



**Universal Prekindergarten
Planning Toolkit:**
*A Resource Guide for
County Offices of Education
in California*



**CALIFORNIA COUNTY
SUPERINTENDENTS**

JANUARY 2022



CALIFORNIA COUNTY SUPERINTENDENTS

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California County Superintendents Educational Services Association
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Universal Prekindergarten Planning Toolkit
Introduction



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INTRODUCTION

The Universal Prekindergarten Planning Toolkit: A Resource for County Offices of Education in California is a resource guide that has been developed in response to recent legislation and investments. It offers approaches and examples to assist local education agencies (LEAs) with universal prekindergarten (UPK) and preschool through third grade (P–3) continuum planning and capacity building. This toolkit is a companion document to align with focus areas outlined in the *Universal Prekindergarten Planning Template*, released by the California Department of Education (CDE) in December 2021.

California’s historic investments in early education have created new and expanded opportunities to provide equitable learning experiences for all young students. Universal prekindergarten implementation will rely on a mixed-delivery system, supported by investments in universal transitional kindergarten, state preschool, and expanded learning, as well as comprehensive support for multilingual learners and students with disabilities. Critical to this mixed-delivery system are two key programs: transitional kindergarten and state preschool, and the additional delivery options offered through programs such as Head Start, community-based preschool programs, family child care, and family, friend, and neighbor care.



Assembly Bill (AB) 130¹ (2021–22) established an early education initiative to expand access to classroom-based prekindergarten programs offered by school districts, county offices of education, or charter schools. The collaboration among county offices of education, local educational agencies, state preschool programs, expanded learning programs, community partners, and families is essential to ensure a clearly articulated preschool through third grade early education system for all students.

Overview of Legislation

The statutes identified below address the following primary areas of the initiative and additional supporting grants: phase-in requirements including teacher credentialing; teacher-to-student ratios; planning, implementation, and professional development grants; facilities expansion grants; and various workforce development grants.

- California Education Code (EC), Section 48000, outlines a phase-in model beginning in the 2022–23 school year based on pupil age eligibility and grant programs to support the planning, implementation, and expansion of transitional kindergarten (TK).
- The California Prekindergarten Planning and Implementation Grant Program codified in EC, Section 8281.5, provides \$300 million to local educational agencies in the 2021–22 fiscal year for planning, implementation, and professional development.
 - \$200 million, a share of which will be allocated to LEAs in base, enrollment, and supplemental funding allocations for costs associated with creating or expanding California state preschool

¹ As modified by AB 167 which revised the methodology for allocating base, enrollment, and supplemental grants to local educational agencies.

programs or transitional kindergarten programs, or to establish or strengthen partnerships with other providers of prekindergarten education with the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Additionally, county offices of education will receive a minimum base allocation of \$15,000 for each local educational agency in their county that operates kindergarten programs to support countywide planning and capacity building.

- \$100 million of the funds will be utilized in a competitive grant (Early Education Teacher Development Grant) to: (1) increase the number of highly qualified teachers available to serve CA state preschool programs and transitional kindergarten pupils; and (2) provide CA state preschool program, transitional kindergarten, and kindergarten teachers with training in providing instruction in inclusive classrooms, culturally responsive instruction, supporting dual language learners, enhancing social-emotional learning, implementing trauma-informed practices and restorative practices, and mitigating implicit biases to eliminate exclusionary discipline.
- The California Preschool, Transitional Kindergarten, and Full-day Kindergarten Facilities Grant Program, amends EC 17375 and provides \$490 million for one-time grants in the 2021–22 fiscal year to school districts to meet the expansion needs. An overview of this funding opportunity is included in Appendix A.
- The Expanded Learning Opportunities Program provides funding to provide services in addition to the normal school-day and school-year operations, to provide full-day and full-year child care to meet the needs of working families whose children are enrolled in transitional kindergarten through sixth (TK–6) grade, including for at least 30 intersession days. A full day is defined as 9 or more hours. An overview of this funding opportunity is included in Appendix A.
- The Teacher Residency Grant Program provides \$350 million to expand, strengthen, improve access to, and/or create teacher residency programs. An overview of this funding opportunity can be accessed in the Universal Prekindergarten Teacher Pipeline Resource Compendium link at the end of Appendix A.
- The Classified School Employee Teacher Credentialing Program provides \$125 million to support classified school employees to enter credentialed teaching careers. An overview of this funding opportunity is included in Appendix A.
- The Golden State Teacher Grant Program provides awards of up to \$20,000 for students enrolled in a teacher credentialing program to enter into a high-needs field. An overview of this funding opportunity is included in Appendix A.



Transitional Kindergarten Program Features

The California Prekindergarten Planning and Implementation Grant Program established with Assembly Bill 130 is an early learning initiative that outlines various elements to offer prekindergarten programs through the public school system.

The early learning initiative includes a phase-in model to expand access to transitional kindergarten offered by school districts, county offices of education, or charter schools. Transitional kindergarten is used to identify the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

The phase-in model begins in the 2022–23 school year with following age eligibility for children enrolling in transitional kindergarten.

- 2022–23: 5th birthday between September 2–February 2
- 2023–24: 5th birthday between September 2–April 2
- 2024–25: 5th birthday between September 2–June 2
- 2025–26: 4th birthday by September 1st

The initiative also outlines the required average ratio of adults to children in the transitional kindergarten classroom. Each classroom must be taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (see

Education Code 44065 and 44256 for additional information). Starting in the 2022–23 school year, the average ratio in the classroom is one adult per every 12 students. Starting in 2023–24, the average ratio is one adult per every 10 students contingent upon an appropriation of funds for this purpose. Additionally, school districts and charter schools must maintain an average transitional kindergarten class enrollment of not more than 24 pupils (per classroom) for each schoolsite.

A credentialed teacher first assigned to a transitional kindergarten classroom after July 1, 2015, possesses, by August 1, 2023, one of the following three qualifications:

- At least 24 units in early childhood education, or childhood development, or both
- Local educational agency employing the teacher determines that the professional experience in a classroom setting with preschool age children is comparable to the 24 units in early childhood education, or childhood development, or both
- A child development teacher permit issued by the Commission on Teacher Credentialing

If a district or charter school chooses to commingle four-year-old students enrolled in state preschool programs into a transitional kindergarten classroom, then the following additional program requirements apply:

- The district or charter school must
 - utilize an Early Childhood Environment Rating Scale;
 - evaluate children enrolled for more than 10 hours a week using the Desired Results Developmental Profile;
 - meet teacher credentialing requirements;
 - maintain compliance with the adult–child ratios in [California Education Code, Section 8241](#); and
 - ensure that contractors serving students enrolled in the state preschool program report the services, revenues, and expenditures for the state preschool program. The contractors are not required to report the services, revenues, and expenditures in the transitional kindergarten program.
- Additionally,
 - the classroom shall not also include children enrolled in transitional kindergarten for a second year;
 - the classroom shall not also include children in kindergarten in that classroom; and
 - contractors of a school district or charter school commingling children enrolled in the California state preschool program with children enrolled in a transitional kindergarten program classroom shall report the services, revenues, and expenditures for the California state preschool program



children in accordance with Section 18068 of Title 5 of the California Code of Regulations. Those contractors are not required to report services, revenues, and expenditures for the children in the transitional kindergarten program.

- Further, a child’s eligibility for transitional kindergarten enrollment does not impact family eligibility for a subsidized preschool or childcare program. The timeline overview (Table 1) highlights key information regarding student eligibility, teacher to student ratios, class size, and credentialing requirements. Please see the detailed legislative information section for additional information regarding program requirements.

Reference the full text here: [California Education Code, Section 48000](#)

Table 1

Transitional Kindergarten Eligibility, Ratios, Class Size, and Credentialing Timeline

TK Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Student Phase-In (EC 48000)	TK Planning Year	5th birthday between September 2– February 2	5th birthday between September 2–April 2	5th birthday between September 2–June 2	4th birthday by September 1
Teacher-to-Student Ratios and Average Site Class Size (EC 48000)	TK Planning Year	1:12 24 students	1:10* 24 students	1:10* 24 students	1:10* 24 students
Credentialing Requirements (EC 48000)	TK Planning Year	Additional TK credentialing requirements in place by August 2023	Additional TK credentialing requirements in place	Additional TK credentialing requirements in place	Additional TK credentialing requirements in place

* Contingent on funding

Overview of Grants

AB 130 established early education initiative funding with the goal to expand access to classroom-based prekindergarten programs offered by school districts, county offices of education, or charter schools. Two key grant funding opportunities to support planning and implementation of UPK and a P–3 continuum are described below. They include the California Prekindergarten Planning and Implementation Grant Program and the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program.



California Prekindergarten Planning and Implementation Grant Program

The California Prekindergarten Planning and Implementation Grant Program provides \$300 million to local educational agencies to expand access to classroom-based prekindergarten programs. [Allocations](#) for base, enrollment, and supplemental funding, as well as a competitive grant, are described below.

Base, Enrollment, and Supplemental Funding Allocations

An LEA allocation of \$200 million will be available to LEAs for costs associated with the creation or expansion of preschool programs, transitional kindergarten programs, or to establish or strengthen partnerships with other providers of PreK education within the LEA, including Head Start programs, to ensure that high-quality options are available for four-year-old children.

Allowable costs for base, enrollment, and supplemental allocations include, but are not limited to, planning, hiring and recruitment, staff training and professional learning, classroom materials, and supplies.

LEAs that receive funding commit to (a) providing program data to the California Department of Education and (b) developing a plan for consideration by the governing board or body at a public meeting on or before June 30, 2022. Plans must include how all the 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. This can include partnerships with the LEA's expanded learning offerings, After School Education and Safety Program, California State Preschool Program, Head Start program, and other community-based learning and care programs.

