

# UNIVERSAL PRE-KINDERGARTEN

## WEBINAR #1 : BASICS OF IMPLEMENTATION & FAQs

Santa Clara County Office of Education

December 14, 2021



# TODAY'S PRESENTERS

Universal Pre-Kindergarten –  
Basics of implementation & FAQs



**COUNTY  
SUPERINTENDENT**

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**ASSOCIATE  
SUPERINTENDENT,  
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INSTRUCTION**

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Dr. Anisha Munshi



**EXECUTIVE  
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**MANAGER, EARLY  
CHILDHOOD  
INTEGRATED DATA  
SYSTEMS**

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Veronica Garza





# 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.\*



\*See Maslow's Hierarchy of Needs: <https://www.edutopia.org/blog/addressing-our-needs-maslow-hierarchy-lori-desautels>

# THEME OF STATE INVESTMENTS: WHOLE CHILD, WHOLE FAMILY

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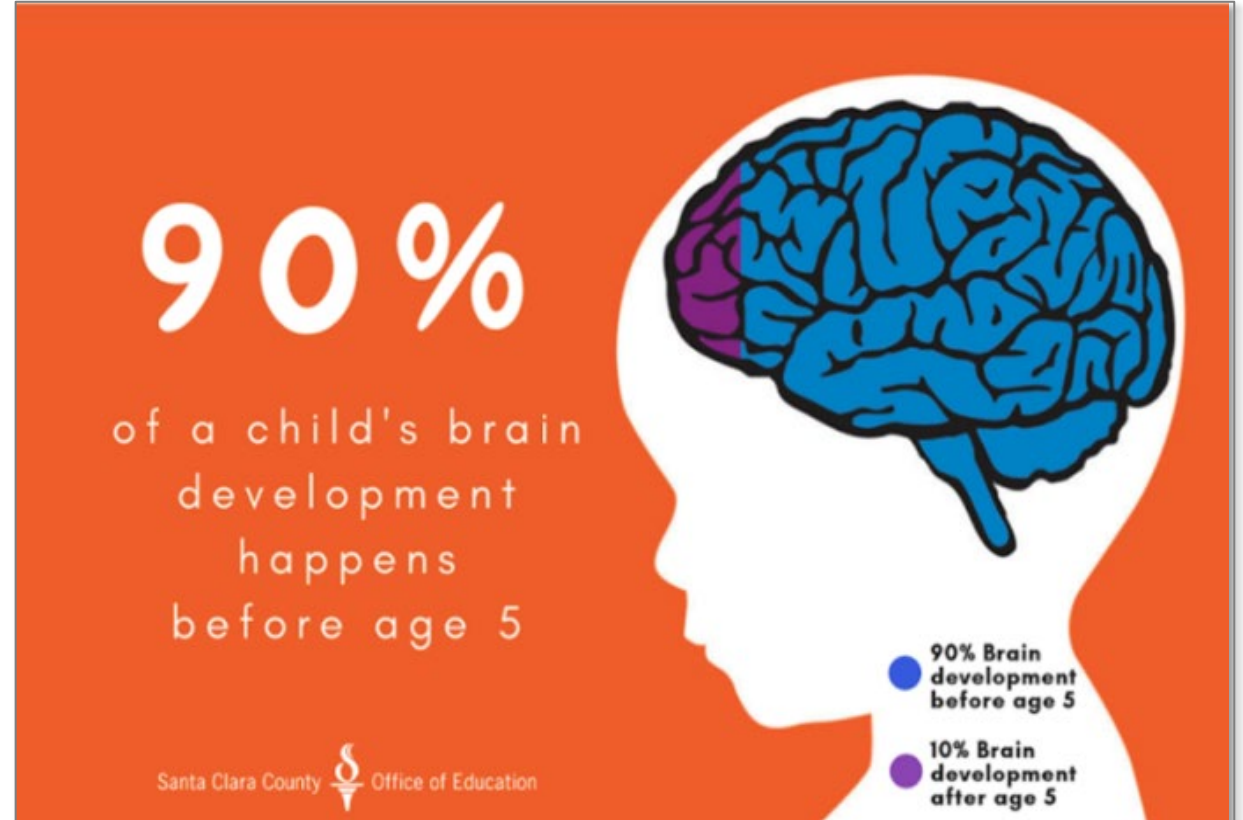
- **Universal Pre-Kindergarten (UPK)**
  - All 4 year-olds eligible for TK by 2025/26
  - 8,700 new full-day preschool slots & 200,000 new childcare slots
- **Expanded Learning Opportunities Program (ELOP)**
  - New after, before, and summer school opportunities for TK to 6<sup>th</sup> grade unduplicated 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





# 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.**



# WHAT IS UNIVERSAL PRE-K?

A mixed delivery system that meets the early learning and care needs of children and families. It includes the following distinct programs:

## TRANSITIONAL KINDERGARTEN

An early learning program with no enrollment caps. All 4 year-olds eligible in 2025/26.

- Only LEAs operate
- No income eligibility
- Credentialed teachers

## STATE PRESCHOOL (CSPP)

A capped early learning program for income-eligible 3 and 4 year-olds.

- Via contract w/ CDE
- \$78,135 per family of 3
- Operated by LEAs and businesses

## OTHER STATE & FEDERAL PROGRAMS

Additional capped state and federally subsidized programs serving ages 0 to 12.

