

2021
2022

Annual Report



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 prenatally through age 5. In addition to education services, our programs provide children and their families with health, nutrition, mental health, social, and other services. Head Start services are responsive to each child and family's ethnic, cultural, and linguistic background.
- 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 the 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 2021-2022, school year, the Long Beach Unified School District Head Start Program was funded to serve 1,356 children and their families (1031 preschool children and 325 infants, toddlers, and pregnant women) in the cities of Long Beach and Signal Hill at 24 preschool centers (serving children ages 3 to 5) and two Early Head Start centers (serving infants, toddlers, and pregnant women). A total of 1031 preschool-age children and 325 infants and toddlers were enrolled during the program year. Of those in Head Start, 80% had incomes at or below the federal poverty guidelines, received public assistance, experienced homelessness, or were in foster care. Another 10% had incomes between 101-130% of the federal poverty guidelines and 10% 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.

In Early Head Start, 88% of enrolled children came from families whose income was at or below the federal poverty guidelines, received public assistance, experienced homelessness, or were in foster care. The remaining 12% had families with incomes between 101-130% of the federal poverty guidelines or incomes above the federal poverty guidelines (other extenuating circumstances determined a need for the services).

FUNDING SOURCES

The Long Beach Unified School District serves as the 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, and facilities), while the training and technical assistance grant is earmarked to support training and technical assistance (i.e., professional development, training, consultants, and training materials).



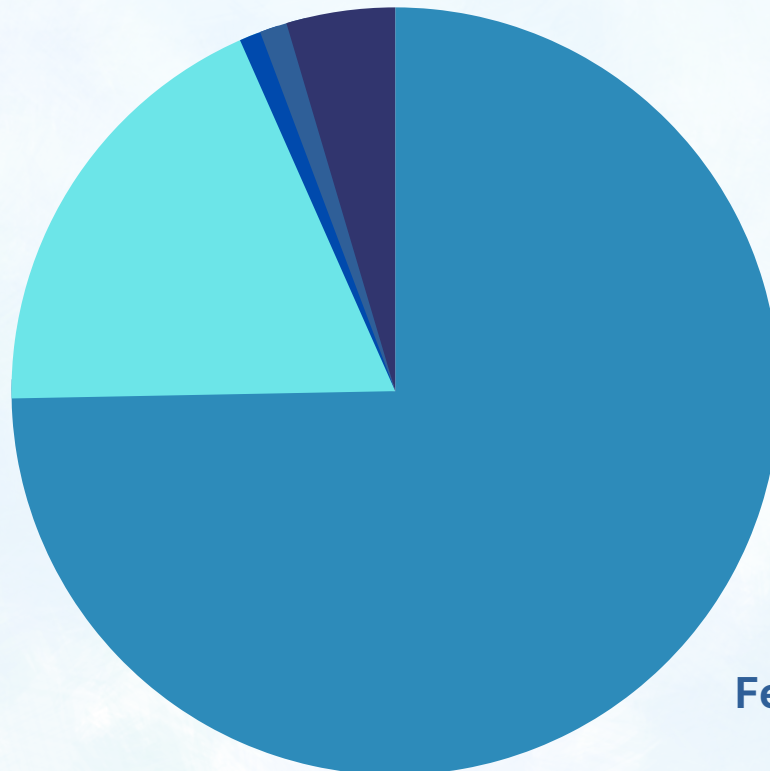
2021-2022 Budgetary Expenditures

For the 2021-2022 program year, the total operating budget was \$26,158,859 (federal share) and \$6,539,715 (non-federal share).

Additional amounts awarded were \$315,164 (COLA), \$403,299 (CRRSA COVID Relief) and \$1,603,310 (American Rescue Act-COVID Relief).

American Rescue Act-COVID Relief
4.6%

Non Federal shared
18.7%



Federal shared
74.7%





MONITORING REVIEW

In January 2020, the Administration for Children and Families (ACF) conducted a Focus Area One monitoring review of Long Beach Unified School District Head Start and Early Head Start programs. All performance and compliance requirements were met and there were no deficiencies within our program. The areas of monitoring review included: Program Design and Management, Designing Quality Education and Child Development Program Services, Designing Quality Health Program Services, Designing Quality Family and Community Engagement Services, and Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure.

The program will undergo a Focus Area Two review before the end of the five-year grant (June 30, 2024).

