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Office of Education

Universal Prekindergarten Planning and Implementation Template

Focus Areas: A,B, and E

March 1, 2022

Resource folder: bit./ly/SCOEUPK

Universal Prekindergarten

Designing a New Vision for Early Education



Brulene Zanutto and Ryan Kurada
Sonoma County Office of Education
March 1, 2022

Champions for Elevating the Voice of Young Children



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Our Why

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.




Close to 90% of brain growth
happens before a child
turns five.

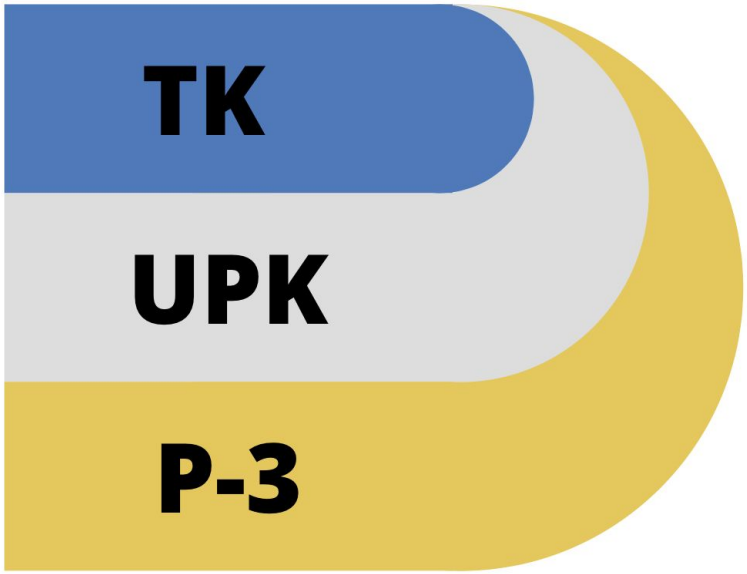
Preschool has long term positive impacts on school progress, graduation, and future life outcomes





P-3 Alignment

UPK: The Big Picture



TK is an integral program in the mixed delivery system for achieving UPK

- The only program that must serve any four-year old child that wants to enroll by 2025-26.

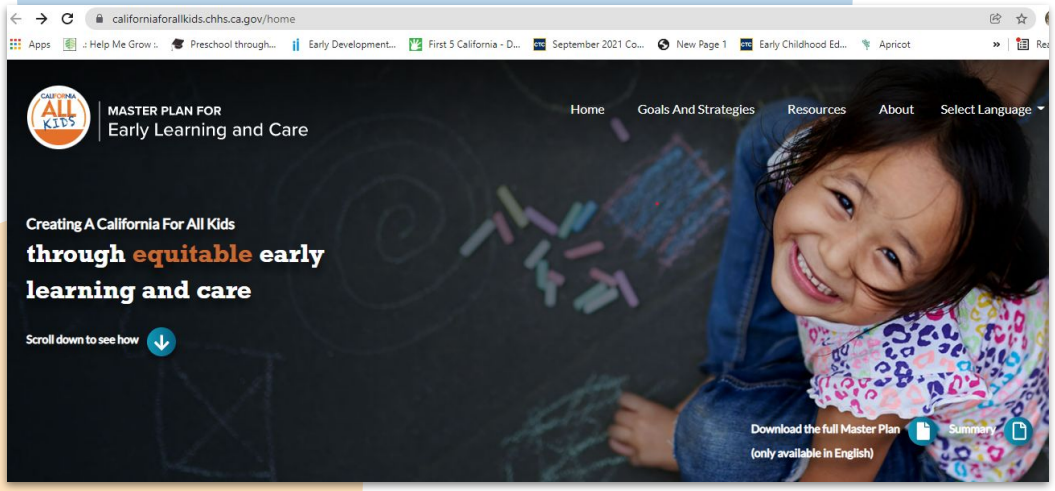
UPK is a mixed-delivery system of UTK, CSPP, Head Start, private providers, and more

- Provides every four-year old access to high quality learning the year before kindergarten

