transition to Kindergarten

USC School for Early Childhood Education hosted two ***Transition to Kindergarten Workshops*** for the 2021-2022 school year. This allowed parents to learn about the different school options such as Magnet Program, Charter Schools, and Residence Schools. Staff from local elementary schools joined to talk about the application process and deadlines to keep in mind.

Parents were also provided with information on how to support their children during the summer including, reading to their children, going over the rules and visiting their school. At the end of the school year, all the children transitioning to kindergarten received a backpack with school materials.

SOCIAL SERVICES

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

FAMILIES WE SERVE

ELIGIBILITY

To be eligible for the USC SECE Head Start and Early Head Start programs, children must live within the service area, and qualify by age, family income, foster care status, or diagnosed disability. Due the mandate of sheltering at home families provided documentation electronically and virtually. Income eligibility is based on the current Federal Poverty Guidelines and those established by the California State Department of Education, Child Development Division.

Eligibility interviews were conducted via telephone and gathered documentation information electronically via email and text message. The Adobe software was used to obtain family signatures to complete the eligibility verification process.

SECE continues to use the approved Selection Criteria, to rank the families by points, and by the highest needs (Homelessness, foster care, public assistance, age, and income eligibility). Enrollment was completed in-person and remotely, following the same procedures of implementing Adobe virtual online forms and in-person outdoor interview. As a result, for 2021-2022 SECE enrollment reached 91% for Head Start, and 78% for Early Head Start.

GEOGRAPHIC AREA

The Head Start and Early Head Start program serves children and their families following service area boundaries:

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

Servicing Zip Codes:		New Zip Codes Added to Services:
90007	90018	90023
90008	90037	90033
90011	90062	90063
90015		

During the FY 2021-2022 SECE converted 40 Head Start to 16 Early Head Start slots. The new service area zip codes are 90023, 90033 and 90063. This conversion will provide an opportunity to recruit medically fragile infants and toddlers for the Boyle Heights Service Area. Due to this conversion we are now able to provide 100% of our Head Start children with full day services.

Service Planning Area (SPA) 4 and (SPA) 6 Map

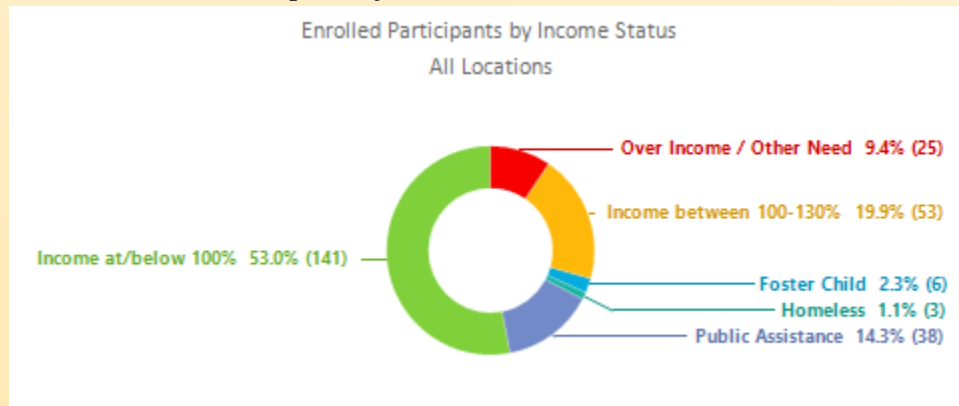


FAMILY SERVICE RACE CATEGORIES

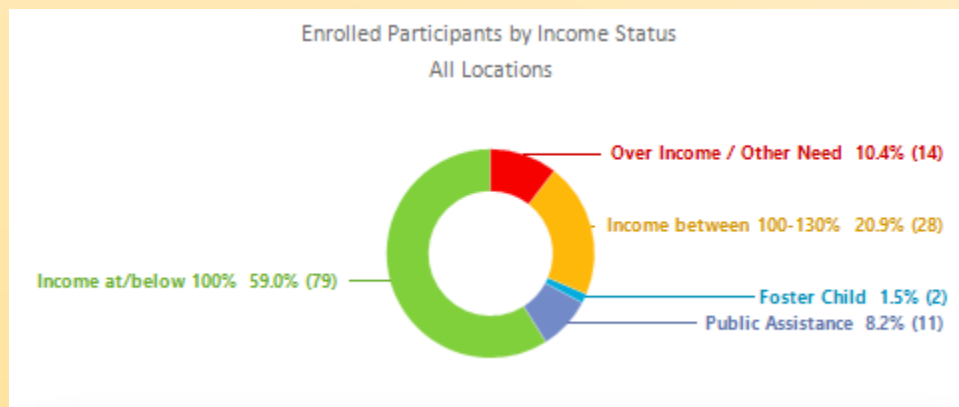
Head Start Demographics		
Race Category	Hispanic or Latino Origin	Non-Hispanic or Non-Latino Origin
Asian	0.0%	1.7%
Black or African American	1.4%	7.1%
White	88.1%	0.7%
Biracial/Multi-Racial	0.3%	0.0%
Other	0.0%	0.7%
Early Head Start Demographics		
Race Category	Hispanic or Latino Origin	Non-Hispanic or Non-Latino Origin
Asian	0.0%	3.7%
Black or African American	0.6%	5.6%
White	83.2%	2.5%
Biracial/Multi-Racial	1.9%	0.0%
Other	0.0%	2.5%