Base Allocations

LEAs that operate kindergarten programs will receive a minimum level of funding through a base allocation. The base funding amount will be determined by California Longitudinal Pupil Achievement Data System (CALPADS) 2020–21 fall 1 kindergarten enrollment data as identified in Table 2.

Table 2

Funding Allocation Methodology

LEA Kindergarten Enrollment for CALPADS 2020–21 Fall 1 Certification	Base Allocation Amount
1 to 23 pupils	\$25,000
24 to 29 pupils	\$50,000
100 or more pupils	\$100,000



County offices of education will receive a minimum base funding allocation of \$15,000 for each local educational agency in their county that operates kindergarten programs to support countywide planning and capacity building.

Enrollment and Supplemental Allocations

After base funding has been allocated, the remaining funds will be released for enrollment and supplemental funding allocations:

- Sixty percent will be available as enrollment funding based on the LEA's proportional share of total CALPADS fall 1 kindergarten enrollment for the 2019–20 fiscal year; and
- Forty percent will be available as supplemental funding to LEAs based on CALPADS fall 1 kindergarten enrollment minus the transitional kindergarten program enrollment for the 2019–20 fiscal year, multiplied by the LEA's unduplicated pupil percentage.

Competitive Grant – Early Education Teacher Development Grant

The State Superintendent of Public Instruction (SSPI) will administer a competitive grant program with the remaining \$100 million to LEAs to (a) increase the number of highly qualified teachers available to serve state preschool programs and TK; and (b) to offer professional development to preschool, TK, and kindergarten teachers on the topics of inclusive programs, culturally responsive instruction, supporting dual language learners, enhancing social–emotional learning, implementing trauma informed practices and restorative practices, and mitigating implicit biases to eliminate exclusionary discipline. Professional development must be aligned with the preschool learning foundations and academic standards.

Competitive grants can be used for any of the following purposes:

1. Tuition, supplies, and other related educational expenses
2. Transportation and child care costs incurred as a result of attending classes
3. Substitute teacher pay
4. Stipends and professional development expenses, as determined by the SSPI
5. Career, course, and professional development coaching, counseling, and navigation services
6. Linked courses, cohorts, or apprenticeship models
7. Training and professional development for principals and other administrators on the tenets of effective instruction for young children
8. Other educational expenses, as determined by the SSPI



LEAs that receive competitive grants commit to providing program data to the CDE, including but not limited to, recipient information such as demographics, educational progress, courses taken, and overall program evaluation.

LEAs may apply on behalf of a consortium of providers within the LEA's program area, including California state preschool programs and Head Start programs operated by community-based organizations. [A Letter of Intent](#) for the [Early Education Teacher Development Grant](#) is due on February 2, 2022. Applicants must demonstrate all of the following:

- A need for preschool and transitional kindergarten/kindergarten professional development in a region
- The presence of or a plan to create inclusive classroom settings
- The ability to connect the preschool, TK, or K program to before and afterschool programs and extended day services
- A plan
 - to integrate preschool, transitional kindergarten, and kindergarten professional development opportunities;
 - for recruiting new preschool, TK, or K teachers with experience in early learning and care settings and collaborating with institutions of higher education ensure a qualified PreK teacher pipeline; and

- for how principals overseeing the TK or other PreK program, will receive training and professional development on the value and tenets of effective instruction for young children.

The methodology for establishing the competitive grants will include an account of the percentage of

- TK and K pupils eligible for free and reduced-price meals;
- dual language learners that the LEA is serving or planning to serve in a California State Preschool Program or TK program;
- pupils with disabilities the LEA is serving or planning to serve in an inclusive California State Preschool Program or TK program; and
- pupils served or planned to be served in full-day CA State preschool, TK, or K programs offered by the LEA or community-based organizations.

The methodology will also include the extent to which

- significant disproportionality of races or ethnicities have been identified in special education in an attendance area; and
- applicants plan to partner with community-based California state preschool programs and Head Start programs to ensure those teachers have access to professional development along with teachers employed by the LEA.

For more information, reference the full text here: [California Education Code, Section 8281.5](#)

Information will be available on the CDE’s website at www.cde.ca.gov when it becomes available. All funds will be available for encumbrance until June 30, 2024 (See Appendix A).

California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program

AB 130 changed the name of an existing early learning facilities initiative (Full-Day Kindergarten Facilities Grant Program) to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to broaden opportunities for California state preschool programs and transitional kindergarten classrooms. An allocation of \$490 million to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities for the purpose of providing

- transitional kindergarten classrooms;
- full-day kindergarten classrooms;
- the construction of new preschool classrooms;
- the modernization of existing preschool classrooms; and
- the modernization of existing kindergarten and grade 1 to 12, inclusive, classrooms that would be converted to provide California state preschool programs operated by school districts on a public school site.



Priority for facilities grants shall be given to school districts that meet either of the following criteria:

- The school district is financially unable to contribute a portion of, or all of, the local matching share required for the project.
- The school district applying for facilities of transitional kindergarten or full-day kindergarten serves a high percentage of students who are eligible for free or reduced-price meals.

- The school district applying for a preschool facilities grant is located in an underserved area, as defined in [California Education Code, Section 8205](#), that is prioritized to receive funds for the California state preschool program.
- The school district will provide 50% of the cost of the new construction project or 40% of the cost for the retrofit project. The exception is school districts that meet the requirements for financial hardship.
- With the exception of school districts that meet the requirements of financial hardship, the school district will provide 25% of the cost of the project, new construction or retrofit, if the school district does either of the following:
 - Converts a part-day kindergarten program to a full-day kindergarten program.
 - Starting with the 2021–22 fiscal year, offers, or expands enrollment in, a California state preschool program or transitional kindergarten program.

The facilities grant entails the submission of various documents to demonstrate the need for expansion or the modernization of the classrooms (See Appendix A). For more information, reference the full text here: [California Education Code, Section 17375](#)

Information is available on the Office of Public Construction website at www.dgs.ca.gov as it becomes available. Direct link: [Access Full-Day Kindergarten Facilities Grant Program Funding](#)

Universal Prekindergarten Planning Toolkit

Supporting LEA Universal Prekindergarten Planning Through COE Technical Assistance and Support



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SUPPORTING LEA UNIVERSAL PREKINDERGARTEN PLANNING THROUGH COE TECHNICAL ASSISTANCE AND SUPPORT

Leadership Role of County Offices of Education

Assembly Bill (AB) 130 (2021–2022) established an early learning initiative to expand access to classroom-based prekindergarten programs offered by school districts, county offices of education, or charter schools. County offices of education (COEs) will receive \$15,000, for each local educational agency (LEA) that operates kindergarten programs, to support countywide universal prekindergarten (UPK) planning and capacity-building efforts (EC 8281.5; See [Funding Results](#) for COE allocation).

The collaboration between county offices of education, local educational agencies, state preschool programs, expanded learning programs, and educational partners is essential to ensure a clearly articulated preschool through third grade (P–3) continuum for early education students. Critical to this collaboration and successful implementation of UPK is a strong COE and LEA partnership. AB 130 has presented unprecedented opportunities to strengthen the P–3 alignment and improve outcomes for young learners throughout California.



The purpose of this section is to provide COEs with guidance and suggested approaches to provide technical assistance and support to LEAs as they plan to expand high-quality early education programs through UPK implementation. This guidance is aligned with the [Universal Prekindergarten Planning and Implementation Grant Program – Planning Template](#) released by the California Department of Education (CDE). This template includes recommended and required planning questions. The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process. The UPK Planning: LEA Assessment Tool (Appendix B), also aligned with the UPK Planning Template, serves as a supplemental resource for COEs to provide technical assistance and support LEA leadership teams.

COEs are critical leaders in convening early education and care partners to support the development of a universal prekindergarten system through a mixed-delivery approach. A mixed-delivery model includes multiple partnerships across early education, elementary education, early learning and care, expanded learning, and extended care. These critical partners must work together to create a strong mixed-delivery system that incorporates inclusive practices and opportunities for multilingual learning and differentiated instruction. As a condition of receiving grant funds, LEAs are required to create a plan that articulates how children in the attendance area will have access to full-day learning programs the year prior to kindergarten.



County Office of Education Technical Assistance and Support

The opportunities and approaches for COEs to support LEA UPK planning efforts include the leadership role of COEs and the following focus areas included in the CDE UPK Planning Template:

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

COE Leadership Role to Provide Technical Assistance and Support

The California Prekindergarten Planning and Implementation Grant Program provides funding to COEs to support countywide planning and capacity building for UPK. As LEAs engage in assessing their current status, capacity, design, and resources needed, COEs are funded to provide critical support and technical assistance in the following areas:

- Become knowledgeable regarding guidance, resources, and information, released by the CDE and its partners, to serve as a resource and/or facilitator for the development of the UPK Plan.
 - Share resources and information with LEAs.
 - Act as clearinghouse for up-to-date legislative and grant information to support LEAs.
- Develop a plan of how the COE will support LEAs to assess UPK options, make school transformation decisions, construct plans, and respond to required and recommended UPK Planning Template questions.
 - Facilitate the use of the [Universal Prekindergarten Planning and Implementation Grant Program – Planning Template](#) to assist LEAs with planning efforts.
 - Support the inclusion of LEA early education personnel in the UPK planning process.
 - Communicate how COEs can support LEAs with the UPK planning process.
- Provide outreach to support community and early education connections and engagement in UPK planning.
 - Build connections with Resource and Referral Agencies (R&Rs), Local Planning Councils (LPCs), expanded learning and care providers, including early learning and child care providers within LEA enrollment attendance boundaries.
 - Strengthen connections with the local Quality Counts California (QCC) consortia.
 - Assist with conducting outreach and extending invitations for early education partner engagement in LEA planning efforts and to gather public input.
- Convene LEAs to facilitate partnerships and support a consortium of LEAs to develop joint or aligned UPK plans.
 - Assist small and/or rural LEAs with the development and submission of a joint UPK Plan.
 - Partner with nearby LEAs or the COE for a single countywide plan.
- Operate an early education program (e.g., California State Preschool Program [CSPP], Head Start) and/or Expanded Learning Opportunities Program (ELO-P) that is integrated into the LEA's UPK program.

