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Office of Education

Universal Prekindergarten Planning and Implementation Template

Focus Areas: C and D

March 15, 2022

Resource folder: https://bit.ly/SCOEUPK

Universal Prekindergarten

Designing a New Vision for Early Education



Brulene Zanutto and Ryan Kurada
Sonoma County Office of Education
March 15, 2022

Champions for Elevating the Voice of Young Children



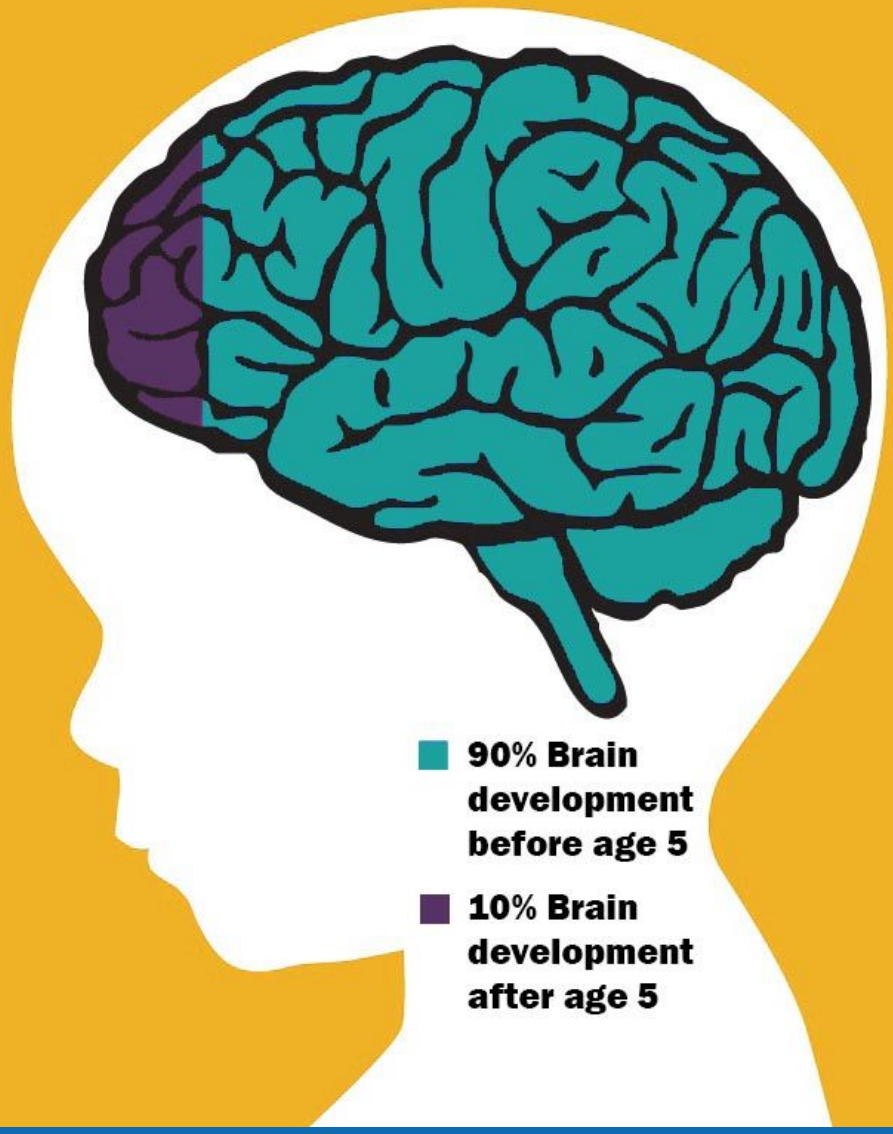
Brulene Zanutto
Coordinator, Early Literacy and School Readiness
bzanutto@scoe.org



Ryan Kurada
Teacher-on-Loan for Science
rkurada@scoe.org

90%

of a child's brain development happens before age 5



Source: Harvard Center for the Developing Child

Research: The Strongest Indicators of Academic Success are Non-Academic

MENTAL HEALTH

- There is a significant causal relationship between student mental health and dashboard indicators (chronic absenteeism, suspension/ expulsion, and graduation rates)
- Research demonstrates that trauma impedes the brain's ability to absorb and process information.



SOCIO-ECONOMIC FACTORS

- The two strongest indicators of academic success are family income and parent educational attainment.
- When schools help to meet the needs of the family, families are able to free up time and resources to support students' academic achievement.

