

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**Governing Board of the Los Angeles Unified School District**

**CHILDREN AND FAMILIES IN EARLY EDUCATION**  
10:00 a.m., Thursday, January 18, 2024

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017  
and  
Los Angeles Valley College Library, Study Room 119  
5800 Fulton Avenue, Valley Glen, CA 91401  
and  
2570 E. Foothill Blvd., Los Angeles, CA 91107  
and  
Arminta Street Early Education Center  
7911 Goll Avenue, North Hollywood, CA 91605

**Committee Members**

Ms. Kelly Gonez, Chairperson  
Mr. Nick Melvoin, Board Member  
Ms. Tanya Ortiz Franklin, Board Member

**Board Secretariat Contact**

Lisa Lopez  
Tel: (213) 241-7002  
Email: [lisa.m.lopez@lausd.net](mailto:lisa.m.lopez@lausd.net)

**External Members**

Anthony Alberto, Parent  
Jen Baca, SEIU Local 99  
Brenda Brown, Teacher/UTLA Early Education Director  
Cindy Cardenas, Parent  
Paloma Corona, Childcare Provider  
Carolyn Crolotte, Early Edge California  
JunHee Doh, Catalyst California  
Jasmin Guerra, Parent  
Viken Kazarian, Principal, Arminta Street Early Education Center  
Knarik Khanbabaei, Parent  
Dean Tagawa, Executive Director, Early Childhood Education Division

**Method for Accessing the Meeting and Providing Public Comment**

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **847 0526 4926**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. A maximum of **10** speakers may sign up for general Public Comment, and each speaker will have **two** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net);
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and

- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **847 0526 4926** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press \*6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at (213) 241-7002 if you have any questions.

## **AGENDA**

### **I. Welcome and Opening Remarks ..... Kelly Gonez**

Chairperson

### **II. Presentations**

1. California's Early Care and Education Landscape ..... Elsa Jacobsen  
Director, State Government Relations, Early Care and Education Consortium
2. The State of Young Children in Los Angeles County ..... Karla Pleitéz Howell  
Executive Director, First 5 LA
3. Mixed Delivery Universal Preschool, Los Angeles.....Michael Olenick, Ph.D.  
President and Chief Executive Officer, Childcare Resource Center

### **III. Closing Remarks**

### **IV. Public Comment**

### **V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

[Board of Education / Board of Education Homepage \(lausd.org\)](http://www.lausd.org)

# PRESENTATION 1



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Early Care &  
Education Consortium

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# California's Early Care and Education Landscape

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ELSA JACOBSEN

DIRECTOR OF STATE GOVERNMENT  
RELATIONS, ECEC

JANUARY 18, 2023

# Early Care and Education Consortium (ECEC)



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A nationwide, non-profit alliance of licensed child care and preschool program providers, education service providers, and state child care associations.

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In California, ECEC members **operate 468 centers employing nearly 10,700 educators and staff**, with the capacity to **serve nearly 66,000 children**.

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ECEC's mission is to advance policies that strengthen the early care and education (ECE) system and expand access to high-quality ECE programs for all families, particularly those from underserved communities.

# California's Early Care and Education Ecosystem

Early care and education (ECE) is provided through a mixed delivery system of center- and family-based programs, many of which are run by community-based organizations and public schools. California's mixed delivery system also includes the federal Head Start and Early Head Start programs.



In California, there are:

14,869 licensed child care centers

28,474 licensed family child care homes

# California's Early Care and Education System (Contd.)

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California's ECE system serves children from birth through age 12, and in some cases serves older children with exceptional needs.

Some ECE providers offer full-day care, some offer part-day care, and some offer both types of care. In addition, some providers offer care during non-traditional hours.

ECE providers are funded through private tuition, state funding, federal funding and in many cases, a mixture of these sources.

# Subsidized ECE Programs

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California  
Alternative  
Payment Program  
(CAPP)

California State  
Preschool Program  
(CSPP)

CalWORKS Child  
Care

Emergency Child  
Care Bridge  
Program for Foster  
Children

General Child Care  
and Development  
(CCTR)

Migrant Alternative  
Payment Program  
(CMAP)

Transitional  
Kindergarten (TK)

- All programs receive state funding. Some also receive federal funding.
- Some programs provide vouchers to families while others have direct contracts with the state.
- The California Department of Social Services (CDSS) administers most programs, while the California Department of Education (CDE) administers TK and CSPP.

\*The programs on this slide do not represent an exhaustive list of state-subsidized ECE programs.



# Significant ECE Investments in the FY 2023-2024 State Budget

## **\$1.4 billion over two years to "supplement" reimbursement rates for all subsidized child care providers**

- The budget also includes legislative intent language requiring that an alternative reimbursement rate methodology be developed that is built on the recommendations of the California Rate and Quality Workgroup and the Joint Labor Management Committee.

## **Family Fees Reform**

- Waived family fees through September 30, 2023.
- Beginning October 1, 2023, families with incomes below 75 percent of the state median income (SMI) will not be charged fees, and families with incomes above 75 percent of the SMI will pay no more than 1 percent of their monthly income on fees.

## **Reimbursement Flexibilities**

- Extends the hold harmless policy through June 2025, which enables providers to be paid based on enrollment verses attendance.

# State Fiscal Outlook and ECE Priorities

California has a projected **\$37.9B budget deficit**

With this sobering fiscal reality as context, there are **several priorities** that are top of mind for many ECE stakeholders and advocates:

- **Preventing cuts to ECE programs**, particularly those that could reduce child care and preschool access for families
- **Preserving reimbursement rate increases** secured in the FY 2023-2024 budget
- **Ensuring that the alternative rate methodology is developed**
- **Ensuring that more new child care slots are released** in keeping with the promise of the Governor and the Legislature to reach 200K new slots by 2025

# UPK Mixed Delivery Quality and Access Workgroup

Established pursuant to Education Code Section 8202.6, which requires the Superintendent of Public Instruction, in consultation with the Director of Social Services and the Executive Director of the State Board of Education (SBE) to convene a universal preschool (UPK) mixed-delivery statewide interest holder workgroup



Members include representatives from:

County offices of education, contracted state preschool programs, TK programs, tribal preschool programs, educators, the Commission on Teacher Credentialing, First 5, resource and referral programs, alternative payment programs, contracted general child care programs serving preschool-age children, Head Start, private center-based preschool providers, licensed family child care providers, researchers and child development experts

# Charge of the UPK Mixed Delivery Quality and Access Workgroup

1. Provide recommendations on best practices for increasing access to high-quality universal preschool programs for three- and four-year-old children offered through a mixed-delivery model that provides equitable learning experiences across a variety of settings.
2. Provide recommendations to update preschool standards pursuant to *EC* Section 8203 to support equitable access to high-quality preschool and transitional kindergarten programs through the mixed-delivery model and across all appropriate settings and funding sources.
3. Ensure that recommendations are in alignment with the work of the Master Plan for Early Learning and Care, without recommending new system changes that create increased state or local costs to offer preschool across the mixed-delivery system.

\*A report with the recommendations of the Workgroup will be delivered to the appropriate fiscal and policy committees of the Legislature and the Department of Finance by March 31, 2024.

# Transitional Kindergarten (Background)

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The Kindergarten Readiness Act of 2010 gradually changed the **kindergarten entry date** from December 2 to **September 1** to ensure that children would *enter* kindergarten at age 5 by 2014.

**The Act also created transitional kindergarten (TK),** the first year of a two-year kindergarten experience.

TK was initially available to children who **had their fifth birthday between September 2 and December 2.**

# Transitional Kindergarten Expansion

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- The FY 2021-2022 budget agreement established a plan to **gradually expand TK eligibility to *all* four-year-olds by FY 2025-2026:**
  - 2022–23 school year: children who turn 5 between September 2 and February 2 are eligible
  - 2032–24 school year: children who turn 5 between September 2 and April 2 are eligible
  - 2024–25 school year: children who turn 5 between September 2 and June 2 are eligible
  - In the 2025–26 school year, and in each school year thereafter, children who turn 4 by September 1 are eligible

# Transitional Kindergarten Expansion (Contd.)

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- The FY 2021-2022 budget agreement includes additional provisions pertaining to TK:
  - Requires an **average TK classroom enrollment of no more than 24 students** at each school site
  - Requires an **adult-child ratio of 12:1** for the **2022-23 school year**, and a ratio of 10:1 beginning in 2023-24 to the extent that funding is available.
  - ✓ Implementation of the 1:10 ratio requirement has since been pushed to the 2025-26 school year.

