



Summary of Assembly Bill (AB) 130: K-12 Trailer Bill Language Early Childhood

July 2021

Transitional Kindergarten (TK)

- Phases in TK starting in 2022-23 school year through 2025-26 school year by expanding eligibility by 2 months each year. By 2025-26, all children who turn 4-year-olds by September 1st can enroll in TK.
- Establishes TK adult child ratios of 12:1 for the 2022-23 school year, and ratios of 10:1 starting in the 2023-24 school year, contingent on funds appropriated. Requires average classroom sizes of 24 children per school site.
- Maintains a parent's ability to choose which Early Learning and Care program best serves their 4-year-old, including child care, Pre-Kindergarten, and Head Start.
- Expands use of the Full-Day Kindergarten Facilities Grant Program to include TK and California State Preschool Program (CSPP).
 - Prohibits a school district from using these funds to purchase or install portable classrooms, as defined.
 - Appropriates \$490 million for the program for the 2021–22 fiscal year.
- Delays the deadline for a credentialed teacher first assigned to a TK classroom after July 1, 2015, to meet ECE unit requirements until August 1, 2023.
- Authorizes CSPP contracting agencies to offer wraparound child care services for eligible children enrolled in an education program serving Transitional Kindergarten, Kindergarten, or any of grades 1 to 12, if their families meet the eligibility requirements.
- Permits the Commission on Teacher Credentialing to convene a group of stakeholders to assess how current TK credentialing requirements are being implemented and align with the recently released Master Plan for Early Learning and Care (MPELC).

Budget Items that Support the Whole Child and Whole Family

- California Pre-Kindergarten Planning and Implementation Grant - \$300 million General Fund.
 - Appropriates \$300 million from the General Fund to the State Department of Education to establish the California Pre-Kindergarten Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to classroom-based Pre-Kindergarten programs at local educational agencies (LEAs).
 - Requires the State Superintendent of Public Instruction to allocate \$200 million of that amount to LEAs as base grants, enrollment grants, and supplemental grants for specified purposes.
 - Remaining \$100 million of apportionment will go towards a competitive grant program for LEAs to increase the number of highly qualified teachers.

- Can be used for cost associated with:
 - CSPP or TK programs.
 - Establishing or strengthening partnerships with other Pre-Kindergarten providers.
 - Recruitment and hiring, training, professional development, materials, and supplies.
- Plans must be developed by June 30, 2022 for board consideration.
- Special Education Early Intervention Pre-Kindergarten Grant.
 - Revises the allocation formula for the grant funding, and requires allocated funding to be used to provide services and supports in inclusive settings that have been determined to improve school readiness and long-term outcomes for infants, toddlers, and Pre-Kindergarten participants from birth to 5 years of age.
 - Funds may be used for:
 - Early intervention services.
 - One-time programs, services, or resources for Pre-Kindergarten children with exceptional needs.
 - Strategies to improve pupil outcomes as identified through the state system of support.
 - Wraparound services for Pre-Kindergarten children with exceptional needs not required by federal or state law.
 - Expansion of inclusive practices to ensure that Pre-Kindergarten children with exceptional needs have access to learn in the least restrictive environment.
 - Professional development for Pre-Kindergarten teachers, administrators, and paraprofessionals on evidence-based strategies to build capacity to serve Pre-Kindergarten children with exceptional needs in more inclusive settings.
 - Excludes TK pupils.
- California Community School Partnership Act and Program - \$2.8 billion General Fund.
 - Requires the Superintendent of Public Instruction to award grants on a competitive basis to qualifying entities, as defined, to support the establishment of new, and for the expansion or continuation of existing, community schools at LEAs, as provided, and to contract with LEAs to create a network of at least 5 regional technical assistance centers to provide support and assistance to LEAs and community schools.
- After School Education and Safety Program.
 - Expands priority enrollment to include pupils who are eligible for free or reduced-price meals.