EARLY LEARNING

- Early learning is, dollar for dollar, the most effective investment to close the socioeconomic achievement gap.
- Students who attend a high-quality full-day early learning program are 40% more likely to read at grade level

PHYSICAL WELL-BEING

- Students experiencing hunger and pain perform less well academically.
- Children's basic needs (food, housing, nurture) must be met before they can meaningfully engage in learning.*

Adopted from Santa Clara COE

THEME OF STATE INVESTMENTS:
WHOLE CHILD, WHOLE FAMILY





Universal Pre-Kindergarten (UPK)

- All 4 year-olds eligible for TK by 2025/26
- 8,700 new full-day preschool slots & 200,000 new childcare slots

Expanded Learning Opportunities Program (ELOP)

- New after, before, and summer school opportunities for TK to 6th grade unduplicated students
- Universal access for districts with 80%+ unduplicated pupils

Universal Meals

- Two free meals for all students requesting one regardless of FRPM eligibility

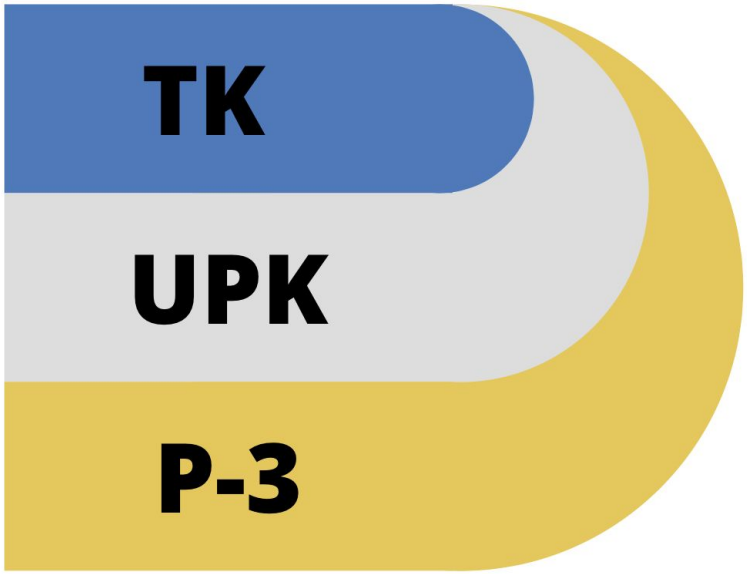
CA Community Schools Partnership Program (CCSPP)

- Establish integrated systems with social services and health agencies to increase access to services and community decision-making

Children & Youth Behavioral Health Initiative

- Increase school-based mental health services for students

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.



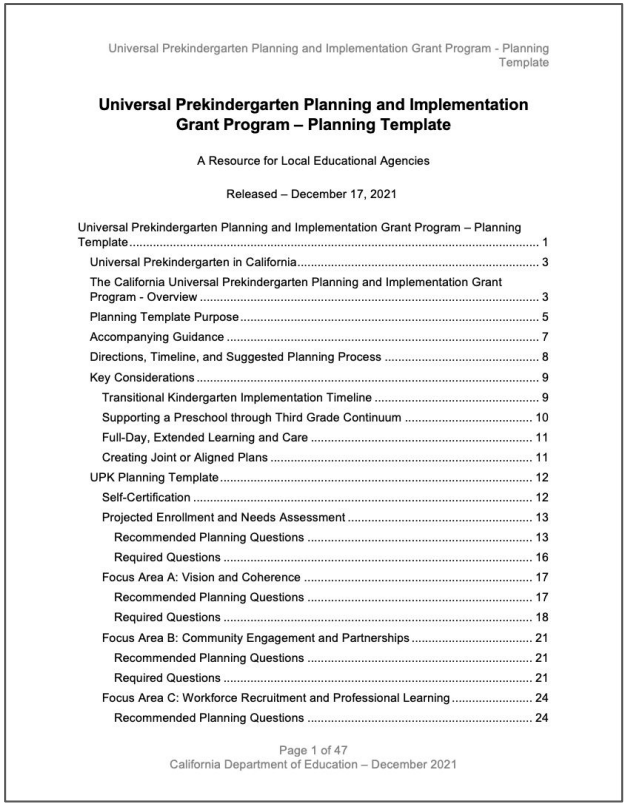
*High-quality UPK for all four-year-olds that meets the needs of families

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
Planning Template Purpose 5
Accompanying Guidance 7
Directions, Timeline, and Suggested Planning Process 8
Key Considerations 9
Transitional Kindergarten Implementation Timeline 9
Supporting a Preschool through Third Grade Continuum 10
Full-Day, Extended Learning and Care 11
Creating Joint or Aligned Plans 11
UPK Planning Template 12
Self-Certification 12
Projected Enrollment and Needs Assessment 13
Recommended Planning Questions 13
Required Questions 16
Focus Area A: Vision and Coherence 17
Recommended Planning Questions 17
Required Questions 18
Focus Area B: Community Engagement and Partnerships 21
Recommended Planning Questions 21
Required Questions 21
Focus Area C: Workforce Recruitment and Professional Learning 24
Recommended Planning Questions 24

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

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Focus Area C: Workforce Recruitment and Professional Learning

Workforce Recruitment and Professional Learning

Assembly Bill (AB) 130



Created expanded opportunities to establish, maintain, and expand a highly-qualified workforce inclusive of administrators, teachers, and support staff who will have a shared responsibility in the following:

- creating and maintaining dynamic learning experiences for young students
- monitoring student progress, and ensuring students are assessed with an intentional and focused plan
- recruitment of additional preschool and transitional kindergarten teachers, informed leaders/principals, skilled support staff, and paraprofessionals should include a diverse group of partners.