# Transitional Kindergarten Expansion (Contd.)

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- The FY 2021-2022 budget agreement also provided **one-time funding** to support TK expansion:
  - **Facilities support:** \$490 million to construct or retrofit early education facilities (including full-day kindergarten, transitional kindergarten, or school district operated CSPP facilities)
  - **Planning and implementation support:** \$200 million for local education agencies that operate kindergarten programs. Funds could be used for costs associated with creating or expanding Transitional Kindergarten (TK) or California State Preschool (CSPP) programs.
  - **Workforce support:** \$100 million for LEAs to train and increase the number of highly qualified TK and CSPP teachers.



# Adjustments to the TK Program

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- The FY 2023-24 budget agreement made **several adjustments to the TK Program:**
  - **Extended a teacher qualifications deadline:** Extended the deadline for credentialed teachers (in the TK program) to have earned 24 units, or its equivalent, or a child development teacher permit or an early childhood education specialist credential, from August 1, 2023 to August 1, 2025.
  - **Early enrollment:** For the 2023-24 and 2024-25 fiscal years, enables LEAs to enroll children in TK classrooms whose fourth birthday falls between June 2 and September 1.
    - ✓ This “early enrollment” of children is only permissible if classrooms including these children have a 1:10 adult-student ratio and maintain a class size that is at, or below, 20 students.

# Unintended Consequences of TK Expansion

As TK has expanded, families have withdrawn from community-based programs at **unpredictable rates**. **Providers who have lost four-year-olds to TK have struggled to keep classrooms open** and to serve remaining families in their care.

The loss of 4-year-olds from these programs has also resulted in **tuition increases for remaining families** and **reduced access to care** for both subsidy and private pay families.

To make child care budgets work, tuition is needed from **three- and four-year-old classrooms**, where adult-child ratios are higher.

Care for younger children is more expensive to provide due to the developmentally appropriate lower adult-child ratios, and it is often difficult for families to cover the full cost of this care.

Current state reimbursement rates underfund infant-toddler care.

# Additional Context Regarding TK Expansion

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Many community-based providers provide full-day, full-year programs to meet the needs of parents who work or go to school full time and during non-traditional hours.

In addition, families may prefer a community-based provider for multiple reasons, such as the providers' ability to speak their home language, proximity to families' work or home, or preference for a home-based setting.

Despite the benefits offered by community-based providers, **it is difficult for them to compete with TK programs that are free of cost to families.**

While the TK program allows for community-based providers to offer wraparound services through the Expanded Learning Opportunities Program (ELOP), the per child reimbursement is insufficient, and there are logistical hurdles to providing the services.

# Mixed Delivery Pre-K Programs

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In states such as **Michigan, New Jersey, North Carolina, and Pennsylvania**, families can access public pre-K at both community-based child care providers and public schools.

States such as **Colorado, Florida, and Georgia** offer free pre-K for *all* 4-year-olds regardless of family income in a variety of settings.

# Mixed Delivery Pre-K Programs (Contd.)

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- **Pre-K program administration models vary among states:**
  - In states such as **Colorado, Florida, Georgia, North Carolina, and Pennsylvania**, providers contract directly with a state or local agency to offer pre-k services.
  - In states such as **New Jersey, Texas, and Vermont**, school districts administer funding for pre-k and can contract with community-based organizations to offer pre-k, as well as to provide pre-K services through public schools.

# California State Preschool Program

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- The California State Preschool Program (CSPP) can be considered a mixed delivery program, as both community-based providers and school districts may participate.
- It is noteworthy that family child care providers are only eligible to participate if they are part of Family Child Care Home Education Networks (FCCHENS), and the program is neither open to all families, regardless of income, nor free.
- Certain CSPP program requirements have made it challenging for some community-based providers to participate in the program.
- *New* CSPP slots (for community-based providers) have not been made available since 2020.
- Ultimately, CSPP is not currently leveraging the full diversity and strength of community-based providers. In addition, even with the existence of CSPP, the unintended consequences of TK remain.




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# Questions?

# PRESENTATION 2





Presentation to the LAUSD  
Children & Families in Early Education Committee

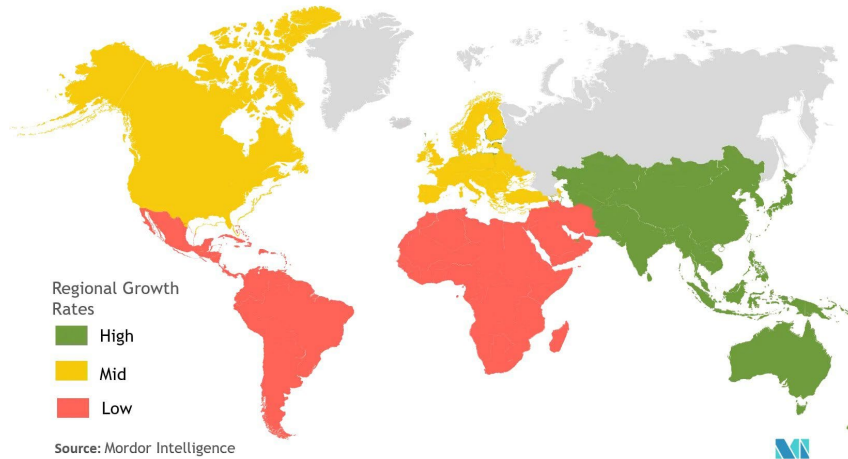
# “The State of Young Children in Los Angeles County”

Karla Pleitéz Howell  
First 5 Los Angeles  
January 18, 2024



# The global context is significant for children in Los Angeles

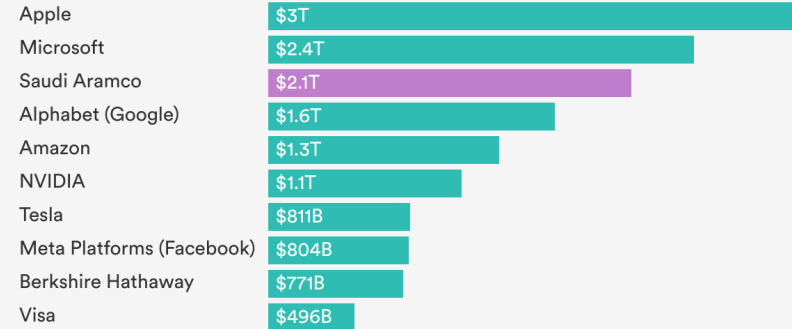
Artificial Intelligence in Retail Market - Growth Rate by Region (2021 - 2026)



## Market Capitalization of World's Ten Most Valuable Companies

As of August 3, 2023

United States Saudi Arabia



# First 5 LA

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Public agency  
created by voters  
in 1998, part of a  
F5 state network

