**HUMAN SERVICES GRANTS PROGRAM (HSGP)**

**FY 2020-21 PROGRAM STATUS REPORT**

Growing Place

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program: \_\_\_\_\_\_\_\_\_\_\_\_\_Marine Park\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### FY 2020-21 SUBMISSION CALENDAR

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**Instructions:**

* This document should be used by HSGP grantees to report on mid-year and year-end outcomes and accomplishments.
* All reports submitted to the City are considered public record. Please note that staff will use the information provided in the mid-year and year-end reports to provide Council and the public with summary reports of agency performance highlighting key outcomes, successes, findings and concerns.
* Some programs or agencies may be subject to additional or different reporting requirements per the program’s Exhibit A, Special Funding Conditions, of your executed Grant Agreement with the City.
* It is important, when preparing this report, to be familiar with the program’s Exhibit B, Program Plan, of your executed Grant Agreement with the City.
* Please insert responses in the spaces provided for Sections I-VII for both the Mid-Year and Year-End Program Status Reports.
* A separate Program Status Report must be prepared for each Program Plan specified in your contract.
* To submit your completed report to the City, upload the file to your agency’s SharePoint folder. A link to your agency’s SharePoint folder as well as instructions on how to use the site will be emailed to your staff separately.

###### SECTION I: PROGRAM ACCOMPLISHMENTS, CHALLENGES, AND CHANGES

Provide a brief summary of your program accomplishments, challenges, and changes that occurred during the reporting period. Please also provide information or observations related to population or service trends.

**Accomplishments:**

***Prospective Families & Enrollment***

* By end-year, we have conducted twenty two  public virtual admission presentations for prospective families (e.g., Santa Monica Government Employees, families applying for tuition assistance, Santa Monica Residents, and others). In addition, our Campus Director contacted several City of Santa Monica employees who submitted applications for available spaces.
* We have toured, registered in waiting pool, enrolled, and welcomed two returning families and two new families who previously attended and/or are currently a part of our Ocean Park campus for a total of 16 children:
	+ 7 Infant
	+ 4Toddlers
	+ 5 Kindergarten aged children
	+ 14 SM residents.

***Onboarding Staff***

* Our new Pedagogista started in August 2020
* We hired an Assistant Teacher in the Infant Room in October 2020
* We hired a Kindergarten Teacher in January 2021
* We hired an Assistant Teacher in the Toddler Room in February 2021
* We hired an Assistant Teacher in the Preschool Classroom in April 2021
* The former Toddler Teacher at Marine Park assumed the Site Director position at Marine Park in June 2021

***Staff Professional Development***

* We planned and conducted four staff development days focused on:
	+ Continuous COVID-19 Training
	+ Virtual Workshop with the Pinwheel Project through Providence Saint John’s for mental well-being
	+ Virtual Pedagogical practices (documentation to make learning visible to families)
	+ Virtual Presentation from our Reggio Consultants
* The Growing Place educational coordinating team continued to participate in regular meetings with the West Coast Collaborative.
* GP’s Pedagogista worked in partnership with teachers to expand upon children’s ideas, plan curriculum, and making learning visible to families through our digital documentation on our parent portal, Parent Square.
* GP’s Pedagogista continues to facilitate meetings for teachers to discuss documentation, develop curriculum, and build positive learning experiences for teachers and children.
* In March 2021, GP and the West Coast Collaborative hosted a Reggio Children Virtual Conference with our Reggio Children Consultant.

