



Prekindergarten Expansion-Universal Transitional Kindergarten

Presented By:

- Michelle Lucero, Senior Director**
Child Development Programs and Services
- Kimberly Nelms, Program Manager**
Child Development Programs and Services
- Jeanette Spencer, Senior Advisor**
District Support and Education Leadership



Butte County
Office of Education
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Welcome and Introductions



BCOE Pine Ridge Children's Center, Magalia (CSPP)

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Overview

Part I: The Nuts and Bolts

Background and Vision
Pre Kindergarten Expansion
Legislative Changes

Part II: Planning for UPK

Plan Overview (Allocations, Grant Requirements)
Planning and Timeline Considerations
UPK Planning Template

Part III: Support and Resources

COE Support Opportunities
Resources
Looking Ahead- Survey, Interactive Learning Sessions

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Part I: Nuts and Bolts

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Background

2010- Kindergarten Readiness Act changes the cut-off date for kindergarten entry and creates Transitional Kindergarten (TK)

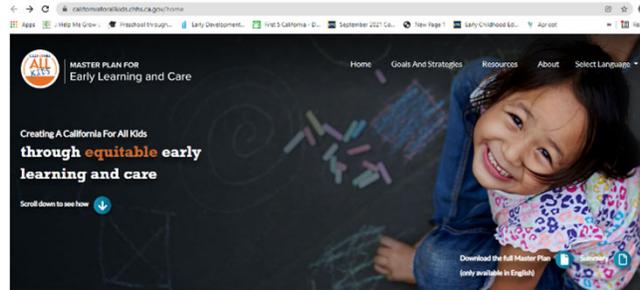
2019- Governor Newsom takes office and proposes comprehensive improvements to the state’s early learning and care (elc) system for young children birth through age 8.

November 2019- West Ed leads the development of the Master Plan for Early Learning focused on addressing five issue areas of the current elc system: access, quality, universal pre-kindergarten, facilities, and financing.

2020- The CDE Opportunities for All Branch launches the P-3 Alignment website and webinar series. CDE seeks to elevate the role of high-quality, inclusive and multilingual preschool, strong early intervention services, and P-3 alignment.

May 2021- Governor Newsom announces funding for universal transitional kindergarten including \$300 million for the California Prekindergarten Planning and Implementation Grant Program.

September 2021- AB 130/167 Budget Trailer Bill is signed



Master Plan for Early Learning and Care
<https://californiaforallkids.chhs.ca.gov/home>

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Prekindergarten Expansion

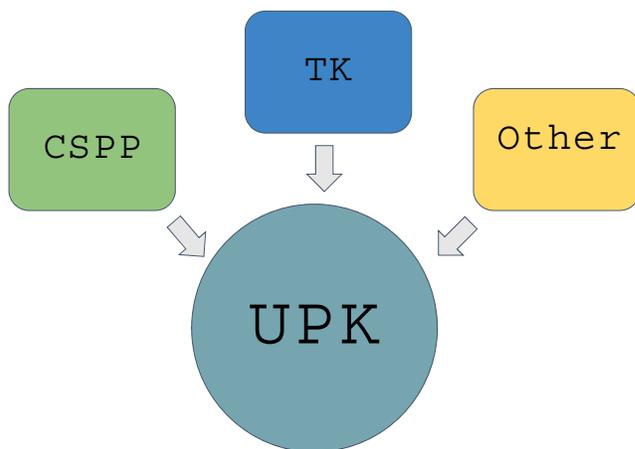
Assembly Bill 130 established an early learning initiative to expand access to classroom-based prekindergarten programs offered by school districts, COEs, or charter schools.

- Collaboration is key: COEs, LEAs, state preschool programs, expanded learning programs, and family and community partners
 - Ensure clearly articulated Preschool to Grade 3 (P-3) early education program
- A comprehensive transitional Kindergarten (TK) program includes partnerships for inclusive practices, multilingual learning, and differentiated instruction.



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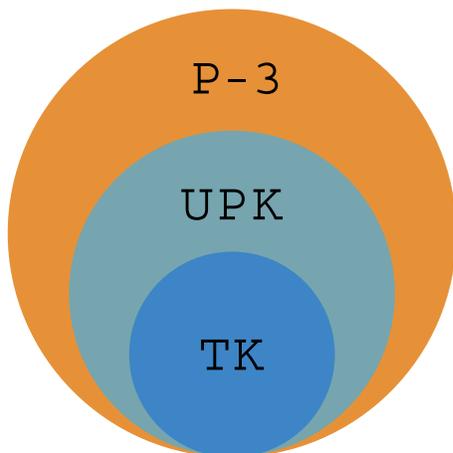
Universal Prekindergarten (UPK)



UPK is comprised of California State Preschool Program (CSPP), transitional kindergarten (TK), and other programs (Head Start and community-based organizations)

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TK, UPK and P-3 Alignment How does it all work together?