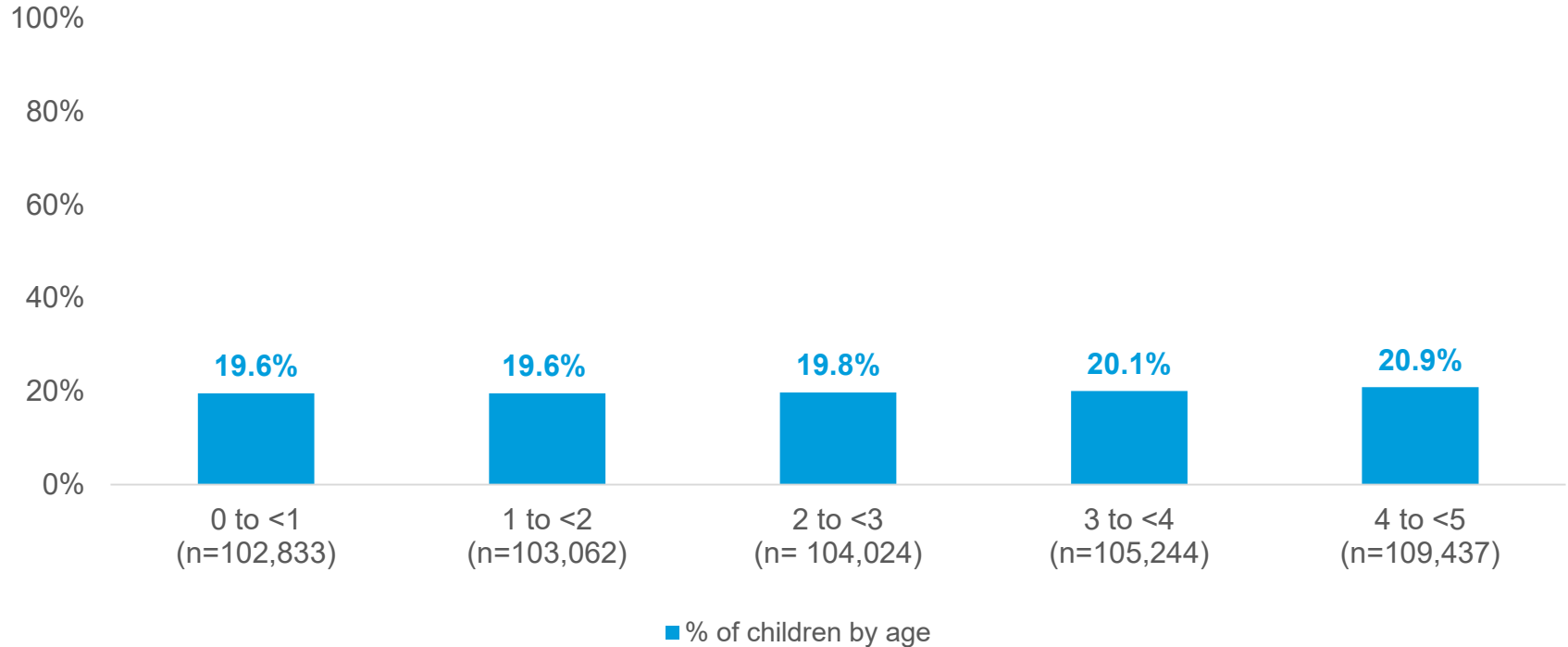


We envision a future where every child is born healthy and thrives in a nurturing, safe and loving community.

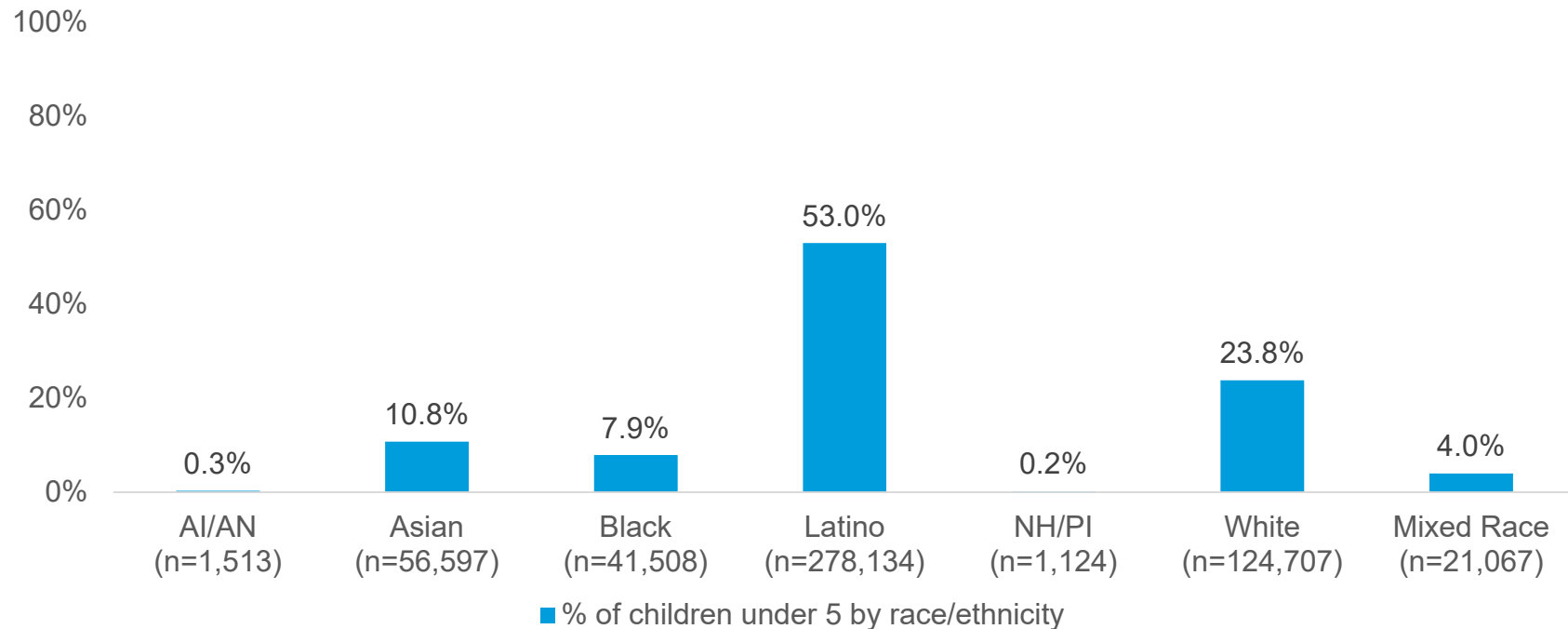


We advocate for children and their families, amplify community voice and partner for collective impact so that every child in Los Angeles County reaches their full developmental potential throughout the critical years of prenatal to age 5.

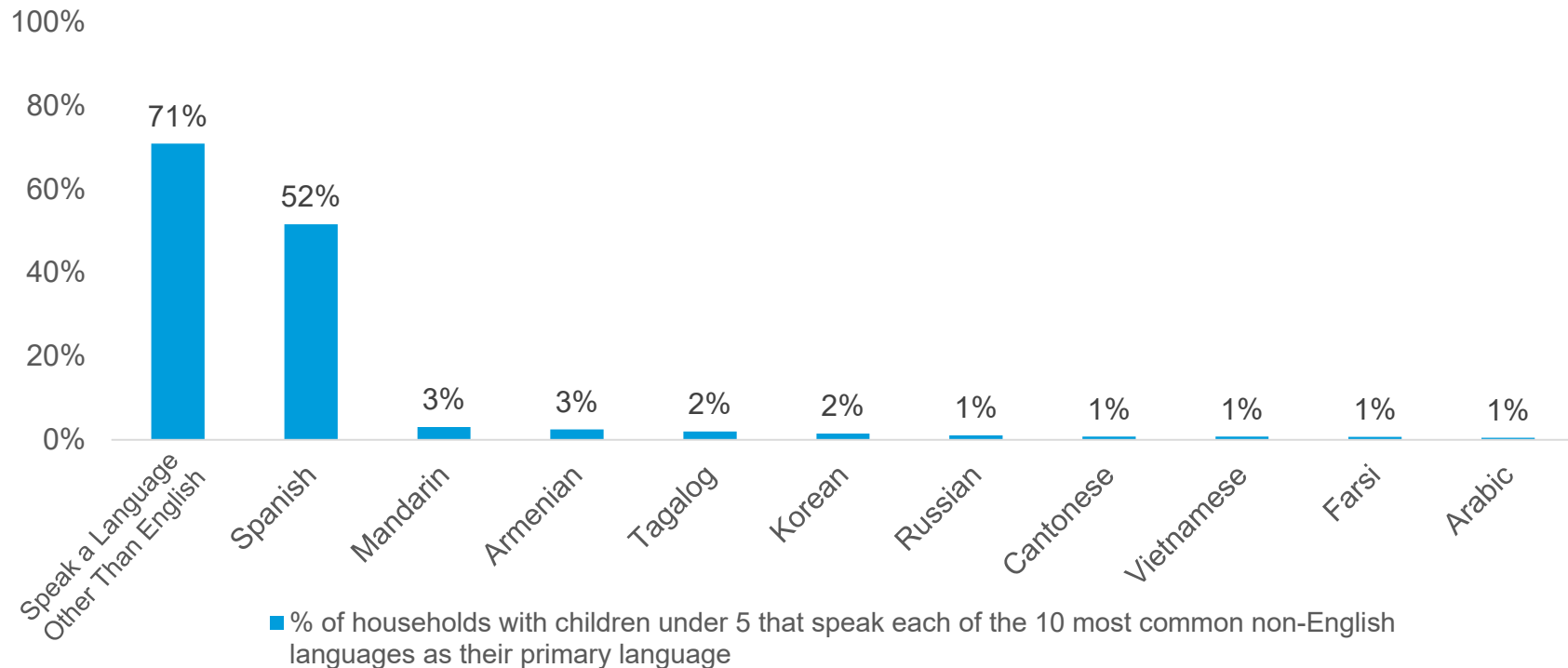
There are approximately **525,000** children under age 5 in L.A. County that are relatively evenly distributed across **age**