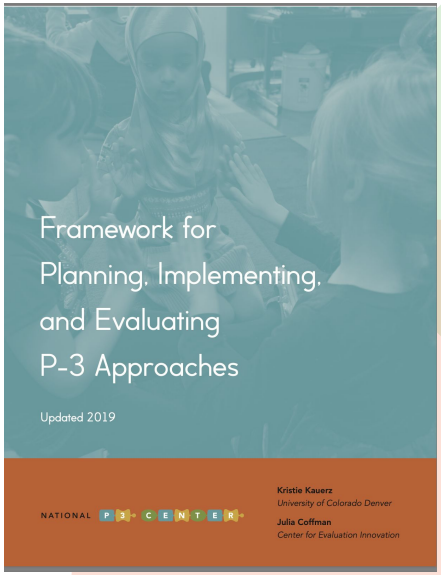
P-3 Connects UPK with Kindergarten, 1st, 2nd, and 3rd grade

- Aligning developmentally informed best practices, UPK- 3rd grade.

Background/Vision



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



Framework for Planning, Implementing and Evaluating P-3 Approaches
https://nationalp-3center.org/wp-content/uploads/2019/10/P-3-Framework.pdf

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*High-quality UPK for all four-year-olds that meets the needs of families

Universal Prekindergarten Implementation Plan

- Develop a plan for the governing board at a public meeting on or before **June 30, 2022**

  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:

  - LEA's expanding learning offerings,
  - the After School Education and Safety Program
  - LEA's California State Preschool Program
  - LEA's Head Start programs
  - Other community-based early learning and care programs

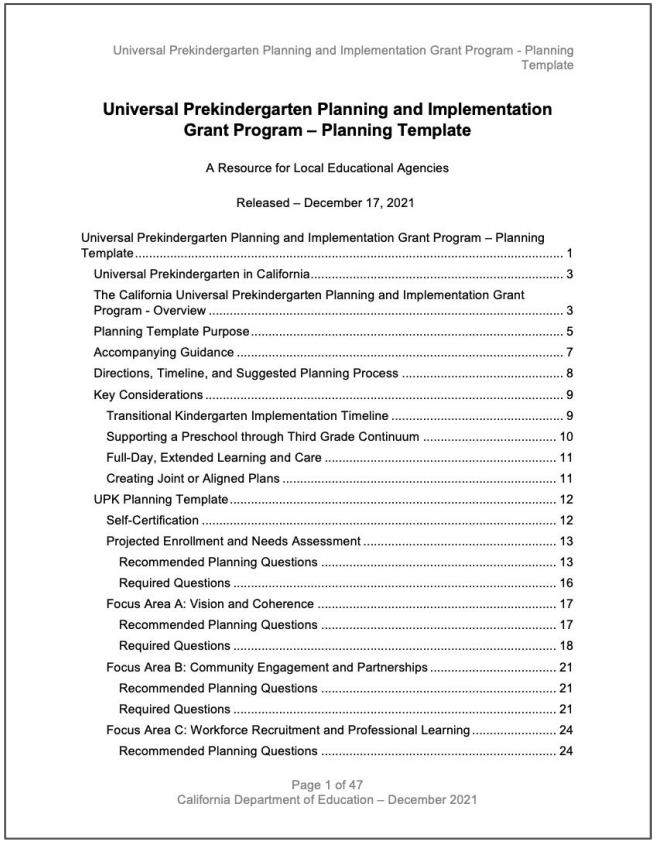
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UPK Planning Template

Planning Focus Areas:

Recommended and Required Questions

- **Focus Area A: Vision and Coherence**
- **Focus Area B: Community Engagement and Partnerships**
- Focus Area C: Workforce Recruitment and Professional Learning
- Focus Area D: Curriculum, Instruction, and Assessment
- **Focus Area E: LEA Facilities, Services, and Operations**



Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template 1
Universal Prekindergarten in California 3
The California Universal Prekindergarten Planning and Implementation Grant Program - Overview 3
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Directions, Timeline, and Suggested Planning Process 8
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Recommended Planning Questions 24

Available via CDE: https://www.cde.ca.gov/ci/gs/em/documents/finalupktemp.docx

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UPK LEA Self-Assessment Tool

