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

November 9, 2021
Welcome and Introductions

Sarah Neville-Morgan
Deputy Superintendent
Opportunities for All Branch

Dr. Tina Tranzor
Education Administrator
Opportunities for All Branch
California's Historic Education Investments: Equitable Opportunities

The 2021–22 state budget includes historic new and expanded investments in education in these areas to support a whole child, whole family, and whole community system:

- Universal preschool
- Expanded learning opportunities
- Multilingual learners
- Inclusion for all students
- Universal meals
- Community Schools
The Opportunity Before Us:
Universal Pre-Kindergarten
Recent Equity Research Highlights
Opportunity of Universal Preschool (UPK)

The recent report from the Children’s Equity Project, Start with Equity, found that:

• Moving toward holistic, strengths-based and authentic integration of programs is key to improve equity and dismantle systemic racism.

• UPK offers a historic opportunity to provide high-quality early learning experiences to all, with targeted comprehensive supports to those who have been most marginalized through systemic racism.
California UPK Implementation

Stephen Propheter, Director
Early Education Division
California Department of Education
<table>
<thead>
<tr>
<th><strong>CSPP</strong></th>
<th><strong>TK</strong></th>
<th><strong>Other</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>California State Preschool Program</td>
<td>Transitional Kindergarten</td>
<td>Head Start, CBOs, FCC, FFN, etc.</td>
</tr>
<tr>
<td>• Serves low-income families earning &lt; $78,135 (family of 3)</td>
<td>• Will serve all 4-year-old children</td>
<td>• CDE does not oversee</td>
</tr>
<tr>
<td></td>
<td>• Fully implemented 2025–26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Only operating via LEAs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Receive state funding</td>
<td>• Parents can choose to send child here instead of TK and CSPP</td>
</tr>
<tr>
<td></td>
<td>• 1:8 adult to child ratios</td>
<td>• Opportunity to serve younger children and provide expanded learning services to TK kids</td>
</tr>
<tr>
<td></td>
<td>• Parents can choose to send child here ever if eligible for TK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can access and utilize expansion funding to serve 3-year-old children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Receive LCFF funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 1:12 adult to child ratios (1:10 in 2023–24 if more funds are appropriated)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Additional education and credentialing requirements for teachers</td>
<td></td>
</tr>
</tbody>
</table>
Defining UPK: Two Key Programs
Universal Transitional Kindergarten (UTK)

• Operated solely through local educational agencies (LEAs)

• Budget provides phase-in over five (5) years to move LEAs from serving older 4-year-old children to all 4-year-old children by 2025–26

• TK could serve as many as 345,000 more children

• New requirements to support high-quality early learning experiences:
  • Average of at least one adult in classroom for every 12 students
  • TK teachers are required to meet the same credentialing requirements as Kindergarten teachers
Defining UPK: Two Key State Programs
California State Preschool Program (CSPP)

• Both LEAs and community-based organizations (CBOs) operate CSPP
• Budget provides $130 million to expand CSPP
• Districts are allowed to serve TK and CSPP children in the same classroom and must meet the higher program requirements of both programs if they do
• Budget also provides $269.4 million to increase and address rate system issues
Additional Investments to Support UPK

- CSPP, TK, and Full-Day Kindergarten Facilities Grant Program:
  - $490 million for one-time grants to construct new facilities
  - $10 million to update the CA Preschool Learning Foundations
  - $200 million grants to LEAs for UPK Planning and Implementation
- Grants for workforce, including $100 million Competitive Workforce Grant Program
Shasta County Office of Education

Renee Menefee, Executive Director
Early Childhood Services
Shasta County
Bridging the Universals for UPK and P-3 Alignment
Shasta County
Systems, Partnerships & Programs
Local Child Care Planning Council (LPC)

Robust multi-functional
- Quality Counts North State (QCNS): Scholarship Program
- Inclusive Early Education and Expansion Program (IEEEP) Leadership Team
- Reach Higher Shasta- Early Childhood Committee
- Universal Transitional Kindergarten Workgroup
  - County-wide Universal Pre-Kindergarten Plan

Multi-agency representation
Local Access and Accountability Plan
P-3 Early Learning and Care programs (0-8 years)