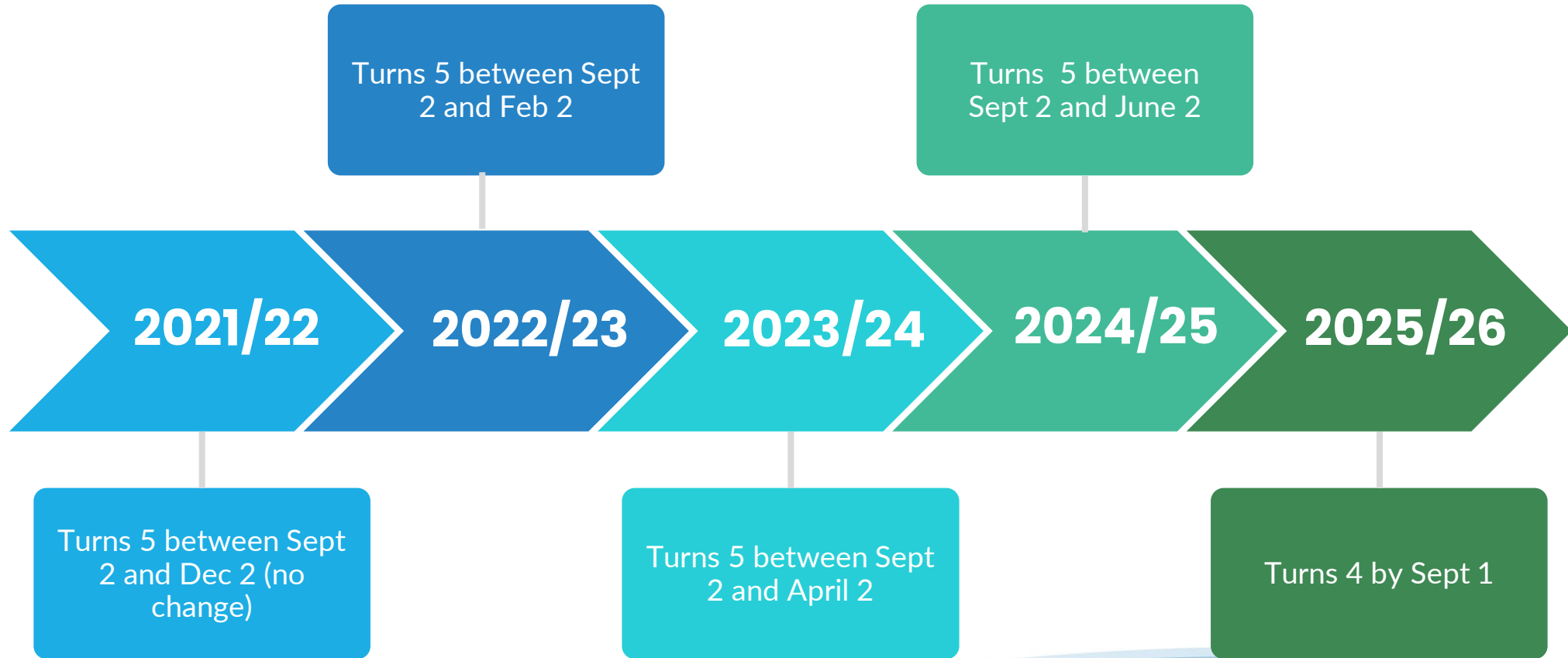
- Head Start
- Family childcare home
- General childcare (CCTR)





# TK EXPANDED ELIGIBILITY TIMELINE

LEAS MAY ENROLL CHILDREN OUTSIDE THE ELIGIBILITY PERIOD; HOWEVER, LCFF FUNDING WILL NOT BE PROVIDED UNTIL THE CHILD TURNS 5



# SANTA CLARA – TK ELIGIBILITY

By 2025/26, nearly 20,000 children will be eligible for TK in Santa Clara (Ed Code 48000(c)(1))

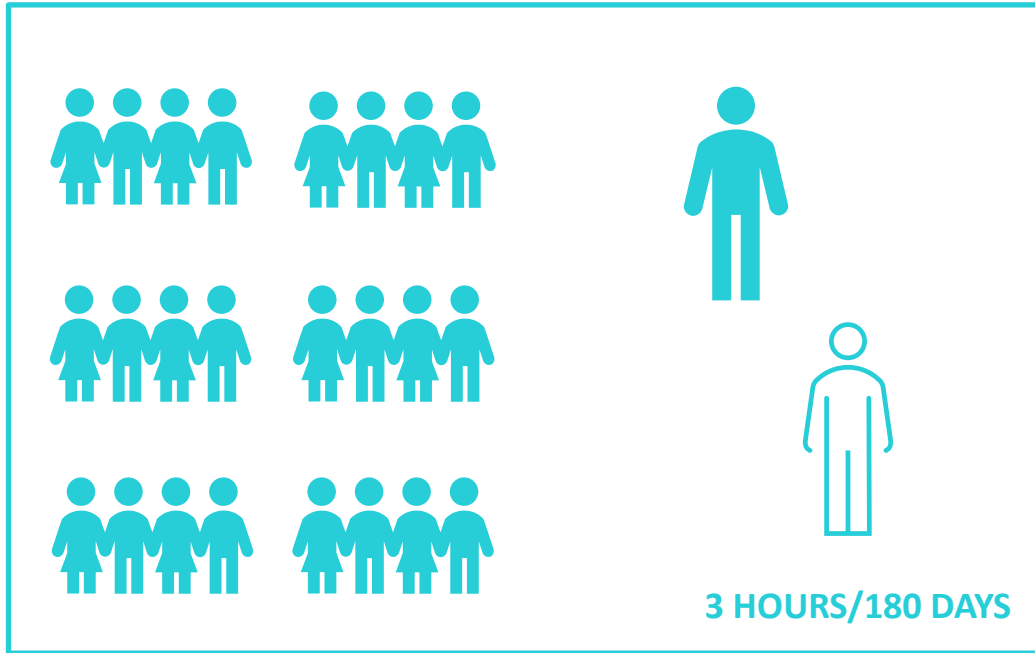
	2021/22	2022/23	2023/24	2024/25	2025/26
# OF ELIGIBLE CHILDREN	4,918	8,851	11,824	14,919	19,837
ELIGIBILITY	Turns 5 between Sep 2 and Dec 2	Turns 5 between Sep 2 and Feb 2	Turns 5 between Sept 2 and April 2	Turns 5 between Sept 2 and June 2	Turns 4 by Sept 1



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## TK – 2022/23

AGE ELIGIBLE 4 YEAR-OLDS



Classroom  
Ratio  
Staffing

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

### 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 8/1/2024 (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)

