

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

November 9, 2021



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tony Thurmond, State Superintendent of Public Instruction

# 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



# UPK Implementation – Mixed Delivery Opportunities

<b>CSPP</b> California State Preschool Program	<b>TK</b> Transitional Kindergarten	<b>Other</b> Head Start, CBOs, FCC, FFN, etc.
<ul style="list-style-type: none"><li>• Serves low-income families earning &lt; \$78,135 (family of 3)</li></ul> <ul style="list-style-type: none"><li>• Receive state funding</li><li>• 1:8 adult to child ratios</li><li>• Parents can choose to send child here even if eligible for TK</li><li>• Can access and utilize expansion funding to serve 3-year-old children</li></ul>	<ul style="list-style-type: none"><li>• Will serve all 4-year-old children</li><li>• Fully implemented 2025–26</li><li>• Only operating via LEAs</li></ul> <ul style="list-style-type: none"><li>• Receive LCFF funding</li><li>• 1:12 adult to child ratios (1:10 in 2023–24 if more funds are appropriated)</li><li>• Additional education and credentialing requirements for teachers</li></ul>	<ul style="list-style-type: none"><li>• CDE does not oversee</li></ul> <ul style="list-style-type: none"><li>• Parents can choose to send child here instead of TK and CSPP</li><li>• Opportunity to serve younger children and provide expanded learning services to TK kids</li></ul>

# 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**

**SUSD Early Childhood  
Education Department  
TK Expansion**

---

Mrs. Debra Keller & Dr. Suzanne Devitt

# Stockton Unified School District Student Population

STOCKTON UNIFIED

## Student Population

Explore information about this district's student population.

LEARN MORE

Enrollment

**35,242**

[View More Information →](#)