***Parents***

* Growing Place provided the community with a voter registration link through Parent Square (our parent portal).
* Growing Place conducted virtual parent-teacher conferences in December 2020 and June 2021 to build community and dialogue about developmental strengths, challenges, and milestones for each child enrolled.
* Via weekly newsletters, Growing Place has continued to keep families and staff abreast of the latest safer-at-home orders, best practices for staying safe, and holiday and travel community agreements to ensure the community’s safety.
* As part of our parenting series, Growing Place Directors hosted Coffee & Conversations; highlighting current child development and parenting topics. In addition, in the Fall, we hosted an LCSW to discuss limit setting and disciplining with the GP parents. In the Spring, we held monthly virtual parenting workshops (i.e., reflective parenting series, etc.) led by a mental health consultant from the Pinwheel Project through Providence Saint John’s Providence.
* Growing Place hosted Back-to-School Morning (Fall) and Open House (Spring) Events. Families participated in a timed self-guided tour focused on making children’s learning experiences visible in each classroom, and to sustain parent-teacher relationships.
* A Growing Place Marine Park parent organized two community fundraisers at local Westside restaurants (% sales donated to GP).
* In August 2020, GP hosted a webinar entitled, “COVID-19 Operations Webinar” for our staff and parent community. We shared our experience with the pandemic, decision-making processes, and financial outlook.
* August 2020, GP Marine Park held a Mandatory Parent-Teacher Dialogue to discuss Community Agreements around health and safety practices outside of school.
* October 2020, GP Board of Directors hosted an “open” (virtual) board meeting for the GP parents.
* Growing Place hosted a workshop for parents in December entitled, “Stress Reduction and Family Time Over the Holidays” led by the Pinwheel Project through Providence Saint John’s Health Center.
* March 2021, GP co-sponsored a talk with Isabel Wilkerson, author of Caste: The Origins of Our Discontent.
* April 2021, GP co-sponsored a talk with Bettina L. Love, author of We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom
* April 2021, GP Directors hosted a Fireside Chat with parents to discuss updated COVID-related school operations
* April 2021, GP hosted LA School Scout to discuss kindergarten options (public/charter, private) with parents
* May 2021, GP hosted a Virtual Meet and Greet for Marine Park Campus parents to meetthe new Site Director

***Children***

* Growing Place Marine Park graduated/transitioned/unenrolled 13 children:
	+ 1 child went to Transitional Kindergarten
		- 0 SMMUSD
		- 1 Private Program
	+ 8 children went to Kindergarten
		- 4 SMMUSD
		- 2 Private Program
		- 2 Other – LAUSD
	+ 2 unenrolled at the start year due to the COVID-19 pandemic
	+ 1 child transitioned to our Ocean Park Campus
	+ 1 child moved out of state in April 2021
* Growing Place continued to practice emergency drills. Drills have been modified to meet COVID-19 safety precautions.

***Connecting with Our Community***

* GP Executive Director continues to co-chair Santa Monica Early Childhood Task Force (SMECTF).
* GP Executive Director virtually presented at the 17th Annual RAND Community Conference on Early Childhood Education Issues.
* In September, Growing Place co-collaborated and presented on a webinar entitled, “Returning to School in the Time of COVID: What Happened?”
* Growing Place Executive Director  continued to participate in the Westside Director’s Group.
* GP maintains relationships with GP alumni and the greater community through Facebook and Instagram.
* Growing Place held and provided Community Sing on our Facebook page as a Summer and Winter event for our families and wider community.

***In response to COVID-19***

* In continuous response to COVID-19, Growing Place has:
	+ Moved from offering  staff weekly PCR testing on site, to recommended testing if covid-like symptoms arise.
	+ Attended monthly Telebriefing calls regarding COVID-19 for Early Care and Education Programs
	+ Attended weekly COVID-19 updates, from Joffe, an emergency services organization that aims to improve school safetyby providing weekly updates, pandemic trends, and best practices.
* During classroom closures due to a confirmed positive case of COVID-19, we were able to provide services via distance learning for children quarantining at home.
* GP coordinated substitute coverage for all staff who received the COVID-19 vaccination and need time off to recuperate with minimal impact to operations.

**Changes:**

In response to COVID-19 and our community’s need for in-person learning, we created a Kindergarten program (with 4 children enrolled) temporarily housed at our Marine Park Campus.

