Universal Prekindergarten Planning and Implementation Guidance, Volume 1

A Resource for Local Educational Agencies, Released on 2/14/2022

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Introduction

To help introduce local educational agency (LEA) leaders to early education concepts, agencies, and structures, the California Department of Education (CDE) has developed Guidance for the California Prekindergarten Planning and Implementation Grant Program. This guidance is meant to support LEAs in the development of their Universal Prekindergarten (UPK) Plan for consideration by the LEA's governing board or body at a public meeting on, or before, June 30, 2022. Guidance will be released in a rolling manner. Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly scheduled webinars.

The **Early Education Division (EED) UPK Webinar Series** began in January 2022, and includes the following topics:

- **Overview of the UPK Planning Template (Template),** including UPK vision and coherence, opportunities for joint planning and county office of education (COE) support, and projected enrollment and needs assessment (January 13, materials posted on the CDE Elementary web page at https://www.cde.ca.gov/ci/gs/em/).

- **UPK Implementation: Community Engagement and Partnerships**, including working with California State Preschool Program (CSPP), Head Start, expanded learning partners and programs, and other early learning and community-based service partners, and covering models for blending programs to meet family needs and offer nine hours, or more, of care (February 24, materials posted on the CDE Elementary web page at https://www.cde.ca.gov/ci/gs/em/).

- **LEA Facilities, Services, and Operations**, including successful strategies for implementing universal meals, providing transportation, and facilities-related funding opportunities (date to be determined, materials posted on the CDE Elementary web page at https://www.cde.ca.gov/ci/gs/em/. **LEA Facilities, Services, and Operations**, including successful strategies for implementing universal meals, providing transportation, and facilities-related funding opportunities (date to be determined, materials posted on the CDE Elementary web page at https://www.cde.ca.gov/ci/gs/em/).

The EED will work with partners and local implementers to offer these webinars. In addition, the Prekindergarten through Third Grade (P-3) Webinar Series will include the following:

- **Building Back Better: Using P-3 Strategies that Support the Whole Child**, including experts discussing how state and district leaders can utilize unprecedented investments at the state and federal level in UPK and the early elementary grades to address the short-term needs associated with the

pandemic and implement long-term structural changes that will strengthen P-3 alignment through explicit P-3 strategies to support students, teachers, and schools. (June 3, 2021, materials posted on the CDE, P-3 Alignment web page at https://www.cde.ca.gov/ci/gs/p3/). (June 3, 2021, materials posted on the CDE, P-3 Alignment web page at: https://www.cde.ca.gov/ci/gs/p3/.

1. General Universal Prekindergarten Guidance

a. California's Prekindergarten through Third Grade Vision

Vision: California will provide a strong and early start to education for all children with high-quality, joyful, developmentally informed, inclusive, and rigorous prekindergarten (pre-K) through third grade (P-3) learning opportunities—beginning with equitable access to universal prekindergarten (UPK).

Why?

Early education matters. There is undeniable evidence on the profound benefits of high-quality pre-K experiences on children's brain development and key school readiness skills. Yet racially and historically marginalized, low-income, and multilingual children and children with disabilities have had the fewest opportunities to access effective and inclusive early education. This opportunity gap leads to the achievement gap that already exists when children enter kindergarten and too often persists throughout school.

Sustaining the pre-K boost through effective transitions and alignment across the early grades also matters. Effective pre-K helps prepare children for kindergarten, but is only one piece of the puzzle. The transition to, and quality of, the early elementary grades is also critical and must reflect developmental science so students maintain their passion for asking questions, searching for answers, and challenging their minds. Schools that embrace rigorous, standards-based instruction **and** child-initiated and playful learning, and that align curriculum, assessments, and teachers' professional learning will nurture students' skills and knowledge, strengthen their foundation for learning, and ensure they reach their full potential.

Why Now?

We know more now than ever before about the science of early brain development in the first eight years and the cost of ineffective or insufficient early investments. With careful planning, extensive engagement, partnerships across agencies, and a historic commitment to the early years, California will:

- Build on the *Master Plan for Early Learning and Care* to include the education system (school districts and charter schools) and ensure education policymakers,

leaders, teachers, and staff are equipped to enact the state's early learning goals in inclusive and culturally and linguistically affirming ways for students.

- Leverage the state's historic investments in UPK for all four-year-old children, including transitional kindergarten (TK), expansion of the California State Preschool Program (CSPP) for three-year-old children, and new partnerships with Head Start and other preschool programs.

- Accelerate the education system's response to the tumult of the Coronavirus Disease 2019 (COVID-19) pandemic by fueling local communities' capacity to support students and their families, build upon their inherent assets, and better address the needs of the whole child.
- Solidify collaborations between the state agencies and offices that oversee P-3 programs to simplify and streamline programs and services administered at the state level in support of better collaboration between districts and the agencies, organizations, and programs that serve children from infancy through the early elementary grades.

How?

By engaging and supporting educational communities and families across the state, California will provide access to effective and inclusive learning opportunities to address long-standing inequities in education and give all students the opportunity to reach their full potential. California will:

- **Give Children a Strong and Early Start.** California will support equitable access to effective early education programs, with a focus on inclusive, and culturally and linguistically affirming UPK for all four-year-old children, and a second year of preschool for at-promise three-year-old children, through a menu of preschool learning experiences that families can choose from to meet their needs.

- **Focus on pre-K through Third Grade Educators.** California will ensure schools, teachers, and staff are prepared and supported to guide every student's social, emotional, and academic development through inclusive, and culturally and linguistically affirming programs from pre-K through third grade.

- **Equip Education Leaders at the County, District, and School Level.** California will equip education leaders with a deep knowledge and understanding of early education and organizational strategies that support meaningful alignment of curriculum, assessments, teaching practices, and overall classroom environments to ensure smooth transitions and robust learning experiences from pre-K through third grade.

- **Empower and Support Families.** California will engage families as children's first and most important teachers, bolster resources and opportunities for families in community programs and schools, and empower families as valued, supported, and well-informed partners in their children's development and learning in and outside of the classroom.

b. Research on Why Early Education Matters

The research on why quality early educational experiences matter for children is robust and based on studies of child development and the impact of early learning opportunities on child outcomes that date back more than 50 years. Below is a summary of some of the most critical takeaways from this extensive research literature, along with helpful citations that offer a snapshot into some of the evidence for each claim. Many of the resources contain content relevant to more than one of the key takeaways. Local educational agencies (LEAs) and extended learning and care partners are encouraged to use this evidence when building knowledge about the importance of early education in their communities.

Summary	Additional Information
Brain science: Close to 90% of brain growth happens by the time children turn five. The brain is particularly malleable and sensitive to environmental experiences before age five. During the early years, cognitive, social, and emotional development are inextricably intertwined in children's brains. Language skills, executive functions and social development also become more refined. Early experiences that nurture these facets of children's development are able to strengthen their overall brain architecture.	For more information on the brain architecture, visit the President and Fellows of Harvard College web page for Brain Architecture at https://developingchild.harvard.edu/science/key-concepts/brain-architecture/
Preschool prepares children for kindergarten: Children who attend quality preschool are better prepared for elementary school. Preschool helps children learn *how* to learn—such as being able to focus attention, stay on task, switch from one learning activity to another, comprehend directions, socialize and cooperate with peers, and learn foundational skills in math and literacy.	For more information, visit the direct link provided by the Brookings Institution at https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf

Summary	Additional Information
Preschool has long term impacts on school progress, graduation, and future life outcomes: Children who attend high-quality early education programs have better long-term outcomes, such as a higher likelihood of graduating high school, better health outcomes, increased wealth, and reductions in crime. Additionally, some programs—like the Abecedarian Project and the Chicago Child-Parent Centers—show education and life results including higher graduation rates and fewer placements in special education classes.	To learn more about the Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes, visit the National Library of Medicine's web page at https://pubmed.ncbi.nlm.nih.gov/30147124/ The Carolina Abecedarian Project is a program of the Frank Porter Graham (FPG) Child Development Institute of the University of North Carolina at Chapel Hill. For more information about the project, visit the FPG Child Development Institute's web page at: https://abc.fpg.unc.edu/abecedarian-project For more information on the Perry Preschool Project, a study from Ypsilanti, MI, visit the Social Programs that Work web page at: https://evidencebasedprograms.org/programs/perry-preschool-project/ For more information on the Chicago Child Parent Centers, a description of the program from the Population Health Institute at the University of Wisconsin-Madison can be found at: https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/chicago-child-parent-centers

Summary	Additional Information
Prekindergarten through third grade (P-3) alignment can support enduring benefits from preschool: Although preschool has the potential to significantly improve the outcomes of young children in the short-term, to sustain these impacts in the long-term, it is critical that experiences after preschool build upon, and even amplify, children's early gains through intentional and aligned instruction that meets the needs of individual children in kindergarten and throughout the elementary school grades.	To learn more about opportunities and challenges for P-3 alignment in California, read this article titled, "PreK–3 Alignment: Challenges and Opportunities in California" (PDF) from the Policy Analysis for California Education and authors Julia E. Koppich and Deborah Stipek at https://files.eric.ed.gov/fulltext/ED605088.pdf To learn more about the body of research examining the effectiveness of preschool and implications for policymakers, read "Untangling the Evidence on Preschool Effectiveness: Insights for Policymakers" by visiting the Learning Policy Institute's Early Childhood Learning web page at https://learningpolicyinstitute.org/product/untangling-evidence-preschool-effectiveness-report To learn more about the body of research examining the prekindergarten effects, read statement "Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects" (PDF) at https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf

Summary	Additional Information
Quality matters: Early education is most effective when it is high-quality. The building blocks of a high-quality early education experience include early learning standards and curricula that address the whole child, assessments that cover a wide range of children's developing skills and are used to inform instruction, well-prepared teachers that provide engaging interactions, ongoing support for teachers, support for multilingual learners and children with special needs, meaningful family engagement, sufficient learning time, small class sizes, and program assessments that monitor the quality of children's experiences. These effectiveness factors seem to support the most successful programs.	To learn more about the body of research examining essential elements of quality, read "The Building Blocks of High-Quality Early Childhood Programs" via the Learning Policy Institute's Early Childhood Learning web page at https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs To learn more about the body of research examining the role of quality in the effects of prekindergarten on child outcomes, read statement "Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects" (PDF) at https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf To learn more about new research examining the role of quality in the effects of prekindergarten on child outcomes, read the policy brief "Exploring New Research on Pre-K Outcomes" through the Education Commission of the States web page at https://www.ecs.org/exploring-new-research-on-pre-k-outcomes/?utm_source=ECS+Subscribers&utm_campaign=9c542a8474-ED_CLIPS_02_04_2022&utm_medium=email&utm_term=0_1a2b00b930-9c542a8474-195750643

Summary	Additional Information
Social-emotional skills: Early education environments are critical for nurturing young children's social-emotional skills. Interactions with same-aged peers through play—with teacher-supported conflict resolution in a warm and organized environment—can strengthen children's emotion regulation, social problem solving, and lead to reductions in externalizing and internalizing behaviors.	To learn more about the importance of social and emotional development and how early learning settings can support children's outcomes in this area, read "Beyond the ABCs and 123s: Social and Emotional Development in Early Learning Settings" by visiting the National Conference of State Legislatures' web page at https://www.ncsl.org/research/human-services/social-and-emotional-development-in-early-learning-settings.aspx
Language development: Research has shown how early education is particularly important for children's language development. High-quality, early education environments typically provide language-rich activities that provide children ample opportunity to engage in meaningful talk, explain their thinking, share ideas in their home language, and participate in group discussion of story books.	To learn more about the effects of early learning opportunities on children's language and literacy development, read "Language and Literacy Environments in Preschools" by visiting the WETA Reading Rockets web page at https://www.readingrockets.org/article/language-and-literacy-environments-preschools

Summary	Additional Information
Dual language development: For children who are dual language learners (DLLs), there is substantial evidence that high-quality preschool experiences are critical to their school readiness and later school success. A study of California's transitional kindergarten (TK) program found that Spanish-speaking DLLs demonstrated significant gains in several developmental areas from TK participation, including English language proficiency and language, literacy, and math skills. Furthermore, studies have also shown that DLLs not only benefit from high-quality preschool experiences, but they may benefit more from their time in a high-quality early learning program than their English-only speaking peers. Likewise, growing evidence confirms that supporting home language development while teaching English promotes optimal development of both languages and overall achievement. Preschool may be the ideal time to provide young children with high-quality language interactions in both their home language and English, which studies have shown supports bilingualism and biliteracy, which carries significant advantages in multiple areas of development in the short- and long-term.	To learn more about the impact of TK on English language learners, read "Transitional Kindergarten in California: The Impact of Transitional Kindergarten on English Learner Students" (PDF) at https://www.air.org/sites/default/files/downloads/report/Transitional-Kindergarten-Impact-on-English-Learners-May-2017.pdf
Early literacy and math skills: Research has demonstrated how early education curriculum can provide children with a boost in early academic skills, providing them with a strong foundation prior to elementary school.	To learn more about the impacts of early childhood programs on early literacy and math skills, read "Research Brief #1: State Pre-Kindergarten" (PDF) at https://www.brookings.edu/wp-content/uploads/2016/07/09_early_programs_brief1.pdf

Summary	Additional Information
Executive functioning: Early education environments provide the needed support and scaffolding to foster children's executive functioning development—including working memory, inhibitory control, and cognitive flexibility—which undergoes rapid development in the brain at age four. Executive functioning is also the foundation of overall learning behaviors in the classroom, where children learn how to be "learners", and actively participate in activities and the routine of the classroom. These behaviors are particularly important as children transition to elementary school.	To learn more about executive functioning and how early learning settings can support children's outcomes in this area, visit the Wiley Online Library web page to read "Preschoolers' Executive Function: Importance, Contributors, Research Needs and Assessment Options" at https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12148
Early identification and intervention for learning disabilities: Access to early education environments also increases access to early screening for learning disabilities, developmental delays, and intervention services. Children who are identified earlier and receive specialized support prior to elementary school tend to fare better in later schooling on academic achievement and demonstrate fewer instances of behavior problems.	To learn more about early identification and intervention and the role of early learning programs in ensuring these critical services for children, read "Early Identification and Intervention Systems in California" (PDF) at https://www.packard.org/wp-content/uploads/2018/03/Early-Identification-and-Intervention-Systems-in-CA-Full-Report.pdf
Inclusion is better for children with disabilities and their peers: Research has clearly shown that children with disabilities can, and do, benefit from quality preschool experiences, and that these impacts are more robust when children are served in inclusive settings alongside their typically developing peers. Furthermore, there is evidence to suggest that **all children** benefit from inclusive preschool settings. Research shows that typically developing children demonstrate developmental, social, and attitudinal benefits from inclusive experiences.	To learn more about the critical role of inclusive prekindergarten experiences for supporting children's outcomes, read "Preschool Inclusion: Key Findings from Research and Implications for Policy" (PDF) at https://www.nccp.org/wp-content/uploads/2020/05/text_1154.pdf

Summary	Additional Information
Impacts on the economy: While we primarily focus on the impacts of early education on children, research has also illustrated the profound impacts that early education has on society at large. Due to the improved long-term outcomes on children who attend preschool, the economy receives a substantial return on investment for funding early education programs. For example, effective early childhood programs, like the Perry Preschool program, can generate a 7% to 10% per year return on investment based on increased school and career achievement, as well as reduced costs in remedial education, health and criminal justice system expenditures.	To learn more about how investing in prekindergarten effects the economy, read Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy" by visiting the Heckman: The economics of human potential web page at https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/

c. Universal Prekindergarten and Family Choice

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school, and in life, over children who do not, especially children with adverse childhood experiences. Children who attend quality prekindergarten programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and their social-emotional development. In some cases, prekindergarten participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.[i]

By school year 2025–26, California is poised to realize universal prekindergarten (UPK) through a combination of approaches and services. UPK consists of universal transitional kindergarten (UTK) as well as other programs and services that families can choose from to meet their needs and simultaneously ensure rich early learning opportunities for all three- and four-year-old children during the year or two years prior to kindergarten.

Importantly, UTK is a component of UPK, but not the only component. Other programs include the California State Preschool Program (CSPP), which the California Department of Education (CDE) operates; along with other prekindergarten (pre-K) programs serving three- and four-year old children, including the federal Head Start Program, subsidized programs that provide a preschool learning experience and are operated by community-based organizations (CBOs) (including family child care), and private preschool. Statute indicates that families with four-year-old children will have the

choice to send their four-year-old child to any program for which their child is eligible. Both UPK and transitional kindergarten (TK) are optional.

Universal Prekindergarten Expanded Definitions and Programs:

- **Universal Prekindergarten (UPK):** UPK will bring together programs across early learning and kindergarten through twelfth grade; relying heavily on UTK and CSPP, as well as Head Start, early education special education, CBOs, and private preschool to ensure every four-year old child—regardless of background, race, zip code, immigration status, or income level—has access to a quality learning experience the year before kindergarten. Families can choose from among these options to select early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages local educational agencies (LEAs) to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.

    - **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by school year 2025–26 to serve all four-year-old children by September 1, of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system. TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income, that uses a modified kindergarten curriculum that is age- and developmentally-informed (California *Education Code* [*EC*] Section 48000 [d]).

    - **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically informed for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private nonprofit agencies.

