

# Our Early Educators

Annual Report 2023

Empowering Minds, Inspiring Futures



Los Angeles County  
Office of Education

Los Angeles County Office of Education  
Head Start and Early Learning Division



HEAD START



**Los Angeles County  
Office of Education**

**Debra Duardo, M.S.W., Ed.D.**

County Superintendent of Schools

**Los Angeles County Board of Education**

Yvonne Chan, Ed.D., President

Stanley L. Johnson, Jr., Ph.D., Vice President

James Cross

Andrea Foggy-Paxton

Betty Forrester

Theresa Montaña, Ed.D.

Monte E. Pérez, Ph.D.

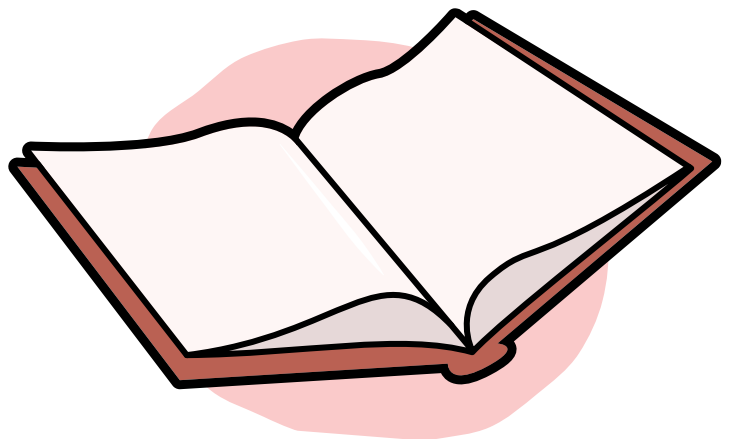


### **Division Statement**

LACOE Head Start and Early Learning Division offers a comprehensive prenatal-to-five early learning program. We partner with families, communities, and providers to give children of all abilities the skills to succeed in school and life.

# Table of Contents

<b>4</b>	Superintendent's Message	<b>20</b>	Parent Spotlights
<b>5</b>	Executive Director's Message	<b>22</b>	Division Highlights
<b>6</b>	Los Angeles County Office of Education	<b>23</b>	Parent Testimonials
<b>8</b>	Head Start and Early Learning Division	<b>24</b>	Partnerships
<b>10</b>	Head Start and Early Learning Division Programs	<b>26</b>	Golden Apple Award Winners
<b>12</b>	Average Enrollment / Eligible Children Served	<b>28</b>	Delegate Agencies
<b>13</b>	School Readiness	<b>30</b>	Delegate Agency Support
<b>15</b>	Comprehensive Services	<b>32</b>	Funding, Audit, and Federal Review
<b>16</b>	Services Received by Children and Families	<b>33</b>	2022–23 Annual Summary
<b>18</b>	Family and Community Engagement		
<b>19</b>	Parent Engagement and Highlights		



# Mission

Improving the lives of students and our educational community through service, leadership, and advocacy.

# Vision

A culture of excellence in **ALL** we do.

# Division Goals

- Demonstrating child and family outcomes to promote school readiness.
- Strengthening and sustaining a culture of inclusive planning and shared leadership.
- Leveraging resources to create innovative program delivery systems and space.
- Educating policy makers to create more responsive service delivery systems.
- Designing compelling marketing and messaging to attract and retain staff and families.

# Core Values

Humanity, Integrity, Motivation, High Expectations, Accountability, Adaptability, Teamwork, Investment

# Superintendent's Message

"I want you to know what you do, in the classroom or in the home or in the office, sets the foundation for a lifetime of success."



**Debra Duardo, M.S.W., Ed.D.**

Superintendent  
Los Angeles County Office of Education

## In the summer of 2023...

...I was honored to recognize new Head Start early educators as I addressed our Universal PreKindergarten Career Development Initiative's inaugural celebration. This new and innovative initiative is changing lives. Forty-one remarkable individuals—all parents in LACOE's Head Start programs—completed the first step into a new journey in their professional lives, ready to embark on a career of nurturing young minds as assistant teachers.

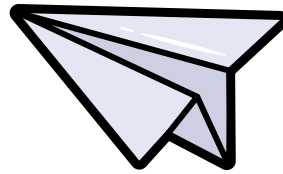
The path they have chosen is remarkably rewarding. In these pages, you'll read reflections from some of the loved and admired educators who precede them. Some of these individuals are winners of LACOE's annual Golden Apple Awards, who dedicated years—in many cases, decades—of their lives to serving some of our county's most vulnerable children and families. Most of these educators remain in the classroom and continue to enrich children's lives each and every day; others have moved into coaching, mentoring, or supervising roles where they help nurture the next generation of educators.

There are so many more who deserve our respect, appreciation, and admiration, both inside and outside the classroom. To all those engaged in early education, I want you to know what you do, in the classroom or in the home or in the office, sets the foundation for a lifetime of success. You change the trajectory of a child's life, and it can enrich that child's life forever.

Thank you for all you do.



# Executive Director's Message



## As I reflect on the 2022–23 program year...

...the fourth of our five-year project period, it's an opportune moment to both look back on the 2019–2024 project period that was, and ahead to the 2024–2029 journey that awaits us.

Of course, our best-laid plans could never have anticipated the pandemic that arrived in year one, and the response and recovery that have accompanied us ever since. So many things were—understandably—put on hold early in the pandemic: vacations, celebrations, construction, and so on. But one thing could never wait: our support of children and families. I am so grateful to each of our teachers, assistant teachers, home visitors, family service workers, health and nutrition coordinators, and all of our staff for persevering day after day, for always going the extra mile to provide high-quality services to children and families in an ever-changing environment. At the time, we often spoke of rising to the challenge. And our early educators certainly rose to every challenge.

As circumstances have improved, we have gradually returned to more “normal” operations. I am thrilled that in that transition we have also launched our Universal Prekindergarten Career Development Initiative (UPK-CDI). This exciting initiative not only creates new pathways for passionate, talented individuals to join the early education field, but also provides existing early educators new opportunities for growth, advancement, and personal and professional development.

The next project period awaits, and we continue to face the challenge of returning to being fully staffed and fully enrolled. But I know we will rise together to meet this challenge with the same spirit of resilience, innovation, and HOPE that guided us through the pandemic.

*“I am so grateful to each of our teachers, assistant teachers, home visitors, family service workers, health and nutrition coordinators, and all of our staff for persevering.”*



**Luis Bautista**

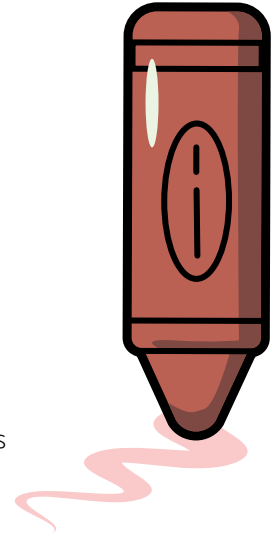
Executive Director  
Head Start and Early Learning Division

# Los Angeles County Office of Education

The Los Angeles County Office of Education (LACOE) is committed to ensuring that every student learns in an academic environment that emphasizes equity and overall well-being. As the largest regional education agency in the nation, our primary goal is to enhance the lives of students and our educational community through dedicated service, strong leadership, and advocacy.

We support 1.3 million children and 80 school districts in one of the most populous and diverse counties in the country. The County Superintendent and a seven-member County Board of Education, appointed by the Los Angeles County Board of Supervisors, oversee LACOE's divisions. Dr. Debra Duardo, the County Superintendent of Schools, offers guidance and assistance to key school administrators and officials across the region. The County Board exercises policy oversight and approves budgets, among other responsibilities.

Recognizing the critical importance of early childhood education, LACOE actively supports preschool programs. In addition to managing the state's largest Head Start program, LACOE leads the county-wide effort to implement California's Universal Prekindergarten (UPK) and Transitional Kindergarten (TK) mandate.



