



Long Beach Unified School District

Head Start & Early Head Start

Annual Public Report *2014-2015*



Program Description

Head Start is a federally funded program that promotes the school readiness of young children from low-income families. The Head Start program is authorized by the *Improving Head Start for School Readiness Act of 2007*.

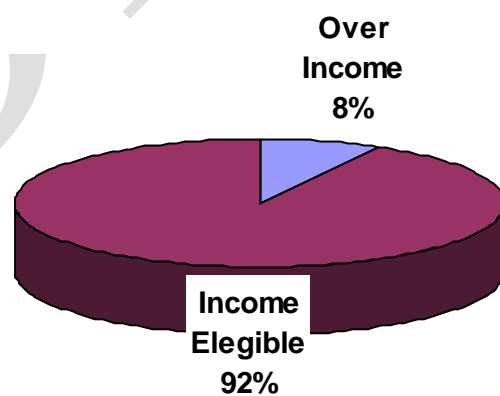
- Head Start and Early Head Start programs provide comprehensive services to support the mental, social, and emotional development of children from birth to age 5. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic heritage.
- Head Start encourages the role of parents as their child's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community.

The over-arching focus of the Head Start and Early Head Start program is to prepare children to enter kindergarten with the required school readiness skills. In doing so, the Long Beach Unified School District Head Start program prides itself on providing quality early learning experiences for children and a full-range of services to the entire family.

Enrollment

During the 2014-2015 school year, the Long Beach Unified School District Head Start Program was funded to serve 2,083 children and their families (1,935 preschool children and 148 infants, toddlers, and pregnant women) in the cities of Long Beach and Signal Hill at 23 preschool centers (serving children ages 3 to 5) and two Early Head Start centers (serving infants, toddlers, and pregnant women). A total of 2,263 preschool age children and 221 infants and toddlers were enrolled during the program year. Of those, 92% (2,300) qualified for the program based on their income falling at or below the federal poverty guidelines. The other 8% (212) of children enrolled came from families whose income was above the federal poverty guidelines, but had other extenuating circumstances that demonstrated a need for the services.

Chart 1a



Funding Sources

The Long Beach Unified School District serves as the grantee (recipient) of federal funds to operate both a Head Start and Early Head Start (EHS) program for preschool children, infants, toddlers, and pregnant women who reside within Long Beach and Signal Hill zip codes. The federal funding includes a *basic grant* and a *training and technical assistance grant*. The *basic grant* funds general program operations (i.e., personnel, health and welfare benefits, materials, supplies, equipment, facilities), while the *training and technical assistance grant* is earmarked to support training and technical assistance (i.e., professional development and training, consultants, and training materials).

2014-2015 Budgetary Expenditures

The program's 2014-2015 federal share for operating its basic program was \$18,599,846 and the federal share for operating its training and technical assistance components were \$207,905. The program's non-federal share, reflecting in-kind, was \$5,320,353.

The following percentages reflect the distribution expenditures:

Head Start Basic Grant: \$16,659,006

▪ Personnel	\$8,809,316	53%
▪ Fringe Benefits	\$4,982,152	30%
▪ Travel	\$14,968	<0.09%
▪ Equipment	\$0	0
▪ Supplies	\$718,941	4%
▪ Contractual	\$92,211	0.5%
▪ Other Costs	\$1,259,923	8%
▪ Indirect Costs	\$692,686	4%
▪ Total Expenditures	\$16,570,197	
▪ Unspent/Returned	(\$88,807.35)	<1% (0.5%)

Early Head Start Basic: \$1,940,840

▪ Personnel	\$1,122,851	58%
▪ Fringe Benefits	\$534,643	28%
▪ Travel	\$0	0
▪ Equipment	\$0	0
▪ Supplies	\$68,095	3.5%
▪ Contracts	\$22,597	1.1%
▪ Other Costs	\$100,339	5.2%
▪ Indirect Costs	\$79,298	4%
▪ Total Expenditures	\$1,927,823	
▪ Unspent/Returned	(\$13,017)	<1% (0.6%)

2015-2016 Proposed Budget

For the 2015-2016 Long Beach Unified School District was awarded a continuation of the five-year non-competitive grant to serve 1,935 preschool age children and 148 pregnant women, infants and toddlers. The total budget for year 2 of the 5-year grant cycle is \$18,807,751.

Personnel.....	\$10,867,692
Fringe Benefits.....	\$5,852,998
Travel.....	\$29,509
Equipment.....	\$0
Supplies.....	\$252,081
Contractual.....	\$177,083
Construction.....	\$0
Other.....	\$915,453
Direct Costs.....	\$18,094,816
Indirect Costs.....	\$712,935
TOTAL APPROVED BUDGET	\$18,807,751

Monitoring Review

There was no review in the 2014-2015 program year. The last Tri-Annual Federal Monitoring Review of the LBUSD Head Start program was conducted in December 2012. The comprehensive review process resulted in several areas of non-compliance which were immediately remedied and the verification was provided to the Head Start Region IX Office.

