HUMAN SERVICES GRANTS PROGRAM (HSGP)

FY 2021-22 PROGRAM STATUS REPORT

Agency: Marine Park

Program: Growing Place

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| **SELECT** |
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###### FY 2021-22 SUBMISSION CALENDAR

**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 year-end, we have conducted twenty-two public virtual admission presentations, twenty-three private tours (families considering immediate enrollment) and eight public in-person tours  for prospective families (e.g., Santa Monica Government Employees, low-income SM Residents, SM Residents, and SM workforce).
* The Campus Director contacted four City of Santa Monica employees from the wait pool for enrollment; yield one enrollees.
* From our wait pool, we contacted parents for an in-person tour and program orientation. We enrolled and coordinated a transition for 20 new families and 5 new children (of returning families), for a total of 25 new children.
  + 11 Infants
  + 10 Toddlers
  + 4 Preschool
  + 22 SM residents (includes 1 SM City Employee)

***Onboarding Staff***

We advertised, screened, interviewed, onboarded and trained five teachers and an administrator:

* Preschool Teacher/FT in August 2021
* Office Manager/PT in September 2021
* Cross-Campus Support Teacher/PT in October 2021
* Assistant Infant Teacher/FT October 2021
* Toddler Teacher/FT November 2021
* Toddler Teacher/FT November 2021
* Assistant Toddler Teacher/PT in November 2021
* Assistant Toddler Teacher was promoted to Preschool Teacher/FT in September 2021
* Infant Assistant Teacher/FT January 2022
* Preschool Assistant Teacher/PT February 2022
* Support Teacher/PT March 2022
* Infant Teacher/FT April 2022
* Preschool Assistant Teacher/FT April 2022
* Toddler Teacher/FT June 2022
* Infant Assistant Teacher/FT 2022
* Preschool Teacher/FT 2022

We advertised, screened and interviewed for an Office Manager/FT position for an August 2022 start date.

We advertised, screened and interviewed two Infant Assistant Teacher/FT for an August 2022 start date.

We advertised, screened, interviewed and hired for the Atelierista/PT for a September 2022 start date.

We continued the training and development of Campus Director in a new role (effective June 1, 2021)

***Staff Professional Development***

* We planned and conducted five staff development days focused on:
  + Elevating pedagogical practices (growth mindset, language with children, developing long-term projects, etc.)
  + Maintaining children and workplace safety through COVID-19 training and emergency protocols and preparedness
  + Develop teacher skills with technology to support parent engagement
  + Expanded our understanding of specific techniques for children with special needs, presented by Santa Monica College ECE Faculty
  + Engaged in diversity, equity and inclusion conversations, focusing on article and reflection circles
  + Training math principles for inclusion in a preschool classroom setting
* Teachers participate in on-going meetings with Educational Coordinator(s) to support teaching strategies, curriculum development, and build positive experiences for children
* Introduced a new on-line documentation portal, Milanote, to sustain our pedagogical practices in a virtual environment

***Parents***

* Provided parents with a voter registration link through our parent portal
* Conducted virtual parent-teacher conferences in November 2021 and Spring 2022 for each enrolled family to illustrate the child’s growth/development, set goals, and continue to build parent-teacher relationships
* All preschool enrolled families participated in a 1:1 conversation highlighting the Kindergarten Building Blocks and were given a PDF of Building Blocks for Kindergarten pamphlet
* In June 2022, directors hosted a Kindergarten panel with GP alumni parents to discuss the transition to Kindergarten for currently enrolled families
* Distributed a weekly newsletter and kept parents and staff abreast of all information related to COVID and ECE (LACDPH, travel advice, testing centers etc.)
* Directors hosted Coffee & Conversations, highlighting child development and parenting topics: conflict resolution, media and young children etc.
* Covered the cost of a Reflective Parenting Series, facilitated by St. John’s Providence’s MFT, to support parents and their mental health needs
* Hosted Virtual Back-to-School Event in the Fall and an in-person Open House event in Spring 2022
* Growing Place and parent volunteers organized welcome picnics for new and returning families in Fall 2021
* GP Board of Directors hosted an “open” (virtual) board meeting for parents
* GP hosted 5 “Pitch in Day” to beautify the school and meet fellow parents

***Children***

* We prepared 8 children for their transition to kindergarten and/TK and celebrated their preschool experience through a graduation ceremony.
* GP continued to practice monthly emergency drills with children. Drills have been modified to meet COVID-19 safety precautions.
* 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