# 3 out of 4 children under 5 in L.A. County are children of color, and more than half are Latino



# Nearly 3 out of 4 L.A. County households with children under 5 speak a primary language other than English



# More than half of L.A. County households with children under 5 lack sufficient income to meet basic needs

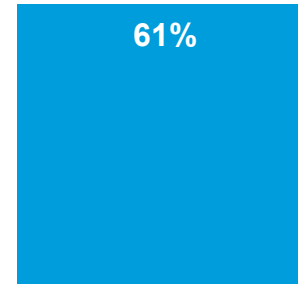
In 2019 there were

**243,644**

L.A. County households with children under 6 whose income was insufficient to meet basic needs

Percentage of L.A. County households with children under 5 whose income are not sufficient to meet basic needs

100%  
80%  
60%  
40%  
20%  
0%



# More than half of L.A. County renter households with children under 5 are rent-burdened

L.A. County renter households with children under 5 on average spend

**34%**

of their income on rent.

Percentage of renter households with children under 5 that are rent-burdened in L.A. county

100%

80%

60%

40%

20%

0%

**59%**



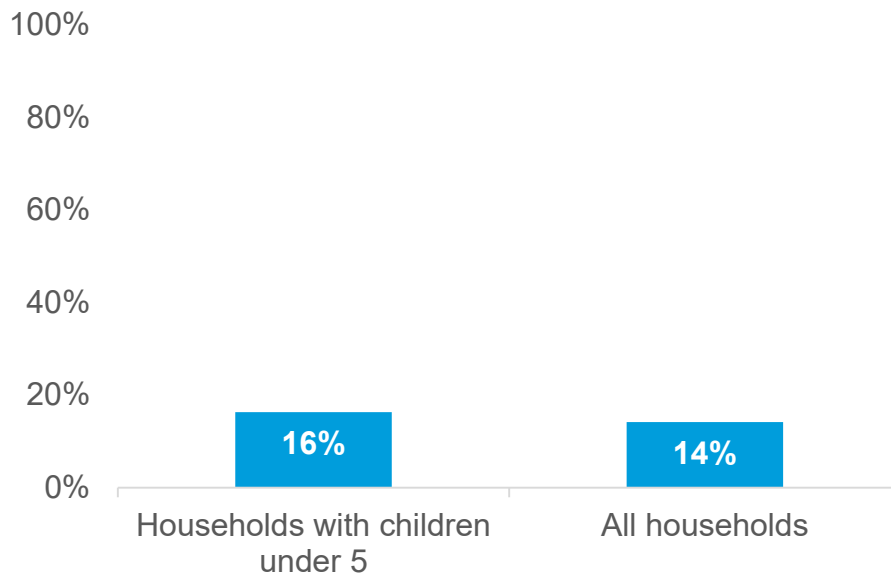
# 1 in 6 L.A. County households with children under 5 have income at or below the federal poverty level

There are

**56,918**

households in L.A. County with children under 5 in poverty

Percentage of L.A. County households with income at or below the federal poverty level



# First 5 LA – FOCUS and Learnings

## Learnings:

- ❑ Qualitative Data
- ❑ Mixed Delivery System

GOALS	OBJECTIVES	STRATEGIES	TACTICS
Children prenatal to age 5 and their families have their basic needs met.	<b>Reduce</b> <ul style="list-style-type: none"><li>- Infant Mortality</li><li>- Poverty</li><li>- Housing Insecurity</li></ul>	Catalyze <b>public policies</b> efforts at the local, state, and federal levels that prioritize the needs of children prenatal to age 5 and their families.	On an ongoing basis, identify and refine the tactics that advance our goals, objectives and strategies.
Children prenatal to age 5 have nurturing relationships and environments.	<b>Increase</b> <ul style="list-style-type: none"><li>- Supports for Maternal Depression</li><li>- Choices for Healthy Foods</li><li>- Parks &amp; Open Space</li></ul>	Collaborate with partners to <b>strengthen public systems</b> , services, and supports for children prenatal to age 5 and their families.	<b>Universal Parameters:</b> <b>Alignment and Potential Impact</b>
Children prenatal to age 5 have a solid foundation for well-being, lifelong learning and success.	<b>Increase</b> <ul style="list-style-type: none"><li>- Early Care &amp; Education</li><li>- Early Intervention Services</li><li>- Culturally Affirming Services</li></ul>	Partner with <b>communities to collaboratively grow a social movement</b> that elevates the needs of children prenatal to age 5 and their families.	<b>Equity-Driven Planning Process</b> <b>Cost-Benefit and Sustainability</b>

# Opportunities to Lead: Uplift Every Child's Full Potential

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- Mixed Delivery System - a system of early childhood education services that are delivered through a variety of providers, programs, and settings.
- LAUSD Role in the Early Learning Ecosystem – partnership and scaling programs.
- Deepening Implementation of UTK
  - ☐ Opportunities to learn a second language
  - ☐ Mental Health and social emotional learning



