# Universal Prekindergarten Overview

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## A MIXED SERVICE DELIVERY SYSTEM

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# Statutory Requirement

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As a condition of receipt of apportionment, school districts and charter schools must ensure universally Universal PreKindergarten is **accessible** for all 4-year old children by 2025-26

# CDE & LACOE Goals

- Preschool to Third Grade (P-3) Alignment
- Clear and effective implementation of UPK (a mixed delivery system) for all four-year-olds in California
- Built-in equity and anti-bias
- Better outcomes for children and families
- Collaboration with state and outside experts

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# LACOE's UPK Countywide Planning and Capacity Building Plan

- Support all LEAs within LA County
- Includes responses to CDEs recommended and required planning questions
- Collectively form a set of core planning responses that are critical for COEs to effectively support the development of the UPK Plan
- Community-centered UPK Plans locally

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# Use of Prekindergarten Planning and Implementation Grant Funds

- Creating or expanding CSPP or transitional kindergarten programs, and to establish or strengthening partnerships with other providers

- Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies

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# LACOE's Top Priority Areas

- Expand the UPK Workgroup
- Conduct a comprehensive assessment
- Strengthen partnership with First 5 LA
- Collaborate with LEAs and CDE
- Continue to partner with the DSS

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# UPK Focus Areas

**Focus Area A - Vision & Coherence**

- Continue to examine legislative updates
- Early Learning & Care Master Plan

**Focus Area B - Community Engagement & Partnerships**

- Strengthen UPK Partnerships - SPED and ELOP, cross-sector logistics (enrollment)
- Universal Preschool Plan–cross alignment with UPK Plan and LPC partnership

**Focus Area C - Workforce Recruitment & Professional Learning**

- Workforce Recruitment and Retention
- EETD Grant - Implementation, infrastructure

**Focus Area D - Curriculum, Instruction, and Assessment**

- School site level quality/CI tools
- P-3 continuum systems

**Focus Area E - Facilities, Services & Operations**

- New Construction and Retrofit

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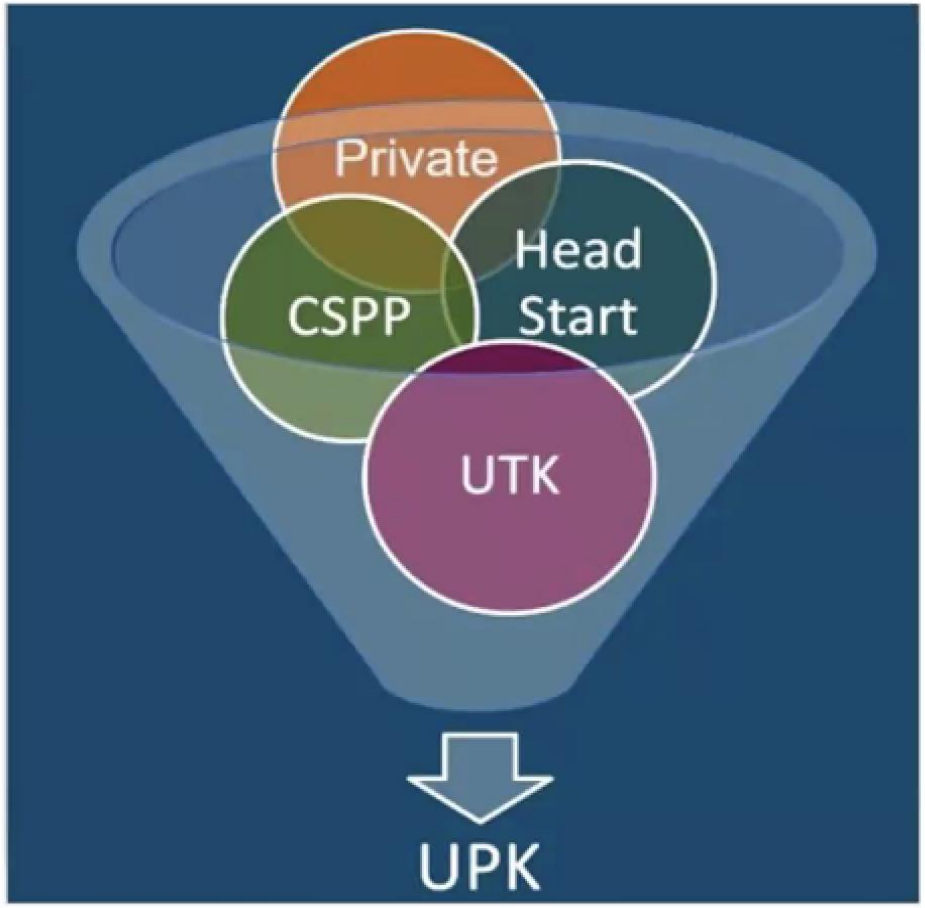
# Focus Area A: Vision and Coherence




