Santa Clara County Office of Education

UNIVERSAL PRE-KINDERGARTEN
WEBINAR #4 : Planning Template
May 4, 2022

Equity • Diversity • Inclusion • Partnership

TODAY'S PRESENTERS

Dr. Mary Ann Dewan, County Superintendent of Schools

Dr. Anisha Munshi, Associate Superintendent of Professional Learning and Instructional Support Division

Amanda Dickey, Director of Government Relations

Barb Flores, Coordinator of ELA/ELD and Literacy Programs

Cynthia Fong-Wan, Manager of CPIN Region 5

Matt Tinsley, Director of Strong Start

Michael Garcia, Director of Child Care Planning and Support

Veronica Garza, Manager of Early Childhood Integrated Data Systems

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WEBINAR OUTLINE

01 — **LEGISLATIVE REQUIREMENTS**

- What are the new requirements of districts?

02 — **PURPOSE OF THE PLANNING TEMPLATE**

- Recommended questions
- Required questions

03 — **ADDRESSING SELECTED RECOMMENDED QUESTIONS**

04 — **REVIEW ENROLLMENT QUESTIONS**

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LEGISLATIVE REQUIREMENTS

The 2021 Budget Act created 3 new statutory requirements for schools. These new requirements intersect in some ways but are distinct and separate.

TK EXPANSION

Expands TK eligibility over a 3 year period with all 4 year-olds, regardless of income, becoming eligible for TK by 2025/26. (Ed Code 48000)

- *Still 3 hour minimum requirement*
- *New adult:child ratios starting in 2022/23*

UPK PLAN

Requires all LEAs operating kindergarten to create a plan for how all 4 year-old children will have access to full-day early learning. (Ed Code 8261.5)

- *Does not require LEAs to provide full-day TK or early learning to all 4 year-olds*
- *Does not change the TK 3 hour minimum*

ELOP

Requires all LEAs to provide 9 hours of combined learning and care to 50% of enrolled unduplicated TK – 6th graders.* (Ed Code 46120)

- *Does not require LEAs to provide 9 hours of TK*
- *Does not require LEAs to provide ELOP to all students (unless above 80% UPP)*

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*If LEA is 80%+ unduplicated, must provide to 100% of students, including non-unduplicated.

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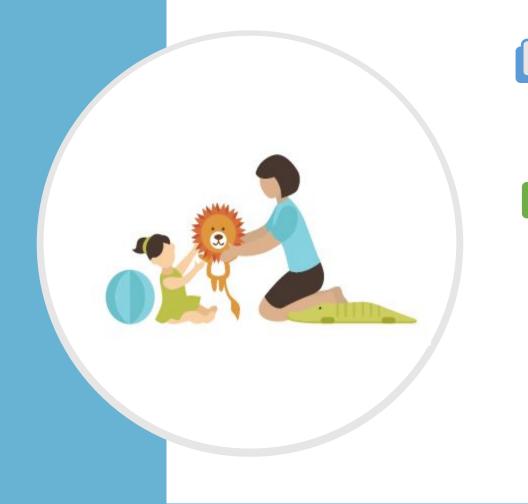
CALIFORNIA PRE-K PLANNING & IMPLEMENTATION GRANT

WHO:

- **UPK Planning & Implementation Grant**: All LEAs that operate a kindergarten program (including charters). https://www.cde.ca.gov/fg/fo/r2/documents/upkpigrantallocations.xlsx

WHAT:

"Develop a plan … 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 LEA'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 & IMPLEMENTATION GRANT

WHEN:

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

HOW MUCH:

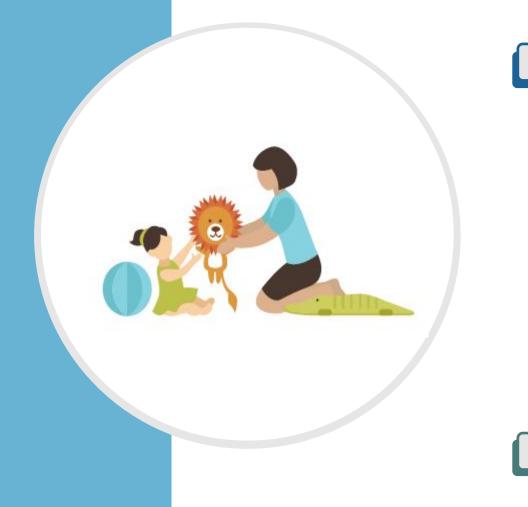- **UPK Planning & Implementation Grant**: Minimum grant amounts:
  - 1 – 23 ADA: $25,000
  - 24 – 99 ADA: $50,000
  - 100+ ADA: $100,000
- Remaining funds allocated to LEAs based on ADA and percent of unduplicated pupils. (*Ed Code* 8281.5(c))

CALIFORNIA PRE-K PLANNING & IMPLEMENTATION GRANT

ALLOWABLE USES:

"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 – UPK PLAN

UPK PLAN

1

Does the new UPK language mean that LEAs are required to operate a full-day TK or early learning program?

No. AB 130 does not require LEAs to operate or offer full-day TK or early learning to all children. Instead, it requires that LEAs create a plan articulating how all 4-year-olds "will have access to full-day learning" opportunities. LEAs can meet this requirement through referrals to community-based providers, partnerships, and/or by blending/braiding programs.

2

Is the UPK Planning & Implementation Grant for districts to create a plan for TK expansion?

The Plan should address TK expansion but it must also articulate how all children will have access to full-day learning programs the year before kindergarten that meet the needs of parents. If an LEA's TK program does not meet the needs of all parents, including those that need 9 or 10 hours of care or those that need alternative hours, then the Plan must address more than TK expansion.

3

Can LEAs meet the UPK Plan requirement by referring families to community-based providers?

Yes. LEAs must still meet the minimum TK and ELO-P requirements, but an LEA may meet the UPK Plan requirements by referring children to community-based providers for additional hours of care or as an alternative to programs that the LEA directly operates.

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FAQs – UPK PLAN

4

What is the difference between the UPK Planning & Implementation Grant and the Early Education Teacher Development Grant?

The UPK Planning & Implementation Grant is guaranteed funding for all LEAs that operate K programs to help with the cost of planning and implementing UPK, either through direct operation of programs or through referrals and partnerships. The Early Education Teacher Development 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

What is the definition of full-day for purposes of the UPK Plan?

While the statute does not define full-day for purposes of the UPK Plan, it requires LEAs to articulate how all 4-year-olds will have access to full-day learning programs that "meet the needs of parents." Data over the last few decades indicates that the majority of parents work full-time outside the home and require 9 or more hours of care for children. Therefore, the Plan must address the needs of all parents, including those that need 9 or more hours of care.

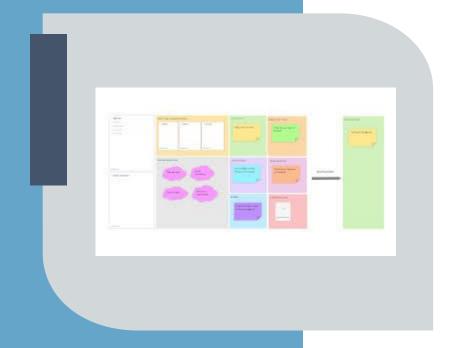Santa Clara County
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UPK Planning Template

https://www.cde.ca.gov/ci/gs/em/

LEA Template

- 5 Focus Areas
  - **26 required questions**. 23 multiple choice, 3 open response. (short term)
  - **27 recommended** open response questions (long term planning)
- How will all 4-year-old children in the attendance area have access to high quality programs the year prior to kindergarten?

* May use template or a different form of documentation. CDE will send out a survey after June 30, 2022 to collect answers to required questions.