# Questions

# PRESENTATION 3



# LAUSD PRESENTATION MIXED DELIVERY Universal Preschool Los Angeles

Jan 18, 2024

Michael Olenick, Ph.D.  
President & CEO, Child Care Resource Center



# Introduction

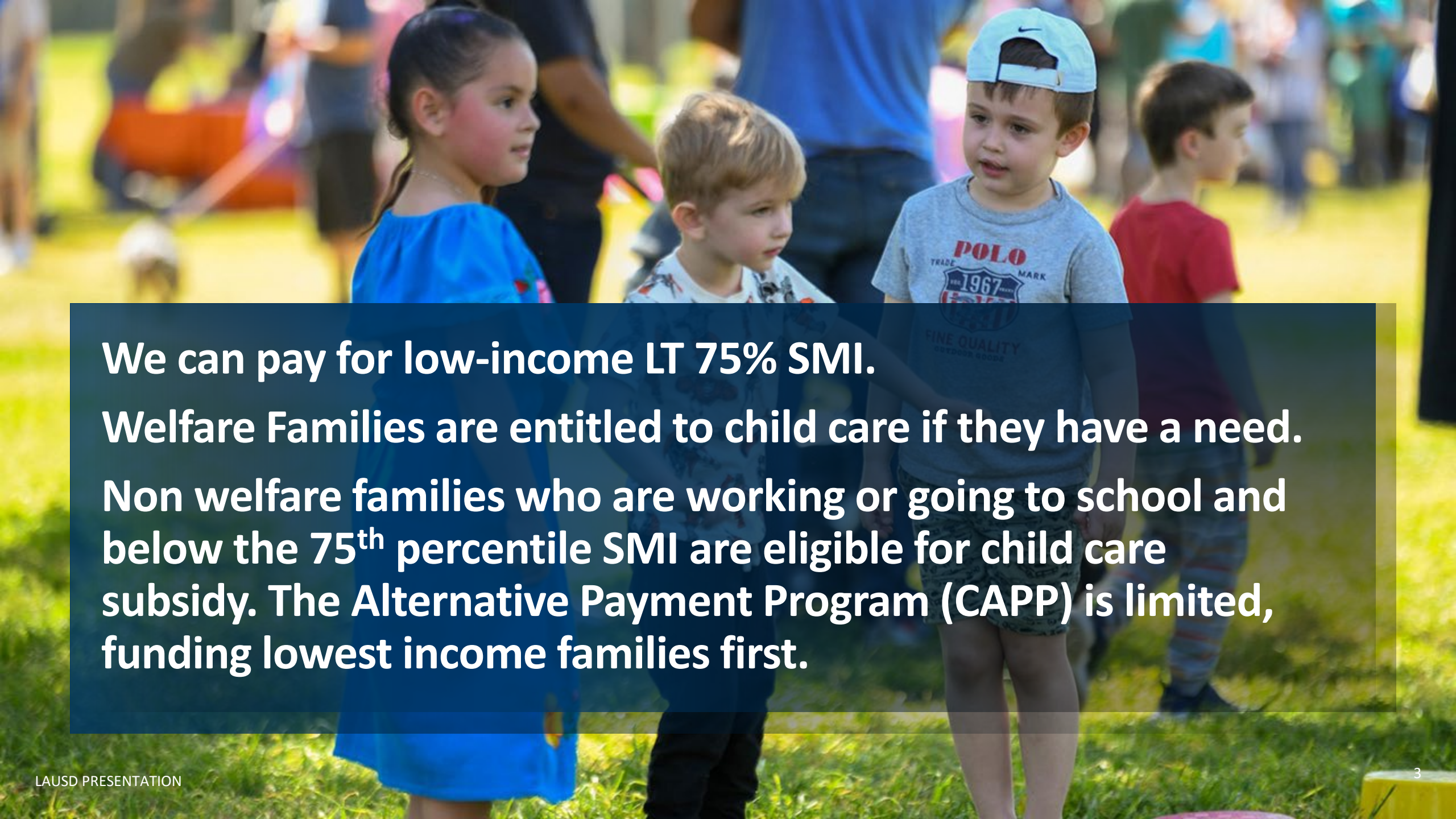


1978 – Resource & Referral (R&R) funded in CA in to support parents looking for child care. AP funded to financially support working families.

We are one (1) of 8 R&Rs in LA County; and 1 of 11 Agencies that pay for low-income parents' childcare. We all belong to the Child Care Alliance of Los Angeles (CCALA).

Six (6) of the 8 R&Rs cross the LAUSD Boundaries. There are 1,437 Licensed Centers and 1,466 Licensed Large Family Homes, 687 Small Family Homes within LAUSD boundaries.





**We can pay for low-income LT 75% SMI.**  
**Welfare Families are entitled to child care if they have a need.**  
**Non welfare families who are working or going to school and below the 75<sup>th</sup> percentile SMI are eligible for child care subsidy. The Alternative Payment Program (CAPP) is limited, funding lowest income families first.**



**Every R&R in the county participates in a Quality Support System and coaches/mentors' providers to increase quality.**

All also provide training on Trauma through 2 different contracts – one through the Foster Care Bridge program and a second through CCPU.





**CCRC enrollment within LAUSD**  
**12,623 children (33% school age)**  
**776 Head Start children ages 0-5**

**On average we make payments to  
1,027 licensed providers in the San  
Fernando Valley every month.**



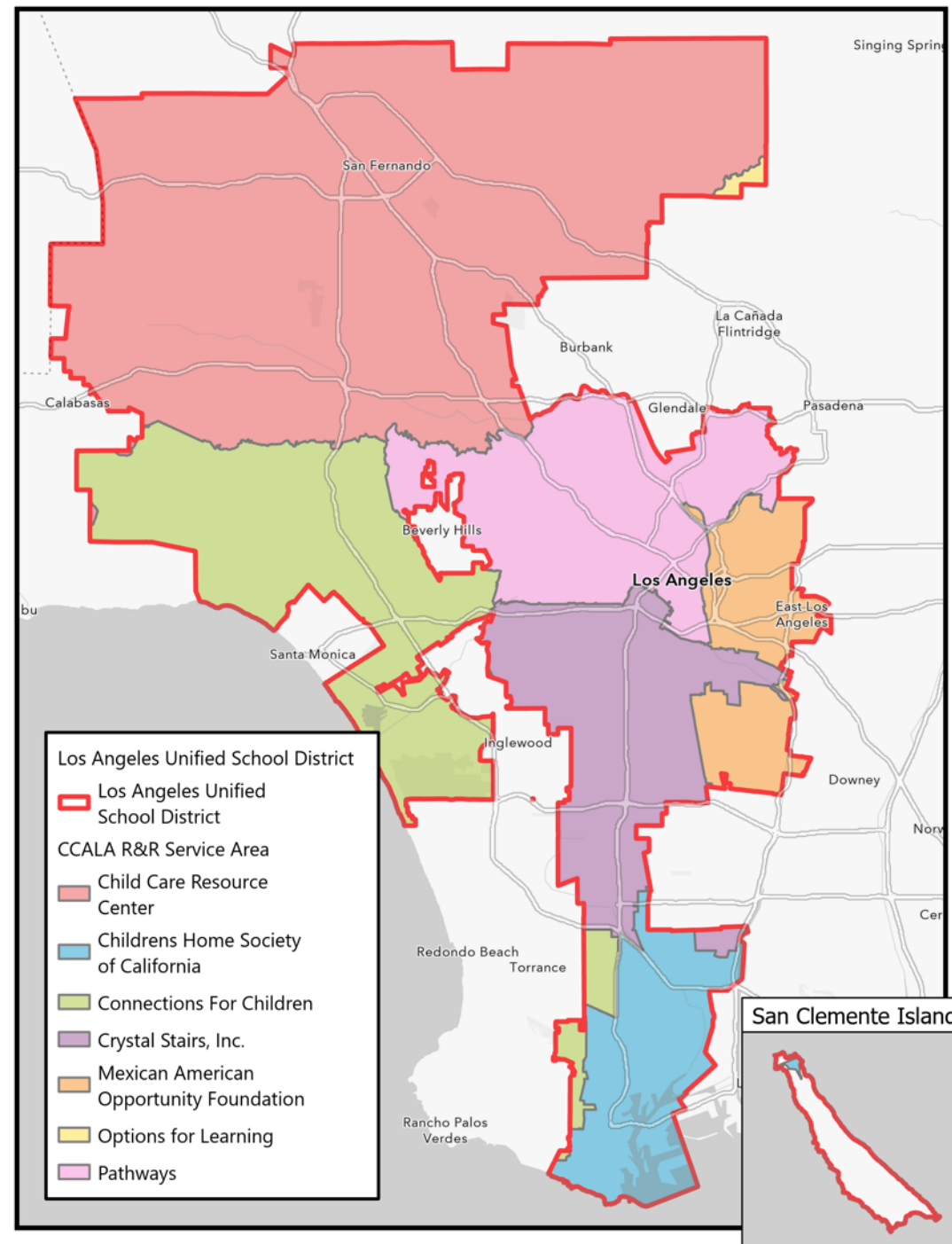
# **We contract with practically every Licensed provider in the county.**

- **Resource & Referral within LA Unified School District**
- **Providers – All Types**
- **Births**
- **Births with Provider – All types**



