

Long Beach Unified School District
Annual Public Report
December 2008
(Revised February 18, 2009)

Program Description

The Long Beach Unified School District (LBUSD) Head Start Program is a free child development program for low-income pregnant women, infants, toddlers, preschool children and their families. The program provides comprehensive services including meals, education, social services, health, nutrition, disability services and parent involvement to qualifying families. Children with disabilities are also included and receive a variety of additional services such as speech therapy, counseling and one-on-one assistance in the classroom.

The Long Beach Unified School District Head Start Program serves 2,181 children and their families in the Long Beach area at 21 preschool centers (serving children ages 3 to 5) and two Early Head Start centers (serving infants, toddlers and prenatal women). The program enrolls 2,025 preschool children and 132 infants and toddlers and 24 prenatal women.

The over-arching focus of the Head Start and Early Head Start program is on quality early childhood development and experiences in order to prepare children to enter kindergarten ready to learn. As determined by a community assessment and information provided by LBUSD and community agencies such as the United Way, all Head Start centers are located in the areas of greatest need and are culturally representative of the community being served.

The Long Beach Unified School District Head Start Program has more than 330 staff members. Included in the total number are 137 teachers and 83 additional instructional aides.

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 program for preschool children, infants, toddlers and prenatal women who reside in the district's attendance area. 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, materials and supplies).

The program's 2008 - 2009 federal share for operating its basic program is \$17,572,623 and the federal share for operating its training and technical assistance components is \$197,705. The program's non-federal share, reflecting cash and in-kind, is \$4,394,017. The following percentages reflect the distribution of funds:

Early Head Start Basic Grant

- Personnel 66%
- Fringe Benefits 25%
- Supplies 1%
- Indirect Costs 4%
- *Other Costs 4%

Head Start Basic Grant

- Personnel 59%
- Fringe Benefits 28%
- Supplies 1%
- Contractual 01%
- Indirect Costs 4%
- *Other Costs 8%

*Other Costs represents line items such as property leases, maintenance and repair, utilities, telephone, mileage reimbursement, child travel, nutrition and food, publications, and memberships.

Additionally, the LBUSD Head Start program is the recipient of supplemental funds awarded through private and public grants.

Program Goals

The program establishes program goals based on a three year cycle. 2008 - 2009 represents year one of a three year cycle. An in-depth assessment of the annual community assessment, internal assessment, child outcomes, program information report, and on-going monitoring results in the development of the three year goals. The Three Year Goals are as follows: Goal 1 - To foster the development of the "whole child" with an emphasis on language and literacy; Goal 2 - To improve agency-wide systems for accountability and monitoring of program goals, objectives and delivery of services; and Goal 3 - To identify and maximize community resources and partners to support and enhance Head Start services. The Three Year Goals are monitored three times per year and the status is shared with LBUSD Head Start governing bodies.

Monitoring Review

A Federal Monitoring Review of the LBUSD Head Start program was conducted June 6 - 10, 2006. The comprehensive process resulted in one minor finding; it was noted that at one location the rubberized tiled safety surface on the playground had large gaps between the blocks of tile. The concern was remedied and verification was provided to the Head Start Region IX Office. It should be noted that the one minor finding did not overshadow the praise and accolades received from the Federal Review Team. The LBUSD Head Start program remains a model for the nation and is acknowledged for its close adherence to the Head Start Federal Regulations.

Audits

The program conducted an annual self-assessment process. The process strived to identify strengths, as well as areas of concern in order to ensure that the program is meeting Federal regulations and providing high quality services for young children and their families. Guiding this review process was the 2007 Head Start Review Protocol and the Administration for Children and Families recommended instrument entitled *Head Start Self-Assessment: Your Foundation for Program Excellence*. An analysis of the self-assessment data revealed that on-going monitoring of program operations is an area of needed focus. Strategies have been designed to improve over-all program monitoring. The process included a fiscal audit and no findings were identified in this area.

Child Outcomes

The Head Start Act of 1998 outlined new requirements of how programs were to record and analyze children's outcomes based on identified domains. Agencies are mandated to use their outcomes to assess and improve their program. The LBUSD Head Start program assesses children's progress on a continuous basis and utilizes the data for overall program enhancements. The following domains are assessed resulting in the dissemination (to key stakeholders) of disaggregated data: initiative, social relations, creative representation; movement and music; language and literacy; science and mathematics. Data is disaggregated based on ethnicity, gender, and language (English fluency).

During the most recent reporting period (September 2007 to June 2008) program participants demonstrated growth in all domains. However, based on this data the greatest areas of needed growth are in language and literacy development, mathematics and science. A review of the disaggregated data indicates the same and can be seen clearly in the provided bar graphs - **See Appendix A.**

Through collaboration with parents, instructional staff, management and the district's governing body goals and activities are being implemented to address the areas of concerns. The activities include but are not limited to teacher professional development and parent education. Instructional staff engage in strategically planned professional development with a "laser-like" focus on language and early literacy development; much attention is also given to the areas of mathematics and science. Parents are partnering with staff to support and enhance learning in the home and community environment.

