



**Options for Learning Report to City of Monrovia 2025-26**  
**Rotary Park and Monrovia**

<b>Options for Learning Programs</b>	<b>Early Learning Center Based</b>	<b>Early Learning Home Based</b>	<b>Childcare Services- Family Childcare Homes</b>
<b>A. Population Served</b>			
<b>1. Overall Counts</b>			
a. Number of children who were enrolled during the school year.	47	12	76
b. Number of children who dropped out during the school year.	16	0	10
c. Number of children below federal poverty level.	6	7	9
d. Number of children who were handicapped.	4	2	1
e. Number of families	46	9	47
<b>2. Ethnic Breakdown of Children</b>			
Hispanic	35	12	26
Caucasian, non-Hispanic	0	0	22
Black	0	0	24
Asian/Pacific Islander	0	0	3
Other (American Indian)	12	0	1
<b>Total</b>			
<b>3. Primary Languages</b>			
English	37	4	68
Spanish	8	8	5

Cantonese, Mandarin, other Chinese	2	0	3
Vietnamese	0	0	0
Other	0	0	0
<b>Total</b>			
<b>4. Residence (at Enrollment)</b>			
Monrovia	16	6	37
Arcadia	14	2	2
Duarte	4	0	12
Other	13	4	25
<b>5. Ages of Children Served</b>			
	3 to 5	0 to 5	0 to 12
<b>B. Parent Education</b>			
1. Number of parents who have volunteered in classroom and received hands on parenting children development education.	0	0	N/A
2. Number of parents who attended parent education workshops	14	1	N/A
<b>C. Volunteer Time</b>			
1. Total number of volunteers including parents:	0	n/a	N/A
2. Total number of volunteer hours:	0	n/a	N/A
<b>D. Medical Services</b>			
<b>1. Number of children who:</b>			
a. Had physical exams	25	0	N/A
b. Had dental exams	20	0	N/A

c. Are up to date on immunizations	31	9	N/A
d. Needed follow up medical services	6	9	N/A
e. Received follow up medical services	0	0	N/A
f. Needed follow up dental services	11	9	N/A
g. Received follow up dental services	0	0	N/A
<b>E. Social Services</b>			
1. Total number of Families:	7	0	
2. Number receiving social services directly from Options for Learning:	<ul style="list-style-type: none"> <li>• 7 (referral meeting)</li> <li>• 6 received classroom behavior support</li> <li>• Monthly MHCS services since Nov 2025</li> </ul>	N/A	N/A
3. Number receiving social services through referral to other public and private agencies:	<ul style="list-style-type: none"> <li>• 1 (referral meeting to PCP)</li> <li>• No MH referrals were needed.</li> </ul>	N/a	N/A
<b>F. Meal Types Provided to Children This Year (Also attach a menu for one month)</b>			
Breakfast	Yes		Yes
Lunch	Yes		Yes
Afternoon Snack	Yes		Yes
<b>G. Center-Based and Home-Based Learning</b>			
1. Brief description of learning objectives/activities this year (see Addendum A)			

2. List sample field trips this year:		Family Zoo Day	N/A
		Aquarium of the Pacific Long Beach	N/A
		Tanka Park Pumpkin Patch	N/A
Filed trips in process		Arboretum Botanic Gardens (Arcadia) Kids Empire (Monrovia)	N/A
3. List special events and community resource people/presentations (see Addendum B):			N/A
			N/A
			N/A
<b>H. Value of all Options services to Monrovia this year (July 1 to June 30)</b>			
1. Early Learning Center-Based & Home-Based Combined			\$824,182
2. Family Childcare Food Program			\$18,715.32
3. Childcare Services Family Childcare Homes			\$751,689.84
<b>Total</b>			
<b>I. Agency Wide Total Revenues and Expenses for FY 2024-25</b>			
1. Overall Revenues			\$184,157,690
2. Overall Expenses			\$176,662,617

## ADDENDUM A & B

### **Brief description of learning objectives/activities this year**

- **Early Learning Center Based and Home Based**

Options for Learning proudly provides high-quality, full-day, year-round preschool programs at both our Rotary Park and Monrovia centers. The Rotary Park site serves up to 17 children, Monday through Friday, from 7:00 a.m. to 5:00 p.m., and has successfully completed another full operational year. Our Monrovia center offers a nurturing learning environment for up to 17 children, operating Monday through Friday, from 8:30 a.m. to 2:30 p.m. Families enrolled in these programs include working parents, parents pursuing higher education, and families who rely on consistent, year-round early care and enrichment.

In addition to our center-based services, Options for Learning offers a home-based model that provides weekly 90-minute visits from a qualified parent educator. This approach ensures individualized family support, guidance, and early learning experiences tailored to each child's developmental needs.