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







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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 permi**t 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





SCOE Credential Analysts

Hunter Ferrara, Credential Analyst
hferrara@scoe.org

Jenny Reeder, Credential Analyst
jreeder@scoe.org

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California State Preschool Program Teacher Requirements

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics;

AND

- Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.



Focus Area C: Considerations

- **Recruitment** for diverse and effective TK teachers, and TK teachers' instructional aides, CSPP teachers, assistant teachers, and assistants
- **Professional Learning Partnership** with CSPP, Head Start, and other early learning and care providers
- **P-3 Professional learning** by role and grade-level, content, delivery, and development of a district early education leadership team







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Focus Area D: Curriculum, Instruction, and Assessment

UPK Curriculum, Instruction, and Assessment

It is essential for high-quality UPK curriculum to:

- be **developmentally-informed** and follow an integrated, cross-curricular approach that emphasizes language and social-emotional development
- offer a balance of **teacher-directed and child-initiated** learning opportunities
- rooted in hands-on, experiential **real-world learning** experiences
- be **culturally and linguistically responsive**
- utilize **Universal Design for Learning** (UDL)
- broad **range of assessment strategies**, including observation and authentic assessment methods







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“50% of your curriculum walks through the classroom door”

- Kaleb Rashad





Discovering the ants





During morning snack time, a group of students noticed a trail of ants enjoying pieces of their snack that fell to the ground.

They do work for us. The ants eat the food to make the school clean. Tauriel



Exploring "ant holes" in the ground and on trees

Room K2
TK/Kindergarten



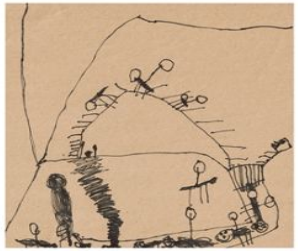
There were some ants that were higher up on the tree. And I saw them going out from holes. Maverick





How do ants live?

What is underneath these "ant holes?"



It's an ant city. - Mallory

Students imagined themselves as ants and drew what they thought the inside of an ant hole looks like.

It's really dark under there.
Maya





Painting a collaborative ant colony mural

I am making an ant home... Jocelyn











Observing our classroom ant farm





Constructing 3D models of ants

Learning about ant anatomy and investigating ants in the UELF garden





"The Ants Take All of the Food"