- **P-3** Connects UPK with Kindergarten, 1st, 2nd, and 3rd Grade
 - Aligning developmentally informed best practices, UPK-3rd grade
- **UPK** is a mixed-delivery system of UTK, CSPP, Head Start, private providers, and more
 - Provides every four-year old access to high quality learning the year before kindergarten
- **TK** is an integral program in the mixed delivery system for achieving UPK
 - The only program that must serve any four-year old child that wants to enroll by 2025-206

Source: CDE EED

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ECE Subsidized Child Care/Preschools Directory 2021-22

Contracting Agency	Point of Contact	Center Name	School District Affiliation	Funding Type				Schedule			
				CSPP	Head Start	Early HS	CCTR I/T	Full Day	3 Hour AM	3 Hour PM	6+ hour ext. Day
Butte County Office of Education	Michelle Lucero/ Colleen Dugan	Cedarwood Children's Center	Paradise Unified	x					x	x	
		Circles Children's Center	Chico Unified	x					x	x	
		Eastside Children's Center	Oroville City Elem	x						x	x
		Gridley Children's Center	Gridley Unified	x						x	x
		Oakdale Heights Children's Center	Oroville City Elem	x						x	x
		Pine Ridge Children's Center	Paradise Unified	x						x	x
Chico Unified School District	Kathleen Corbett	Shasta Children's Center	Chico Unified	x						x	x
		Little Paws Preschool	Chico Unified	x				x			
		Little Bobcats Preschool	Chico Unified	x				x			
		Little Mustangs Preschool	Chico Unified	x				x			
Palermo Union Elementary School District	Kimberly Butcher	Little Panthers Preschool	Chico Unified	x				x			
		Palermo Preschool	Palermo Union	x				x	x		
		Helen Wilcox Preschool	Palermo Union	x				x	x	x	
Community Based Organizations	April Boling	Honcut Preschool	Palermo Union	x				x	x		
		First United Methodist Preschool	Oroville City Elem	x				x	x	x	
	Celina Martinez	Chico Community Children's Center-Elm	Chico Unified	x				x	x	x	
Thermalito Union Elementary School District	Robyn Solansky	Chico Community Children's Center-Eaton	Chico Unified	x				x	x	x	
		TLC Preschool	Thermalito Union Elem	x				x	x	x	
E-Center Head Start	Emie Shamblin	Mariposa Children's Center	Chico Unified	x	x			x			x
		Bird Street Center	Oroville City Elem	x				x	x	x	x
		Boulder Creek Center	Oroville City Elem	x							x
		Chico Elm Center	Chico Unified	x	x			x	x	x	x
		Gridley West Center	Gridley Unified	x					x	x	x
		Moss Center	Chico Unified	x	x						x
		Fairview Center	Chico Unified	x				x			x
		Prospect Center	Oroville City Elem	x				x			x
		Esplanade	Chico Unified	x	x			x	x		
		South Oroville Children's Center	Oroville City Elem	x	x	x		x			x
Lab Schools*	Julie Vandereyck	Butte College Child Development Center	N/A	x				x	x		
	Jacqueline Hansen	Associate Students Child Development Lab	N/A	x				x	x		

Changes to Transitional Kindergarten

Current TK

- Ratio: None specified
- TK eligibility: children who turn 5 between September 2 and December 2 of the current school year
- California State Preschool Program (CSPP) contracts can only be used for preschool services