    - **Head Start:** Head Start is a federally administered program that provides grants directly to organizations in local communities to provide programs that promote the school readiness of infants, toddlers, and preschool-aged children from low-income families. Services are provided in a variety of

settings including centers, family child care, and children's own homes. Head Start programs also engage parents or other key family members in positive relationships, with a focus on family wellbeing.

- **Early Learning and Care:** Early learning and care is both a component of UPK and goes beyond UPK. It refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before- and after-school care and vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, as well as family child care providers, and family, friend, and neighbor care.

Full implementation of UPK will also include partnerships with extended learning and care programs **to create** the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year. Creating this continuum will include partnerships with the Expanded Learning Opportunities Program (ELO-P) that provides children enrolled in TK through sixth grade a full-day program aligned with the needs of parents, as well as existing expanded learning programs, and early learning and care providers. LEAs are encouraged to plan a model of UPK service delivery that meets the needs of families and honors their choices and extended learning and care opportunities may be administered by the LEA or by local CBOs.

Early Learning and Care Expanded Definitions and Programs:

- **Extended Learning and Care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide access to full-day and full-year care that meets the needs of working families whose children are enrolled in TK or kindergarten. A full-day is defined as in-person, before- or after-school programming or care that, when added to daily instructional minutes, provides no fewer than nine hours of combined instructional time and extended learning opportunities per instructional day. A full **year** includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE, Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers offered through an alternative payment program and participation in the general child care program.

- **Expanded Learning:** This includes before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full-day is defined as in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time.

- Expanded Learning Programs such as the **After-School Education and Safety (ASES)** and **21st Century Community Learning Centers** can also be used to provide extended learning and care opportunities for UPK.

- Additionally, the **Head Start, CSPP, and Early Learning and Care** providers described above also contribute to this fabric of extended learning and care.

Other sections of guidance describe models for providing UPK services through a combination of approaches and partnerships.

d. Early Learning and Care Programs, Program Standards, and Staffing Ratios

The following table contains information for relevant child care programs, program standards, an indication of the staffing ratios and adult-child ratios for the programs. A link to each program is provided for additional information as needed.

California State Preschool Program

Description and Eligibility	Staffing Ratios	Additional Information
The California State Preschool Program (CSPP), administered by the California Department of Education (CDE), is the largest state-funded preschool program in the nation. The CSPP offers age and developmentally informed programs designed to facilitate the transition to kindergarten for three- and four-year-old children. The CSPP provides both part-day and full-day services for eligible children and families that offer developmentally, culturally, and linguistically informed activities for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities for programs and support staff. The program is offered statewide through local educational agencies (LEAs), including school districts, county offices of education (COE), community colleges, and direct funded charter schools, and through private, nonprofit and for-profit community-based organizations (CBOs), and family child care home education networks (FCCHEN). **Eligibility** In general, to be eligible for CSPP, a family shall meet the eligibility criteria as follows:	CSPP contractors shall maintain at least the following minimum ratios in all centers for preschool age children, three years old to enrollment in kindergarten (including transitional kindergarten [TK]): • 1:8 adult-child ratio • 1:24 teacher-child ratio • Except as otherwise provided in Title 22 of the *California Code of Regulations* (*CCR*), Community Care Licensing Standards, the full-day CSPP may exceed adult-child ratios prescribed by Section 18290 by 15% of the total number of children in attendance	The CSPP requirements for 2021–22 (DOCX) can be downloaded at https://www.cde.ca.gov/fg/aa/cd/documents/cspp2122.docx

Description and Eligibility	Staffing Ratios	Additional Information
• Family is a current aid recipient, • Family is income eligible, • Family is experiencing homelessness, or • Family has children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited. Additionally, there are several options for CSPP contractors to choose from to serve children outside of these categories, including allowing all children, regardless of income, to be served if a program is operating within the boundaries of an elementary school where 80% or more of the students are eligible for free or reduced-price meals. See the General Overview of CSPP Standards and Eligibility section of the guidance for additional information.	for a period of time not to exceed 120 minutes in any one day. • The ratio for full-day CSPP during a scheduled nap period may be a 1:24 teacher-child ratio, provided that the remaining staff necessary to meet the adult-child ratio specified in Section 18290 of Title 5 of the *CCR* (5 *CCR*), are immediately available at the center. • For the naptime ratio to apply, all napping children shall remain on a cot or mat. If one child gets up, additional staff need to be called in immediately to meet the required adult-child ratio. • Compliance with these ratios shall be determined based on	

Description and Eligibility	Staffing Ratios	Additional Information
	actual attendance (5 *CCR*)	

Head Start

Description and Eligibility	Staffing Ratios	Additional Information
Head Start grantees operate programs that are federally funded. As a federally funded program, Head Start promotes school readiness for children of low-income families. Head Start programs are operated by local nonprofit organizations, community action agencies, and school districts. Head Start providers receive direct funding from the Office of Head Start. The program provides comprehensive services such as education, screenings and assessments, meals and snacks, and referrals for health including social-emotional development. In addition, the Head Start program also focuses on family engagement and provides ongoing training and staff development. **Eligibility** Families are eligible for Head Start on a variety of factors including: • Family income below the poverty line	**Four- and five- year-old children:** A class that serves a majority of children who are four and five years old must have no more than 20 children enrolled in any class, and no more than 17 children enrolled in any double session class. • 2:20 adult-child ration (teacher and teaching assistant or two teachers) • 2:17 adult-child ratio (teacher and teaching assistant or two teachers) **Three-year-old children:** A class that serves a majority of children who are three years old must have no more than 17 children enrolled in any class, and no	The Head Start Performance Standards for the center-based option can be found on the Head Start Early Childhood Learning and Knowledge Center (ECLKC) 1302.21 Center-based Option web page at https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-21-center-based-option

Description and Eligibility	Staffing Ratios	Additional Information
• Homelessness • Families receiving public assistance such as Temporary Assistance to Needy Families or Supplemental Security Income • Foster children, regardless of their foster family's income • Children with special needs	more than 15 children enrolled in any double. • 2:17 adult-child ratio (teacher and teaching assistant or two teachers) • 2:15 adult-child ration (teacher and teaching assistant or two teachers)	

California Alternative Payment Program

Description and Eligibility	Staffing Ratios	Additional Information
In the California Alternative Payment Program (CAPP), Alternative Payment Programs (APPs) help eligible families arrange child care services and pay the child care providers of the family's choice directly for those services. This model is often referred to as "child care vouchers." The APPs also support families and providers by offering assistance and consumer information about various services and resources available to them. This program is operated by the California Department of Social Services (CDSS). **Eligibility**	Families receiving services through this program can choose between care in a licensed center, licensed family child care home, or license-exempt family, friend, and neighbor provider. For centers, the capacity specified on the license shall be the maximum number of children for whom care can be provided. For preschool centers, there must be one teacher to every 12 children or one teacher and one aide to every 15 children.	The CAPP requirements for 2021–22 (DOCX) can be downloaded from https://www.cdss.ca.gov/Portals/9/CalWORKs/CCT/capp2122.docx

Description and Eligibility	**Staffing Ratios**	**Additional Information**
Families are eligible for APP on a variety of factors including: • Family income • Family receiving public assistance • Homelessness • Children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited	For a small family child care home, the maximum number of children for whom care shall be provided, including children under age 10 who live in the licensee's home, shall be one of the following: • Four infants or • Six children, no more than three of whom may be infants For a large family child care home, the maximum number of children for whom care shall be provided when there is an assistant provider in the home, including children under age 10 who live in the licensee's home and the assistant provider's children under age 10, shall be either: • 12 children, no more than 4 of whom may be infants or • More than 12 and up to 14 children only if the criteria in California *Health and Safety Code* Section 1597.465 are met.	

California Work Opportunity and Responsibility to Kids Child Care

Description and Eligibility	Staffing Ratios	Additional Information
Recipients of the California Work Opportunities and Responsibilities to Kids (CalWORKs) grant program are required to engage in work or work preparation activities. CalWORKs programs provide an array of welfare-to-work services. Child care is provided with state and federal funds in three stages. At the local level, CalWORKs child care is operated by the county welfare departments or APPs. This program is operated by the CDSS.	• Identical to the CAPP program.	More information on CalWORKs Stage One can be found on the CDSS CalWORKs Child Care web page at https://www.cdss.ca.gov/inforesources/calworks-child-care The CDSS provides more information on program requirements for CalWORKs Stage Two (C2AP) (DOCX) which can be accessed at https://www.cdss.ca.gov/Portals/9/CalWORKs/CCT/c2ap2122.docx Visit the CDSS for more information on CalWORKs Stage Three (C3AP) (DOCX) at https://www.cdss.ca.gov/Portals/9/CalWOR

Description and Eligibility	Staffing Ratios	Additional Information
		Ks/CCT/c3ap2122.docx

General Child Care and Development

Description and Eligibility	Staffing Ratios	Additional Information
General child care and development programs (CCTR) are state and federally funded programs that use centers and family child care home networks operated or administered by either public or private agencies and LEAs. These agencies provide child development services for children from birth through 12 years of age and older children with exceptional needs. These programs provide an educational component that is developmentally, culturally, and linguistically informed for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. This program is operated by the CDSS. To be eligible for a general child care program, a family shall meet the eligibility criteria as follows: • Family is a current aid recipient, • Family is income eligible,	Three-year-old children until enrollment in kindergarten • 1:8 adult-child ratio • 1:24 teacher-child ratio Kindergarten through 13 years old • 1:14 adult-child ratio • 1:28 teacher-child ratio	Visit the CDSS website for more information on CCTR Requirements for 2021–22, which can be downloaded at https://www.cdss.ca.gov/Portals/9/CalWORKs/CCT/cctr2122.docx

Description and Eligibility	Staffing Ratios	Additional Information
• Family is experiencing homelessness, or • Family has children who are recipients of child protective services, or are identified as at risk of being abused, neglected, or exploited.		

Migrant Child Care and Development

Description and Eligibility	Staffing Ratios	Additional Information
Migrant child care and development programs provide services to families who earn at least 50% of their total gross income from employment in fishing, agriculture, or agriculturally related work during the 12-month period immediately preceding the date of application. These programs are operated by the CDSS. California Migrant Program (CMIG): Migrant child care and development programs use centers and FCCHENs operated or administered by either public or private agencies and LEAs. These programs provide early learning and care services for children from birth through 12 years of age and older children with exceptional needs. These programs provide an educational component that is culturally, linguistically, and developmentally informed for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and	For the CMIG contract, contractors shall maintain at least the following minimum ratios in all centers: Preschool age (36 months to enrollment in TK) • 1:8 adult-child ratio • 1:24 teacher-child ratio Children enrolled in TK through 13 years old • 1:14 adult-child ratio • 1:28 teacher-child ratio	Visit the CDSS website for more information on the California Migrant Program (CMIG) Program Requirements (DOCX), which can be downloaded at https://www.cdss.ca.gov/Portals/9/CalWORKs/CCT/cmig2122.docx Visit the CDSS website to download a copy of the CMAP Program Requirements

Description and Eligibility	Staffing Ratios	Additional Information
social services for agricultural families, and staff development opportunities to employees. California Migrant Alternative Payment Program (CMAP): Migrant Alternative Payment programs make payments on behalf of eligible, migrant families to child care providers of the families' choice throughout California's central valley. This program provides services for children from birth through 12 years of age, and for older children with exceptional needs. Funding for services follows families as they move from place to place for agricultural work.	For the CMAP contract, ratios are identical to those in the CAPP program.	(DOCX) at https://www.cdss.ca.gov/Portals/9/CalWORKs/CCT/cmap2122.docx

e. Early Learning and Care Infrastructure

The following table provides an overview of key local early learning and care partners that can assist local educational agencies (LEAs) in universal prekindergarten (UPK) planning efforts on a systems level. Brief descriptions, expertise areas and links to additional information are provided.

Entity	Description	Expertise	Additional Information
California Preschool Instructional Network (CPIN)	CPIN provides high-quality professional learning, technical assistance, and support to California's preschool program administrators and teachers through its statewide network. Through regional communities of practice and a series of professional learning experiences, CPIN promotes promising practices in early learning, family engagement, and equity, and emphasizes a whole child approach. Organized into 11 regions of the state, CPIN instructors provide research-based teaching and learning strategies that are age and developmentally informed and highlight inclusive practices and support for all children. Instruction incorporates adult learning theories and is intentional, reflective, and interactive with hands-on learning and time for planning.	Professional development for early education educators and administrators	Visit the CPIN web page for more information on the CPIN Regions, at https://cpin.us/regions

Entity	Description	Expertise	Additional Information
First 5 County Commissions	Proposition 10, the "Children and Families Act of 1998" initiative, established First 5 California and First 5 Commissions in each of California's 58 counties. The act levies a tax on cigarettes and other tobacco products to provide funding for early childhood development programs. Revenues generated from the tobacco tax must be used to enhance the early growth experiences of children, enabling them to be more successful in school and ultimately to give them an equal opportunity to succeed in life. Revenues must be used to (1) create a comprehensive and integrated delivery system of information and services to promote early childhood development; (2) support parenting education, child health and wellness, early child care and education, and family support services; and (3) educate Californians on the importance of early childhood development and smoking cessation. In each of the 58 counties, county First 5 commissions, made up of local community leaders, experts, and advocates, provides oversight for the First 5 County Commission's activities.	Coordinating local systems and services for children from birth through age five and their families Supporting the early care and education (ECE) workforce and building workforce development systems	For more information on County First 5s, visit the County First 5s web page at https://first5association.org/county-first-5s/

Entity	Description	Expertise	Additional Information
Local Child Care and Development Planning Councils (LPCs)	LPCs support the overall coordination of child care services in each of the 58 counties. The LPCs are mandated to conduct assessments of county child care needs and to prepare plans to address identified needs. These assessments must contain information on the supply and demand for child care, including the need for both subsidized and unsubsidized care. LPCs are overseen by the California Department of Social Services (CDSS).	Use local data to coordinate and plan for local child care services, including addressing professional development for the ECE workforce and focusing on other workforce-associated needs such as recruitment, licensing supports, and so on	County-level information for LPCs can be found on the California Department of Education (CDE) Local Planning Council Updates web page at https://www.cde.ca.gov/sp/cd/re/lpccontacts.asp
Resource and Referral (R&R) Agencies	R&Rs provide information to all parents and the community about the availability of child care in their area. The programs make referrals to parents looking for child care and preschool options for their children. The programs also assist potential providers in the licensing process by providing support and training. Additionally, the programs coordinate community resources for the benefit of parents and local child care providers. These services are available in all 58 California counties. R&Rs are overseen by the CDSS.	Support families to find early learning and care services to meet their needs Support the ECE workforce with training and licensing needs	A list of R&Rs for each county can be found on the CDE Resource and Referral County Listing web page at https://www.cde.ca.gov/sp/cd/re/rragencylist.asp

Entity	Description	Expertise	Additional Information
Quality Counts California (QCC)	QCC is a statewide effort to strengthen California's early learning and care system to support young children and their families, including: • Linking child care providers to resources and support to assist them in their commitment to quality early learning and care. • Providing access to tools and resources for quality improvement partners like administrators, coaches, trainers, and higher education faculty. • Informing parents and families about the importance of quality early learning and helping them identify quality early learning and care environments (for example, family child care homes or child care centers). • Offering information and research to help policymakers communicate the value and importance of quality early learning and care.	Support quality improvement efforts for early learning and care programs that participate in QCC	The QCC website can be found at https://www.qualitycountsca.net/ QCC County Program Profile and Services can be found on the QCC County Programs Profile and Services web page at https://www.qualitycountsca.net/quality-partners/county-program-profile-and-services/

Entity	Description	Expertise	Additional Information
Supporting Inclusive Practices (SIP)	SIP has resources and training opportunities to assist LEAs in improving the percentage of children enrolled in inclusive classrooms. SIP also provides a list of grantees who have received technical assistance.	Support for LEAs on implementation of inclusive practices	The SIP website can be found at https://www.sipinclusion.org/
California Center for Infant-Family and Early Childhood Mental Health	The California Center for Infant-Family and Early Childhood Mental Health assists policymakers, funders and organizations to design and implement high quality practices that promote the healthy social and emotional development of children under the age of five.	Resources for social-emotional development of children under five	The California Center for Infant-Family and Early Childhood Mental Health website can be found at http://cacenter-ecmh.org/wp/

2. Projected Enrollment and Needs Assessment

a. Projected Enrollment and Needs Assessment - Key Considerations

Based on data availability, the California Department of Education (CDE) is providing projected transitional kindergarten (TK) and kindergarten enrollment estimates for local educational agencies (LEA).[ii] These projections will run through school year (SY) 2025–26. These estimates are based on data from the CDE, the California Health and Human Services Agency (CHHS) and the Department of Finance (DOF), and are provided as a tool for LEAs to consider when developing their TK and kindergarten enrollment projections. The CDE does not endorse specific projections for LEA use. The CDE recognizes that many LEAs possess information and knowledge not available to the CDE, including the most recent enrollment numbers and local plans for opening and closure of private schools and child care centers serving TK- and kindergarten-age children. LEAs can consider the models provided by the CDE, but are ultimately responsible for considering local contexts and determining what enrollment projections are most appropriate. LEAs can also use California Prekindergarten Planning and Implementation Grant Program funding to develop these projections.