A Stop-Motion Animation Short Film







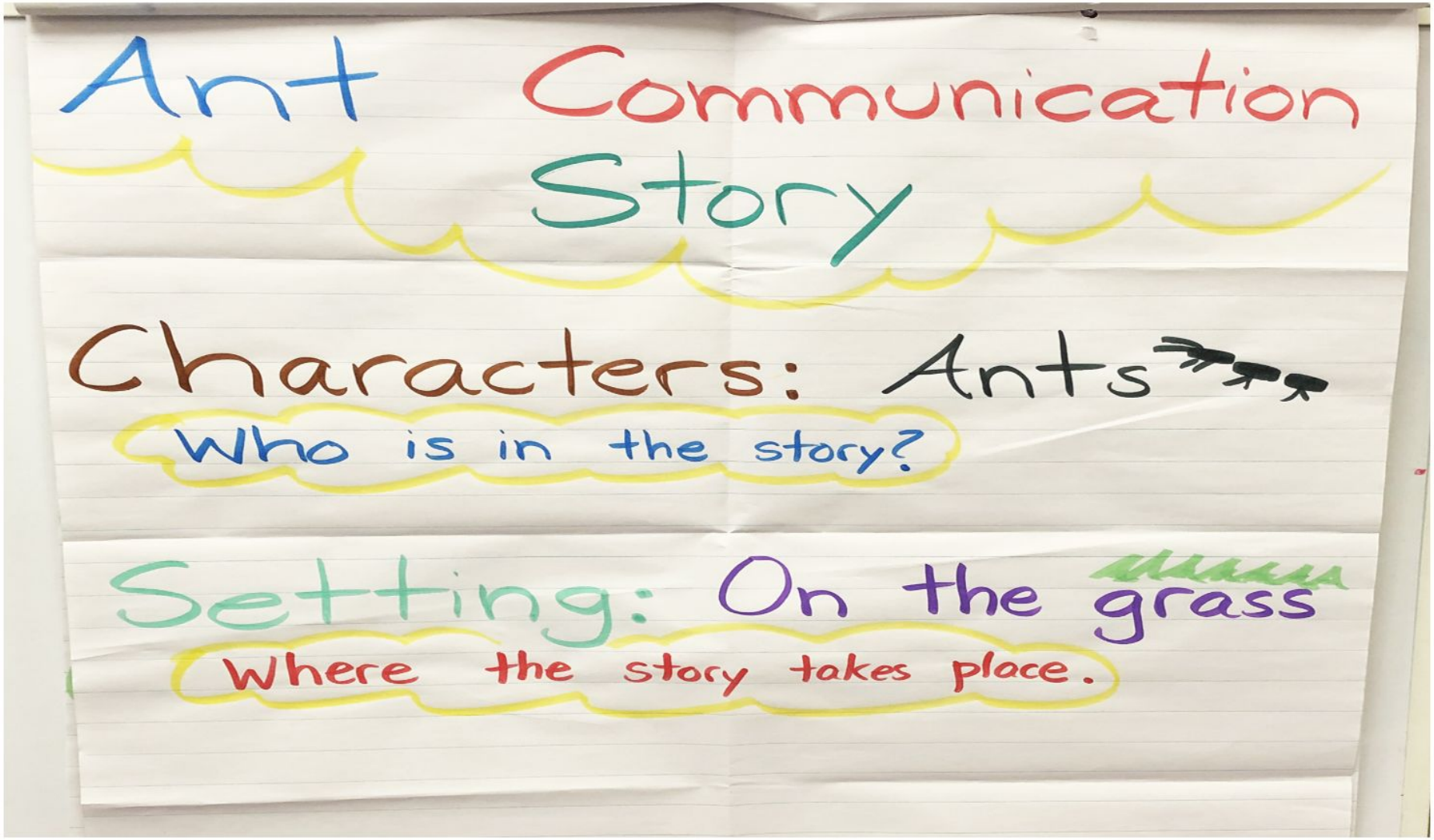
Room K2
TK/Kindergarten










Ant Communication Story
Characters: Ants
Who is in the story?
Setting: On the grass
Where the story takes place.









