

Training and Research Foundation Head Start

MISSION: Providing children and families with high quality comprehensive services that allow for a strong start, bright future and lasting success.



ANNUAL REPORT

PY 2014-2015



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Section 1 - History and Program Overview

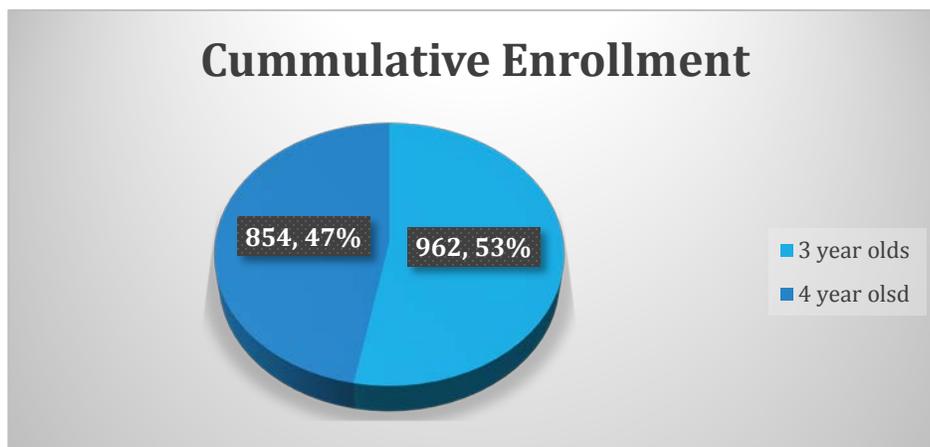
Training and Research Foundation (TRF) is a non-profit Head Start organization that serves low-income preschool children and families by providing comprehensive child development and school readiness services including education, health, nutrition, and mental health. For more than 50 years, TRF has been committed to improving the lives of children in the Inglewood, Lennox, Hawthorne and West Los Angeles areas. As a part of this commitment, is the long range program goal to prepare children to succeed in school and in life.

As a comprehensive program, TRF implements an integrated approach that emphasizes on the delivery of integrated services to facilitate social, self-help and school readiness skills and encourages family self-sufficiency by working with parents both as adult learners and as the most important teacher and influence in their child's life. All children in the program are screened and assessed for cognitive development, receive dental, nutritional, and health screenings, and provided with appropriate follow-up services when needed. Children also receive healthy and nutritious meals and snacks.

TRF has a total of fifteen licensed state-of-the-art facilities located throughout the service area that are welcoming and inviting for children and families. All sites are child friendly and promote a safe, fun and stimulating learning environment.

Section 2 - Enrollment

TRF was funded to serve a total of 1615 children ages 3-5 for the program year. A cumulative total of 1816 children and 1712 families were served for the 2014-2015 program year. Below is a breakdown of the enrollment of children by age:

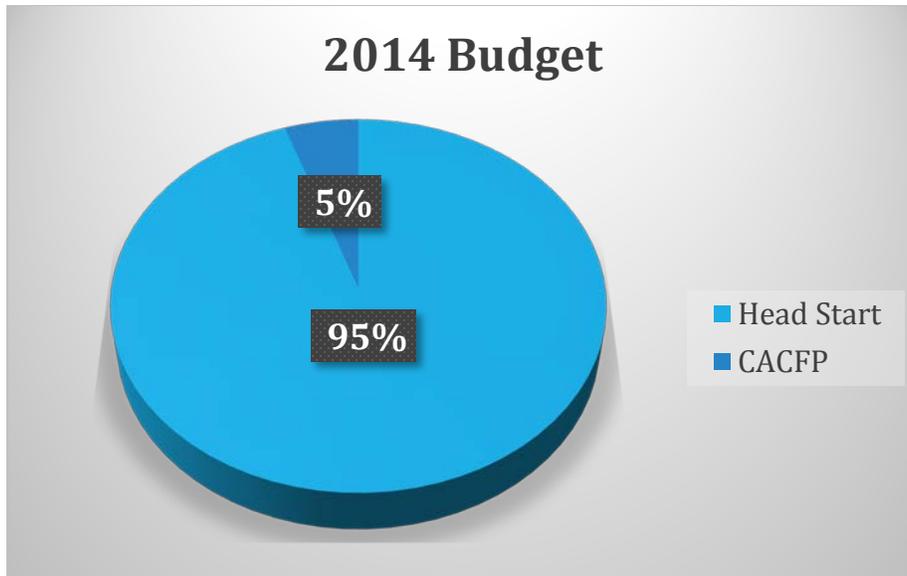


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Section 3 - Budget

TRF serves as the grantee (recipient) of federal funds awarded by the Office of Head Start (OHS) to operate Head Start for eligible children and families. The federal funding includes a *basic* 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), and the *training and technical assistance grant* supports training and technical assistance (i.e., professional development and training, consultants, and training materials). In addition, the program also receives reimbursement from the Child and Adult Care Food Program (CACFP) for nutritious meals and supplements (snacks) served to eligible children and adults. CACFP reimburses TRF for meals that meet Federal nutritional guidelines.

2014	
Sources of Grant Revenue:	
Head Start Federal Share	\$ 16,178,481
Child and Adult Care Food Program (CACFP)	\$ 899,007
Total Operating Budget	\$ 17,077,488
Grant Expenditures:	
Head Start	
Personnel and Fringe Benefits Costs	\$ 11,229,884
Other Operating Cost	\$ 3,521,110
Total Head Start Expenditures	\$ 14,750,994
Child and Adult Care Food Program (CACFP)	
Personnel and Fringe Benefits Costs	\$ 379,401
Other Operating Costs	\$ 519,606
Total CACFP Expenditures	\$ 899,007
Total Grant Expenditures	\$ 15,650,001



Section 4 – School Readiness

The Improving Head Start for School Readiness Act of 2007 makes it a top priority for programs to contribute to the school readiness of all children. The Office of Head Start’s (OHS) definition of school readiness is that “children are ready for school, families are ready to support their children’s learning, and schools are ready for children” (2011 Leadership Institute Planner, p. 37).

TRF implements a comprehensive school readiness approach that ensures that every child in the program leaves being school ready. This includes implementation of a research-based curriculum, quality teacher-child interactions, ongoing assessment and tracking of child progress, and an individualized learning approach. As a part of this process, specific school readiness goals are developed to ensure children leave the program “school ready”.

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2014-2015 School Readiness Goals:

- 1) Children will increase their self-awareness and social development;
- 2) Children will develop expressive/receptive language skills and increased phonological awareness;
- 3) Children will demonstrate increased abilities in motor and self-help skills;
- 4) Children will progress towards English fluency;
- 5) Children will demonstrate increased reasoning, logic, and problem solving skills; and
- 6) Children will demonstrate increased abilities in engagement, persistence, curiosity and initiative in their learning environment.

Child Outcome Data:

The Desired Results Development Profile (DRDP) assessment tool is utilized as required by the state and federal regulations. This tool is designed for teachers to observe, document, and reflect on the learning, development, and progress of children who are enrolled in early care and education programs. Children are assessed three times a year and the data is collected and analyzed each time. The assessment results are used by the program to plan curriculum for individual and groups of children and to guide continuous program improvement.



Section 5 -Parent, Family, and Community Engagement

Families play a critical role in helping their children be ready for school and for a lifetime of academic success, and Head Start programs are valuable partners with families in this journey.

Parent and family engagement in Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families.

TRF has integrated the use of the PFCE Framework into the planning system in order to ensure that the program can work together as a whole—across systems and service areas— to promote parent and family engagement and children’s learning and development. The PFCE framework is used collaboratively to ensure the school readiness of all children.

TRF is committed to developing strong partnerships with families which:

- Assists families to Identify individual and collective interests and needs.
- Supports parents to develop and attain family goals.
- Provides opportunities for families to enrich their knowledge and skills to support their child’s cognitive and social emotional development.
- Encourages the family’s active participating in identifying and supporting their child’s individual school readiness goals and objectives.
- Connects families with community services and resources to address various interests and needs.

