

UNIVERSAL PRE-KINDERGARTEN

WEBINAR #2 : BLENDING, BRAIDING, & LAYERING FOR SUSTAINABILITY

January 10, 2022



TODAY'S PRESENTERS

Universal Pre-Kindergarten –
Blending, Braiding, & Layering for Sustainability



**COUNTY
SUPERINTENDENT OF
SCHOOLS**

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SYSTEMS**

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WEBINAR OUTLINE

01

WHOLE CHILD, WHOLE FAMILY APPROACH TO EDUCATION

- Transformational Period
- Importance of Early Learning
- Whole Child, Whole Family State Investments
- Considerations for All LEAs

02

BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

- TK, ELO-P, ASES, CSPP, CCTR, Head Start, AP, CalWORKS

02

WHAT IS BLENDING, BRAIDING, & LAYERING?

- Definitions and Examples
- Programs to Consider – Extended Hours or Eligibility
- Programs to Consider – Additional Staff & Support Services

05

OPTIONS FOR EVERY LEA

- Small/Rural, Medium, & Large
- High or Low Unduplicated
- Bay Area and LA
- Existing ELC programs or none





CDE & DOF: WE ARE ENTERING A “TRANSFORMATIONAL PERIOD” IN CALIFORNIA EDUCATION



DISRUPTION

COVID-19 required schools and families to think differently about education: how to facilitate learning when students are not physically present, how to engage students who are experiencing trauma and heightened family stressors, how to establish universal connectivity and access to technology.



REFOCUSING

The experience highlighted that schools and teachers are much more than educators. Schools are a place for socialization, community connectedness, and often nutrition and health/mental health care. Teachers are trusted adults and mandatory reporters who monitor and care for students' wellbeing.



REALIGNING

These realizations, coupled with decades of research demonstrating the relationship between academic success and social, behavioral, economic, and health factors, encouraged policy makers to invest in new school-based initiatives that support the “whole child and whole family.”



RESEARCH: THE STRONGEST INDICATORS OF ACADEMIC SUCCESS ARE NON-ACADEMIC



MENTAL HEALTH

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



EARLY LEARNING

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



SOCIO-ECONOMIC FACTORS

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



PHYSICAL WELL-BEING

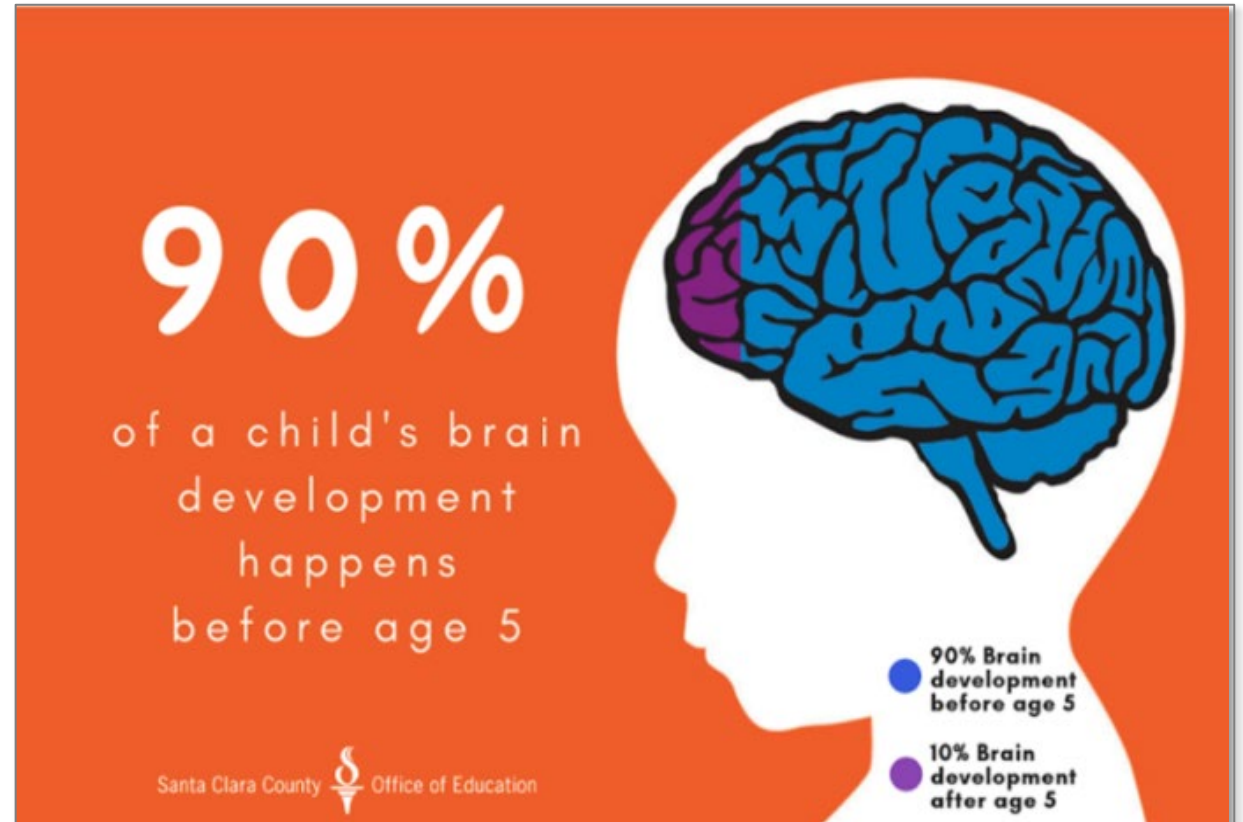
- Students experiencing hunger and pain perform less well academically.
- Children's basic needs (food, housing, nurture) must be met before they can meaningfully engage in learning.*





VALUE OF EARLY LEARNING

- **Central factor that impacts school readiness**
- Children who enter the K-12 system ready for school have an 82% chance of **mastering “basic skills by age 11,** compared with a 45% chance for children who are not school ready” (Pritzker et al., 2015, p. 10).
- Early learning is a vehicle through which children’s needs can be identified and met much earlier in life, especially when it comes to supporting children with disabilities and connecting families to important health and social service networks that **support the whole child.**



THEME OF STATE INVESTMENTS: WHOLE CHILD, WHOLE FAMILY



- **Universal Pre-Kindergarten (UPK)**
 - All 4 year-olds eligible for TK by 2025/26
 - 8,700 new full-day preschool slots & 200,000 new childcare slots
- **Expanded Learning Opportunities Program (ELOP)**
 - New after, before, and summer school opportunities for TK to 6th grade unduplicated students
 - Universal access for districts with 80%+ unduplicated pupils
- **Universal Meals***
 - Two free meals for all students requesting one regardless of FRPM eligibility
- **CA Community Schools Partnership Program (CCSPP)**
 - Establish integrated systems with social services and health agencies to increase access to services and community decision-making
- **Children & Youth Behavioral Health Initiative**
 - Increase school-based mental health services for students



BLENDING, BRAIDING, & LAYERING IS KEY TO SUCCESS



California’s vision for “Universal Pre-K” for all 4 year-olds will be accomplished through the existing early learning and mixed delivery system. TK is not intended to replace this system.

To achieve “Universal Pre-K,” blending, braiding, and layering programs is key to:

- Fiscal and program sustainability
- Workforce development
- A continuum of care for children
- Relationship building with families



CONSIDERATIONS FOR ALL LEAS

01

PARTNERSHIPS WITH COMMUNITY-BASED ORGANIZATIONS

Community based providers have expertise, existing infrastructure, and can often operate with lower overhead cost.

02

MAXIMIZING EXISTING FACILITIES/SPACE

Are classrooms being under-utilized as storage? Only operating 1 part-time program each day? Can K-6 classrooms be utilized for the ELO-P?

03

BUILDING A WORKFORCE PIPELINE

Blended, braided and layered staffing models can facilitate creation of career pathways and apprenticeship opportunities for staff.

04

WORKING WITH LABOR

Severe staffing shortages and program braiding may require negotiations with labor.

05

MEETING PARENTS NEEDS

Parents overwhelmingly indicate a need for affordability and programs that operate 9 hours or more per day. Part-day models are unlikely to be sustainable with increased competition from blended/braided TK/ELO-P options that offer 9 hours a day.

06

HIRING VERSUS CONTRACTING

Some programs must be staffed by LEA employees (eg TK) while others can be staffed by contractors. When blending, braiding, and layering, LEAs may want to utilize both hired employees and contracted staff.

07

PRE-K TO 3RD GRADE ALIGNMENT

Districts should select aligned curriculum and assessments, and should create professional development opportunities for Pre-K to 3rd grade teachers as programs are blended, braided and layered.



WHAT IS BLENDING, BRAIDING, AND LAYERING?

Definition: The use and management of funds from two or more funding sources to support operation of instructional programs and support services.

BLENDING

Multiple funding sources pay for the **instructional time** of **one classroom** of students during **one time period**. Staff stay in the same classroom and meet the highest requirements (ie adult:child ratios and staff education requirements) of both programs.

BRAIDING

Multiple funding sources pay for the **instructional time** of **more than one classroom** during **more than one time-period** (usually AM/PM). Staff rotate between classrooms based on which program is paying for the time-period.

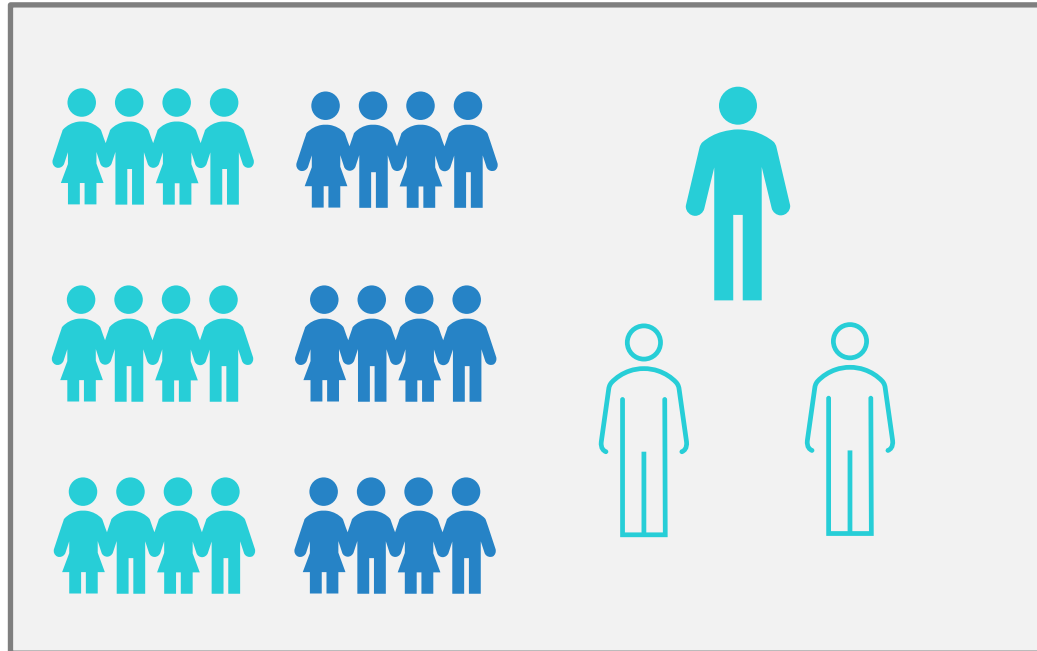
LAYERING

In addition to instructional time, one or more supplemental funding sources that pay for **added services and student needs** such as additional support staff, staff training, equipment, supplies, and IEP services.