### Second Adult

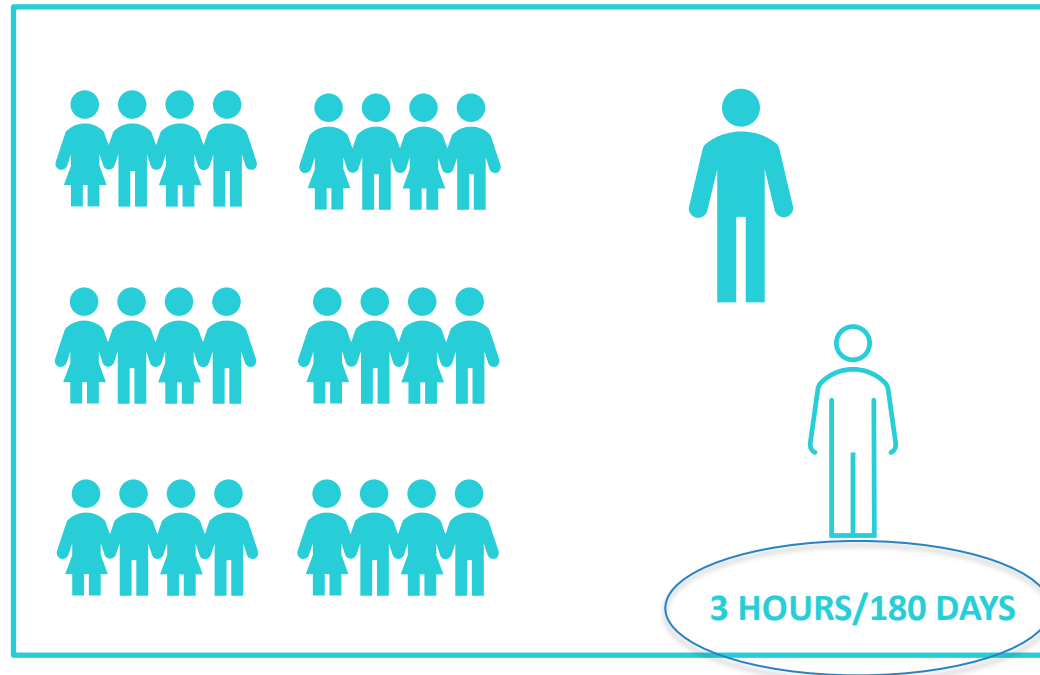
- Classified staff
- No specific requirement in statute. Most districts will probably classify this position as a teacher's assistant or instructional aide



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## TK – 2022/23

AGE ELIGIBLE 4 YEAR-OLDS



Classroom  
Ratio  
Staffing

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

### MINIMUM # OF HOURS

TK minimum hours and days requirements = 3 hours/180 days

However, districts are also required to offer the same number of hours for TK and K, e.g. if district offers 6 hours of K, then TK must also be 6 hours

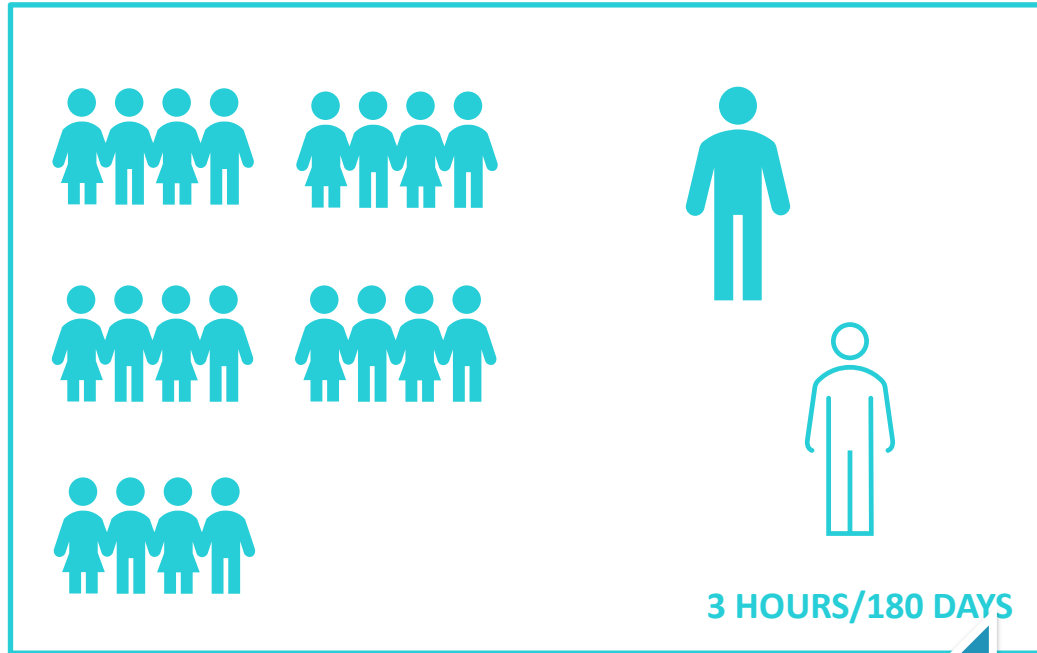
(Ed Code 46114(c))



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## TK – 2023/24

AGE ELIGIBLE 4 YEAR-OLDS



Classroom  
Ratio  
Staffing

1:24

1:10\*

1 Credentialed Teacher  
1 Classified Assistant

### 2023 CHANGES

In 2023, contingent upon additional funding being provided by the state, the teacher:student ratio will be reduced to 1:10.

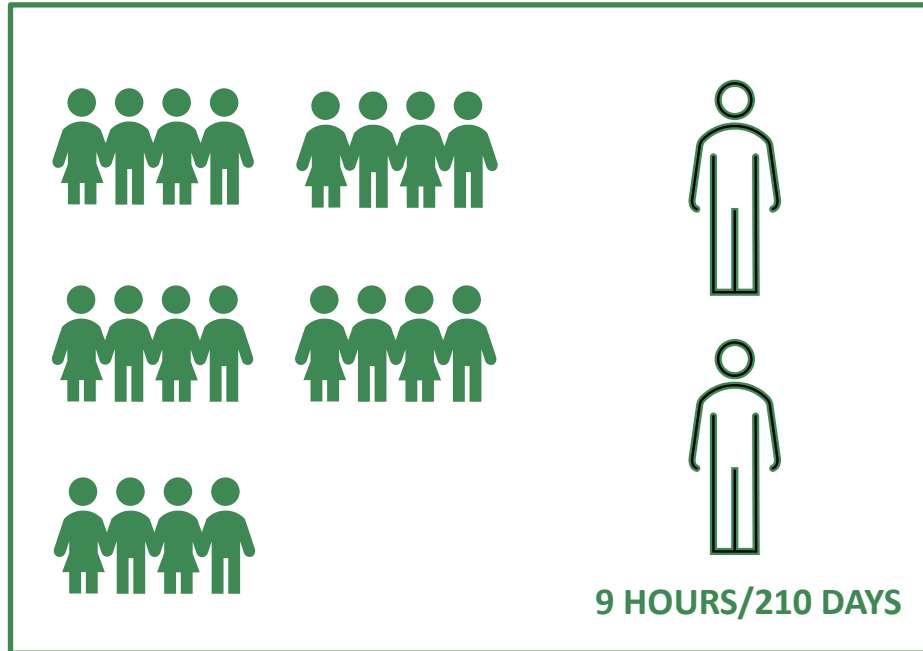
(Ed Code 48000(g))