**Challenges:**

***COVID 19***

* Due to COVID-19, as per the LA County Department of Public Health, we are limited in the number of children per class. This has dropped our enrollment from 52 enrolled children to 32 children, impacting our projected budget. The loss of 20 tuition payments per month from August to December and 12 tuition payments per month from January to May has caused us to re-strategize school operations.
* Due to COVID-19, Growing Place has purchased an increase in supplies and/or new supplies in order to run our school and keep our community safe.
* Due to COVID-19, families in our community have been impacted by loss of income or modified work hours.
* Due to COVID-19 and the fluidity of the situation, we have had to modify our practices and temporarily reduce our hours of operation.
* Due to COVID-19, we were not able to accommodate Early Childhood Education students from SMC and other educational institutions to observe and complete assignments for college coursework.
* Due to COVID-19, approximately half of families and staff participated in our Annual Investment Campaign (typically 90% +); funds are allocated to the professional education and training of teaching staff.
* Due to COVID-19, we did not have our annual fundraiser supporting our professional development fund.

Due to COVID-19, we experienced a high rate of absences from teachers due to the concerns with symptoms similar to COVID-19 that required quarantining until symptoms improved and/or they were able to get a negative COVID-19 test result.

* Due to COVID-19, we experienced staff changes due to reduced cohort size. Please see details under Section IV: Staffing Pattern.
* With 105 qualifying applicants currently in our waitpool, parents are citing hesitancy to accept spaces due to the uncertainty of their working hours and rising number of COVID-19 cases, resulting in vacancies in our toddler and preschool classrooms.
* We received many calls from non-Santa Monica residents who are disappointed that they are not eligible for our program.
* We received applications for Tuition Assistance from families who were ineligible for tuition assistance.
* We continue to serve children needing extra developmental support. This requires the staff to spend significant time outside of the classroom to attend routine parent meetings and create plans with team members to best support individuals within a group context.

**Population Trends:**

 ***Seeking Services***

* GP Marine Park received approx. 2-3 calls/emails per day, most seeking infant and toddler spaces.
* The cost of housing/rental on the Westside has made recruiting teachers very challenging and many more staff members are driving longer distances to come to work which is in contradiction to the city’sgoals of improving air quality.
* The wages of Early Childhood Education continue to be stagnant in comparison to other professions,which also contributes to a difficulty in recruitment.
* The ECE field continues to be dominated by women.

###### SECTION II: ASSESSMENT, EVALUATION AND PARTICIPANT INVOLVEMENT

Briefly describe or list any program assessment or evaluation efforts during the reporting period and summarize the results achieved. Specifically highlight any program participant involvement in these efforts.

Please highlight any new efforts to collaborate with other service providers and/or leverage services. Please include the agency name(s) and service(s) provided.

**Assessment or Evaluation Efforts**

* Every family participated in parent-teacher conferences in Fall 2020 used the ASQ (Ages and Stages Questionnaire, ages 0-5) and developmental forms to discuss the achievements and goals of their child using home and school strategies. When the ASQ indicated, GP took the initiative to refer the families for further evaluations.
* GP referred a child to our local regional center for additional screening for developmental concerns and/or private early intervention clinicians.
* Growing Place submitted our yearly report to NAEYC to maintain our accreditation.

**We worked in collaboration with:**

* Santa Monica Early Childhood Task Force - We continued to advocate for services for all families and quality ECE programs for children and families, specifically those that meet the needs of full-time working families.
* Westside Regional Center - We referred, advocated, and connected families to services.
* Connections for Children - We referred and connected families to services.
* GP is a part of the Westside Collaborative (five Reggio inspired schools in our community). We continue to meet regularly and are planning combined staff learning/development days.
* City of Santa Monica – We coordinated and collaborated to procure the auditorium (increasing the square footage of our program and adding two additional bathrooms during COVID-19). We also collaborated with the regular maintenance of the school.
* Westside Directors Group – GP Executive Director is a member of this group to collaborate with preschool directors in our region.
* Los Angeles Preschool Partnership – Both the Executive Director and Campus Director are members of this partnership which connects preschools across the Los Angeles area for idea exchange and mutual collaboration.
* The Pinwheel Project through Providence Saint John’s – Provided Mental and emotional development support for staff.
* Los Angeles County Department of Public Health – We continued to reach out to ECE public health liaisons when faced with confirmed positive cases or potential exposures in our community.
* Cayton Children’s Museum – We explored possible ways to partner with the museum to bring their Arts curriculum to GP.
* Westside Infant Network – we initiated conversations for ways to meaningfully connect their clients with our services.