FOCUS AREA A: VISION AND COHERENCE	
Required Template Questions	**Ratings and Notes**
1. Has the local educational agency (LEA) identified one or more of the following model(s) of service delivery to implement universal prekindergarten (UPK) for all four-year-old children, including classes fully inclusive of children with disabilities? Model options: a. Transitional Kindergarten (TK) offered at all sites b. TK offered at some sites c. TK stand-alone classes d. TK and kindergarten combination classes e. California State Preschool Program (CSPP) and TK combination classes (CSPP funding and average daily attendance funding) f. Locally-funded preschool and TK combination classes g. CSPP stand-alone classes h. Head Start stand-alone classes i. Other	N/A 0 1 2 3 4 Notes:
2. Has the LEA determined if it will implement full-day TK, part-day TK, or both? a. Full-day TK b. Part-day TK c. Both	N/A 0 1 2 3 4 Notes:
3. Has the LEA determined how it will implement the selected model(s) of service delivery?	N/A 0 1 2 3 4 Notes:

0 Awareness: Planning has not been initiated at this time

1 Beginning: Identifying needs, gathering information, and building knowledge

2 Preparing: Setting goals and engaging in strategic planning

3 Implementing: Establishing processes and developing routines

4 Refining: Aligning and integrating with continuous improvement

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Projected Enrollment and Needs Assessment

UTK Projections Sonoma County

SONOMA COUNTY INFORMATION DAY ENR	OLLMENT COUNTS 2021-22 AS OF 10-6-21 CENSUS DATE				
	TK Enrollment - Current and Projections				
	9-2 to 12/2	9-2 - 2/2	9/2 - 4/2	9/2 - 6/2	9/2 - 9/1
	21-22 (25%)	22-23 (42%)	23-24 (58%)	24-25 (75%)	25-26 (100%)
DISTRICTS	TK	TK	TK	TK	TK
ALEXANDER VALLEY					
ALEXANDER VALLEY	3	5	7	9	12
BELLEVUE UNION					
BELLEVUE ELEMENTARY	19	32	44	57	76
KAWANA SPRINGS ELEMENTARY	0	0	0	0	0
MEADOW VIEW ELEMENTARY	1	2	2	3	4
TAYLOR MOUNTAIN ELEMENTARY	17	29	39	51	68
BENNETT VALLEY					
YULUPA ELEMENTARY	37	62	86	111	148
CINNABAR					
CINNABAR ELEMENTARY	4	7	9	12	16
CLOVERDALE					
JEFFERSON ELEMENARY	16	27	37	48	64
COTATI-ROHNERT PARK					
EVERGREEN ELEMENTARY	1	2	2	3	4

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Focus Area A:
Vision & Coherence

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

- Transitional Kindergarten Stand-Alone Classes
- Early Admittance Transitional Kindergarten Stand-alone Classes
- California State Preschool Program and Transitional Kindergarten combination classes
- Locally-Funded Preschool and Transitional Kindergarten Combination Classes
- California State Preschool Program Stand-alone Classes
- Head Start and Transitional Kindergarten Combination Classes
- Head Start Stand-Alone Classes

See pages 51-58 of UPK Guidance Document

River to Coast Children's Services

Serving West County

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Community Child Care Council of Sonoma County (4Cs)