Whole Child/Whole County Approach:
- Demographic & Family need data
- Educator, provider, & supports staff: capacity, recruitment, education, and workforce development
- Curriculum alignment
  - Assessment training and support [Ages and Stages Questionnaires (ASQ), Kindergarten Readiness Snapshot (KRS), Preschool Readiness Snapshot (PRS), Desired Results Developmental Profile (DRDP)].
- Access for all children to full-day, inclusive, high-quality environments (family need).
  - Public and community programs (wrap-services).
- Facility needs
- District, charter, and early learning and care program T&TA support (licensing, professional development, compliance, reporting, etc.)
- Health and Nutrition Service - After School - Suppers, Seamless Summer, County-wide meal coordination
California Universal Meals

Kim Frinzell, Director
Nutrition Services Division
California Department of Education
California Universal Meals Program Overview

- Overview of the program
- Cultivate *strategy seeds* for your universal trifecta
- Staying connected
Federal Child Nutrition Programs

• National School Lunch Program (NSLP)
• School Breakfast Program (SBP)
• NSLP Afterschool Snack Program
• Seamless Summer Option
• Summer Food Service Program
• Special Milk Program
• USDA Foods Program
Access to Meals Improves Student Outcomes

• **Decreases** overall food insecurity and for many students, the healthiest meal of the day is the school meal
• **Improves** performance in school and better academic success
• **Reduces** absenteeism
• **Supports** better concentration
• **Lowers** obesity rates and promotes lifelong healthier habits

When schools offer meals free to all students regardless of their individual eligibility, more meals are consumed across each of the eligibility categories.
California Universal Meals Program

State Meal Mandate Update
• Beginning in SY 2022–23
  • Offer breakfast and lunch to all students

Federal Meal Requirement
• To receive State funds, must be on the NSLP and SBP
• By June 30, 2022
  • Requires schools that meet the federal definition of high poverty to apply for the Community Eligibility Provision (CEP) or another Provision
Strategy Seeds To Cultivating Your Universal Trifecta

• Involve your Nutrition Services Directors

• Assess your meal service schedule

• Consider providing additional time to eat

• Explore various meal service options:
  • Cafeteria
  • Meal Carts
  • Family style for preschools and TK
  • Breakfast in the Classroom and Breakfast After the Bell
Stockton Unified School District

Dr. Suzanne Devitt and Mrs. Debra Keller
Early Care Education/School Readiness
Universal Transitional Kindergarten (UTK)

- **Preschool for All** model
- Available to all four-year-old children by 2025–26
- Includes quality indicators similar to California State Preschool
- Lower student to teacher ratio beginning in 2022–23
TK Expansion (UTK)

- Systematic expansion over five years
- Yearly eligibility increase by two month increments based on birthdate
- All children who turn four by September 1, 2025 will be eligible for UTK
Year 1: UTK Expansion
2021–2022

Consideration 1: Appoint District Leadership focused on UTK and P-3 Alignment
Consideration 2:

• Consult with a Demographer or school district Research Department to complete a local Birth Rate Study

• Based upon county birth rates, determine the number of four-year-old children, by geographic location, that will be eligible for UTK during each expansion year
Stockton Unified School District Boundaries

- Nine zip codes
- 10 school zones
Consideration 3:

• Complete a Facility Space Evaluation: Determine which school sites have available classrooms or potential building space for future projects

• Complete a proposed TK Expansion Plan: Identify an equitable strategy to add TK classrooms based upon the completed Birth Rate Study by zip code
Consideration 4:

• Complete a classified and certificated work study: Determine anticipated staffing needs to meet the increased student enrollment due to TK expansion

• Work with HR to determine the need to revise or create additional job descriptions to meet the requirements included in AB 130 and UTK
Consideration 5:

• Collaborate with district leadership to determine a sustainable plan to transition four-year-old children, currently served in California State Preschool, to UTK

• Work with Nutrition Services to ensure all children receive universal meals based upon length of care (AB 130)
Consideration 6:

• Work with the school district Communication Department to create an ongoing outreach plan to inform the community of the expansion of UTK: social media, print, radio, etc.
Equity Begins With Opportunity
California Expanded Learning Opportunities

Michael Funk, Director
Expanded Learning Division
California Department of Education
Definition of Expanded Learning

• “Expanded learning” means before school, after school, summer, or intersession learning programs.