EXAMPLE : BLENDING

TK & PRESCHOOL



Classroom
Ratio
Staffing

1:24
1:8
1 Credentialed Teacher
2 CDP Assistant Teachers

DEFINITION

Multiple funding sources pay for the instructional time of one classroom of students during one time period. Staff stay in the same classroom and meet the highest requirements (ie adult:child ratios and staff education requirements) of both programs.

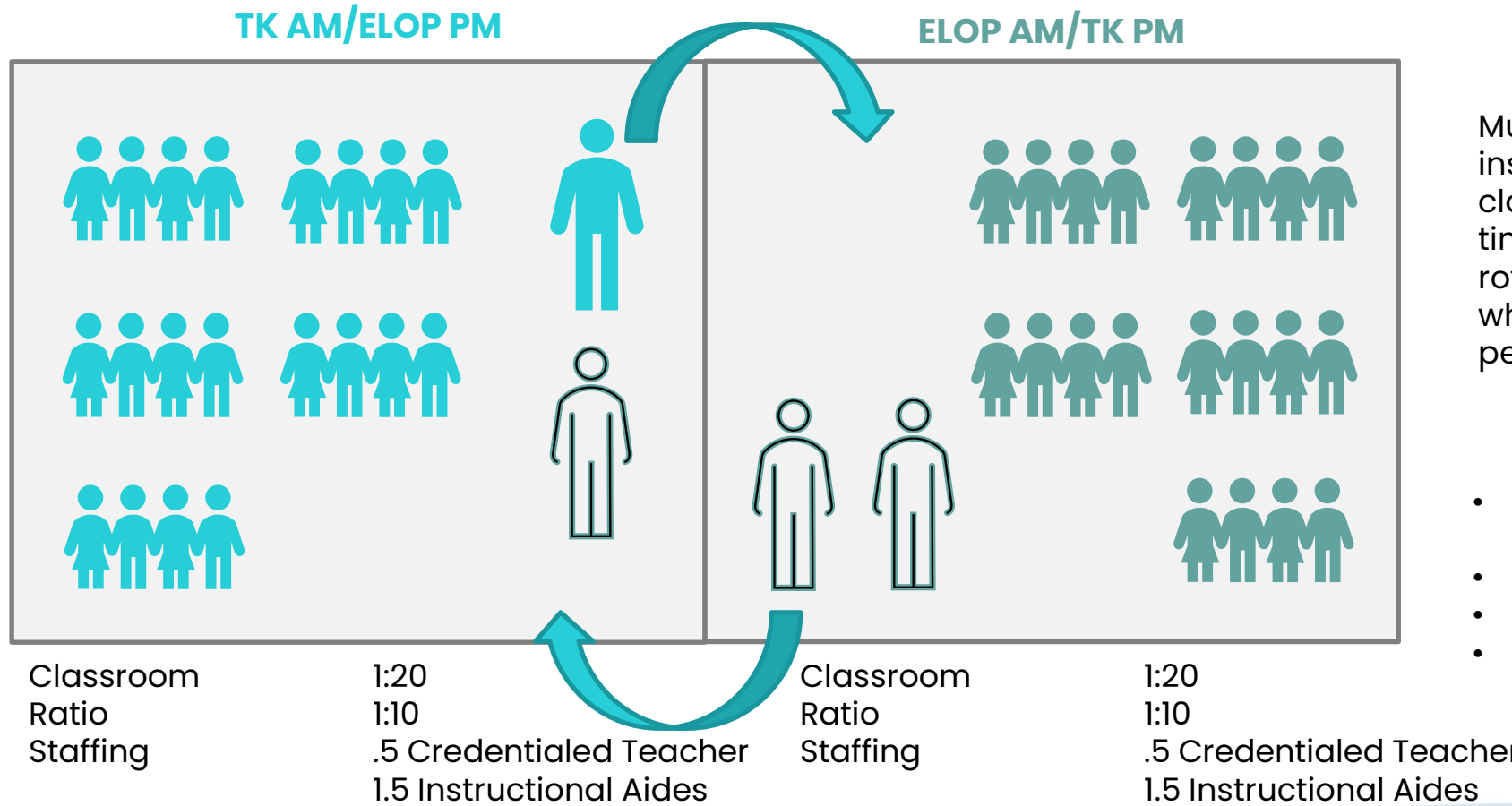
TOTAL

- 10 students generating TK funding. 10 students generating preschool funding.
- 1 classroom
- 1 Credentialed Teacher
- 2 Child Develop Permit (CDP) Assistant Teachers



EXAMPLE : BRAIDING

TK & ELOP



DEFINITION

Multiple funding sources pay for the instructional time of more than one classroom during more than one time-period (usually AM/PM). Staff rotate between classrooms based on which program is paying for the time-period.

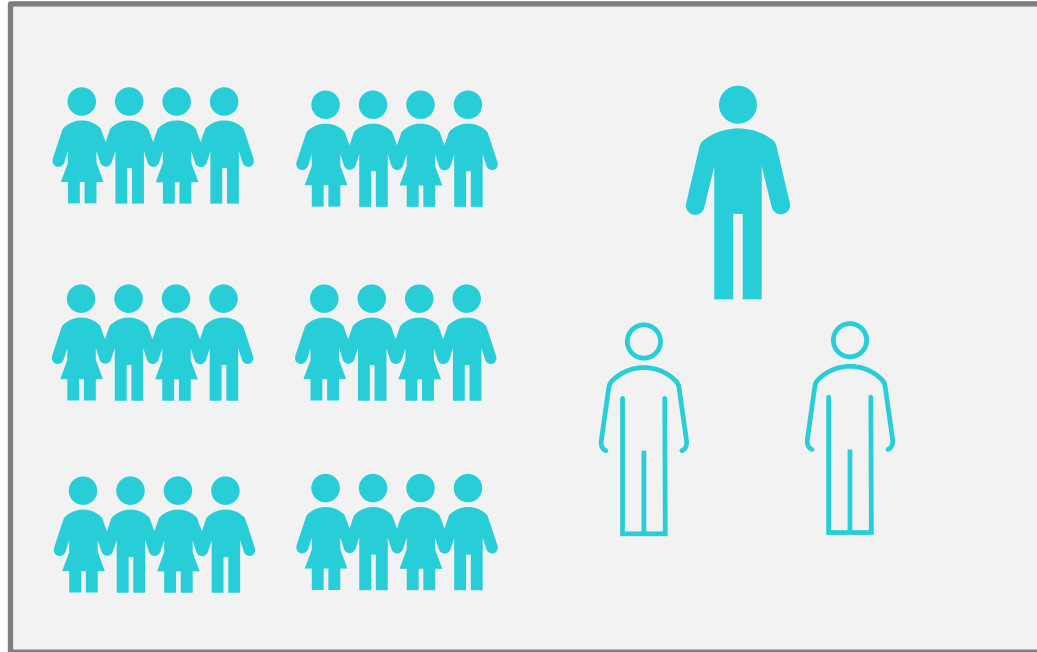
TOTAL

- 40 students generating both TK and ELOP funding
- 2 classrooms
- 1 Credentialed Teacher
- 3 Instructional Aides



EXAMPLE : LAYERING

TK + IDEA/IEP + EARLY INTERVENTION



Classroom Ratio Staffing 1:24
1:8
1 Credentialed Teacher
1 Classified Assistant
1 Instructional Aide

DEFINITION

In addition to instructional time, one or more supplemental funds pay for additional services and student needs such as additional support staff, staff training, equipment and/or supplies, or IEP services.

TOTAL

- 24 students generating TK funding. 1 student generating with an IEP for a .5 FTE instructional aid. District special education early intervention funding to pay for the remaining .5 FTE instructional aide.
- 1 classroom
- 1 Credentialed Teacher
- 1 Classified Assistant
- 1 Instructional Aide



WHAT IS BLENDING, BRAIDING, AND LAYERING?

PROGRAMS TO CONSIDER – EXTENDED HOURS OR ELIGIBILITY

**TRANSITIONAL
KINDERGARTEN
(TK)**

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM
(ELO-P)**

**AFTERSCHOOL
EDUCATIONAL SERVICES
(ASES)**

**STATE PRESCHOOL
PROGRAM
(CSPP)**

**GENERAL CHILDCARE
PROGRAM
(CCTR)**

**ALTERNATIVE PAYMENT /
CALWORKS
(AP / CALWORKS)**

**HEAD START & EARLY HEAD
START**

TITLE I PRESCHOOL

**SPECIAL EDUCATION
PRESCHOOL**

**FEE-FOR-SERVICE / PRIVATE
PAY**



WHAT IS BLENDING, BRAIDING, AND LAYERING?

PROGRAMS TO CONSIDER – EXTENDED HOURS OR ELIGIBILITY

	TRANSITIONAL KINDERGARTEN (TK)	EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P)	AFTER SCHOOL EDUCATIONAL SERVICES (ASES)
AGE ELIGIBILITY	Children who turn 5 between Sept 2 and Feb 2 (2022/23)	Children enrolled in TK to 6th grade	Children enrolled in TK to 12th grade
INCOME ELIGIBILITY & COST	<ul style="list-style-type: none"> No income threshold Free regardless of income 	<ul style="list-style-type: none"> Must offer to 100% of unduplicated pupils and provide to 50%. Free to homeless, foster, and FRPM eligible (\$49,025 for family of 4). May charge sliding scale fees for those above income. 	<ul style="list-style-type: none"> Must offer to homeless, foster, and FRPM eligible students first. Can enroll additional students after. Free to homeless, foster, and FRPM eligible (\$49,025 for family of 4). May charge sliding scale fees for those above income.
PROGRAM OPERATORS	LEAs and community-based providers that have a CSPP contract with CDE or DSS	All LEAs receiving ELO-P funds are required to offer ELO-P	LEAs and community-based organizations that have an ASES contract with CDE
ADVANTAGES	No income cut-off and no family fees. High ADA-based funding.	ADA-based funding. Low staff & facilities requirements in comparison to other programs.	Existing program infrastructure. Can supplement low ELO-P rate.