## Los Angeles County Demographic LACOE Service Area Demographic Snapshot

LA COUNTY	DEMOGRAPHIC	LACOE SERVICE AREA
<b>5.8%</b>	Population Under 5 Years Old	<b>5.7%</b>
<b>8.0%</b> Dual-headed	Household Type with Children Under 5 Years Old	<b>8.0%</b> Dual-headed
<b>8.0%</b> Single-headed		<b>7.0%</b> Single-headed
<b>20.1%</b> Lack high school diploma	Educational Attainment	<b>23.7%</b> Lack high school diploma
<b>22.2%</b> Have Bachelor's Degree		<b>20.7%</b> Have Bachelor's Degree
<b>13.9%</b> of General Population	Living Below Poverty Level	<b>15.6%</b> of General Population
<b>18.2%</b> of Children Under 5		<b>20.5%</b> of Children Under 5
<b>55.6%</b> Spend more than 30% of income on rent	Monthly Rent Burden	<b>54.4%</b> Spend more than 30% of income on rent

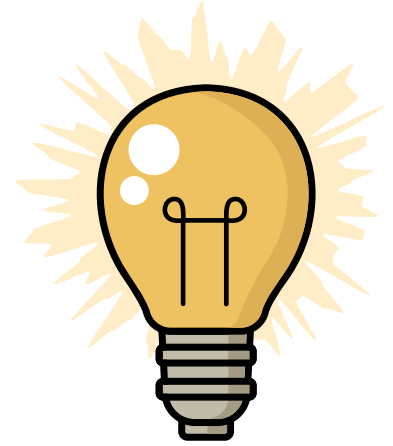


# Head Start and Early Learning Division

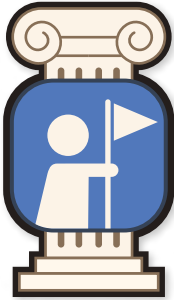
All children deserve access to a high-quality early learning program. An early start to their education lays the foundation for a lifelong love of learning and future success. Since 1979, LACOE has directed its efforts toward nurturing the overall development of children prenatal to five years old—a crucial period for shaping their readiness for life and its challenges. Our programs and services are designed to support key developmental milestones as children progress.

As the largest Head Start provider in the state, LACOE collaborates with 16 school districts and nonprofit agencies to offer direct comprehensive services to children and families.

Guided by four pillars of responsibility, LACOE Head Start and Early Learning Division continuously works to ensure our programs maintain quality, compliance, competency, and excellence in all we do.



# Four Pillars of Responsibility



## **Program Leadership and Accountability**

- Planning and development of strategic direction for grantee and delegates
- Educating state and national leaders on early education and development
- Coordinated and integrated service delivery
- Eligibility and enrollment of children



## **Collaboration, Communication, and Outreach**

- Building bridges for resources
- Development and nurturing of county-wide partnerships
- Ongoing recruitment of children
- Leveraging of non-restrictive sources to enhance support for service delivery



## **Assessment & Continuous Improvement**

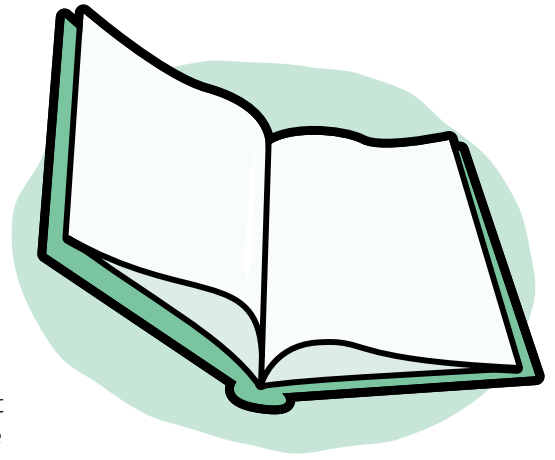
- Outcome-focused and data-driven compliance
- Monitoring for success: three-tiered approach
- Building and strengthening capacity for grantee and delegates
- Coordination of self-assessment



## **Workforce Development & Professional Learning**

- Job-embedded professional development
- Peer-to-peer mentoring
- Leveraging Quality Rating and Improvement System (QRIS)
- Serving kids with CLASS

# Head Start and Early Learning Division Programs



Every child deserves access to high-quality early education programs that support their growth and learning. Our programs are designed to provide services to children that address their needs and help them successfully transition to kindergarten. These early education programs also support the health and well-being of staff, families, and children.

## Early Head Start and Head Start

The Early Head Start (EHS) program provides family-centered comprehensive early education, health, nutrition, and family support services to low-income families with infants and toddlers, as well as pregnant women. With a focus on promoting healthy child development and school readiness, EHS's range of services includes early learning opportunities, parental education and involvement, access to healthcare services, nutritious meals and snacks, and support for families to achieve their goals and aspirations. By engaging both children and their families during the critical early years of development, EHS plays a crucial role in laying the foundation for lifelong success and well-being.

As children grow, the Head Start (HS) program continues to prepare them for kindergarten. Between the ages of three and five, children receive support from trained educators and staff who focus on fostering social, emotional, and intellectual growth. Children with disabilities receive tailored services based on their individual evaluations to determine their specific needs. Recognizing the pivotal role of parents as their children's primary educators, we prioritize opportunities for parents to enhance their leadership and parenting abilities.

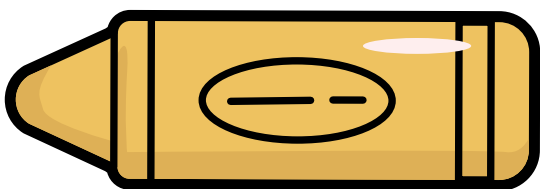
## California State Preschool Program (CSPP)

This state-funded program focuses on children's individual development to support their successful transitions to kindergarten. To extend the day for children ages three to five years old, LACOE partners CSPP state funds with the Head Start program. CSPP also provides parent education, social services referrals, health, nutrition, and staff development opportunities.



## California Preschool Instructional Network (CPIN) – Region 11

Through CPIN, early education providers receive research-based teaching and learning strategies in addition to professional coaching and technical assistance. Instruction incorporates adult learning theories and is intentional, reflective, and interactive with hands-on learning and time for planning. Chief among CPIN's goals is the smooth transition of children from preschool to kindergarten. In 2022–23, CPIN launched a three-day dual language learners Directors' Institute.



## General Child Care and Development (CCTR)

For children under three, CCTR provides at least 236 days a year of services in a center-based setting. This program supports families who are experiencing homelessness, working, going to school, in job training, and/or seeking employment. LACOE combines CCTR and EHS funds to enhance service delivery and parent involvement and provide more opportunities for staff development.



## Universal Prekindergarten (UPK)

LACOE leads the effort to support Los Angeles County educators as Universal Prekindergarten (UPK) is implemented. UPK is an umbrella term describing various available opportunities for equitable preschool access for four-year-old children. UPK includes transitional kindergarten (TK), Head Start, and other preschool options. LACOE continues to offer professional development, technical assistance, book studies, and communities of practice to support educators. We have also conducted site visits and provided guidance to local education agencies (LEAs) and charters across the county. In 2022–23, the division organized two major UPK institutes for administrators. In addition, more than 125 transitional kindergarten teachers attended a one-day institute that included professional development, networking, and early learning resources.

## Quality Start Los Angeles Consortium (QSLA)

QSLA enhances the quality of early learning centers and family child care homes that participate voluntarily in its quality improvement program. In 2022–23, QSLA served 1,188 early learning providers that offered quality early care to 41,899 children birth to five. Quality supports include: coaching, professional development, and monetary incentives for providers in high-need zip codes. QSLA provided 8,887 coaching and technical assistance touch points, resulting in 5,532 hours of support to early learning staff. In addition, QSLA piloted a program that served 25 license-exempt FFN (family, friends, and neighbor) providers.

## Universal Prekindergarten Career Development Initiative (UPK-CDI)

As UPK is being phased in, the demand for preschool teachers continues to grow across Los Angeles County. This innovative initiative is designed to recruit and retain educators through a fast-track career development pathway and is funded by state, county, and philanthropic agencies. The assistant teacher pathway was the first to launch and 41 Head Start parents signed up to begin their careers in early education.

## Inclusive Early Education Expansion Program (IEEEP)

This state-funded project is also known as Inclusive ECE and has a mission to increase the enrollment of children with a broad range of disabilities into preschool programs. Inclusive ECE uses a six-prong approach that builds the capacity and infrastructure of providers to offer needed services for children. Early educators receive individual and team coaching, supports, and resources for children with moderate to severe disabilities. In 2022–23, Inclusive ECE trained 859 participants in 27 events; partnered with Cal State LA to staff the Inclusive Practices Course; and expanded supports to state preschool/LEA providers through a partnership with LACOE's Special Education Division.

## Preschool Development Grant – Renewal (PDG-R)

This grant bolstered LACOE's efforts to increase support and capacity for family, friend, and neighbor (FFN), family child care (FCC), and home visiting providers to deliver services.

# Average Enrollment / Eligible Children Served

LACOE is committed to enrolling families and children in Head Start; however, severe teacher shortages continue to affect enrollment. In the 2022–2023 program year, average enrollment for Head Start was 76.29%, for EHS 68.35%, and for Early Head Start-Child Care Partnership Expansion (EHS-CCP X) 52.58%.

