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

Welcome and Introductions

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

Part I: Nuts and Bolts
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

WHERE STUDENTS COME FIRST

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
  o 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.

WHERE STUDENTS COME FIRST
Universal Prekindergarten (UPK)

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

Where students come first

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
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

*WHERE STUDENTS COME FIRST*
UTK- Age Eligibility

<table>
<thead>
<tr>
<th>Year</th>
<th>Eligibility Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>Offer TK to four year olds whose 5th birthday occurs between September 2 and February 2</td>
</tr>
<tr>
<td>2023-24</td>
<td>Offer TK to four-year-olds whose 5th birthday occurs between September 2 and April 2</td>
</tr>
<tr>
<td>2024-25</td>
<td>Offer TK to four year olds whose 5th birthday occurs between September 2 and June 2</td>
</tr>
<tr>
<td>2025-26</td>
<td>Offer TK to three year olds whose 4th birthday occurs by September 1</td>
</tr>
</tbody>
</table>

WHERE STUDENTS COME FIRST

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)

WHERE STUDENTS COME FIRST
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.

Part II: Planning for UPK
California Prekindergarten Planning and Implementation Grant

POLL Question
How would you describe your UPK planning

WHERE STUDENTS COME FIRST

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.

WHERE STUDENTS COME FIRST
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

WHERE STUDENTS COME FIRST

**Funding Allocations**

2021 Universal Prekindergarten Planning & Implementation Grant Allocations

Resource Code: 6053
California Department of Education
Early Education Division
December 2021

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

<table>
<thead>
<tr>
<th>County Code</th>
<th>District Code</th>
<th>School Code</th>
<th>Charter Number</th>
<th>Charter Type</th>
<th>Local Educational Agency Name</th>
<th>Total Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>10041</td>
<td>0114591</td>
<td>NA</td>
<td>NA</td>
<td>Butte Co. Office of Education</td>
<td>$26,011.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>CORE Butte Charter</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Bishopman Elementary</td>
<td>$26,229.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Butte Cultural Uplifted</td>
<td>$59,081.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Colling Elementary</td>
<td>$267,853.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Calico Elementary</td>
<td>$25,158.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Forest Ranch Charter</td>
<td>$26,330.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Sherwood Montessori</td>
<td>$25,044.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Wharfside Open Classroom</td>
<td>$27,843.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Chico County Day</td>
<td>$57,794.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Blue Oak Charter</td>
<td>$50,588.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Durham Unified</td>
<td>$59,867.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Golden Feather Union Elementary</td>
<td>$26,381.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Mazzarella Elementary</td>
<td>$54,067.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Grass Valley Elementary</td>
<td>$102,652.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Iqaluit Elementary</td>
<td>$25,076.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>St. John's Elementary</td>
<td>$53,729.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Peterson Union Elementary</td>
<td>$126,203.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Pennsylvania Unified</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Achieve Charter School of Paradise Inc.</td>
<td>$54,069.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Homestead Charter</td>
<td>$23,104.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Children's Community Charter</td>
<td>$25,076.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Thermite Union Elementary</td>
<td>$130,700.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Pioneer Union Elementary</td>
<td>$25,076.00</td>
</tr>
<tr>
<td>04</td>
<td>10041</td>
<td>0406090</td>
<td>NA</td>
<td>L</td>
<td>Gridley Unified</td>
<td>$124,129.00</td>
</tr>
</tbody>
</table>

https://www.cde.ca.gov/fg/fo/r2/upkpi2122result.asp
California Prekindergarten Planning and ImplementationGrant

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.

WHERE STUDENTS COME FIRST

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

WHERE STUDENTS COME FIRST
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 (e.g., Head Start, child care providers, etc)
- Facilities
- Parents

WHERE STUDENTS COME FIRST

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

WHERE STUDENTS COME FIRST
Projected Enrollment and Need

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2022-23 5mos</th>
<th>2023-24 7mos</th>
<th>2024-25 9mos</th>
<th>2025-26 All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butte</td>
<td>2,451</td>
<td>2,487</td>
<td>2,413</td>
<td>2,469</td>
<td>1,021</td>
<td>1,451</td>
<td>1,810</td>
<td>2,469</td>
</tr>
</tbody>
</table>

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

WHERE STUDENTS COME FIRST

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

WHERE STUDENTS COME FIRST

Source: Lake COE
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 plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?

WHERE STUDENTS COME FIRST

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.

WHERE STUDENTS COME FIRST
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?

WHERE STUDENTS COME FIRST

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?

WHERE STUDENTS COME FIRST
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?
**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

**WHERE STUDENTS COME FIRST**

---

**Tools and Resources**

**Projected Enrollment and Needs Assessment**
- Dept of Finance Population Projections
  [https://www.dof.ca.gov/Forecasting/Demographics/Projections/](https://www.dof.ca.gov/Forecasting/Demographics/Projections/)
- TK/K Enrollment
  [https://www.cde.ca.gov/ds/ad/filestkdata.asp](https://www.cde.ca.gov/ds/ad/filestkdata.asp)
- District Landscape Analysis Tool

**Vision and Coherence**
- Enhancing the Visibility of Early Learning in School Districts
  [https://dialee.org/visibility-toolkit/](https://dialee.org/visibility-toolkit/)
- TK Implementation Guide

**Workforce Recruitment and Professional Learning**
- UPK Teacher Pipeline Compendium

**Community Engagement and Partnerships**
- ECE Subsidized Preschool/Child Care List
  [https://drive.google.com/file/d/1t7jSZLCd4Q2v9s4o02cRgfgnOxOyUBTR9/view?usp=sharing](https://drive.google.com/file/d/1t7jSZLCd4Q2v9s4o02cRgfgnOxOyUBTR9/view?usp=sharing)

**WHERE STUDENTS COME FIRST**
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

---

**Looking Ahead**

- Complete the UPK Planning Survey [https://forms.gle/82WA7GscYFEAoPKj9](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.
QUESTIONS??