- Requires programs that charge family fees to waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child who is a homeless youth, or for a child who the program knows is in foster care. Also requires programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay.
- Free and reduced-priced meals.
 - Starting in school year 2022-23, requires a school district or county Superintendent of Schools or charter school serving K-12 to provide 2 nutritiously adequate school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.
 - Requires the department to reimburse LEAs for all non reimbursed expenses accrued in providing United States Department of Agriculture reimbursable meals, as specified. This provision would be operative only if the Legislature appropriates funds for its purposes.
- Multi-Tiered Systems of Support framework - \$50 million General Fund.
 - Appropriates \$50 million to apportion to the Orange County Department of Education to award \$30 million as grants to LEAs for school and district wide implementation of a Multi-tiered Systems of Support framework. Requires the Superintendent to establish a process for LEAs, LEAs in partnership with IHEs, or consortias, to partner with the Orange County Department of Education and the Butte County Office of Education to expand the state's capacity to support LEA's implementation of social-emotional learning, trauma-informed practices, and culturally relevant, affirming, and sustaining practices.
- Expanded Learning Opportunity Program - \$753.1 million from the General Fund.
 - Requires the Superintendent to allocate funds to school districts to provide Expanded Learning Opportunity Programs. Districts must offer these programs to all unduplicated pupils in grades Kindergarten through grade 6, and provide programs to at least 50% of unduplicated K-6 pupils.
 - Programs must provide access to no less than 9 hours of combined in-person instructional time and expanded learning opportunities per instructional day on school days, and no less than 9 hours of expanded learning opportunities per day for at least 30 non school days during intersessional periods.
 - Allows Kindergarteners to receive 9 hours of instructional time a day through these programs. This includes TK as well, as TK is the first year of a two-year Kindergarten program.

- Office of School-Based Health Programs.
 - Requires the California Department of Education to establish an Office of School-Based Health Programs to assist LEAs regarding the current health-related programs by January 1, 2022.
 - Appropriates \$5 million General Fund for the School Health Demonstration Project, which will be a pilot program of this new office, to be administered by the department, in consultation with the State Department of Health Care Services, to expand comprehensive health and mental health services to students by providing training and support services to selected LEAs to secure ongoing Medi-Cal funding for those health and mental health services.

- Early Math Initiative - \$708,000 and \$36.9 million General Fund.
 - Allocation to the Fresno County Office of Education to continue to administer the statewide early math initiative established in the Budget Act of 2018.

- Antibias Education Grant Program - \$10 million General Fund.
 - Establishes Antibias Education Grant Program to prevent, address, and eliminate racism and bias in all California public schools, and making all public schools inclusive and supportive of all people.
 - Requires the Superintendent to award a minimum of 50 Antibias Education Grants to school districts, county offices of education, and charter schools meeting certain requirements to be used for training and resources to prevent and address bias or prejudice toward any group of people.

- Dual Language Immersion Grant Program - \$10 million General Fund.
 - Establishes the Dual Language Immersion Grant Program to expand access to quality dual language learning and foster languages that English learners bring to California's education system.
 - Requires the department to award a minimum of 25 one-time Dual Language Immersion Grants over a period of 3 fiscal years to eligible entities to expand or establish dual language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language.

- Child Mind Institute - \$25 million General Fund.
 - Adds \$25 million to the amount to be apportioned to the Kern County Office of Education to contract with the Child Mind Institute to develop mental health and wellness instructional resources and trainings.