## '22–'23 Average Enrollment

Head Start	Early Head Start	Early Head Start Child Care Partnership Expansion
<b>76.29%</b>	<b>68.35%</b>	<b>52.58%</b>

## Eligible Children Served in Los Angeles County

### Early Head Start

Population	Eligible at 100% FPL	Served by EHS*
<b>266,946</b>	<b>49,973</b>	<b>8,183</b>
Served by CCTR	Total Served	% Served
<b>2,987</b>	<b>11,170</b>	<b>22.00%</b>

### Head Start

Population	Eligible at 100% FPL	Served by HS†
<b>184,157</b>	<b>35,381</b>	<b>16,309</b>
Served by Others	Total Served	% Served
<b>24,658</b>	<b>40,967</b>	<b>116.00%</b>

\* Served by EHS includes LACOE and other EHS grantees.  
 † Served by HS includes LACOE and other HS grantees.

# School Readiness

LACOE's strategic plan for school readiness revolves around three key elements: ensuring children are ready for school, making sure schools are prepared to welcome children, and ensuring that families are ready to support their children's learning and growth. The School Readiness Framework is a fundamental component that shows how education is connected to other supporting services and systems. This framework is guided by implementing the curriculum, continuous assessment, organized professional development, and involvement of parents, families, and the community—all crucial aspects for ensuring that children are ready for school.

**240**  
Trainings

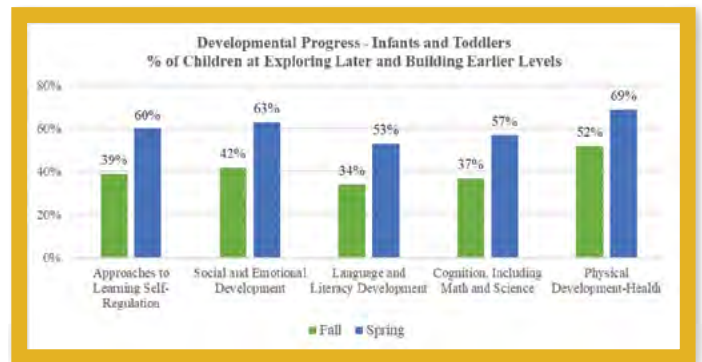
**5,886**  
Participants

Our efforts to promote school readiness through professional development in 2022–23 resulted in 240 trainings for 5,886 participants. The trainings included ChildPlus, Classroom Assessment Scoring System (CLASS), Leadership, Inclusive ECE, and UPK, among others. The family partnership process (FPP) is another gauge of school readiness. LACOE delegate agencies use this multi-step tool to conduct a needs assessment and set family goals.

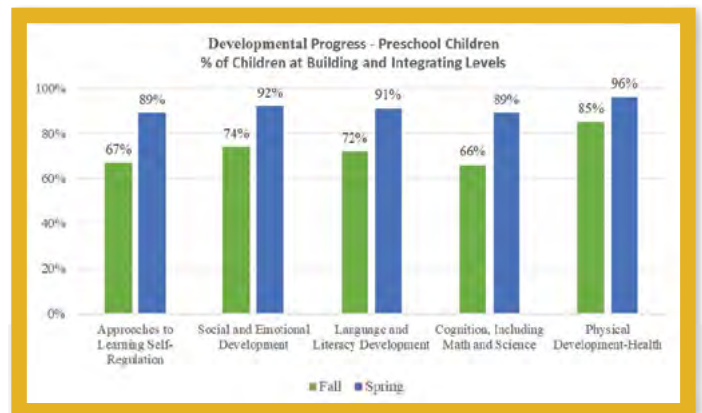


In 2022–23, children assessed by the Desired Results Developmental Profile (DRDP-2015) grew across all developmental domains. This ongoing evaluation is key to individualizing comprehensive services, making mid-course corrections, and working with families to set goals for children that support their progress across developmental domains. Domains are scored across these levels: Responding (Earlier, Later), Exploring (Earlier, Middle, Later), Building (Earlier, Middle, Later), and Integrating (Earlier).

Children are assessed three times during the program year (fall, winter, and spring). Fall to winter developmental progress of infants and toddlers showed age-appropriate growth in the percentages of children at the Exploring Later and Building Earlier developmental levels across all domains of development, as seen in the chart below:



Preschool children also showed age-appropriate growth in the percentages of children at the Building and Integrating developmental levels across all development domains. The graph below shows their advancements.



# Classroom Assessment Scoring System (CLASS)

LACOE HSEL uses CLASS to assess the quality of teacher-child interactions in center-based Head Start classrooms. CLASS measures the quality of interactions between teachers and children across three domains:

- 1 Emotional Support
- 2 Classroom Organization
- 3 Instructional Support

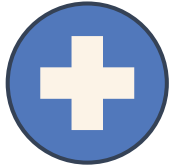
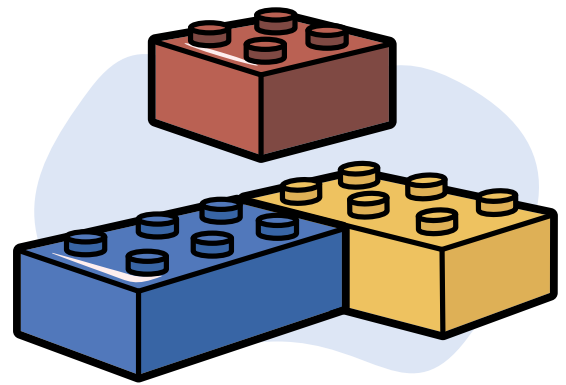
Results are used to assess school readiness outcomes, develop professional learning plans for teaching teams, and to plan training and professional learning opportunities. In 2022–23, LACOE focused on new teachers to support the development of individual teaching staff professional development plans. For existing and previously observed staff, LACOE focused on needed supports such as training, in-person instruction, technical assistance, and coaching. Domain average scores are shown in the table below. Results were compared to the OHS Designation Renewal System (DRS) Competitive and Quality Thresholds.



CLASS DOMAIN	LACOE AVERAGE (N=24)	OHS COMPETITIVE THRESHOLD	OHS QUALITY THRESHOLD
Emotional Support	5.98	5.00	6.00
Classroom Organization	5.35	5.00	6.00
Instructional Support	2.36	2.30	3.00

# Comprehensive Services

Because serving the whole child is critical to ensuring growth and development, LACOE provides comprehensive and high-quality services for babies, toddlers, and preschoolers that are culturally and linguistically appropriate.



## Health

Our committed staff connects families with medical and dental providers to facilitate health, dental, and developmental screenings, along with referrals and scheduled immunizations for children. Additionally, teachers play a vital role in instilling healthy routines, including personal hygiene practices.



## Nutrition

Each day, children receive nutritious meals tailored to meet their growing needs. To extend these healthy habits beyond the classroom, parents receive nutrition education, and delegate agencies ensure nutrition is integrated into various classroom activities.



## Child Development and Education

Aligned with the Office of Head Start's emphasis on school readiness outcomes, LACOE's early childhood education programs employ curricula tailored to each child's developmental, cultural, and language level. We also monitor children's ability to understand and work with numbers and language as well as their social-emotional development.



## Mental Health

LACOE recognizes the critical role of emotional expression and secure relationships in child development. LACOE adopts a holistic and positive approach in developing mental health services for children, families, and staff. Continuous monitoring, training for parents and staff, and facilitating access to mental health professionals are integral components of our efforts.



## Children with Disabilities

LACOE embraces children of all abilities, providing resources and services to support them in reaching their full potential. At least 10 percent of funded enrollment consists of children with disabilities. Partnerships with local educational agencies (LEAs), regional centers, and other providers contribute to achieving this goal. Delegate agencies receive support for education plans, equipment, and accommodating facilities.



## Family and Community Engagement

Integral to our school readiness plan is the families' active participation in setting and achieving their goals. This service extends to assisting families in establishing written goals and offering parenting education to advocate for their children's needs. LACOE recognizes the importance of community engagement to provide families with other resources to support their growth and needs.