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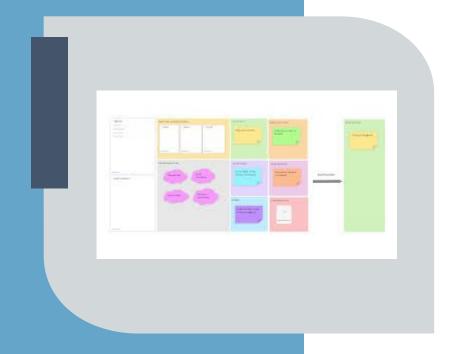
UNIVERSAL PREKINDERGARTEN PLANNING TEMPLATE

This template includes recommended and required questions which form a set of core planning considerations critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

The UPK Planning Template has been created to:
- offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs
- outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5

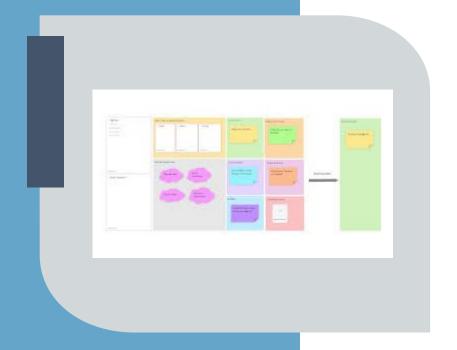Image Source: Santa Clara County Kindergarten Readiness Assessment, 2018-19, ASR

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UNIVERSAL PREKINDERGARTEN PLANNING TEMPLATE

Recommended questions
- Responses are mostly "internal" and should be brief, specific and practical.
- Responses support district decision making, internal alignment, planning, and implementation
- Responses to be referred to later

Required questions
- Data to be submitted to CDE for informational and compliance purposes
- There are just 26 required questions, mostly multiple choice
- Answers submitted to CDE via online survey, not by sending the plan

Image Source: Santa Clara County Kindergarten Readiness Assessment, 2018-19, ASR

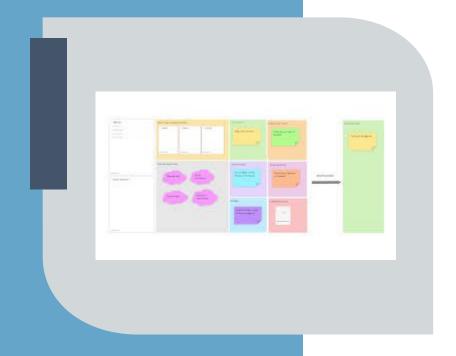# UNIVERSAL PREKINDERGARTEN PLANNING TEMPLATE

Required Question

Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

☐ TK offered at sites

☐ TK offered at some sites

☐ TK stand-alone classes

☐ TK and kindergarten combination classes

☐ CSPP and TK combination classes (CSPP funding and ADA funding)

☐ Locally-funded preschool and TK combination classes

☐ CSPP stand-alone classes

☐ Head Start stand-alone classes

☐ Other [describe open response]

Image Source: Santa Clara County Kindergarten Readiness Assessment, 2018-19, ASR

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UNIVERSAL PREKINDERGARTEN PLANNING TEMPLATE
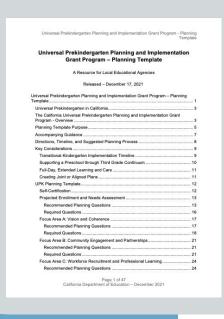

Required questions
- Data to be submitted to CDE for compliance with legislative requirements. CDE will send a survey out to LEAs after 6/30/22.
- Three are open-response, 23 are multiple choice
- Many are "check all that apply" - the choices are options, not requirements
- Responses to the required questions should be developed through the discussions prompted by the recommended questions

Image Source: Santa Clara County Kindergarten Readiness Assessment, 2018-19, ASR

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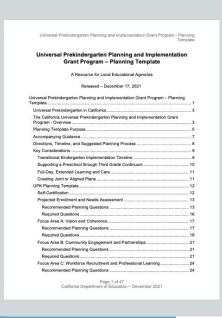# UNIVERSAL PREKINDERGARTEN PLANNING TEMPLATE