- LACOE is committed to implementing a UPK system that ensures, through its expanded partnerships with families, schools, communities, and public and private agencies, that every child has access to high-quality early learning opportunities and supports that will ensure they graduate high school with the best opportunity for success in adulthood.

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# Focus Area A: Vision and Coherence

- LACOE is committed to implementing UPK that emphasizes a mixed service delivery system intended to provide an early learning birth-to-five continuum of supports for children in LA County with an initial focus on serving all four-year-old children by 2025-26.
- LACOE's UPK Plan ensures ongoing coordination between all LACOE divisions that support early learning and extended service delivery models including Head Start, Early Head Start, California State Preschool, General Child Care, Transitional Kindergarten, and Expanded Learning.

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# Models of Service Delivery

## Universal Prekindergarten

Existing Providers serving the same community

Local Education Agencies

### Partner/Layer Funding

Universal Transitional Kindergarten

Head Start
CSPP, Expanded Learning
Family Child Care
Private Preschools

Programs designed to address the diverse needs of the families and children.

# UPK Is a Mixed Service Delivery Model

Direct Services to Children

## UPK

UPK is an expansion of the state's current mixed delivery system that meets the early learning and care needs of 3 and 4-year-old children and their families. It includes all existing state and federal early learning, private community-based providers that offer a preschool or expanded learning experience, and extended learning program.

- TRANSITIONAL KINDERGARTEN (TK)
- STATE PRESCHOOL (CSPP)
- HEAD START
- EXPANDED LEARNING OPPORTUNITIES
- TITLE 22 FAMILY CHILDCARE HOME (FCCH)
- TITLE 22 CHILDCARE CENTER
- TITLE I PRESCHOOL
- SPECIAL EDUCATION PRESCHOOL
- GENERAL CHILDCARE (CCTR)
- AFTER SCHOOL EDUCATION & SAFETY PROGRAM (ASES)
- FAMILY, FRIEND & NEIGHBOR (FFN)
- TITLE 22 FAMILY CHILDCARE HOME NETWORK (FCCHN)
- MIGRANT PRESCHOOL
- 21ST CENTURY COMMUNITY LEARNING CENTERS
- LICENSED PRIVATE CHILDCARE