LEARN MORE

Socioeconomically  
Disadvantaged

**82%**

LEARN MORE

English Learners

**23.4%**

LEARN MORE

Foster Youth

**0.8%**



# 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**

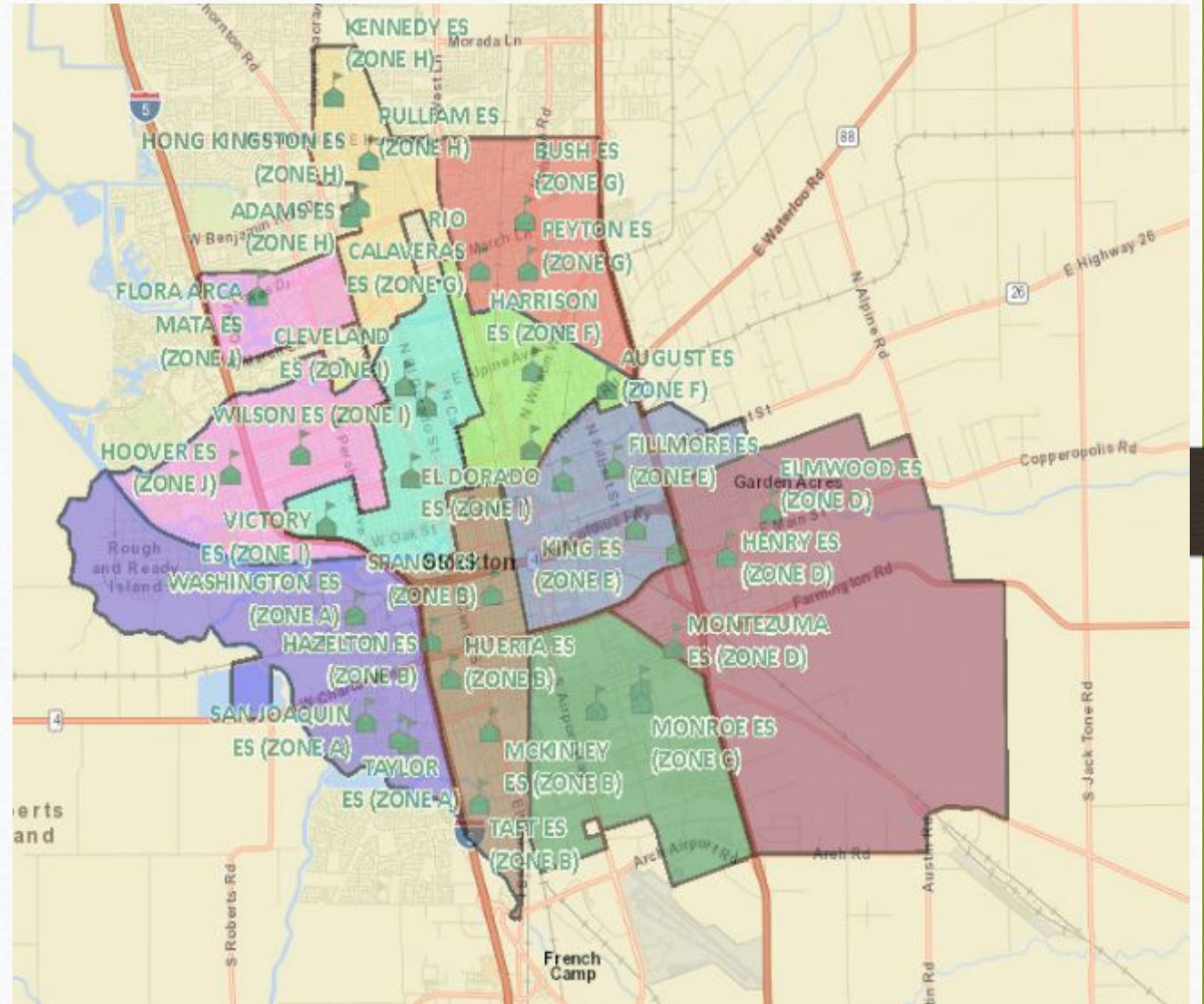