FAMILY SERVICE DATA – INCOME DEMOGRAPHICS

Enrolled Participant by Income Status for Head Start Families



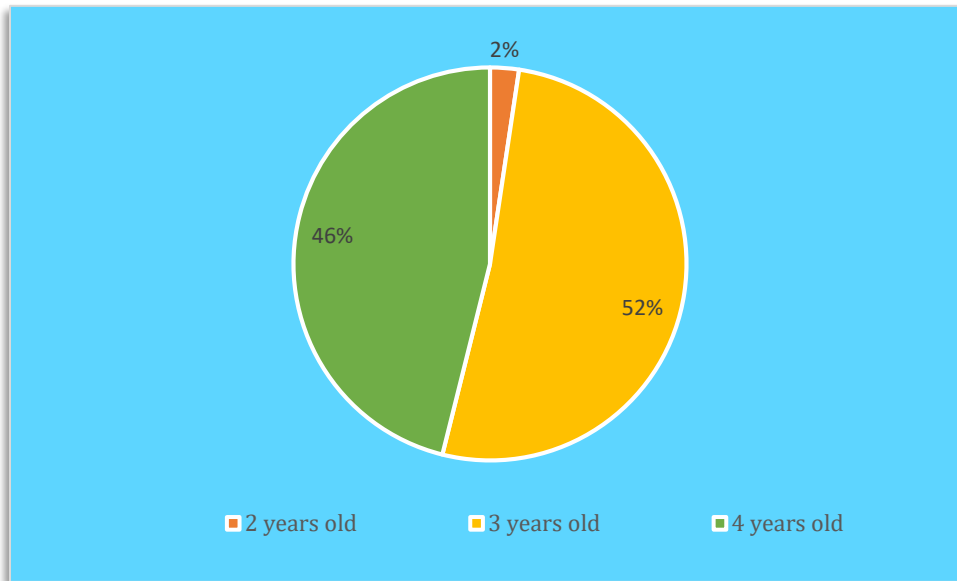
Enrolled Participant by Income Status for Early Head Start Families



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

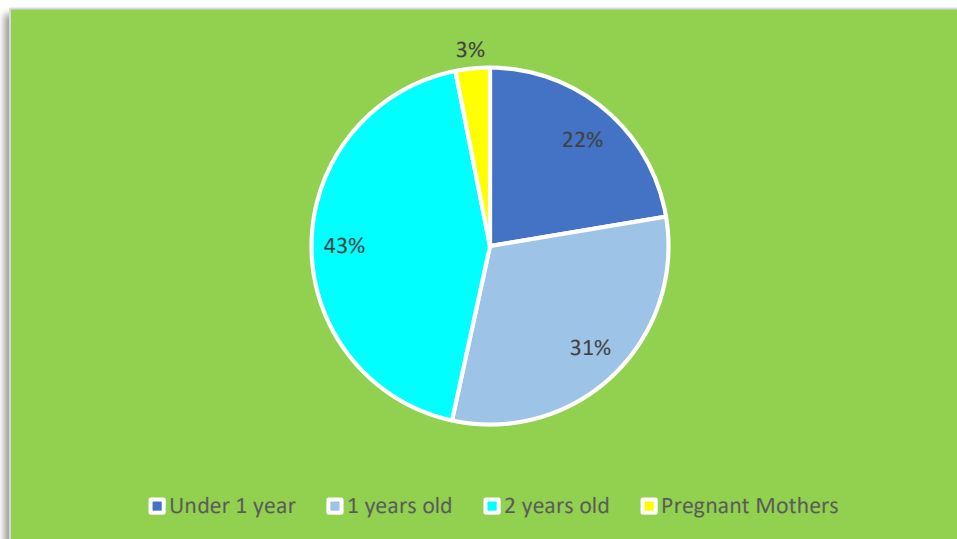
Head Start-Total Number of Cumulative Children and Families Served: 295