###### SECTION III: BOARD INVOLVEMENT

Please indicate:

* **Number of Board meetings conducted during the reporting period:** The Board of Directors met monthly for 2 hours per meetings (July - June).
* **Average Board member attendance:** 13
* **Board development activities conducted during the reporting period:** The Board participated in an in-person, Board Retreat in June. Individual members of the Board interviewed past board members that continue to now serve on Connections for Children and other educational Boards to better understand how their service to GP led to continued volunteerism and consider their viewpoints regarding fundraising and development.
* **Significant policy directions or actions were taken by the Board during the reporting period:** N/A
* **Number of board members who reside and/or work in Santa Monica:**Ten members live in SM and 3 typically work in SM, though most folks worked from home due to the COVID-19 pandemic.
* **Board vacancies and plans to fill those vacancies, if applicable:**Up to 17 members can serve on our board. The Board hosted a parent-community meeting to solicit new members with legal, finance, or development/fundraising expertise.

###### SECTION IV: STAFFING PATTERN

Have there been any staffing changes during the reporting period (i.e., staff vacancies, staff recruitment, changes in FTE)? Please describe. If staff vacancies exist, please provide an anticipated hiring date and explain how caseloads and work have been distributed to ensure service levels are maintained.

Please indicate how volunteers or paid or unpaid interns were used during the reporting period. Provide the total number of volunteers or interns and hours provided. If interns were used, please indicate their program level (e.g. undergraduate, masters).

**Staff Changes:**

* In July 2020, three assistant teachers, one associate teacher, one lead teacher, and one Atelierista transitioned to our Ocean Park Campus due to the impact of COVID-19 on classroom capacities.
* In July 2020, one lead teacher in the toddler program left her position.
* In July 2020, two teachers were furloughed. Both teachers were re-offered employment. One accepted to return and the other accepted another employment offer.
* In August 2020, our Office Manager was furloughed and later transitioned to the Office Manager position at the Santa Monica Early Childhood Lab School.
* In October 2020, we welcomed a full-time Assistant Teacher in the Infant Room.
* In August 2020, our Pedagogista (former Lead Teacher at Ocean Park) assumed her new role.
* In January 2021, the kindergarten teacher left her position.
* In February 2021, we welcomed a new Kindergarten Teacher
* In February 2021, we welcomed an Assistant Teacher in the Toddler Room
* In April 2021, we welcomed an Assistant Teacher in Preschool Room
* In May 2021, we welcomed an infant teacher in our infant room
* In June 2021, our kindergarten teacher transitioned to a Preschool Assistant Teacher
* In June 2021, the Campus Director left her position to assume the Campus Director position at the Santa Monica Early Childhood Lab School
* In June 2021, A Toddler Teacher at Marine Park was promoted to Site Director there.
* We have vacancies for the following positions: Office Manager, Toddler Lead Teacher, Preschool Assistant Teacher, Atelierista, Infant Nap Aid, and floater.

**Students/Volunteers:**

Due to COVID-19, we were not able to welcome student teachers and/or volunteers onsite.

**SECTION V: SPECIAL FUNDING CONDITIONS**

Provide a status report on how the agency is meeting its funding conditions listed in Exhibit A of your Grant Agreement, clearly addressing each individual funding condition in bullet point format.

**Standard Funding Conditions:**

1) GP has supported the City’s efforts to develop an outcomes measurement system to better track human services program demographics and outcomes by the following:

* Reviewed findings of the City’s Local Well-being Index.
* Continue to provide high-quality early education for children in Santa Monica.
* Collected data required by the City that can be provided to develop the City’s management system.