As LEAs develop their own projections, they might consider the following simplifying assumptions:

- Enrollment projections should reflect the assumption that TK enrollment growth due to expanded eligibility will not be constrained by the availability of teachers, staff, or facilities. Rather, projections should serve to inform future resource needs.

- LEAs may assume that future enrollment patterns will resemble pre-Coronavirus Disease 2019 (COVID-19) enrollment patterns: fall 2019 enrollment represents the most recent enrollment count that is representative of expected future enrollment.

    - It is true that the number of births in California has decreased since the onset of the COVID-19 pandemic, as has the propensity of families to forgo enrolling children in TK, as well as to delay enrolling children in school until the school year for which enrollment is compulsory. It is highly possible that these trends will continue into SY 2022–23 and beyond. However, it is preferable to be prepared for enrollment to recover than to delay preparing for full universal prekindergarten (UPK) implementation.

- For most schools and LEAs, TK enrollment stabilized in SY 2016–17, as a proportion of kindergarten enrollment. If projections are based on prior year

trends, which may reflect growing or declining population size, it is best not to use TK enrollment data prior to 2016.

- Rather, assume that the proportion of age-eligible children residing in the LEA's attendance area who were counted in the census day TK enrollment counts from SY 2016–17 to 2019–20 is representative of future expected TK enrollment rates.

- This assumption includes the assumptions (1) that in- and out-migration rates of age-eligible children from SY 2016–17 to SY 2019–20 will not change substantially before SY 2025–26 and (2) closures and openings of private schools and child care centers serving TK-eligible children will not occur prior to SY 2025–26.

- As TK is phased in, more children will be age-eligible, and enrollment should increase in a corresponding manner. In SY 2021–22, children born between September 2, and December 2, are TK-eligible, a period of three months that includes roughly 25 percent of children, assuming that the child population by age is uniformly distributed across months.

  - In SY 2022–23, the number of TK eligibility months will increase from three to five, a 67 percent increase over the approximate number of birth dates on which children may be born and be TK-eligible in SY 2021–22. Therefore, a 67 percent increase in the number of TK-eligible children, and a corresponding 67 percent increase in enrollment might be expected. The number of TK-eligible children will increase by 67 percent of projections based on recent trends (2016–2019), due to expanded eligibility.

  - For SY 2023–24, the number of TK eligibility months will increase from five to seven, and the number of TK-eligible children will increase by approximately 133 percent over the approximate number of birth dates on which children may be born and be TK-eligible in SY 2021–22, due to expanded eligibility.

  - For SY 2024–25, the number of TK eligibility months will increase from seven to nine, and the number of TK-eligible children will increase by approximately 200 percent over the approximate number of birth dates on which children may be born and be TK-eligible in SY 2021–22, due to expanded eligibility.

  - For SY 2025–26, the number of TK eligibility months will increase from nine to twelve, and the number of TK-eligible children will increase by approximately 300 percent over the approximate number of birth dates on

which children may be born and be TK-eligible in SY 2021–22, due to expanded eligibility.

- To estimate the proportion of age-eligible children who enroll in TK or kindergarten, it is important to consider (1) kindergarten enrollment cohorts include both five- and six-year-old children born across two calendar years and (2) while current TK enrollment cohorts include only five-year-old children born in a single calendar year, future TK cohorts will include a mix of both four- and five-year-old children born across two calendar years. Choosing a single calendar year to inform estimates of cohort size will undermine the precision of enrollment projections. Please refer to the Projection Method Memo for guidance in estimating the size of the kindergarten- and TK-eligible population residing in an LEA area, whether using DOF population estimates by county or CHHS birth counts by ZIP Code.

- The number of TK-eligible children seeking to enroll in LEA-operated TK may change if the number of slots for TK-eligible children offered by existing private or non-profit preschool or child care providers changes. This may happen if private or non-profit preschools or child care providers open, close, expand, or reduce the number of slots they offer to TK-eligible children. For example, if a new child care provider serving TK-eligible children in an LEA reduces the number of slots it offers to TK-eligible children by 100, then 100 additional children may seek to enroll in the LEA's TK program.

    - To improve the accuracy of projections, it is important that LEAs communicate with existing providers serving TK-eligible children that reside within the LEA's attendance area in order to stay apprised of planned changes in the number of slots available to TK-eligible children, which may affect TK enrollment.

    - It is equally important that the LEA remain apprised of any plans for new providers to open within or near the LEA. We recommend that, minimally, LEAs communicate with Regional Child Care Office of the Community Care Licensing Division (CCLD) of the California Department of Social Services (CDSS) and local government authorities that may be aware of such plans. A directory of CCLD Child Care Program offices can be found on the CDSS, Child Care Licensing web page at https://www.cdss.ca.gov/inforesources/child-care-licensing.

    - Note that projections that consider historical trends in enrollment will also automatically consider historical trends in the number of slots offered by community-based programs. If new slots have opened each year at a constant rate, and this trend continues, projections will be unaffected. A change in trends, however, will undermine the accuracy of projections.

- LEAs that experienced substantial decreases in TK enrollment in SY 2021–22 relative to SY 2019–20 due to the COVID-19 pandemic may be concerned about over-projecting enrollment. These LEAs may consider that TK enrollment rates may return to pre-COVID levels more or less quickly than anticipated. While LEA hiring decisions may reflect anticipated under-enrollment, delaying efforts to develop the local early educator workforce and facilities for full UPK implementation may exacerbate difficulties in increasing LEA capacity to meet demands for TK enrollment in future years. Planning for flexibility is always advisable, where possible.

    - LEAs might consider multiple scenarios in which enrollment for SY 2022–23 is lower or higher than expected. For example, an LEA may consider (1) a scenario in which SY 2022–23 TK enrollment reflects a 67 percent increase over SY 2021–22 enrollment due to increased eligibility, (2) a scenario in which SY 2022–23 enrollment is an average of 167 percent of SY 2021–22 enrollment and projected enrollment that is based on pre-COVID trends and changes in eligibility rules, and (3) a scenario in which SY 2022–23 TK enrollment reflects projected enrollment based on pre-COVID trends and changes in eligibility rules.

Factors That May Result in Enrollment Adjustments

Local changes that may lead an LEA to increase its enrollment estimates	Local changes that may lead an LEA to decrease its enrollment estimates
• Early learning and care providers in the community that serve TK-eligible children have closed or reduced the number of slots they offer. • Migration of children and families into the district is increasing or migration of children out of the district is decreasing. • Birth rates in the district area are increasing. • The LEA plans to switch from offering part-day to full-day TK, which may result in more families choosing TK for their children because it more closely aligns with work schedules or the schedules of other children or working families.	• Early learning and care providers in the community that serve TK-eligible children have opened or increased the number of slots they offer. • Migration of children and families into the district is decreasing or migration of children out of the district is increasing. • Birth rates in the district area are decreasing. • The LEA plans to switch from offering full-day to part-day TK, which may result in fewer families choosing TK for their children due to work schedules or misalignment with the school schedules of other children.

b. Description of Enrollment Data and Projections

Local educational agencies (LEAs) are responsible for projecting their transitional kindergarten (TK) enrollment as part of their universal prekindergarten (UPK) planning. The California Department of Education (CDE) is providing information to LEAs to be of assistance. In instances where the CDE is able to provide an LEA with a projection model, such information will be provided; however, the LEA is still expected to do their own due diligence to develop projections. The CDE is aware that the information that the state is able to provide at this time will not include projection models for every LEA receiving the UPK Planning and Implementation Grant because either the LEA is not included in *crosswalk* files curated by the Missouri Census Data Center, which are relied upon to aggregate ZIP code-level counts of births to LEAs or because the LEA is a non-district charter and cannot be reliably linked to birth counts in a particular attendance area because school attendance boundaries are not available or do not reliably correspond to the geographic area for which birth counts are available (ZIP code Census Tabulation Area).

The models that the CDE is able to provide will draw from the information listed below. For LEAs that do not receive an enrollment projection estimate, the following data may still be useful for creating local projections. The CDE also advises LEAs to work with their county office of education for technical assistance and support.

- TK and kindergarten census day and cumulative enrollment counts from 2013 through 2019 as reported to the CDE may be acquired through the CDE Transitional Kindergarten Data web page at https://www.cde.ca.gov/ds/ad/filestkdata.asp

- Count of births in each ZIP Code in California as reported by the CHHS; estimated counts of births in each LEA from 2013 through 2019; and estimated count of births in each LEA three, four, five, and six years prior to 2013 through 2026 may be found on the CHHS Live Birth Profiles by ZIP code web page at https://data.chhs.ca.gov/dataset/cdph_live-birth-by-zip-code

- Estimated population of three-, four-, five-, and six-year-old children for each county from 2013 through 2026 produced by the DOF may be found on the DOF Projections web page at https://www.dof.ca.gov/forecasting/demographics/projections/

- CDE projections of TK and kindergarten enrollment for SY 2020 through 2025 based on commonly used methodologies (these projections are rough estimates intended to support LEA planning efforts and are not a substitute for LEA-developed projections; **the CDE does not endorse specific projections for LEA use**) may be found within the *Universal Prekindergarten Planning and Implementation Guidance, Volume 1* sections at

    - Projected Enrollment and Needs Assessment - Key Considerations and,

    - Transitional Kindergarten and Kindergarten Enrollment Projection Methodology

- Data sources:

    - “P-2B County Population by Age” (XLSX) is the DOF County Population Projections by Age projection which can be found on the DOF Projections web page at https://www.dof.ca.gov/forecasting/demographics/projections/

    - CHHS Live Birth Profiles by ZIP Code can be found at https://data.chhs.ca.gov/dataset/cdph_live-birth-by-zip-code

- CDE TK and kindergarten enrollment by school and LEA can be found on the CDE Transitional Kindergarten Data web page at https://www.cde.ca.gov/ds/ad/filestkdata.asp

c. Transitional Kindergarten and Kindergarten Enrollment Projection Methodology

This section describes the methodology and data sources used by the California Department of Education (CDE) to assist local educational agencies (LEAs) in projecting kindergarten and transitional kindergarten (TK) enrollment through school year[iii] (SY) 2025–26. It is intended to facilitate transparency and replicability of projections and inform communication regarding methodology with LEA personnel and personnel at other agencies or organizations involved in projecting enrollment.

1. How many children are eligible to enroll in kindergarten or TK in each LEA, by SY?

a. County offices of education (COEs) or LEAs with boundaries identical to county boundaries

Data: County-level population projections by age by calendar year are provided by the California Department of Finance (DOF) https://www.dof.ca.gov/forecasting/demographics/projections/documents/P2B_County_Age.xlsx. These projections rely on a methodology that considers a county's current population by age, the number of births in a county, and net migration in and out of the county. A copy of the "Methodology" can be obtained through the DOF Projection web page at https://www.dof.ca.gov/forecasting/demographics/projections/. For COEs or LEAs with boundaries identical to county boundaries, DOF population projections by age to estimate kindergarten and TK eligibility is relied on.

Census day kindergarten and TK enrollment counts as reported to the CDE are used to estimate enrollment in a given SY.

Cohort composition by age: Two aspects of the DOF population projection data complicates its use for estimating the size of TK- and kindergarten-eligible cohorts. First, population projections are estimated by calendar year while SYs fall across two calendar years. Second, many families choose to delay kindergarten enrollment beyond the SY during which their child is first age-eligible: Kindergarten enrollment cohorts include both five- and six-year-old children born across two calendar years. While current TK enrollment cohorts include only five-year-old children born in a single calendar year, future TK cohorts will include a mix of both four- and five-year-old children born across two calendar years.

Choosing a single calendar year to inform estimates of cohort size will undermine precision.

To address these two complications with the use of population data, it is recommended to **assume that births are uniformly distributed across months** and use the average of five- and six-year-old children to estimate the size of the county kindergarten-eligible populations. For the TK-eligible population, the formula used varies across years due to planned policy changes.

- Prior to 2022, a TK-cohort was approximately one-quarter of all children born five years prior to the first calendar year of the fiscal year in which they enrolled; as one-quarter of the calendar days on which a child may be born, would fall in the TK birthdate eligibility range. Thus, for school years prior to 2022, it is estimated that the TK-cohort was equal to three-twelfths multiplied by the county population of five-year-old children as projected by the DOF.

- For school year 2022, two months of age eligibility are added: (1) December corresponding to children born five years prior to the first calendar year of the fiscal year in which they enroll; and (2) January, corresponding to children born four years prior. The TK-cohort is equal to four-twelfths multiplied by the number of the county population of five-year-old children as projected by the DOF, plus one-twelfth multiplied by the county population of four-year-old children as projected by the DOF.

- For school year 2023, the TK-cohort is equal to four-twelfths multiplied by the number of the county population of five-year-old children as projected by the DOF, plus three-twelfths multiplied by the county population of four-year-old children as projected by the DOF.

- For school year 2024, the TK-cohort is equal to four-twelfths multiplied by the number of the county population of five-year-old children as projected by the DOF, plus five-twelfths multiplied by the county population of four-year-old children as projected by the DOF.

- For school year 2025, the TK-cohort is equal to four-twelfths multiplied by the number of the county population of five-year-old children as projected by the DOF, plus eight-twelfths multiplied by the county population of four-year-old children as projected by the DOF.

b. LEAs with boundary areas smaller than the county in which they reside

Data: The DOF does not project population by age at the LEA level, or by SY. To estimate current and future LEA-level populations by age, a methodology is used that relies on ZIP Code-level counts of live births as reported by the California Health and Human Services Agency (CHHS) https://data.chhs.ca.gov/dataset/cdph_live-birth-by-zip-code. Net migration in and out of LEAs is not considered because migration-by-age data is not available at the LEA level. Thus, it is recommended to **assume that net migration rates are stable over time** from 2017 to 2026.

Census day kindergarten and TK enrollment counts as reported to CDE are used to estimate enrollment in a given SY.

i. *Aggregating ZIP code-level counts of live births to the LEA level*

To estimate the LEA-level population by age, aggregate ZIP code-level counts of births to LEAs. ZIP codes are not geographic areas, but a collection of mail delivery routes. To create geographic areas using ZIP codes, the U.S. Census Bureau creates ZIP Code Tabulation Areas (ZCTAs). ZCTAs are generalized representations of USPS ZIP Code service areas. ZCTA and LEA boundaries do not perfectly overlap. Rather, LEA boundaries pass through ZCTAs so that some ZCTAs lay entirely within an LEA while others overlap multiple LEAs.

To aggregate ZIP code-level counts of births to LEAs, (1) link ZIP code birth counts to ZCTAs and (2) link ZCTAs to LEAs using "crosswalk" files curated by the Missouri Census Data Center (MCDC). Not all ZIP Codes link to a ZCTA and not all LEAs link to a ZCTA. The only LEAs that link to ZCTAs are those that are assigned a district identification number by the National Center for Education Statistics (NCES).[iv] Therefore, exclude LEAs without an NCES district identification number from the analysis. Also exclude LEAs that have an NCES ID that did not match a ZCTA associated with a ZIP Code for which birth counts were available, LEAs with no TK enrollment from SY 2016 to 2019, or LEAs with missing TK data from SY 2016–17 to 2019–20. It is also recommended to **assume that children residing in excluded ZCTAs, if any, will not enroll in kindergarten or TK in an LEA that is included in this analysis.**

The most recent census of ZCTA boundaries for which such crosswalk files exist rely on 2010 ZCTA boundaries and 2014 LEA boundaries. It is recommended to **assume that ZCTA and LEA boundaries are stable over time** from 2010 to 2026 and from 2014 to 2026, respectively. MCDC crosswalk files provide "allocation factors" that measure the proportion of a ZCTA geographic area that overlaps with an LEA geographic area. Allocate ZCTA-level birth counts to an LEA by (1) multiplying each ZCTA-level count by its respective LEA allocation factor and then (2) summing these weighted ZCTA-level counts by LEA. Thereby, **assume that births are uniformly distributed across a ZCTA's geographic area.**

i. Estimating the count of children born within LEA boundaries who are eligible for kindergarten and by SY

Following the approach in section 1.a, use the average count of births that occurred five and six years prior to estimating the count of children who might enroll in kindergarten in a given SY.

Rather than use the average count of births across the two years, LEAs may prefer to use a weighted sum. The average is equivalent to using a weighted sum in which each year receives a weight of 0.5. LEAs may use different weights based on the observed historical proportion of children from each calendar year who enroll in a given SY. These weights could be average proportions (for example, a three-year moving average) or a single year (for example, SY 2019– 20 proportions). This may be particularly important if parents continue to exhibit increased reluctance to enroll younger children in kindergarten as they have during the COVID pandemic.