# Services Received by Children

<b># of Children</b>
% of Children

Health Services	HEAD START	EARLY HEAD START	EHS – CCP EXPANSION	TOTAL
Completed Medical Exam	<b>3,924</b> 63.2%	<b>924</b> 38.7%	<b>322</b> 44.5%	<b>5,170</b> 55.5%
Completed Medical Treatment	<b>928</b> 78.4%	<b>224</b> 80.9%	<b>146</b> 78.5%	<b>1,298</b> 78.9%
Completed Dental Exam	<b>4,639</b> 74.8%	-	-	<b>4,639</b> 74.8%
Completed Dental Treatment	<b>730</b> 73.5%	-	-	<b>730</b> 73.5%

## Disability Services

Children w/ Special Needs	<b>1,140</b> 18.4%	<b>493</b> 20.7%	<b>174</b> 24.1%	<b>1,807</b> 19.4%
Special Education and Related Services	<b>1,132</b> 99.3%	<b>493</b> 100.0%	<b>174</b> 100.0%	<b>1,799</b> 99.6%

## Mental Health

Staff Consultations	<b>374</b> 89.5%	<b>219</b> 65.0%	<b>93</b> 53.8%	<b>686</b> 73.9%
---------------------	---------------------	---------------------	--------------------	---------------------

## Teaching Staff w/ Credentials

Teachers Meeting the Degree and Credential Requirements	<b>381</b> 93.8%	<b>233</b> 100.0%	<b>159</b> 100.0%	<b>773</b> 96.9%
---	---------------------	----------------------	----------------------	---------------------

Source: Los Angeles County Office of Education Head Start Program Information Report (PIR) 2022–23

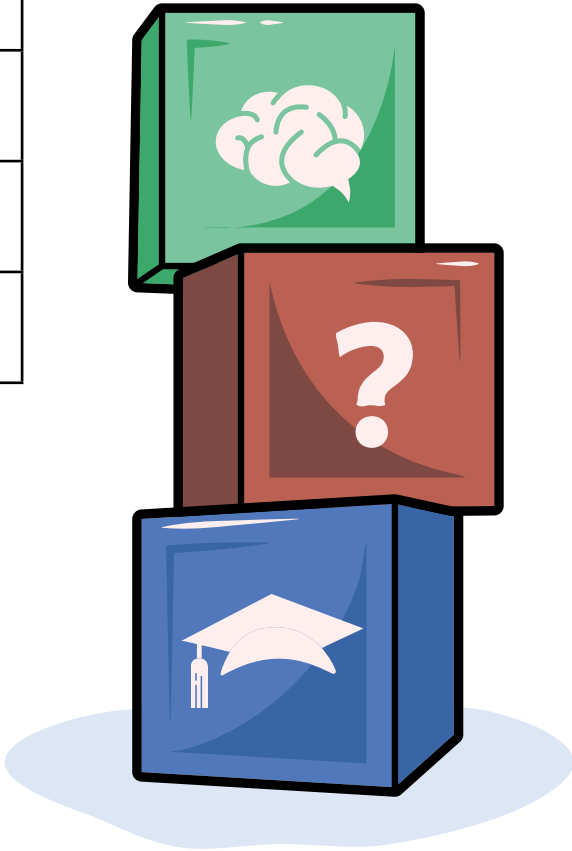
# Services Received by Families

# of Families
% of Families

## Family Services

Adult Education/Job Training Assistance	<b>1,426</b> 16.4%
Mental Health Services	<b>6,794</b> 78.2%
English as a Second Language (ESL)	<b>108</b> 1.2%
Health Education	<b>4,382</b> 50.4%
Nutrition Education	<b>1,891</b> 21.8%
Parenting Education	<b>1,301</b> 15.0%
Supporting Transitions	<b>5,551</b> 63.9%
Emergency/Crisis Intervention	<b>1,325</b> 15.3%
Received at Least One Family Service	<b>8,581</b> 98.8%

Source: Los Angeles County Office of Education Head Start Program Information Report (PIR) 2022–23



# Family and Community Engagement

Family and community engagement staff increased contact and communication with families to support them through the pandemic and inflation. As the COVID-19 state of emergency came to an end in 2022–23, we began transitioning families and parents to school sites and classrooms. Staff increased family opportunities for rapport building and participation in various in-person or hybrid workshops and activities.

These activities included the following: orientation on the benefits of volunteering and participating, on-site service/screening (dental, vision, health), male involvement activities, Parent Cafés – support groups (normalize feelings and learn from each other), and update Parent Boards and informational binders. Staff ensured that families continued to receive referrals for food banks, diapers, and wipes for children, and connections to other social services as needs were identified by families and the community. Family and community engagement staff increased contact and communication with families to support them through the pandemic and inflation. As the COVID-19 state of emergency came to an end in 2022–23, we began transitioning families and parents to school sites and classrooms. Staff increased family opportunities for rapport building and participation in various in-person or hybrid workshops and activities.



Salas and Son’s Food Bank distribution event for parents.

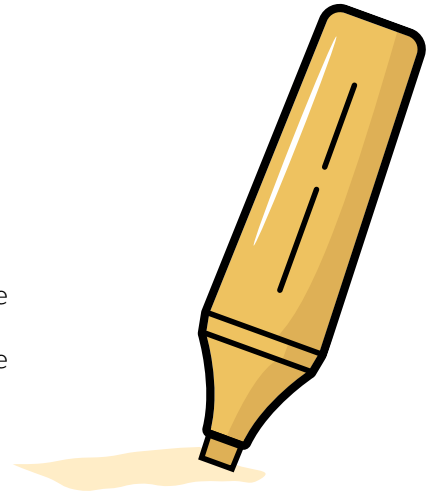


Community Roundtable for parent resources.

FAMILY SERVICE	HEAD START	EARLY HEAD START	EHS-CCP EXPANSION
Percentage of families receiving at least one service	<b>99%</b>	<b>97%</b>	<b>97%</b>
Percentage of families participating in goal setting and assessed for strengths and needs	<b>89%</b>	<b>83%</b>	<b>78%</b>

# Parent Engagement and Highlights

The success of our programs relies on parents and their involvement. LACOE actively works with parents and community representatives to strengthen the collaborative decision making process. Parents are able to participate in diverse committees and enhance their positive parenting skills through conferences and workshops. This empowerment fosters learning and development at home and in the early education environment.



## Policy Council

LACOE's Head Start Policy Council (PC) is made up of parent representatives from each delegate agency and local community representatives. Working with the division's governing body (County Board and County Superintendent), the PC offers valuable information on program direction and policy development. PC members have access to opportunities that enhance their leadership, communication, and advocacy skills, including certification courses, trainings, conferences, and much more. PC involvement also opens the door for career advancement. Parents who have served on the PC become eligible for two-year office assistant positions with LACOE HSEL. Many have secured employment with districts or other providers.

## Policy Committees

Within delegate agencies, parents of children who are currently or were previously enrolled in LACOE programs work with their agency's governing body by engaging in policy committees. Together with community representatives, they contribute valuable input that helps formulate agency policies and decisions.



## Highlights

Parents traveled, attended workshops, grew their careers, and enjoyed watching their children grow and learn. Some highlights included the following:

41 parents completed the Universal Prekindergarten Career Development Initiative (UPK-CDI) Assistant Teacher Pathway with most working in LACOE HSEL classrooms

Four Policy Council parents traveled to Sacramento to participate in Head Start California's advocacy training and to meet with legislators to share their incredible stories of resiliency and success in Head Start

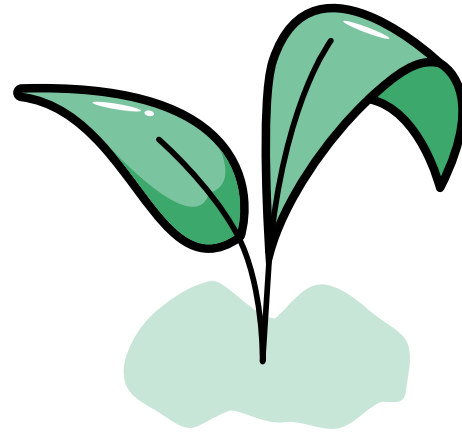
Parent workshops focused on transitions from Early Head Start to Head Start to Kindergarten

# Parent Spotlight



**Gerald Waters**

*l-r Yvette Waters, Gerald Waters, Darlinne Avalos, Grayson Waters, Adrian Waters, Xavier Waters*



**"As a parent, I envision a future for my child that is rich with opportunities for personal growth, learning, and happiness."**

"I encountered the Head Start program on a search to find day care. My children's mother then discovered the Early Head Start program and we began to research," Gerald explains. Their goal was to let two-year-old Grayson gain the rich social and group learning experiences children receive in Head Start. "Upon sending our son to school, we grew to love the program... and decided to enroll our one-year-old."

Grayson began to adjust to his new environment and came home with "new conversations or development on a day-to-day basis." Gerald adds, "The program helps my children to develop their stages with learning skills with the appropriate activities for their early age." The support for his family has been helpful as well. "The program was great for our family, allowing us the time to handle things throughout the day with work and the goal of instilling knowledge that leads to a bright future for our children."