Self-Assessment and Audit

The program's annual self-assessment is a comprehensive process that strives to identify strengths, as well as areas of concern, in order to ensure that the program is meeting the Performance Standards and is providing high quality services for young children and their families. The self-assessment process includes the following critical elements: training of self-assessment team members; data gathered at not less than 25% of centers; assessment of each program option that includes Head Start and EHS center-based, EHS home-based, Head Start combination, and pregnant women; and assessment of administration.

Head Start staff and parents, community partners, LBUSD administrators, and Board of Education members are invited to participate in the self-assessment. Each section of the self-assessment process includes identified strengths, as well as findings that must be corrected, and concerns that may need to be addressed. Findings, with the resultant action plans were presented to Policy Council and the Board of Education for their review and approval. The self-assessment process yielded several very positive results. Numerous strengths were identified program-wide in the areas of child development and parent engagement. There were a few areas of non-compliance cited in governance, record-keeping, and on-going monitoring. For example at several sites Policy Council agendas were not posted 72 hours prior to the meeting, as required by the Brown Act, and site files were not consistently reviewed and consequently some had missing or incomplete information.

Following the completion of data gathering in January 2015, a list of strengths and findings for each center and administration was developed in February 2015. Each center developed a corrective action plan to ensure findings would not occur in the future at the center level. This plan was monitored by their Education Specialist and Family Services Supervisor who also verified when each finding was corrected. Additionally, a program-wide list of strengths and findings was also developed and presented to the management team. The management team developed a corrective action plan for all findings to ensure areas of non-compliance are addressed at the program level to ensure findings do not occur in any center in the future. The status of the action plan was initially reviewed in February 2015 and a final review to verify correction was conducted in March 2015.

The Long Beach Unified School District participated in its annual fiscal audit conducted by an external auditor. The outcome of this audit revealed no findings related to the Head Start program.

Program Information Report

Annually the program is required to submit comprehensive data via the Program Information Report (PIR) that provides information about the number of children served, staffing, program services and activities, and other areas of importance to national policy making. At the national level PIR information is used by the Administration for Children and Families to respond to Congressional and public inquiries about the Head Start program.

Head Start & Early Head Start Program Information Report **Critical Indicators**

Indicator	Head Start		Early Head Start		State		National	
	#	%	#	%	#	%	#	%
Health Insurance	2,260	99.9%	218	98.6%	100,692	98.9%	867,869	96.6%
Medical Home	2,260	99.9%	218	98.5%	99,103	97.3%	867,329	96.5%
Dental Home	2,110	93.2%	199	90%	96,815	95%	833,592	92.8%
Up-to-date Immunizations	2,263	100%	221	100%	100,745	98.9%	874,518	97.3%
Children with Disabilities	182	8%	39	17.6%	11,528	11.3%	109,766	12.2%
Received Family Services	2,134	100%	192	100%	77,881	80.3%	597,567	70.9%
Teacher with BA/BS Degree	74	80.4%	8	100%	2,789	65.1%	31,794	72.8%
Teacher AA/AS Degree or higher	106	99.1%	8	100%	4,005	90.5%	37,987	89.3%

Due to the LBUSD program's outstanding data, an improvement plan was not required by the Head Start Region IX Office. Long Beach Unified School District Head Start and Early Head Start Program met all required levels of services and exceeded both State and National averages in most areas.

An additional area deserving mention is the percentage of teachers who earned their Bachelor of Arts (BA) Degree or higher. In the Early Head Start program 100% of the teachers have earned a BA or higher, while in the Head Start program 99.1% of the teachers are fully qualified (Associates Degree or Higher) and 80.4% have a BA or higher.

Efforts to Prepare Children for Kindergarten

The successful transition from Head Start to kindergarten is a major focus of the LBUSD program. To this end the program has established a set of *School Readiness Goals* for both the Early Head Start and Head Start programs. In both cases the goals are aligned to the Head Start Child Outcomes Framework and are measured by the program's ongoing assessment of children's development.

Further attention is given to school readiness via the program's *Three Year Goal #1* which states the program will ensure that Head Start children are provided the foundation that will help guarantee academic success Pre-K through 16.

Moreover, the agency has a history of partnering with kindergarten teachers, elementary principals, district administrators, and parents, to develop and implement strategic plans supporting successful transitions. A broad *Transition Plan*, including Early Head Start and Head Start activities, has been developed to assist with the process. Sample activities include: 1) Early Learning Symposium for and in collaboration with preschool-third grade teachers and administrators; 2) kindergarten classroom visitations; 3) parent transition meetings; 4) participation in the district's annual *Education Celebration*; 5) participation on district-wide parent advisories; and 6) dissemination of pertinent child outcomes; etc. Additionally, the program plays a crucial role in the annual Kindergarten Festivals organized by the Long Beach Early Childhood Education Committee. The four festivals are held on LBUSD campuses and are strategically located to ensure optimum participation.