 2) GP has taken several steps to provide services in adherence to the safety protocols

* *Service delivery*
	+ We have limited enrollment to 12 children per classroom (10 infants in the Willow Room since they need more adults) as stated in LACDPH’s regulations for ECE
	+ We have modified hours of operation 9am-3pm and expanded to 8:15am-4pm in the Spring
	+ We don’t co-mingle children and staff
	+ Children spend the majority of the day outdoors
	+ Parents drop off and pick up at designated entrances and exits for each classroom (parents are not permitted on campus)
* *Physical infrastructure*
	+ Each classroom has its own entrance and exit for arrival and dismissal
	+ We have limited classroom materials to items that can be sanitized and/or washed daily
	+ We have re-arranged classroom furniture (indoor and outdoor) to ensure that children are physically distant during mealtimes, naps, and activities (when practical)
	+ We keep all doors and windows open and fans on (whenever possible) while indoors
* *Safety Equipment*
	+ We provided touchless thermometers for each classroom
	+ We provided a disinfectant fogger machine to efficiently and effectively disinfectant spaces and materials
	+ We provided PPE for all employees (including but not limited to surgical masks, gloves, and face shields)
	+ We provided smocks for infant teachers that are washed daily
* *Protocols*
	+ We ensure daily digital health screenings for staff and children
	+ We provide weekly COVID-19 testing for staff
	+ We maintain 6ft of distance (whenever possible), wear masks (children 2 years and older), and have increased hand washing routines
	+ We have increased sanitizing of spaces and washing materials daily (i.e., cots)
	+ Parents are providing snacks in lieu of teachers preparing snacks and parents bring school materials in washable bags taken home daily
	+ Our illness, quarantine, and isolation protocols were all updated/created in accordance with LACDPH’s guidelines
	+ We created a Community Agreement and Travel Policy that include best practices from the LACDPH and CDC.

  3) GP has operationalized racial equity, diversity, and cultural competency within the following areas as follows:

* *Admissions and enrollment*
	+ We ensure that every child can identify with at least another child’s race, culture, and/or family structure. Therefore, we prioritize applicants (aside from Santa Monica government employees) who:
		- are socio-economically diverse (i.e., needing tuition assistance)
		- are racially and/or ethnically diverse
		- Have a unique family structure (i.e., same sex family household, single-parent household, adopted/fostered, etc.)
	+ We inform our community partners of available spots and wishes to find children who meet our demographics needs for our program (e.g., gender, age, race/ethnicity, and family structure)
	+ Our directors at both campuses are bilingual and are available to assist prospective families in Spanish and Mandarin and assist with the application process.
	+ Our parent portal, Parent Square, allows families to translate school communication into Spanish
	+ We are eager to learn about the City’s Diversity, Equity, Inclusion initiatives and how we may learn and model within our school community.
* *In the classroom*
	+ Diverse children book collection depicting children of different race, ethnicity, family structure, gender identity, and learning abilities that mirror children and families in our community
	+ Diverse materials for pretend play such as baby dolls depicting various races, ethnicities, and genders
	+ Personalized family books for each child that includes family pictures, family structure, family’s story of origin and traditions/cultural practices
	+ Classroom research and explorations focused on personal and social identity
	+ The use of Persona Dolls – each with their own stories, physical characteristics, unique family structure, ethnic and cultural identities, and socio-economic status
	+ Using inclusive, bias-free language with children
* *Personnel Practices*
	+ Growing Place seeks out educators and administrators from underrepresented groups. We currently have a diverse staff that includes men, individuals over the age of 65, those with learning and physical disabilities, medical conditions protected by American Disabilities Act (ADA), non-native English speakers, staff fluent in six different languages, and staff that represent at least 10 different ethnic groups.
	+ Growing Place is continually working on offering professional development, workshops, and/or dedicated community space on topics including but not limited to personal identity, children’s identity development, communication, and racial inequality.
	+ Growing Place has personnel policies that include procedures for: (1) equal employment opportunity and nondiscrimination; (2) anti-harassment and anti-bullying; and (3) disability accommodations.
	+ Growing Place ensures the use of inclusive, bias-free language in our written and oral communication.
	+ Growing Place honors all staff members’ requests for time-off as it relates to cultural and religious practices.
* *Community Outreach*
	+ Westside Infant Network (to connect with diverse prospective families)
	+ Connections for Children (to connect with diverse prospective families)
	+ Family Services of Santa Monica (to connect with diverse prospective families)
	+ Community Corp. of Santa Monica (to connect with diverse prospective families)
	+ City of Santa Monica sponsored events (prior to COVID-19) (to connect with diverse prospective families)
	+ The Pinwheel Project through Providence of Saint John’s (mental health referrals for families needing mental health support)

* Board of Directors/ Executive Management/ Supervisory Staff Demographics:
* *Gender:*
	+ Women: 9
	+ Men: 9
* *Race/Ethnicity:*
	+ Asian: 3
	+ Indian: 2
	+ Latinx: 3
	+ White: 10

4) We acknowledge this new funding condition and will support our eligible community members to participate in these programs as needed.