Focus Area A: Vision and Coherence

Universal prekindergarten (UPK) provides an opportunity to transform schools by creating a coherent education system. Identifying a clear vision for an expanded UPK program is a key step towards ensuring students and their families have equitable access to high-quality early education experiences that include nine hours of instructional time and extended learning and care through before- and after-school programming, intersession, and summer learning and care. While creating a P–3 continuum, local educational agencies (LEAs), in partnership with early learning and care programs, will engage in planning and implementation processes to establish and continually reinforce program coherence, guide the process of prioritizing specific goals, and intentionally select and implement related activities that efficiently and effectively move the program toward alignment with the legislation. These processes will be most successful with broad and diverse partnerships that constitute an inclusive, integrated, and coherent mixed-delivery system.

COE Role: Technical Assistance and Support

County offices of education (COEs) can support LEAs as they work toward clarifying their vision and approach to provide coherent expanded early learning opportunities for all students. The following are examples and approaches for COEs to support planning and capacity building for UPK and movement towards a P–3 continuum:




- Provide technical assistance and support to LEA leadership teams to implement equitable access of an inclusive and culturally and linguistically responsive UPK program for four-year-old children and their families, as well as an articulated and coordinated P–3 continuum.
 - Assist with creating inclusive UPK models that ensure students are placed in the least restrictive environment.
 - Provide technical assistance and support in building connections and partnerships that facilitate an integrated service-delivery model for nine hours of early learning and care, as well as, part-day options for families.
 - Administer an early education program (e.g., California State Preschool Program [CSPP], Head Start) to expand enrollment and service delivery capacity within the county.
 - Support LEA leaders and teachers with professional learning, technical assistance, and support.
 - Share service delivery models with promising practices and processes for high-quality early education, early admittance, partnerships for early education and extended learning and care, etc.
 - Provide professional learning aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* to help provide administrators, leaders, and teachers with a solid understanding of early education teaching and learning expectations and guidance.
- Support LEAs to identify areas of alignment between the Local Control and Accountability Plan (LCAP) and UPK plan as well as opportunities for future LCAP updates.
- Cultivate and support UPK leadership and program integration for cohesive and comprehensive UPK programs.

- Consider administrative structure of LEAs and design ways to support, monitor, and facilitate connections at the county and LEA levels.
- Identify LEA staff responsible for key UPK functions and provide technical assistance and support to successfully implement UPK.
- Share models and facilitate leadership integration of early education and TK–12 to promote comprehensive and coherent decision making at the executive and cabinet levels.
- Support LEAs with the development of a UPK vision statement that reflects a cohesive and comprehensive approach to expanding UPK programs. Consider sharing sample vision statements for LEAs to use and customize as needed (Figure 1). Critical attributes for a vision statement might include the following:
 - meaningful and collaborative engagement of all educational partners;
 - effective coordination between and among LEA departments, with a specific focus on collaboration amongst early learning and K–12;
 - a focus on equity;
 - attention to cultural and linguistic diversity that is reflective of the communities served;
 - consistent use of developmentally appropriate practices to provide standards-aligned instruction for all students; and/or
 - high-quality recruitment strategies and staff development opportunities for administrators, teachers, support staff, paraprofessionals, etc.

Figure 1
UPK/P–3 Vision Statement Development Elements

Areas to potentially include in a UPK /P–3 continuum vision statement:

- Lay a strong foundation for academic success, social-emotional well-being, and productive lives for all students by providing high-quality early education opportunities for all eligible PreK, TK, and K–3 students.
- Provide meaningful and productive engagement of all families and the community.
- Ensure effective coordination between and among all district departments.
- Engage in ongoing articulation and collaboration with non-LEA administered early learning and care programs.
- Ensure equity and value cultural and linguistic diversity in the community.
- Provide high-quality, developmentally-informed, standards aligned curriculum and instructional practices.
- Provide highly qualified teachers, support staff, paraprofessionals, and administrators.
- Expand access to classroom-based prekindergarten programs.
- Ensure a clearly articulated preschool through third grade early education for all students.
- Ensure inclusive practices for multilingual learning and differentiated instruction.



Planning Tools

County offices of education and school districts have pivotal roles in providing the vision, leadership, and support to sites and educational partners as UPK expands to provide seamless, clearly articulated preschool through third grade (P–3) early education for all students. The following list of resources and webinars (Figure 2) may be helpful in supporting LEAs with universal prekindergarten planning while they envision, plan, and implement expanded PreK programs and movement towards a P–3 continuum. While the following list is not exhaustive, it includes key online resources and recorded webinars to highlight promising practices. As additional resources and webinars become available, county offices of education are encouraged to explore and share with LEAs and other partners.

Figure 2

Focus Area A: Vision and Coherence – Resources and Webinars

RESOURCES

- [CA Early Childhood Educator Competencies](#)
- [Center for District Innovation & Leadership](#)
- [Family Engagement Framework](#)
- [Family Engagement Toolkit](#)
- [KidsDATA](#)
- [Leading Pre-K–3-Learning Communities-executive-summary.pdf \(naesp.org\)](#)
- [National P–3 Center: Home](#)
- [P–3 Alignment Projects - CEELO](#)
- [Parent Toolkit for Multilingual Education](#)
- [Preschool through Third Grade \(P–3\) Alignment - Grade Spans \(CA Dept of Education\)](#)
- [Resource & Referral Program Services Data](#)
- [Taking It to the Next Level: Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice](#)
- [Transitional Kindergarten Implementation Guide - Child Development \(California Department of Education, 2013\)](#)
- [Universal Prekindergarten Frequently Asked Questions \(California Department of Education\)](#)
- [Transitional Kindergarten Professional Resource Guide for Administrators \(CCSESA, 2015\)](#)
- [Transitioning to Kindergarten: Toolkit for Early Childhood Educators \(American Federation of Teachers\)](#)

WEBINARS

Bridging the Emerging Universal Programs to Support UPK & P–3 Alignment: Insight from CDE and Education Leaders Webinar

- Host: California Department of Education
Date/Time: November 9, 2021 (3:30–5:00 p.m.)
- Overarching P–3 Resources shared in post-webinar email:
 - P–3 Alignment Initiative & Universal Preschool

- Defining P–3 Alignment & Resources <https://www.cde.ca.gov/ci/gs/p3/>
- CDE has set up in-boxes and email addresses to submit questions.
- Contact at:
Universal Preschool UPK@cde.ca.gov
P–3 Alignment Initiative P3-Alignment@cde.ca.gov
- Expanded Learning: <https://www.cde.ca.gov/lx/ex/>
 - Expanded Learning Opportunities Program (ELO-P)
<https://www.cde.ca.gov/lx/ex/elopinfo.asp>
<http://www.cde.ca.gov/fg/aa/pa/elop.asp>
 - FAQs: <https://www.cde.ca.gov/lx/ex/elofaq.asp>
 - System of Support: <https://www.cde.ca.gov/lx/ex/sosexplearncontacts.asp>
 - Contact at: expandedlearning@cde.ca.gov

GENERAL WEBINARS

Universal Prekindergarten Planning Template Overview Webinar

- Host: California Department of Education Early Education Division, in collaboration with the Opportunities for All Branch at the California Department of Education
Date/Time: January 13, 2022 (3:30–5:00 p.m.)
- The UPK Planning and Implementation Template, [webinar slides](#), and related resources are available on the [CDE website](#).
- Resources from the webinar for enrollment projection:
 - [TK and K enrollment 2013–2019](#)
 - [DOF population estimates and projections by age](#)
 - [Count of births in each ZIP Code](#) in CA as reported by the California Department of Health and Human Services

Transforming Education in CA: 2021 Budget Act Investments and Opportunities

- Host: California Collaborative for Educational Excellence
Date/Time: December 8, 2021 (8:00–10:00 a.m.)
- Recordings are available on the *Transforming Education in CA* [landing page](#).
 - [2021 Budget Act Investments and Opportunities](#)
 - [Learning from Our Small/Rural Leaders](#)
- Resources from the webinar:
 - *Transforming Education in CA* [slide deck](#)
 - [ELOP Program webpage](#)
 - [ELOP Program Plan Guide Template](#)
 - [Expanded Learning Fireside Chats](#) with Michael Funk from CDE
 - [Small School Districts Association Conference Information](#)

Focus Area B: Community Engagement and Partnerships

Family and community engagement and partnerships are critical to the successful implementation of universal prekindergarten (UPK) and the creation of a strong P–3 continuum. Engaging families is important to supporting students’ learning, social-emotional development, and well-being. Establishing strong home-school connections and engaging families early in their children’s education journey supports students’ achievement in future years.

During the planning phase, local educational agencies (LEAs) will identify opportunities to cultivate meaningful relationships and partnerships with district administered and non-district administered community partners. Through community outreach and engagement, initiated by the LEA, non-district administered early education and community businesses learn more about the local schools and areas that can be supported. In return, community outreach provides opportunities for educators to build a deeper, more comprehensive understanding of the neighborhoods and communities. Effective community outreach reinforces a shared responsibility for all children and has the potential to build and strengthen, not only extended care and expanded learning opportunities, but a safety net for children who experience academic and/or social challenges, stressful situations, or coping with trauma.