***Connecting with Our Community***

* GP Executive Director is the outgoing co-chair for the Santa Monica Early Childhood Task Force
* GP Executive Director continued to participate in the Westside Director’s Group
* GP MP Director participates in the Santa Monica Early Childhood Task Force
* GP maintains relationships with its alumni and community through Facebook and Instagram
* GP hosted Summer and Winter Community Sing Events via our Facebook (to public)
* GP welcomed three alumni volunteers during Spring and Summer, while maintaining all COVID protocols

**Challenges:**

***Employees***

* The cost of housing on the Westside, and wait-time for affordable housing in SM has made recruiting challenging, contributes greatly to employee stress and does not align with the City’s Community Priority around “Equitable and Inclusive Economic Recovery”.
* >50% of our staff commute more than 30 minutes each way; a contradiction to the city’sgoals around “Clean and Safe”.
* The wages of Early Childhood Educators cannot increase at the level of inflation and cost of living in Los Angeles; this contributes to challenges in recruitment and high stress levels of our staff caring for young children.
* Higher wages, signing bonus offered by fast-food industries, coupled with less education and skill requirements have greatly impacted our ability to recruit staff.

***COVID 19***

* Early Childhood programs are greatly impacted by COVID; stressing the administration and teaching teams
  + Director conducts all contact tracing, notify staff and parents of quarantine/isolation steps
  + Director serves as proctor for “test-to-stay” policy, administering COVID tests among staff
  + Director completes reporting with demographic detail for each confirmed case and close contact to LACDPH
  + Director completes Unusual Incident Report to Department of Social Services for each confirmed case
  + Director sourced for parents: COVID testing centers, information about antigen tests vs. PCR tests and recommendations for children under 2 years
  + Administration attends monthly Telebriefing calls regarding COVID-19 for Early Care and Education Programs
  + Administration keeps abreast of changes to LACDPH, CDC, Cal/OSHA as it pertains to COVID, re-writes policies and practices as needed and communicates these with the staff and parent body
  + Administration collects and keeps up-to-date record of each employee’s COVID vaccine date, lot number and booster date
  + Administration collects and keeps up-to-date record of each age-eligible child’s COVID vaccine date and lot number
  + Administration keeps accurate records of each COVID exposure and case as it relates to each individual employee and child (up to date fully vaccinated and boosted, vaccinated and booster eligible but not yet boosted, not yet fully vaccinated, unvaccinated, and tracking 90 day since COVID confirmed case)
  + Director calculates quarantine time for all confirmed cases and close contact based on a range of variables
  + Administration coordinated with Connections for Children and parent volunteers to pick up PPE to ensure adequate supplies are available on site
* GP operates with “contained cohorts” which maximizes our hours to 8.5 hours per day, and minimizes the impact of COVID related closures to families
* GP hired, coordinated and paid for substitute coverage for any staff who received the COVID-19 vaccination and/or booster and needed time off to recuperate
* Due to COVID-19, we’ve experienced a lack of preschool applications
* Due to COVID-19, we have increase in expense to support COVID operation
* Due to COVID-19, families in our community have been impacted by modified work hours, impacting the income of some families
* Due to COVID-19 and the fluidity of the situation, we have reduced our hours of operation by 2 hours daily
* 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, we experience 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; see details under Section IV: Staffing Pattern

**Changes:**

* The kindergarten program previously housed at Marine Park was moved to our Ocean Park Campus to accommodate more children and families.

**Population Trends:**

***Seeking Services***

* Marine Park Campus received approx. 4-5 calls/emails per day, most seeking infant and toddler care.
* The ECE field continues to be dominated by women
* Parents are citing hesitancy to enroll 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 Tuition Assistance applications from SM Residents who were ineligible for tuition assistance (income is too high); they cite housing costs, increase in cost of living to their inability to afford the program
* Non-Santa Monica residents express disappointment that they are not eligible for our program

###### 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**

* 100% of enrolled families participated in the fall 2021 parent-teacher conferences, used the ASQ (Ages and Stages Questionnaire, ages 0-5), ASQ/SE (Ages and Stages Questionnaire Social Emotional) and conference forms to discuss child’s development, goals and discuss ASQ recommended Learning Activities. When the ASQ/SE indicated “further evaluation”, GP referred the families for further screenings
* In collaboration with Child Success Center, offered Occupational and Speech Screenings on-site for parents that were interested
  + 4 children participated in an Occupational Screening
  + 10 children participated in a Speech Screening
* Referred children to early intervention services (ie Regional Center, SMMUSD or private clinicians)
* Submitted our yearly report to NAEYC to maintain our accreditation