Parent Engagement Activities

Volunteering- A total of 1570 parents volunteered for the program year. Their involvement included:

- Classroom support with the children in the classes
- Providing input into the lesson plans
- Food preparation in the classroom
- Participating in committees

Male Engagement Program- A specific focus is provided to including the fathers and/or male role models in the program to be more fully engaged and involved. Over 200 fathers participated this past year by attending workshops on the following topics:

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- Literacy
- Science
- Health Resource Fair
- Importance of Parent/Male Role Participation

Policy Council- The Policy Council (PC) provides a formal arena for parents to be involved in the program's planning and decision making. In partnership with program staff and Board of Directors, the PC has a vital leadership role as a representative of their program to receive information, training and reports which they take back to share with other parents at the monthly center committee meetings. A total of 28 parents participated this past program year on the PC.

Parent Site Committees- Parents participate in monthly parent site committee meetings. These meetings are facilitated by parents and staff and are held to facilitate ongoing communication between the sites and the PC.

Program Committee Meetings- Several parents also participated in the School Readiness and In-Kind Committee meetings. Their participation was crucial to shaping program planning and direction.



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Section 6 –Program Services

Health & Nutrition Services

Type of Services	Number of Children who Received Services
Medical Home	1684
Physicals	1184
Immunizations	1654
Dental Home	1662

Mental Health Services

Type of Service	Number of Children who Received Services
Mental Health Consultation with Program Staff	101
Mental Health Services	34
Individual Mental Health Assessment	40

Disabilities Services

Eligibility Category	Number of Children Served in the Program
Emotional Disturbance	1
Speech and Language	163
Intellectual Disability	2
Orthopedic Impairment	1
Visual Impairment	1
Specific Learning Disability	3
Autism	12
Traumatic Brain Injury	1
Developmental Delay	8
Total Number of Children Served	192

Family Services

Service	Number of Families
Emergency Crisis intervention	74
Housing Assistance	77
Mental Health Services	237
English as a Second Language Training	2
Adult Education such as GED programs	198

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Job Training	79
Substance Abuse Prevention	137
Child Abuse and Neglect Services	1611
Domestic Violence Services	265
Child Support Assistance	5
Health Education	446
Parenting Education	1541
Relationship/Marriage Education	30

Section 7 –Monitoring Review Results

The Office of Head Start (OHS) assesses grantee compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. This is conducted in conjunction with the 5 year grant cycle. The 2014-2015 program year was TRF’s second year of the grant cycle. During this time period the OHS conducted the Health & Safety Review to assess the program’s performance in ensuring the safe and health environments for children, families and staff. By monitoring environmental health and safety, the OHS strives to ensure that Head Start programs are supporting children’s health and development by providing safe learning environments.

Results of the monitoring review indicated no areas of non-compliance at any of the sites and one area of deficiency. The identified deficiency is due to the lapse in care and supervision incident that occurred in September 2014. This incident resulted in a child being left unsupervised.

TRF has the necessary steps of corrective action to ensure that this incident does not occur again. Corrective action included review and revisions to all program systems, training of staff, training to parents, and modification to the facilities to ensure that no child is able to get out of the facility.

Section 8 –Annual Audit

For calendar year 2014, Training and Research Foundation received a federal budget of \$ 17,077,488. Training and Research Foundation expends all grant funds in accordance with applicable federal laws and regulations. An annual compliance audit was conducted by Simpson and Simpson, CPAs and the audit results concluded that Training and Research Foundation had complied, in all material respects, with its funding terms and conditions, and the requirements of Office Management and Budget (OMB) Circular A-133 Audits of States, Local Government, and Non-Profit Organizations.



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Independent Auditor's Report

To the Board of Directors of
Training and Research Foundation

Report on the Financial Statements

We have audited the accompanying financial statements of Training and Research Foundation (TRF), which comprise the statement of financial position as of December 31, 2014, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Section 9 –Staff Qualifications

TRF takes pride in hiring qualified and experienced staff. All teaching staff have a minimum of a Bachelor's degree in Child Development or a closely related field and at least 12 units in child development. Further, staff also receive ongoing professional development that ensures that staff remain abreast trends and receive the information necessary to provide the best experience for children.