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) – 2022/23

TK TO 6<sup>TH</sup> GRADE



### 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).)

Classroom  
Ratio  
Staffing

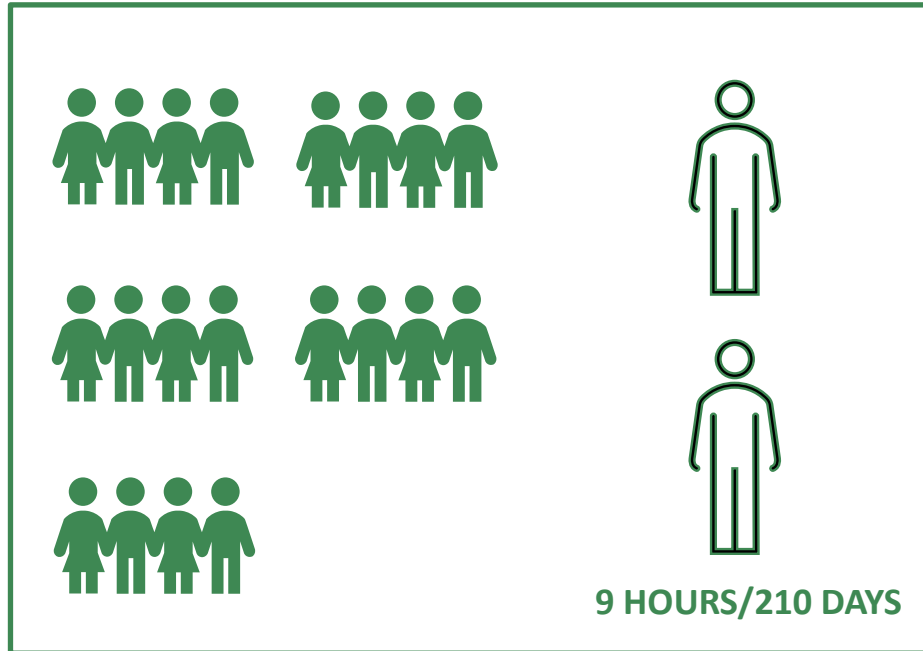
n/a  
1:10 (TK only)  
1 Instructional Aide



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) – 2022/23

TK TO 6<sup>TH</sup> GRADE



Classroom  
Ratio  
Staffing

n/a  
1:10 (TK only)  
1 Instructional Aide

### TEACHER:STUDENT RATIO

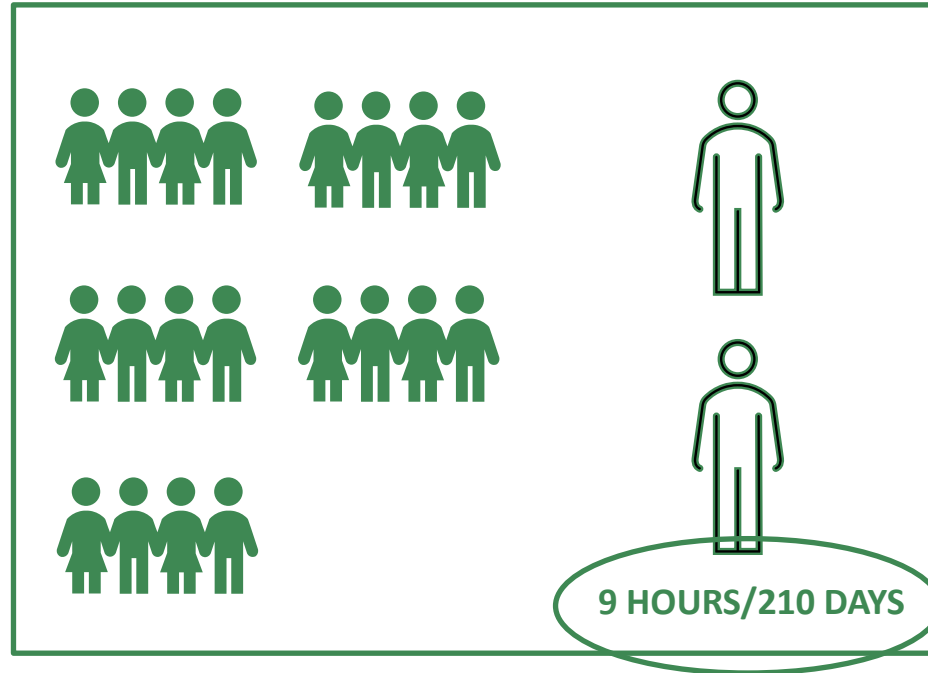
- 1:10 teacher:student ratio only applies to TK-age children enrolled in ELOP
- Ratio for K to 6<sup>th</sup> grade is 1:20 (Ed Code 46120(b)(2)(D))



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) – 2022/23

TK TO 6<sup>TH</sup> GRADERS



Classroom  
Ratio  
Staffing

n/a  
1:10 (TK only)  
1 Instructional Aide

### MINIMUM # OF HOURS

- 9 hours combined. Includes hours spent in TK or another early learning program , e.g. 3 hours of TK, 6 hours of ELOP = 9 hours.
- 180 school days + 30 non-school days

(Ed Code 46120(b)(1))