**We worked in collaboration with:**

* Cayton Children’s Museum – Explored ways to partner and bring their curriculum content to the children of working parents and inform parents of this valuable resource in our community
* City of SM – GP contributed to the regular maintenance of the facility, including a project to extract and replace the original plumbing in the adult bathroom
* City of SM Library - We promoted library events and Ready Rosie to parents
* Child Success Center - We collaborated with local child development resource to offer occupational and speech therapy screenings to families
* Connections for Children - We referred families in need of financial assistance who were LA residents or ineligible for our TAP and enrolled families with CFC subsidies
* LA School Scout - Virtual presentation to parents; understanding public and private schools
* Los Angeles County Department of Public Health – We abide by their protocols for ECE, and consult as needed with positive COVID cases and/or exposures
* Los Angeles Preschool Partnership – Executive Director and Campus Director are members and contributors
* Merrihew's Sunset Gardens - Collaborated with this local business to enhance our gardens which support our life-science curriculum
* Rori’s Ice Cream - Collaborated with this local business to support our fundraising efforts and community building
* Santa Monica Early Childhood Task Force - We advocate for unique and workable solutions to address the needs of young children in our community
* Westside Collaborative - We provide workshops to the ECE community and on-going professional development to our staff
* Westside Directors Group – Executive Director is a member and contributor
* Westside Infant Network – Initiated conversations to meaningfully connect their clients with our services
* Westside Regional Center - We referred families to early intervention 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 - January).
* **Average Board member attendance:** 13
* **Board development activities conducted during the reporting period:**
  + Board of Directors hosted an “Open Board Meeting” to parents and staff (Sept)
  + Board Members volunteered as “docents” to the Connections for Children Betsy Award event to meet community partners and support the endeavor (April)
  + Fundraising Committee participated in a virtual non-profit Board training (April)
  + Board of Directors participated in a full-day retreat; non-profit Board Consultant led ½ day of goal setting (June
* **Significant policy directions or actions were taken by the Board during the reporting period:**
  + Board changed employee benefits to include 100% of employee’s medical insurance premiums. This change is to meet peer schools, support employee health and wellbeing, and as a recruitment strategy.
  + In June, the Board adopted Cesar Chavez Day, as a school closure, in line with the City of Santa Monica and Santa Monica College. It will be recognized on March 31, 2023.
* **Number of board members who reside and/or work in Santa Monica:**
  + Ten members are SM Residents
  + All members worked remote due to the pandemic; therefore 10 worked in SM
* **Board vacancies and plans to fill those vacancies, if applicable:**
  + The Board hosted three parent-community coffees, hosted an Open Board Meeting to parents and staff, announced an open call for nominees and distributed an application 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:**

* We experienced staff with medical leaves:
  + In July of 2021, One FTE was on a 4-week medical leave due to mental health
  + In December of 2021, One FTE was on a 5-week medical leave due to physical health; anticipated hiring date unknown, as the ECE workforce is scarce and no candidates to consider
* Two resignations from Teachers that moved out of Los Angeles due to affordability issues
* Two resignations from Teachers related to COVID-19
* Work shortages due to COVID, we hired a PT Office Manager in lieu of FT
* One resignation from Teacher that moved out of state due to affordability
* One resignation from a Teacher due to mental health
* One resignation from the Office Manager due to health
* One resignation from part time Assistant Teacher due to health

We have vacancies for the following positions:

* Infant Assistant Teacher/FT
* Infant Assistant Teacher/FT
* Office Manager FT

We continue to advertise for qualified ECE teachers and will screen, interview and tour prospective candidates for all open positions for hire as soon as possible. In the interim, our Support Teachers have increased hours to support the program’s vacancies, and the director and office manager offer support as needed.

**Students/Volunteers:**

Volunteer opportunities were limited to two individuals per day, focused on office projects, cleaning facilities and organization of materials. All volunteers were asked for proof of COVID vaccination and to wear a face mask during their volunteer hours. At this time, volunteers were asked not to partake in experiences with children.