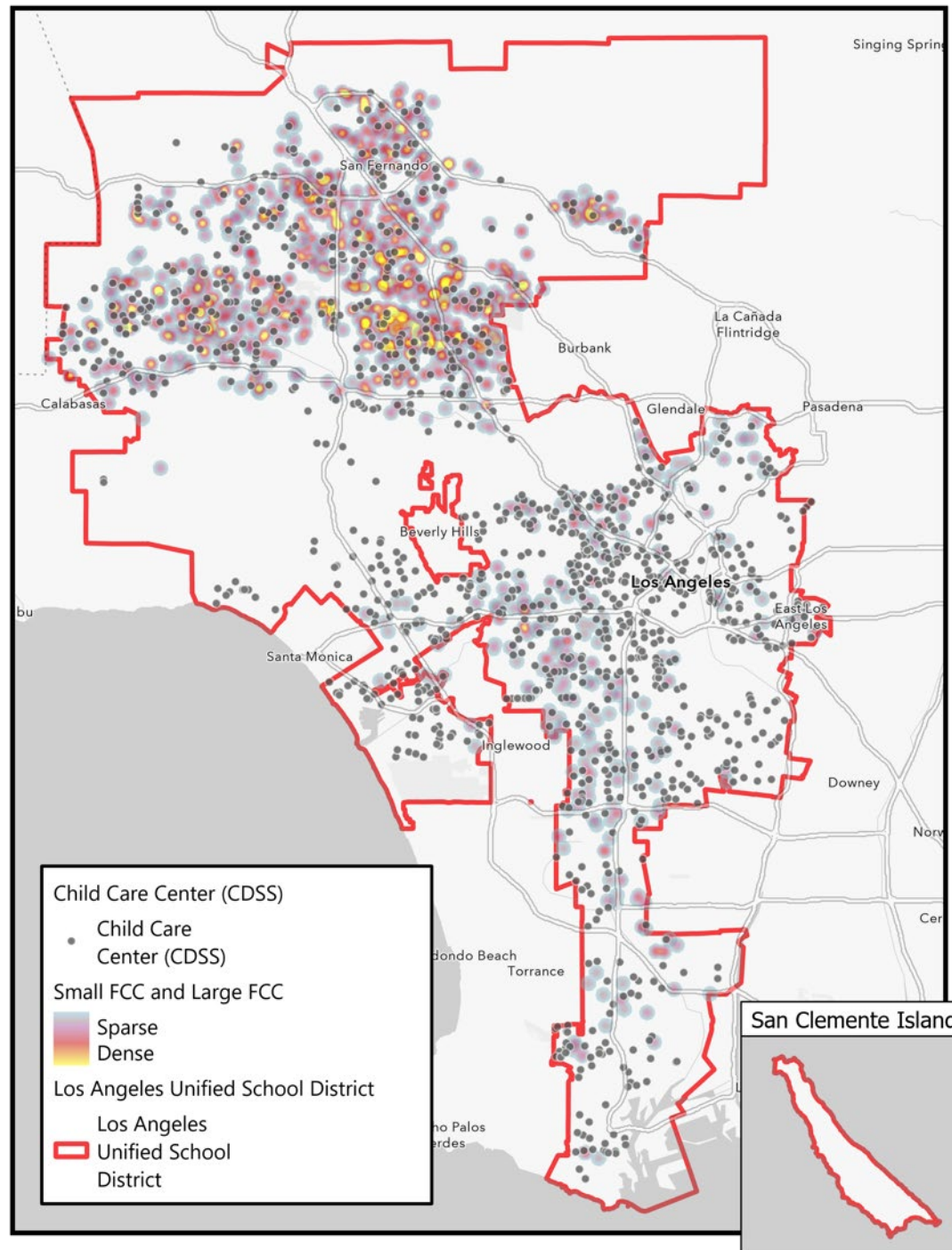
Community providers  
provide before school and  
afterschool care.

# Resource & Referral Service Areas within LAUSD Boundary



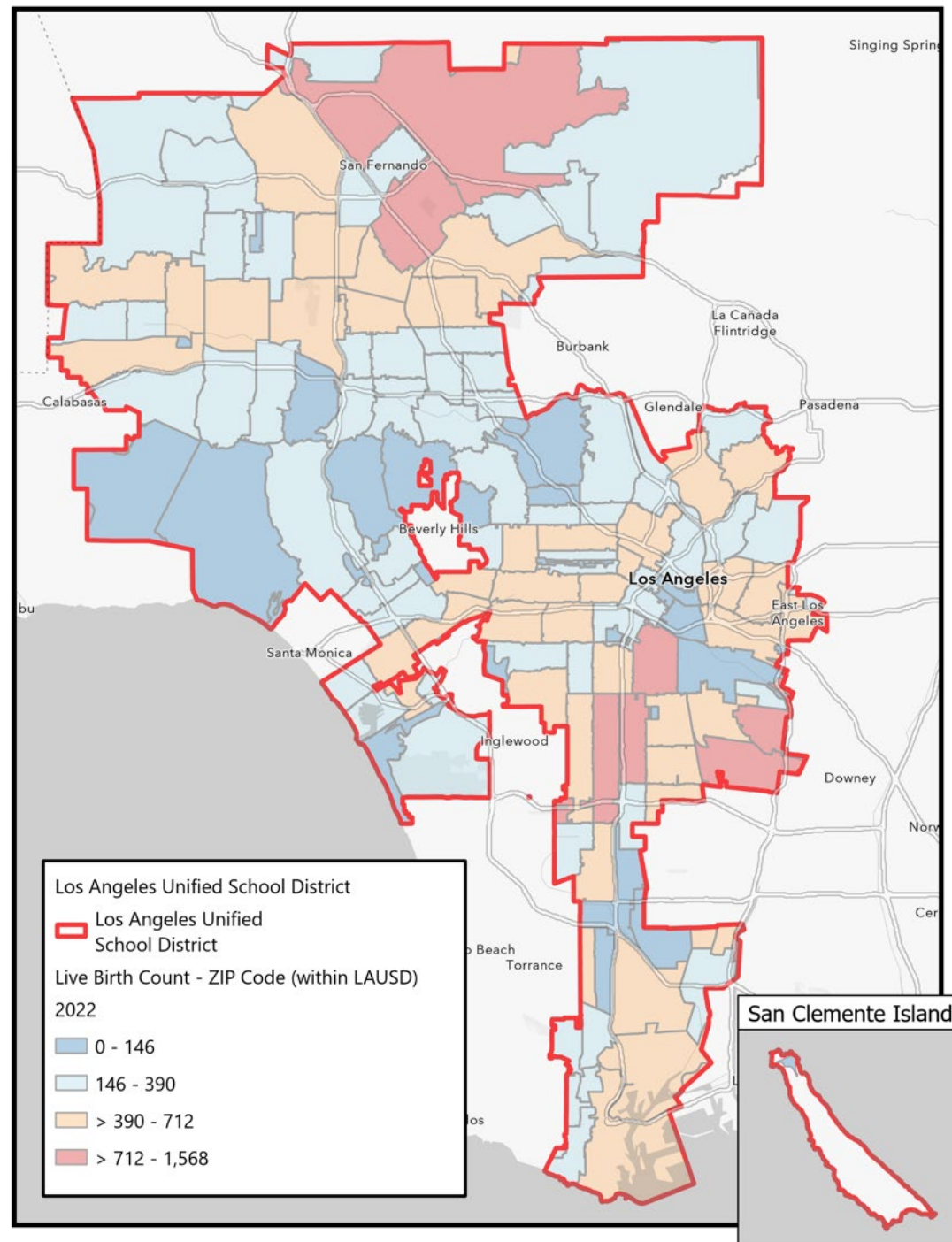
Community providers  
provide before school and  
afterschool care.

# Licensed: (Center based, Large Family Child Care, Small Family Child Care) within LAUSD Boundary



Community providers  
provide before school and  
afterschool care.