Average Monthly Enrollment: 92% Percentage of Eligible Children Served:



Early Head Start-Total Number of Cumulative Children and Families Served: 161

Average Monthly Enrollment: 83% Percentage of Eligible Children Served:



HEALTH SERVICES: PERCENTAGES OF ENROLLED CHILDREN THAT RECEIVED MEDICAL AND DENTAL EXAMS (Please note: due to COVID, percentages are lower due to limited medical services)

Head Start Program

- 96% of children who received dental exams
- 99% of children who received medical exams
- 100% of children who are up-to-date with immunizations

Early Head Start Program

- 17% of children are up-to-date on WBCs
- 100% of children are up to date on immunizations
- 67% of children received dental exams



PARENT INVOLVEMENT ACTIVITIES

Parents have an opportunity to be engaged virtually with their children and school in a variety of ways to impact their child's learning and school readiness, as well as developing parent skills through the following array of family and community engagement activities:

- Policy Council Meetings
- Board of Directors
- Abriendo Puertas/Opening Doors Parent Curriculum
- Distribution of Reading is Fundamental (RIF) books to families
- PBS STEM Parent and Child Workshops
- Public Library School Readiness
- School Readiness Meetings
- USC School of Dentistry Oral Health Presentations
- Health Services Advisory Committee
- Nutrition Health Initiative Parent Workshops
- USC Keck School of Medicine

PBS SoCal Collaboration

USC School Early Childhood Education collaborated with PBS SoCal to hold a Virtual STEM Family Workshop Series. With the support of the PBS SoCal team, we completed five and overall, 132 parents have participated. Workshop topics include:

- Non-standard Measurement
- Space Exploration
- Outdoor Exploration and Observations
- Introduction to Coding & Computational Thinking
- Bioluminescence

PBS SoCal facilitators used everyday household items and PBS KIDS content to model a hands-on activity for parents and caregivers to inspire children to explore and engage in science, technology, engineering, and math.



PBS SoCal also facilitated the STEM Parent Academy with an overall of 53 families participating in the five-session series. The goal of the STEM Parent Academy is to provide families the opportunity to enhance and build confidence in teaching their children the following STEM topics:

- Number Sense
- Hypothesis
- S.T.E.M.
- Patterns
- Scientific Inquiry

Upon completing the Parent Academy Series, parents received a certificate of completion and the skills to continue engaging in STEM related topics at home. USC School for Early Childhood Education and PBS SoCal also hosted a virtual Family Math workshop series with Peg+Cat. Families explored, play, and learned together with PBS KIDS media and fun hands-on math activities. Workshop topics include:

- Sorting
- Patterns
- Shapes
- Measurement.

Families who attended each workshop received free workshop materials, and a meal gift card.





Abriendo Puertas Opening Doors

Building a Better Future Through Parent Leadership



Abriendo Puertas/Opening Doors

USC School for Early Childhood Education hosted the Virtual Abriendo Puertas Series- the research-based parenting curriculum. The sessions were facilitated in Spanish. Over 15 parents participated throughout the series. At the end of the series parents received a Certificate of Accomplishment, incentives, and family board games. Workshop topics included:

- I'm My Child's First Teacher, Home is their First School
- Brain Development
- The Power of Words
- Nutrition and Physical Health
- Socioemotional Wellness
- Media and Technology
- Count With Me
- Graduation



FUNDING RESOURCES

Program	Funding Source	Performance Period	2021-2022 Funding
Head Start/Early Head Start	Federal	11/1/21 – 10/31/22	\$ 6,498,668
State Preschool Program	State	07/01/21-06/30/22	\$ 1,128,214
Child and Adult Food Program	Federal Pass-Through to State	09/01/21-08/31/22	\$ 416,415
Quality Rating Improvement System Block Grant	County	09/01/21-06/30/22	\$ 36,000
COVID-19 One Time CRRSA	Federal	04/01/21-03/31/23	\$ 149,582
HS/EHS Quality Improvement	Federal	07/07/22-10/31/22	\$ 29,561
American Rescue Grant/ COVID-19 Supplemental	Federal	4/1/21-3/30/23	\$ 594,661
HE/EHS Supplemental Cost of Living Adjustment	Federal	11/1/21-10/31/22	\$ 148,041
Total			\$ 8,784,800