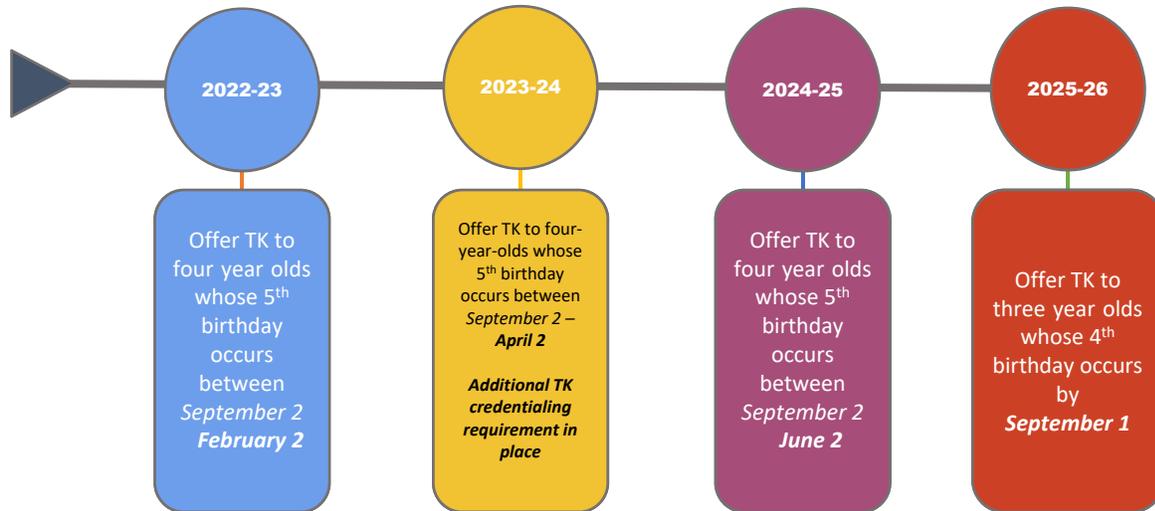


Universal TK

- Ratio:
 - 1:12, beginning 2022-23, avg class size limited to 24 students at each school site
 - 1:10, beginning 2023-24* contingent on budget appropriations
- TK eligibility: expand to include children who have 4th birthday by September 1st of the current school year
 - Eligibility is expanded incrementally over three years, to include two-month birth increments
- California State Preschool Program (CSPP) contracts can be used for wrap-around/expanded services for eligible TK and K children

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UTK- Age Eligibility



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UTK- Staffing Qualifications



Credentialed teachers first assigned to a TK classroom after July 1, 2015, have until August 1, 2023 to demonstrate one of the following:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool age children comparable to the 24 units in early childhood education, or childhood development, or both (as determined by the LEA)
- A child development teacher permit issued by the Commission on Teacher Credentialing (CTC)

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Universal TK Implementation- Other Facts

- Age eligibility for TK does not impact family eligibility for other child care and preschool programs. Families still have the ability to choose.
- TK curriculum should align with the CA Preschool Learning Foundations.
- Transitional kindergarten shall not be construed as a new program or higher level of service.
- \$490 million in one-time grants will be available to construct or retrofit school facilities to modernize or expand CSPP, TK and full-day kindergarten classrooms.

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Part II: Planning for UPK

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California Prekindergarten Planning and Implementation Grant

POLL Question

How would you describe your UPK planning

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UPK Plan Requirements

Education Code (EC) 8281.5

Develop a plan for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the local education agency will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with:

- LEA's expanded learning offerings, ASES program, CSPP, HS program, and other community- based early learning and care programs.

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California Prekindergarten Planning and Implementation Grant

\$200 million for LEAs and COEs for Planning and Implementation

LEA BASE

Based on CALPADS Fall 1 kindergarten enrollment for 2019-20

- 1 to 23 Kindergartens minimum - \$25,000
- 24 to 99 Kindergarteners minimum - \$50,000
- 100 or more pupils, the minimum - \$100,000

COUNTY OFFICE OF EDUCATION

- \$15,000 for each LEA in the county operating a kindergarten program to support countywide planning and capacity building.

ENROLLMENT GRANT

60% of remaining funds

- Allocated to LEA's proportional share of total CALPADS Fall 1 kindergarten enrollment for 2019-20 minus the TK enrollment

SUPPLEMENTAL GRANT

40% of remaining funds

- 2019-20 kindergarten enrollment multiplied by LCFF UPP

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Funding Allocations

2021 Universal Prekindergarten Planning & Implementation Grant Allocations

Resource Code: 6053

California Department of Education

Early Education Division

December 2021

*Charter type legend: direct-funded(D) and locally-funded(L).