Now a Policy Council representative for his agency, Gerald says that involvement helps him know how things operate, which is important to him to protect and guide his children. As for the future for his children, his vision is clear. "As a parent, I envision a future for my child that is rich with opportunities for personal growth, learning, and happiness. I see a school experience that adapts to their unique needs and interests, leveraging technology to provide a more engaging and personalized education. I hope for a life that allows them to pursue their passions. Above all, I wish for them to develop into a kind, empathetic individual who values their well-being and contributes positively to society, finding fulfillment in their achievements and relationships."

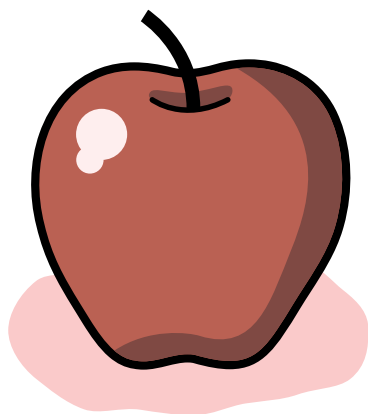
# Parent Spotlight

For Cindy, choosing preschool for her children meant a safe, welcoming environment. She knew nothing about Head Start until she learned about it from her local library. Then she went for a visit. "After taking a look at the classroom and meeting the teachers, I was reassured this was the right program for my child. There were many toys and fun learning materials in the classroom. The room was inviting and the teachers were very friendly and connected well with the children. There was always feedback from the teachers and meetings to get an update on how the kids were doing."

Her initial concerns vanished and she enrolled Langston and Charlotte in the program. The pandemic hit and that initially presented some challenges. "We did use distance learning and it was quite difficult.

However, the program offered pickup materials and online classes for us to meet, which made the learning interactive. The challenge was keeping the toddler from pushing keyboard buttons and keeping them both entertained and busy." But she persevered, "I have been quite active in the involvement in the program by participating and helping in the classroom. I have also been active in participating as a Policy Council Member."

She says Head Start has helped her family with countless resources and it's a program she believes has lasting benefits. "I see a bright future for both my children in school and in life. I believe they will do well."



"After taking a look at the classroom and meeting the teachers, I was reassured this was the right program for my child."



**Cindy Au-Yeung**

*l-r Langston Luong, Cindy Au-Yeung, Charlotte Luong*

# Division Highlights

## Tackling the Teacher Shortage

To address the critical shortage of early childhood teachers, LACOE's UPK-CDI team launched four assistant teacher pathway cohorts in partnership with UCLA Career Bridge Extension and the West Los Angeles College, Early Childhood Educator Apprenticeship Program. Over 75 participants have completed the required educational credits to earn their Child Development Associate Teacher Permit from the State of California. Also, in partnership with West Los Angeles College, UPK-CDI launched four pathways to help professionals retain employment by completing the required credits to upgrade their Child Development Permit or obtain 24 ECE units to serve TK students.

## Workforce Development and Professional Learning (WDPL) Collaboration

The division built on a new collaboration across LACOE, HSEL, LA County Department of Public Health, and Los Angeles County Office for the Advancement of Early Care and Education. This partnership provides workshops to all ECE providers across LA County with an emphasis on increasing wellness. Providers receive resources for their well-being and strengthening their relationships with the families they serve. The first bilingual workshop took place virtually on March 25, 2023, with 51 participants.



Taste of Soul Festival

## Out in the Community and the Streets of LA

In 2022–23, the Community Outreach All-Stars team continued to spread the word about our programs. The return of the Taste of Soul Festival created an opportunity for the team to meet, greet, and recruit families and children in the Crenshaw Corridor of South LA. More than 10,000 people were expected to participate in the festival.

**HOPE** the Bus (**H**elping families gain **O**pportunities, **P**reparing children through **E**arly learning) provided an extra boost to the festivities.

## Head Start on Parade(s)

The division also marched with **HOPE** the Bus for the first time in the televised Kingdom Day Parade, celebrating the birthday of Dr. Martin Luther King, Jr. Hundreds lined the parade route. Another parade presented an opportunity to engage with the East LA community as participants celebrated Mexican Independence Day.

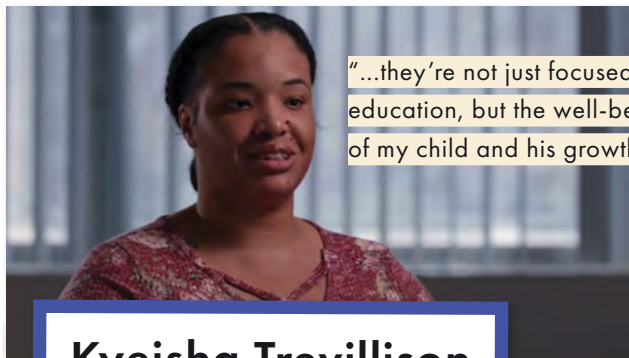
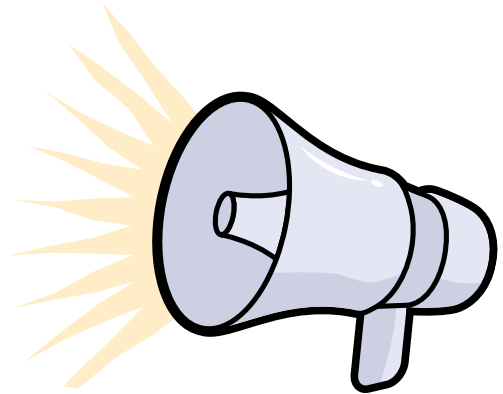


Kingdom Day Parade 2023

# Parent Testimonials

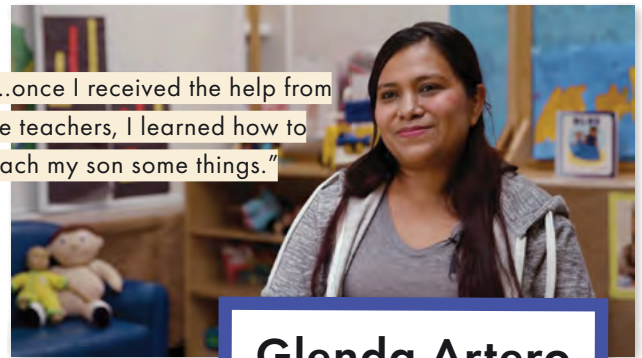
## No one tells a parent's Head Start story better than the parent!

That's why LACOE launched a series of videos online with 15 parents telling their individual stories of how they learned about Head Start, what their experiences have been in the program, and their dreams for the future. Videos were translated into multiple languages.



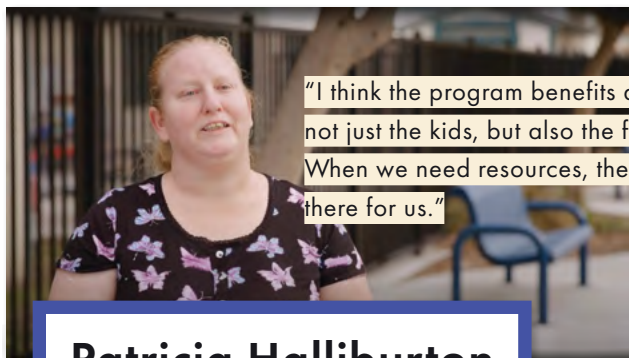
"...they're not just focused on education, but the well-being of my child and his growth..."

**Kyeisha Trevillison**



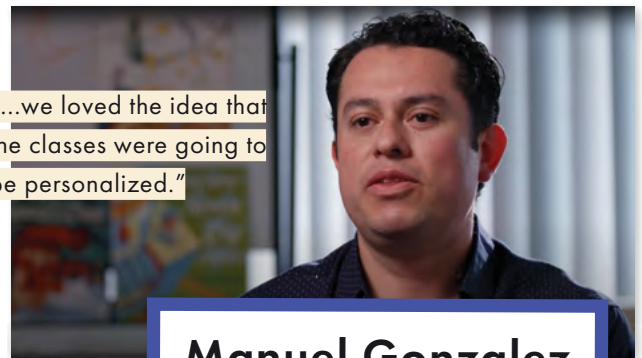
"...once I received the help from the teachers, I learned how to teach my son some things."

**Glenda Artero**



"I think the program benefits all; not just the kids, but also the families. When we need resources, they're there for us."

**Patricia Halliburton**

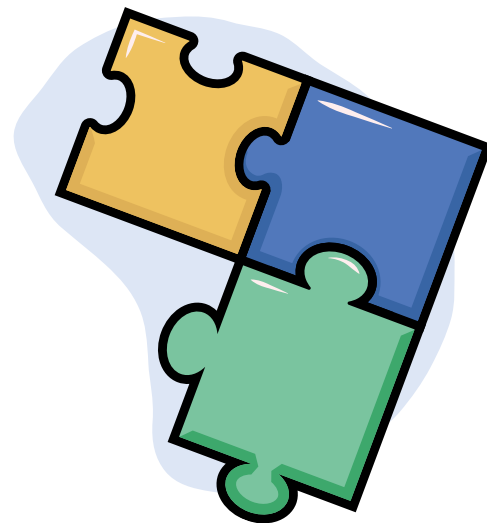


"...we loved the idea that the classes were going to be personalized."