Serving the Majority of Sonoma County

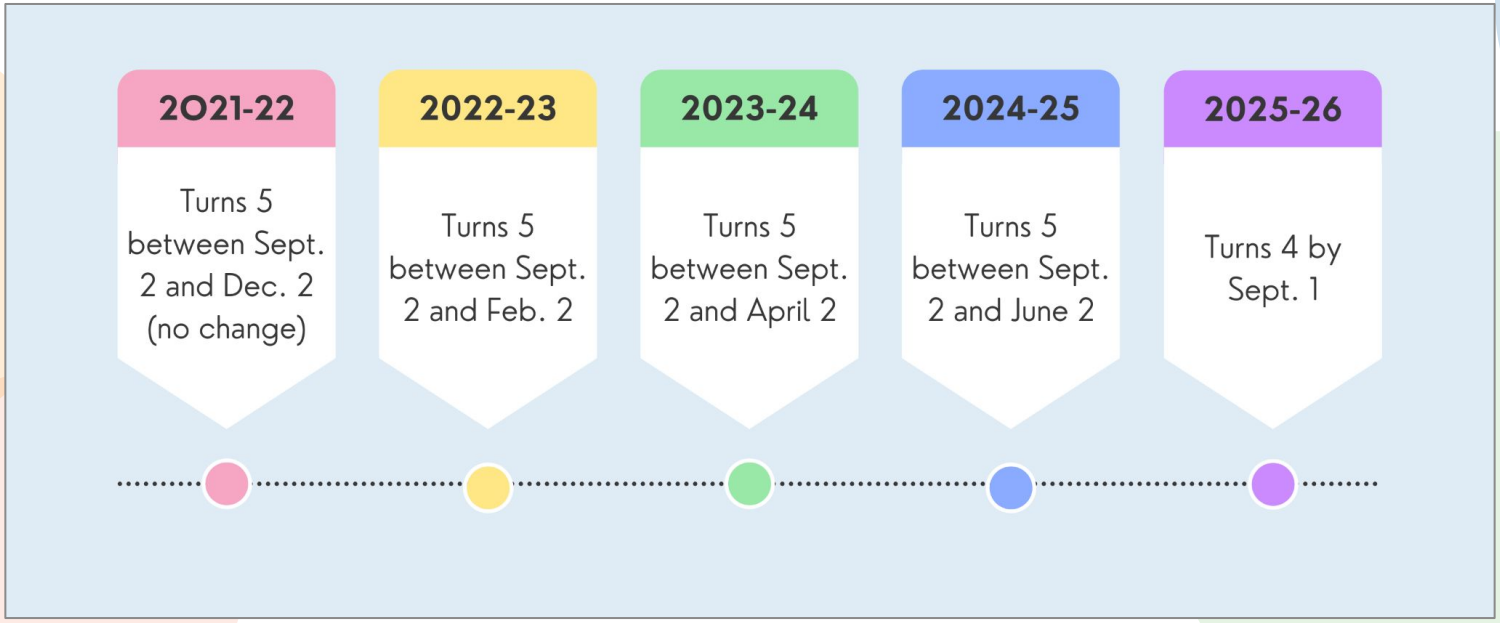
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www.sonoma4cs.org

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Transitional Eligibility Rollout

Expands TK to *all* four-year-olds by 2025-26 school year

The phase-in model begins in the 2022-23 school year with the following age eligibility for children enrolling in Transitional Kindergarten.



Early Admittance Transitional Kindergarten

Education Code Section (EC §) 48000

Authorizes LEAs to enroll four-year-olds in TK whose fifth birthdays occur after the legal eligibility date; this law is generally referred to as “expanded TK.”

- A school year begins on July 1 and ends on June 30.
- LEAs can only offer expanded TK to four-year-olds whose fifth birthdays occur within the school year and not after June 30.

UPK Implementation Schedule

TK and Early Admittance TK (ETK)

Birthdays	2021-22	2022-23	2023-24	2024-25	2025-26
Sep. 2 -Dec. 2	TK	TK	TK	TK	TK
Dec. 3 - Feb. 2	ETK	TK	TK	TK	TK
Feb. 3 - Apr. 2	ETK	ETK	TK	TK	TK
Apr. 3 - Jun. 2	ETK	ETK	ETK	TK	TK
Jun. 3 - Jun. 30	ETK	ETK	ETK	ETK	TK
July 1 - Sep.1	Other	Other	Other	Other	TK

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TK Teacher Requirements

Qualifications:

Any *credentialed* teacher who was first assigned to a TK classroom after July 1, 2015, is required to possess by **August 1, 2023**, one of the following:

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

Full-Day and Part-Day Guidance

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.

- **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.
- **The CDE recommends that LEAs prioritize full-day TK.**
- 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.





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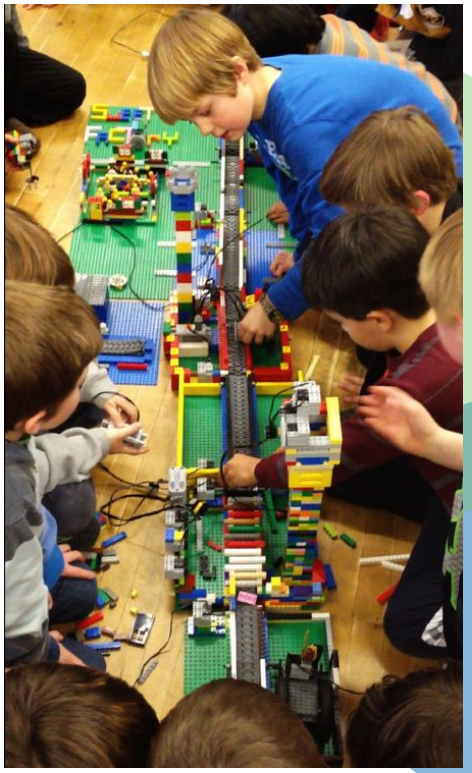
California State Preschool Program Standards and Eligibility