As our community continues to recover and reconnect following the COVID-19 pandemic, we remain committed to rebuilding the strong partnerships and collaborative practices that have long contributed to our program's success. Local elementary schools have shown renewed enthusiasm in partnering with our preschool program, creating meaningful opportunities to strengthen transitions, alignment, and shared initiatives.

This year, the program placed significant emphasis on enhancing parent, caregiver, and community engagement across all classrooms. Families were encouraged to participate in classroom activities, volunteer opportunities, and program-wide events designed to enrich children's learning and development. Engagement efforts included classroom volunteering, parent social gatherings, and participation in community activities. A highlight of the year was/is our ongoing partnership with the Columbia Memorial Space Center, which provided hands-on STEM learning experiences that sparked curiosity, promoted foundational science skills, and supported early problem-solving and exploration. Partnerships such as these enrich children's educational experiences and foster strong relationships among families, staff, and community organizations.

Within the classroom, we implement the HighScope Curriculum, a research-based early childhood approach that emphasizes active, hands-on learning. HighScope

supports comprehensive child development by fostering problem-solving, critical thinking, decision-making, and social-emotional skills. Its versatility allows for effective implementation across diverse educational settings, making it accessible for children of all cultural backgrounds and learning styles. Evidence consistently demonstrates positive outcomes in cognitive development, language growth, social skills, and school readiness.

To ensure high-quality curriculum implementation, our program routinely conducts site visits, provides reflective feedback, and offers targeted professional development. Staff receive both group training and individualized coaching aligned to classroom needs and observation data. These professional learning opportunities focus on core HighScope principles, effective instructional strategies, intentional teacher–child interactions, and developmentally appropriate classroom environments.

Our program also utilizes the Desired Results Developmental Profile (DRDP), a research-based assessment tool that measures children’s progress across multiple developmental domains. The DRDP emphasizes observation within natural routines, allowing teachers to capture authentic learning without testing. This approach supports diverse learners, including dual-language learners and children with disabilities. DRDP data guide for curriculum planning, support school readiness goals, and help track developmental trends and continuous program improvement.

To strengthen overall classroom quality, the program implements the CLASS (Classroom Assessment Scoring System), an evidence-based tool that evaluates teacher–child interactions across three domains: Emotional Support, Classroom Organization, and Instructional Support. CLASS findings inform coaching and professional development, helping educators create warm, responsive, and well-organized learning environments that promote engagement, language development, and critical thinking.

Together, the DRDP and CLASS tools form a comprehensive system for monitoring child progress, refining instructional practices, and maintaining high-quality learning environments. This dual-tool approach ensures both child development and program quality remain central priorities.

Our Home Base program focuses on enhancing teaching partnerships with parents by assisting them in devising plans on how they could support their child at home, and goal setting, based on the child’s assessments. Staff help parents by sharing strategies with them on how to utilize their homes to help support their child’s development.

- During home visits, parent educators learn about the family's needs through the first 8 foundational home visits. Parent educators collaborate with parents and co-plan together based on their child's goals and needs.
- Parent educators promote the parents' role throughout home visits by facilitating parent-child interactions, planning intentionally throughout the home visit, and allowing the parent to take charge with guidance as needed.
- Parents are given the flexibility to modify and implement their own ideas throughout the visit and are encouraged to communicate with the parent educator where they believe their child is thriving and where their child could use additional support. Information that parents provide to the parent educators is documented throughout their home visit plan and is used to plan the following home visit.
- Socializations are held twice a month for HS 3 hours and 1 hour and a half for early HS.
- During parent meetings at socializations, we discuss with parents and gather feedback from them on how activities and social experiences went, and what they would like to see for future socializations. We involve fathers, parents, and family members to participate and lead activities.
- During socializations, parents have an opportunity to network with one another. Parent educators intentionally plan activities so that parents have the opportunity to pair up and work collaboratively to complete activities, encouraging open communication. During these activities, parent educators facilitate reflective feedback regarding children's strengths and developmental milestones.

The Portage Guide to Early Education (3rd Edition) is used in home-based Early Head Start and Head Start services as an ongoing assessment and planning tool. It helps home visitors observe children's development across key domains (cognitive, language, social-emotional, self-help, and motor skills), identify strengths and areas of need, and partner with families to set individualized goals. The guide supports intentional planning of developmentally appropriate activities; tracks progress over time and strengthens parent-child interactions through guided practice and coaching during home visits.

The Home Visit Rating Scales (HOVRS) is used in Early Head Start and Head Start home-based services as a reflective assessment tool to measure the quality of home visits. It focuses on key areas such as home visitor practices, parent engagement, and child involvement. HOVRS helps identify strengths and areas for growth in how home visitors support parent-child interactions, facilitate learning

activities, and build relationships with families. It is used to guide coaching, improve practice, and ensure visits are effective, engaging, and aligned with program goals.