BUDGET 2021-2022

Object Class Categories	HS Budget	EHS Budget	HS T&TA Budget	EHS T&TA Budget	Head Start & Early Head Start Totals
A. Personnel	\$ 2,446,480	\$ 1,392,166	\$ -	\$ -	\$ 3,738,855
B. Fringe Benefits	\$ 699,693	\$ 398,159	\$ -	\$ -	\$ 1,069,313
C. Travel	\$ -	\$ -	\$ 1,500	\$ 1,500	\$ 3,000
D. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
E. Supplies	\$ 265,718	\$ 25,932	\$ 5,354	\$ 6,543	\$ 346,669
F. Contractual	\$ 133,708	\$ 53,549	\$ 8,550	\$ 15,900	\$ 211,711
G. Construction	\$ -	\$ -	\$ -	\$ -	\$ -
H. Other	\$ 401,758	\$ 32,413	\$ 19,044	\$ 17,192	\$ 555,612
I Total Direct Charges	\$ 3,947,359	\$ 1,902,219	\$ 34,448	\$ 41,135	\$ 5,925,160
J. Indirect Charges	\$ 434,209	\$ 209,245	\$ 3,789	\$ 4,525	\$ 651,768
Grant Total	\$ 4,381,568	\$ 2,111,463	\$ 38,237	\$ 45,660	\$ 6,576,928

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

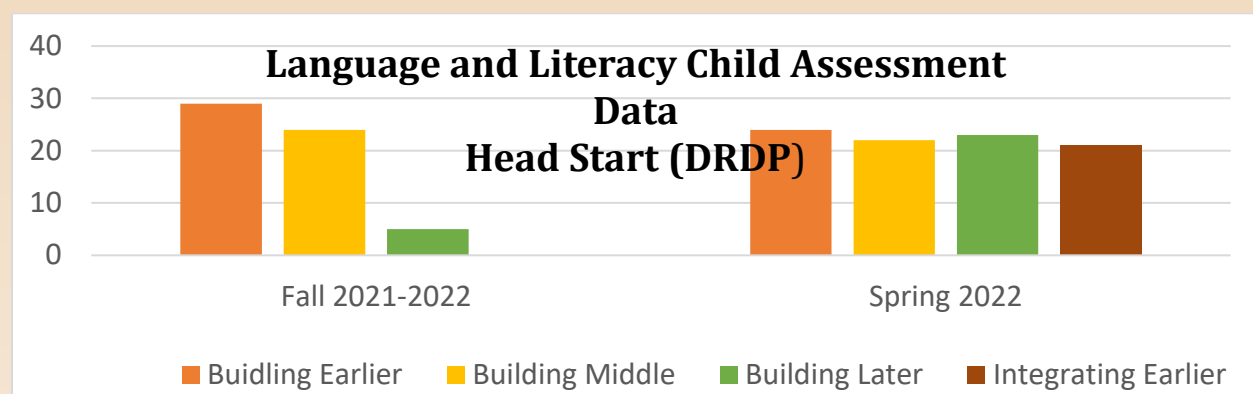
The program experienced the following audits:

- PricewaterhouseCoopers, LLP internal State Audit- 2021
- Federal Review Focus Area 1- November 2021
- CACFP Program Audit – February 2022

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, and Head Start teaching staff. The School Readiness Committee met in June 2022 to review child assessment data Language and Literacy development. Child data reports collected throughout the school year included: attendance, screening, and assessment of children with disabilities. It is our goal to provide a compressive 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 to assess developmental outcomes for Head Start children. The tool is administered in collaboration with family and teacher observation, and the work of children. The 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 Parent As Teachers Developmental assessment tool which is a developmentally appropriate, ongoing, and observation-based assessment. Parent As Teachers Developmental assessment tool and DRDP 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.

Home-Based and Center-Based Teachers received intensive individual and/or group coaching. Participated in Practice Based Coaching cycles to enhance their teaching practices, throughout the year. Classroom Assessment Scoring System (CLASS) observations are conducted in the Head Start classrooms two times a year to assess teacher's interaction with children. The CLASS data is used to support intensive coaching needs for teachers.