School Year Enrollment Month by Child Date of Birth and Age by Calendar Month

Month of Birth in Calendar Year, displayed from left to right

FY of TK Enrollment 2019	7/1/14	8/1/14	9/1/14	10/1/14	11/1/14	12/01/14	1/1/15	2/1/15	3/1/15	4/1/15	5/1/15	6/1/15
07/01/19	*5.00	4.91	**4.81	**4.75	**4.66	4.57	4.50	4.41	4.33	4.25	4.17	4.08
08/01/19	5.08	*5.00	**4.91	**4.83	**4.75	4.66	4.58	4.50	4.42	4.33	4.25	4.17
09/01/19	5.17	5.09	*5.00	**4.92	**4.84	4.75	4.67	4.58	4.51	4.42	4.34	4.25
10/01/19	5.25	5.17	**5.08	*5.00	**4.91	4.83	4.75	4.66	4.59	4.50	4.42	4.33
11/01/19	5.34	5.25	**5.16	**5.08	*5.00	4.91	4.83	4.75	4.67	4.59	4.50	4.42
12/01/19	5.42	5.34	**5.25	**5.17	**5.09	*5.00	4.92	4.84	4.76	4.67	4.59	4.51
01/01/20	5.50	5.42	**5.33	**5.25	**5.17	5.08	*5.00	4.91	4.84	4.75	4.67	4.59
02/01/20	5.59	5.50	**5.42	**5.34	**5.25	5.16	5.08	*5.00	4.92	4.84	4.76	4.67
03/01/20	5.67	5.58	**5.49	**5.42	**5.33	5.24	5.16	5.08	*5.00	4.92	4.84	4.75
04/01/20	5.75	5.67	**5.58	**5.50	**5.42	5.33	5.25	5.16	5.09	*5.00	4.92	4.84
05/01/20	5.83	5.75	**5.66	**5.58	**5.50	5.41	5.33	5.25	5.17	5.08	*5.00	4.92
06/01/20	5.92	5.83	**5.75	**5.67	**5.58	5.49	5.42	5.33	5.25	5.17	5.09	*5.00

Key

Yellow	*Birthday falls in this period
Green	**Children born during these months are TK eligible

Month of Birth in Calendar Year, displayed from left to right.

FY of TK Enrollment 2019	7/1/17	8/1/17	9/1/17	10/1/17	11/1/17	12/01/17	1/1/17	2/1/17	3/1/17	4/1/17	5/1/17	6/1/17
07/01/22	*5.00	4.91	**4.81	**4.75	**4.66	4.57	4.50	4.41	4.33	4.25	4.17	4.08
08/01/22	5.08	*5.00	**4.91	**4.83	**4.75	4.66	4.58	4.50	4.42	4.33	4.25	4.17
09/01/22	5.17	5.09	*5.00	**4.92	**4.84	4.75	4.67	4.58	4.51	4.42	4.34	4.25
10/01/22	5.25	5.17	**5.08	*5.00	**4.91	4.83	4.75	4.66	4.59	4.50	4.42	4.33
11/01/22	5.34	5.25	**5.16	**5.08	*5.00	4.91	4.83	4.75	4.67	4.59	4.50	4.42
12/01/22	5.42	5.34	**5.25	**5.17	**5.09	*5.00	4.92	4.84	4.76	4.67	4.59	4.51
01/01/22	5.50	5.42	**5.33	**5.25	**5.17	5.08	*5.00	4.91	4.84	4.75	4.67	4.59
02/01/22	5.59	5.50	**5.42	**5.34	**5.25	5.16	5.08	*5.00	4.92	4.84	4.76	4.67
03/01/22	5.67	5.58	**5.49	**5.42	**5.33	5.24	5.16	5.08	*5.00	4.92	4.84	4.75
04/01/22	5.75	5.67	**5.58	**5.50	**5.42	5.33	5.25	5.16	5.09	*5.00	4.92	4.84
05/01/22	5.83	5.75	**5.66	**5.58	**5.50	5.41	5.33	5.25	5.17	5.08	*5.00	4.92
06/01/22	5.92	5.83	**5.75	**5.67	**5.58	5.49	5.42	5.33	5.25	5.17	5.09	*5.00

Key

Yellow	*Birthday falls in this period
Green	**Children born during these months are TK eligible

c. Estimating the count of children born within LEA boundaries who are eligible for TK by SY

For districts not offering early admittance TK (ETK), children are currently eligible to enroll in TK if their fifth birthday falls between September 2 and December 2, of the SY in which they would enroll. Again, assuming that births are uniformly distributed across months within a calendar year, roughly one quarter of children born in a given calendar year are eligible to enroll in TK. For each SY prior to 2022–23, it is estimated that one quarter of children born in the calendar year five years prior to the first calendar year of the SY are eligible to enroll in TK in the LEA.

After aggregating births by ZCTA to LEA by multiplying each ZCTA birth count by its respective LEA allocation factor from the MCDC and summing all ZCTAs with some geographic area overlapping the LEA boundary, apply the same approach described in 1.a, following the schedule of TK eligibility expansion.

Note that the number of births that occurred in 2021 are not yet reported by CHHS. Therefore, it is recommended to use the count of births from 2020 as a proxy, **assuming that the number of births in 2021 is equal to the number of births in 2020**. Across the state, the count of births dramatically declined in 2020, likely due in part to the influence of the COVID-19 pandemic. Therefore, trends in birth rates prior to 2020 are unlikely to continue into 2021. It is important to note that correctly identifying the TK cohort births by calendar year will affect the projected timing of this *COVID baby bust* impacting enrollment.

2. How many children enroll in kindergarten or TK in a given SY?

The CDE aims to develop models to precisely and accurately project future kindergarten and TK enrollments. Several factors influence kindergarten and TK enrollment or “feeder” patterns for each LEA. For example, these include the presence of private schools offering kindergarten or TK, the presence of preschools and child care providers, the district’s enrollment policies with respect to school attendance zones, the number of children who delay kindergarten entry, and boundary overlap between charter and public LEAs.

The models used to estimate TK and kindergarten enrollments rely exclusively on observed historical enrollment and observed counts of births. Different models impose different assumptions regarding the numerous factors that influence enrollment beyond historical enrollment and birth trends.

Broadly, enrollment estimates for SYs 2013 to 2021 are developed using two different methodologies: (1) linear regression and (2) computational estimation. Linear regression models involve the application of statistical inference while computational estimation simply imposes assumptions and applies basic computational operations (i.e., multiplication, division, addition, and subtraction). Cohort survival methods commonly used to forecast future enrollment are examples of computational estimation.

a. Methods for predicting kindergarten enrollment

Linear regression models for predicting kindergarten enrollment

We project kindergarten enrollment with four different linear regression models (LRMs).

LRM 1 assumes that factors influencing historical kindergarten enrollment from SYs 2013 to 2019, such as those discussed at the beginning of Section 2, are stable over time and will not change substantially before SY 2025. LRM 2 assumes that factors influencing the relationship between births and kindergarten enrollment are stable over time and will not change substantially before SY 2025. LRMs 3 and 4 make both of the assumptions made for LRM 1 and LRM 2.

LRM 1 regresses kindergarten enrollment in a given year on kindergarten enrollment from the prior year to obtain a regression slope and intercept estimate and then projects each successive year's kindergarten enrollment by summing the regression intercept estimate with the product of the regression slope estimate and the projection from the prior year. LRM 1 should perform well in LEAs in which kindergarten enrollment trends are relatively stable over time, and may perform better than others if kindergarten enrollment is not strongly related to birth rates (e.g. in an LEA that experiences consistent and strong migration patterns, or in which children who were born in the LEA represent a relatively small proportion of their kindergarten cohorts).

LRM 2 works in the same way as LRM 1, but replaces the prior year's kindergarten enrollment with the prior year's estimated kindergarten birth cohort as estimated through the procedure described above. LRM 2 will perform well for LEAs in which kindergarten enrollment is consistently and strongly related to the number of children born in families residing in the LEA.

LRM 3 works in the same way as LRM 1 and 2, but includes both the prior year's kindergarten enrollment and the prior year's estimated kindergarten

birth cohort. LRM 3 will better fit historical enrollment trends than LRMs 1 and 2 but will be more sensitive to changes either in enrollment trends over time or in birth rates.

LRM 4 works in the same way as LRM 3, but adds the square of the previous year's estimated kindergarten birth cohort, to account for non-linear trends in births. LRM 4 will best fit historical trends in enrollment, but will be most sensitive to changes in enrollment trends and birth rates.

Overall, LRMs 1 and 2 will work best when future trends in enrollment and birth rates depart from historical trends; while LRM 3 and 4 will work best when future trends strongly resemble historical trends.

Computational models for predicting kindergarten enrollment

All models assume that factors influencing historical kindergarten enrollment from SY 2013 to SY 2019, such as those discussed at the beginning of Section 2, are stable over time and will not change substantially before SY 2025.

Computational Model (CM) 1 estimates kindergarten enrollment using a moving average of the percent change in enrollment over the previous three years. CM 1 should perform well for LEAs in which the percent changes in kindergarten enrollment numbers are generally stable over time and will continue to be. This model avoids relying on birth or population data, and may work relatively well for LEAs in which kindergarten enrollment is not strongly related to births.

CM 2 estimates kindergarten enrollment similar to CM 1, but uses a moving average of the enrollment rate per cohort child over the previous three years instead of the percent change in enrollment. CM 2 will perform well in LEAs where the number of children who enroll in kindergarten is strongly related to the number of children born within the LEA's boundaries, the relationship is generally stable over time, and will continue to be.

CM 3 is identical to CM 2, but replaces the three-year average enrollment rate per cohort child with the enrollment rate observed in SY 2019–20. CM 3 will perform well if the relationship between enrollment and births 2019 is representative of that same relationship in the future.

b. Methods for predicting TK enrollment

Computational and linear regression models

Due to volatility in TK enrollment numbers and the limited time period during which TK implementation stabilized at scale, predicting TK enrollment is far more difficult than predicting kindergarten enrollment. Enrollment predictions are likely to be less accurate and less precise for TK than for kindergarten. Therefore, rather than using linear regression to predict TK enrollment, it is best to assume a stable relationship between a cohort's TK enrollment and that same cohort's kindergarten enrollment. A three-year-moving average of this relationship is used to predict TK enrollment based on results from linear regression predictions of kindergarten enrollment. **Assume that TK *take-up* rates are uniformly distributed by age**; parents of a 48-month-old are equally likely to enroll their child in TK as parents of a 60-month-old.

Computational models

CM 1 below is methodologically identical to CM 1 used for projecting kindergarten enrollment, with adjustments for changes in age-eligibility rules.

CMs 2 and 3 are methodologically identical to CM 1 and 2 used for projecting kindergarten enrollment. CM 4 and 5 below are methodologically identical to CM 3, but replace the LEA-specific 2019 TK enrollment rate per birth cohort child with a 0.7 and 0.85 take-up rate for all LEAs, respectively.

Using CDE Projections

No one model is better suited than all others for all districts: there is no *one-size-fits-all* model. LEAs are provided with results from all models described above. Due to lack of LEA-specific circumstances, such as those outlined in the Projected Enrollment and Needs Assessment - Key Considerations and Description of Enrollment Data and Projections sections, the CDE does not endorse specific projections for LEA use. The CDE recognizes that many LEAs possess information and knowledge not available to the CDE, including the most recent enrollment numbers and local plans for opening and closure of private schools and child care centers serving TK- and kindergarten-age children. LEAs can consider the models provided by the CDE, but are ultimately responsible for considering local contexts and determining what enrollment projections are most appropriate.

Discarding unrealistic projections

The CDE provides an illustration of how an LEA might select models that produce *reasonable* projections and disregard those that produce *unrealistic* projections. First

consider the following procedure for identifying *unrealistic* projections: those that project enrollment level changes that are below or above any observed enrollment changes.

If observed enrollment was never zero:

(1) Calculate the ratio of the maximum observed enrollment to the minimum observed enrollment from SY 2013–14 to SY 2019–20

(2) Calculate the ratio of the maximum to minimum estimated birth cohort size (see Section 1 above)

    (a) from SY 2013–14 to SY 2019–20

    (b) and from SY 2019–20 to SY 2025–26

(3) Calculate the maximum of (1) and (2a) and of (1) and (2b)

(4) A projection is *unrealistic* if

    (a) projected enrollment from SY 2013–14 to SY 2019–20 is less than the minimum observed enrollment divided by the maximum of (1) and (2a) **or**

    (b) projected enrollment from SY 2013–14 to SY 2019–20 is greater than the maximum observed enrollment multiplied by the maximum of (1) and (2a) **or**

    (c) projected enrollment from SY 2020–21 to SY 2025–26 is less than the minimum observed enrollment divided by the maximum of (1) and (2b) **or**

    (d) projected enrollment from SY 2020–21 to SY 2025–26 is greater than the maximum observed enrollment multiplied by the maximum of (1) and (2b)

If observed enrollment was zero for one or more years from SY 2013–14 to SY 2019–20, then (1) and (2) are undefined. In this case,

(5) Calculate the difference between the maximum observed enrollment and the minimum observed enrollment from SY 2013–14 to SY 2019–20

(6) Calculate the difference between the maximum and minimum estimated birth cohort size (see Section 1 above)

    (a) from SY 2013–14 to SY 2019–20

(b) and from SY 2019–20 to SY 2025–26

(7) Calculate the maximum of (5) and (6a) and of (5) and (6b)

(8) A projection is *unrealistic* if

(a) projected enrollment from SY 2013–14 to SY 2019–20 is less than the minimum observed enrollment divided by the maximum of (5) and (6a) **or**

(b) projected enrollment from SY 2013–14 to SY 2019–20 is greater than the maximum observed enrollment multiplied by the maximum of (5) and (6a) **or**

(c) projected enrollment from SY 2020–21 to SY 2025–26 is less than the minimum observed enrollment divided by the maximum of (5) and (6b) **or**

(d) projected enrollment from SY 2020-21 to SY 2025-26 is greater than the maximum observed enrollment multiplied by the maximum of (5) and (6b)

Of the projections that are not deemed *unrealistic* by this procedure, those LEAs for whom the CDE is able to provide enrollment projections will be provided with a chart depicting actual enrollment and

(1) the average of all remaining projections: *Average projection*

(2) the highest projected enrollment: *High projection*

(3) the lowest projected enrollment: *Low projection*

Accounting for low initial enrollment

When TK was originally introduced, enrollment rates gradually increased from SY 2013–14 and generally stabilized in SY 2016–17 in most LEAs. The low initial enrollment rates may have been due to many factors including parental awareness of TK and the availability of TK classrooms in schools near the parent's residence (as LEAs were not required to offer TK in all schools). Based on this experience, LEAs have reason to expect that initial enrollment rates will be lower for newly eligible children. Further, parents have demonstrated a reluctance to enroll their children in TK due to concerns surrounding COVID-19. Therefore, LEAs might consider reducing projected initial enrollments.

For example, if TK enrollment in SY 2021–22 was 70 percent of pre-COVID enrollment, consider multiplying CDE projections for SY 2022–23 by 0.7, SY 2023–24 by 0.8, and

SY 2024–25 by 0.9, assuming enrollment will stabilize and resemble pre-COVID rates by SY 2025–26.

Other adjustments

Finally, note that projections that consider historical trends in enrollment will also automatically consider historical trend factors influencing enrollment other than historical enrollment and births. However, projections do not consider recent or future **changes** in these trends. For example, if new preschool slots have opened each year at a constant rate, and this trend continues, projections will be unaffected. A change in trends, however, will undermine the accuracy of projections.

LEAs should consider adjustments to projections based on information surrounding changes in trends in factors that influence enrollment. The following considerations reflect a few of those changes in trends that LEAs might consider.

- The number of TK-eligible children seeking to enroll in LEA-operated TK may change if the number of slots for TK-eligible children offered by existing private or non-profit preschool or child care providers changes. This may happen if private or non-profit preschools or child care providers open, close, expand, or reduce the number of slots they offer to TK-eligible children. For example, if a new child care provider serving TK-eligible children in an LEA reduces the number of slots it offers to TK-eligible children by 100, then 100 additional children may seek to enroll in the LEA's TK program.
    - To improve the accuracy of projections, it is important that LEAs communicate with existing providers serving TK-eligible children that reside within the LEA's attendance area in order to stay apprised of planned changes in the number of slots available to TK-eligible children, which may affect TK enrollment.
    - It is equally important that the LEA remain apprised of any plans for new providers to open within or near the LEA. The CDE recommends that, minimally, LEAs communicate with the Regional Child Care Office of the Community Care Licensing Division (CCLD) of the California Department of Social Services (CDSS) and local government authorities that may be aware of such plans. A directory of CCLD Child Care Program offices can be found on the CDSS, Child Care Licensing web page at https://www.cdss.ca.gov/inforesources/child-care-licensing.
- LEAs that experienced substantial decreases in TK enrollment in SY 2021–22 relative to SY 2019–20 due to the COVID-19 pandemic may be concerned about over-projecting enrollment. These LEAs may consider that TK enrollment rates may return to pre-COVID levels more or less quickly than anticipated. While LEA

hiring decisions may reflect anticipated under-enrollment, delaying efforts to develop the local early educator workforce and facilities for full UPK implementation may exacerbate difficulties in increasing LEA capacity to meet demands for TK enrollment in future years. Planning for flexibility is always advisable, where possible.

- LEAs might consider multiple scenarios in which enrollment for SY 2022–23 is lower or higher than expected. For example, an LEA may consider (1) a scenario in which SY 2022–23 TK enrollment reflects a 66 percent increase over SY 2021–22 enrollment due to increased eligibility, (2) a scenario in which SY 2022–23 enrollment is an average of 166 percent of SY 2021–22 enrollment and projected enrollment that is based on pre-COVID trends and changes in eligibility rules, and (3) a scenario in which SY 2022–23 TK enrollment reflects projected enrollment based on pre-COVID trends and changes in eligibility rules.