COE Role: Technical Assistance and Support

As LEAs extend and refine their family and community outreach and engagement, county offices of education (COEs) can provide technical assistance and support to LEAs as they conduct outreach and work towards cultivating relationships, identifying areas of shared responsibility, and collaborating with internal and external partners. By working together, LEAs, families, and community partners can create well-coordinated expanded learning and extended care experiences that are inclusive, prioritize parental choice, and provide equitable access for young students with disabilities. The following are examples and approaches for COEs to support engagement and partnerships with families and community partners, planning, and capacity building for UPK and movement towards a P–3 continuum:

- Develop and share informational outreach resources and activities (e.g., flyers, events, informational packets) that clearly articulate the importance of early education in the lives of young learners and highlight the impact positive outcomes for children might have on the community.
- Facilitate the development of potential partners at the county and regional levels to support the planning and implementation of a seamless UPK program and services to address the needs of diverse early learners and their families.
 - Seek public input through opportunities with partners that may include, but not limited to, the following:
 - Community Advisory Committee (CAC) meetings
 - Community-based Organization (CBO) events
 - District Advisory Committee meetings
 - District English Learner Advisory Committee (DELAC) meetings
 - English Learner Advisory Committee (ELAC) meetings
 - Family surveys
 - First 5 County Commission meetings
 - Head Start Policy Council meetings
 - Local Control and Accountability Plan (LCAP) education partner input sessions
 - Local Planning Council (LPC) meetings

- Parent engagement centers
 - Parent Teacher Association meetings
 - Quality Counts California (QCC) local consortia meetings
 - School Site Council meetings
 - Special Education Local Plan Area (SELPA) meetings
 - Tribal Community input sessions
 - Other
- Convene collaborative planning meetings between and among local districts and their early learning partners (e.g., Head Start, California State Preschool Program [CSPP], First 5, local Quality Counts California consortia, expanded learning) to cultivate relationships and provide public input.
 - Facilitate communication between and among LEAs regarding topics such as
 - promising practices/what’s working related to family and community outreach;
 - challenges and opportunities with UPK and P–3 planning and implementation; and
 - establishing and maintaining family and community partnerships and collaboratives to support healthy development and learning for all students.
 - Facilitate partnerships with LEAs, Resource and Referral Agencies (R&Rs), Local Planning Councils (LPCs), and existing providers to ensure students and their families have equitable access to high-quality early education experiences that include nine hours of instructional time and extended learning and care opportunities (e.g., before- and after-school programming, intersession, and summer learning and care).
 - Identify innovative models and schedules for combining expanded UPK programs with existing preschool, TK–K programs, and extended (day and year) learning programs available within the community.
 - Strengthen partnerships to create inclusive early education for children with disabilities.
 - Facilitate the formation of a regional consortium of COEs to ensure that every LEA (regardless of size or geographic location) has access to timely information related to expanded UPK and P–3 alignment, and an opportunity to learn from experiences of P–3 colleagues throughout the state.

Planning Tools

County offices of education and school districts have pivotal roles in providing the vision, leadership, and support to sites and educational partners as UPK expands to provide seamless, clearly articulated preschool through third grade (P–3) early education for all students. The following list of resources (Figure 3) may be helpful in supporting LEAs with universal prekindergarten planning while they envision, plan, and implement expanded PreK programs and a P–3 continuum. While the following list is not exhaustive, it includes key online resources and recorded webinars to highlight promising practices. As additional resources and webinars become available, county offices of education are encouraged to explore and share with LEAs and other partners.



Figure 3

Focus Area B: Community Engagement and Partnerships – Resources

RESOURCES

- [All About Young Children \(Information for Families on Children’s Early Development\)](#)
- [Center for Early Literacy Learning Resources for Parents](#)
- [Local Child Care and Development Planning Councils](#)
- [Local Planning Council representatives in each California county](#)
- [Milestones Matter \(Learn the Signs\)](#)
- [National Association for the Education of Young Children \(NAEYC\) for Families](#)
- [The National Center for Pyramid Model Innovations: Backpack Connection Series](#)
- [Resource & Referral Program Services Data](#)
- [Transitional Kindergarten Implementation Guide](#)
 - [Video Chapter 7: Families and Community Partners](#)
- [Quality Counts California](#)

Focus Area C: 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.

COE Role: Technical Assistance and Support

Given the anticipated high demand for teachers in California, county offices of education (COEs) might consider the various approaches to support local educational agencies (LEAs) as they recruit additional teachers, support staff, and paraprofessionals needed to expand universal prekindergarten (UPK) programs. Ongoing professional learning is essential in providing support to teachers, leaders/principals, and support staff of early education. To provide the high-quality teaching and learning experiences expected for all young students, effective professional learning reinforces key elements of the LEA’s vision to collaborate with colleagues and refine age-appropriate curriculum and instructional practices. Effective professional learning and the support it provides is also critical in building and maintaining a sense of efficacy and retaining teachers and support staff.



The following considerations are divided into two categories: 1) Workforce Recruitment and 2) Professional Learning. Each approach encompasses opportunities to recruit and provide professional learning experiences for teachers, leaders/principals, and support staff with the successful planning and



implementation of full-day early education programs. To assist with an expanded learning teacher pipeline that is representative of California's students and a thriving workforce that includes pathways for educators, below are examples and approaches for COEs to support LEA workforce planning and capacity building for UPK and movement towards a P–3 continuum.

Workforce Recruitment

Supporting a Pathway to Recruit Diverse TK Teachers

COEs can support the development of creative pathways for staff to obtain a Multiple Subject Teaching Credential

to teach in a TK classroom. COEs that currently offer a credential programs are well-positioned to work with LEAs to develop innovative pathways. COEs may facilitate partnerships with institutions of higher education to create pathways for teachers to obtain a Multiple Subject Credential. With staff shortages and the expansion of early learning programs, it is essential to develop a long-term plan to support workforce recruitment, certification and permit processes, and ongoing professional learning. COEs should collaborate regionally to provide workforce recruitment support for single school LEAs and smaller districts.

- Support the development of creative and innovative career pathways to authorize and offer 24 units in ECE to fulfill the requirements to teach TK.
 - Partner with Institutions of Higher Education (IHEs) and educational partners to establish the number of pathways available for aspiring educators at every level from secondary through post-secondary.
- Initiate and support collaborative approaches to develop pathways for staff to obtain a Multiple Subject Teaching Credential.
 - Provide information regarding resources, funding opportunities (e.g., Teacher Residency Grant, Early Education Teacher Development Grant, California Classified School Employee Teacher Credentialing Program) that are available to support classified staff and teacher recruitment efforts.
 - Facilitate access to Teacher Intern Programs operated by a COE or IHE. Teacher Intern Programs support candidates to obtain their credential while serving as the teacher of record.
 - Provide information to districts regarding the option to hire under a Provisional Internship Permit, Short-Term Staff Permit or other waiver for those not yet eligible for the Teacher Intern Program nor without a teaching credential.
 - Coordinate a joint submission for RFAs to contribute to workforce development. COEs should consider developing a consortium of COEs and/or a consortium with districts to develop a joint proposal. Grant opportunities include [Early Education Teacher Development Grant](#) and [CTC Teacher Residency Grant Program](#).
 - Explore opportunities to provide stipends for tuition and fees for coursework towards a Multiple Subject Teaching Credential.
- Support workforce recruitment for individuals to obtain the Child Development Teacher Permit and create a pipeline for preschool teachers and paraprofessionals.
 - Work with LEAs to support career exploration and develop a career pathway model to expose high school students to careers in education.
 - Partner with IHEs and LEAs to offer cohort models or other innovative approaches. Explore and expand workforce development options to recruit preschool teachers and paraprofessionals.

- Explore opportunities to provide stipends for tuition and fees and other programmatic costs associated with credit-based coursework, a degree, or Child Development Teacher Permit.
- Consider navigators/academic advisors to support aspiring teachers to take appropriate coursework. Also consider providing tutors for basic skills in math and English, such as the Future Educator Support program.

Professional Learning

COEs play a critical role in the curation and facilitation of professional learning and related resources for the implementation of strong UTK/UPK/P–3 programs. Topics of emphasis include, but are not limited to: culturally and linguistically responsive, developmentally informed curriculum and instruction; child observation assessment tools and approaches; social-emotional learning; anti-bias practices; family and community partnerships; multilingual learner support; developmentally informed environments; serving students with disabilities in inclusive settings, including Universal Design for Learning; and curriculum selection and implementation that are aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* and the California Common Core and Content Standards.



COEs should partner with and leverage established systems of statewide professional learning support funded by the CDE such as [Quality Counts California](#) and the [California Preschool Instructional Network](#). Professional learning should be made available for staff in a variety of roles such as teachers, paraprofessionals, site leaders, and district administrators.

COEs can facilitate opportunities for collaboration by

- coordinating digital communication related to professional learning efforts and provide an opportunity for sharing information related to challenges and opportunities;
- facilitating joint professional learning opportunities that support the horizontal and vertical articulation;
- reinforcing the consistent use of common terminology and definitions between and among programs serving young students within the LEA; and/or
- promoting the development of and share models/strategies for promoting vertical and horizontal articulation to ensure program coherence and support effective and efficient student transitions from one program to another.

COEs may extend opportunities for coaching and mentoring by

- collaborating with other COEs toward the development of coaching models for UPK expansion and/or gathering information about existing coaching models tailored to the needs of early learning programs; and/or
- providing on-site coaching or connecting the LEA to opportunities for coaching (e.g., build on existing structures such as the local Quality Counts California Consortium to develop high-quality programs).

COEs can provide opportunities for LEA administrators to participate in learning communities focused on a preschool through third grade continuum by

- facilitating opportunities for district and site leaders to build/reinforce their knowledge about early education curriculum and instruction practices based on the Preschool Learning Foundations and Frameworks;

- supporting principals to enhance their understanding of high-quality early learning programs and the P–3 continuum;
- promoting meaningful collaboration among programs serving young learners; and
- facilitating vertical and horizontal articulation related to each student’s progress, assessment data, current developmental level, strengths/challenges etc.