STAFF

Staff include professional positions in: Early Childhood Education, Health, Nutrition, Disability, Family Services, Finance, and Management. USC SECE also draws on the services of Registered Dietician, 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 children and their families, USC SECE collaborates with many organizations and agencies in the University Park neighborhood as well as within USC. The following is a list of local partners:

- Baby 2 Baby
- California Women, Infants & Children
- Child Care Alliance
- Keck Medical Center of USC Keck Medicine of USC
- Los Angeles Public Library
- Los Angeles School District (LAUSD)
- Magnolia Community Initiative (MCI)
- Public Broadcasting System (PBS)
- Reading is Fundamental (RIF)
- South Central Los Angeles Regional Center (SCLARC)
- St. Johns Clinic Well Child & Family Center
- USC Family of Schools
- USC School of Dentistry
- USC Suzanne Dworak-Peck School of Social Work
- Wellnest Emotional Health & Wellness

OUR LOCAL PARTNERSHIPS



**CHILD CARE
ALLIANCE
LOS ANGELES**

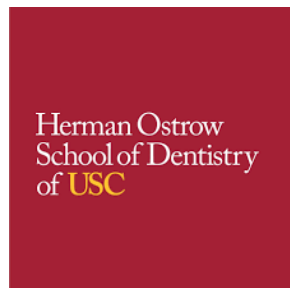
Keck Medical
Center of **USC**
Keck Medicine of **USC**



Reading Is
Fundamental



South Central Los Angeles
Regional Center
for persons with
developmental disabilities, inc.



USC
Suzanne
Dworak-Peck
School of Social Work

Wellnest
EMOTIONAL HEALTH & WELLNESS

CONTACT INFORMATION

April C. Smith

Executive Director

USC School for Early Childhood Education
3716 S. Hope Street, Suite # 386
Los Angeles, CA 90089
Phone (213) 821-2703
Fax 213 821-7800

Joanna Williams, MS. Ed.

Associate Director, Education

USC School for Early Childhood Education
3716 S. Hope Street, Suite # 366
Los Angeles, CA 90089
Phone (213) 740-3406
Fax 213 821-7800

Iris Zepeda

Assistant Director, Family Services and Community Partnerships
USC School for Early Childhood Education
3716 S. Hope Street, Suite # 376
Los Angeles, CA 90089
(213) 821-0558

Amber Gerardo, M.S.W.

Assistant Director, Early Head Start
USC School for Early Childhood Education
3716 S. Hope Street, Suite # 376
Los Angeles, CA 90089
(213) 436-5471

Gladys Mendez-Sauza, M.S., LMFT

Assistant Director for Mental Health, Disabilities, Nutrition, and Health Services
USC School for Early Childhood Education
3716 S. Hope Street, Suite # 386
Los Angeles, CA 90089
(213) 921-0659

Lionel Lawrence

Department Business Manager
USC School for Early Childhood Education
3716 S. Hope Street, Suite # 386
Los Angeles, CA 90089
(213) 740-9892

OUR LOCATIONS

Early Head Start Home-Based Program (EHS)

Amber Gerardo, Assistant Director, Early Head Start

3716 S. Hope Street, Suite 378

Los Angeles, CA 90007

(213) 740-8259

(213) 740-7935 (Fax)

University Gardens Child Development Center (EHS)

Jazmin Perralta, Site Supervisor

1250 W. Jefferson Blvd.

Los Angeles, CA 90007

(323) 733-1650

University Park Child Development Center

Leticia Rodriguez, Site Supervisor

741 W. 27th Street

Los Angeles, CA 90007

(213) 743-2466

(213) 745-4976 (Fax)

John W. Mack Child Development Center

Kenicia Mota, Site Supervisor

3020 S. Catalina Street

Los Angeles, CA 90007

(213) 400-4654

Lenicia B. Weemes Child Development Center

Patty Venegas, Site Supervisor

1260 W 36th Pl.

Los Angeles, CA 90007

(213) 309-7755

Norwood Street Child Development Center

LaToya McGrew, Site Supervisor

2020 Oak Street

Los Angeles, CA 90007

(213) 300-5451

Vermont Avenue Child Development Center

Debbie Gibson, Site Supervisor

1435 W. 27th Street

Los Angeles, CA 90007

(213) 631-6854

Casa de Rosas Child Development Center

April Smith, Executive Director

2600 S. Hoover Street

Los Angeles, CA 90007

(213) 743-2466

New Story Child Development Center

April Smith, Executive Director

150 W. Jefferson Blvd.

Los Angeles, CA 90007

(213) 743-2466