3. Focus Area A: Vision and Coherence

a. Model(s) of Service Delivery for Universal Prekindergarten for all Four-year-old Children

Universal prekindergarten (UPK) refers to universal transitional kindergarten (UTK) as well as the California State Preschool Program (CSPP), Head Start, and early childhood special education programs and providers that families can choose from to create rich early learning opportunities for many three- and all four-year-old children during the year or two years before kindergarten.

The intent of California's UPK model of implementation is to build local capacity to provide high-quality programs that best serve children and their families. To ensure that program models are high quality, the California Department of Education (CDE) encourages local educational agencies (LEAs) to collaborate across program areas to promote equity in access, multilingualism as an asset, and inclusion of children with disabilities as a benefit for all children. In high-need neighborhoods, the CDE strongly encourages LEAs to consider pairing transitional kindergarten (TK) programs with access to CSPP and Head Start for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own CSPP or Head Start program or via a contract partnership with a community-based organization (CBO) that administers a CSPP or Head Start. Additionally, with coordination between Head Start grantees and the Office of Head Start Region IX, a Head Start and TK combination class and the layering of Head Start services can be a working model that provides a full-day of education and comprehensive services for age- and income-eligible children. UTK expansion is also an opportunity for LEAs to think more broadly about how they

are serving children with disabilities and planning for placement in the least restrictive environment as the foundation of each student's Individualized Education Program.

In addition to considering early education settings for young children, funding is also a key component to successful implementation. For example, children in TK programs will be eligible for average daily attendance (ADA), as well as special education, English learner, and other program funding that can be utilized to support inclusive programs.

The table below is meant to provide sample models that LEAs or groups of LEAs could implement to provide UPK. LEAs may select one, or a combination of models to meet the needs of the children and families in their attendance area. The models in the table below are not meant to be exhaustive. TK age eligibility by expansion year is included below this table for reference.

Transitional Kindergarten Stand-Alone Classes

Description	**Considerations**
The TK classroom consists of only TK-age-eligible students. Class Size: A TK maximum class size is 33 students, but each TK school site is required to have an average class size of no more than 24 students.[v] Ratios: • In school year (SY) 2021–22, maximum ratio of one teacher to 33 pupils • Beginning in SY 2022–23, average ratio of at least one adult for every 12 pupils • Beginning with SY 2023–24, and for each year thereafter, an average of at least one adult for every 10 pupils for TK classrooms, contingent upon an appropriation of funds Teacher qualification: The TK classroom teacher must meet the same requirements as kindergarten teachers, which are to have a bachelor's degree	TK is universally available to age-eligible children irrespective of family income and TK students meeting the age eligibility requirements generate ADA funding through the Local Control Funding Formula (LCFF). This option could be used by LEAs that have enough TK-eligible children to fill a TK classroom. For some LEAs, this may only be feasible at some school sites, which may be a more developmentally-informed option than blending classrooms with children of different ages. If an LEA only offers TK at some sites, it will need to consider transportation and extended learning and care options. This option ensures that similarly-aged children are in the same classroom, which may make it easier to ensure that children have learning experiences that are appropriate to their stage of development. LEAs need to ensure that developmentally-informed practices, curricula, and assessments are used in these classrooms. Each year of a two-year kindergarten program should have

Description	Considerations
and either a Multiple Subject Teaching Credential, General Kindergarten-Primary Teaching Credential, General Elementary Teaching Credential, Standard Early Childhood Credential, Standard Elementary Credential, or Specialist Instruction Credential in Early Childhood Education (ECE). Additionally, California *Education Code* (*EC*) Section 48000(g)(4) specifies that teachers first assigned to teach TK after July 1, 2015, must ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following: • At least 24 units in ECE, or childhood development, or both. • As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above. • A Child Development Teacher Permit issued by the Commission on Teacher Credentialing (CTC).	clearly articulated learning outcomes which build from one year to the next. TK curriculum should be aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks.* The *California Preschool Learning Foundations* will be revised in 2025 to include updates in the research for child development, as well as feedback from the field on teacher usability. The CDE is also working on extending the *California Preschool Learning Foundations* up through second grade. A new version of the *California Preschool Learning Foundations* and kindergarten through second grade-frameworks will be released in 2025. The Desired Results Developmental Profile (DRDP) is not currently required for TK.

Early Admittance Transitional Kindergarten Stand-alone Classes

Description	Considerations
Early admittance transitional kindergarten (ETK) students are those students who the district is not required to serve in TK, but chooses to serve. An ETK stand-alone classroom consists of only ETK-age-eligible students. During	This option could be used by LEAs that want to fully implement UPK earlier than the state timeline and have enough children to fill TK classes for age-eligible students. ETK students do not generate

Description	Considerations
the 2021–22 school year, an ETK stand-alone classroom is one in which a school district or charter school serves four-year-old children who turn five years old between December 3, inclusive, and June 30. Class size, ratios and teacher qualifications: Requirements are identical to TK stand-alone classrooms.	ADA funding through the LCFF until their fifth birthday. This option simplifies communication with parents about who is eligible for TK enrollment because all four-year-old children are eligible if the LEA is implementing ETK, rather than eligibility for different children based on birth month and implementation year. Serving ETK students in stand-alone classrooms helps ensure that similarly-aged children are in the same classroom, which may make it easier to provide children with learning experiences appropriate to their stage of development. LEAs need to ensure that developmentally-informed practices, curricula, and assessments are used in these classrooms and ensure appropriate staffing, especially when considering that ETK students are younger prekindergartners. The DRDP is not currently required for use with ETK students. Implementing this option may be impacted by local collective bargaining agreements.

California State Preschool Program and Transitional Kindergarten combination classes (California State Preschool Program funding and Local Control Funding Formula Funding)

Description	Considerations
CSPP and TK students are served in the same classroom. A school district or charter school may place four-year-old children enrolled in a CSPP into a TK program classroom.	This option allows LEAs to braid CSPP contract funds with ADA LCFF funding. It allows LEAs to collect CSPP funding for children not age-eligible for TK (but who are eligible for CSPP). Once the children have turned five, the LEA can transfer

Description	Considerations
A school district or charter school that commingles children from both programs in the same classroom must meet all of the requirements of the respective programs in which the children are enrolled. The school district or charter school must adhere to all of the following requirements, irrespective of the program in which the child is enrolled: 1. An Early Childhood Environmental Rating Scale (ECERS) shall be completed for the classroom as specified in Title 5 of the *California Code of Regulations* (5 *CCR*) Section 18281. 2. All children enrolled for 10 or more hours per week must be evaluated using the DRDP-2015. 3. The classroom shall be taught by a teacher that holds a credential issued by the CTC, and credentialed teachers who are first assigned to a TK classroom after July 1, 2015, must have, by August 1, 2023, one of the following: a. At least 24 units in ECE, or childhood development, or both; b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education as described above; or	them to ETK and generate ADA through the LCFF. This option can be used by LEAs that have a significant number of CSPP-eligible children whose families choose CSPP rather than TK. This option can also support LEAs who wish to implement UPK faster than the state timeline and are looking for a way to receive funding for ETK students before their fifth birthday. Additionally, this option may allow LEAs with small numbers of age-eligible TK students to fill a full class. This option can help create consistency for CSPP-eligible children and families. Children of mixed ages benefit academically and socially from learning together in the same classroom, although special attention will need to be paid to ensure developmentally-informed practices, curricula, and assessments are used in these classrooms. Under this option, the LEA must ensure the staffing qualifications and ratios provided in items three and four on the left-hand side of this table are met. Braiding these programs helps avoid the income segregation that can accompany stand-alone CSPP classes.

Description	Considerations
c. A Child Development Teacher Permit issued by the CTC. 4. The classroom shall be in compliance with the one adult to eight children ratio and one teacher to 24 children ratio as provided by *EC* 8241. 5. Contractors of a school district or charter school commingling children enrolled in the CSPP with children enrolled in a TK program classroom must report the services, revenues, and expenditures for the CSPP children in accordance with 5 *CCR* Section 18068. Those contractors are not required to report services, revenues, and expenditures for the children enrolled in the TK program.	

Locally-Funded Preschool and Transitional Kindergarten Combination Classes

Description	Considerations
Locally-funded preschools are those programs funded by local revenue sources or private sources. Locally-funded preschool programs that are blended with TK classrooms must meet the local preschool requirements along with all TK requirements.	This option is only applicable to LEAs that have alternative preschool funding.

California State Preschool Program Stand-alone Classes

Description	Considerations
CSPP age-eligible children are served in the same classroom. The CSPP offers age- and developmentally-informed	This is an option for LEAs that operate CSPP programs or are in communities with strong existing CSPP programs. This

Description	Considerations
programs designed to facilitate the transition to kindergarten for three-and four-year-old children. The CSPP provides both part-day and full-day services for eligible children and families that offer developmentally, culturally, and linguistically informed activities for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities for programs and support staff. The program is offered statewide through LEAs, including school districts, county offices of education, community colleges, and direct funded charter schools, and through private, nonprofit and for-profit CBOs, and family child care home education networks. All CSPP requirements must be met (See General Overview of CSPP Standards).	option is appropriate in places where families choose CSPP enrollment over TK enrollment. To be income-eligible for CSPP, families must generally have incomes below 85 percent of the state median income, adjusted for family size. For a family of three in 2021–22, this is $78,135 per year. As such, this option can lead to income-based segregation of children. Use of the DRDP-2015 is required and curriculum must be aligned with the *California Preschool Learning Foundations and Frameworks*. Additionally, classrooms must earn an average score of good on the ECERS Assessment

Head Start and Transitional Kindergarten Combination Classes

Description	Considerations
TK and Head Start students are served in the same classroom. TK students can be served in the classroom based on TK eligibility. Head Start students can be served in the classroom if they meet Head Start eligibility requirements. This includes family incomes below the poverty guidelines, children from homeless families, and children from families receiving public assistance such as Temporary Assistance to Needy Families or Supplemental Security Income. Foster children are eligible regardless of their foster family's income. Program staff members may refer to Section 645 (Sec. 645) of the federal Head Start Act or Title 42 United States	The combination classroom offers a number of benefits including staffing. With the requirements for both TK and Head Start, there will be a fully qualified TK teacher and a Head Start qualified teacher with an associate's degree or higher at all times in the classroom during the duration of the day. Head Start grants also include funding for staff professional development that can be used to benefit the TK teacher as well. Following the Head Start Performance Standards, all children in the Head Start TK classroom, will have the benefit of the comprehensive services that will occur

Description	Considerations
Code Section 9840A (42 U.S.C. 9840A) to further understand eligibility for Head Start and Early Head Start: For more information on Head Start, visit the Head Start Early Childhood Learning and Knowledge Center website at https://eclkc.ohs.acf.hhs.gov/. As an option, a site can propose to the federal Office of Head Start Region IX (as the funder) a Locally Designed Option model of a co-location model where the Head Start children are located in several different TK classrooms with non-Head Start children (if there are multiple classrooms). Head Start promotes school readiness of young children providing comprehensive services that support early learning, health, and family well-being.	naturally with Head Start as a partner in the classroom. The Head Start staff (for example, the Education Coordinator, the Family Service Coordinators, and the Health and Disabilities Coordinator) will provide a wealth of developmentally-informed support. The Head Start training opportunities will be naturally shared with the TK teacher, staff and parents, as well. Curriculum and assessment can be determined collaboratively between the LEA and Head Start, possibly with a memorandum of understanding or agreement of how to support what is best for the classroom, the children, and their families. The Head Start TK model must follow the requirements for observations and assessments as detailed in the Head Start Performance Standards.

Head Start Stand-Alone Classes

Description	Considerations
Head Start students are served in a classroom with only other Head Start students. Head Start promotes school readiness of young children providing comprehensive services that support early learning, health, and family well-being. Head Start includes specific eligibility requirements. For more information on Head Start, visit the Head Start Early Childhood Learning and Knowledge Center website at https://eclkc.ohs.acf.hhs.gov/	This is an option for LEAs that operate Head Start programs or are in communities with strong existing Head Start programs. This option is appropriate in places where families choose enrolling in Head Start in addition to or instead of TK. Head Start primarily serves young children from low-income families. As such, this option can lead to income-based segregation of children. Many Head Start programs in California use the DRDP. Most of the Head Start programs that use the DRDP are also

Description	Considerations
	state-funded programs, and as a state-funded program, are required to do so.

The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Year	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year (ETK)	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year (ETK)	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year (ETK)	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year (ETK)	Turn four by September 1
Class Size	24*	24*	24*	24*	24*
Ratios	Not specified	1:12	1:10**	1:10**	1:10**

* average class size across the school site

** Subject to future legislative appropriation

b. Full-Day and Part-Day Guidance

The California *Education Code* (*EC*) Section 8281.5 requires local educational agencies (LEAs) to plan for how they will provide a full-day of prekindergarten (pre-K) to all children the year before kindergarten. The statute does not define what full-day means for the purpose of planning, but does state that it must meet the needs of parents. This section includes definitions of full-day and part-day transitional kindergarten (TK). It also provides considerations and research on the importance of full-day options.

For TK:

- Full-day: TK programs can operate for more than four hours a day if they are operating as part of an early primary program, as defined in *EC* Section 8971. To operate an Early Primary Program, districts must establish an early primary program consisting of same-age pupils or any combination of California State Preschool Program (CSPP) or child development program, kindergarten, first, second, or third grade pupils based on an integrated, experiential, and developmentally informed educational program. To learn more about early primary programs, read *EC* sections 8970–8974 at https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=1.&chapter=8.&part=6.&lawCode=EDC&title=1.

- Part-day: Part-day is defined as a minimum of three hours, and no more than four hours, of instruction per day, including recess and excluding lunch, for a total of 36,000 instructional minutes total over a school year.

In order to count as instructional time, TK students must be under the immediate physical supervision of a certificated employee of the LEA pursuant to *EC* Section 46300(a).

The CDE recommends that LEAs prioritize full-day TK, as this option is typically better at addressing the needs of working families and maximizing student learning opportunities. The CDE also recommends this option because research suggests that full-day programs are more effective at ensuring children get the learning experiences needed, through a mix of small- and large-group activities designed to support optimal whole child development.

If LEAs have the Expanded Learning Opportunities Program (ELO-P) funds, full-day means at least nine hours of service, and the nine hours is inclusive of the TK school day hours whether designed to be full- or part-day programs. Providing a full-day can be accomplished through partnerships with CSPPs, Head Start expanded learning programs, and other early learning and care programs.

It is allowable for LEAs to operate kindergarten programs that have a different length of day than their TK programs (*EC* Section 37202), if participating in an early primary

program, as defined by *EC* Section 8970. This means that the TK program could provide a longer instructional day than the kindergarten program, or vice versa.

Research shows that full-day programs have significant benefits for children. The CDE has collected the following resources for LEAs to use to better understand the benefits of full-day programming in pre-K programs.

Source	Description	More Information
Eye on Early Education–A New Study Makes the Case: Full-Day Preschool Programs are Better at Preparing Children for School than Half-Day Programs	Provides a foundation for the benefits of full-day programming where 80% of children in the study with full-day preschool were at or above national norms in terms of school readiness, compared to 58% of children at a part-day program.	To view the article, visit https://eyeonearlyeducation.org/2014/12/15/a-new-study-makes-the-case-full-day-preschool-programs-are-better-at-preparing-children-for-school-than-half-day-programs/
Brown University–The Effects of Full-day Pre-kindergarten: Experimental Evidence of Impacts on Children's School Readiness	Provides a comparison between full- and part-day programming to conclude that among children enrolled in district schools, full-day participants also outperformed their peers on teacher-reported measures of cognition, literacy, math, and physical development.	To view the article, visit the Strategies for Children Eye on Early Education blog at https://edworkingpapers.com/sites/default/files/ai19-79.pdf
Learning Policy Institute–The Road to High-Quality Early Learning: Lessons from the States	Provides an overview of lessons learned from other states in their journey to implement early learning programs. The report highlights the outcomes of model states with an emphasis on the outcomes of children in preschool.	To view the article, visit https://learningpolicyinstitute.org/product/brief-road-high-quality-early-learning-lessons-states

c. General Overview of California State Preschool Program Standards and Eligibility

This section provides a general overview of the California State Preschool program (CSPP) along with a high-level summary of program standards.

CSPP Classroom Requirements: CSPP classrooms provide age appropriate and developmentally informed learning environments. CSPP does not have a maximum class size. CSPP has maximum staffing ratios of one adult to eight children and one teacher to twenty-four children. CSPP teachers must possess, at minimum, an Associate Teacher Permit issued by the California Commission on Teacher Credentialing. The Child Development Associate Teacher Permit is designed to support pathways for educators to work in early learning settings while working towards a Child Development Teacher Permit. The Child Development Associate Teacher permit is issued for five years and is renewable once, for a total of two issuances. To renew, the holder must complete at least 15 semester units toward the Child Development Teacher Permit. By the end of the ten year period, the holder must meet the requirements for the Child Development Teacher Permit.[vi] CSPP classrooms must maintain an average score of "good" (at least 5.00) on each subscale of the Early Childhood Environmental Rating Scale - Revised (ECERS-R) observation instrument, which measures aspects of quality around space and furnishings, personal care routines, materials in the classroom, activities, interactions, program structure, and provisions for families and staff, to ensure program and classroom practices are age appropriate and developmentally informed.