**Manuel Gonzalez**

**Click Here to Watch** Watch all 15 testimonials on our YouTube channel!

# Partnerships



Collaborations with community partners are crucial to our support for families and children. LACOE has a holistic approach to addressing the needs of young children that addresses different aspects of their development, including health, education, and social well-being. These partnerships allow us to work with different experts and stakeholders to ensure that comprehensive support is addressed.

In 2022–23, we worked with a number of different organizations, including health, educational, social services, public and private agencies, and others. Some are featured below:



## Health

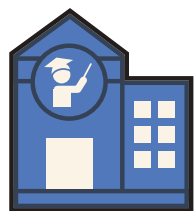
Despite ongoing efforts, families across Los Angeles are still susceptible to lead exposure from paint in older homes and water from older pipes and runoffs from shuttered factories and buildings. Even a small amount of lead can be toxic to young children. To help mitigate these risks, the health team collaborated with Department of Public Health Lead Prevention Program to develop health education materials for early education programs and to find resources for blood lead testing for our enrolled children.

LACOE Head Start maintains a partnership and contract with Mount St. Mary's School of Nursing. Nursing students are assigned to the delegate agencies for their community health rotation, which supports services at the agencies.



## Education

Partnerships with the LA County Public Library and LA City Library provide opportunities for families to attend various events at the libraries, host socializations for home-based services, and provide community outreach opportunities to inform library visitors about our programs.



## Teacher Recruitment

Dealing with an intense teacher shortage takes a team, a village, and great partnerships, and HSEL has them. West LA College, East LA College, LA Mission College, the PEACH Higher Education Collaborative, the UCLA Career Bridge Extension, and the Department of Economic Opportunity support our efforts to provide pathways for participants to become assistant teachers, teachers, and great educators in early childhood education.

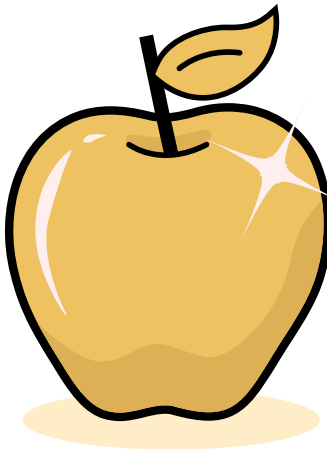


## Disabilities

Our longstanding relationship with the Regional Centers across the county provides the necessary supports that families of children with disabilities need to succeed in school and beyond. East LA, Frank D. Lanterman, North LA, South Central, Harbor, Westside, and San Gabriel Pomona Regional Centers work with us to assess and coordinate the services and supports needed because of a child's developmental disability.



# Golden Apple Award Winners



## Golden Apple Focus on Early Educators

For 10 years, LACOE has recognized the outstanding work of Head Start and Early Head Start teachers with the annual Golden Apple Awards. Their tireless commitment to children is unmatched in the field. In these pages, we share quotes from some of our winners... most of whom are still actively engaged in early childhood education.



I wake up every day with the goal of creating a safe and creative learning environment to allow children to reach their full potential.

**Hana Tamim**  
2017 Head Start



It's such an amazing feeling to know that I'm helping plant the seeds of knowledge that will help shape these beautiful young minds into amazingly talented adults.

**Rudy Tejada**  
2023 Head Start



Growing up I knew that I wanted to be a teacher. I wanted to be the voice and advocate for underprivileged children, much like myself.

**Ana Heredia**  
2018 Early Head Start



Early educators have the opportunity to provide connections to community resources and support to help families thrive.

**Natalie Casillas**  
2021 Head Start



As an instructor in early childhood education, you frequently have the privilege of being the initial observer of numerous significant milestones. The opportunity to become a lifelong role model.

**Olga Avina**  
2022 Head Start



I enjoy being silly everyday with my class and putting smiles on their young faces. Teaching preschool is where all the fun is!

**Arleen Lujan**  
2021 Head Start



Teaching preschool means I have another place to call home. Another family. A place I need to go and impact little humans. A place to provide opportunities for growth and challenges. A place to give love and nurture others.

**Sandra Valdez-Soriano**  
2019 Head Start



I have the opportunity to provide the children in our programs experiences that they may not get a chance to explore.

**Raquel Barber**  
2023 Early Head Start  
Pictured with Ana Heredia, 2018 winner, current supervisor



The preschool years are the foundation of a child's life. How lucky are we to be a part of this time in their lives where the brain is at the most rapid growth.

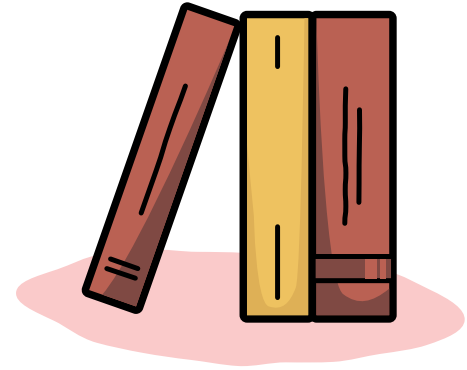
**Regina Roberts**  
2015 Early Head Start



I thoroughly enjoyed teaching young children through interactive games, music, stories, and reading. In doing so, I was able to instill a love for learning in them that could last a lifetime.

**Celia Gómez**  
2017 Early Head Start

# Delegate Agencies



LACOE contracts with nine nonprofit agencies and seven school districts to provide comprehensive child development services to low-income pregnant women and families with children aged birth to five. LACOE is responsible for grant administration and monitoring the following agencies under contract in 2022–23:

## Public Agencies School Districts

### ABC Unified School District

- HS and State Preschool
- Center-Based
- HS Service Area Includes: Artesia, Cerritos, Hawaiian Gardens, and Lakewood

### Bassett Unified School District

- EHS and HS
- Center-Based
- HS Service Area Includes: Avocado Heights, Industry, La Puente, and West Puente Valley
- EHS Service Area: 91706, 91744, 91745, 91746, and 91790

### El Monte City School District

- EHS, HS, and State Preschool
- Center-Based and Home-Based
- HS Service Area Includes: El Monte
- EHS Service Area: 91731, 91732, 91733, and 91780

### Garvey School District

- EHS, HS, and State Preschool
- Center-Based and Home-Based
- HS Service Area Includes: Monterey Park and Rosemead
- EHS Service Area: 91108, 91754, 91755, 91770, 91775, 91776, 91801, and 91803

### Mountain View School District

- EHS and HS
- Center-Based and Home-Based
- HS Service Area Includes: El Monte and South El Monte
- EHS Service Area: 91732 and 91733

### Norwalk-La Mirada Unified School District

- EHS, HS, and State Preschool
- Center-Based and Home-Based
- HS Service Area Includes: Downey, La Mirada, and Norwalk
- EHS Service Area: 90638, 90639, 90650, 90701, 90703, 90712, 90713, 90715, 90716

### Pomona Unified School District Child Development Program

- EHS, EHS-CCP, and HS
- Center-Based and Home-Based
- HS Service Area Includes: Pomona
- EHS Service Area: 91008, 91010, 91016, 91702, 91711, 91722, 91724, 91740, 91741, 91750, 91765, 91766, 91767, 91768, 91773, and 91789



## Private Agencies Nonprofits

### Blind Children's Center (BCC)

- EHS-CCP, HS, and State Preschool
- Center-Based and Home-Based
- HS Service Area Includes: East Hollywood
- EHS Service Area: 90029

### Children's Institute, Inc. (CII)

- EHS and HS
- Center-Based and Home-Based
- HS Service Area Includes: Chesterfield Square, Vermont Square, and Watts
- EHS Service Area: 90002, 90003, 90037, 90044, 90047, 90059, 90061, 90062, and 90222

### Foundation for Early Childhood Education, Inc. (Foundation)

- EHS and HS
- Center-Based
- HS Service Area Includes: Boyle Heights, Echo Park, Highland Park, Hollywood Lincoln Heights, and Silver Lake
- EHS Service Area: 90004, 90012, 90023, 90026, 90028, 90031, 90033, 90036, 90038, 90039, 90042, 90046, 90048, 90068, and 90069