County Code	District Code	School Code	Charter Number *	Charter Type	Local Educational Agency Name	Total Allocation
04	10041	0000000	N/A	N/A	Butte Co. Office of Education	\$ 26,611.00
04	10041	0114991	0945	D	CORE Butte Charter	\$ 56,283.00
04	10041	0430090	0110	L	Hearthstone School	\$ 26,500.00
04	61382	0000000	N/A	N/A	Bangor Union Elementary	\$ 28,229.00
04	61408	0000000	N/A	N/A	Biggs Unified	\$ 59,001.00
04	61424	0000000	N/A	N/A	Chico Unified	\$ 267,653.00
04	61424	0110551	0729	D	Nord Country	\$ 28,276.00
04	61424	0118042	1019	D	Forest Ranch Charter	\$ 26,830.00
04	61424	0121475	1166	D	Sherwood Montessori	\$ 29,046.00
04	61424	0123810	1280	D	Wildflower Open Classroom	\$ 27,843.00
04	61424	6113773	0112	D	Chico Country Day	\$ 57,794.00
04	61424	6119523	0415	D	Blue Oak Charter	\$ 55,888.00
04	61432	0000000	N/A	N/A	Durham Unified	\$ 59,867.00
04	61457	0000000	N/A	N/A	Golden Feather Union Elementary	\$ 26,381.00
04	61499	0000000	N/A	N/A	Manzanita Elementary	\$ 54,697.00
04	61507	0000000	N/A	N/A	Oroville City Elementary	\$ 152,652.00
04	61507	0121509	1170	D	Ipakanni Early College Charter	\$ 25,967.00
04	61507	0129577	1616	D	Stream Charter	\$ 53,720.00
04	61523	0000000	N/A	N/A	Palermo Union Elementary	\$ 126,303.00
04	61531	0000000	N/A	N/A	Paradise Unified	\$ 120,008.00
04	61531	0110338	0751	D	Achieve Charter School of Paradise Inc.	\$ 54,060.00
04	61531	6112585	0067	D	Hometech Charter	\$ 25,381.00
04	61531	6113765	0094	D	Children's Community Charter	\$ 27,334.00
04	61549	0000000	N/A	N/A	Thermalito Union Elementary	\$ 130,720.00
04	73379	0000000	N/A	N/A	Pioneer Union Elementary	\$ 25,607.00
04	75507	0000000	N/A	N/A	Gridley Unified	\$ 124,129.00

<https://www.cde.ca.gov/fq/fo/r2/upkpi2122result.asp>

California Prekindergarten Planning and Implementation Grant

Grant funds may be used for:

- Costs associated with creating or expanding California state preschool programs or transitional kindergarten programs.
- Establish or strengthen partnerships with other providers of prekindergarten education within the local educational agency, including California State Preschool Program.
- Ensure that high-quality options for prekindergarten education four-year-old children.
- Planning costs, hiring and recruitment costs, staff training development, classroom materials, and supplies.

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Steps to Designing Your TK Program

1 Determine Your Need

Projecting your enrollment is critical to planning

2 Determine Your Capacity

Know your current staffing and facilities

3 Vision and Design

Lead with vision and scale with resource

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Considerations for Planning and Timelines

Planning Timeline

- Dec, 2021- Template available
- Mar 1, 2022 Public engagement process
- April 15, 2022- Discuss draft plan w/ COE
- June 2022 - Plan to school board for approval
- June 30, 2022 - Final first year plan to CDE & COE



Plan for:

1. District vision: UPK & P-3
2. Program structure - services & operations
3. Facilities
4. Staffing - workforce & recruitment
5. Fiscal
6. Curriculum, instruction & assessment
7. Professional learning
8. Diversity, equity & inclusion

Who is at the planning table?

- District leadership
- ECE representation
- TK and ECE classroom representatives
- Special Education representatives
- After-school/Expanded Learning personnel
- Community partners (ie Head Start, child care providers, etc)
- Facilities
- Parents

Credit: www.dialee.org

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Implementation Template Elements

- Self-Certification
- Projected Enrollment and Needs Assessment
- Planning Focus Areas (Recommended and Required Questions)
 - Vision and Coherence
 - Community Engagement and Partnerships
 - Workforce Recruitment and Professional Learning
 - Curriculum, Instruction, and Assessment
 - Facilities, Services, and Operations
- Definitions
- Deeper Dive Planning Questions

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Projected Enrollment and Need

	2022	2023	2024	2025	2022-23 5mos	2023-24 7 mos	2024-25 9 mos	2025-26 All
Butte	2,451	2,487	2,413	2,469	1,021	1,451	1,810	2,469

Source: School Services of CA Inc and the DOF, Demographics Research Unit

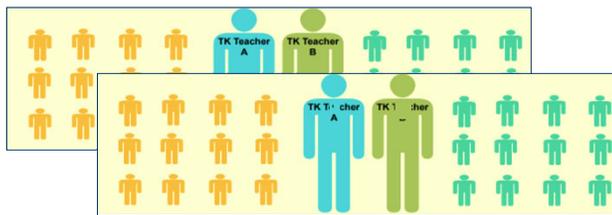
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Classroom Staffing Options