### **Program Services**

- Two year-round preschool centers:
  - *Rotary Park*: 17 children, 7:00 a.m.–5:00 p.m.
  - *Monrovia*: 17 children, 8:30 a.m.–2:30 p.m.
- Home-based program: offering weekly 90-minute parent educator visits. Twice a month of socialization experiences for EHS for 1.5 hours and HS for 3 hours.

### **Community Rebuilding & Partnerships**

- Our program has placed more emphasis on strengthening partnerships with local elementary schools by reestablishing collaborative activities, inviting elementary staff to parent meetings, and securing permission for preschool classes to visit local kindergarten classrooms.
- Parent, caregiver, and community engagement have started to increase through enhanced efforts to encourage classroom volunteering and participation in parent social events.
- Continued partnership with the Columbia Memorial Space Center providing hands-on STEM learning.

### **Curriculum & Instruction**

- HighScope Curriculum is used across classrooms to promote active learning and strong social-emotional, cognitive, and language development.
- Ongoing curriculum monitoring through site visits, coaching, and professional development.
- Last summer, our program introduced specialized summer learning units that included Dual Language instruction in Spanish, Sports, Yoga, STEAM and Creative Arts. These enriching offerings were well-received and will continue as part of our summer programming this year.
- Parents as Teachers Curriculum is used in our home-based services to support families in being their child's first and most important teacher.
- Through personalized home visits, fun learning activities planned with family and developmental guidance, PAT implementation helps children grow and succeed while strengthening parent-child relationships.
- Ongoing curriculum monitoring through home visit observations, coaching, and professional development.

## **Assessment & Quality Measures**

- DRDP used to track individual child progress across developmental domains.
- CLASS used to evaluate teacher–child interactions and guide instructional improvement.
- Combined use of DRDP and CLASS supports program quality and continuous improvement.
- Portage Guide 3 is used to track individual child progress across developmental domains.
- HOVRS used to evaluate services as a reflective assessment tool to measure the quality of home visits.

## **Parent education workshops**

- Know Your Housing Rights
- Growing Together: Understanding Your Child’s Development and Screenings
- Ready, Set, Kindergarten! Preparing my child for kindergarten

## **List special event and community resource people/presentation:**

- UCLA Mobile Eye Clinic
- Colgate Bright Smiles, Bright Futures virtual dental workshop
- AltaMed Mobile Dentistry
- Central Neighborhood Health Foundation (CNFH)
- The Read Aloud Program with Monrovia librarian
- Monrovia Fire Dept
- Family Health and Wellness Wonderland event
- Chinatown Service Center–Project LAUNCH
- Foothill Family–Early STEPS
- Parent’s Place
- San Gabriel/Pomona Regional Center
- East Los Angeles Regional Cener
- Frank D. Lanterman Regional Center
- West San Gabriel Valley Special Education Local Plan Area (SELPA)
- East San Gabriel Valley SELPA
- California Innovations in Services and Partnerships for Inclusion, Resilience, and Empowerment (Cal-InSPIRE)
- Los Angeles County Office of Education (LACOE)

**Parent Involvement workshops:**

- Community Resources
- Donut Stress, You Did Your Best
- Draw with Me (With Crayon Distribution to Attendees)
- Parent Involvement & Participation
- Reporting Health & Safety Concerns and/or Complaints

**Staff Development Trainings:**

- Safety in the Workplace
- Communicable Diseases
- Pedestrian Education
- Food Program: Civil Rights, Food portions, Meal Counts & Procedures
- HighScope/ Setting-up the classroom environment
- The CLASS Tool
- Child Abuse
- The Importance of Attendance
- Using a Social-Emotional Lens to Support Children with Autism Spectrum Disorder
- CLASS/ Concept Development and critical thinking skills
- Helping Children Self Regulate Health
- Effective Parent Orientations
- Health/ Medication, Allergies & Alternative Meals
- Health/ Dental & Universal Precautions
- Initial Concern Form Procedure & Process for referrals
- CLASS: Instructional Support - identify strategies and promote high Instructional Support in the classroom
- Vision & Hearing Screening Inform staff of the importance of hearing & vision screenings
- Health Daily Checks and Contagious Illnesses
- Mental Health Discussions: Expressing your thoughts, emotions, and creativity
- Monitoring Attendance & Daily Average Attendance Percentiles
- Trauma-informed Care Core Training Series