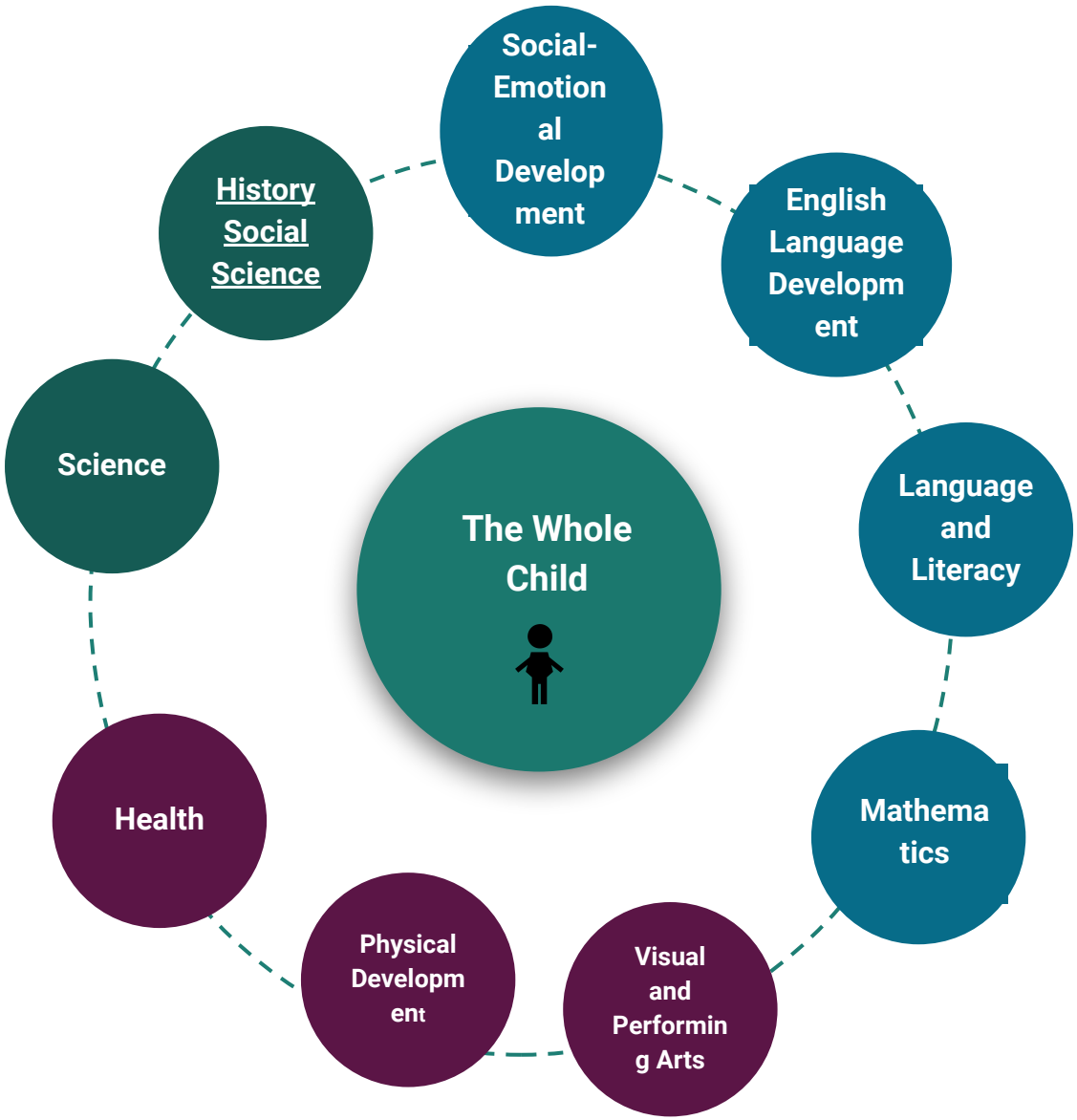
Room K2
TK/Kindergarten

Ant Perspective Photography









Addressing the Whole Child

Young Children Learn Best Through Play

Play is the highest form of research.