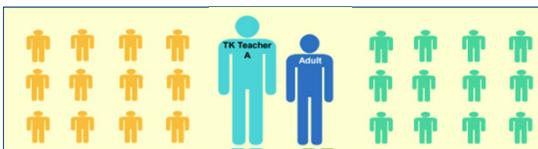
1 Teacher 12 Students



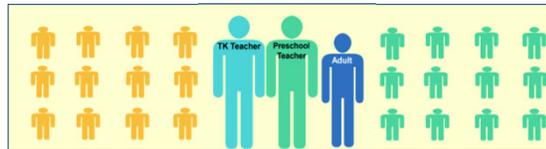
2 Teachers AM/PM Classe serves up to 48 children in one day



1 Teacher + 1 Para to 24 students



1 Teacher + 1 Preschool Teacher + 1 Para in a CSPP/TK Blend



Source: Lake COE

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Focus Area A: Vision and Coherence

1. Which model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? (Examples: TK offered at all sites, TK offered at some sites, TK stand-alone classes, TK and kindergarten, combination classes, CSPP stand-alone classes)
2. Does the LEA plan to implement full-day TK, part-day TK, or both?
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?
5. What age of children does the LEA plan to serve through a CSPP contract?
6. Does the LEA plan to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?

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Focus Area B: Community Engagement and Partnerships

1. Identify how the LEA obtained public input on the UPK Plan.
1. Which programs does the LEA plan to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care.

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Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?
2. What strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)?
3. What strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit
4. What child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?
5. What topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?

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Focus Area D: Curriculum, Instruction, and Assessment

1. Does the LEA plan to provide any language model(s) for TK students?
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas.
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?
5. What assessments does the LEA plan to use in TK or kindergarten?

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Focus Area E: Facilities, Services, and Operations

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year?
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)?
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?
6. Where does the LEA intend to make updates to facilities?
7. What transportation will the LEA offer to children enrolled in TK?
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

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Part III: Support and Resources

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Possible County Office of Education Supports

- Participation in a TK leadership network
- Targeted support for planning in Spring 2022
- Support facilitation of planning meetings
- Accessing and providing professional development for TK teachers:
 - developmentally appropriate practice,
 - classroom environments,
 - quality teacher-child interactions,
 - social-emotional development
- Facilitating connections to early childhood programs (ie. Head Start, California State Preschool Programs, community-based early learning programs)
- Support in developing a joint county-wide UPK plan
- TK Teacher Community of Practice

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Tools and Resources

Projected Enrollment and Needs Assessment

- Dept of Finance Population Projections <https://www.dof.ca.gov/Forecasting/Demographics/Projections/>
- TK/K Enrollment <https://www.cde.ca.gov/ds/ad/filestkdata.asp>
- District Landscape Analysis Tool

Workforce Recruitment and Professional Learning

- UPK Teacher Pipeline Compendium <https://www.cde.ca.gov/ci/gs/p3/documents/upkteachercompendium.pdf>

Vision and Coherence

- Enhancing the Visibility of Early Learning in School Districts <https://diale.org/visibility-toolkit/>
- TK Implementation Guide <https://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

Community Engagement and Partnerships

- ECE Subsidized Preschool/Child Care List <https://drive.google.com/file/d/1t7JSZLCd4QDbb4dO6gTgeL0cA8f5R-0k/view?usp=sharing>

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Spotlight: District Landscape Analysis for TK and ECE

Look at:

Classroom Configuration:

- Current Number of Classrooms both TK and ECE (CSPP, Head Start, Fee-based etc)

Current and Project Enrollment

- District enrollment trends

Current and Projected Staffing:

- TK teachers who completed the ECE/CD units requirements
- TK teachers who need to complete the 24 units of ECE/CD
- ECE teachers who have multi-subject teaching credentials
- How many will be needed?

Facilities (Playgrounds, Bathrooms, Meals)

- Design, Age Span, Enclosed Playground, Drinking Fountain, Restroom Size

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Looking Ahead

- Complete the UPK Planning Survey <https://forms.gle/82WA7GscYFEAoPKj9>
- Be on the lookout for information on a series of interactive learning sessions focused on each of the Planning Template Focus areas.
- If you haven't already, begin pulling together your planning team. Be sure to include your CSPP/Head Start Directors where applicable.

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QUESTIONS??

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