1. Self-Certification

2. Projected Enrollment and Needs Assessment

3. Focus Area Planning

- a. Vision and Coherence
- b. Community Engagement and Partnerships
- c. Workforce Recruitment and Professional Learning
- d. Curriculum, instruction, and Assessment
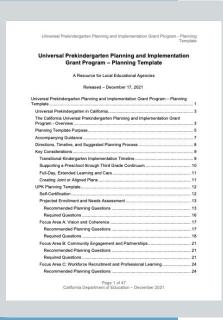- e. LEA Facilities, Services, and Operations

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UPK PLANNING TEMPLATE
PROJECT ENROLLMENT AND NEEDS ASSESSMENT

1. *What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area?*

- LPC Priority Zip Codes report
- Waitlist information from local ECE providers
- Bridge to Kindergarten programs
- Existing ASES program and providers
- Resource and Referral Network Child Care Portfolio for Santa Clara County

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UPK PLANNING TEMPLATE
PROJECT ENROLLMENT AND NEEDS ASSESSMENT

2.   *Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.*

- First table for student enrollment
- Second table for facilities
- Third table for staffing - note that the required staffing ratios will change during the expansion period

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UPK ENROLLMENT PROJECTIONS

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

Numbers should match up (eg. students, staff, classrooms)

48 students - 2 Teachers, 2 Assistants, 2 classrooms in a full-day TK design

RESOURCE: COMMUNITY-BASED CHILDCARE PROVIDER MAP

For access to the Santa Clara County Childcare Facilities Map, please email Veronica Garza at vgarza@sccoe.org

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FOCUS AREA A: VISION AND COHERENCE

Summer learning and care

Intersession

Before and after school

UPK program

Expanded Learning programs

Early learning and child care programs

UPK PLANNING TEMPLATE
VISION AND COHERENCE

2. *In addition to TK, what service delivery models 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?*

- SCCOE webinar on blending, braiding and layering
- Existing early learning and extended learning partnerships
- Referral to existing or new partners

Coherence

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UPK PLANNING TEMPLATE
VISION AND COHERENCE

Examples of Blending Programs to Offer UPK programming / Extended Learning and Care
- TK/K blended classrooms
- CSPP/TK blended classrooms

Examples of Layering Programs (programs outside of instructional minutes)
- after-school
- summer programs
- ASES, 21st CCLC, and ELO-P

UPK PLANNING TEMPLATE
VISION AND COHERENCE

3. *Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK*

- Assign responsibility for specific functions to specific leadership team members with expertise in those functions.
- This will record authority and accountability and situate UPK expansion within the district's existing operations.

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UPK PLANNING TEMPLATE
VISION AND COHERENCE

5. *Describe how the LEA's proposed UPK model will be integrated with the district's LCAP*

- Review existing LCAP goals and how the district planned to address them.
- Intentional alignment between UPK programs and needs identified in the LCAP
- State P-3 alignment resources

Coherence

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UPK PLANNING TEMPLATE
VISION AND COHERENCE

Coherence

6. *Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process*
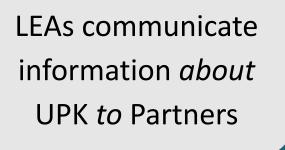
- Inclusion and access to rigorous, relevant and developmentally appropriate curriculum for all learners
- Inclusive ELO-P programming
- SCCOE Inclusion Collaborative and MTSS as existing resources

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FOCUS AREA B: COMMUNITY ENGAGEMENT AND PARTNERSHIPS

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UPK PLANNING TEMPLATE
COMMUNITY ENGAGEMENT AND PARTNERSHIPS
Required Questions – 2 Multiple Choice

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. (i.e. Parent surveys, School Site Council, DELAC, etc.)

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care.