### Mexican American Opportunity Foundation (MAOF)

- EHS, EHS-CCP, and HS
- Center-Based, Home-Based, and Family Child Care
- HS Service Area Includes: Central-Alameda, East LA, Florence-Firestone, Historic South Central, Huntington Park, and South Park
- EHS Service Area: 90001, 90011, 90012, 90013, 90014, 90015, 90021, 90022, 90023, 90040, 90058, 90063, 90071, 90201, 90240, 90241, 90255, 90270, 90280, and 90660

### Pacific Asian Consortium in Employment (PACE)

- EHS, HS, and State Preschool
- Center-Based and Home-Based
- HS Service Area Includes: Arlington Heights, Baldwin Hills/Crenshaw, Gardena, Harbor Gateway, Harvard Heights, Jefferson Park, Lawndale, Mid-City, Pico-Union, Santa Monica, Sawtelle, Venice, Vermont Vista, Westlake, and Westmont
- EHS Service Area: 90007, 90008, 90016, 90019, 90024, 90025, 90035, 90045, 90049, 90064, 90067, 90073, 90077, 90094, 90095, 90210, 90211, 90212, 90247, 90278, 90249, 90260, 90263, 90265, 90266, 90277, 90278, 90291, 90292, 90293, 90401, 90402, 90403, 90404, 90405, 90501, 90503, 90504, and 90505

### Para Los Niños (PLN)

- EHS, EHS-CCP, HS, and State Preschool
- Center-Based
- HS Service Area Includes: Burbank, Downtown, East Hollywood, Glassell Park, and Westlake
- EHS Service Area: 90004, 90017, 90021, 90027, 90028, 90029, 90038, 90065, 91501, 91502, 91504, 91505, 91506, 91521, 91522, and 91523

### Plaza de la Raza Child Development Services, Inc. (Plaza)

- EHS, EHS-CCP, HS, and State Preschool
- Center-Based, Home-Based, and Family Child Care
- HS Service Area Includes: Alhambra, Bellflower, Downey, El Sereno, Pico Rivera, and Whittier
- EHS Service Area: 90032, 90033, 90240, 90241, 90242, 90601, 90602, 90603, 90604, 90605, 90606, 90640, 90660, 90670, 90706, 91748, 91801, and 91803

### St. Anne's Family Services (St. Anne's)

- EHS, EHS-CCP, HS, and State Preschool
- Center-Based and Home-Based
- HS Service Area Includes: Koreatown, Mid-Wilshire, and Westlake
- EHS Service Area: 90004, 90005, 90006, 90010, 90016, 90017, 90018, 90019, 90020, 90026, 90057, 90262, and 90723

### Volunteers of America

- State Preschool
- Center-Based

# Delegate Agency Support

## Program Management

LACOE's partnership with its delegate agencies is strengthened by a sense of shared responsibility and commitment to the well-being of children. Together we maintain community alliances and connections that address families' unique needs. Our coordinated planning along with sound written policies and procedures provide management and accountability and also support decision-making for the direction and scope of our programs and services.

## Workforce Development and Professional Learning

Our comprehensive system of training and technical support assists delegate agencies with delivering quality services and maintaining program improvements.

## Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

This system outlines guidelines for delegate agencies and offers strategies to achieve full enrollment. Extensive county-wide community outreach initiatives are carried out by LACOE to aid in the recruitment of eligible families and children. Throughout 2022–23, LACOE employed various methods including social media utilization, participation in numerous community events alongside delegate agencies, and executing digital and media campaigns to ensure widespread awareness of Head Start programs among families across the county.

## Human Resources

Because of ongoing challenges with vacancies, LACOE has instituted Human Resource Forums and Leadership Institutes. These resources provide professional development to delegate agencies focusing on management practices, staff recruitment, retention, and other emerging topics.

## Dual Certification

In 2022–23, LACOE HSEL combined the Family Development Credential (FDC) and Community Health Worker (CHW) into a Dual Certification program. This combination maximizes the use of the 80-hour staff development for frontline family services staff, home visitors, and FCE managers, as well as qualified parents who are on the career path to working with a delegate agency. In all, 33 participants completed the rigorous program, including four parents.





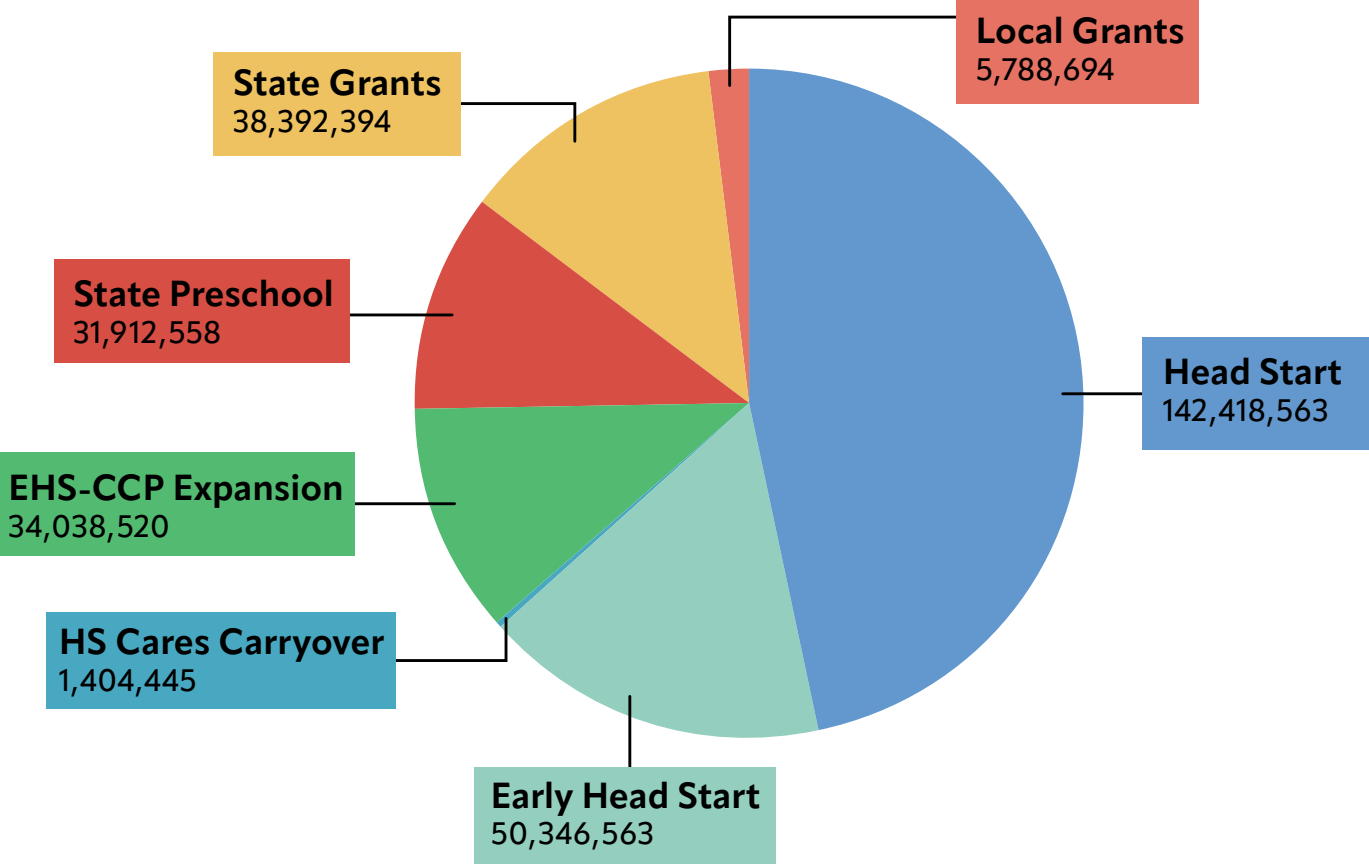
puter

Josue Yate

It is a big ball. A yellow ball.  
It is a small ball. A blue ball.

# Funding, Audit, and Federal Review

The Head Start and Early Learning Division provides internal and external fiscal oversight of a combined federal and state budget of more than \$300 million. The following three pages present a breakout of federal, state, and local grants. The division monitors and expends all grant funds in accordance with LACOE contracts and applicable federal and state laws and regulations. Eide Bailly, LLP conducted the LACOE Independent Audit, which includes the Head Start and Early Learning Division, for the 2022–2023 fiscal year. The audit concluded that the division complied, in all material aspects, with Section 200.516(a) of the Uniform Guidance.