Planning Tools

County offices of education and school districts have pivotal roles in providing the vision, leadership, and support to sites and educational partners as UPK expands to provide seamless, clearly articulated preschool through third grade (P–3) early education for all students. The following list of resources and webinars (Figure 4) may be helpful in supporting LEAs with universal prekindergarten planning while they envision, plan, and implement expanded PreK programs and a P–3 continuum. While the following list is not exhaustive, it includes key online resources and recorded webinars to highlight promising practices. As additional resources and webinars become available, county offices of education are encouraged to explore and share with LEAs and other partners.



Figure 4

Focus Area C: Workforce Recruitment and Professional Learning – Resources and Webinars

RESOURCES

- [California Preschool Instructional Network](#)
- [CTC Early Childhood Education Credentials and Permits](#)
- [CTC Teacher Residency Grant Program](#)
- [Early Edge CA TK Workforce Recruitment and State Budget Information](#)
- [Early Education Teacher Development Grant](#)
- [Early Educators Equipped to Teach TK–2 \(UC Berkeley Center for the Study of Child Care Employment\)](#)
- [LPI Promising Models: Workforce Brief](#)
- [Quality Counts California](#)
- [Transitional Kindergarten Professional Learning Modules](#)
- [Transitional Kindergarten Implementation Guide](#) (Videos to support professional learning)
 - [Video Introduction](#)
 - [Video Chapter 1: Program Structure & Design](#)
 - [Video Chapter 2: The Transitional Kindergarten Student](#)
 - [Video Chapter 3: Curriculum](#)
 - [Video Chapter 4: Effective Instruction](#)
 - [Video Chapter 5: Learning Environment](#)
 - [Video Chapter 6: Assessment & Differentiated Instruction](#)
 - [Video Chapter 7: Families and Community Partners](#)
 - [Video Chapter 8: Supporting TK Implementation](#)
- [UPK Teacher Pipeline Resource Compendium - Child Development \(CA Department of Education\)](#)

WEBINARS

Building a Robust and Diverse P–3 Teacher Pipeline: Requirements, Funding Opportunities, and Best Practices from the Field Webinar

- Host: California Department of Education – Date/Time: February 17, 2022 (3:00–5:00 p.m.)
- This webinar series will focus on funding opportunities and best practices for building a robust and diverse P–3 teacher pipeline. Leadership from the CDE and the CTC will share updates on requirements for UPK through third grade educators and provide information on funding opportunities available to support the recruitment, preparation, and professional development of a qualified workforce.
- To attend, please [register](#) for the Building a Robust and Diverse P–3 Teacher Pipeline webinar on Zoom. For information on Department news related to our P–3 initiative, email “subscribe” to subscribe-cdep3updates@mlist.cde.ca.gov.

Building the Early Childhood Education and Transitional Kindergarten Workforce Through Teacher Residencies – TK-K Teacher Residencies: What This Means for Early Childhood Education

- Host: Californians Dedicated to Education Foundation’s California Teacher Residency Lab and Learning Policy Institute
- Date/Time: December 2, 2021 1:00–2:30 p.m.
- The recording, slides, and related resources are available on the [LPI website](#).



Focus Area D: Curriculum, Instruction, and Assessment

A developmentally appropriate, integrated approach to curriculum with an emphasis on language and social-emotional development is essential for instruction in early education classrooms. A key to success in working with young students is intentionally planning for developmentally-informed instruction in a high-quality learning environment with a balance of teacher-directed and child-initiated learning opportunities. Understanding that young students learn best when provided hands-on activities in an integrated and cross-curricular context is foundational for high-quality programs.

Particular consideration must be paid to creating a culturally and linguistically responsive program reflecting the various needs of the children. Utilizing the principles for universal design for learning (UDL) allows for various methods of representing concepts as well as multiple ways for learners to express what they know. Additionally, a broad range of assessment strategies, including observation and authentic assessment methods, allow teachers to determine what students know and can do.



To support local educational agencies (LEAs) with the 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
- Kindergarten Content Standards for California Public Schools
- California K–12 Curriculum Frameworks for all content areas (e.g., Arts Education, English Language Arts, Literacy, and English Language Development, Health Education, History-Social Science, Mathematics, Physical Education, Science, and World Languages)
- *The Alignment of the California Preschool Learning Foundations with Key Education Resources, 2nd edition* (CDE, 2019)

COE Role: Technical Assistance and Support

The following are examples and approaches for county offices of education (COEs) to support LEA planning efforts to establish and maintain high-quality programs, capacity building for universal prekindergarten (UPK), and movement towards a P–3 continuum.

Curriculum Aligned with California Preschool Learning Foundations and California Preschool Curriculum Frameworks

- Offer guidance for LEAs to ensure all young learners receive an effective program with integrated curriculum and instruction, developmentally-informed practices, and aligned to appropriate standards for age and grade level.

Multilingual Learners

- Provide support for district programs that serve multilingual learners as well as students and families

from diverse communities with an emphasis on culturally and linguistically responsive practices.

- Assist with resources dedicated to assessing and supporting multilingual learners in both English acquisition and continued development of home language(s).

Social-Emotional Learning and Executive Function

- Promote the development of social-emotional learning (SEL) and executive function (EF) skills through specifically designed programs and by embedding SEL and EF instruction in all curriculum areas.
- Provide professional learning and coaching related to Center for Social Emotional Foundations in Early Learning (CSEFEL) Pyramid Model.
- Promote play as a context for learning in small and large groups.
- Include self-directed learning experiences throughout the day fostering active, independent learners.
- Facilitate mutual understanding related to the resources and strategies used by educators to create articulated systems of positive behavior support for all students across the P–3 continuum.

Classroom Organization and Management

- Work with LEAs to facilitate/coordinate communication related to effective classroom organization and behavioral support in expanding early childhood settings.
- Provide support for how LEAs consider the structure of the day (e.g., learning centers, program delivery, helping to support a developmentally appropriate viewpoint of “instructional minutes”).

Students with Disabilities

- Support LEA efforts to ensure students with disabilities have equitable access through inclusive practices that best support each student’s learning and development.
- Provide assistance with adapting instructional materials.
- Encourage specialized services be provided within the context of the inclusive classroom with peer models.

Universal Design for Learning

- Offer guidance in the implementation of Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) within the base/Tier 1 program to promote appropriate and timely differentiation and to identify additional instructional support if needed.

Assessment

- Provide support to LEAs as they identify a full range of developmentally-informed, culturally and linguistically responsive assessments (e.g., Ages & Stages Questionnaire [ASQ], Desired Results Developmental Profile [DRDP]).
- Support the use of data to guide teacher planning, assess student learning, and screen incoming students.

Planning Tools

County offices of education and school districts have pivotal roles in providing the vision, leadership, and support to sites and community partners as UPK expands opportunities for seamless, clearly articulated preschool through third grade (P–3) early education for all students. The following list of resources and webinars (Figure 4) may be helpful in supporting LEAs with universal prekindergarten planning while they envision, plan, and implement expanded PreK programs and a P–3 continuum. While the following list is not exhaustive, it includes key online resources and recorded webinars to highlight promising practices. As additional resources and webinars become available, county offices of education are encouraged to explore and share with LEAs and other partners.

Figure 5

Focus Area D: Curriculum and Instruction – Resources and Webinars

RESOURCES

- [CA Arts Education Framework TK–12 \(SBE, 2019\)](#)
- [California Digital Learning Integration and Standards Guidance](#)
- [CA English Language Arts/English Language Development Framework, Chapter 3, TK–1 \(SBE,2014\)](#)
- [CA ELA/ELD Framework Implementation Support for TK–1](#)
- [CA Health Education Framework Chapter 3, TK–3 \(SBE, 2019\)](#)
- [California Map to Inclusion and Belonging](#)
- [California Preschool Learning Foundations, Volumes 1, 2, and 3](#)
- [California Preschool Curriculum Frameworks, Volumes 1, 2, and 3](#)
- [California Preschool Program Guidelines](#)
- [CA Science Framework: NGSS Transitional Kindergarten \(SBE, 2016\)](#)
- [CDE Preschool through 3rd Grade Alignment Resources](#)
- [Center on the Social and Emotional Foundations for Early Learning](#)
- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) Resources](#)
- [Desired Results Developmental Profile: Kindergarten and Transitional Kindergarten Assessment Tool for California](#)
- [Early Childhood Environmental Education Rating Scale](#)
- [English Language Arts/English Language Development Framework \(SBE, 2014\)](#)
- [English Learner Roadmap](#)
- [Head Start Center for Inclusion](#)
- [Inclusion Works! Second Edition - Child Development \(CA Dept of Education\)](#)
- [MTSS Framework](#)
- [Multilingual Learning Toolkit](#)
- [National Association for the Education of Young Children \(NAEYC\): Developmentally Appropriate Practice](#)
- [NAEYC: Every Child Belongs](#)
- [NAEYC: What is Anti-Bias Education?](#)
- [NAEYC: Understanding Anti-Bias Education](#)
- [Preschool English Learners 2nd Edition - Child Development \(CA Dept of Education\)](#)
- [Seeds of Partnership: Preschool Planning Tool](#)
- [Supporting Inclusive Early Learning: Working Together for Inclusion and Belonging](#)
- [The Integrated Nature of Learning](#)
- [The Powerful Role of Play](#)
- [The UDL Guidelines: UDL](#)
- [TK/K English Language Development Videos](#)

- [Transitional Kindergarten Implementation Guide](#)
 - [Video Chapter 3: Curriculum](#)
 - [Video Chapter 4: Effective Instruction](#)
 - [Video Chapter 5: Learning Environment](#)
 - [Video Chapter 6: Assessment & Differentiated Instruction](#)
- [What is Independent Study in California? | Quick Guide](#)

WEBINARS

How to Design Your TK Classroom to Support Dual Language Learners (Part 1 of a 3-part series)

- Host: Early Edge California; Date/Time: October 20, 2021 (3:30–4:30 p.m.)
- The [recording](#) is available on the [Early Edge California website](#).