• It is the intent of the Legislature that expanded learning programs are pupil-centered.
California Expanded Learning

- Expanded Learning Opportunities Program (ELO-P) – AB 130
  - Expanded Learning Programming

- Expanded Learning Opportunities Grant (ELO-G) – AB 86
  - COVID-19 Relief and Reopening Grant
California Expanded Learning Funding Streams

- ASES & 21st CCLC Programs
  - ASES: $650 Million
  - 21st CCLC: $148 Million
  - Funding Source: ASES - State; 21st CCLC - Federal

- AB 86 ELO Grants
  - $4.6 Billion
  - Funding Source: State & Federal

- Expanded Learning Opportunities Program
  - Growing to $5 Billion
  - $1.75 Billion
  - Funding Source: State
Expanded Learning Opportunities Program (ELO-P) Intent

That all LEAs offer all unduplicated pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities.

California *Education Code* Section 46120
ELO-P Context

• Result of Assembly Bill (AB) 130

• Amended by AB 167
  • Allows funding received in 21–22 to be used in FY 22–23
ELO-P Preliminary Entitlements & Apportionments

• The entitlements are available on our website.

• The first apportionment represents 55 percent of each eligible local educational agency’s entitlement.
Santa Barbara County Education Office

Janelle Willis
Early Care and Education
Bridging P-3 and UPK

Supporting P-3 Alignment

- Connect the Right People
- County Office Support
- Use the Same Language
- Early Care Partnership Grants
- Leverage What we Have, While Getting Creative
- Communication with No Assumptions!
SBCEO Team

- Curriculum and Instruction
- Early Care and Education
  - Including Manager QCC
  - LPC Coordinator
- Human Resources
  - Credentials Services
- Business Office – Facilities
- Superintendent
Early Learning and Planning Grants

- Funding Provided by First 5 Santa Barbara County
- Three Year funding not to exceed $1,800,000 ($600,000 per year)
- Districts participating will create Early Learning Plans that align with the CA Master Plan for Early Learning and Care
- Currently 8 of 20 districts are participating
How ELP is Supporting Collaboration

- K Readiness Networks
- Space to discuss P-3 alignment
- Family centered supports
- Share different models
- Bridging transition from ECE to TK/K
- Individual data on children
What might UTK look like?

- What will fit into current structure and system?
Bridging UPK & P-3

- Know strengths and use them
- Build your team
- Model best practices
- Do not make assumptions
- Talk the same language
- Use P-3 as overall structure
- Go back to main goals
- Keep families and children at the forefront
California Education Partners

JoDee Marcellin
Steve Kellner
Developing PreK-3 Coherence
Why Focus on PreK-3rd Grade

3 million culturally & linguistically diverse children under 5 live in California

Gains from high-quality Pre-K are not sustained over time

Universal TK in California is a step in the right direction
Coherence is About Learning

Learning is not linear. Concepts are interconnected.

Learning is connected within and across grade levels.

Instructional coherence and system coherence need to work together.
Jordan’s Story

• Jordan was identified as a behavior problem in preschool and struggled to engage in the learning

• Mrs. Nelson worked to get to know him and listened to his ideas

• Jordan thrived in Mrs. Nelson’s class
Coherent Systems Support Children’s Learning Over Time
Strong Start in Early Years is Necessary

Progress Toward Proficiency: Students Entering Third Grade Two Years Behind

Source: Building a Coherent P-12 Education System in California
Coherence Thought Partners

Dr. Cynthia Coburn
- Professor Northwestern University
- Seminal research on coherence in San Francisco Unified and Fresno Unified has shaped national conversation on PK-3 Coherence
- Conducting Math Coherence study with Oxnard, Monterey Peninsula, Buttonwillow, and Azusa

Dr. Deborah Stipek
- Professor Emeritus Stanford University
- Senior Advisor to Ed Partners and the CDE
- Meets weekly with Ed Partners team to connect latest research from around the country on advances in PreK-3 Coherence
Coherence Reflection

• Concrete ways districts have worked to build PreK-3 coherence across their systems
• Plans & Processes for increasing coherence in the future
Reflections

Expert Fish Bowl Discussion
Next Steps & Closing

CDE is planning more opportunities for you to share information and collaborate with us as we move forward with this work.

Resources and email addresses to submit questions will be shared via email after our presentation today.
Thank You

The California 2021–22 budget includes “a set of interlocking interventions and investments that are going to catapult California back to that leadership position (in education) and more important, it will enable all of our children to be on a path to genuine thriving.”

-- Linda Darling-Hammond, President, California State Board of Education