**Youth & Families Agencies:**

* Executive Director and/or Campus Director regularly attend Early Childhood Task Force (ECTF) meetings.
* No changes.

**Growing Place:**

* The program uses agreed upon procedures for determining program participants and documentation is in client files.
* See attached budget. $70,360 is allocated for tuition assistance to families that qualify.
* This reporting period, we have provided tuition assistance to seven families, which meets our target of 15%, or 10 enrolled. Approximately one-third of our families receiving assistance were given a significant subsidy making their enrollment at Growing Place possible. The families currently subsidized by our Tuition Assistance Program (TAP) earn between $0/yr. and $111,000/yr. Of the recipients, out of our current seven recipients four have single-parent households and family size ranges between 3 - 5 family members per household.  We only consider families for tuition assistance meeting the following requirements:
1. Santa Monica residents
2. Parent(s) must have proof of employment income
3. Full-time working parent(s)

The Growing Place is committed to serving as many families requiring tuition assistance as possible. However, we also value providing as much financial support as possible to families that otherwise would not be able to enroll. Our decision to allocate tuition assistance funds to the most underprivileged applicants in significant amounts is also aligned with our mission and commitment to increase the diversity in our community. Below are some barriers we encounter in our recruitment and enrollment process:

* We are limited to 12 licensed spaces (10 spaces to due to COVID-19) for infants and young toddlers (3 months to 2 years).
* Some low-income families need substantial financial support, which limits how many families can be awarded tuition assistance at one time.

Acknowledging our natural constraints (and the additional constraints of a COVID-19 operation) and with the intention of meeting our funding conditions, we are committed to the following actions below:

* We continue to foster our relationship with agencies and Santa Monica community efforts aligned with bringing awareness and providing high quality early childhood education to underserved families. These agencies/efforts include:
* Reaching out to CFC to recruit low-income families when space and funding is available
* Reaching out to Westside Infant Network when space and funding is available
* Reaching out to Family Services of Santa Monica when space and funding is available
* Reaching out to Community Corp. of Santa Monica when space and funding is available
* Reaching out to Santa Monica College Students, fully employed, with young children and in need of childcare

4) Seven of our enrolled families are from low and moderate-income residents.

a. Revenues and the tuition assistance budget - provided on spreadsheet

b. Documentation of the number of City employees and Growing Place employees enrolled in program

1. City employees: 5 parents / 6 children
2. Growing Place employees: 0

c. Verification of eligibility criteria for tuition assistance funds as outlined in Exhibit B. Family must:

1. Demonstrate full-time employment (30 hours minimum)
2. Demonstrate income through Federal Tax Returns, and recent paycheck stubs and/or other verification required by FAST (Financial Aid and School Tuition online suite).
3. Demonstrate SM residency through current lease agreement or utility bills

It should be noted that Growing Place employees are not eligible for Tuition Assistance from the Human Services Grant unless they 1) meet all the eligibility criteria (i.e., income, residency, full-time employment, and documentation) 2) are employed at our Ocean Park Campus and 3) do not receive our tuition employee benefit

d) Number of children served with tuition assistance funds and the percentage of each child’s tuition covered by these funds:

2020-2021 Recipients of Tuition Assistance:

Child 1 - 91% of tuition is covered by MP Tuition Assistance Program Fund

Child 2 - 64% of tuition is covered by MP Tuition Assistance Program Fund

Child 3 - 54% of tuition is covered by MP Tuition Assistance Program Fund

Child 4 - 20% of tuition is covered by MP Tuition Assistance Program Fund

Child 5 - 20% of tuition is covered by MP Tuition Assistance Program Fund

Child 6 - 50% of tuition is covered by Ocean Park Tuition Assistance Program Fund

Child 7 – 56.5% tuition is covered by CFC, 36% of tuition is covered by MP TAP Fund

5) Tuition for the 2020-2021 school year was changed to a single-rate tuition of $1900 for infant, toddlers, and preschoolers. Effective August 2020.