FISCAL AUDIT

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, activities, and other areas of importance to national policymaking. 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 (PIR)

The data below is from the most recent PIR report 2021-2022

Critical Indicators

INDICATOR	HEAD START		EARLY HEAD START	
	#	%	#	%
Health Insurance	897	99%	269	93%
Medical Home	897	99%	342	98%
Dental Home	895	99%	246	85%
Up-to-date Immunizations	886	98%	258	89%
Children with Disabilities	156	18%	48	14%
Received Family Services	757	75%	216	63%
Mental Health Services	20	2%	4	1%
Teacher with advance Degree (MA/MS)	8	8%	7	13%
Teacher with BA/BS Degree	49	63%	34	65%
Teacher AA/AS Degree	19	23%	4	8%

An area deserving of mention is the percentage of teachers who earned their Bachelor of Arts (BA) Degree or higher (advanced degree). In the Early Head Start program, 78% of the teachers have an advanced degree or Bachelor of Arts (BA). In the Head Start program, 73% of teachers have an advanced degree or Bachelor of Arts (BA). All teachers have a Teacher's Child Development Permit issued by the California Commission on Teacher Credentialing. 100% of LBUSD Head Start and Early Head Start teachers meet Head Start and State teacher qualification requirements.

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 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 college.

Moreover, the agency has a history of partnering with kindergarten teachers, elementary principals, district administrators, and parents, of developing 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 in 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 that 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).



Language and Literacy Development												
Target: 85% of 4 and 5 year-olds will obtain Building Middle or Higher 85% of 3 year-olds will obtain Building Earlier or Higher 85% of 0-2 year-olds will obtain Exploring Later or Higher												
DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
LLD1: Understanding of Language – Receptive (EHS & HS)	41	55	59	+4	56	58	63	+5	47	70	81	+9
LLD2: Responsiveness to Language (EHS & HS)	51	61	65	+4	62	66	68	+2	51	69	82	+13
LLD3: Communication and Use of Language - Expressive (EHS & HS)	34	50	53	+3	58	60	65	+5	55	68	82	+14
LLD4: Reciprocal Communication (EHS & HS)	26	41	48	+7	51	57	58	+1	48	66	78	+12
LLD5: Interest in Literacy (EHS & HS)	55	69	72	+3	52	62	57	-5	41	61	75	+14

Language and Literacy Development (continued)												
Target: 85% of 4 and 5 year-olds will obtain Building Middle or Higher 85% of 3 year-olds will obtain Building Earlier or Higher 85% of 0-2 year-olds will obtain Exploring Later or Higher												
DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
LLD6: Comprehension of Age-Appropriate Text (HS)	---	---	---	---	44	54	57	+3	39	59	73	+14
LLD7: Concepts about Print (HS)	---	---	---	---	56	65	61	-4	43	64	75	+11
LLD8: Phonological Awareness (HS)	---	---	---	---	59	63	63	no change	31	57	71	+14
LLD9: Letter and Word Knowledge (HS)	---	---	---	---	54	63	58	-5	37	62	72	+10
LLD10: Emergent Writing (HS)	---	---	---	---	49	60	66	+6	41	67	77	+10

English Language Development												
Target: 85% of 4 and 5 year-olds will obtain Building Middle or Higher 85% of 3 year-olds will obtain Building Earlier or Higher 85% of 0-2 year-olds will obtain Exploring Later or Higher												
DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
ELD1: Comprehension of English (Receptive English) (HS)	---	---	---	---	16	22	19	-3	17	22	26	+4
ELD2: Self-Expression in English (Expressive English) (HS)	---	---	---	---	13	19	19	no change	16	20	26	+6
ELD3: Understanding and Response to English Literacy Activities (HS)	---	---	---	---	13	19	17	-2	14	19	24	+5

Cognition: Math & Science

Target: 85% of 4 and 5 year-olds will obtain Building Middle or Higher
85% of 3 year-olds will obtain Building Earlier or Higher
85% of 0-2 year-olds will obtain Exploring Later or Higher

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
COG2: Classification (EHS & HS)	48	56	65	+9	52	62	59	-3	41	65	80	+15
COG3: Number Sense of Quantity (EHS)	37	52	58	+6	---	---	---	---	---	---	---	---
COG8: Cause and Effect (EHS & HS)	51	60	70	+10	51	58	66	+8	41	65	80	+15
COG9: Inquiry Through Observation and Investigation (EHS & HS)	51	63	69	+6	46	54	63	+9	33	59	76	+17
COG11: Knowledge of the Natural World (EHS & HS)	39	51	65	+14	51	56	65	+9	34	61	77	+16