-Albert Einstein





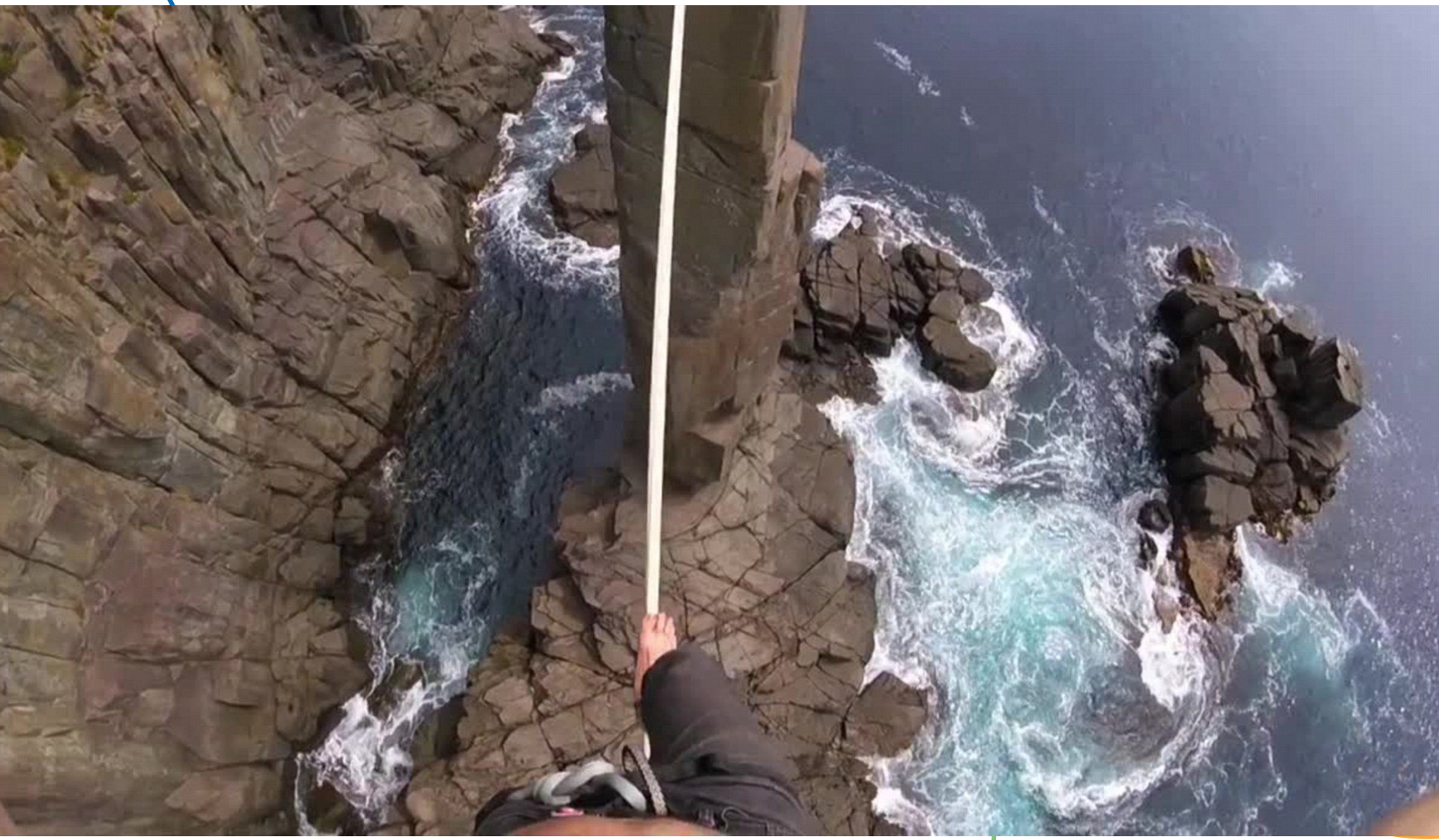
Child Self-Determined Play

Adult-Child Collaborative Play

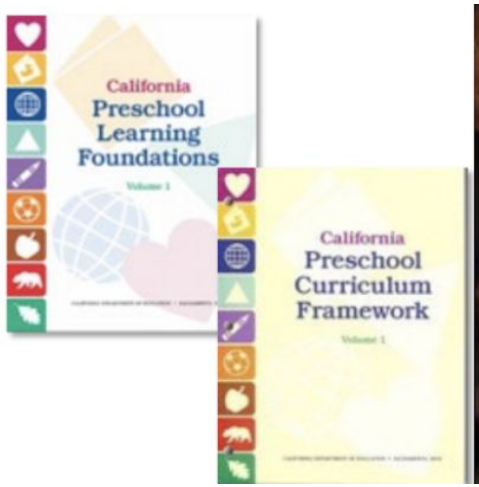
Adult Planned and Directed Play

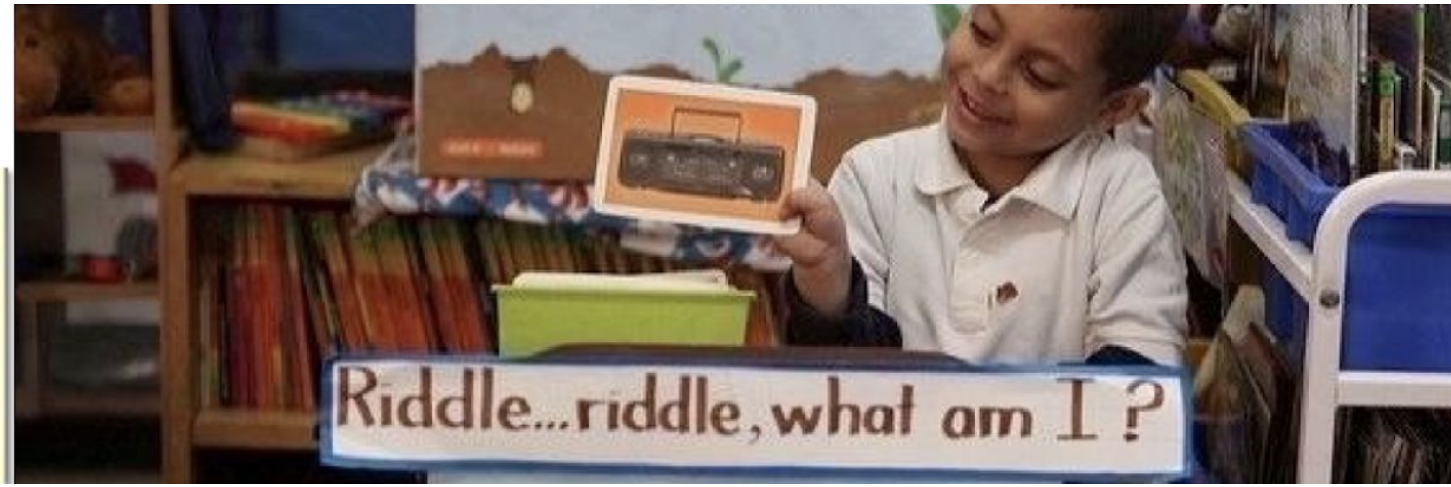
Play Based Learning Across the Curriculum

Adopted from Santa Clara COE



Resources to Support UPK Curriculum Planning





CPIN
California Preschool Instructional Network

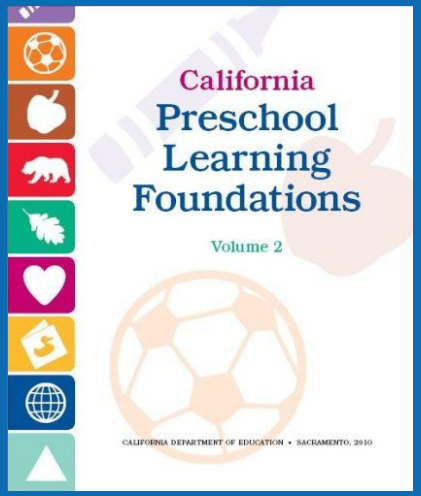
CDE PUBLICATIONS AND RESOURCES THAT SUPPORT TK IMPLEMENTATION



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The Preschool Learning Foundations