# 2022-23 Annual Summary

## Traditional Grant Funding

TRADITIONAL GRANTS	
FUNDING	AMOUNT
Federal Grants (like State Preschool Grants below)	
Head Start (HS)	142,418,563
Early Head Start (EHS)	50,346,261
HS CARES Carryover	1,404,445
Early Head Start – CCP Expansion	34,038,520
<b>Total Federal Grants</b>	<b>228,207,789</b>
State Preschool Grants	
State Preschool	9,390,253
Preschool – Reserves	4,390,216
General Child Care (CCTR)	18,132,089
<b>Total State Preschool Grants</b>	<b>31,912,558</b>
<b>Total Traditional Grant Funding</b>	<b>260,120,347</b>

TRADITIONAL GRANTS EXPENDITURES	
EXPENDITURES	AMOUNT
HS & EHS Costs	
Personnel	16,156,305
Operating	7,552,035
Delegate Agency	133,708,572
<b>Total HS &amp; EHS Expenditures</b>	<b>157,416,912</b>
EHS-CCP Expansion Costs	
Personnel	1,677,100
Operating	1,535,257
Delegate Agency	14,069,393
<b>Total EHS CCP Expansion Expenditures</b>	<b>17,281,750</b>
State Preschool Expenditures	
State Preschool, CCTR, and SPS Reserves	
Personnel	1,828,140
Operating	585,900
Delegate Agency and Childcare Contracts	8,018,542
<b>Total State Preschool Expenditures</b>	<b>10,432,582</b>
<b>All Traditional Grant Expenditures</b>	<b>185,131,244</b>

## Special Grants

SPECIAL GRANTS	
FUNDING	AMOUNT
State Grants	
QSLA – California State Preschool Block Grant	20,260,879
QSLA – Quality Counts California Block Grant	3,971,085
California Preschool Instructional Network (CPIN)	675,000
Inclusive Early Education Expansion Program (IEEEP)	5,061,585
Educator Effectiveness Block Grant (EEG)	300,000
Preschool Development Grant-Renewal (PDG-R)	1,648,085
Universal PreK County-wide Planning and Capacity Grant (UPK)	1,296,750
Early Education Teacher Development Grant (EETD)	5,179,010
<b>Total State Grants</b>	<b>38,392,394</b>
Local Grants	
QRIS Data System	600,000
QRIS Supplemental	40,076
QSLA Impact 2020	5,027,077
California Community Foundation	121,541
<b>TOTAL LOCAL GRANTS</b>	<b>5,788,694</b>
<b>TOTAL SPECIAL GRANTS FUNDING</b>	<b>44,181,088</b>

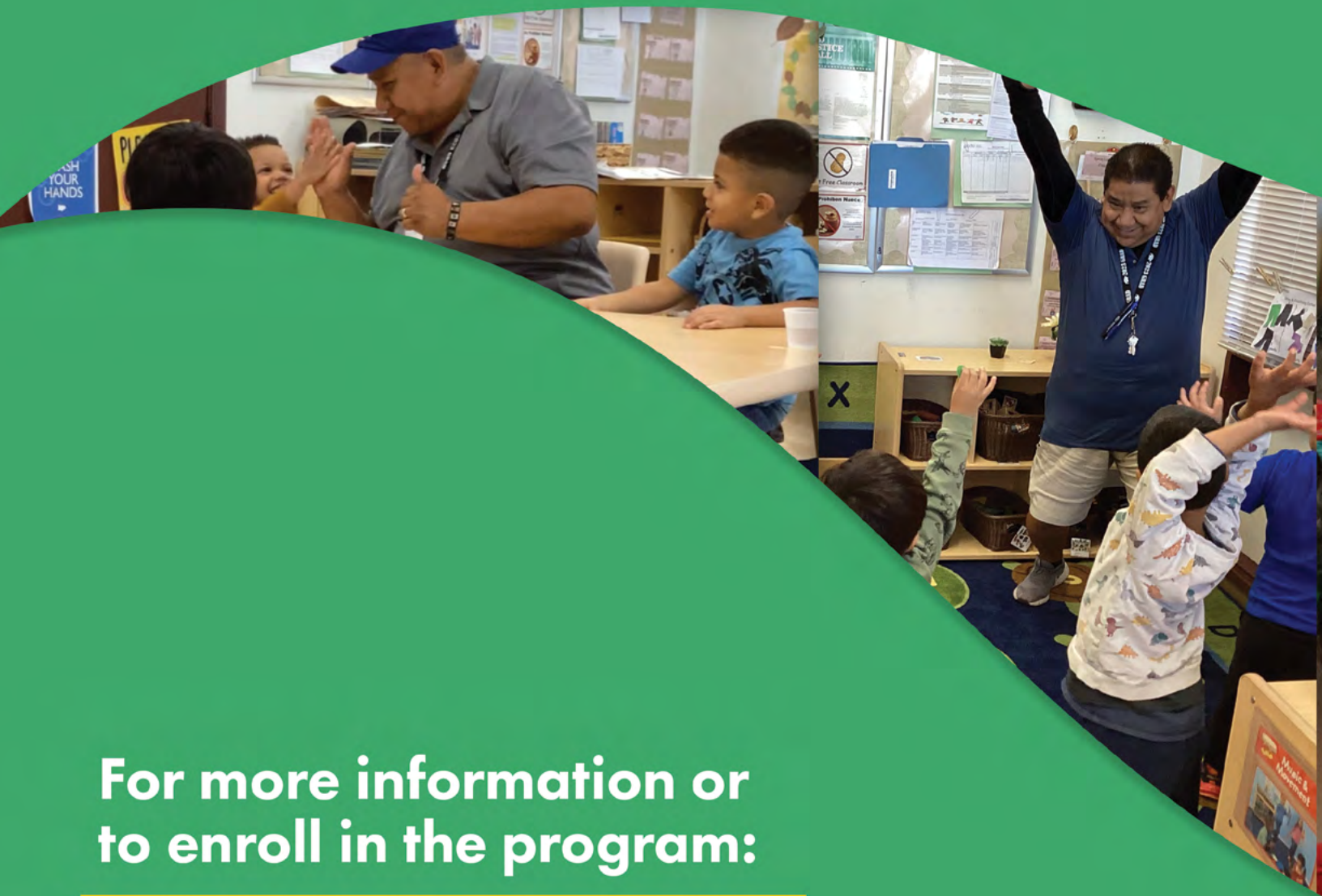
SPECIAL GRANTS EXPENDITURES	
EXPENDITURES	AMOUNT
QSLA – California State Preschool Block Grant Costs	
Personnel	2,592,692
Operating	6,039,246
Partner Agency Contracts	5,819,839
<b>Total QRIS Expenditures</b>	<b>14,451,776</b>
QSLA – Quality Counts California Block Grant Costs	
Personnel	437,668
Operating	409,234
Partner Agency Contracts	1,614,650
<b>Total QRIS Expenditures</b>	<b>2,461,650</b>
California Preschool Instructional Network (CPIN) Costs	
Personnel	404,084
Operating	220,859
<b>Total CPIN Expenditures</b>	<b>624,943</b>

Continued on next page.

<b>EXPENDITURES</b>	<b>AMOUNT</b>
Inclusive Early Education Expansion Program (IEEEP) Costs	
Personnel	679,238
Operating	625,223
Partner Agency Contracts	236,527
<b>Total IIEEP Expenditures</b>	<b>1,540,988</b>
Educator Effectiveness Block Grant (EEG) Costs	
Personnel	0
Operating	67,500
<b>Total EEG Expenditures</b>	<b>67,500</b>
Preschool Development Grant-Renewal (PDG-R) Costs	
Personnel	166,962
Operating	595,263
Partner Agency Contracts	261,321
<b>Total PDG-R Expenditures</b>	<b>1,023,546</b>
Universal PreK Countywide Planning and Capacity Grant (UPK) Costs	
Personnel	316,392
Operating	128,071
<b>Total UPK Expenditures</b>	<b>444,463</b>
Early Education Teacher Development Grant (EETD) Costs	
Personnel	198,505
Operating	122,012
<b>Total EETD Expenditures</b>	<b>320,517</b>
QRIS Data System Costs	
Personnel	80,120
Operating	170,551
<b>Total QRIS Data System Expenditures</b>	<b>250,671</b>
QRIS Supplemental Costs	
Personnel	0
Operating	0
<b>Total QRIS Supplemental Expenditures</b>	<b>0</b>
QSLA Impact 2020 Costs	
Personnel	230,977
Operating	306,060
Partner Agency Contracts	1,790,644
<b>Total QSLA Impact 2020 Expenditures</b>	<b>2,327,681</b>
California Community Foundation	
Operating	86,096
<b>Total California Community Foundation Expenditures</b>	<b>86,096</b>
<b>All Special Grants Expenditures</b>	<b>23,599,830</b>

# Notes





# For more information or to enroll in the program:

Visit [prekkid.org](http://prekkid.org) or call 1-877-PRE-K-KID (1-877-773-5543)



@LACOEHeadStart