- CSPP classrooms provide age appropriate and developmentally informed learning environments
- 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
- 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
- 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)
- Available to eligible three and four-year-child children



Models for Blending Programs to Offer Extended/Expanded Learning and Care

- **Expanded Learning Programs on a Local Educational Agency Site** (After School Education and Safety; 21st Century Community Learning Centers; Expanded Learning Opportunities Program)
- **Expanded Learning Programs at a Community-Based Organization Site** (After School Education and Safety; 21st Century Community Learning Centers; Expanded Learning Opportunities Program)
- **Local Educational Agency or Locally-Funded Preschool**
- **Head Start**
- **Local Educational Agency Preschool Funded with Title I**, Every Student Succeeds Act Funds
- **Community-Based Organization Preschool Programs**
- **Private, Home-Based Providers** (Including Family Child Care Homes and Family, Friend, and Neighbor providers)



See pages 79-92 of UPK Guidance Document

Funding Sources That Can Be Utilized for Extended Learning and Care

- California State Preschool Program (CSPP) Expansion
- Expanded Learning Opportunities Program (ELO-P)
- After School Education and Safety (ASES) Program
- 21st Century Community Learning Centers (21st CCLC)
- Every Student Succeeds Act (ESSA) Title I
- ESSA Title IV A
- Expanded Learning Opportunities (ELO) Grant
- California Community Schools Partnership Program (CCSPP)
- Universal Meals Program
- Child Care Funding



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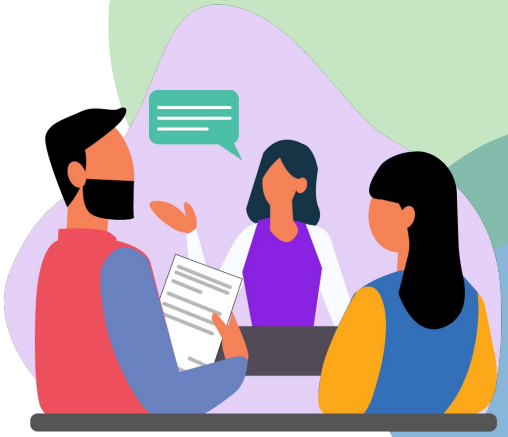
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Focus Area B: Community Engagement and Partnerships

Opportunities to Engage Communities in Universal Prekindergarten Planning

Opportunities to Engage Communities in Universal Prekindergarten Planning

- Parent Teacher Association (PTA) Meetings
- Family and Parent Surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- School Site Council (SSC)
- Local Control Accountability Plan (LCAP) Educational Partners Input Sessions
- Hosting meet and greets with the early learning and care community



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

Facilities Requirements, Planning Considerations, and Resources

- Consider reviewing, updating, or creating a facilities master plan inclusive of the implementation of UPK.
- 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
- 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.



School districts should evaluate:

- current scheduling of recesses and physical education classes
- proximity of the proposed UPK buildings from the parking lot
- walking paths to access the site
- proximity to the existing kindergarten complex
- developmentally-informed apparatuses

TK Classroom Requirements

EXcerpts from Title 5 of CA Code of Regulations:Standards for the Design and Construction of School Facilities

- Kindergarten classroom size for permanent structures is not less than 1350 square feet, including restrooms, storage, teacher preparation, wet and dry areas
- Kindergarten classrooms are designed to allow supervision of play yards (Unless prevented by site shape and size) and all areas of the classroom.
- Play yard design provides a variety of activities for development of large motor skills.

TK Classroom Requirements

EXcerpts from Title 5 of CA Code of Regulations:Standards for the Design and Construction of School Facilities

- Classrooms are located close to parent drop-off and bus loading areas.
- Storage, casework, and learning stations are functionally designed for use in free play and structured activities; i.e., shelves are deep and open for frequent use of manipulative materials.
- Windows, marking boards, sinks, drinking fountains, and furniture are appropriate heights for kindergarten-age students.
- Restrooms are self-contained within the classroom or within the kindergarten complex.

TK Teacher Requirements

Qualifications:

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

Funding Sources

UPK Planning and Implementation Grant

$200M statewide

Non-competitive.