Program Information Report

Annually the program is required to submit comprehensive data (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.

The local Head Start Regional Office (Region IX) has established thresholds/benchmarks aligned to eight key indicators. Of special note is data collected to monitor participating children's medical and dental health and teacher degree status. The 2007 - 2008 thresholds/benchmarks for these critical indicators were:

- 100% of Head Start children and Early Head Start children received all appropriate physical examinations

LBUSD Head Start Outcome:

Head Start children - 100%

Early Head Start children - 80.19%

- 95% of Head Start and 100% of Early Head Start children received treatment after being diagnosed by a health care professional as needing medical treatment

LBUSD Head Start Outcome:

Head Start children -99.23%

Early Head Start children -100%

- 100% of Head Start and Early Head Start children had a medical home at the end of the enrollment year

LBUSD Head Start Outcome:

Head Start children – 99.37%

Early Head Start – 98.64%

- 90% of Head Start children received complete dental examinations

LBUSD Head Start Outcome:

Head Start children – 94.82%

- 95% of Head Start children received dental treatment after being diagnosed as needing dental treatment

LBUSD Head Start Outcome:

Head Start children – 89.36%

- 100% of teachers have an Early Childhood related degree or State Certificate

LBUSD Head Start Outcome:

100% of teachers with Early Childhood Education related degree and 100% of teachers with a State Permit

Due to the LBUSD program's outstanding data an action plan was only required to address the indicator related to dental examinations. However, the program was commended on its annual increased percentage in this area and the countless strategic efforts in place to address the indicator. It is documented that the LBUSD Head Start percentage far exceeds the percentage of the general population who receives an annual dental examination; a mere 50% represents the percentage of the general population receiving a dental examination.

Efforts to Prepare Children for Kindergarten

The successful transition from Head Start to kindergarten is a major focus of the LBUSD program. Partnering with kindergarten teachers, elementary principals, district administrators and parents, strategic plans are developed and implemented to ensure successful transitions. Moreover, a broad *Transition Plan* including Early Head Start and Head Start activities has been developed to assist with the process. Sample activities include: 1) professional development provided by kindergarten teachers; 2) kindergarten classroom visitations; 3) parent transition meetings; 4) participation in the

district's annual *Education Celebration*; 5) participation on district-wide parent advisories; 5) dissemination of pertinent child outcomes; etc.

Parent Involvement Activities

Parents enjoy the opportunities to participate in shared-governance and various parent focused activities. Active parental involvement is crucial 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 "sit" on the Policy Council. Working closely with Head Start management and in collaboration with the LBUSD Board of Education the Policy Council members assist in program planning and operation. Additionally, parents are engaged on the individual center level through Parent Center Committee meetings. Monthly meetings are conducted by parents for parents. Agenda items include matters such as good health, proper nutrition, emergency preparedness, parent involvement, child develop, etc.

Program-wide activities designed to foster parent engagement include workshops and training sessions focusing on language and literacy development, early numeracy, science exploration, social and emotional development. Attention is given to parents of children with "special needs" and activities are tailored to support their unique needs. 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, early science and mathematics, emergency preparedness workshops. The program has enjoyed the attendance of more than 300 fathers/father-figures at male exclusive Saturday events. These events include fieldtrips to the Long Beach Aquarium of the Pacific, and physical fitness and sports celebrations.

2008 Risk Management Process

Effective 2008 - 2009 program year the Office of Head Start implemented a Risk Management Process (RMP), integrating the funding, monitoring, and technical assistance processes for all Head Start grantees. The annual process must be completed seven months in advance of funding continuation. The RMP serves as an over-arching framework tying together the funding, monitoring, and technical assistance process to serve the following purposes: prevent and reduce risks, focus on early intervention and build on strengths; improve communication and information sharing, and create corporate knowledge.

The LBUSD Head Start program participated in a RMP on November 7, 2008. Participants included members of the Region IX administrative staff, representatives from the Region IX Technical Assistance Network, the LBUSD Head Start management staff, and the LBUSD Head Start governing bodies (Board of Education and Policy Council). The RMP resulted in no needed improvement plan for the program and commendations were made acknowledging the program's strong governance; family involvement partnership efforts; community collaborations; instructional staff educational levels; and overall strategic planning.

Notable Mention

- LBUSD Head Start Program Director was named *2007 California Head Start Director of the Year*
- LBUSD Head Start Assistant Director of Family Services serves as the Chairperson on the *Long Beach Early Childhood Education Committee*
- LBUSD Health Manager serves as on the City of Long Beach Oral Health Task Force - Education Committee
- 2007 - 2008 and 2008 - 2009 grants awarded: Twelve Steps to Excellence Mini-grants; California Head Start Association Garden grant; First 5 School Readiness Cycle II grant; Office of Head Start Higher Education Advancement Delivering Success through University Partnerships grant; and Office of Head Start Training and Technical Assistance Teacher Education Supplemental Funding grant.