WHAT IS BLENDING, BRAIDING, AND LAYERING?

PROGRAMS TO CONSIDER – EXTENDED HOURS OR ELIGIBILITY

	STATE PRESCHOOL PROGRAM (CSPP)	GENERAL CHILDCARE PROGRAM (CCTR)	ALTERATIVE PAYMENT (APP) / CALWORKS
AGE ELIGIBILITY	Children who turn 3 by December 1	Children ages 0 to 12	Children ages 0 to 12
INCOME ELIGIBILITY & COST	<ul style="list-style-type: none"> Homeless, foster, at risk, and children from families making less than 85% of State Median Income (SMI). (\$89,297 for family of 4.) Can enroll above-income pupils with IEP/IFSP after. Part-day: no cost. Full-day: income-based family fees (waived until 2023) 	<ul style="list-style-type: none"> Homeless, foster, at risk, and children from families making less than 85% of SMI. (\$89,297 for family of 4). Must also meet “need” requirement Income-based family fees (waived until 2023) 	<ul style="list-style-type: none"> Children from families enrolled in CalWORKs or those making less than 85% of SMI. (\$89,297 for family of 4.) Must also meet “need” requirement Income-based family fees (waived until 2023)
PROGRAM OPERATORS	All LEAs are required to offer TK to age-eligible children (CDE)	LEAs and community-based providers that have a CCTR contract with CDE or DSS	Any LEA or community-based organization that meets DSS licensing requirements
ADVANTAGES	Expands # of age-eligible pupils. Significant rate increase starting 2022 in some regions, including Santa Clara.	Expands # of age-eligible pupils. Significant rate increase starting 2022 in some regions, including Santa Clara.	Any LEA or community-based organization that meets DSS licensing requirements



WHAT IS BLENDING, BRAIDING, AND LAYERING?

PROGRAMS TO CONSIDER – EXTENDED HOURS OR ELIGIBILITY

	HEAD START & EARLY HEAD START	TITLE I PRESCHOOL	SPECIAL EDUCATION PRESCHOOL
AGE ELIGIBILITY	Children ages 0 to 5	Children under the age of 6	Children ages 3 to 5
INCOME ELIGIBILITY & COST	<ul style="list-style-type: none"> Children from families making less than the federal poverty line. (\$26,500 for family of 4.) No cost 	<ul style="list-style-type: none"> Schoolwide Title I programs: All preschool age children residing in the attendance area are eligible. Targeted Assistance Title I programs: LEA must create objective criteria to target children most at risk of failing to meet state standards. 	<ul style="list-style-type: none"> N/A
PROGRAM OPERATORS	LEAs and community-based providers that have a Head Start contract with federal agency (HHS)	Any LEA receiving Title I ESSA funds	LEAs that have a contract with CDE to operate an IDEA Part B Special Education Preschool
ADVANTAGES	Higher reimbursement rate & more enrollment flexibility than some programs. Contract funding for support services & PD	No specific ratios, reporting, or staff requirements. Effective use of Title I funds. Can be offered to all students regardless of income if high % of FRPM eligible pupils.	Inclusive early learning reduces IEPs, need for special education services, decreases long-term special education costs, and increases student academic performance



WHAT IS BLENDING, BRAIDING, AND LAYERING?

PROGRAMS TO CONSIDER – EXTENDED HOURS OR ELIGIBILITY

	PRIVATE PAY / FEE-FOR-SERVICE
AGE ELIGIBILITY	N/A
INCOME ELIGIBILITY & COST	<ul style="list-style-type: none">Fees determined by LEA and/or subsidized programs offered (eg ASES allows LEAs to charge sliding scale fees to families above income)
PROGRAM OPERATORS	Any LEA or community-based organization that meets DSS licensing requirements
ADVANTAGES	LEA can generate funds to cover costs. May be able to charge competitive rate for full-day care because if also operating subsidized programs. No limits on age or income.



WHAT IS BLENDING, BRAIDING, AND LAYERING?

PROGRAMS TO CONSIDER – ADDITIONAL STAFF & SUPPORT SERVICES

IDEA & IEP/IFSP SERVICES

Funding provided to provide support services to individual students with disabilities that have an IEP or IFSP.

SPECIAL EDUCATION EARLY INTERVENTION

Ongoing funding to districts to provide intervention services to students at risk of being identified with a disability and additional support services to students with an IEP or IFSP.

INCLUSIVE EARLY EDUCATION EXPANSION PROGRAM (IEEEP)

Funding for facilities, adaptive equipment, and PD to increase access to inclusive early learning programs.

HEAD START STAFF DEVELOPMENT

Funding for Head Start contractors to help meet their obligation to provide staff with professional development.

MENTAL HEALTH CONSULTATION ADJUSTMENT FACTOR

Flexibility for CSPP and CCTR contractors to provide mental health consultation services to staff, students, and families.

PRESCHOOL/GENERAL CHILDCARE CONTRACTS

Flexibility for CSPP and CCTR contractors to provide PD and training opportunities to staff.

EXPANDED LEARNING OPPORTUNITIES GRANT (ELO-G)

One-time funding to increase the amount of instructional time or support services to pupils based on their learning needs.

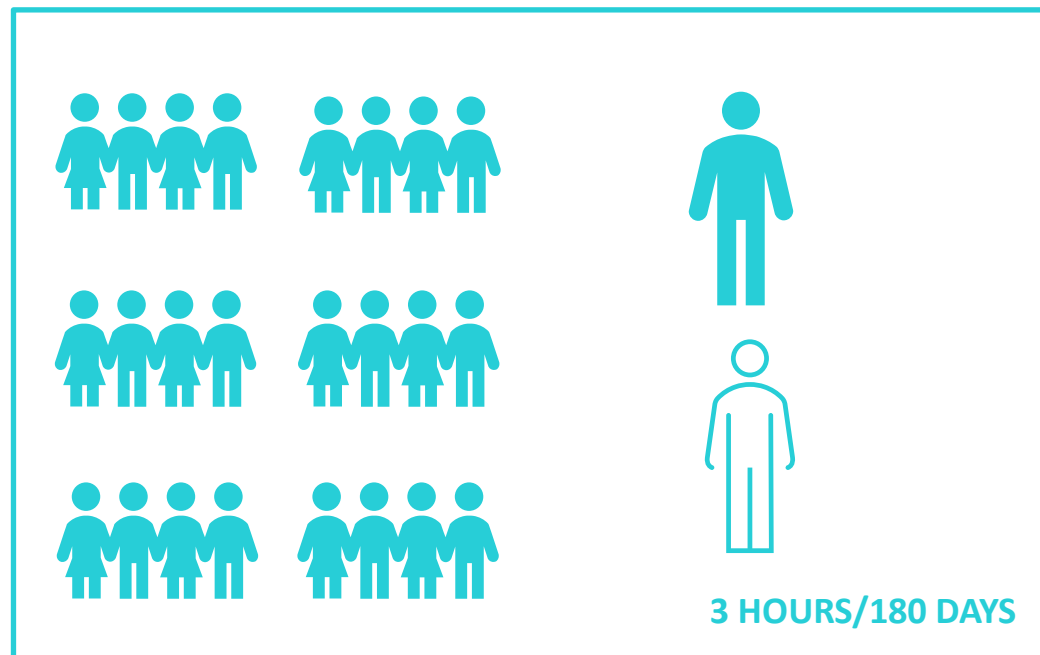
EDUCATOR EFFECTIVENESS BLOCK GRANT

One-time funding to provide professional learning to staff on specified topics including early learning, child development,



BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

AGE ELIGIBLE 4 YEAR-OLDS



Classroom Ratio Staffing 1:24
1:12*
1 Credentialed Teacher
1 Classified Assistant

TRANSITIONAL KINDERGARTEN (TK) – 2022/23



Lead Teacher (Ed Code 48000(g))

- Assigned to teach TK before 7/1/2015: Multiple Subject Credential
- Assigned to teach TK after 7/1/2015: Multiple Subject Credential
- As of 8/1/2023 (if teacher assigned to TK after 7/1/2015): Multiple Subject Credential + 24 units, a Child Development Permit, or equivalent (as determined by the district)



Additional Adult

- Classified staff
- No specific requirement in statute. Most districts will probably classify this position as a teacher's assistant or instructional aide



BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

UNDUPLICATED TK TO 6TH GRADERS



Classroom
Ratio
Staffing

n/a
1:10 (TK only)
2 Instructional Aides

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) & ASES – 2022/23



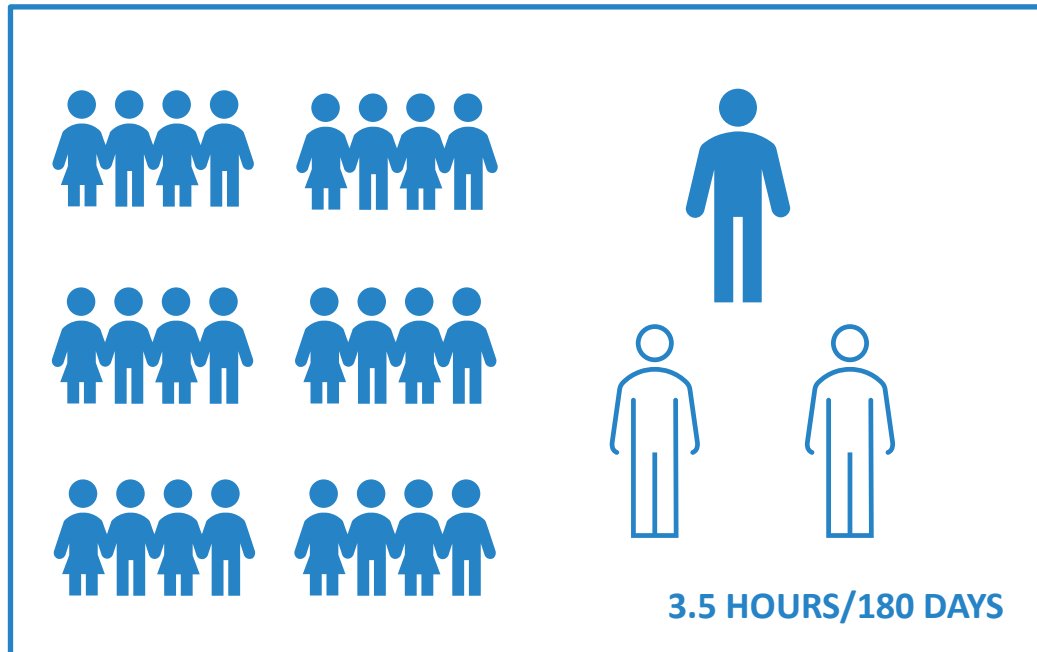
Instructional Aides

- Must meet the minimum qualifications of an instructional aide, as defined by the district. (Ed Code 8483.4 and 46120(b)(2)(D).)



BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

INCOME ELIGIBLE 3 AND 4 YEAR-OLDS



Classroom Ratio Staffing 1:24
1:8
1 CDP Teacher
2 CDP Assistant Teachers

STATE PRESCHOOL (CSPP)



Lead Teacher

- Teacher Child Development Permit



Additional Adults

- Assistant Teacher Child Development Permit



BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

INCOME ELIGIBLE 0 TO 12 YEAR-OLDS



Classroom Ratio
Staffing

1:24
1:8
1 CDP Teacher
2 CDP Assistant Teachers

GENERAL CHILDCARE (CCTR)



Lead Teacher

- Teacher Child Development Permit



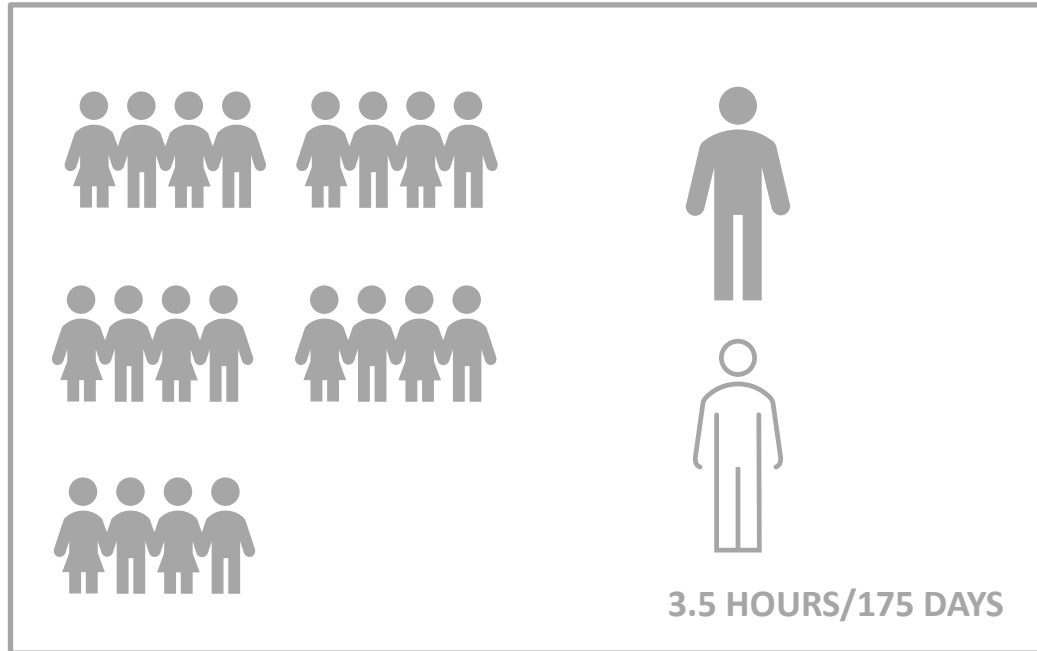
Additional Adults

- Assistant Teacher Child Development Permit



BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

INCOME ELIGIBLE 0 TO 5 YEAR-OLDS



Classroom Ratio	1:20
Staffing	1:10
	1 CDP Teacher*
	1 CDP Assistant Teacher

HEAD START & EARLY HEAD START



Lead Teacher

- Teacher Child Development Permit
- 50% of Head Start teachers must also have a Bachelor's Degree



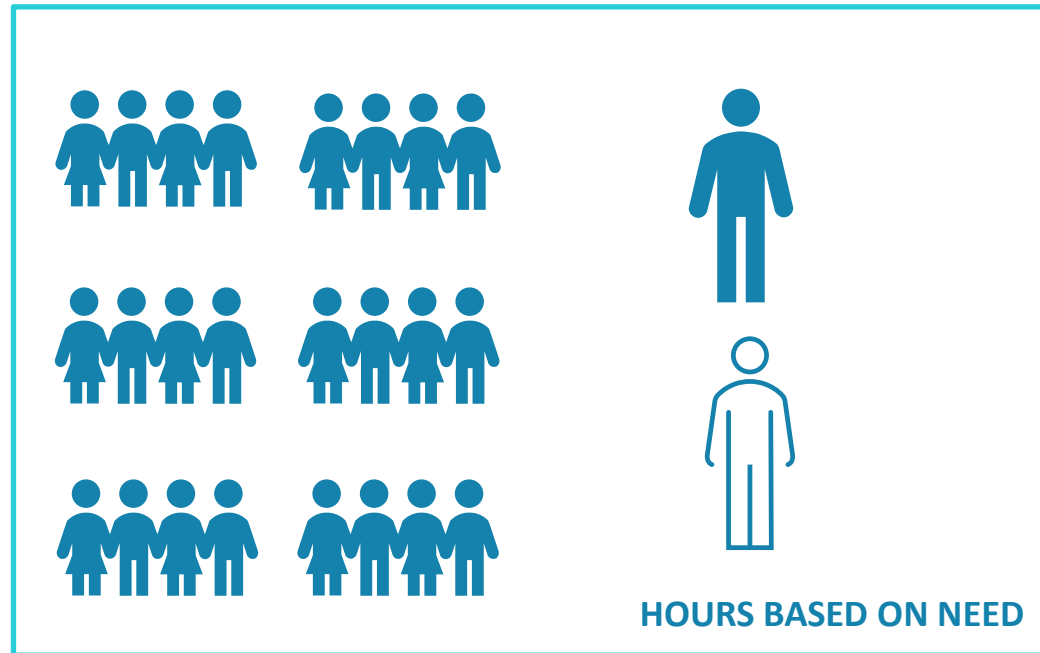
Additional Adult

- Assistant Teacher Child Development Permit



BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

INCOME & NEED ELIGIBLE 0 TO 12 YEAR-OLDS



Classroom Ratio	1:24
Staffing	1:12
	1 CDP Assistant Teacher
	1 FTE w/ 6 units of ELC

ALTERNATIVE PAYMENT & CALWORKS



Lead Teacher

- Associate Teacher Child Development Permit



Additional Adult

- Staff must have 6 units of ECE, be 18 years old, and high school graduate or enrolled in an ROP at an accredited high school



OPTIONS FOR EVERY LEA

BEST PRACTICE CONSIDERATIONS FOR LEAS OF EVERY SIZE AND SITUATION



SIZE

Best practice choices for small, medium, and large LEAs



UNDUPLICATED %

Considerations for LEAs with high and low unduplicated percentage



REGION

Special factors for bay area LEAs



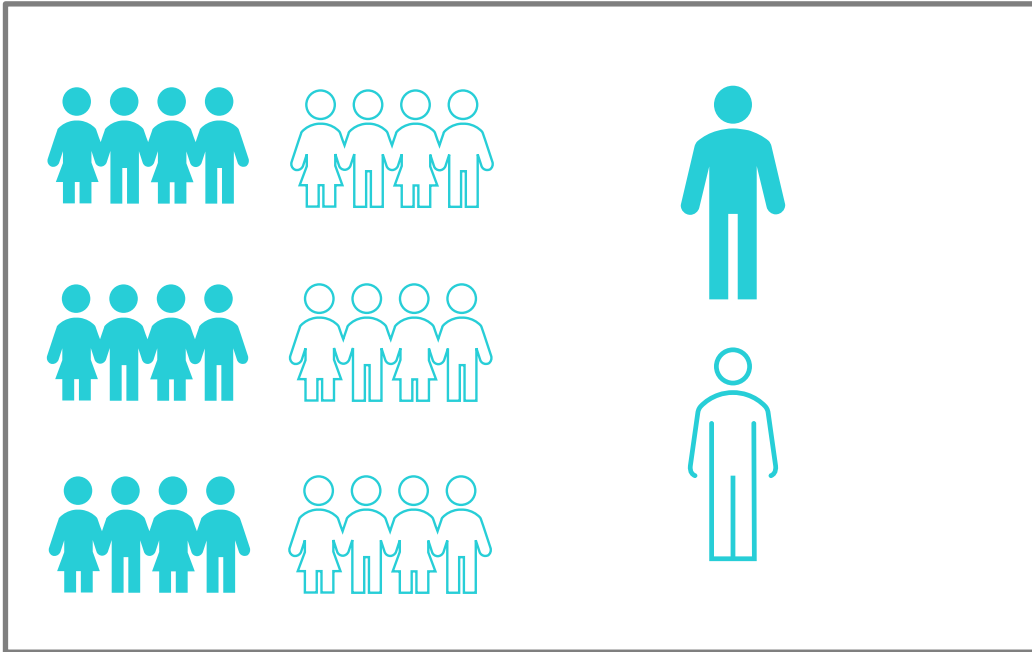
EXISTING PROGRAMS

Considerations for LEAs with existing extended day or early learning programs



SMALL/RURAL

DISTRICT A & B JOINT TK



Classroom Ratio Staffing 1:24
1:12*
1 Credentialed Teacher
1 Classified Assistant

ADVANTAGES

- Generates enough children to fill a classroom (and create fiscal sustainability)
- May be a good option until TK age-eligibility is expanded to all 4 year-olds in 2025/26
- Is more age and developmentally appropriate than blending TK and K children