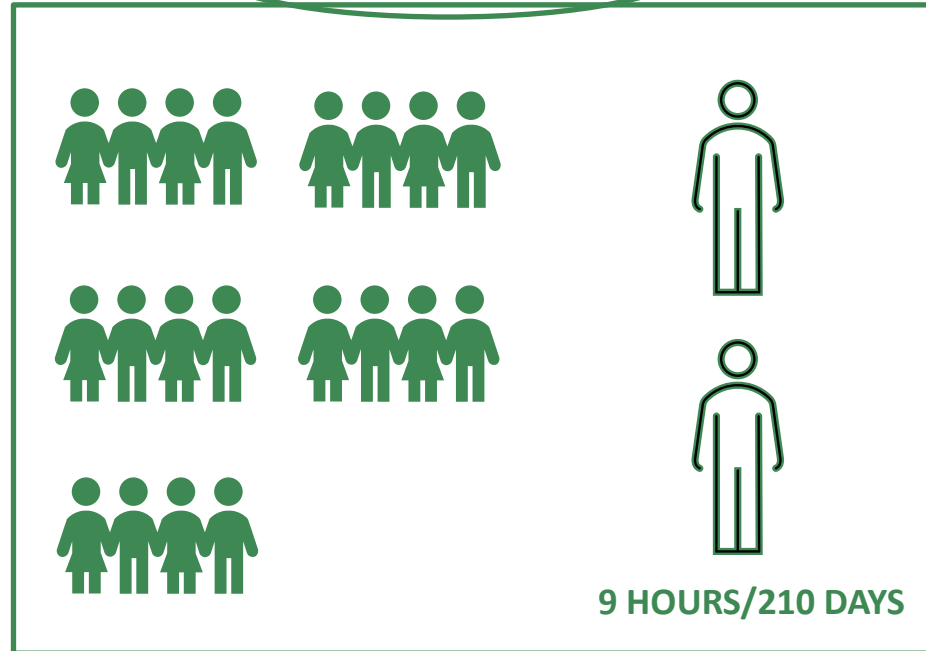




# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) – 2022/23

TK TO 6<sup>TH</sup> GRADERS



Classroom  
Ratio  
Staffing

n/a  
1:10 (TK only)  
1 Instructional Aide

### STUDENTS SERVED

- Must offer ELOP to 100% of unduplicated enrolled TK pupils
- Must provide ELOP to 50% of unduplicated enrolled TK pupils
- If LEA's unduplicated count is 80%+, must offer and provide to 100% of TK students (including non-unduplicated pupils)

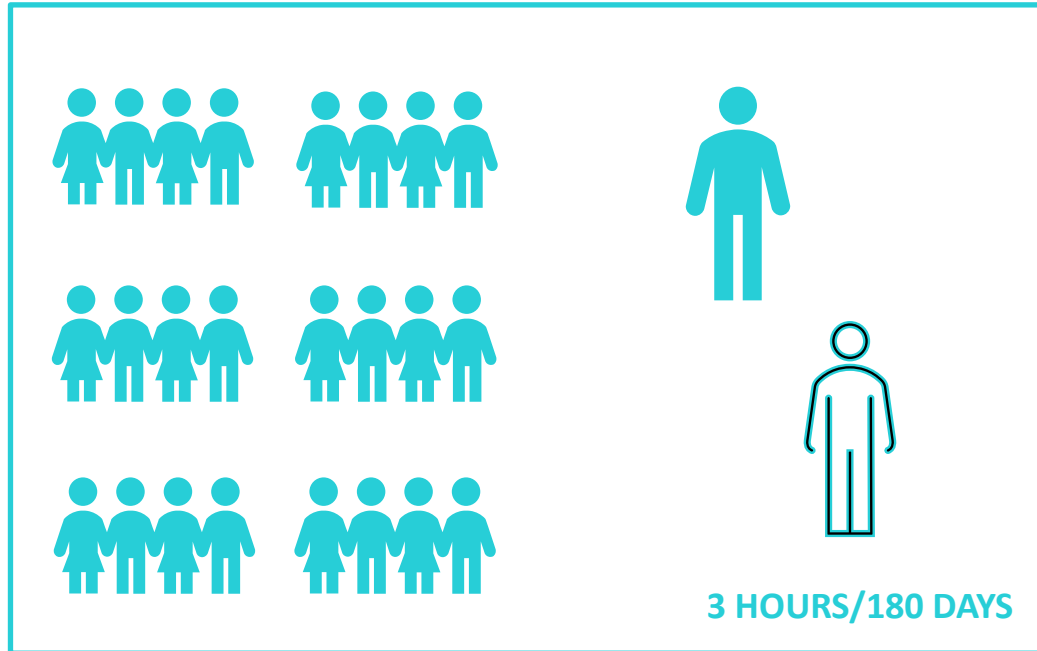
(Ed Code 46120(b)(1))



# BASICS OF IMPLEMENTATION: RATIOS, STAFFING & HOURS

## TK

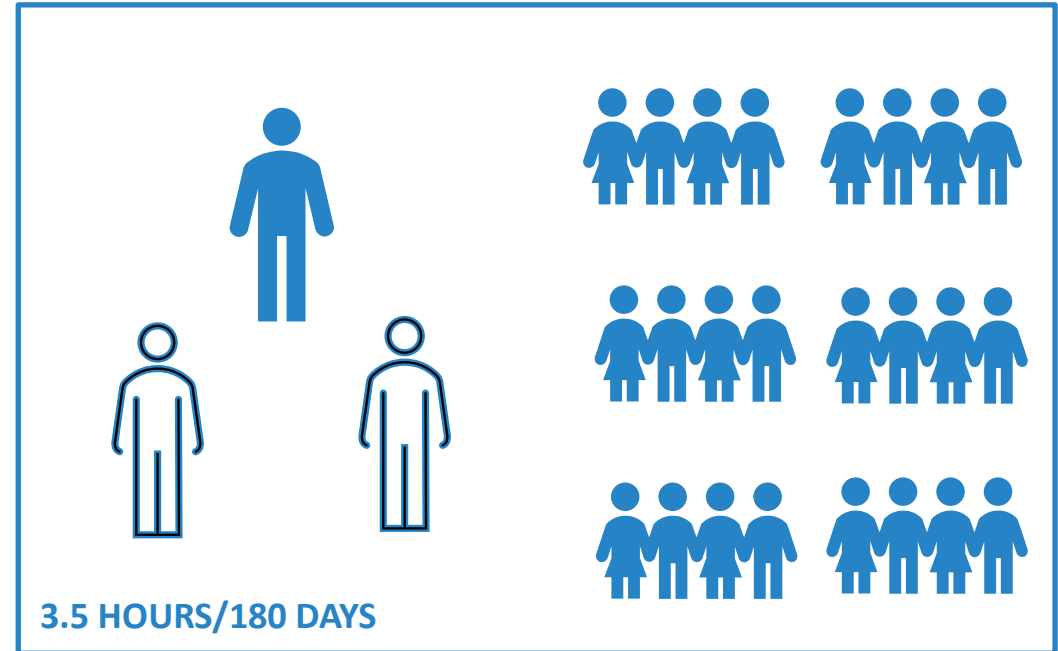
AGE ELIGIBLE 4 YEAR-OLDS



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

## PRESCHOOL

INCOME ELIGIBLE 3 AND 4 YEAR-OLDS



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



# FAQs – TK

## GENERAL QUESTIONS

01

### **How should districts calculate TK enrollment projections?**

CDE has indicated that they will provide districts with data on projected TK enrollment along with recommendations for adjusting projections based on local factors (eg declining enrollment).