Physical Development – Health

Target: 85% of 4 and 5 year-olds will obtain Building Middle or Higher
85% of 3 year-olds will obtain Building Earlier or Higher
85% of 0-2 year-olds will obtain Exploring Later or Higher

DRDP Measure	0-2				3				4 & 5			
	1	2	3	change	1	2	3	change	1	2	3	change
PD-HLTH1: Perceptual-Motor Skills and Movement Concepts (EHS)	58	65	73	+8	---	---	---	---	---	---	---	---
PD-HLTH2: Gross Locomotor Movement Skills (EHS)	61	67	80	+13	---	---	---	---	---	---	---	---
PD-HLTH3: Gross Manipulative Skills (EHS & HS)	50	57	71	+14	60	67	72	+5	52	68	83	+15
PD-HLTH4: Fine Motor Manipulative Skills (EHS & HS)	52	62	76	+14	60	64	69	+5	45	66	80	+14
PD-HLTH5: Safety (EHS)	48	56	65	+9	---	---	---	---	---	---	---	---
PD-HLTH7: Personal Care Routines: Feeding (EHS)	66	69	76	+7	---	---	---	---	---	---	---	---
PD-HLTH9: Active Physical Play (HS)	---	---	---	---	70	76	81	+5	65	74	85	+11
PD-HLTH10: Nutrition (HS)	---	---	---	---	59	66	73	+7	51	67	80	+13

PARENT ENGAGEMENT ACTIVITIES

Active parental involvement is important to the program's continued success. Active parent engagement is encouraged from the point of enrollment and throughout the enrollment period. Parents enjoy opportunities to participate in shared governance and various parent-focused activities. Parent and family engagement is the cornerstone of LBUSD's success. LBUSD works to build and strengthen families, which is done by using a strengths-based approach. Parents are engaged as equal partners and their knowledge, pride, and concerns about their children are welcomed. Staff also work with parents to support child learning and development; to provide, if applicable, services and supports for children with disabilities and to foster parental confidence and skills that promote the early learning and development of their children.

Parents in the program are also given opportunities to participate in parenting skills classes via two modalities. The first modality is face-to-face classes, where facilitators use the Center for Social Emotional Foundations for Learning (CSEFEL). (During the pandemic, these classes were offered online). CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the OHS and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. The second modality for parenting skills training is ReadyRosie, a research-based parenting curriculum that builds on parents' knowledge. The curriculum is implemented through the power of video and mobile technology to empower families to work with their schools to promote school readiness. Through a partnership with the Mayor's Fund for Education, all Head Start families had free access during the 2021-2022 school year.

In the area of health services, LBUSD ensures that staff collaborate with parents to promote their children's health and well-being by providing medical, oral, nutrition, and mental health education support services that are understandable and in the families' home language. LBUSD conducted a health and wellness fair where local health care providers and advocates provided free dental and health screenings, as well as offered health education opportunities for parents in the areas of preventive medical and oral health care, emergency first aid, environmental hazards, and health/safety practices for the home.

PARTNERSHIP HIGHLIGHTS:

- Collaboration with all district providers of early learning programs including: Head Start, State-Preschool, Child Development Centers, Pre-K Special Education, Transitional Kindergarten Department, and Elementary Schools from the Collaborative Schools Initiative, 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 into the Head Start program.
- Collaboration with the broader Long Beach early childhood education community to help ensure that all the city's children ages 0 to 5 are educated, safe, and healthy.
- 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.
- Collaboration with the Century Villages of Cabrillo, a multi-service supportive housing continuum that provides emergency shelter, transitional housing, and permanent housing for victims of domestic violence, homeless families, veterans, and/or individuals/families with chemical dependency issues. Through this partnership, LBUSD HS provided home-based services to pregnant women, children, and families living at the residences at the Cabrillo community.
- Collaboration with the Educare Learning Network and various private funders, LBUSD built the Educare Los Angeles at Long Beach. The mission of Educare is to promote school readiness, reduce the achievement gap and break the cycle of poverty by enhancing the social and cognitive development of children ages 0 to 5 years through the provision of evidence-based education, health, nutritional, social, and other services to enrolled children and their families. Each Educare school has a local evaluation partner charged with collecting data on child, family, staff, and community outcomes. The data is compiled at the local, state, and national levels; and findings shared to inform policy makers about the benefits of implementing high quality programs. The Educare school opened in July 2018 and currently serves 102 Head Start children and 80 toddlers.