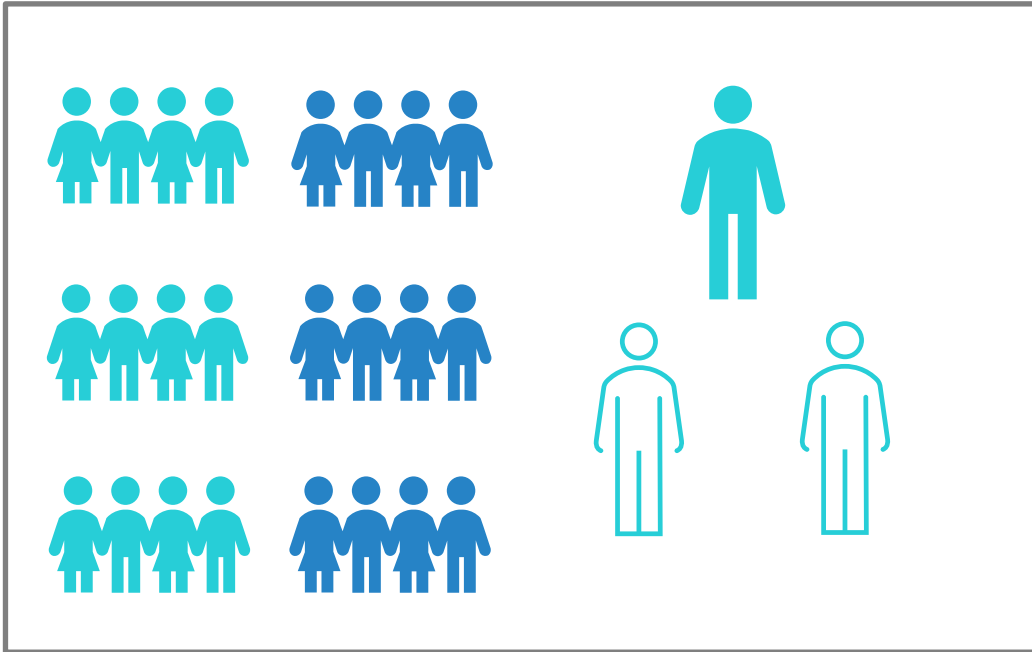
CONSIDERATIONS

- Distance from the school sites offering TK may be farther than parents are willing to travel. Will the district offer transportation?
- Will the program offer a full-day option? If so, parents may decide travel is worth it.
- Choose a strategic location. Near the biggest city where the most parents work.
- District A still needs to meet their ELO-P obligations. Will District A also contract with District B to provide ELO-P hours?



SMALL/RURAL

BLENDING TK & PRESCHOOL



Classroom
Ratio
Staffing

1:24
1:8
1 Credentialed Teacher
2 CDP Assistant Teachers

ADVANTAGES

- Allows LEA to collect part-day preschool funding for children not yet age eligible for TK
- Allows LEA to collect TK funding for children when they become age eligible
- Generates enough children to fill a classroom (and thus fiscal sustainability)
- Creates consistency for children and families
- Financially feasible to offer lower 1:8 adult:child ratios

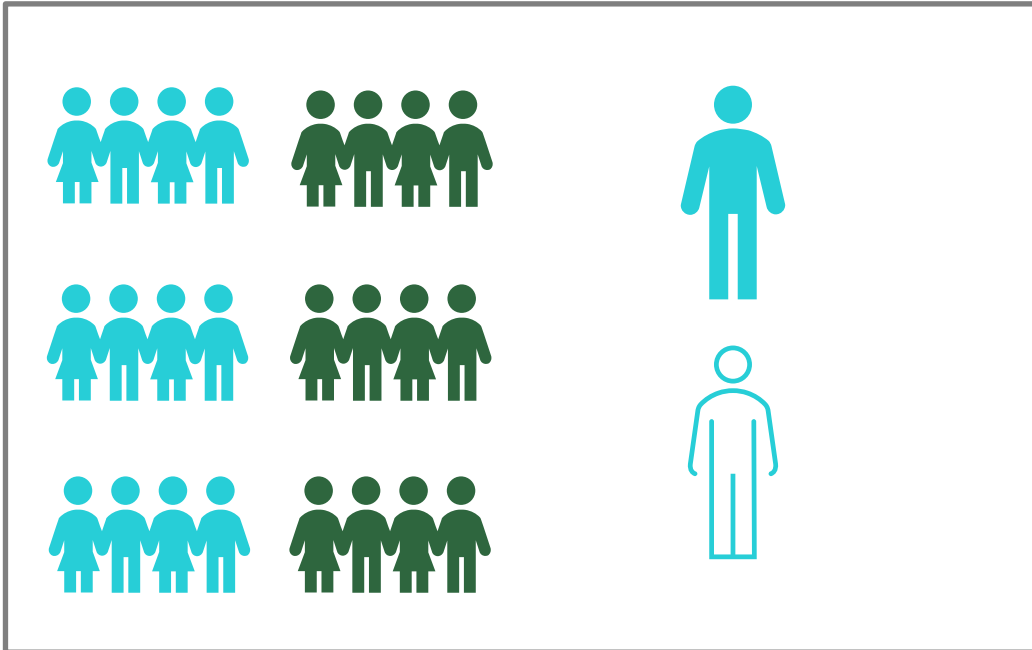
CONSIDERATIONS

- Must meet both programs' standards
- Must meet the lower adult:child ratio requirement and higher teacher qualifications



SMALL/RURAL

BLENDING TK & K



Classroom
Ratio
Staffing

1:24
1:12*
1 Credentialed Teacher
1 Classified Assistant

ADVANTAGES

- May generate enough children to fill a classroom at every elementary school site
- Creates early relationships between the child/family and the school site where the child will attend K-6 (ie can help with declining enrollment)
- District may already have credentialed staff that meet the required TK teacher qualifications

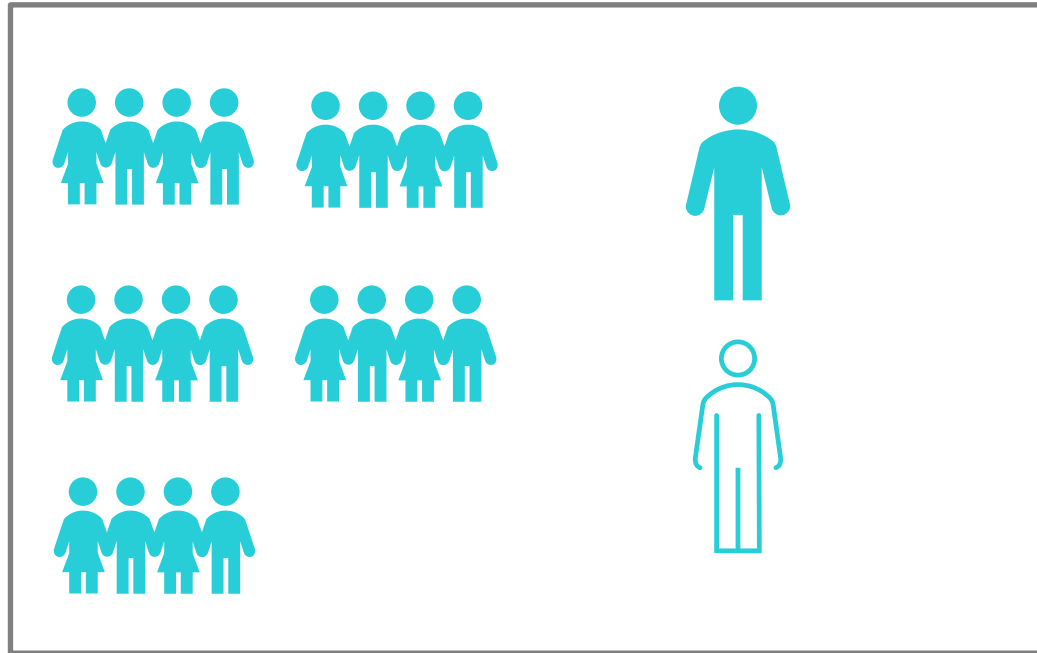
CONSIDERATIONS

- Blending TK and K may create problems due to developmental differences between the youngest and oldest children (children may be as young as 3 and as old as 6)
- A 1:12 ratio may not be sufficient given younger TK children and the broad range in ages of children
- When the TK ratio decreases to 1:10 in 2022/23 (pending an appropriation), the maximum classroom size will for a blended TK and K program will be 1:20



SMALL/RURAL

EARLY TK



Classroom	1:24
Ratio	1:12
Staffing	1 Credentialed Teacher 1 Classified Assistant

ADVANTAGES

- Generates enough children to fill a classroom (but children don't necessarily generate ADA)
- Simplifies communication with parents about who is eligible for TK enrollment
- Creates early relationships between the child/family and the school site where the child will attend K-6 (ie can help with declining enrollment)

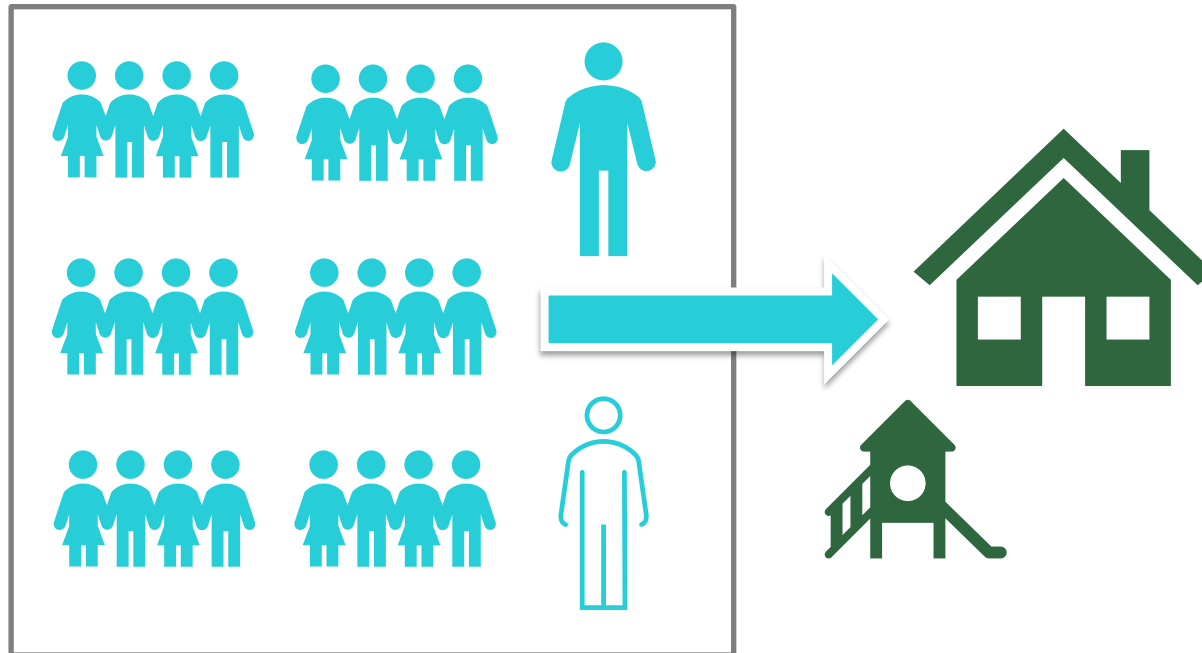
CONSIDERATIONS

- Children do not generate ADA funds until they turn 5. LEAs may want to consider expanding their TK enrollment cut-off by just one or two months beyond the state defined cut-off. For example, in 2022/23 an LEA might choose to expand TK to children who turn 5 by March 2nd (instead of the state cut-off of February 2nd).
- May complicate work for CBOs who will need to monitor birthdates and ADA for all children with birthdays after the cut-off.