* Two alumni volunteers were on-site everyday for two weeks for a total of 27 hours
* One alumni volunteer was on-site for an 1.5 hours, once a week for 11 weeks

**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 and care to young children of Santa Monica residents and/or its employees
* 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 modified hours of operation to 8:00-4:30pm
  + Children spend the majority of the day outdoors
  + Parents drop off and pick up at designated entrances and exits for each classroom (parents are permitted in our outdoor play-yard and under 10 minutes)
* *Physical infrastructure*
  + We have designed an outdoor sign in space for each classroom to avoid comingling and encourage physical distancing
  + We re-arranged classroom furniture (indoor and outdoor) to ensure that children are physically distant during mealtimes, naps, and activities (when practical)
  + We keep doors and windows open and fans on (whenever possible) while indoors
* *Safety Equipment*
  + We provide touchless thermometers for each classroom
  + We provide a disinfectant fogger machine to efficiently and effectively disinfectant spaces and materials
  + We provide PPE for all employees (including but not limited to surgical masks, gloves, and face shields)
  + We provide 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 (when possible), wear masks (anyone 2 years+), 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 strive to ensure that every child can identify with at least another child’s race, culture, and/or family structure. Therefore, we prioritize applicants (aside from City of Santa Monica 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 program openings to meet our demographics needs  (e.g., gender, age, race/ethnicity, and family structure)
  + Directors 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 a children’s library 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 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*

* + GP values diverse educators. Our diverse staff 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, teachers fluent in five different languages, teachers that represent at least four different ethnic groups and teachers that identify LGBTQIA
  + GP 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
  + GP has personnel policies that include procedures for: (1) equal employment opportunity and nondiscrimination; (2) anti-harassment and anti-bullying; and (3) disability accommodations
  + GP ensures the use of inclusive, bias-free language in our written and oral communication
  + GP makes every effort to accommodate staffs’ 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)
  + Providence of Saint John’s (mental health referrals for families needing mental health support)

Board of Directors/ Executive Management/ Supervisory Staff Demographics:

* + *Gender:*
    - Women: 6
    - Men: 8
  + *Race/Ethnicity:*
    - Asian: 3
    - Indian: 2
    - Latinx: 2
    - White: 6

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. $76,936.70 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 $10,889/yr. And $119,000/yr. Of the recipients, two have single-parent households and family size ranges between 2 - 4 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:

* 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

5) 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: 7 parents / 7 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:

2021-2022 Recipients of Tuition Assistance:

Child 1 - 85% of tuition is covered by MP Tuition Assistance Program Fund

Child 2 - 68.55% of tuition is covered by MP Tuition Assistance Program Fund

Child 3 - 53% of tuition is covered by MP Tuition Assistance Program Fund

Child 4 - 53% of tuition is covered by MP Tuition Assistance Program Fund

Child 5 - 38% of tuition is covered by MP  Tuition Assistance Program Fund

Child 6 - 6.7% of tuition is covered by MP Tuition Assistance Program Fund

Child 7 - 10% Maximum tuition reimbursement by CFC, the balance of tuition and fees by Human Services Grant to MPGP (see MP Transaction Report) 10% = GP

Child 8 - Maximum tuition reimbursement by CFC is covered by CFC

6) The monthly tuition for each enrolled child is $1965.

7) We operate year-round, M-F 8:00-4:30 pm (7:30 am - 6:00 prior to COVID-19). We are closed on identified holidays, seven days summer break, two-week winter break, three days 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: SERVICE NEEDS AND REFERRALS**

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 2021-22**  **Number Responding “Yes”**  **at Mid-year** | **FY 2021-22**  **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 2021-22**  **Number**  **at Mid-year** | **FY 2021-22**  **Number**  **at Year-end** |
| Participants referred by another agency |  |  |
| **Please list the top 3 referring agencies** |  |  |
| * 1. Connections For Children | 3 | 3 |
| * 1. City of Santa Monica | 1 | 1 |
| * 1. SMMUSD | 1 | 1 |