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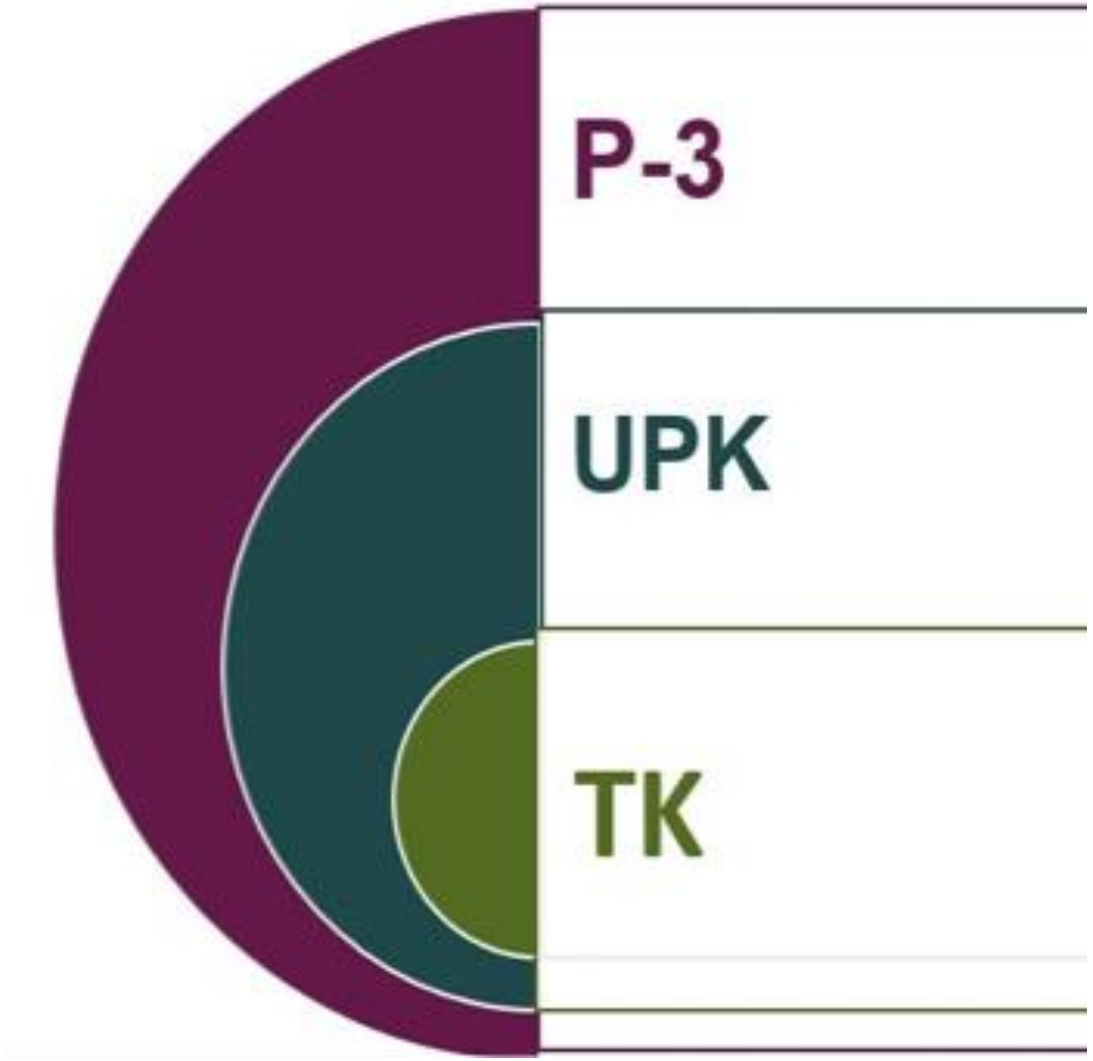
# How Do TK , UPK and P-3 Alignment Intersect?

- **P-3** Connects UPK with Kindergarten, 1st, 2nd, and 3rd grade
- Aligning developmentally informed best practices, UPK– 3rd grade
- **UPK** is a mixed-delivery system of UTK, CSPP, CCTR, Head Start, private providers, and more
- Provides every four-year old access to high quality learning the year before kindergarten
- **TK** as a service delivery option, is an integral program in the mixed delivery system for achieving UPK



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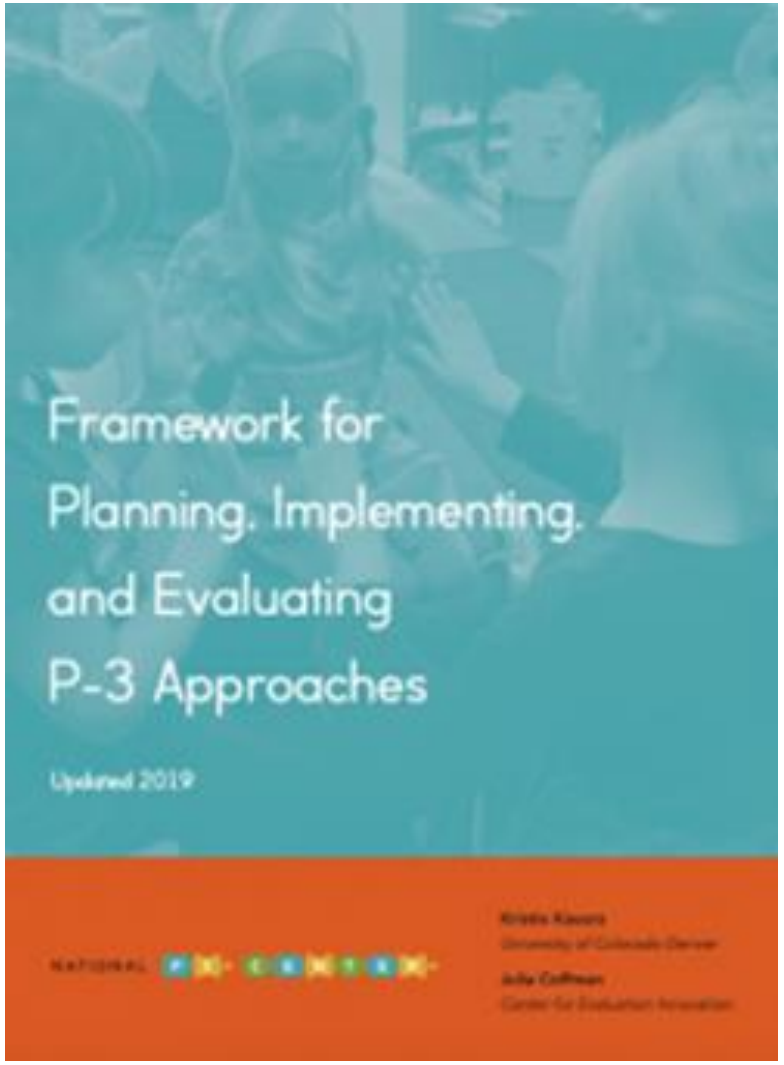
# P- 3 Alignment Resource