Effective Classroom Practices for Equitably Serving Preschool-Age Dual Language Learners (Part 2 of a 3-part series; Available in English and Spanish)

- Host: Early Edge California; Date/Time: November 3, 2021 (3:30–4:30 p.m.)
- The [recording](#) is available on the [Early Edge California website](#). The following links were shared in the chat box during the webinar:
 - [CA Preschool Program Guidelines](#)
 - [Code Switching: Why It Matters and How to Respond](#)
 - [A self-reflection tool for early childhood educators](#)

Dialogue with Early Learning and TK Teachers: Learning how to transform challenges into opportunities (Part 3 of a 3-part series)

- Host: Early Edge California Date/Time: November 10, 2021 (3:30–4:30 p.m.)
- The recording is available on the [Early Edge California website](#). The following links were shared in the chat box during the webinar:
 - Multilingual Learning Toolkit <https://www.multilinguallearningtoolkit.org/>

High-Quality, Equitable Early Childhood Assessments: What's Next for California?

- Host: Learning Policy Institute; Date/Time: October 27, 2021 (10:00 a.m.)
- The recording, slides, and related resources are available [on the LPI website](#). The following links were shared in the chat box during the webinar:
 - [2012 Monterey County Kindergarten Readiness Study](#)
 - [2015 Monterey County Kindergarten Readiness Study](#)
 - [Bright Beginnings](#)
 - [California Department of Education P–3 Alignment](#)
 - [GKIDS Readiness Check](#)
 - [Guide to Racial and Ethnic Equity Systems Indicators](#)
 - [High-Quality Early Childhood Assessment: Learning From States' Use of Kindergarten Entry Assessments](#)
 - [Illinois KIDS](#)
 - [The Building Equitable Learning Environments \(BELE\) Framework](#)

Focus Area E: LEA Facilities, Services, and Operations

Facilities for universal prekindergarten (UPK) environments must be thoughtfully planned and aligned to support full implementation of a coherent P–3 continuum. Local educational agencies (LEAs) must consider how to maintain a mixed-delivery system that includes existing programs, shared space on school site campuses, and coordinated services. LEAs will comply with health and safety regulations, as well as, ensure access to nutritious meals and adequate time to eat. LEAs will need to assess available space and determine necessary modifications to systems and facilities that meet kindergarten facilities standards described in the California Code of Regulations, Title 5. Facilities development may be funded by accessing grants designed to support successful planning and implementation and updated in the LEA’s Facilities Master Plan to address any unmet facility needs.



COE Role: Technical Assistance and Support

The physical environment is an important component to the learning experience of young students. An environment that incorporates design principles appropriate for early education enhances the teaching and learning experience. The following are examples and approaches for county offices of education (COEs) to support LEA planning efforts for facilities to meet the additional requirements and regulations for young learners:

- Facilitate discussions and planning sessions to address the competing demands for additional classroom space with the increase of UPK programs administered by LEAs.
 - Promote approaches that help integrate early education into school campuses and articulate across grade levels.
- Work with LEAs to assess long-term facility needs based on district priorities and implications for facilities and classrooms.
 - Support data analysis to project facility needs that include the following:
 - Adequate space for UPK
 - Compliance with kindergarten facilities standards including Title 24 Building Code, Field Act requirements, and Title 5 regulations
 - Adaptive equipment, assistive technology, and accommodations necessary to ensure the least restrictive environment (LRE) for students with disabilities
 - Regionalization of TK programs to optimize and leverage funding, staffing, facilities, and resources
 - Work with LEAs to identify potential funding and grant options to support facilities development and community engagement.
 - Support LEAs, as necessary and appropriate, to ensure that planned modifications to facilities are appropriate and provide access for young learners.

- Support LEAs with coordinating school district plans (Local Control and Accountability Plan [LCAP], Elementary & Secondary School Emergency Relief [ESSER], Expanded Learning Opportunities Grant Plan [ELO], etc.) to include additional early learning that meet high-quality environments appropriate for young students and related expanded learning programs. This includes the LEA's Facilities Master Plan.
 - Support LEA planning and implementation related to the following:
 - Transportation needs
 - Incorporation of nutrition/meal services for students enrolled in UPK
 - Data collection systems to adequately capture and monitor enrollment and student outcomes
 - Consider COE's role in operating a UPK program based on local needs.

Planning Tools

County offices of education and school districts have pivotal roles in providing the vision, leadership, and support to sites and stakeholders as UPK expands to provide seamless, clearly articulated preschool through third grade (P–3) early education for all students. The following list of resources and webinars (Figure 6) may be helpful in supporting LEAs with universal prekindergarten planning while they envision, plan, and implement expanded PreK programs and a P–3 continuum. While the following list is not exhaustive, it includes key online resources and recorded webinars to highlight promising practices. As additional resources and webinars become available, county offices of education are encouraged to explore and share with LEAs and other partners.



Figure 6

Focus Area E: LEA Facilities, Services, and Operations – Resources and Webinars

RESOURCES

- [California Building Standards Code](#)
- [Child and Adult Care Food Services](#)
- [Full-Day Kindergarten Facilities Grant Program Funding](#)
- [Live Birth Profiles by County](#)
- [Office of Public School Construction](#)
- [Overview of Title 24 Building Standards Code](#)
- [School Nutrition Programs](#)

WEBINARS

Bridging the Emerging Universal Programs to Support UPK & P–3 Alignment: Insight from CDE and Education Leaders Webinar

- Host: California Department of Education; Date/Time: November 9, 2021 (3:30–5:00 p.m.)
- Resources shared in post-webinar email:
 - Nutrition Services: <https://www.cde.ca.gov/ls/nu/>
 - Nutrition What’s New: <https://www.cde.ca.gov/ls/nu/nutritionwhatsnew.asp>
 - Universal Meals Program Questions and Answers: <https://www.cde.ca.gov/ls/nu/univmealsqandapart2.asp>
 - Universal Meals: <https://www.cde.ca.gov/ls/nu/ab130universalmeals.asp>
 - Universal Meals Listening Sessions
 - Webinar #1 – October 5, 2021
<https://www.cde.ca.gov/ls/nu/oct5univmealwebinar.asp>
 - Webinar #2 – November 2, 2021
<https://www.cde.ca.gov/ls/nu/unvmlswbrsy2023nov022021.asp>
 - Contact at UniversalMealsSY22@cde.ca.gov



Universal Prekindergarten Planning Toolkit

Appendices

A. Overview of Grants

B. UPK Planning: LEA Assessment Tool



**CALIFORNIA COUNTY
SUPERINTENDENTS**

PROMOTE | INFLUENCE | ADVOCATE

APPENDIX A OVERVIEW OF FUNDING ALLOCATIONS AND GRANTS

CALIFORNIA PREKINDERGARTEN PLANNING AND IMPLEMENTATION GRANT				
Funding Type	Funding	Purpose	Funding Information	Additional Information
Overview	\$300 million for the 2021–22 fiscal year	To expand access to classroom based prekindergarten programs at local educational agencies	\$200 million is appropriated as base allocations. \$100 million is appropriated as competitive grants.	California Education Code, Section 8281.5
Base Allocation	\$200 million of the above will be allocated to LEAs in base, enrollment, and supplemental funding.	Allocated funds may be used for costs associated with creating or expanding California state preschool programs or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education with the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children.	A minimum base allocation to all LEAs that operate kindergarten programs as determined using CALPADS System Fall 1 kindergarten enrollment for prekindergarten planning and implementation 1 to 23 pupils: \$25,000 24 to 99 pupils: \$50,000 100+ pupils: \$100,000 County offices of education will also receive \$15,000 per LEA in their county that operates kindergarten programs to support countywide planning and capacity building.	Not competitive Plan required Allowable costs include, but are not necessarily limited to: planning, hiring, recruitment, professional development, staff training, classroom materials, and classroom supplies.
Enrollment Allocation	Of the remaining funds from the base allocation, 60% will be available as an enrollment allocation.	Allocated funds may be used for costs associated with creating or expanding California state preschool programs or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education with the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children.	Enrollment funding will be allocated using the CALPADS Fall 1 kindergarten enrollment minus the transitional kindergarten program enrollment for the 2019–20 fiscal year for each LEA.	Not competitive Plan required Allowable costs include, but are not necessarily limited to: planning, hiring, recruitment, professional development, staff training, classroom materials, and classroom supplies.