Funds are allocated to LEAs by CDE by formula.

LEAs must submit implementation plan to their board for consideration by 6/30/2022.

Required prompts must be submitted to CDE via survey by 7/31/2022.

Early Education Teacher Development Grant

$100M statewide funds

Competitive Grant.

RFA is projected to be released in soon..

LEAs may apply on behalf of a consortium of providers within an LEA's program are, including state preschool programs and Head Start programs operated by community-based organizations

Expanded Learning Opportunities Grant (ELO-P)

LEAs offer all unduplicated students access to comprehensive after school and intersession expanded learning opportunities

No fewer than nine hours of combination of core instructional time and expanded learning opportunities per instructional day.

Funding Allocations

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Recommended Timelines

Ongoing	LEAs convene a multidisciplinary planning team (Early Learning, Head Start, C+I, Student Programs, HR, Business Services, SPED, Multilingual Ed, Expanded and After School Learning, Facilities)
March 2022	LEAs convene a public engagement process to gather input and perspectives to inform the plan. (Early Learning Communities, Families, Expanded Learning Partners)
April 15, 2022	LEA may request voluntary technical assistance from SCOE by April 15, 2022.
June 1, 2022	Submit draft plan to SCOE for review.
June 30, 2022	Submit UPK Plan to local board for consideration.
July 31, 2022	LEA submits required template responses to CDE via electronic survey.

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March 15th

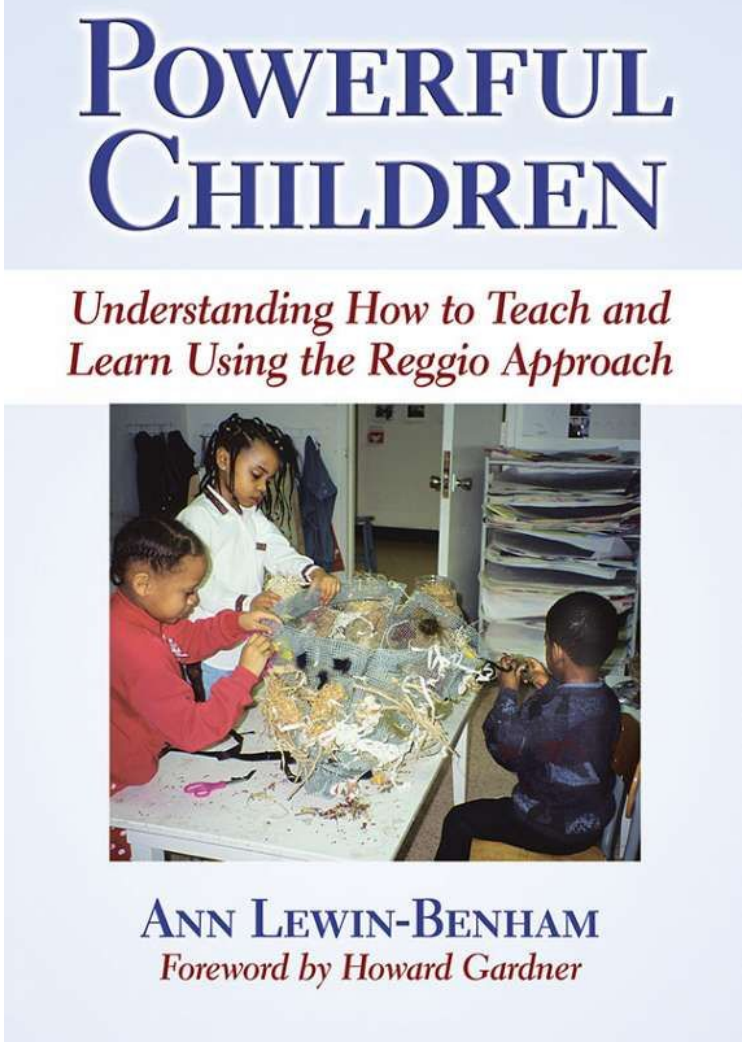
- **Focus Area C:** Workforce Recruitment
- **Focus Area D:** Professional Learning Curriculum, Instruction, and Assessment

Admin UPK Speaker Series

Thursday, April 21st
8:00am-12:00pm
Sonoma County Office of Education

Keynote: Ann Lewin-Benham





UPK Q&A

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