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COMMUNICATING WITH COMMUNITY-BASED PROVIDERS:
WHAT LEAs NEED TO KNOW

1 Which providers have the capacity and interest in growing?

2 Which providers want to receive referrals from LEAs?

3 Which providers are licensed? Which meet ELO-P requirements?

4 Which community-based providers would be interested in providing services on an LEA campus?

5 What barriers do providers have in collaborating with LEAs?

6 What training or TA would community-based providers need to help them retool their programs?

COMMUNICATING WITH COMMUNITY-BASED PROVIDERS:
WHAT PROVIDERS NEED TO KNOW

1

Reassurance that TK is not replacing the existing mixed delivery system

2

The definition of UPK and that it is as an expansion of the existing mixed delivery system

3

Information about the UPK Plan and the requirement that LEAs engage stakeholders like community-based providers

4

Information about additional resources and partners

5

Ideas and options for retooling or making programs more competitive

6

How to connect with LEAs (maps, contact lists, 1-to-1 facilitation)

Example:

https://www.sccoe.org/resources/upk/Documents/Community-Based-Providers.pdf

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COMMUNICATING WITH FAMILIES:
WHAT LEAs NEED TO KNOW

01 What are the primary languages that families speak? What languages should materials be translated into?

02 What hours, duration, and days do families need? Do they also need summer care?

03 What is most important to families? (e.g. hours, location of the program, staff qualifications, ratios, whether the program incorporates educational activities)

04 If the LEA only offers a 3-hour program, will families enroll? If LEAs only offer a 9-hour program, will families enroll?

05 For families above income thresholds, are they interested in paying for additional hours? (All this will be important to decisions LEAs will make about what programs to operate and blend/braid/layer.)

COMMUNICATING WITH FAMILIES:

WHAT FAMILIES NEED TO KNOW

01 TK age-eligibility will be changing over the next few years. How to figure out if your 4-year-old is eligible.

02 There are many differences between programs under the UPK umbrella. Some offer early learning activities; others are more likely to offer extended hours.

03 How to identify the early learning and childcare options in your area and how to connect with them (i.e. the R&R - childcarescc.org).

04 Who qualifies for subsidies (i.e. income threshold, need) and how to access them.

05 The importance of early learning on brain development and long-term academic achievement.

sccoe.org/StepsToSuccess

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Methods to Communicate with Partners

*Provide communications in multiple languages

1 Typical communication methods (newsletters, webpages, social media, <u>surveys</u>)

2 Host or co-host trainings, summits, workshops or forums or attend scheduled meetings

3 Create visuals and other easy to understand tools such as maps, infographics, etc.

4 Provide information directly to partners for sharing with their members/audiences

UPK PLANNING TEMPLATE
COMMUNITY ENGAGEMENT AND PARTNERSHIPS
Recommended Questions – 5 open response

1. *How does the LEA's UPK Plan prioritize parental needs and choices?*

2. *How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?*

5. *Develop 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…*
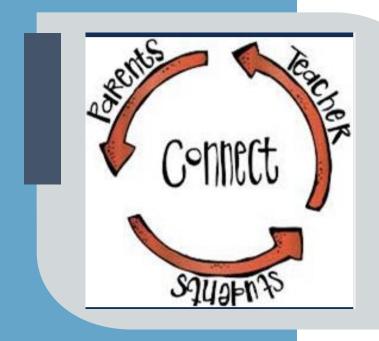
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FOCUS AREA C: WORKFORCE RECRUITMENT AND PROFESSIONAL LEARNING

3. *What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum?*

   a. Who is participating?

- More than curriculum and pedagogy
- Classroom evaluation and coaching - training for administrators
- Family engagement, behavioral health, facilities and general services

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FOCUS AREA D: CURRICULUM, INSTRUCTION AND ASSESSMENT

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UPK PLANNING TEMPLATE
CURRICULUM, INSTRUCTION, AND ASSESSMENT

4. *Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.*

- Cultural differences between preschool and early elementary
- Systems for information sharing
- Longitudinal alignment of assessment

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FOCUS AREA E: LEA FACILITIES, SERVICES AND OPERATIONS

UPK PLANNING TEMPLATE
LEA FACILITIES, SERVICES, AND OPERATIONS

For q. 1-3 - facilities, transportation, nutrition

- Operations leadership are vital to surfacing, addressing and evaluating the responses to these challenges
- Working with community partners
- There has been a lot of change in existing programs and resources

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July 30, 2022 – CDE Survey

CDE will send a survey to collect information on the answers to the required questions after July 30, 2022.

QUESTIONS?

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