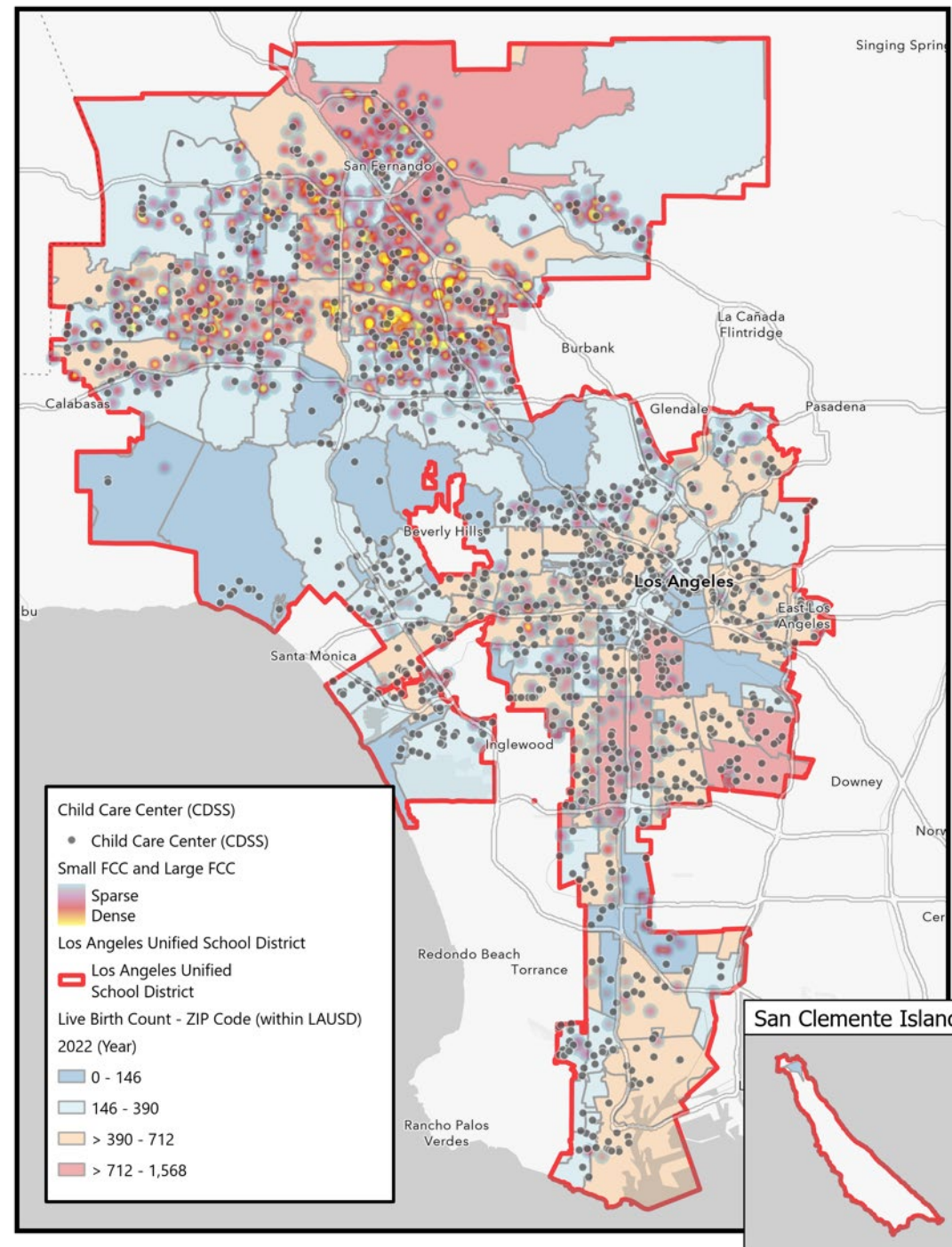
# Live Births within LAUSD Boundary





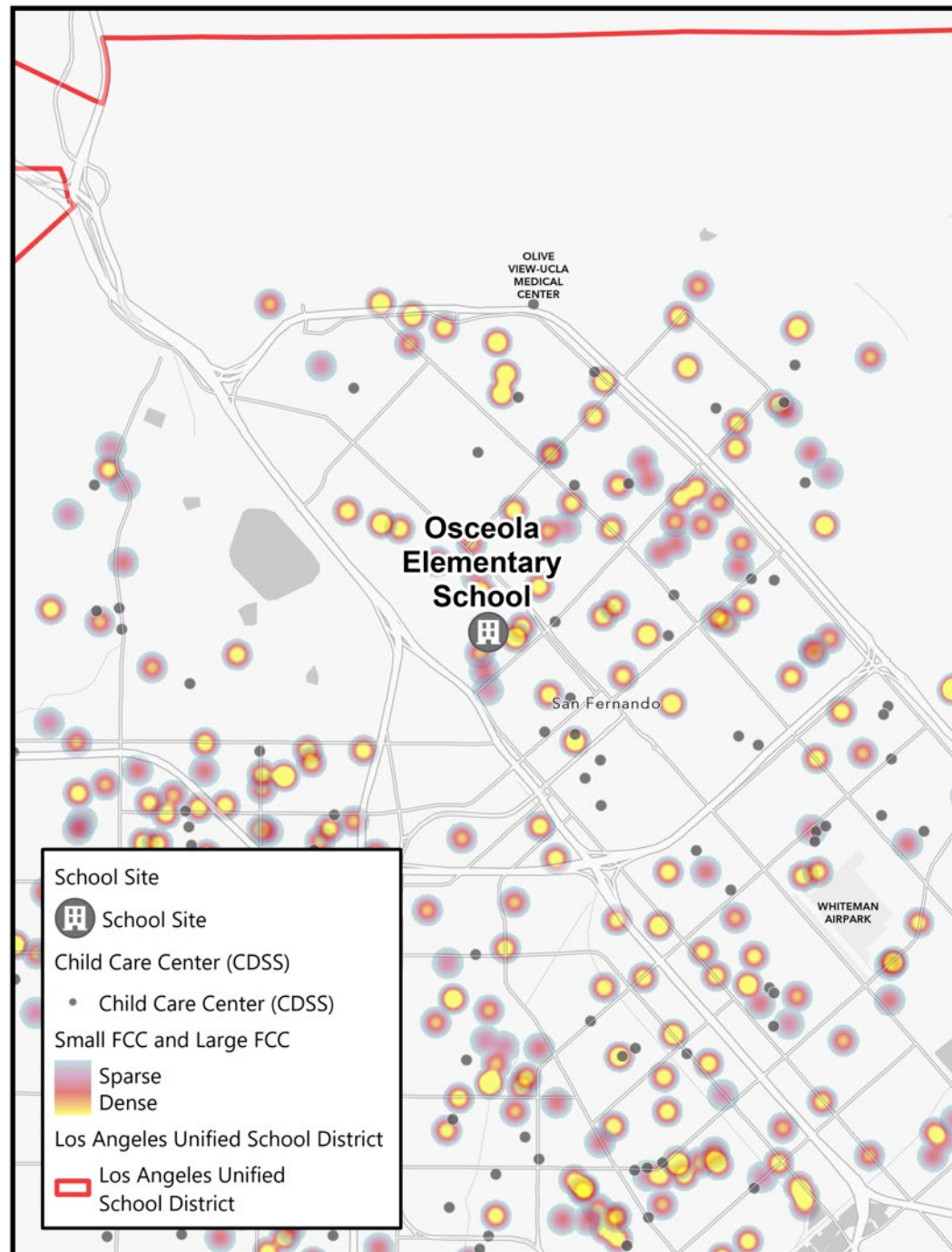
Community providers  
provide before school and  
afterschool care.

# Licensed Providers and Live Births within LAUSD Boundary



Community providers  
provide before school and  
afterschool care.