Children with Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP) may be enrolled to provide access and participation in inclusive classrooms for children with and without disabilities. Special education support and services may be provided in the classroom and utilize daily routines to embed learning activities.

CSPP programs are required to use the *California Preschool Learning Foundations* and the Desired Results Developmental Profile (DRDP) to assess each CSPP-enrolled child's physical, cognitive, social, and emotional development and use the results for planning and conducting age and developmentally informed activities. The DRDP is aligned with the *California Preschool Learning Foundations*. CSPP classrooms must comply with state child care licensing regulations dependent on the age of children in the classroom (CSPP classrooms operating on LEA campuses and serving four-year-old children may be license-exempt if other standards are met).

California State Preschool Program Age Eligibility

- CSPP-eligible three-year-old children are those who will have their third birthday on or before December 1, of the fiscal year (FY) in which they are enrolled in a

CSPP. Children who turn three years old in the FY between December 2, inclusive, and June 30, inclusive, may be enrolled in CSPP on or after their third birthday.

- CSPP-eligible four-year-old children are those who will turn four years old on or before December 1, of the FY in which they are enrolled in a CSPP; or TK-age children who turn five years old after September 1, of the FY in which they are enrolled in a CSPP, and whose parent or guardian has opted to retain or enroll them in a CSPP.

Part-Day California State Preschool Program Eligibility, Enrollment and Priorities for Services

In general, to be eligible for CSPP, a family shall meet at least one of the following eligibility criteria to be enrolled in part-day CSPP: 1) family is income eligible, 2) family is receiving public assistance, 3) family is homeless, 4) family has a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation.

A family is income eligible when income is at or below 85 percent of State Median Income (SMI) ($6,511 per month income for a family of three in the 2021–22 school year) at initial enrollment or recertification.

After all eligible families have been enrolled, a part-day CSPP may enroll:

1. Children from families whose income is no more than 15 percent above the eligibility income threshold: Children from families enrolled under this exception may not exceed 10 percent of the participating CSPP's total contract enrollment.

2. Children with exceptional needs who do not meet any of the eligibility categories: Generally speaking, these are children who have IFSPs or IEPs (more information on the definition can be found in California *Education Code* Section 8205. Children enrolled do not count towards the 10 percent limitation.

3. After all children have been enrolled pursuant to the above categories, part-day CSPP sites operating within the attendance boundaries of an elementary school identified by the CDE to have over 80 percent of enrolled pupils eligible for free or reduced-price meals may enroll CSPP four-year-old children whose families reside within the attendance boundary of the school without establishing eligibility.

Contractors enrolling families for part-day services must establish a family's eligibility once at the time of enrollment, for that program year.

Full-Day CSPP Eligibility and Need Criteria, Enrollment and Priority for Services:

In general, to be eligible for CSPP, a family shall meet the eligibility for services described above. Additionally, contractors are allowed to serve children whose families do not have a *need* for services (as defined below), but they are not required to serve those children under the terms of their contract. If CSPP contractors serve children without a need, children with a need must be prioritized first.

Eligibility and need for services criteria are as follows:

a. Families must meet at least one of the following eligibility criteria:

    i. Income eligible at or below 85 percent of SMI ($6,511 in family monthly income for a family of three in the 2021–22 school year) at initial enrollment or recertification;

    ii. Receiving public assistance,

    iii. Homeless,

    iv. Have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation.

b. Families must meet need criteria either (i) or (ii):

    i. The child is identified by a legal, medical, social services agency, transitional shelter, emergency shelter, Head Start program or LEA liaison for children and youths experiencing homelessness pursuant to 42 United States Code 11432(g)(1)(j)(ii) as:

        a) Receiving child protective services,

        b) Being neglected, abused, or exploited, or at risk of neglect, abuse, or exploitation; or

        c) Experiencing homelessness or

    ii. The parent(s) are

        a) Employed;

        b) Seeking employment;

        c) Engaged in vocational training leading directly to a recognized trade, paraprofessional, or profession;

d) Engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate;

e) Seeking permanent housing for family stability; or

f) Incapacitated.

c. After all children have been enrolled pursuant to the eligibility and need criteria above, a full-day CSPP contractor may enroll CSPP three-year-old and four-year-old children from families that meet the eligibility criteria but do not have a need for services.

d. After all children have been enrolled pursuant to a., b., and c. above, a full-day CSPP site operating within the attendance boundaries of an elementary school identified by the CDE to have at least 80 percent of enrolled pupils eligible for free or reduced-price meals may enroll CSPP four-year-old children whose family resides within the attendance boundary without establishing eligibility or need as described in a. and b. above.

Individuals with Disabilities Education Act

Part B of the Individuals with Disabilities Education Act (IDEA) requires a public agency to make available to all eligible children with disabilities, ages three through twenty-one, a free appropriate public education in the least restrictive environment (*Code of Federal Regulations*, Title 34, sections 300.101 and 300.114). This means that, to the maximum extent appropriate, children with disabilities should be educated with their nondisabled peers, and that they should not be removed from regular classes unless the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Expanding the California State Preschool Program (Request for Applications and Timeline for Release)

The 2021–22 State Budget Act appropriated $130 million for the expansion of the California State Preschool Program (CSPP). Local educational agencies (LEAs), including school districts, county offices of education (COEs), community college districts, and direct-funded charter schools are eligible to apply for CSPP expansion funds. LEA applicants may provide direct CSPP services, or may elect to subcontract CSPP funding to other early education programs, including community-based organizations (CBOs). Additionally, LEA applicants may provide CSPP services through a family child care home education network.

The California Department of Education (CDE) will release a request for applications (RFA) during the third quarter of fiscal year (FY) 2021–22. The RFA funding opportunity

will be available to LEAs that are current CSPP contractors or to LEAs that do not currently hold a CSPP contract with the CDE, Early Education Division. These funds are intended to increase the availability of CSPP services to eligible children. CSPP services must be provided based on the needs of the families in the communities served, and based on the priorities set forth in law.

CSPP expansion funds are available to LEA applicants to provide full-day or full-year or part-day or part-year CSPP services beginning in FY 2021–22. Funding will be allocated by county, and within each county by the Local Planning Council (LPC) priority area. Funding awards will be made based on the LPC priority in the order of highest passing score first. In the event that a county does not fully utilize its allocation, the funding will be redistributed to other applicants, based on the LPC priority followed by highest score. The CDE encourages all eligible applicants to apply.

d. Early Admittance Transitional Kindergarten

This section includes an overview of early admittance transitional kindergarten (ETK) and what types of local educational agencies (LEAs) could most benefit from implementing ETK.

School districts or charter schools must serve four-year-old children in transitional kindergarten (TK) programs who turn five years old between September 2 and December 2, during the 2021–22 school year. In ETK programs, school districts or charter schools may serve four-year-old children who turn five years old between the end of the cutoff (between December 3, inclusive, and June 30, inclusive, during the 2021–22 school year), but do not receive funding for those students until after their fifth birthday. LEAs that wish to admit eligible children to ETK are required to determine if admittance to ETK is in the best interest of the child and inform the child's parent or guardian of the advantages and disadvantages or other explanatory information about ETK.

Table 1 depicts the ETK admittance periods when children will turn five years old[vii].

Table 1

School Year	Date of Fifth Birthday for ETK Admittance
2021–22	12/3/21–6/30/22
2022–23	2/3/23–6/30/23
2023–24	4/3/24–6/30/24
2024–25	6/3/25–6/30/25

In the 2025–26 and subsequent school years, ETK will not exist because in the 2025–26 school year a child who turns four years old by September 1, must be admitted to a TK program.

Fiscal Considerations for Early Admittance Transitional Kindergarten

If a child is enrolled in ETK from the beginning of the school year, they will only generate average daily attendance (ADA) from the time they turn five, regardless of whether they were participating in the program prior to their fifth birthday.

LEAs generate ADA funding for TK through twelfth grade based on the Second Principal Apportionment (P-2). In P-2, ADA is counted from July 1, through the last school month ending on or before April 15 of a school year.

As a result, this means that although LEAs can enroll new five-year-old children in ETK after April 15, they generally will not receive ADA funding for those children when they turn five because these children will not be captured in the P-2. While most school district and charter school ADA is funded based on P-2, there are certain types of ADA, such as extended year special education, that are funded based on the entire school year. Although in most cases TK would be funded by P-2, it is possible that some could be funded based on annual reporting.

Benefits of Early Admittance Transitional Kindergarten for School Readiness

School districts and charter schools serving a high proportion of young children from low-income families in high-poverty areas that do not already have California State Preschool Program (CSPP) or Head Start programs could benefit the most from implementing ETK because ETK can improve the school readiness of young children. School districts may also offer ETK as an on-ramp for families to enroll their children in public schools and to stem declining enrollment in kindergarten through twelfth grade.

School districts can help pay for ETK by using CSPP funding. This can be done by enrolling CSPP and ETK students in commingled classrooms and transferring CSPP students to ETK on their fifth birthday to maximize funding. School districts receiving Head Start grant funds or federal Title I, Every Student Succeeds Acts funds may also be able to use these funding sources to offset the cost of offering ETK.

Implementing Inclusive Settings

This section includes links and best practices relevant to supporting an inclusive universal prekindergarten (UPK) program for all children. Part B of the Individuals with Disabilities Education Act (IDEA) requires a public agency to make available to all eligible children with disabilities, ages three through twenty-one, a free appropriate public education (FAPE) in the least restrictive environment (LRE) (*Code of Federal Regulations*, Title 34 [34 *CFR*], sections 300.101 and 300.114). This means that, to the maximum extent appropriate, children with disabilities should be educated with their nondisabled peers, and that they should not be removed from regular classes unless the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Research demonstrates that enrolling children in inclusive early learning settings can help reduce the need for future special education services, decrease long-term special education costs, and increase student academic achievement.[viii] Research shows that children with disabilities can make significant developmental and learning progress when appropriately placed in inclusive settings, and same-age peers without disabilities show positive development, social, and attitudinal outcomes from inclusive experiences. When determining FAPE in the LRE for students with disabilities, Individualized Education Program (IEP) teams should consider the continuum of program options, which, for some students with disabilities, may include an inclusive transitional kindergarten (TK) program. (34 *CFR*, sections 300.101 and 300.114; California *Education Code* [*EC*] Section 56361). Children identified as having "low incidence disabilities" in California, include children who have ". . . hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof." (*EC* Section 56026.5). When developing an IEP, the IDEA requires IEP teams to consider, among other things, five special factors, including behavior, English proficiency, visual impairment, communication needs and deafness, and assistive technology. IEP teams should also consider inclusive settings when determining FAPE in the LRE for children with low incidence disabilities.

Resources on supporting inclusive programs and care environments are provided in the table below:

Resource Description	**More Information**
Embedded Instruction for Early Learning is a set of teaching practices that support full participation of children with disabilities in an early education classroom. It is implemented through practice-based coaching and provides teachers with tools for teaching children with disabilities. California uses an evidence-based, multi-component approach for planning, implementing, and evaluating instruction for preschool.	More information on Embedded Instruction for California teachers can be found at https://ca.embeddedinstruction.net/ Additional information about the national center on Embedded Instruction for Early Learning can be found at https://embeddedinstruction.net/
Head Start Early Childhood Learning and Knowledge Center provides multiple resources and fact sheets regarding serving young children with disabilities.	For more information about serving children with disabilities from the Office of Head Start, visit the Head Start Early Childhood Learning and Knowledge Center Children with Disabilities web page at https://eclkc.ohs.acf.hhs.gov/children-disabilities

Resource Description	More Information
Supporting Inclusive Practices (SIP) provides a variety of resources and training opportunities to assist local educational agencies (LEAs) with improving the percentage of children enrolled in inclusive classrooms. SIP's training and resources support LEAs in planning for inclusive education, tools on Universal Design for Learning, and practical ways to implement inclusive classrooms and programs.	The website for SIP can be found at https://www.sipinclusion.org/ Preschool Resources for SIP are available at https://www.sipinclusion.org/preschool-resources/
The Early Childhood Technical Assistance (ECTA) Center is a national technical assistance organization funded through the U.S. Department of Education's Office of Special Education Programs. ECTA provides resources on inclusion, high-quality indicators of inclusion, and offers a funding toolkit to support creating inclusive classrooms.	Additional resources on inclusion from ECTA are available at https://ectacenter.org/ The funding toolkit can be found at https://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2018.pdf
The **National Center for Pyramid Model Innovations** provides strategies to support children with challenging behaviors and how to eliminate exclusionary practices. The resource also has a tool to track behavior to determine if interventions are working.	Strategies to support children with challenging behaviors from the National Center for Pyramid Model Innovations can be found at https://challengingbehavior.cbcs.usf.edu/
The **Division for Early Childhood (DEC) of the Council for Exceptional Children** offers seven no-cost training modules designed to build early educators' ability to make evidence-based practice decisions. These modules are available in both English and Spanish. In addition to the no-cost training modules, fee-based courses are also available at a cost of $20 per course.	For no-cost training modules designed to build early educators' use of evidence-based practices, visit the website of the Division for Early Childhood of the Council for Exceptional Children at https://connectmodules.dec-sped.org/

Resource Description	More Information
The **U.S. Department of Education and U.S. Department of Health and Human Services'** joint *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs* provides the legal basis and recommendations for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.	Read the joint statement from the U.S. Department of Education and U.S. Department of Health and Human Services on Inclusion of Children with Disabilities in Early Childhood Programs at https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
The **Los Angeles Unified School District (LAUSD) Position Paper on Equity and Access for Students with Disabilities** reflects LAUSD's position that bringing more students into inclusive settings commensurate with national standards while upholding the tenets of the federal law as stated in IDEA is a core district priority. It includes lessons regarding inclusion; and information on collaborative planning, master scheduling, grouping students, effectively engaging families, developing quality IEPs, supporting staff capacity building and engagement, and planning for an inclusive student experience.	Read the LAUSD Position paper on Equity and Access for Students with Disabilities at https://drive.google.com/file/d/1Md9f6rgUSHrEu_mWjqJfrZa7dCvS_FCj/view
Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.	For access to the UDL Guidelines visit https://udlguidelines.cast.org/

Resource Description	More Information
STEMIE Guide to Adaptations is an inclusion framework that is informed by evidence-based inclusive practices (for example, Campbell & Milbourne, 2007; DEC, 2014) and focuses on the supports adults can implement to facilitate STEM learning for children with disabilities.	For an inclusion framework designed to facilitate STEM learning for children with disabilities, view the STEMIE Guide to Adaptations at https://stemie.fpg.unc.edu/guide-adaptations
Multi-Tiered System of Supports (MTSS) - Curriculum and Instruction Resources (California Department of Education) is a framework that aligns Response to Instruction and Intervention with the California State standards and the systems necessary to ensure academic, behavior, and social success. California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for LEAs that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students.	For support aligning initiatives and resources to address the needs of all students visit https://www.cde.ca.gov/ci/cr/ri/
Early Childhood Inclusion is a joint position statement of the DEC and the National Association for the Education of Young Children (NAEYC). It offers a shared national definition of early childhood inclusion.	To read the joint position statement of the DEC and the NAEYC on early childhood inclusion visit https://www.naeyc.org/resources/position-statements

e. Models for Blending Programs to Offer Extended Learning and Care

As a condition of receiving grant funds, state law requires each local educational agency (LEA) to create a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After School Education and Safety (ASES) Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs (California *Education Code* [*EC*] Section 8281.5).

The 2021–22 Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive after-school and intersessional expanded learning opportunities.[ix] The ELO-P requires LEAs to offer in-person before- or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In school year (SY) 2021–22, all LEAs must offer all transitional kindergarten (TK) through sixth grade classroom-based unduplicated pupils an ELO-P and provide access to 50 percent of TK through sixth grade enrolled classroom-based unduplicated pupils.

Commencing in SY 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at, or above, 80 percent must offer an ELO-P to all TK through sixth grade classroom-based pupils and provide access to all TK through sixth grade classroom-based pupils upon parent or guardian request. LEAs with a UPP below 80 percent must offer an expanded learning opportunity to all TK through sixth grade classroom-based unduplicated pupils and provide access to 50 percent of TK through sixth grade enrolled classroom-based unduplicated pupils. LEAs receiving ELO-P funding must meet all TK through sixth grade requirements which include, but are not limited to, offering a minimum of a nine-hour day for students in TK through sixth grade during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming can also be offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support the implementation of TK that provides for full-day support while also meeting parental needs, supporting parental choice of program, and setting type. LEAs should consider how these services will be offered as part of their Universal Prekindergarten (UPK) Plan.

LEAs may select one or a combination of models to meet the needs of the extended learning and care[x] needs of children and families in their attendance area. The models in the table below are not meant to be exhaustive. When blending funding, remember that funding cannot be received from multiple sources for a child for the same hours of services. Different children in the same classroom can receive different funding for the same hours of service.