## **Inclusion Community of Practice (CoP) Workshops:**

- Inclusion Supports and Services: Following the multi-tiered system of support (MTSS) framework to ensure full participation for all children in program services and activities in a least restrictive environment.
- Additional Services for Children with an IFSP or IEP: Implementation of individualized supports of children with disabilities, including but not limited to those eligible for services under IDEA
- Identifying Newly Enrolled Children who may Qualify Under IDEA: Understand the developmental screening process (ASQs), referral, evaluation, and service timelines required under IDEA
- Support families When Concerns Arise: Collaborating with parents to ensure the needs of their children are met and how to best support the child's development.
- Understanding Developmental Screenings—Using Ages and Stages Questionnaires
- Developmental Milestones for children 0–5 Years Old
- Relationships and Enhancing Communication Skills and Boundaries (Direct Service Professionals supporting children, parents, peers, etc.)
- Mindfulness and Wellness (The importance of self-care and wellness as Direct Service Professionals)
- Challenging Behaviors and Developmental Delays
- Transitions (IFSP to IEP)
- Autism and ABA Services
- Inclusion Practices and Identifying Behaviors (Behaviors related to autism, support and creating an inclusive environment)
- Building Trusting Relationships and Enhancing Communication
- Growing Mindfulness and Wellness Together
- Unlocking the Why PART 1: Understanding Behaviors in Neurodivergent Children Identification of Neurodivergent Behaviors
- Unlocking the Why PART 2: Understanding Behaviors in Neurodivergent Children Adaption of Neurodivergent Behaviors
- Unlocking the How PART 1: Advocating for Neurodivergent Children in School and Life
- Unlocking the How PART 2: Advocating for Neurodivergent Children in School and Life

- Unlocking the Who PART 1: Seeing Neurodivergent Children Through Their Communication and Sensory World
- Unlocking the Who PART 2: Seeing Neurodivergent Children Through Their Communication and Sensory World

## ADDENDUM A & B

### **Brief description of learning objectives/activities this year:**

#### **CHILD CARE FCCHE Network**

Child Development and quality improvement information is disseminated via handouts, one-on-one and/or group discussions with the child care provider during phone calls, visits to the family child care home, and/or zoom trainings.

#### **Family Child Care Environment Rating Scale Visits:**

- Age-appropriate Curriculum Technical Assistance
- Family Child Care Environment Technical Assistance
- FCCHE Child Portfolio Technical Assistance
- Follow-up Technical Assistance as Needed
- Health & Safety Technical Assistance

#### **Materials and supplies furnished to family child care providers:**

- Curriculum Calendars
- Portfolio Samples
- FCCERS 3 Book
- T.I. 108 Calculators (Classroom Set w/ Instructions)
- 3-D Sensory Builders
- Alpha Bots
- Beginning Sounds Phonemic Awareness Box
- Construction Paper 9x12 Assorted
- Double Sided Magnetic Letter Tiles
- Float & Find Alphabet Bubbles
- Float & Find Number Bubbles
- Float & Find Shape Bubbles
- Hopscotch Carpet
- Indoor-Outdoor Kids Croquet

- Learning to Get Along Bilingual Book Set
- Match–Science Board Book Collection (Infant/Toddlers)
- Washable Tempera Paint 1 gallon (Black, Brown, White, Blue, Green, Red & Yellow)
- White Drawing Paper 9x12

## **ADDENDUM B**

**List special events and community resources people/presentations: N/A**

### **CHILD CARE FCCHE Network**

#### Presentations and Child Development Trainings:

- Claiming Your My Child Care Plan Profile
- CPR/First Aid
- Effective Teaching Practices
- Family Childcare Contracts & Policies
- Going Beyond the Assessment: Environment Rating Scales
- Infant/Toddler Cognitive Development
- Infant/Toddler Learning Environments and Curriculum
- Infant/Toddler Social–Emotional Development
- Meeting Every Child’s Needs
- Nature Meets Nurture: Outdoor Design for Growing Minds
- Nutrition Program Basics
- Smart Spaces–How Indoor Design Shapes School–age Learning
- Social Media Strategies for Family Child Care
- Strategies for Creating a Multilingual Environment
- Taxes & Record–keeping for Family Child Care
- Transformational Leadership in Family Child Care Settings

#### Staff Development Trainings:

- Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture

- California Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL)
- California Department of Education Health and Safety Training
- California SIDS Program Stories, Public Service Announcement and Training Videos
- Creating Brave Spaces: Disrupting Implicit Bias in Early Care and Education
- Culturally Responsive Trauma-Informed Practices
- Disrupting Implicit Bias: The Power of Awareness, Understanding, and Love
- DRDP (2025) Webinars for Administrators
- DRDP (2025) Virtual Trainings for Early Childhood Educators
- Foundation and Frameworks Overview Module–Early Learning and Development System (Infant/Toddler)
- Health and Safety for Family Child Care Settings
- Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings
- Social and Emotional Learning: A Foundation for Life
- Watch Me! Celebrating Milestones and Sharing Concerns

Parent Involvement Workshops (PAC):

- Building Solid Foundations–Collaborating with Families to Support Child Development
- Family Child Care Meet & Greet
- Supporting Families in the Transition to Kindergarten
- Parent Cafes
- Parent Involvement & Participation
- Reporting Health & Safety Concerns and/or Complaints