## Consideration 2:

- 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

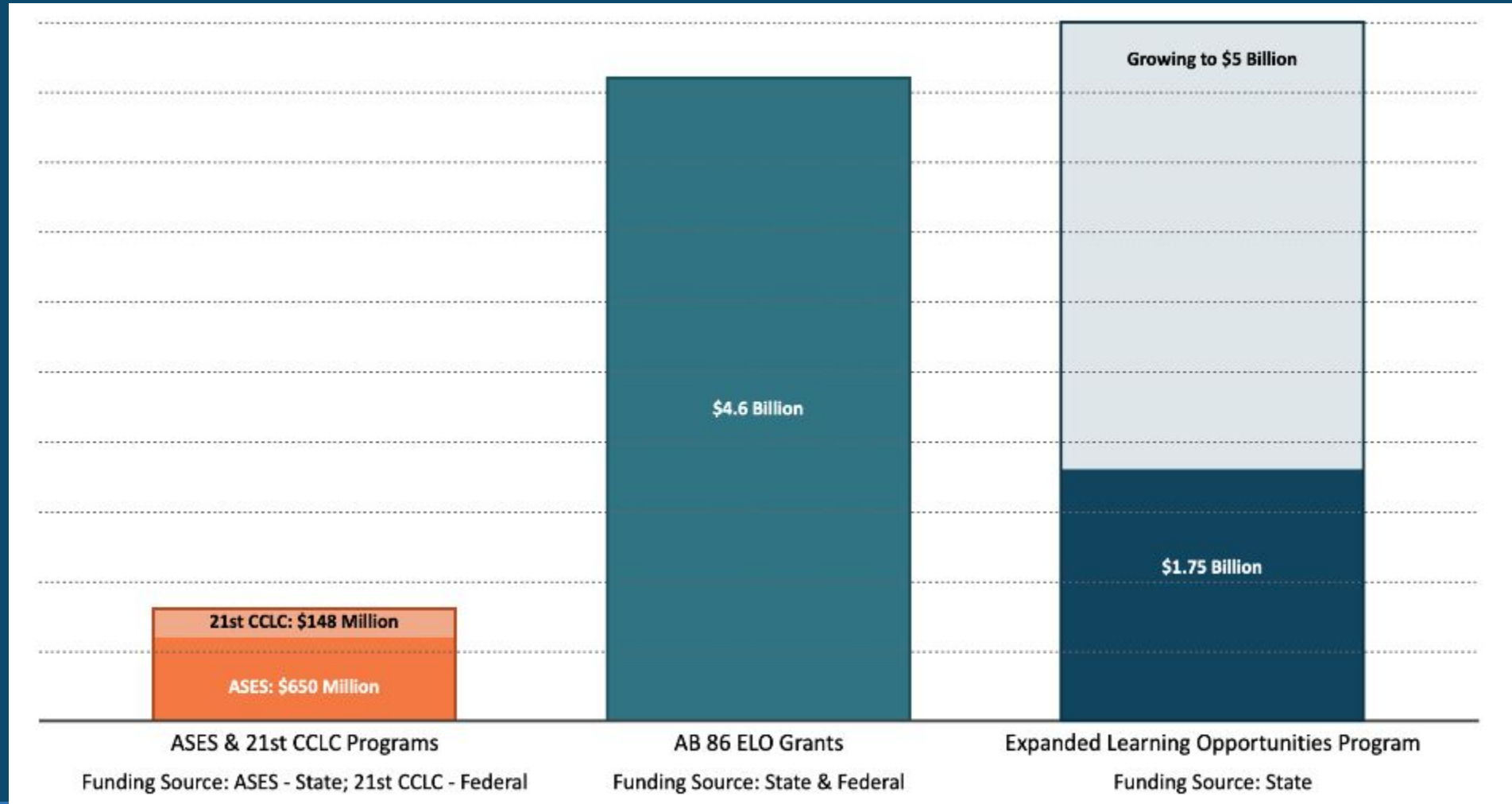
- “Expanded learning” means before school, after school, summer, or intersession learning programs
- It is the intent of the Legislature that expanded learning programs are pupil-centered