**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 VII 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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Service Category/ Program Goal** | **Activity Type** | **Activity Description** | **Annual Target\*** | **Documentation**  **Method** | **Mid-Year Status Report** | **End-Year Status Report** |
| 1 | School readiness | Output | Participants receive high quality early childhood education in preparation for kindergarten/TK (fall 2021). | 10 SMPP | Attendance  Conference Forms | 13 SMPP | 13 SMPP |
| Outcome | Participants matriculating to kindergarten and TK (fall 2022) will demonstrate advancement to the next developmental bracket in social-emotional, physical motor, and cognitive domains. | 8 SMPP | Electronic File | 7 SMPP | 7 SMPP |
| 2 | Early intervention | Output | Participants are screened for developmental delays or concerns. | 51 SMPP | ASQs  Conference Forms | 43 SMPP | 49 SMPP |
| Outcome | Participants with identified or suspected concerns are referred to outside services as appropriate and/or supported with an individualized internal program plan. | 10/10 SMPP  100% | Conference Forms  Internal Program Plan | 10 of 10 (100%) children identified with a need were referred to outside services for further evaluation | 10 of 10 (100%) children identified with a need were referred to outside services for further evaluation |
| 3 | Increase childcare access | Output | Active engagement with local community organizations and/or presence at events. | # of agencies engaged/  events attended | E-mail communication  Flyers | 6 active agency relationships with 1 event participation via Main St. Business Improvement Association | 6 active agency relationships with 2 event participations via Main St. Business Improvement Association and SM Arts and Literacy Festival |
| Outcome | Outreach to and enrollment of children identified as coming from low-income families living in SM | 15% of total enrollment | Tuition Assistance Files | 13%  (7 TA/53 Enrolled) | 15% (8 TA/55 Enrolled) |
| 4 | Parent support | Output | Offer support to parents of participants through parent-teacher conferences and parent workshops with ECE professionals including but not limited to directors, teachers, and mental health and developmental consultants/specialists. | Parents of all enrolled participants | Attendance records | 100% Parent participation during Fall Parent-Teacher Conferences  15 Parent Events (With an overall parent attendance of 150 (includes duplicates), to events including but not limited to reflective parenting series, parent-teacher dialogues, Kindergarten readiness etc.) | 100% Parent participation during Fall Parent-Teacher Conferences  40 Parent Events (With an overall parent attendance of 300 (includes duplicates), to events including but not limited to reflective parenting series, parent-teacher dialogues, Kindergarten readiness and back to school night) |
| Outcome | Parents demonstrate improved through survey/self-assessment of parenting competencies and comfort-level in parenting journey | Parents of all enrolled participants | Survey/Self-Assessment results | Survey to be conducted at end of the year | 98% Parent Participation (53/55 Enrolled families participated) |

###### 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.

Goal 1: School Readiness

One family moved out of Santa Monica

Goal 2: Early Intervention

Marine Park continues to seek enrollment for the 2021-2022 year. By December 2021, Marine Park enrolled and screened 43 Santa Monica Program Participants.

Goal 3: Increase Child Care Access

Fewer families are receiving greater subsidy. In addition, our TA funding was reduced by the City of Santa Monica.

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

Goal 1: School Readiness

One family moved out of Santa Monica

Goal 2: Early Intervention

Marine Park enrolled five Los Angeles residents to reach full enrollment by June 30, 2022. Eight children moved on to TK/K at the end of July and were no longer screened for the year.

Marine Park screened and extended invitations to four Santa Monica residents, all of whom declined enrollment. We screened 100% of SMPP enrolled this year (49/49).

**SECTION VIII: 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.

* Window blinds replaced throughout Center by GP
* Shade sail on toddler play yard replaced by GP
* Shade sail on the infant play yard replaced by GP
* Ceiling light bulbs in the office and closet replaced by GP
* Toilet seats replaced in toddler bathroom by GP
* Unclogged sewer line (3x) in the adult bathroom by GP
* Unclogged outdoor sink in our toddler room by GP
* Toilet replaced in the adult bathroom by the City
* Water leak in the infant diaper room repaired by the City
* Fire alarm inspection by the City
* Fire extinguishers dated and replaced by the City
* Water filters replace by the City
* Air filters replaced by City
* Fire panel inspection and wire replacement by the City
* Unclogged sewer line (6x) in the adult bathroom, repaired by the City
* Repaired water filter leak in staff lounge by the City
* Replaced original plumbing line in adult bathroom, including a replacement of the flooring by the City
* Termite inspection conducted by the City
* Fire permit evaluation and renewal by GP
* Sink and cabinet removal in teacher work space by GP
* Repaired doors and painted walls in teacher work space by GP
* Repainted the front entrance gate to the center by GP
* Sanded and painted courtyard studio by GP
* Door replacement in courtyard studio by GP

**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.**