



Children and Families in Early Education Committee Final 2025-2026 School Year Recommendations

The Children and Families in Early Education Committee is charged with addressing how we can collectively and effectively serve the needs of our youngest learners in Los Angeles as well as the ways we engage with their parents and families. The Committee includes parents, school leaders, educators, community partners, labor partners, advocates, and childcare providers. The Committee discussed topics including early education workforce pathways, strategies to expand enrollment in District early learning programs, the implementation of programs serving two-year-olds, supporting families from birth, and early numeracy initiatives.

Based on discussions in meetings dated 9/25/25, 10/30/25, and 6/4/26, the Committee has the following recommendations:

- **Continue expanding access to programs serving two-year-olds.**

Monitor enrollment trends, staffing needs, and implementation challenges for programs serving two-year-olds, including assessing how recent policy changes have impacted access, participation, and family/staff satisfaction. Ensure staff working with this age group receive appropriate training and support. Develop clear guidance, training, and staffing support to ensure developmentally appropriate toileting practices that support young children's needs while also ensuring teachers have the tools needed to manage toileting routines for young learners and families are empowered to support in this important stage. Provide developmentally-appropriate supplies for two-year-olds, such as outdoor furniture.

- **Support early learning through play-based and STEM-focused initiatives.**

Continue implementing initiatives such as Count, Play, Explore and expanding outdoor learning environments such as Nature Explore outdoor classrooms. Track learning outcomes related to early numeracy and science exploration while ensuring alignment with early learning standards. Maintain focus on play-based learning, avoiding screen time. In addition to early educators, include kindergarten teachers in play-based professional development opportunities.

- **Strengthen career pathways into the early education workforce.**

Expand partnerships with institutions of higher education and the Division of Adult and Career Education (DACE) to create stronger pipelines into early childhood education careers, including into bilingual/multilingual programs. Support defined pathways for aides and assistants to advance into associate teacher and credentialed positions, while ensuring employees are aware of professional advancement opportunities such as the early childhood credential pathway available to teachers.



- **Improve workforce data transparency and planning.**

Provide regular tracking/reporting on early education workforce trends, including recruitment, retention, and career advancement pathways. Data should be disaggregated by race, language, and job classification and should include tracking of employees in workforce development programs and those transitioning into roles such as Transitional Kindergarten teachers.

- **Evaluate staffing structures to strengthen recruitment and retention.**

Assess opportunities to expand part-time roles such as infant aide positions into longer workday options to provide more stability for employees and students and strengthen workforce pipelines. Explore strategies that allow aides and associate teachers to support substitute coverage when needed.

- **Strengthen outreach and marketing to increase enrollment in early learning programs.**

Continue expanding targeted outreach strategies to ensure families are aware of District early learning opportunities. These efforts should include direct mail, multilingual communications, text and email outreach, and geographically targeted social media campaigns. Consider care packages delivered at birth to connect families to the District immediately. Utilize family surveys and outreach data to better understand how families learn about District programs and refine outreach strategies accordingly.

- **Improve clarity and accessibility of information for prospective families.**

Simplify and streamline how early learning programs are presented on the District website and in outreach materials so families can more easily identify available preschool and childcare options. Consider engaging families in focus groups to better understand how families search for and navigate early education opportunities. Create an online dashboard for families to see available space and waitlists by program location.

- **Explore community-based outreach models to connect with families.**

Consider piloting community-based outreach approaches, such as “mommy and me” and the promotora model, that leverage trusted community members (potentially including existing LAUSD employees) to connect families with early learning opportunities, share information about enrollment, and support families in navigating available programs.

- **Simplify enrollment processes to reduce barriers for families.**

Continue advocating with the State of California to reduce the requirements and documentation needed to enroll in early education programs, which can create challenges for families and deter enrollment. Digitize documents so they can be completed online or via mobile devices.

- **Highlight and deepen partnerships and wraparound supports for students and families.**

Showcase existing partnerships and supports in our early education programs, such as mobile health clinics, to the K-12 environment. Pursue partnerships with family providers and community-based organizations on District spaces to provide wraparound care.