# 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



# 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



California  
Education  
Partners

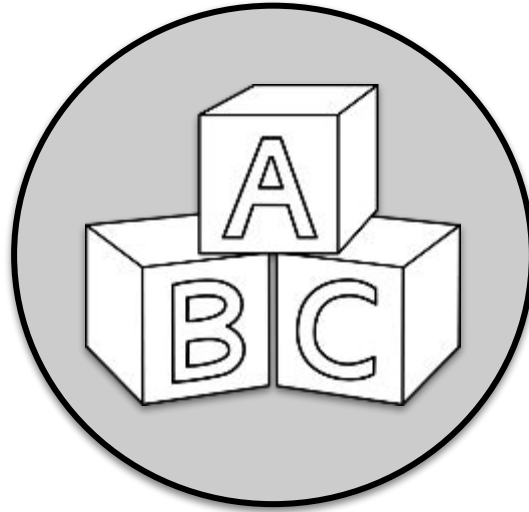


Pre-K to 3  
Coherence  
Collaboration

# Why Focus on PreK-3rd Grade



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

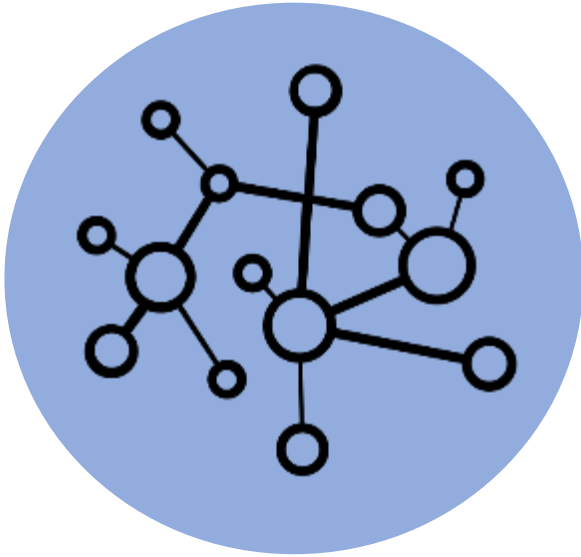


**Gains from  
high-quality  
Pre-K are not  
sustained over  
time**



**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.**



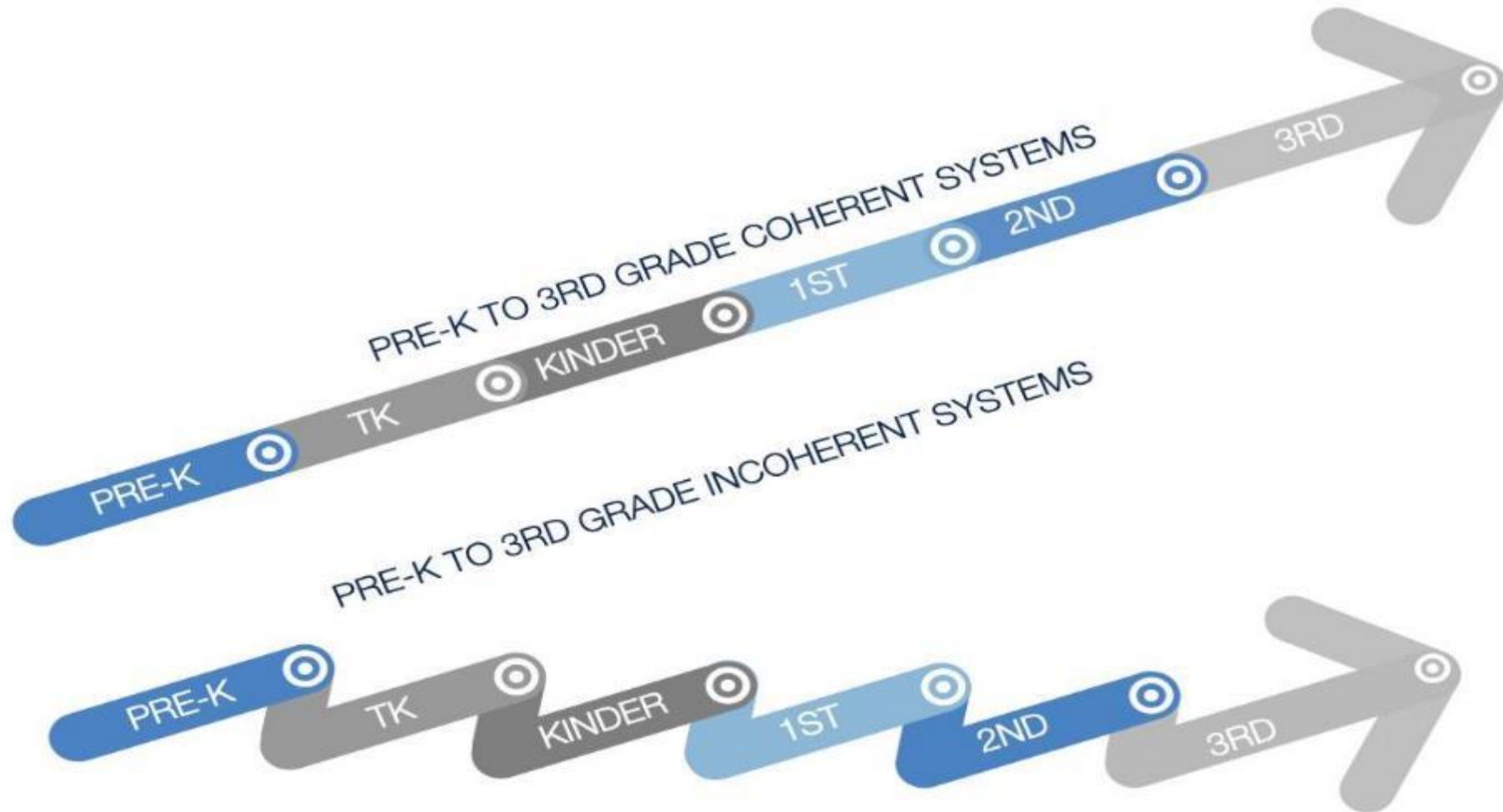