CALIFORNIA PREKINDERGARTEN PLANNING AND IMPLEMENTATION GRANT

Funding Type	Funding	Purpose	Funding Information	Additional Information
Supplemental Allocation	Of the remaining funds from the base allocation, 40% will be available as supplemental funding.	Allocated funds may be used for costs associated with creating or expanding California state preschool programs or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education with the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children.	Supplemental funding will be allocated based on the LEAs CALPADS Fall 2 kindergarten enrollment minus the transitional kindergarten program enrollment for the 2019–20 fiscal year, multiplied by the LEAs unduplicated pupil percentage. Funds will be distributed percent to total from funds available for the supplemental allocation.	Not competitive Plan required Allowable costs include, but are not necessarily limited to: planning, hiring, recruitment, professional development, staff training, classroom materials, and classroom supplies.
Competitive Grant – Early Education Teacher Development Grant	\$100 million will be awarded to LEAs as competitive grants.	<p>(1) To increase the number of highly qualified teachers available to serve CA state preschool programs and transitional kindergarten pupils</p> <p>(2) To provide CA state preschool program, transitional kindergarten, and kindergarten teachers with training in providing instruction in inclusive classrooms, culturally responsive instruction, supporting dual language learners, enhancing social-emotional learning, implementing trauma-informed practices and restorative practices, and mitigating implicit biases to eliminate exclusionary discipline.</p>	<p>Funds are available for encumbrance until June 30, 2024. The Letter of Intent due date is January 19, 2022: Early Education Teacher Development Grant Program Letter of Intent (pdf)</p> <p>An LEA may apply on behalf of a consortium of providers within the LEA's program area, including CA state preschool programs and Head Start programs operated by community-based organizations.</p>	<p>Competitive</p> <p>Early Education Teacher Development Grant</p> <p>See additional requirements in California Education Code, Section 8281.5.</p>

CALIFORNIA PRESCHOOL, TRANSITIONAL KINDERGARTEN, AND FULL-DAY KINDERGARTEN FACILITIES GRANT

Funding Type	Funding	Purpose	Funding Information	Additional Information
Facilities Construction and Retrofitting	\$490 million for the 2021–22 fiscal year	To provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities for the purpose of providing transitional kindergarten classrooms and full-day kindergarten classrooms and for the construction of new preschool classrooms, the modernization of existing preschool classrooms, or the modernization of existing kindergarten and grade 1 to 12 classrooms that would be converted to provide California state preschool programs operated by school districts on a public school site	The State Allocation Board shall award grants to school districts that lack facilities to provide transitional or full-day kindergarten, that lack facilities that satisfy the design requirements for new kindergarten classrooms, or that lack the facilities capacity to increase California state preschool services. Priority will be provided for school districts that are: (1) unable to financially contribute a portion of or all of the local matching share required for a project, and meet the requirements for financial hardship (2) located in an underserved community with a high population of pupils who are eligible for free and reduced price meals seeking a transitional kindergarten or full-day kindergarten facilities grant and (3) seeking a preschool facilities grant and located in an underserved area that is prioritized to receive funds for the California state preschool program according to the prioritization process described in EC 8210.	A school district shall not use the funds to purchase or install portable classrooms. See Education Code 17375 for additional information.

ADDITIONAL GRANT AND FUNDING OPPORTUNITIES

Funding Type	Funding	Purpose	Funding Information	Additional Information
Classified School Employee Teacher Credentialing Program	\$125 million appropriated in 2021 to expand the program for 5 years	To address the state's teacher shortage in STEM, special education, bilingual education, and transitional kindergarten, by supporting local education agencies (LEAs) to recruit classified school employees into teaching careers and support their undergraduate education, professional teacher preparation, and certification as credentialed California teachers	Classified staff at grantee LEAs who were selected to participate in the program (participants) receive financial assistance for degree and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete their undergraduate education, teacher preparation program, and transition to becoming credentialed teachers.	Application required Classified School Employee Teacher Credentialing Program (ca.gov)
Expanded Learning Opportunities Program (ELO-P)	Funds are apportioned to school districts and charter schools based on prior year classroom-based average daily attendance for (TK/K-6) and the prior year unduplicated pupil percentage as of the Second Principal Apportionment.	For school district and charter school afterschool and summer school enrichment programs for grades kindergarten through sixth grade (TK/K-6) and as described in Education Code Section 46120	LEAs must operate the Expanded Learning Opportunities Program pursuant to the requirements of Education Code Section 46120, including the development of a program plan.	Not competitive Based on principal apportionments published for the 2021-22 school year. Expanded Learning Opportunities Program (ELO-P) Plan required County Offices of Education and charter schools established pursuant to California Education Code Section 47605.5 are not eligible for funding. Non classroom-based ADA, including traditional and course-based independent study ADA, is excluded. See California Education Code Section 46120

ADDITIONAL GRANT AND FUNDING OPPORTUNITIES

Funding Type	Funding	Purpose	Funding Information	Additional Information
Golden State Teacher Grant Program	Awards up to \$20,000 each	To support students who are currently enrolled in a teacher preparation program to earn a credential in a high-need field (includes transitional kindergarten) and commit to teach at a priority school, in California for four years, within five years after completing a teacher preparation program.	The CTC list of priority schools is available at this link: https://www.ctc.ca.gov/commission/notices/gs-teacher-list	Application required The 2021–22 budget includes increased funding for the program, and the application will be released soon. See this page for details and updates: Golden State Teacher Grant Program - California Student Aid Commission

Note: *The Additional Grant and Funding Opportunities table above is not an exhaustive list of current investments. The Universal Prekindergarten Teacher Pipeline Resource Compendium provides additional information. The California Department of Education and the California Commission on Teacher Credentialing released the [Universal Prekindergarten Teacher Pipeline Resource Compendium](#) on December 21, 2021. This Compendium summarizes key investments and policy changes that support professional development and workforce recruitment for early learning included in the 2021–22 State Budget Act. This Compendium includes information regarding other investments supporting professional learning and workforce development.*

APPENDIX B

UNIVERSAL PREKINDERGARTEN (UPK) LOCAL EDUCATIONAL AGENCY ASSESSMENT TOOL

Purpose

The Universal Prekindergarten (UPK) Local Educational Agency (LEA) Assessment Tool was developed to support the ongoing planning process to expand access to prekindergarten programs. The UPK LEA Assessment Tool is a companion document to the *Universal Prekindergarten Planning Toolkit: A Resource Guide for County Offices of Education in California* (CCSESA, 2022) and the [Universal Prekindergarten Planning and Implementation Grant Program – Planning Template](#) (CDE, 2021). The UPK planning template includes required and recommended planning questions which form a set of core planning questions which are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

Required Questions: LEAs will be required to answer the required data questions outlined in the UPK Planning Template.

Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.

The UPK LEA Assessment Tool includes prompts that are aligned with the required and recommended planning questions from the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template and is organized as follows:

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

Directions

Based on Universal Prekindergarten Planning and Implementation Grant Program – Planning Template, assess the current level of your LEA planning for the implementation of universal prekindergarten. Use the right-hand column to mark your ratings and record your notes.

Rating Levels

- N/A** **Not applicable:** Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA A: VISION AND COHERENCE

Required Template Questions	Ratings and Notes
<p>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?</p> <p>Model options:</p> <ul style="list-style-type: none"> 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 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>2. Has the LEA determined if it will implement full-day TK, part-day TK, or both?</p> <ul style="list-style-type: none"> a. Full-day TK b. Part-day TK c. Both 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>3. Has the LEA determined how it will implement the selected model(s) of service delivery?</p>	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA A: VISION AND COHERENCE

<p>4. Does the LEA plan to operate a CSPP or expand its current CSPP contract?</p> <p>a. Yes – the LEA applied to expand its existing CSPP contract in 2022–23</p> <p>b. Yes – the LEA applied for a new CSPP contract in 2022–23</p> <p>c. Yes – the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)</p> <p>d. Yes – the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)</p> <p>e. No – the LEA has no plans to begin or expand a CSPP contract in future years</p> <p>f. No – the LEA plans to relinquish or reduce CSPP services in future years</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>5. If the LEA answered yes in question four, has the LEA identified what age of children it will serve through a CSPP contract?</p> <p>Potential ages to be served:</p> <p>a. Three-year-old children</p> <p>b. Four-year-old children who will not be enrolled in TK in the current school year</p> <p>c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK</p> <p>d. Four-year-old children who are enrolled in TK, including early admittance TK</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>6. Has the LEA identified whether it will serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

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

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- 3 **Implementing:** Establishing processes and developing routines
- 4 **Refining:** Aligning and integrating with continuous improvement

FOCUS AREA A: VISION AND COHERENCE

Recommended Template Questions	Ratings and Notes
1. Has the LEA developed/revised its vision for UPK?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
2. Has the LEA determined what service delivery model(s) will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
3. Has the LEA designed the administrative structure that will support and monitor the UPK program and facilitate connections with the Expanded Learning Opportunities Program (ELO-P) as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
4. Has the LEA identified and assigned the individuals that will be responsible for implementing UPK?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
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- 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

FOCUS AREA A: VISION AND COHERENCE

Recommended Template Questions	Ratings and Notes					
5. Has the LEA identified how the UPK leadership will be integrated in the decision-making process at the executive or cabinet level?	N/A	0	1	2	3	4
	Notes:					
6. Has the LEA determined how the proposed UPK model will be integrated with the district's Local Control and Accountability Plan (LCAP)?	N/A	0	1	2	3	4
	Notes:					
7. Has the LEA identified how it will ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process?	N/A	0	1	2	3	4
	Notes:					
8. Has the LEA described how it will support sites in building connections between them and ELO-P, as well as early learning and care partners?	N/A	0	1	2	3	4
	Notes:					

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
- 0 Awareness: Planning has not been initiated at this time
- 1 Beginning: Identifying needs, gathering information, and building knowledge

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- 3 Implementing: Establishing processes and developing routines
- 4 Refining: Aligning and integrating with continuous improvement

FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Required Template Questions	Ratings and Notes
<p>1. Has the LEA identified which opportunities it will offer to obtain public input on the UPK Plan?</p> <p>Opportunities for public input:</p> <ul style="list-style-type: none"> a. Parent Teacher Association Meetings b. Family or parent surveys c. English Learner Advisory Committee (ELAC) d. District English Learner Advisory Committee (DELAC) e. Special Education Local Plan Area (SELPA) f. School Site Council g. District Advisory Committee h. LCAP educational partners input sessions i. Tribal Community input session j. Co-hosting events with community-based organizations (CBOs) k. Hosting meet and greets with the early learning and care community l. Local Planning Council (LPC) Meetings m. Local Quality Counts California (QCC) consortia meetings n. First 5 County Commission meetings o. Community Advisory Committee (CAC) p. Head Start Policy Council meetings q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC]) r. Other 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Required Template Questions	Ratings and Notes
<p>2. Has the LEA selected the programs it will combine with the TK instructional day to offer a minimum of nine hours per day of programming for children whose families opt in for extended learning and care?</p> <p>Program options:</p> <ul style="list-style-type: none"> a. Expanded learning programs on an LEA site (After School Education and Safety [ASES], 21st Century Community Learning Centers [21st CCLC], ELO-P) b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P) c. CSPP (on an LEA site) d. CSPP (at a CBO site) e. LEA- or locally-funded preschool f. Head Start g. LEA preschool funded with Title I of the Every Student Succeeds Act funds h. Other CBO preschool i. State subsidized child care (not including CSPP) j. Other 	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Recommended Template Questions	Ratings and Notes
1. Has the LEA identified how the UPK Plan will prioritize parental needs and choices?	<div style="display: flex; justify-content: space-around; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
2. Has the LEA determined how it will meaningfully engage extended learning and care partners in the development of the UPK Plan?	<div style="display: flex; justify-content: space-around; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
3. Has the LEA developed actions to partner with local Resource and Referral Agencies (R&Rs); LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?	<div style="display: flex; justify-content: space-around; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
4. Has the LEA determined if it will create or grow partnerships with early learning and care providers serving children with disabilities?	<div style="display: flex; justify-content: space-around; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
5. Has the LEA developed sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming; and how they will offer a minimum nine-hour summer or intersession day?	<div style="display: flex; justify-content: space-around; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
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- 1 Beginning: Identifying needs, gathering information, and building knowledge