- Describe what children should be able to do at around 48 and 60 months
- Assume children have access to appropriate support and high-quality programs
- Supporting children's progression along their developmental continuum (TK/K)

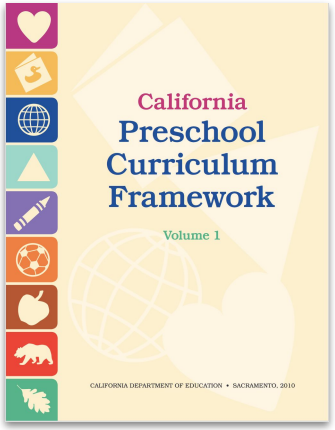


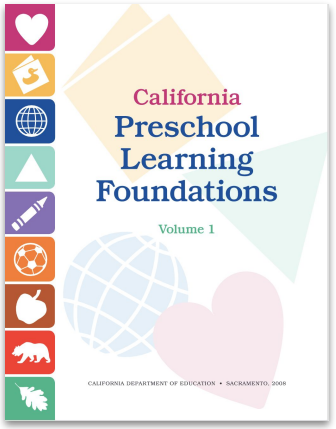


Curriculum Resources

To support local educational agencies (LEAs) with TK implementation of a "modified kindergarten curriculum that is developmentally and age appropriate" (EC 48000), a variety of California Department of Education (CDE) publications are available:

- California Preschool Learning Foundations, Volumes 1–3
- California Preschool Curriculum Framework, Volumes 1–3
- California's Common Core State Standards for Kindergarten
- Next Generation Science Standards (NGSS) for Kindergarten
- California K–12 Curriculum Frameworks for all content areas





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Developmentally Informed Assessment

Tools to Consider:

- Desired Results Developmental Profile: Kindergarten (DRDP-K) For use with TK and kindergarten
- Early Childhood Environment Rating Scale (ECERS)

Sonoma County Office of Education Supports

- Young Learners Teacher Network
- Family Guide
- Materials List
- Raising Readers
- Kindergarten Readiness Document
- scoe.org/upk
- UPK Collaborative
- Support facilitation of planning meetings
- Providing professional development for TK teachers and Instructional Assistants:
  - developmentally appropriate practice,
  - classroom environments,
  - quality teacher-child interactions,
  - social-emotional development
- Facilitating connections to early childhood programs (ie. Head Start, California State Preschool Programs, community-based early learning programs)
- Professional Learning Opportunities for Administrators

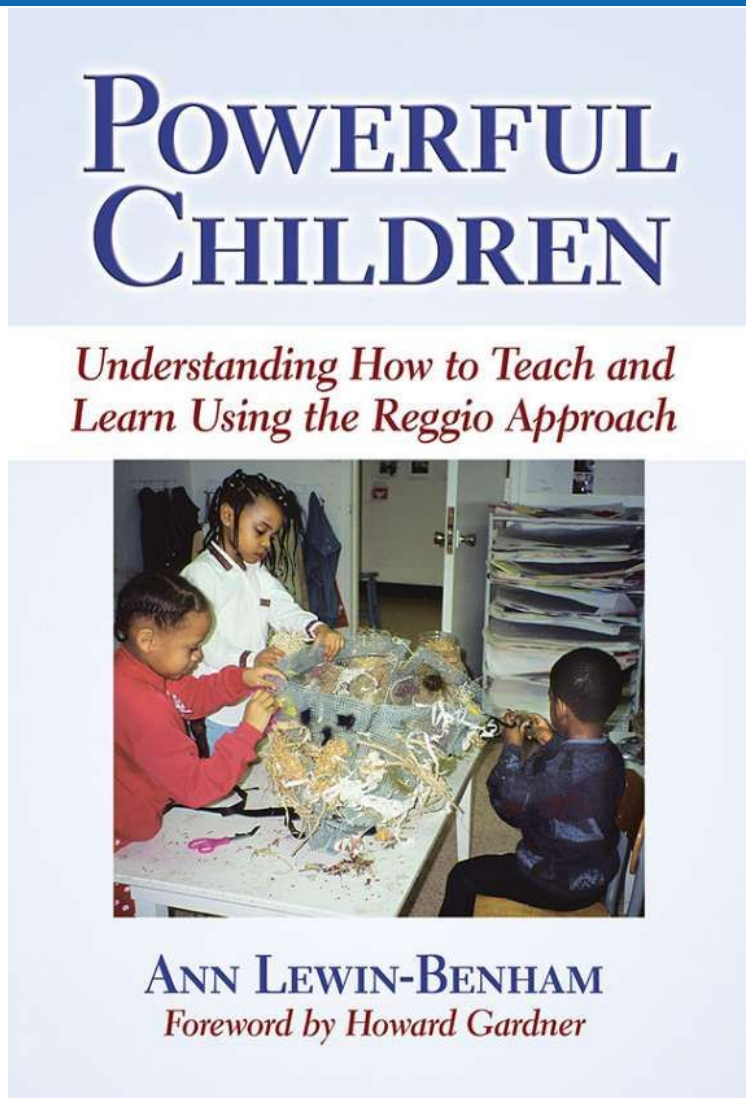
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Admin UPK Speaker Series: Thursday, April 21st