# Jordan's Story

- 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

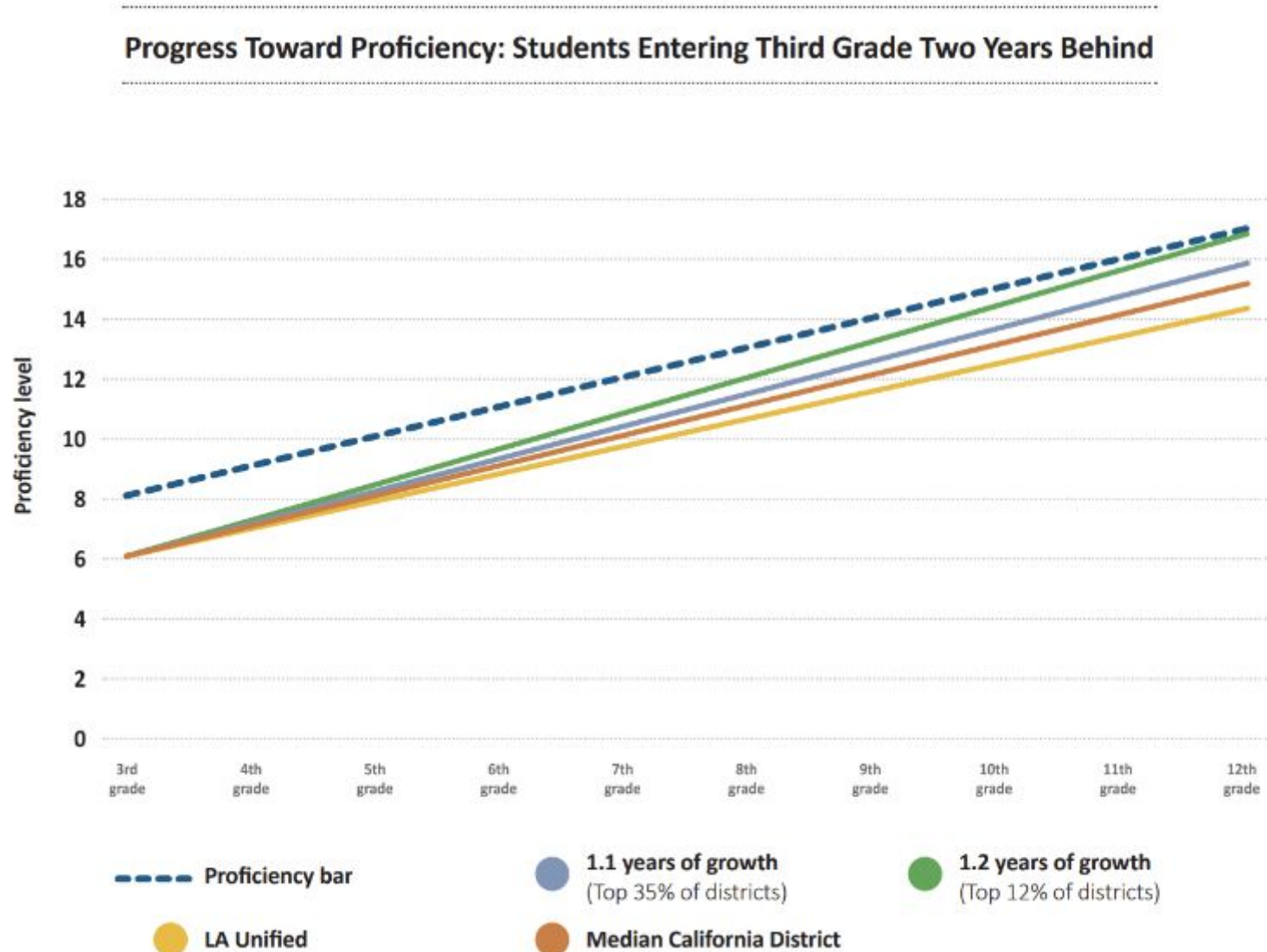




# Coherent Systems Support Children's Learning Over Time



# Strong Start in Early Years is Necessary



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

# Coherence Thought Partners



**District  
Instructional  
Coherence  
Expert**

## **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



**District  
Instructional  
Coherence  
Expert**

# 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