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- 4 Refining: Aligning and integrating with continuous improvement

FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

Required Template Questions	Ratings and Notes
<p>1. Has the LEA identified strategies to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?</p> <p>Strategy options:</p> <ul style="list-style-type: none"> a. Partner with one or more local Institutions of higher education (IHEs) or the County Office of Education (COE) to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA d. Join an existing intern preparation program to recruit and prepare teachers for your LEA e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services i. Apply for workforce development funding and competitive grant opportunities from the CDE j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential k. Provide advising on credential requirements and options for how to meet these requirements l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members 	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A **Not applicable:** Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

Required Template Questions	Ratings and Notes
<p>Strategy options (continued):</p> <ul style="list-style-type: none"> m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential o. Other p. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators 	
<p>2. Has the LEA identified strategies to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)?</p> <p>Strategy options:</p> <ul style="list-style-type: none"> a. Partner with a local IHE offering eligible early childhood education or childhood development coursework b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units c. Provide information on scholarship and grant opportunities d. Apply for workforce development funding and grant opportunities e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit g. Provide advising on requirements and how to meet the requirements h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers i. Develop or work with an established mentorship program to support new TK teachers j. Other k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the California Commission on Teacher Credentialing (CTC) 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A **Not applicable:** Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

Required Template Questions	Ratings and Notes
<p>3. Has the LEA identified strategies to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit?</p> <p>Strategy options:</p> <ul style="list-style-type: none"> a. Partner with a local IHE offering eligible early childhood education or childhood development coursework b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit c. Provide information on scholarship and grant opportunities d. Apply for workforce development funding and grant opportunities e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements h. Offer unit-bearing coursework at a local district site during times that work for teachers i. Other j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>4. Has the LEA determined the child observational assessments the LEA intends to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?</p> <p>Screening and Observational Assessment options:</p> <ul style="list-style-type: none"> a. Ages & Stages Questionnaire (ASQ) b. BRIGANCE Early Childhood Screen c. Desired Results Developmental Profile (DRDP) d. Developmental Reading Assessment (DRA) e. LEA-based, grade-level benchmarks and a report card f. Teaching Strategies GOLD (TS GOLD) g. Work Sampling System (WSS) h. Other i. The LEA does not plan to offer professional learning on child observational assessments 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A **Not applicable:** Focus area or related components are not applicable to the LEA
- 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
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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

Required Template Questions	Ratings and Notes
<p>5. Has the LEA identified professional learning topics it will offer regarding early childhood education to site leaders and principals?</p> <p>Potential topics:</p> <ul style="list-style-type: none"> a. Effective adult-child interactions b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks) c. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) d. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) e. Implicit bias and culturally- and linguistically-responsive practice f. ACEs and trauma- and healing-informed practice g. Curriculum selection and implementation h. Creating developmentally-informed environments i. Administration and use of child assessments to inform instruction j. Support for multilingual learners, including home language development and strategies for a bilingual classroom k. Serving children with disabilities in inclusive settings, including Universal Design for Learning l. Engaging culturally- and linguistically-diverse families m. Other n. Site leaders and principals will not be offered professional learning on early childhood education 	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

- N/A Not applicable: Focus area or related components are not applicable to the LEA
- 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

FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

Recommended Template Questions	Ratings and Notes
<p>1. Has the LEA developed plans to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers’ instructional aides and assistants)?</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>2. Has the LEA determined if it will partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>3. Has the LEA developed its strategy for providing professional learning for educators across the LEA’s P–3 continuum?</p> <p>Strategies may include:</p> <ol style="list-style-type: none"> a. Who will receive this professional learning? b. What content will professional learning opportunities cover? c. How will professional learning be delivered? 	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>4. Has the LEA determined how it will facilitate the development of a district early education leadership team and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>

Rating Levels

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- 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

FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Required Template Questions	Ratings and Notes					
<p>1. Is the LEA planning to provide any of the following language model(s) for TK students?</p> <p>Language model options:</p> <ul style="list-style-type: none"> a. Dual language program with a language allotment of 50/50 b. Dual language program with a language allotment of 90/10 c. Dual language program with a language allotment of 80/20 d. Dual language program with a language allotment of 70/30 e. English-only instruction with home-language support f. None g. Other 	N/A	0	1	2	3	4
<p>2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?</p> <p>Language model options:</p> <ul style="list-style-type: none"> a. Dual language program with a language allotment of 50/50 b. Dual language program with a language allotment of 90/10 c. Dual language program with a language allotment of 80/20 d. Dual language program with a language allotment of 70/30 e. English-only instruction with home-language support f. None g. Other 	N/A	0	1	2	3	4

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Required Template Questions	Ratings and Notes
<p>3. Has the LEA identified methods it will use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas?</p> <p>Potential method options:</p> <ul style="list-style-type: none"> a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model b. Implement the CSEFEL Pyramid Model in the classroom c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings e. Use developmental observations to identify children's emerging skills and support their development through daily interactions f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>4. Has the LEA determined which instructional practices it will implement to support children with disabilities in UPK programming?</p> <p>Practice options:</p> <ul style="list-style-type: none"> a. Implement Universal Design for Learning b. Provide adaptations to instructional materials c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others e. Provide additional staff to support participation in instruction f. Other 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Required Template Questions	Ratings and Notes
<p>5. Has the LEA identified the assessments it will use in TK or kindergarten?</p> <p>Assessment options:</p> <ul style="list-style-type: none"> a. Ages & Stages Questionnaire (ASQ) b. BRIGANCE Early Childhood Screen c. Desired Results Developmental Profile (DRDP) d. Developmental Reading Assessment (DRA) e. LEA-based, grade-level benchmarks and a report card f. Teaching Strategies GOLD (TS GOLD) g. Work Sampling System (WSS) h. Other i. The LEA does not plan to use a common TK assessment j. Unsure 	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Recommended Template Questions	Ratings and Notes
<p>1. Has the LEA developed or selected a curriculum for UPK classrooms that aligns with the <i>California Preschool Learning Foundations</i> and <i>California Preschool Curriculum Frameworks</i>?</p>	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>2. Has the LEA created the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity?</p>	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>3. Has the LEA identified actions to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?</p>	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>4. Has the LEA identified how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned?</p>	<p>N/A 0 1 2 3 4</p> <p>Notes:</p>

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FOCUS AREA D: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Recommended Template Questions	Ratings and Notes
5. Has the LEA determined what instructional practices will be implemented to support children with disabilities in UPK?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
6. Has the LEA identified instructional practices to support the language and overall development of multilingual learners?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
7. Has the LEA determined how it will assess dual language learners (DLLs) in areas other than English language acquisition?	<div style="display: flex; justify-content: space-between; width: 100%;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>

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FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

Required Template Questions	Ratings and Notes
1. To support an overall increase in UPK access, has the LEA identified what efforts it will make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?	<div style="display: flex; justify-content: space-between; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
2. Has the LEA determined if it has adequate classroom space to meet the projected enrollment of TK students for the respective implementation year?	<div style="display: flex; justify-content: space-between; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
3. Has the LEA determined if the space meets the kindergarten standards described in <i>California Code of Regulations, Title 5, Section 14030(h)(2)</i> ? Are modifications needed?	<div style="display: flex; justify-content: space-between; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? Are modifications needed?	<div style="display: flex; justify-content: space-between; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?	<div style="display: flex; justify-content: space-between; align-items: center;"> N/A 0 1 2 3 4 </div> <p>Notes:</p>

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FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

Required Template Questions	Ratings and Notes
<p>6. Has the LEA identified which of the following areas it intends to make updates to facilities?</p> <p>Potential areas:</p> <ol style="list-style-type: none"> a. Turfed area b. Paved area c. Apparatus area d. Land required for buildings and grounds e. Total square feet required f. None of the above 	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>7. Has the LEA determined what transportation it will offer to children enrolled in TK?</p> <p>Transportation options:</p> <ol style="list-style-type: none"> a. Transportation to and from the TK program 2. Transportation from the TK program to an extended learning and care opportunity on another LEA site 3. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site 4. No transportation will be provided 	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>
<p>8. Has the LEA determined if it will offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled for TK?</p>	<p style="text-align: center;">N/A 0 1 2 3 4</p> <p>Notes:</p>

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FOCUS AREA E: LEA FACILITIES, SERVICES, AND OPERATIONS

Recommended Template Questions	Ratings and Notes
1. Has the LEA identified strategies to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?	N/A 0 1 2 3 4 Notes:
2. Has the LEA determined how it will address transportation issues resulting from UPK implementation?	N/A 0 1 2 3 4 Notes:
3. Has the LEA identified strategies to ensure TK students have access to meals and adequate time to eat?	N/A 0 1 2 3 4 Notes:

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