02

### **Could a district assign a paraprofessional or instructional aide as the second adult in a TK classroom? What about a preschool teacher or associate teacher?**

A district could assign a paraprofessional, instructional aide, or preschool teacher as the second adult in a TK classroom. However, it is recommended that the second professional has experience or education in early childhood development. Individuals who hold an Associate Teacher or Teacher Child Development Permit because they have 12 to 24 units of higher education in early childhood development.

03

### **Can the district contract with an agency to provide the TK teacher?**

No, all TK teachers must work for an LEA. However, the district can contract with or enter into an MOU with another LEA to operate their TK program.



# FAQs – TK

## GENERAL QUESTIONS

04

### **Could a district choose to operate a preschool program instead of TK?**

No, statute requires districts to operate TK. It does not allow districts to choose an alternative program like preschool instead of TK. Districts are encouraged to continue operating preschool programs, but must also operate a TK program. Districts that already operate an early learning program like preschool are encouraged to braid with TK to create a full-day program.

05

### **Is there a new requirement that TK be an all-day program?**

No. The time requirement for TK remains the same (180 minutes, or 3 hours). However, the new ELO program (or ELOP) requires that districts offer 9 hours of combined early learning and care to all unduplicated TK pupils.

06

### **Can a district provide a certain number of TK slots and have a waiting list for additional age-eligible TK students?**

No. Districts are required to admit and serve all children who are age-eligible for TK. If additional TK-eligible students seek enrollment, the district must expand its TK program.



# FAQs – TK

## GENERAL QUESTIONS



07

### **Are basic aid districts required to offer TK?**

There continues to be disagreement on this issue. CDE counsel has stated that basic aid districts are required to offer TK. Legislative counsel's opinion is that basic aid districts are not required to offer TK. We expect that this question will be definitively answered through the legislative process in 2022. In the meantime, most districts are embracing TK because early learning is the most effective strategy to close the socio-economic academic achievement gap.



08

### **What is SCCOE doing to support districts with TK enrollment? How does SCCOE plan to help districts communicate information about expanded eligibility in 2022/23 to parents?**

SCCOE's Steps to Success campaign is creating a campaign to communicate the new TK eligibility to parents countywide. The campaign will include a strategy to communicate to parents in rural areas of the county. In addition, the campaign has already created centralized enrollment resources and an outreach and attendance toolkit for school leaders.



# Campaign Goal

The goal of the campaign is to **increase enrollment and attendance** in quality childcare preschool, transitional kindergarten and kindergarten across Santa Clara County.

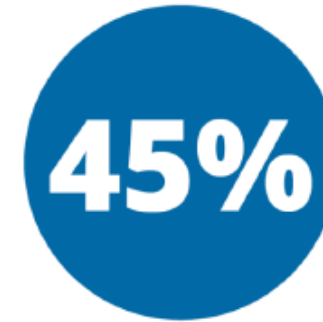
**STEPS TO  
SUCCESS**  
Enroll. Attend. Learn.



of children in Santa Clara county fully ready for kindergarten<sup>1</sup>



of children ages 3 and 4 enrolled in early learning programs in Santa Clara County<sup>2</sup>



of eligible students enrolled in public transitional kindergarten in Santa Clara County<sup>3</sup>



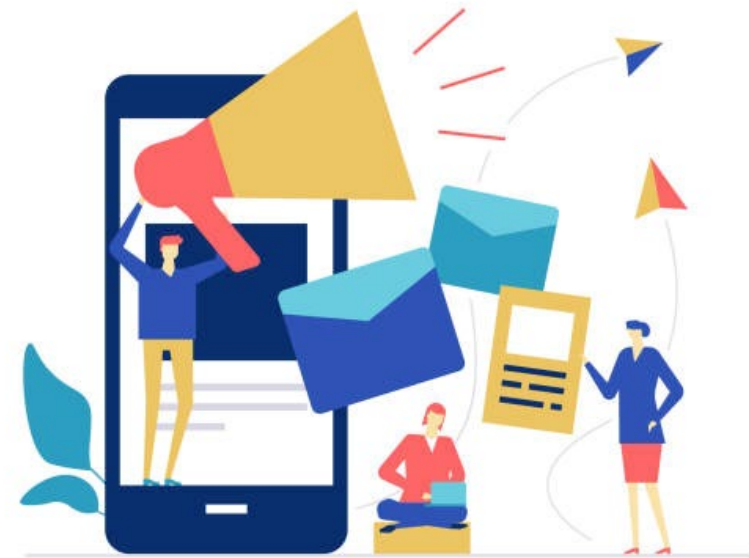
of eligible students enrolled in public kindergarten in Santa Clara County<sup>3</sup>



# Campaign Strategy

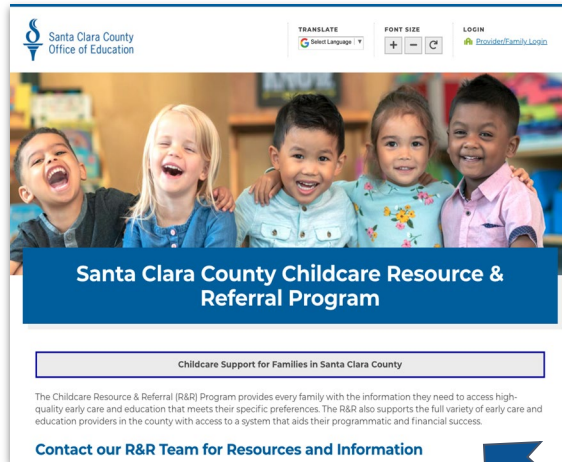
**Increase public awareness through high-visibility, multilingual marketing channels:**

- Radio advertising
- Television advertising
- Publications (online and print)
- Flyer distribution through Family Resource Centers, County Health Clinics, local partners and businesses
- SCCOE communications channels
- Partner presentations and events
- Social media advertising
- Outdoor marketing



# Centralized Enrollment Resources

[www.enrollsantaclara.org](http://www.enrollsantaclara.org)



Find childcare and preschool programs through the Resource & Referral Childcare Portal