Thursday, April 21st
8:30am-12:00pm
Sonoma County Office of Education
Keynote: Ann Lewin-Benham

RSVP here: https://bit.ly/upkseries

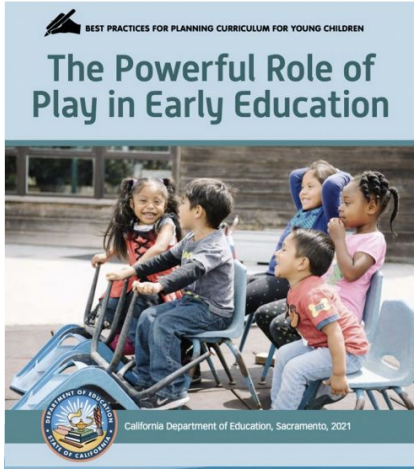


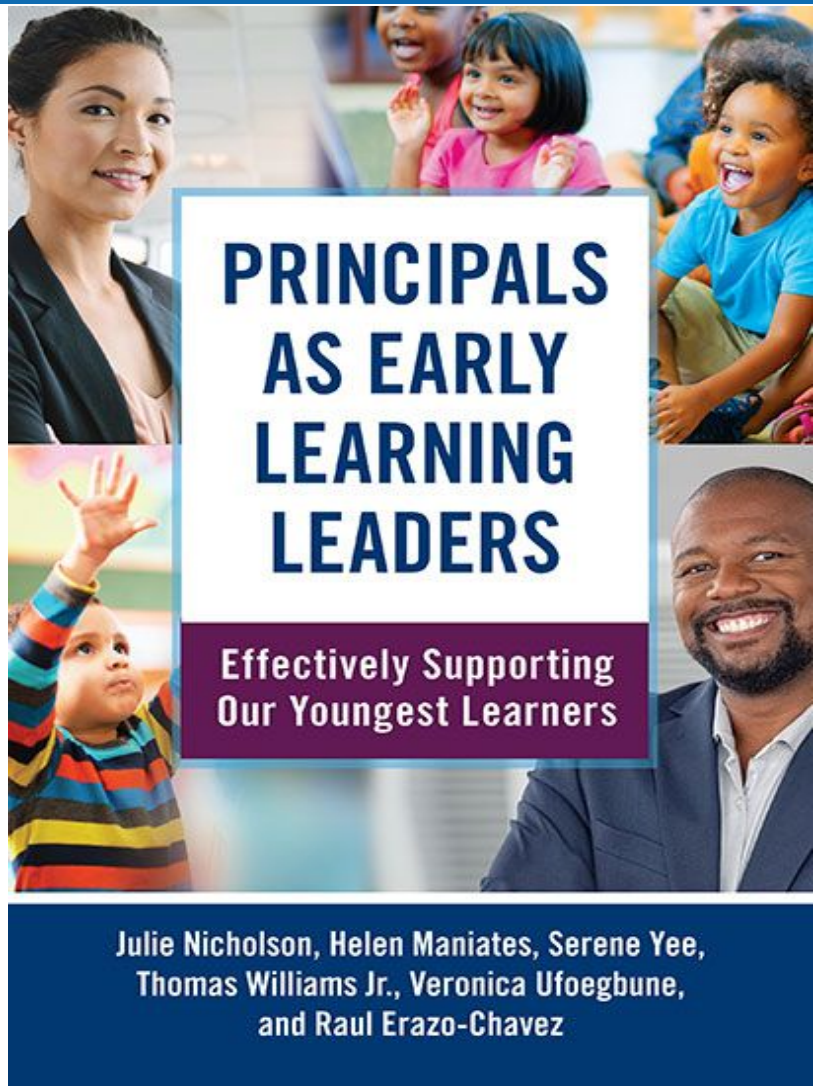


Admin UPK Speaker Series: Thursday, May 5th

Thursday, May 5th
8:30am-12:00pm
Sonoma County Office of Education
Keynote: Julie Nicholson







UPK Resource Folder



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UPK Q&A

Brulene Zanutto
Coordinator, Early Literacy and School Readiness
bzanutto@scoe.org

Ryan Kurada
Teacher-on-Loan for Science
rkurada@scoe.org

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