Expanded Learning Programs on a Local Educational Agency Site (After School Education and Safety; 21st Century Community Learning Centers; Expanded Learning Opportunities Program)

Description and Considerations	Layering Programs
These are after-school and summer school enrichment programs. The ELO-P is open to children enrolled in TK through sixth grade and must be offered to all students.[xi] The ELO-P is free to students experiencing homelessness, foster youth, and students eligible for Free and Reduced-Price Meals (FRPM). For families not eligible for free services, a sliding scale fee may be charged by the LEA or the service provider. All LEAs receiving ELO-P funds are required to offer ELO-P.[xii] The After School Education and Safety (ASES) program is open to children enrolled in TK through ninth grade and must be offered to students experiencing homelessness, foster youth, and students eligible for FRPM first. Those not eligible for free services may be charged a sliding scale fee. This program is offered by LEAs and community-based organizations (CBOs) that have an ASES contract with the California Department of Education (CDE). The 21st Century Community Learning Centers (CCLC) Elementary and Middle Program serves grades kindergarten through eighth grade and follows similar eligibility and program standards as the ASES program, but funding comes from the federal government. For both the ASES and 21st CCLC programs, program implementers may determine whether or not to serve TK students based on local need.	TK and kindergarten students can attend these programs outside of TK and kindergarten instructional minutes.

Description and Considerations	Layering Programs
Staff in these programs must meet the minimum qualifications of an instructional aide, as defined by the district. (*EC s*ection 8483.4 and 46120[b][2][D]). Adult-to-child ratio is one adult to 10 children for TK and kindergarten for ELO-P or if the program blends funding with ELO-P and either or both of ASES and 21st CCLC. Because these programs are operated at the LEA site, additional transportation for students may not be required.	

Expanded Learning Programs at a Community-Based Organization Site (After School Education and Safety; 21st Century Community Learning Centers; Expanded Learning Opportunities Program)

Description and Considerations	Laying Programs
The description in the section above is applicable to CBOs offering ASES, 21st CCLC, and ELO-P. LEAs will need to consider transportation for students to off-site expanded learning programs.	TK and kindergarten students can attend these programs outside of TK and kindergarten instructional minutes.

California State Preschool Program (on a Local Educational Agency Site)

Description and Considerations	Layering Programs
CSPP can provide extended learning and care to children enrolled in TK and kindergarten, in addition to prekindergarten to three- and four-year-old children. LEAs operating CSPP on an LEA campus can get license exemptions for their CSPP serving four-year-old children.[xiii]	CSPP can provide expanded learning and care for children enrolled in TK. This could mean that the child moves between the CSPP and TK classrooms and teachers or it could mean that the classroom and teachers meet the standards of both programs, but different parts of the day are funded by the different programs.

Description and Considerations	Layering Programs
• https://www.cde.ca.gov/fg/aa/cd/documents/cspp2122.docx For children to enroll in CSPP, families need to meet income eligibility criteria and be served after families with need are offered services. Teachers need to have at least a Child Development Associate Teacher Permit issued by the California Commission on Teacher Credentialing. The Child Development Associate Teacher Permit is designed to support pathways for educators to work in early learning settings while working towards a Child Development Teacher Permit. The Child Development Associate Teacher permit is issued for five years and is renewable once, for a total of two issuances. To renew, the holder must complete at least 15 semester units toward the Child Development Teacher Permit. By the end of the 10-year period, the holder must meet the requirements for the Child Development Teacher Permit. The adult-to-child ratio is one adult per eight children. Classrooms have to have an Early Childhood Environment Rating Scale assessment each year, and students need at least two Desired Results Developmental Profile assessments per school year.	Blending with TK could include 24 students in one classroom with a TK teacher, preschool teacher, and paraprofessional for a full-day: One option is for all students considered TK students attend in the morning, and then eligible students attend CSPP in the afternoon. Another option could be that some students are considered TK students all day, while the remaining CSPP eligible students are enrolled in CSPP all day.

California State Preschool Program (at a Community-Based Organization Site)

Description and Considerations	Layering Programs
Rules are the same for a CSPP at an LEA site, with the exception that any	Students could enroll in a district TK program (full-or part-day), and eligible students could attend a CBO-

Description and Considerations	Layering Programs
CSPP operated by a CBO at an LEA site or on a CBO site must be licensed. Additionally, this option requires transportation for TK students from the school site to a CBO.	administered CSPP program for the portion of the day they are not attending TK. This would require transportation between the programs for the children, so that the parents or guardians would not need to come to school in the middle of the workday to transport their children from one program to another program.

Local Educational Agency or Locally-Funded Preschool

Description and Considerations	Layering Programs
Locally funded preschools are those programs funded by local revenue sources or private sources. LEAs would need to follow the requirements of the locally-funded program.	Students could enroll in a district TK program (full- or part-day) and eligible students could attend a locally-funded preschool program for the portion of the day they are not attending TK.

Head Start

Description and Considerations	Layering Programs
Head Start enrolls children from ages three through five. Families need to meet income or other eligibility to qualify. For a class with a majority of children who are four and five years old, there can be no more than 20 children with a teacher and a teaching assistant or two teachers. A double session class must have no more than 17 children with a teacher and a teaching assistant or two teachers. Head Start provides comprehensive services such as developmental and health screenings that are included in the Performance Standards. For more information, visit the Head Start Early Childhood Learning and Knowledge Center Head Start Policy and Regulations web page	Students could enroll in a district TK program (full- or part-day) and eligible students could attend a Head Start program for the portion of the day they are not attending TK. The LEA, Head Start Grantee and the Office of Head Start, Region IX would need to work in partnership to consider Head Start Service duration and other requirements. If a Head Start center-based, full-day program operates at the minimum of 1,020 hours per year, the Head Start can layer Head Start center-based with any other funding and operate at the minimum of 1,020 hours or more than 1,020 hours annually.

Description and Considerations	Layering Programs
https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii.	

Local Educational Agency Preschool Funded with Title I, Every Student Succeeds Act Funds

Description and Considerations	Layering Programs
An LEA that chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, shall ensure that such services comply with the performance standards of the Head Start Act (42 *United States Code* 9836a[a]) pursuant to ESSA Section 1112(c)(7).[xiv]	Students could enroll in a district TK program (full- or part-day), and eligible students could attend an LEA preschool program funded with Title I for the portion of the day they are not attending TK.

Community-Based Organization Preschool Programs

Description and Considerations	Layering Programs
Most communities include CBOs that offer private-pay preschool services and other subsidized child care services for eligible families. CBOs are required to follow all licensing requirements and requirements for any subsidized programs they operate and may follow higher quality standards if they also offer CSPP or Head Start programs. LEAs can contract with community-based providers to meet the ELO-P requirement to provide at least nine hours of care to 50% of unduplicated students while also offering private pay as an option to families who do not qualify for state subsidies.	Students could enroll in a district TK program (full- or part-day) and eligible students or students whose families pay a fee could attend CBO-administered preschools for the portion of the day they are not attending TK. LEAs are encouraged to work with local partners and families to facilitate these connections.

Private, Home-Based Providers (Including Family Child Care Homes and Family, Friend, and Neighbor providers)

Description and Considerations	Layering Programs
Most communities include home-based child care providers, including family child care homes that meet licensing requirements and are private business owner-operators and license-exempt family, friend, and neighbor providers. Home-based child care providers may be private pay or receive state child care subsidies through families using a subsidy child care voucher.	Students could enroll in a district TK program (full- or part-day) and students who are eligible for state subsidies or students whose families pay a fee could attend a home-based child care program for the portion of the day they are not attending TK. LEAs are encouraged to work with local partners and families to facilitate these connections.

f. Expanded Learning Opportunities Program Guidance and Frequently Asked Questions

This section links to resources pertaining to the Expanded Learning Opportunities Program (ELO-P) implementation and planning. Information on these pages will be updated on a rolling basis.

The ELO-P provides funding for after-school and summer school enrichment programs for children enrolled in transitional kindergarten (TK) through sixth grade as described in California *Education Code* (*EC*) Section 46120. The ELO-P was established beginning in fiscal year 2021–22 by Assembly Bill (AB) 130, Chapter 44, Statutes of 2021, as amended by AB 167, Chapter 252, Statutes of 2021. Funding for the 2021–22 ELO-P is provided in Item 6100-110-0001 of the Budget Act of 2021 (Senate Bill 129, Chapter 69, Statutes of 2021), and *EC* Section 46120(f).

The **ELO-P web page** can be found at https://www.cde.ca.gov/ls/ex/elopinfo.asp.

Frequently Asked Questions for ELO-P are posted on the Expanded Learning Opportunities Program FAQs web page at https://www.cde.ca.gov/ls/ex/elofaq.asp#accordionfaq.

For questions, contact the **Expanded Learning Division** at expandedlearning@cde.ca.gov or 916-319-0923.

g. Funding Sources That Can Be Utilized for Extended Learning and Care

The table below provides information on funding sources that can be used to provide or assist with extended learning and care services outside of the transitional kindergarten (TK) instructional day.

Program	**Funding and Other Program Information Amount Total Program Components**
California State Preschool Program (CSPP) Expansion	The 2021–22 state Budget Act appropriated $130 million for the expansion of the CSPP. Local educational agencies (LEA), including school districts, county offices of education (COE), community college districts, and direct-funded charter schools are eligible to apply for CSPP expansion funds. LEA applicants may provide direct CSPP services, or may elect to subcontract CSPP funding to other early education programs, including community-based organizations (CBOs). Additionally, LEA applicants may provide CSPP services through a family child care home education network. The California Department of California (CDE) will release a request for applications (RFA) during the third quarter of fiscal year (FY) 2021–22. The RFA funding opportunity will be available to LEAs that are current CSPP contractors, or to LEAs that do not currently hold a CSPP contract with the CDE and would like to begin a program. These funds are intended to increase the availability of CSPP services to eligible children. CSPP services must be provided based on the needs of the families in the communities served and the priorities set forth in law.
CSPP - Existing Contracts	Current CSPP contracts can be used to extend learning and care for eligible children in TK and kindergarten. CSPP contracts must follow all current laws and regulations around eligibility, prioritization for enrollment, and program elements. The CDE will be releasing additional guidance on implementing this through a Management Bulletin in the near future. Management Bulletins for CSPP can be found on the CDE, Early Education Division Management Bulletins web page at https://www.cde.ca.gov/sp/cd/ci/allmbs.asp.

Program	**Funding and Other Program Information Amount Total Program Components**
Expanded Learning Opportunities Program (ELO-P)	The ELO-P is for school districts and charter schools to provide afterschool and intersession enrichment programs for grades TK or kindergarten through sixth grade as described in California *Education Code* (*EC*) Section 46120. For more information, visit the Expanded Learning Opportunities Program web page at https://www.cde.ca.gov/ls/ex/elopinfo.asp.
After School Education and Safety (ASES) Program	The purpose of the ASES Program is to create incentives for establishing locally-driven expanded learning programs, including after school programs that partner with public schools and communities to provide academic and literacy support; and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, community-based organizations, and the private sector. For more information, visit the Funding Opportunities web page at https://www.cde.ca.gov/ls/ex/fundingop.asp.
21st Century Community Learning Centers (21st CCLC)	The purpose of the 21st CCLC Program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on: • Improved academic achievement • Enrichment services that reinforce and complement the academic program, and • Family literacy and related educational development services For more information, visit https://www.cde.ca.gov/ls/ex/fundingop.asp.

Program	**Funding and Other Program Information Amount Total Program Components**
Every Student Succeeds Act (ESSA) Title I	The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the ESSA. The State Educational Agency shall award grants to geographically diverse LEAs. In making such awards, the SEA shall prioritize awards to LEAs serving the highest percentage of schools identified by the state for comprehensive support and improvement or implementing targeted support and improvement plans. The purpose is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency. For more information, visit the Title I: Improving Academic Achievement web page at https://www.cde.ca.gov/sp/sw/.
ESSA Title IV A	The purpose of Title IV, Part A funds is to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to: • Provide all students with access to a well-rounded education; • Improve school conditions for student learning; and • Improve the use of technology in order to improve the academic achievement and digital literacy of all students. For more information visit the Title IV, Part A Student Support and Academic Enrichment web page at https://www.cde.ca.gov/sp/st/.

Program	Funding and Other Program Information Amount Total Program Components
Expanded Learning Opportunities (ELO) Grant	The ELO Grant provides LEAs the opportunity to provide supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other support, including the provision of meals and snacks. In order for LEAs to utilize ELO Grant funds, they must apply it toward seven supplemental and support strategies. LEAs shall expend ELO Grant funds only for any of the following seven supplemental and support strategies: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. Grant funds are available for expenditure through September 30, 2024. For more information on the ELO grant strategies, visit the ELO Grants Strategies web page at https://www.cde.ca.gov/ls/he/hn/elostrategies.asp. For more information on Coronavirus Disease 2019 (COVID-19) relief grants, visit the COVID-19 Relief and School Reopening Grants web page at https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp.

Program	Funding and Other Program Information Amount Total Program Components
California Community Schools Partnership Program (CCSPP)	The 2021–22 State Budget Act appropriated approximately $2.8 billion to broaden the reach and scope of the CCSPP. The CDE is accepting applications from school districts, county offices of education (COEs), and charter schools, excluding non-classroom-based charter schools operating pursuant to *EC* Section 47612.5, for the CCSPP. Grant funding may be used for expanding and sustaining existing community schools, coordinating, and providing health, mental health, and pupil support services to pupils and families, and providing training and support to LEA personnel. Original grant funds from the 2020 round of federal funding must be obligated for encumbrance or expenditure by September 30, 2022. The new state funds from the 2021–22 budget will be released through multiple RFAs, including Planning Grants (at least 10% of grant funds), Implementation Grants (up to 90% of grant funds), along with funding for a minimum of five regional technical assistance centers. This funding will need to be obligated for encumbrance or expenditure by June 30, 2028. Additional information will be posted in early 2022.

Program	Funding and Other Program Information Amount Total Program Components
Universal Meals Program	Starting in school year 2022–23, the State Meal Mandate requirement in *EC* Section 49501.5 is amended and California will implement a new School Meals for all Students, Universal Meals Program. This new meal program will require all public school districts, COEs, and charter schools each school day to make available one breakfast and one lunch at no cost to all students, regardless of their Free and Reduced-price Meal eligibility. The state meal reimbursement will provide supplemental funding intended to cover the difference between the federal free meal reimbursement rate and the reduced-price and paid reimbursement rates. LEAs must participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to receive the federal reimbursement rate for meals served by student eligibility type, and the additional state meal reimbursement. Additionally, all high poverty schools will be required to apply to operate one of the federal meal provisions such as the Community Eligibility Provision or Provisions 2. To receive the state funding, LEAs must be participating in the NSLP and SBP and be following all federal regulations and guidelines. To learn more about the Universal Meal Program, visit the CDE AB 130, Universal Meals web page at https://www.cde.ca.gov/ls/nu/ab130universalmeals.asp. To view the Frequently Asked Questions, visit the Universal Meals Program Questions and Answers web page at https://www.cde.ca.gov/ls/nu/univmealsqandapart2.asp. To find new resources such as the monthly Universal Meals Listening Sessions, visit https://www.cde.ca.gov/ls/nu/universalmpnewresources.asp. You can also email questions regarding Universal Meals to the Nutrition Services Division's Universal Meals inbox at UniversalMealsSY22@cde.ca.gov.

Program	Funding and Other Program Information Amount Total Program Components
Child Care Funding	In a combination of state and federal funds, the California Department of Social Services (CDSS) administers a number of subsidized child care programs, including child care programs that all families participating in the California Work Opportunity and Responsibility to Kids (CalWORKs) program and receiving cash aid are eligible to receive. CDSS also administers other subsidized child care programs for non-CalWORKs families who are low-income and have a need for services (for example, the parents are working). CDSS also administers funding the state is required by the federal government to use to improve the quality of child care. CDSS directs those interested in child care options to work with local Resource & Referral Agencies (R&Rs) and Alternative Payment Programs (APPs), which can help families find local child care options and determine eligibility for subsidies. To find local R&Rs, visit the California Child Care Resource & Referral Network website at https://rrnetwork.org/family-services/find-child-care. To find local APPs, visit the California Alternative Payment Program Association's (CAPPA) APPs in California (by county) web page at https://www.cappaonline.com/aps-in-california.

4. Focus Area B: Community Engagement and Partnerships

a. Opportunities to Engage Communities in Universal Prekindergarten Planning

The following opportunities may be implemented to obtain public input on the Universal Prekindergarten (UPK) Plan:

Opportunities	Description and Additional Information
Parent Teacher Association (PTA) Meetings	PTAs in California connect families, schools, and communities. PTA meetings are part of the foundation of the public education system and a trusted messenger to millions of members, parents, families, educators, and allied agencies throughout the state. To do a local search for a PTA, visit the National PTA's PTA Lookup web page at https://member.pta.org/Run-Your-PTA/PTA-Lookup?city=&state=CA&name

Opportunities	Description and Additional Information
Family and Parent Surveys	A local educational agency (LEA) may create their own surveys including information from families regarding needs and any other information the LEA would like to gather.
English Learner Advisory Committee (ELAC)	Each California public school with 21 or more English learners is required to form an ELAC. The ELAC is responsible for the following tasks at the school: • Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration to include in the School Plan for Student Achievement. • Assisting in the development of the schoolwide needs assessment. • Sharing ways to make parents aware of the importance of regular school attendance. • Electing at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation. For additional information, on ELAC, visit https://www.cde.ca.gov/ta/cr/elac.asp

Opportunities	Description and Additional Information
District English Learner Advisory Committee (DELAC)	Each California public school district with 51 or more English learners must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. The DELAC advises the school district governing board on a minimum of the following: • Developing a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans. • Conducting a district wide needs assessment on a school-to-school basis. • Establishing district program services for English learners, including goals and objectives. • Developing a plan to ensure compliance with any applicable teacher or teacher aide requirements. • Reviewing and commenting on the school district reclassification procedures. • Reviewing and commenting on the written notifications required to be sent to parents and guardians. • Reviewing and commenting on the development or annual update of the Local Control and Accountability Plan if the DELAC acts as the English learner parent advisory committee under California *Education Code* (*EC*) sections 52063(b)(1) and 52062(a)(2). For additional information on DELAC, visit the District English Learner Advisory Committee web page at https://www.cde.ca.gov/ta/cr/delac.asp.