Find school programs [sccoe.org/StepsToSuccess](http://sccoe.org/StepsToSuccess)



[childcarescc.org](http://childcarescc.org)



# Outreach Resources for Schools

The screenshot shows the Santa Clara County Office of Education website. The header includes the logo and navigation menu: ABOUT US, ADVOCACY, EDUCATION, LEADERSHIP, SERVICES, EMPLOYMENT. A search bar is also present. The left sidebar lists various topics, with 'Outreach and Attendance Toolkit for Schools' highlighted. The main content area features the title 'Outreach and Attendance Toolkit for Schools' and a description: 'The Steps to Success Outreach and Attendance Toolkit for Schools contains multilingual resources to support your school's current early learning outreach and attendance plans. We invite you to join our monthly webinar to learn about the Steps to Success campaign and how it can help local schools engage families and promote long term success for our earliest learners. Participants will have the opportunity to interact with the Steps to Success Outreach and Attendance Toolkit and exchange best practices with colleagues.' Below this, there are buttons for 'Español' and 'Tiếng Việt'. A section titled 'Outreach and Attendance Toolkit' describes the resource for school leaders. Another section, 'County welcome letter for families', describes the first day of school county welcome letter. An image of the 'Early Learning Enrollment and Attendance Outreach Toolkit for School Leaders' flyer is shown on the right.

- Open enrollment flyers
- Importance of early learning flyers
- Infographics
- Videos
- County welcome letter
- Template letter for prospective families
- Social media toolkit
- Family event toolkits
- Attendance resources

[sccoe.org/StepsToSuccess](https://sccoe.org/StepsToSuccess)



# Contact Information

**Veronica Garza**

**[vgarza@sccoe.org](mailto:vgarza@sccoe.org)**

**Steps to Success webinar registration:**

<https://na.eventscloud.com/stepstosuccess>



01

### **Can a district contract with an agency to operate its ELO program?**

Yes, a district may contract with a non-LEA agency (eg YMCA, Boys & Girls Club) to operate its ELO program.

02

### **Does the ELOP staff member need to be a credentialed teacher?**

No. ELOP staff must only meet the district's instructional aide requirements.

03

### **Are districts required to use ELOP funding to meet the requirement to provide 9 hours of care to TK students? Or can a district wrap TK with preschool or childcare to meet the 9 hour requirement?**

A district receiving ELOP must offer 9+ hours of combined learning and care, but it doesn't have to use ELOP funding to accomplish this. It could instead layer other programs, like TK and state preschool, or Head Start and state preschool, so long as the combined programs reach 9 hours. Additional ELOP funds could then be used to serve older children.

# **FAQs — ELOP**



04

## **If the district enrolls TK pupils before they are age eligible (ie before they can generate ADA), is the district also required to offer ELOP to those pupils?**

We are seeking additional clarification from CDE on this question. We do not believe that it was the legislature's intent to chill early TK enrollment by requiring districts to meet the ELOP requirements for pupils that do not generate ADA.

05

## **When are districts required to offer ELOP to all students, including those who are not unduplicated?**

Starting in 2022/23, LEAs that have 80%+ unduplicated pupils will be required to provide 9+ hours of combined learning and care time to 100% of TK pupils.

**FAQs**  
—  
**ELOP**



# FAQs – CURRICULUM & INSTRUCTION

## 1. What curriculum and frameworks should districts use for TK?

The Legislature and CDE encourage districts to use the California Preschool Learning Foundations and the California Preschool Curriculum Framework in their TK classes. (Ed Code 48000.)

## 2. CDE is currently updating the California Preschool Learning Foundations. When will the updated version come out?

2023.

## 3. What changes will CDE be making to the Learning Foundations?

The updated California Preschool Learning Foundations will incorporate new best practices on supporting dual language learners (DLL), reducing racial bias, and supporting inclusion of children with disabilities. The updated Preschool Curriculum Frameworks will align with common core and will support coherence from preschool to 3<sup>rd</sup> grade.

## 4. Is there any reason why districts shouldn't use the Learning Foundations next year in our TK classes?

Districts should use the current Preschool Learning Foundations and Frameworks until the new version comes out.



# FAQs – TK CREDENTIALING & WORKFORCE

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01

**IS THE CTC PLANNING TO CREATE A NEW CREDENTIAL FOR EARLY LEARNING AND TK TEACHERS?**

Yes, CTC is planning on creating a new add-on PK-3 credential (called the early childhood specialist credential) that teachers with a multiple subject credential can earn. It will be created over the next 6 to 12 months.

02

**WILL TK TEACHERS BE REQUIRED TO HOLD THE STAND ALONE EARLY SPECIALIST CREDENTIAL ONCE IT IS CREATED?**

No. Neither of the new credentials will replace the multiple subject credential. Teachers with either the multiple subject credential or the stand-alone early learning specialist credential will be qualified to teach TK.

03

**IS THE CTC PLANNING TO CREATE A NEW STAND ALONE CREDENTIAL FOR EARLY LEARNING & TK TEACHERS?**

Yes. After the add-on credential is created, the CTC plans to work on a stand-alone early childhood specialist credential. This will take 2 to 3 years after the add-on credential is created, so the earliest it might actually be available to candidates is 2024/25.

04

**IS THERE A SPECIAL TK CREDENTIAL? IS THE CTC CREATING A NEW TK CREDENTIAL?**

No. The state does not have a special TK credential and has no plans to create one.



# FAQs – TK CREDENTIALING & WORKFORCE

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05

## WHEN MUST TK TEACHERS HAVE MEET THE REQUIREMENT FOR ADDITIONAL UNITS/EXPERIENCE?

By 8/1/24, TK teachers assigned to TK after 7/1/2015 must have either 24 units of ECE, a child development permit, or professional experience comparable to 24 units as determined by the LEA employer.

07

## DO ALL TK TEACHERS NEED TO HAVE THE ADDITIONAL UNITS OR EXPERIENCE BY 8/1/2024?

All TK teachers assigned to TK after 7/1/2015 must have the 24 units of ECE, a child development permit, or professional experience comparable to 24 units as determined by the LEA employer.

06

## WILL PRESCHOOL TEACHERS WITH A CHILD DEVELOPMENT PERMIT BE GRANDFATHERED IN TO TEACH TK?

No. However, if a preschool teacher has a bachelor's degree, they could be the lead teacher for a TK classroom next year if they enroll in a credentialing program and get a PIP or STIP.