6) We operate year-round, M-F 7:30 am-6:00 pm except for identified holidays, one-week summer break, two-week winter break, one week spring break, which typically coordinate with the SMMUSD breaks, and six staff development days. \*Hours of operations are restricted during COVID-19 pandemic for both campuses to abide by the order from Los Angeles County Department of Public Health to keep children and teachers in stable groups, while adhering to labor laws, and incumbent on a healthy and available workforce.

**SECTION VI: DEMOGRAPHICS**

The following tables track data on program participant needs and the inter-agency relationships utilized to address them. Please provide this information as completely and accurately as possible for participants entering your program.

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT OF ADDITIONAL SERVICE NEEDS****(Santa Monica Participants)** | **FY 20-21****Number Responding “Yes”****at Mid-year** | **FY 20-21****Number Responding “Yes”****at Year-end** |
| 1. “Do you or anyone in your household have unmet employment needs?”
 | 0 | 0 |
| 1. ”Have you missed or been late on a home rental or mortgage payment within the last 12 months?”
 | 0 | 0 |
| 1. “Do you or anyone in your household have an unmet childcare/afterschool need?”
 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **INCOMING PARTICIPANT REFERRALS** **(Santa Monica Participants)** | **FY 20-21****Number****at Mid-year** | **FY 20-21****Number****at Year-end** |
| Participants referred by another agency |  |  |
|  **Please list the top 3 referring agencies** |  |  |
| * 1. **City of Santa Monica**
 | 5 | 5 |
| * 1. **Connections for Children**
 | 1 | 3 |
|  |  |  |

**\*Note:**All other referrals during this reporting period (July 1, 2020 - December 31, 2020) have come through word of mouth from friends or colleagues.

**SECTION VII: PROGRAM SERVICES AND OUTCOMES**

Provide a status report on the program activity levels and outcomes for Santa Monica program participants as indicated in Section III of your Program Plan. Examples have been provided for your reference; please insert rows as needed to align with your Program Plan. For outcome achievement not documented in a report, please provide narrative explanation and/or documentation of how outcome data is captured.