Opportunities	Description and Additional Information
Special Education Local Plan Area (SELPA)	SELPAs are dedicated to the belief that all students can learn and that students with special needs must be guaranteed an equal opportunity to become contributing members of society. SELPAs facilitate high-quality educational programs and services for students with special needs and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which students with special needs and families can live and succeed. For additional information, visit the California Special Education Local Plan Areas web page at https://www.cde.ca.gov/sp/se/as/caselpas.asp.
School Site Council (SSC)	The SSC is required at school sites that require a School Plan for Student Achievement (SPSA). It develops the content of the SPSA and reviews and updates proposed expenditures of funds allocated to the school. The SSC in an elementary school is composed of both of the following two groups (*EC* Section 65000[c][1]): School Group Members: • Principal of the school or a designee, • School personnel employed at the school who are not teachers, selected by school personnel employed at the school site who are not teachers, and • Classroom teachers employed at the school, selected by classroom teachers employed at the school. The classroom teachers selected shall constitute a majority of the school members selected (*EC* Section 65000[c][1][A]); and Parent or Community Group Members: • Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. The number of parents or community members selected shall equal the number of school members selected (*EC* Section 65000[c][1][B]). For additional information, visit the School Site Council web page at https://www.cde.ca.gov/fg/aa/co/ssc.asp.

Opportunities	Description and Additional Information
Local Control Accountability Plan (LCAP) Educational Partners Input Sessions	Statute identifies the minimum consultation requirements for development of the LCAP and annual update. School districts and county offices of education (COEs) are required to consult with the parent advisory committee, the English learner parent advisory committee, as applicable, as well as parents, students, teachers, principals, administrators, other school personnel, local bargaining units, and the local community in accordance with *EC* sections 52060(g) and 52066(g). For additional information, visit the LCAP web page at https://www.cde.ca.gov/re/lc/
Tribal Community Input Session	Tribal consultation is required under the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act. Tribal consultation is a formal process between tribal representatives and LEAs that serves the American Indian and Alaska Native (Native American) population. The consultation process is critical to meeting the needs of California's Native American students. Tribal consultation was established to bring in and promote tribal voices on challenges affecting their children's education. For a copy of the Tribal Consultation Toolkit (PDF) and additional information, visit the Tribal Consultation web page at https://www.cde.ca.gov/sp/ai/tc/.
Co-hosting Events with community-based organizations (CBOs)	Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding. Many CBOs serve families with young children and have a strong understanding of family and child needs. Engaging CBOs in the UPK planning process will help ensure LEAs receive representative input from different local populations.
Hosting meet and greets with the early learning and care community	It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. These organizations have a strong understanding of family and child needs. Local Child Care and Development Planning Councils (LPCs) and resource and referral agencies (R&Rs) can assist LEAs in identifying local early learning and care providers.

Opportunities	Description and Additional Information
Local Child Care Planning Council (LPC) Meetings	The primary mission of the LPCs is to plan for child care and development services based on the needs of families in the local community. LPCs are intended to serve as a forum to address the child care needs of all families in the community for all types of child care, both subsidized and non-subsidized. There are currently LPCs representing each county in California. For general information on LPCs, visit the Local Child Care and Development Planning Councils web page at https://www.cde.ca.gov/sp/cd/re/lpc.asp. For additional information, on county-level LPCs, visit the Local Planning Council Updates web page at https://www.cde.ca.gov/sp/cd/re/lpccontacts.asp.
Local Quality Counts California (QCC) Consortia meetings	QCC is a statewide improvement initiative intended to ensure a consistently high-quality early care and education experience for California infants, toddlers, and preschool-aged children in center-based and home-based programs. QCC is under the broad oversight of the California Department of Education (CDE), First 5 California (F5CA), and the California Department of Social Services (CDSS). Each consortium oversees a local Quality Rating Improvement System that uses the same collaboratively developed set of statewide program standards but is tailored to some degree for the local context. This local control suits the state's size and diversity. For additional information on QCC, visit the QCC Consortium Members web page at https://qualitycountsca.net/quality-partners/consortium-members/
First 5 County Commission meetings	F5CA convenes, partners in, and helps lead the movement to create and implement a comprehensive, integrated, and coordinated system for California's children prenatal through age five and their families. It promotes, supports, and optimizes early childhood development. For additional information on First 5 California, visit the About Frist 5 California web page at https://www.first5california.com/en-us/about/. For additional information on County First 5s, visit the First 5 Association of California's County First 5s web page at https://first5association.org/county-first-5s/

Opportunities	Description and Additional Information
Community Advisory Committee (CAC)	The purpose of the CAC is to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education and support, and to coordinate activities on behalf of children with exceptional needs. Members participate in the special education program review and provide input to the master plan, assist in the development of parent information materials and awareness activities to better understand conditions of people with disabilities.
Head Start Policy Council meetings	The Policy Council is a group of Head Start and Early Head Start parents and community members who help lead and make decisions about their program. Policy Council members are elected by the parents of children enrolled in the program. Parents often join the Policy Council after serving on a parent committee. They work closely with the program's management team and governing body to provide overall direction for the program. For additional information on Head Start Policy Council, visit the Head Start Early Childhood Learning and Knowledge Center Head Start Organizational Leadership web page at https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/what-policy-council
Parent Training and Information Center (PTIC)	PTICs provide parents of children, ages birth through 26 years, with disabilities, including parents with low-income, parents of children who are limited English-proficient, and parents of children with disabilities, with the training and information they need to enable them to participate effectively in helping their children with disabilities. For additional information on PTIC, visit the CDE California Parent Organizations web page at https://www.cde.ca.gov/sp/se/qa/caprntorg.asp

Opportunities	Description and Additional Information
Family Empowerment Centers (FECs)	There are currently 14 FECs across the state. The FECs provide training and information to families of children and young adults with disabilities, between the ages of 3 and 22 years. These parent-led nonprofit organizations offer specialized training, peer-to-peer support, information and referral services. They aim to assist parents to better understand their child's educational and developmental needs, effectively communicate with service providers, serve as a resource for the Individualized Education Program process, participate in school reform and improvement activities, promote alternative dispute resolution, and support positive relationships between parents and professionals. Services available through each FEC vary based on the needs of the community. For additional information on FECs, visit the Seeds of Partnership California Family Empowerment Centers web page at https://www.seedsofpartnership.org/familyEmpowerment.html
Community Parent Resource Center (CPRC)	The CPRC helps ensure that underserved parents of children, ages birth through 26 years with disabilities, including parents with low-income, parents of limited English-proficient children, and parents with disabilities, have the training and information they need to enable them to participate effectively in helping their children with disabilities. Each CPRC: • Provides training and information that meets the training and information needs of parents of children with disabilities • Carries out the activities required of PTICs • Is designed to meet the specific needs of families who experience significant isolation from available sources of information and support. For additional information on the CPRC, visit the CDE California Parent Organizations web page at https://www.cde.ca.gov/sp/se/qa/caprntorg.asp

5. Focus Area E: Local Education Agency Facilities, Services and Operations

a. Facilities Requirements, Planning Considerations, and Resources

The California Department of Education (CDE) offers the key considerations for local educational agencies (LEAs) pertaining to facilities planning for universal prekindergarten (UPK). When an LEA is planning for UPK, they may want to consider reviewing, updating, or creating a facilities master plan inclusive of the implementation of UPK. This planning process may help districts identify where high-quality preschool options are needed most and evaluate vacant and underutilized property opportunities. School districts should collaborate with current early learning and care providers that are on each campus such as the California State Preschool Program (CSPP), Head Start, and other early learning and care providers, and discuss facilities needs that would create a comprehensive early learning model that integrates and supports—not displaces—the ongoing needs of families and encourage shared ancillary services that are already funded and required by these programs, particularly those in Head Start.

These preliminary discussions provide a foundation for inclusive facility planning by including both district-offered UPK programming and existing or proposed use agreements for preschool; after-school and expanded learning; extended year; and other vital services for students, parents, and the community. Growing school districts should factor the future demand for UPK services and transitional kindergarten (TK) expansion into new schools. Districts with declining enrollment in existing schools should factor enrollment projections and evaluate and consider repurposing existing underutilized spaces to maximize UPK services, including preschool for three-year-old children and TK expansion. School districts should consider how younger children will be integrated with older students on campus to ensure developmentally informed practices and student safety.

Per the *California Code of Regulations* (*CCR*), Title 5, Section 14030(h)(2)(A), the minimum classroom size requirement for kindergarten, including TK classrooms, is 1,350 square feet, which includes restrooms, storage, teacher preparation, and wet and dry areas. Districts must ensure compliance with *CCR* Section 14030(h)(2)(A), which specifies requirements for classroom and furniture size, functionality of storage and materials, and location of restrooms and playgrounds. Districts seeking to access funding to support their UPK program through the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program must ensure classrooms meet the minimum 1,350 square feet requirement for the construction of new classrooms requirement regardless of education program (for example, UPK and kindergarten). Districts reconfiguring or retrofitting existing buildings into UPK classrooms under this funding program may use an alternative standard of a minimum of 1,250 square feet.

With respect to the CSPP, all preschool classrooms must meet Title 22 licensing requirements unless the CSPP is operated by an LEA on an LEA campus serving only four-year-old children, in which case the LEA can apply to the CDE to be exempt from licensing. LEAs exempt from Title 22 licensing requirements must meet Title 5 Regulations, sections 18140-18165 or any successor regulations. Facilities containing TK and CSPP combination classrooms must meet the requirements of both programs.

School districts should evaluate the available space at existing elementary school sites to support additional UPK classrooms as the construction of these classrooms may impact the site's blacktop and playfields. Districts should consult with the site administrator to evaluate the current scheduling of recesses and physical education classes to ensure the site has the capacity to add UPK classrooms. Districts should evaluate the proximity of the proposed UPK buildings from the parking lot as many parents will be physically escorting their child to class. Additionally, walking paths should avoid having pedestrians cross through parent vehicle or bus drop-off lanes to access the site. Consideration should also be given to the proximity to the existing kindergarten complex as the UPK students may be accessing their play area. Districts should evaluate the scheduling and usage of the play areas of the existing kindergarten complex. The construction of additional UPK classrooms may require additional play areas dedicated to UPK students. With the inclusion of UPK, school sites may require separate preschool play areas that include developmentally-informed apparatuses. Districts providing licensed preschool programs should consult with the California Department of Social Services (CDSS), Community Care Licensing Division. For more information, visit the CDSS, Community Care Licensing web page at https://cdss.ca.gov/inforesources/child-care-licensing. If the district seeks to acquire property to support the UPK program, the site should meet 5 *CCR* Section 14010 which can be found at https://www.cde.ca.gov/ls/fa/sf/title5regs.asp.

For school planning and facilities related questions, districts may consult with Bryan Boyd, Education Programs Consultant at Bboyd@cde.ca.gov.

Additional facilities resources are available below:

- A copy of the ***Essentials in School Facilities Planning: Facilities Master Plans*** (PDF) can be found at https://www.cde.ca.gov/ls/fa/bp/documents/masterplans.pdf

- For a brief excerpt of the **5 *CCR,* School Facilities Regulations**, visit the CDE Title 5, California Code of Regulations web page at https://www.cde.ca.gov/ls/fa/sf/title5regs.asp

- **Visit the CDSS Laws and Regulations web page for a copy of the Title 22 Regulations** at https://www.cdss.ca.gov/inforesources/child-care-licensing/resources-for-providers/laws-and-regulations

- Information on **Outdoor Site Requirements for Kindergarten and TK** can be found on the Guide to School Site Analysis and Development web page at: https://www.cde.ca.gov/ls/fa/sf/guideschoolsite.asp#Table3

- A copy of the **U.S. Consumer Product Safety Commission's *Public Playground Safety Handbook* (PDF)** may be found at: https://www.cpsc.gov/s3fs-public/325.pdf

- For additional information on safe playgrounds, see the **National Safety Council: Staying Safe on Playgrounds** web page at https://www.nsc.org/home-safety/safety-topics/child-safety/playgrounds.

- A **K-12 Toilet Requirement Summary** is available on the CDE K-12 Toilet Requirement Summary web page at: https://www.cde.ca.gov/ls/fa/sf/toiletrequire.asp

- For more information on the **Facility requirements for license-exempt CSPPs operated by LEAs** (Browse the *California Code of Regulations*, Title 5 (5 *CCR*) sections 18140-18165, visit the California Office of Administrative Law web page at: https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IBB3A67DA81F8464A90709450155B8E89&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

- A **Guide to School Site Analysis and Development** (2000) (PDF) is available at: https://www.cde.ca.gov/ls/fa/sf/documents/schoolsiteanalysis2000.pdf

- For **Physical Education Guidelines**: Elementary Schools, visit the Physical Education Guidelines: Elementary Schools web page at https://www.cde.ca.gov/ls/fa/sf/peguideelement.asp

- There are four **Environment Rating Scales (ERS)**, each designed for a different segment of the early childhood field. Each one of the scales has items to evaluate: Physical Environment; Basic Care; Curriculum; Interaction; Schedule and Program Structure; and Provisions for Parent and Staff. Information on **Environment Rating Scales** can be found on the Environmental Rating Scale Institute website at https://ersi.info/

Endnotes

[i] Meloy, B., Gardner, M., & Darling-Hammond, L. (2019). Untangling the evidence on preschool effectiveness: Insights for policymakers. Palo Alto, CA: Learning Policy Institute.

[ii] Projections are generated for all LEAs (1) for which TK and kindergarten census day enrollment was not missing from CDE TK enrollment files from SY 2016-17 to SY 2019-20, (2) for which total TK enrollment was greater than zero over the same period, and (3) have been assigned an identification number by the National Center for Educational Statistics required to estimate child population based on CHHS birth data or are County Offices of Education, for which DOF population projections are used in place of LEA-level birth counts.

[iii] For the purposes of this document, school year (SY) is equivalent to fiscal year (FY).

[iv] Recently established LEAs and some special LEAs are therefore excluded from our analysis, as are some ZIP codes and ZCTAs. Most excluded LEAs are small special LEAs. Most excluded ZIP codes do not service residential populations, therefore, most excluded ZCTAs contain zero population. The omission of ZCTAs with non-zero population results in a small discrepancy. For example, there were 446,479 total births in California in 2019, and 443,820 of those births occurred in an LEAs with NCES ID associated with ZCTAs that matched to ZIP Codes (~0.6% discrepancy). This discrepancy is smaller for earlier years. Of 972 unique CDE District Codes included in TK enrollment files, 965 had unique NCES IDs. The same NCES ID is assigned to multiple CDS Codes if when an LEA changes management or is consolidated and was assigned a new CDS code. LEAs were excluded due to missing data or zero TK enrollment from SY 2016-17 to 2019-20. See the appendix for a list of excluded LEAs.

[v] Class sizes and ratios may be impacted by local collective bargaining agreements.

[vi] The requirements for the Child Development Teacher Permit are available at https://www.ctc.ca.gov/credentials/leaflets/child-development-permits-(cl-797).

[vii] If districts want to fund locally-run preschool for children that don't qualify based on their birthday for ETK, they may choose to do so.

[viii] To learn more about the body of research examining the effectiveness of preschool and implications for policymakers, read “Untangling the Evidence on Preschool Effectiveness: Insights for Policymakers” by visiting the Learning Policy Institute’s Early Childhood Learning web page at https://learningpolicyinstitute.org/product/untangling-evidence-preschool-effectiveness-report. For more information, read *Puzzling It Out: The Current State of Scientific Knowledge on Pre-Kindergarten Effects A Consensus Statement (PDF)*, provided by the Brookings Institution at https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf.

[ix] Unduplicated student count refers to the total number of students who belong to one or more of the groups identified for additional funding under the Local Control Funding Formula (LCFF): Low Income (measured by Free/Reduced Lunch eligibility), English Learner, and Foster Youth. Unduplicated means that any student in one or more of these groups is only counted once.

[x] Extended Learning and Care: This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full-day is defined as in-person before- or after-school programming or care that, when added to daily instructional minutes, provides no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

[xi] In 2021–22, all LEAs must offer all TK through sixth grade classroom-based unduplicated pupils an ELO-P and provide access to 50 percent of TK through sixth grade enrolled classroom-based unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK through sixth grade classroom-based pupils and provide access to all TK through sixth grade classroom-based pupils upon parent/guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK through sixth grade classroom-based unduplicated pupils and provide access to 50 percent of TK through sixth grade enrolled classroom-based unduplicated pupils.

[xii] If an LEA does not operate a program, there will be an audit finding for the year 2022–23 and the LEA will be required to return the funding to CDE.

[xiii] CSPP Programs on an LEA campus that serve 3-year-old children are not eligible for a license exemption.

[xiv] For additional information, visit https://www.cde.ca.gov/sp/sw/t1/titleIpreschool.asp.