# FAQs – TK CREDENTIALING & WORKFORCE

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08

## **IS SCCOE PLANNING TO CREATE A CREDENTIALING PROGRAM FOR THE NEW TK TEACHERS THAT WILL BE NEEDED IN SANTA CLARA?**

SCCOE is pursuing CTC authorization to become a provider of the multiple subject credential for the purpose of training TK teachers. The application is in progress and could take up to a year. Additionally, SCCOE is exploring partnerships with IHEs and planning to apply for state grants that would allow us to create a TK apprenticeship or internship program.

Districts who are interested in enrolling staff in an SCCOE apprenticeship/internship program should contact SCCOE Associate Superintendent, Dr. Anisha Munshi at [amunshi@sccoe.org](mailto:amunshi@sccoe.org)





# FAQs – FACILITIES

## 1. ARE THERE ANY SPECIAL REQUIREMENTS FOR TK CLASSROOMS?

TK classrooms must meet the same requirements as K classrooms, including the requirement that there is a toilet in the classroom or within the complex. (Title 5, Section 14030.)

## 2. CAN A TK CLASSROOM BE LOCATED OFF OF THE DISTRICT CAMPUS?

TK classrooms must be located on a campus that is Title 24 and Field Act compliant.

## 3. CAN A DISTRICT USE A PORTABLE FOR A TK CLASSROOM?

Yes, to the extent that the portable classroom meets TK classroom requirements.

## 4. DOES A COMBINED TK/ PRESCHOOL CLASS NEED TO MEET TITLE 22 REQUIREMENTS?

An LEA operating a combined or blended TK and preschool class can receive an exemption from Title 22 by applying to CDE. To be eligible for the exemption, all children in the classroom must be at least 4 years-old.



# FAQs – FACILITIES

## 5. ARE THERE ANY FUNDS AVAILABLE TO HELP PAY FOR TK FACILITIES?

Yes, the \$490 million Preschool, TK, and Full-Day Kindergarten Facilities Grant is available to LEAs who need funds to modify or build new classrooms.

## 6. CAN AN LEA USE THE FACILITIES GRANT TO BUILD A PORTABLE?

No, the TK facilities grant prohibits LEAs from using the Preschool, TK, and Full-Day Kindergarten Facilities Grant for portables. However, funds can be used to erect a modular building.

## 7. IS THERE A MATCH REQUIREMENT FOR THE FACILITIES GRANT?

Yes, there is a match requirement for LEAs which is based on unduplicated pupil count, the type of facility (eg preschool, TK, or K), and whether it is new construction or a modification.



# CALIFORNIA PRE-K PLANNING GRANT



## WHO:

All LEAs that operate a kindergarten program. (Funds guaranteed, not competitive.)



## WHAT:

“Develop a plan for consideration by the governing board or body at a public meeting on or before June 30, 2022, for **how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships** with the local educational agency’s expanding learning offerings, the After School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs.”

# CALIFORNIA PRE-K PLANNING GRANT



## WHEN:

“...for consideration by the governing board or body at a public meeting on or before June 30, 2022



## WHY:

To provide funding to LEAs for costs associated with creating a plan, and collaborating with community-based providers, to ensure that all children have access to full-day early learning and care the year before kindergarten.



## HOW MUCH:

\$200 million total. Minimum grant amount =

- 1 - 23 ADA: \$25,000
- 24 - 99 ADA: \$50,000
- 100+ ADA: \$100,000

Remaining funds will be allocated to LEAs based on ADA and percent of unduplicated pupils. (Ed Code 8281.5(c).)

# CALIFORNIA PRE-K PLANNING GRANT



## **ALLOWABLE USES:**

“Grant funds may be used for costs associated with creating or expanding California state preschool programs or transitional kindergarten programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.” (Ed Code 8281.5(c)(2).)



## **ENCUMBER BY:**

June 30, 2024

# FAQs – PRE-K PLANNING GRANT

1

## **When will the Pre-K Plan funding come out?**

Estimated allocations are currently available on CDE's Funding Results webpage. Grant award notifications are expected by early 2022.

2

## **Is the Pre-K Plan funding for implementation costs associated with TK expansion?**

No, this funding is for planning. However, there is another related grant, called the PreK Implementation Grant, that can be used for PD and to help train/education new TK and preschool staff. That grant is competitive (unlike this one).

3

## **Is the Pre-K Plan funding for districts to create a plan for TK expansion?**

The plan requires districts to describe how “all children will have access to full-day learning programs the year before kindergarten that meet the needs of parents...” The plan will likely include TK but may also include other programs like ASES, ELOP, Head Start, preschool, childcare, etc.

# FAQs – PRE-KINDERGARTEN PLAN

4

## **What is the difference between the PreK Planning Grant and the PreK Implementation and Training Grant?**

The PreK Implementation and Training Grant is a competitive grant to increase the number of highly-qualified preschool and TK teachers. It can also be used for PD on inclusive classrooms, culturally responsiveness, DLL, SEL,, trauma-informed and restorative practices, and implicit bias.

5

## **Does this mean that districts have to operate a full-day TK or early learning program?**

No. AB 130 does not require districts to operate or offer full-day TK or early learning to all children. However, it does require districts to facilitate access to a full-day learning opportunity. This will look different in every district. Some districts may blend TK and ELOP to create a full-day program; others will provide part-day TK and partner with

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## **Can districts offer part-day TK and partner with non-LEA community providers that can offer the additional hours to reach full-day?**

Yes. For example, a district could offer an AM part-day TK program and connect parents to a nearby community-based provider (eg ASES, state preschool) who has slots to offer children in a PM program.

# FAQs – PRE-K PLANNING GRANT

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## **Will there be a template for the Pre-K Plan?**

Yes, CDE plans to release a template in January. The template will include required data that LEAs must submit and recommended questions to help LEAs with planning. LEAs will not be required to use the template, but all will be required to submit the required data described in the template.

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## **What is the definition of full-day for purposes of the Pre-K Plan?**

That isn't clear yet; however, because the ELOP defines full-day as 9 hours, we anticipate that full-day will mean 9 hours.

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## **Can districts layer/braid programs TK and preschool to create a full-day early learning and care program?**

Yes. For example, a district could create a full-day program by using TK funding to pay for the first 4 hours of the day and part-day state preschool to pay for remaining 5 hours of the day. Districts could also layer/braid using ELOP, ASES, state preschool, general childcare, AP, Title I preschool, etc.