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTPUTS AS SHOWN IN PROGRAM PLAN**   | **OUTPUT STATUS REPORT** (Actual number of unduplicated persons who received/participated in the output during the reporting period)  | **OUTCOMES AS SHOWN IN PROGRAM PLAN**   | **OUTCOME STATUS REPORT** (Actual number and percentage of unduplicated participants who achieved the outcome during the reporting period)  |
| Output 1: 9 Kindergarten and TK eligible children.   | Output 1: At mid-year, we have served 7 children towards our annual goal.  At year-end, we served 7 children (Santa Monica Participants) towards our annual goal.    | Outcome 1: 7 of 7 (100%) Children matriculating to kindergarten and TK will demonstrate advancement to the next developmental bracket in social-emotional, physical motor, and cognitive domains (Scale: mature, age-appropriate, needs development, and immature)        | Outcome 1: A baseline of current developmental levels is conducted at mid-year. The children will be evaluated at year-end to determine if they advanced to the next developmental bracket.  End-year Results: Social Emotional Development: Of the 7 children, 4 children (57%) scored Mature and/or age-appropriate at baseline and year-end. 43% (3 children) scored needs improvements on some of the items at baseline. By year-end,all 3 children (100%) demonstrated advancement to the next bracket (i.e., age-appropriate or mature) Physical Motor Development:Of the 7 children, 6 children (86%) scored mature or age-appropriate at baseline and year-end.One child scored needs improvement at baseline and by year-end, demonstrated advancement to the next bracket (i.e., age-appropriate) Cognitive Development:100% of the children (7), scored Mature and/or age-appropriate at baseline and year-end. 11% of the scores across various cognitive domains improved in developmental brackets from age-appropriate to mature.     |
| Output 2: 32 enrolled\* children (\*enrolled and attending) in the Fall. At year-end, 40 children were enrolled. (2 children arrived after ASQs were conducted during parent-teacher conferences)   | Output 2: At mid-year, 29 children have ASQs completed.  At year-end, 38 children have ASQs completed.    | Outcome 2: 100% of children identified with a need that the ASQ identifies will be linked to a service that may include developmental activities and re-screening, referral to a pediatrician or other resources/therapies within 45 days. | Outcome 2: By mid-year, 1 of 1 (100%) child identified with a need through the ASQs was referred to regional center services within 45 days.By year-end, 4 of 4 child identified with a need through the ASQs or teacher’s observation was referred to regional center services (as age-appropriate), pediatricians, and/or private early intervention clinicians (i.e, SLPs, and OTs)  |
| Output 3: At least 15% of enrollment of children identified as coming from low-income families living in SM | Output3: At mid-year, seven families identified as coming from low-income families living in SM  | Outcome 3: At least 15% of Marine Park enrollment will be filled by children living in SM and in need of tuition assistance. | Outcome 3: By mid-year, 7 of 32 children (22%) enrolled are children living in Santa Monica and in need of tuition assistance.  By year-end, 7 of 40 children (17%) enrolled are children living in Santa Monica and in need of tuition assistance.  |
| Output 4: 80% of parents will participate in year-end survey | Output 4: To be reported at the end of the year. At year-end, 27 families will participate in the survey. List of families excluded: recently enrolled (less than 30 days), children who graduated our kindergarten class in May, and non-SM participants). Families with siblings were counted once.  | Outcome 4:To be reported at the end of the year. | Outcome 4: To be reported at the end of the year. At year-end, we received 21 completed surveys (78%).  |
| N/A | N/A  | Outcome 5: Provision of infant care     Outcome 6: Childcare slots for City of Santa Monica employees   | Outcome 5: Fourteen infants and toddlers served (ages 0-2.5)    Outcome 6: Six children of City of Santa Monica employees who were enrolled   |

###### VARIANCE REPORT:

###### Mid-year: Please identify specific outputs or outcomes not on track for being met by year-end. Provide an explanation of the barriers the program is experiencing and the steps the staff is taking to mitigate the situation.

###### Year-end: Please provide an explanation for each output or outcome for which achievement is above or below 10% of the projected target.

\*\*NB- All data collected is for children enrolled August 2020-December 2020 based on our school year since most of the activities and services are based on our school year. August marks the start of our school year.

* Output 2: Three children (of 32) were not assessed using the ASQs due to the age cut-off of 60 months. These three children (ages 5-6years old) are in our inaugural Kindergarten classroom housed at out Marine Park Campus temporarily for this school year, 2020-2021, due to the pandemic. All 3 children and their families participated in our Fall conference and received a narrative developmental report of their current development, highlighting their strengths and areas of growth. All three children are meeting or on track to meeting grade-level competencies based on the California Common Core States Standards for English Language Arts/Literacy and Mathematics.

**Year-end:** Please provide an explanation for each output or outcome for which achievement is above or below 10% of the projected target.

**SECTION VII: PROPERTY MANAGEMENT**

If this program has entered into a lease agreement with the City of Santa Monica, please provide a status report of facility improvements and routine maintenance performed during the reporting period.

* Fire alarm inspection
* Fire exit lights repaired by the City
* Air filters replaced by City
* Auditorium kitchen door lock rekeyed by the City
* Auditorium women’s bathroom leaking handle repaired by the City
* Added a new side yard gate for a safer COVID-19 operation
* Repaired the electronic door access system
* Repaired the garbage disposal in the preschool classroom
* Repaired the drain line in the laundry room (2x)
* Replaced the adult toilet broken fill valve

**By submitting this report to the Housing and Human Services Division, I certify that this report is true, complete and accurate to the best of my knowledge and that all disbursements have been made in compliance with the conditions of the Grantee Agreement and for the purposes indicated.**