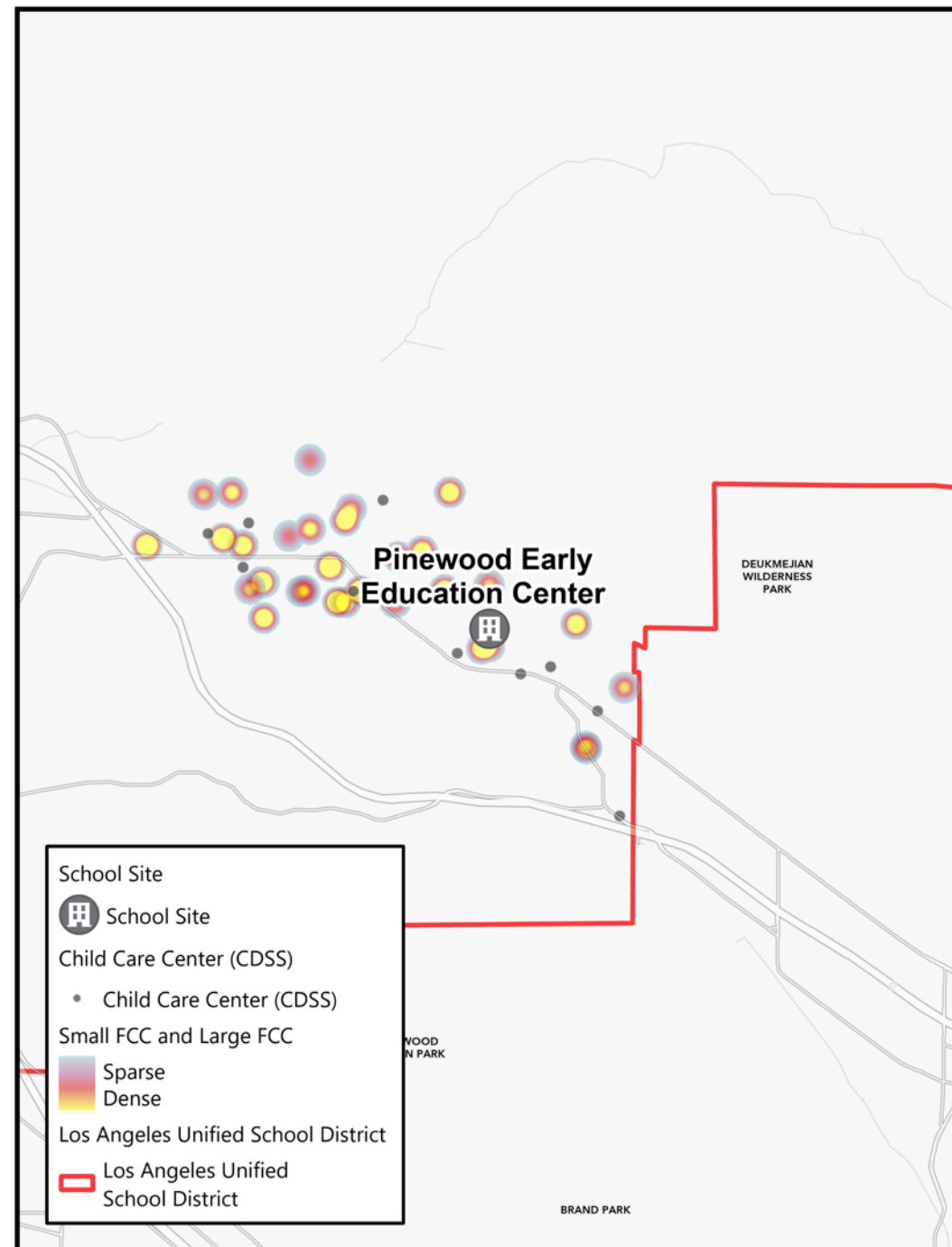
# Osceola Elementary School





Community providers  
provide before school and  
afterschool care.

# Pinewood Early Education Center



# CCRC's service capacity has increased but still doesn't meet the need.



**CCRC service area includes all SFV, SCV, AV and almost all of SB. Increased CAPP funding enrolled 13,000 additional children.**

**We are now serving 50,000 children and 30,000 families within our service area.**

**We make payments for 30,000 children in LA County: 7,400 in centers and 12,300 in Licensed FDC; FFN 10,300 including 5,800 school age children.**

**And we have a WAIT LIST of over 9,000 children across our service area.**



During the pandemic, many providers remained open providing support to students. However, many plan to leave field due to low wages, and lack of respect. Community based center-based care is especially at risk due to lack of teachers, loss of children due to TK, loss of preschoolers to TK which impacted their ability to provide infant/toddler care.

During COVID many closed due to the low enrollments caused by safety standards and have not reopened.

Many low-income parents work in essential services and need care not only during the school hours but also evenings, nights, weekends and during school holidays and summers. Basically 24/7 - 365 Days per year.

Community providers are there to address those schedules.



# Other states

**All but 6 states offer free preschool for 4-year-olds.**

Some states directly contract with both LEAs and non-LEAs while others contract with LEAs and allow LEAs to contract with non-LEAs. Most also connect with Head Starts and often provide some additional funding.

Example of Mixed Delivery in Alabama, Michigan, New Jersey, New York, West Virginia. States where all preschool delivered through LEA include Tennessee and Oklahoma.



A Bright Horizons advertisement in New York City

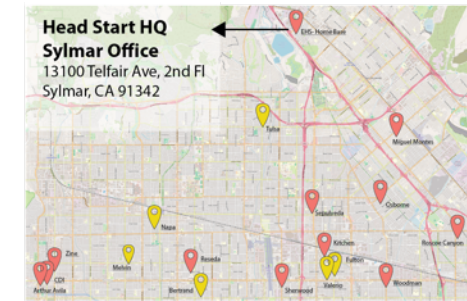
There are numerous Head Start locations within LAUSD. These are programs for lowest income families and provide a wide array of services for children 0-5.

We are increasing 0-3 services.

We are reducing services for 4-year-olds.

We are having to reduce the number of children we serve to increase wages. We can't maintain quality programs without living wages. All our teachers have BAs in Child Development.

## CCRC HEAD START LOCATIONS



**Arthur Avila**  
7304 Jordan Ave  
Canoga Park, CA 91303  
(818) 715-9640

**Bertrand**  
7021 Bertrand Ave  
Reseda, CA 91335  
(818) 342-2042

**CDI**  
7260 Owensmouth Ave  
Canoga Park, CA 91303  
(818) 704-5207

**Fulton**  
7477 Kester Ave  
Van Nuys, CA 91405  
(818) 781-4313

**Melvin**  
7700 Melvin Ave  
Reseda, CA 91335  
(818) 700-4406

**Miguel Montes**  
10675 Telfair St  
Pacoima, CA 91331  
(818) 834-2358

**Napa**  
19010 Napa St  
Northridge, CA 91324  
(818) 993-8462

**Osborne**  
13821 Osborne St  
Arleta, CA 91331  
(818) 830-1369

**Reseda**  
18120 Saticoy St  
Reseda, CA 91335  
(818) 705-0113

**Roscoe Canyon**  
13060 Roscoe Blvd  
Sun Valley, CA 91352  
(818) 902-5935

**Sepulveda**  
15435 Rayen St  
North Hills, CA 91343  
(818) 892-0728

**Sherwood**  
7224 Woodley Ave  
Van Nuys, CA 91406  
(818) 997-1077

**Tulsa**  
10900 Hayvenhurst Ave  
Granada Hills, CA 91344  
(818) 366-0350

**Valerio**  
15035 Valerio St  
Van Nuys, CA 91405  
(818) 786-3427

**Woodman**  
5944 Woodman Ave  
Van Nuys, CA 91401  
(818) 989-2379

**EHS- Home Base**  
13100 Telfair Ave  
Sylmar, CA 91342  
(818) 700-1000 ext. 4931

**Zine**  
21400 Saticoy St  
Canoga Park, CA 91304  
(818) 456-4568

**AV - LPC**  
2320 East Avenue R  
Palmdale, CA 93550  
(661) 273-0608

**AV - Newgrove**  
808 Newgrove St  
Lancaster, CA 93534  
(661) 494-8528

**AV - 10th St**  
44236 10th St West  
Lancaster, CA 93534  
(661) 494-7999

**Kitchen**  
15126 Raymer St  
Van Nuys, CA 91405  
(818) 997-9684

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Department of Public Health Office Advancement of Early Care Education administers the state funded Los Angeles Local Child Care Planning Council.

Their task is to provide planning across the county for the mixed delivery of UPK.

The Child Care Alliance submitted a proposal to educate families, districts, and providers on mixed delivery.

**We share many children with school districts before they enroll in elementary school and share children once they are enrolled in school.**

**How to coordinate to serve families and children best?**

- At the District Level?
- At the School Level?



**SOLUTIONS?**



We share  
common  
concerns  
around lack  
of qualified  
staff.



We are working with several community colleges to grow our own teachers through **Apprenticeship** programs.

# Grow your own staff

- High school students complete 6 units community college/ROP in child development during senior year.
- Get hired by Head Start or community programs as aides while working on AA/BA degree.
- Can become assistant teachers once they have achieved 12 units.
- Can become teachers with AA.
- BA & Credential & experience become District teachers.

**Massachusetts  
implemented this model**



# National Trends

**Affordability for parents**

**Loss of teaching staff due to:**

**Low wages**

**Burnout**

**Behavioral issues across all types of care**

**Impact of Covid**

# Summary

We could explore ways where the 6 R&Rs become partners in contracting with licensed facilities, monitoring quality.

Navigation for parents to identify best care for their situation.

We know which programs are open, which are closed, and which are under enrolled, and which have qualified staff.







Michael Olenick, Ph.D.

[www.ccrcca.org](http://www.ccrcca.org)

# Thank you