Child Outcomes

The *Improving Head Start for School Readiness Act of 2007* continues to expect programs record and analyze children's outcomes based on the identified domains. The LBUSD Head Start program assesses children's progress three times per year and utilizes the data for overall program improvement. The following domains are assessed resulting in the dissemination (to key stakeholders) of disaggregated data: language and literacy growth; English language development; cognition and general knowledge; creative arts; social and emotional functioning; physical skills; and health. Data is disaggregated based on gender, language (English fluency), and special needs (children with special educational needs).

During the program year participants demonstrated significant growth in all areas of development, particularly in physical development and math development with an average growth of 1.48 rating points followed by social development at 1.47 rate increase.

Through collaboration with parents, instructional staff, management, and the district's governing body, goals and instructional practices are being implemented to address the lowest scoring areas. Examples of improvement activities include staff professional development and parent education. Instructional staff engage in strategically planned professional development with a focus on language and early literacy development. LBUSD continued using the High Scope Approach as the curriculum framework supplemented by the implementation of the *Imagine It!* curriculum, which is a research-based language-rich curriculum. Parents partner with staff to support and enhance learning in the home and community environment. They receive support in doing so by participating in workshops and educational sessions offered by the program. Also, incorporated into Head Start is CLASS (Classroom Assessment Scoring System). CLASS is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children. Research tells us it is these daily interactions that promote children's social and cognitive development.

As part of continuing improvement efforts, LBUSD Head Start and EHS participated in training to implement Practiced-Based Coaching in order to increase support to teaching staff as they implement instructional strategies that will promote the most growth and learning for children in their classes. Additionally, a school readiness committee comprised of staff, parents, and other early learning experts was convened to select a new supplemental curriculum that is aligned across all early learning programs in the district, is comprehensive in addressing all areas of learning and development, and is aligned with the school district's selected curricula to meet common core requirements. The *Scholastic Big Day for Pre-K curriculum* was selected for implementation in all LBUSD preschool classrooms, including Head Start. The curriculum is research-based, comprehensive, and includes content support for all areas of learning and development aligned with the district's curriculum. In our infant and toddler program, *Frog Street Curriculum* was selected. The curriculum is research-based, developmentally appropriate, and can be used with both the center and home-based program options. We expect that these strategies will help us to further increase the levels of positive outcomes for children and families participating our program.

Parent Involvement Activities

Parents enjoy opportunities to participate in shared governance and various parent focused activities. Active parental involvement is important to the program's continued success. The desired participation from parents is clearly articulated from the point of enrollment and encouraged throughout the enrollment period.

Involvement in shared governance includes membership on the LBUSD Policy Council (parents elect parent representatives to serve as members on the Policy Council). Working closely with Head Start management and in collaboration with the LBUSD Board of Education, Policy Council members assist in program planning and operation.

Additionally, parents are engaged at the individual center level through Parent Center Committee meetings. Parent Center Committee leaders are nurtured via monthly meetings and training sessions led by the Parent Involvement Manager. These same parent leaders facilitate monthly meetings with the other parents at their centers. Topics include: school readiness, good health, proper nutrition, emergency preparedness, parent involvement, and child development.

Program-wide efforts designed to foster parent engagement are highlighted by the annual LBUSD Head Start/Early Head Start Parent Summit. This half-day parent conference includes workshops and training sessions focusing on language and literacy development, early numeracy, science exploration, and social and emotional development. The Parent Summit also includes a resource fair where agencies throughout the city are present to share resources and information with parents.

Attention is given to parents of children with special needs and activities are tailored to support their unique needs. An annual meeting is held for parents of special needs children transitioning to kindergarten. Additionally, continuous support is provided to these families by the program's special education staff along with partnering community agencies.

A celebrated male involvement initiative exists that provides opportunities for fathers and father-figures to more productively participate in the rearing of their Head Start child(ren). Events have included the following workshops: health, nutrition, language and literacy development, and early science and mathematics. The program has enjoyed the attendance of more than 300 fathers/father-figures at male exclusive Saturday events. These events included fieldtrips to the Long Beach Aquarium of the Pacific and physical fitness and sports celebrations.

Partnership Highlights:

- Collaboration with all district providers of early learning programs including: Head Start, State-Preschool, Child Development Centers, Pre-K Special Education and Transitional Kindergarten Department form the P-3 Steering Committee and Pilot Schools, which promote a seamless continuum for early learning from Pre-K through third grade.
- Collaboration with the Department of Children and Family Services to identify, recruit, and enroll children in foster care in the Head Start program.
- Collaboration with California State University Long Beach Nursing Department placing graduate level nurse interns in Head Start centers.
- Collaboration with the broader Long Beach early childhood education community to help ensure that all of the city's children 0 to 5 are educated, safe, and healthy.
- Initiating collaboration with 2 local hospitals to provide added support to Early Head Start through their *Welcome Baby* program.
- Collaboration with the Special Education Department to enroll students with a wide range of special needs and provide inclusion best practices for special education and general education students in the Head Start Program.