Budget Items that Support the Early Learning and Care Workforce

- Educator Effectiveness Block Grant - \$1.5 billion General Fund.
 - Funds can be expended from the 2021–22 fiscal year through the 2025–26 fiscal year.
 - Requires the Superintendent to apportion those funds to school districts, county offices of education, charter schools, and the state special schools to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils.
 - Funds can be used to provide educators with:
 - Coaching and mentoring.
 - Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas.
 - Practices and strategies that reengage pupils and lead to accelerated learning.
 - Strategies to implement social-emotional learning and trauma-informed practices.
 - Practices to create a positive school climate.
 - Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
 - Instruction and education to support implementing effective language acquisition programs for English learners.
 - New professional learning networks for educators.
 - Instruction, education, and strategies to incorporate ethnic studies curricula adopted.
 - Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

- Exempts applicants who earn at least a letter grade of B in qualifying coursework from the basic skills proficiency test requirement. Also exempts an applicant who has demonstrated proficiency in the basic skills through a combination of qualifying coursework, passage of components of the state basic skills proficiency test, and scores on certain tests.
 - Authorizes a candidate for the preliminary multiple or single subject teaching credential to demonstrate subject matter competence by completing higher education coursework in the subject matters related to the content area of the credential. Authorizes a program of professional preparation to verify a candidate's subject matter competence in this manner and would authorize a candidate to demonstrate subject matter competence through a combination of a subject matter examination and higher education coursework in the subject matters related to the content area of the credential.

- Teacher Residency Grant Program - \$350 million General Fund.
 - Appropriates \$350 million to the commission to make one-time grants to develop new, or improve access to existing, teacher residency programs that support designated shortage fields and recruit and retain new teachers.
 - Requires teacher residency program candidate to serve in a school within the jurisdiction of the school district that sponsored the candidate for at least 4 school years after completing an initial year of preparation and obtaining a preliminary teaching credential.
 - Includes TK and bilingual education as a high-need area for teacher recruitment and retention.

- California Classified School Employee Teacher Credentialing Program - \$125 million General Fund.
 - Allocates \$125 million to the Classified School Employee Teacher Credentialing Program which recruits classified school employees to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.
 - Funding is available until June 30, 2026.
 - The maximum grant to an LEA will be \$24,000 over five years per participant teacher candidate.
 - Requires the CTC to:
 - Allocate grants for at least 5,208 new participants.
 - Give priority to LEAs that meet any of the following:
 - Have not previously received funding for this program.
 - Have a higher share than other applicants of unduplicated pupils.
 - Have a plan to create a new, or expand an existing, program that recruits and supports expanding learning and Pre-Kindergarten program staff and address Kindergarten and Early Childhood Education teacher shortages.

- California Collaborative for Educational Excellence - \$50 million General Fund.
 - Funding for professional education for educators that can support learning acceleration, particularly in mathematics, literacy, and language development.

For access to the full bill text please visit:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB130.

AB 129: Budget Act of 2021

- California State Preschool Program (CSPP)
 - \$130 million to increase access to LEA State Pre-Kindergarten.

Full bill text can be found:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB129.

AB 132: Postsecondary Trailer Bill Language

- Golden State Teacher Grant Program
 - Adds Transitional Kindergarten to the definition of a high-need field.

- Cradle-to-Career Data System
 - Establishes the Cradle-to-Career Data System for the purpose of connecting individuals and organizations to trusted information and resources, as a source for actionable data and research on education, economic, and health outcomes for individuals, families, and communities, and to provide for expanded access to tools and services that support the education-to-employment pipeline, as specified.
 - Intended to:
 - Build a data system to enable partner entities to share information in a manner that promotes data privacy and security.
 - Design a data system that minimizes the need for new line infrastructure, is adaptable, and is flexible to meet future needs.
 - Identify and track predictive indicators to enable parents, teachers, health and human services providers, and policymakers to provide appropriate interventions and supports.
 - Create direct support tools for teachers, parents, advisors, and students.
 - Enabling agencies to plan for and optimize educational workforce, and health and human services programs.
 - Enabling and streamlining the administration of student financial aid.
 - Advancing academic and governmental research on improving policies from birth through career.
 - Improve the quality and reliability of data reported, and ensure consistency of key data definitions.
 - Identify additional data points and metrics that can be developed and integrated into the data system to support the goals.

Full bill text can be found:

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