SMALL/RURAL

REFER TO COMMUNITY-BASED CHILDCARE PROVIDER FOR EXTENDED HOURS



Classroom Ratio Staffing 1:24
1:12
1 Credentialed Teacher
1 CDP Assistant Teachers

ADVANTAGES

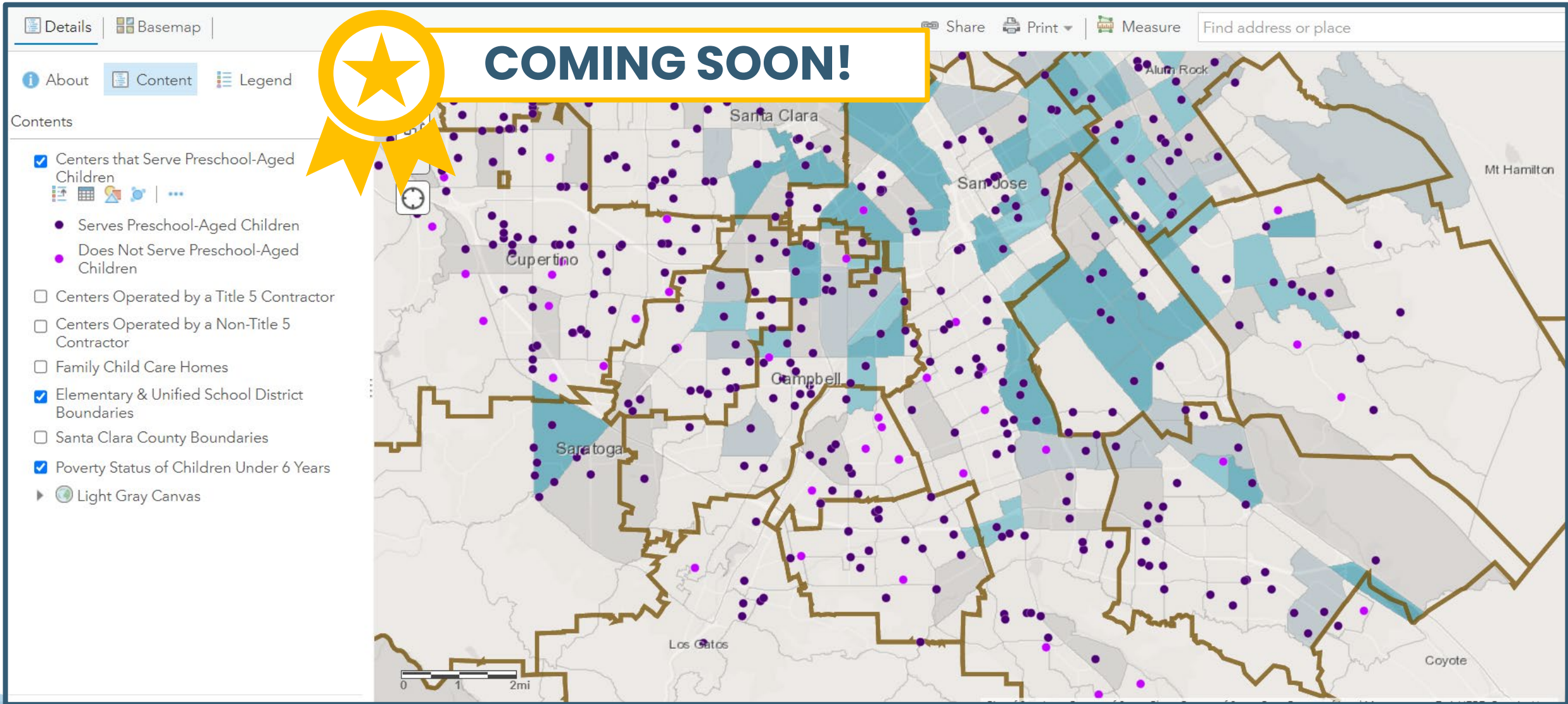
- LEA must still offer part-day TK to age-eligible children and must meet ELO-P requirement to provide 9+ hours of care to 50% of unduplicated students, but the LEA can meet their UPK Plan template requirement by referring non-unduplicated children and unduplicated children above the 50% to nearby community-based childcare providers with flexible and subsidized options.

CONSIDERATIONS

- Identify the nearest providers to each school site and consider formalizing relationships with them.
- Identifying a set number of nearby community-based childcare partners may make it feasible to offer transportation to parents that choose extended hours at one of those sites.
- Ideally chosen partners will accept both private pay children (who don't qualify for state subsidized programs) and vouchers/low-income children (who are paid for with state subsidies)



REFER TO COMMUNITY-BASED CHILDCARE PROVIDER FOR EXTENDED HOURS



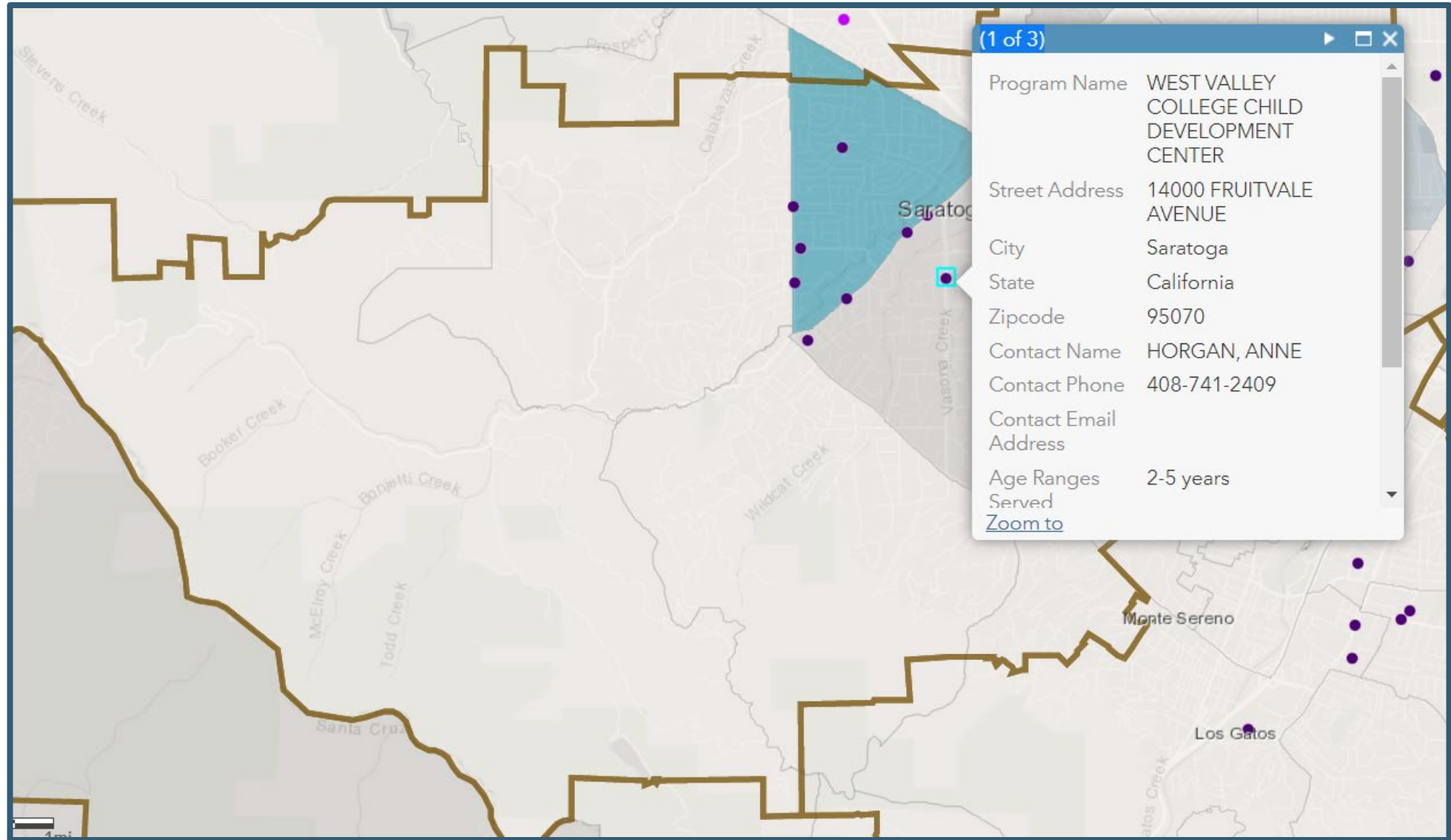
REFER TO COMMUNITY-BASED CHILDCARE PROVIDER FOR EXTENDED HOURS

DASHBOARD USES:

- Identify existing community-based providers nearest to each school site
- Identify and connect with all childcare providers with LEA boundaries (for purposes of the UPK Planning Template)

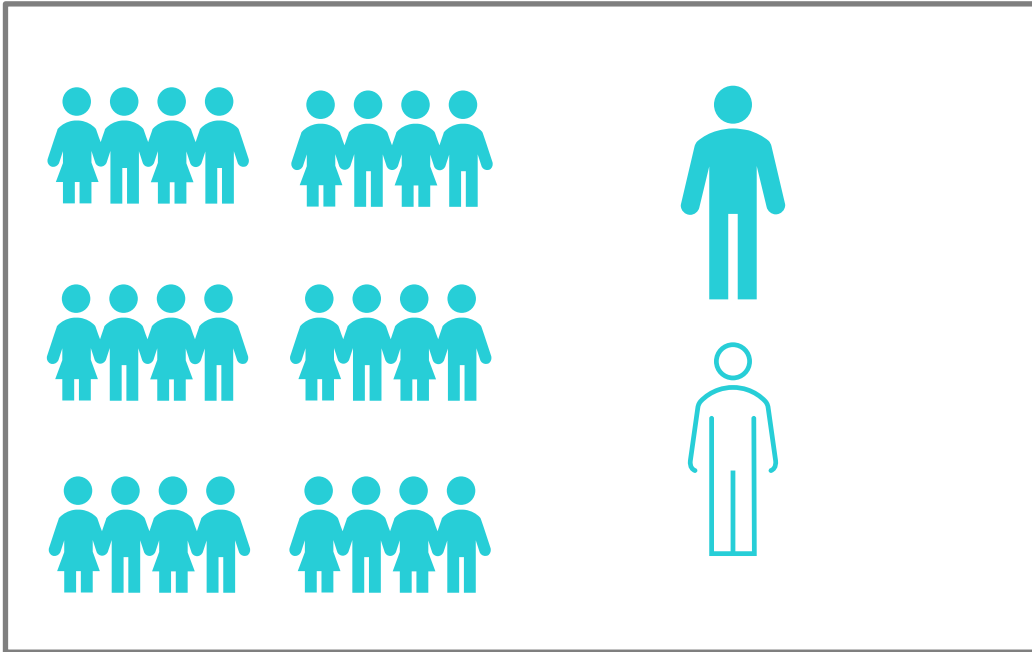
FILTER BY:

- Ages served
- Type of provider (eg center-based or family childcare home)
- Centers that offer free or reduced-cost early learning for low-income families



MEDIUM

TK @ LIMITED SITES



Classroom	1:24
Ratio	1:12
Staffing	1 Credentialed Teacher 1 Classified Assistant

ADVANTAGES

- Generates enough children to fill a classroom (and create fiscal sustainability)
- May be a good option until TK age-eligibility is expanded to all 4 year-olds in 2025/26
- Is more age-appropriate than blending TK and K at all school sites

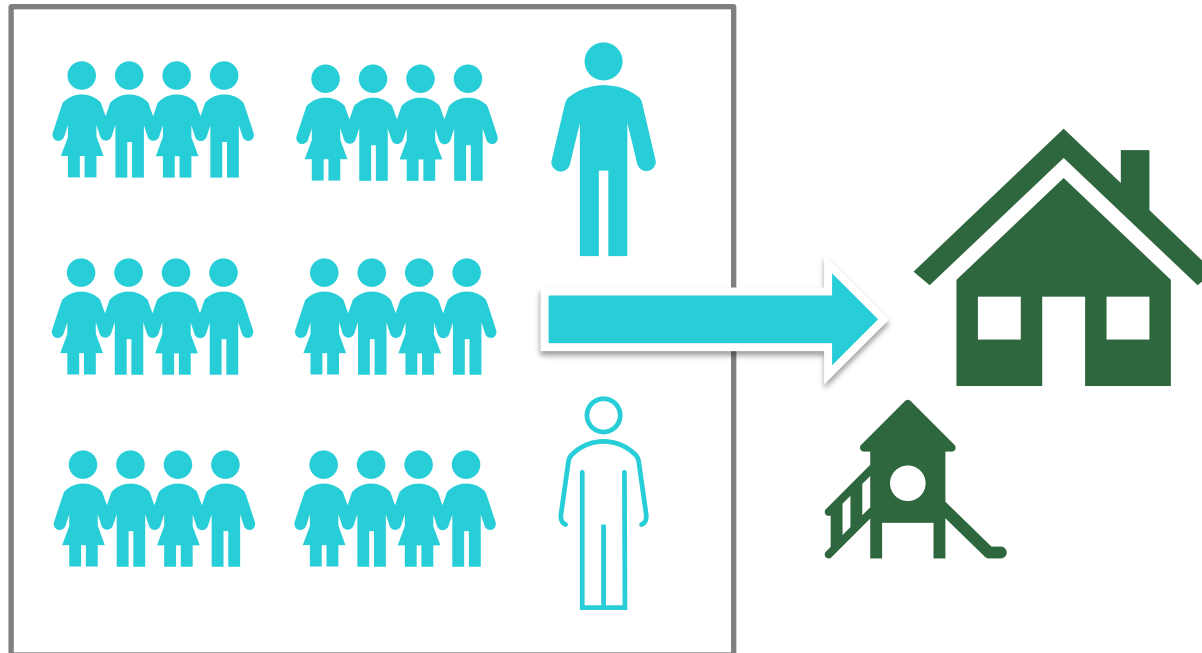
CONSIDERATIONS

- Distance from the school site(s) offering TK may be farther than parents are willing to travel. Will the district offer transportation?
- Choose a strategic location. Near the biggest city where the most parents work.
- Consider choosing school sites that also have preschool or another extended learning program so that the programs can be blended (offering full-day is more attractive to parents)



MEDIUM

CONTRACT WITH COMMUNITY-BASED CHILDCARE PROVIDER FOR EXTENDED HOURS



Classroom Ratio Staffing
1:24
1:12
1 Credentialed Teacher
1 CDP Assistant Teachers

ADVANTAGES

- LEA must still offer part-day TK to age-eligible children, but the LEA could contract with a community-based childcare provider to offer extended hours.
- By contracting with a community-based provider, LEA can meet the ELO-P requirement to provide 9+ hours of care to 50% of unduplicated students while also offering private pay as an option to families who don't qualify for state subsidies.

CONSIDERATIONS

- Consider whether the LEA has the facility capacity to invite existing providers to provide extended hours at the school site. Removes transportation issues.
- Identify nearby providers using the SCCOE Dashboard. Which of these providers are interested in partnering? Which already serve TK-age children?

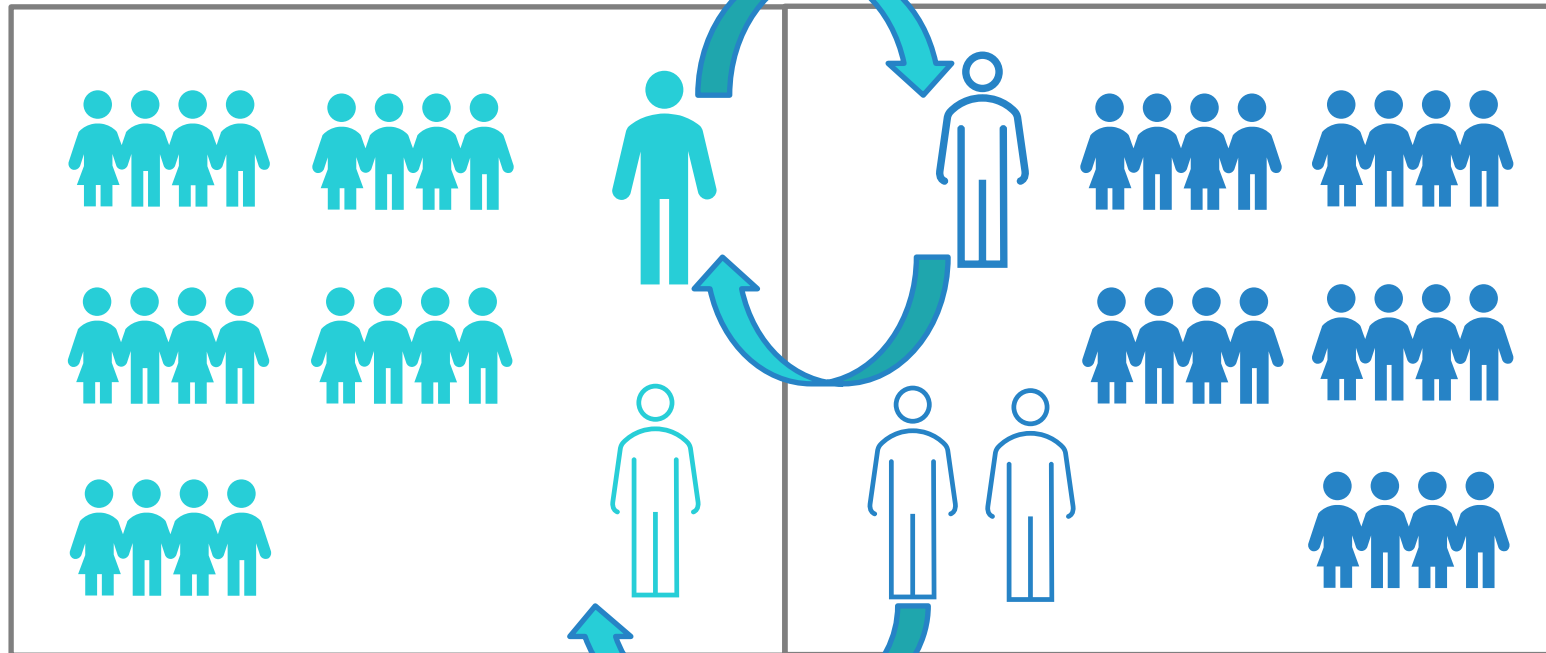


LARGE/MEDIUM

BRAIDED TK & PRESCHOOL (CSPP)

TK AM/CSPP PM

CSPP AM/TK PM



Classroom Ratio 1:24
1:8
Staffing .5 Credentialed Teacher
.5 CDP Teacher
1.5 CDP Assistant Teachers

Classroom Ratio 1:24
1:8
Staffing .5 Credentialed Teacher
.5 CDP Teacher
1.5 CDP Assistant Teachers

ADVANTAGES

- Creates a full-day option for families (making programs much more attractive)
- Maximizes funding and capacity without excess staff (48 children, 2 classrooms, 1 credentialed teacher, 1 CDP Teacher, 3 CDP Assistant Teachers)
- LEAs can receive an exemption from some CSPP facilities requirements when braiding TK and preschool programs serving 4 year-olds.

CONSIDERATIONS

- If an LEA doesn't already have a part-day preschool contract with CDE, it may be difficult to get one.
- CSPP has income eligibility threshold (\$89,297 for family of 4), so not all TK students will be eligible to enroll in CSPP especially in higher income areas
- CSPP has additional program requirements such as the completing the DRDP and ECERS.

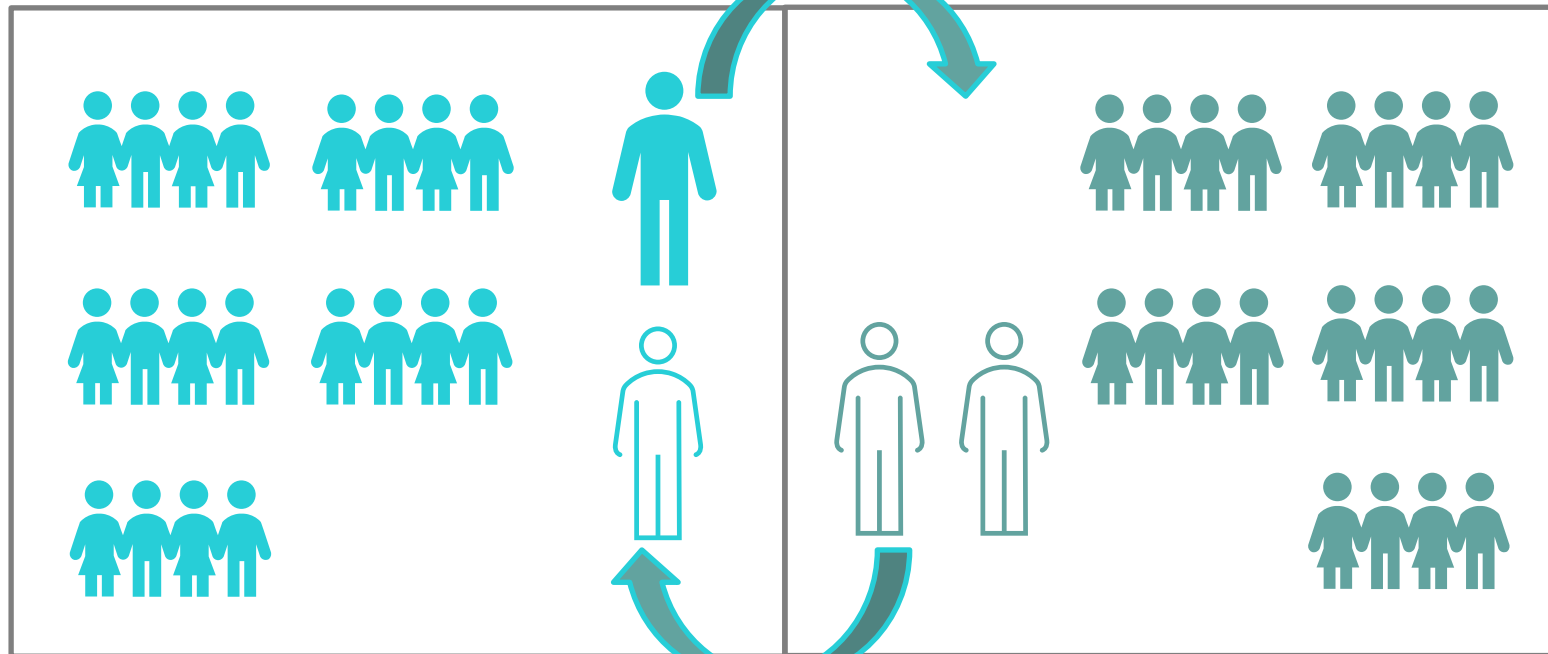


LARGE/MEDIUM

BRAIDED TK & ELO-P

TK AM/ELOP PM

ELOP AM/TK PM



Classroom Ratio Staffing
 1:20
 1:10
 .5 Credentialed Teacher
 1.5 Instructional Aides

Classroom Ratio Staffing
 1:20
 1:10
 .5 Credentialed Teacher
 1.5 Instructional Aides

*Caveat: ELO-P cannot operate “during the school day”

ADVANTAGES

- Creates a full-day option for families (making programs much more attractive)
- Maximizes funding and capacity without excess staff (40 children, 2 classrooms, 1 credentialed teacher, 3 instructional aides)

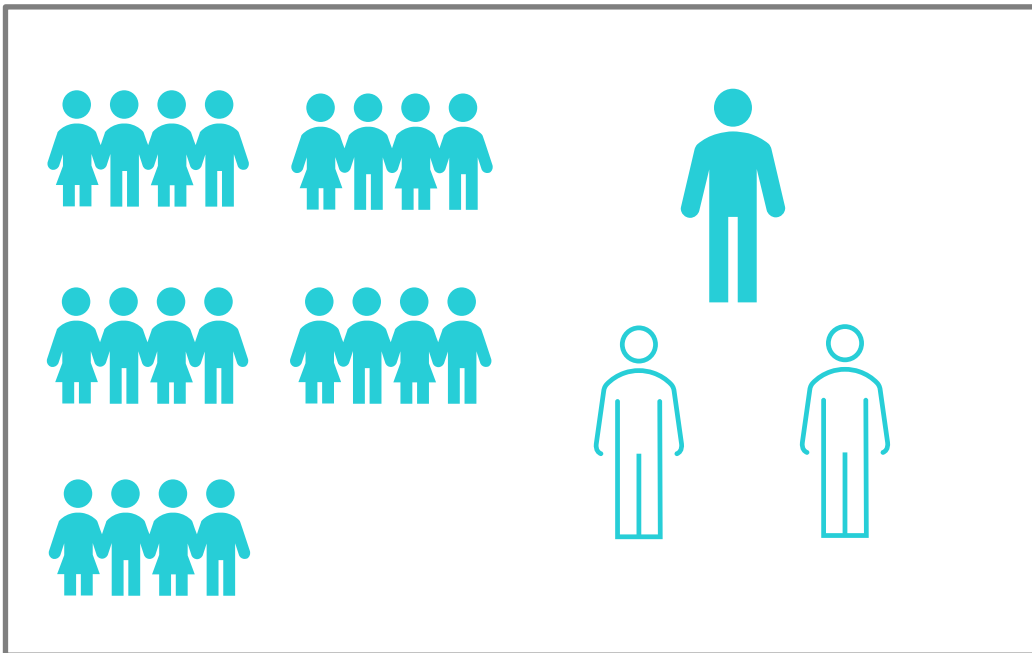
CONSIDERATIONS

- ELO-P only requires LEAs to serve 50% of unduplicated TK pupils. In LEAs with lower unduplicated %, ELO-P rate is probably not sufficient to cover costs for non-unduplicated pupils.
- ELO-P uses FRPM for eligibility and family fees (\$49,025 for family of 4.)
- Children must be TK-age eligible to generate both TK and ELOP funding



ALL- INCLUSION

LAYERED TK + IDEA/IEP + EARLY INTERVENTION



Classroom
Ratio
Staffing

1:24
1:8
1 Credentialed Teacher
1 Classified Assistant
1 Instructional Aide

ADVANTAGES

- Ratio of 1:8 may be more developmentally appropriate for the age of TK children
- Allows LEA to provide an inclusive education to students with an IEP or IFSP. Research indicates that inclusion and early intervention significantly reduce the number of IEPs and need for special education services in the long-term.

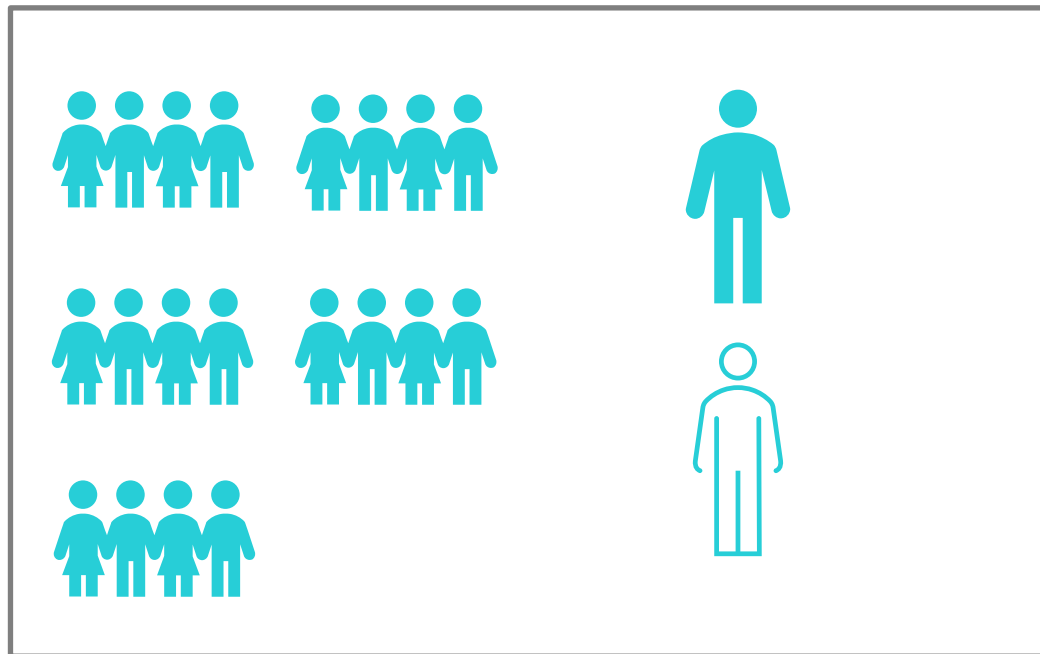
CONSIDERATIONS

- Whether the LEA has IDEA funding to dedicate may depend on whether there is a student enrolled with an IEP or IFSP and/or whether the LEA's SELPA allocates funds to districts to serve pre-K children.
- Special education early intervention funds are a new ongoing allocation provided to all districts based on K enrollment. Funding is meant more for intervention than for students that already have an IEP/IFSP.



ALL-ACCELERATED TK

TK FOR ALL 4 YEAR-OLDS



Classroom Ratio	1:24
Staffing	1:12
	1 Credentialed Teacher
	1 Classified Assistant

ADVANTAGES

- Generates enough children to fill a classroom (but children don't necessarily generate ADA)
- Simplifies communication with parents about who is eligible for TK enrollment
- Creates early relationships between the child/family and the school site where the child will attend K-6 (ie can help with declining enrollment)

CONSIDERATIONS

- Children do not generate ADA funds until they turn 5. Children close to the cut-off date may generate enough ADA to compensate for the cost of enrollment, but those far from the cut-off will not.
- May complicate work for CBOs who will need to monitor birthdates and ADA for all children with birthdays after the cut-off.
- A 1:12 ratio may not be sufficient given the younger age of TK children (ie 3 and 4 year-olds)



ADDITIONAL CONSIDERATIONS

HIGH UNDUPLICATED %

- ELO-P: Higher ELO-P rate for LEAs with 80%+.
- CSPP: Districts with 80%+ children from families making 85% or less of SMI can enroll all children within the district.
- Title I preschool: LEAs can serve all children regardless of income if it operates a Title I schoolwide program.

BAY AREA

- CSPP: Significantly increased preschool and general childcare rates starting in 2022. Those with a contract should consider keeping it, at least until TK is fully expanded.

LOWER UNDUPLICATED %

- Private Pay/Fee-for-Service: Few children will qualify for extended hours via ELO-P/Head Start/CSPP. Offer a private pay sliding scale option for parents above the income threshold.
- Partnering with Community-Based Providers: Because few children will qualify for subsidized extended hour programs (eg ELO-P), LEAs should consider partnering with a fee-based community provider to offer full-day.
- ELO-P + ASES: LEAs with ASES can blend with ELO-P to compensate for low ELO-P rate.

EXISTING PROGRAMS

- LEAs without existing competitive contracts (eg CSPP, Head Start, CCTR) will have fewer options for funding sustainability.



QUESTIONS?

**THANK
YOU!**

NEXT MEETING :

January 25 at 3:00pm

Curriculum & Assessments

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