P-3 alignment includes **both horizontal and vertical alignment and coherence across grades and systems** to improve coordination of policies and practices from preschool through third grade and beyond.

CDE seeks to elevate the role of:

- high-quality, inclusive and multilingual preschool
- strong early intervention services
- P-3 alignment in ensuring the future of California's children



# Focus Area A: Recommended Planning Questions

- What is the LEA's vision for UPK?
- 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? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.
- Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.
- Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).
- Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.
- Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.
- Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.
- Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

# Focus Area B: Community Engagement and Partnerships

## What do I need to know

- Needs of parents and choices available
- Partners such as: local R&Rs; Head Start; CSPP; CCTR; Expanded Learning Programs and other existing early education providers
- Partners serving children with disabilities
- Program schedules

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# Community Engagement & Partnerships

- Considerations when partnering multiple funding streams to create a full day:
  - Implement the more restrictive regulation to ensure compliance with the various funding streams
  - Develop a program model that offers seamless service delivery for all children
  - Develop schedules, such as staggering staff start and end times, to support teacher child ratios
  - Develop a cost allocation plan that addresses how expenses will be allocated

# TK and Expanded Learning (ELO-P)

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- Beginning in 22-23 school year, LEAs receiving ELO-P funding must meet requirements for TK-6
- Must provide 9 hours total which is comprised of instructional time + before and after school care/ programming
- Amount of time student attends ELO-P is based on family need

# Los Angeles Resource & Referral

CHILD CARE ALLIANCE LOS ANGELES

- Are you aware of Resource and Referral/Alternative Payment programs?
- There are agencies throughout CA that provide referrals to families, and coach and mentor ECE programs, manage parent choice vouchers for families, and contract with child care centers and family child care homes.
- Some sponsor CSPP already, Head Start, CCTR, and other support programs including mental health, health, trauma informed care training, and home visiting.

# Resource and Referral (R&R's)

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- Family Access to Child Care – referrals, information, and subsidized care
  - Stage 1, 2, 3, Alternate Payment
  - Some administer Family Child Care Home Education Networks, state preschools, Head Start and Early Head Start
- Provider Support - technical assistance, training, and support
  - Quality Start Los Angeles (QSLA)
  - The Child Care Initiative Project (CCIP)
  - The Emergency Child Care Bridge program (Bridge)
- Child Care Data – child care supply and demand
- Licensing support to Family Child Care Home Providers

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## LACOE's Partners

- SELPAs
- LPCs
- R&R Agencies
- First 5 County Commission
- CSPP Providers
- Head Start Providers
- CBOs
- DSS Head Start State Collaboration Office

## LACOE's COEs Collaborators

- Curriculum & Instruction Steering Committee - Early Learning Subcommittee Meetings
- Southern California COEs Collaborative Meetings
- CA County Superintendents Educational Services Association
- UPK Advisory Group Meetings

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# Focus Area B: Recommended Planning Questions

- How does the LEA's UPK Plan prioritize parental needs and choices? [open response]
- How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? [open response]
- What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? [open response]
- How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? [open response]
- 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; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

# Focus Area C: Workforce Recruitment & Professional Learning

## Universal Pre-Kindergarten Career Development Initiative

LACOE's UPKCDI will focus on developing a county-wide system to support individuals in entering the ECE workforce pathway creating several options to the pre-kindergarten teaching profession and professional advancement. UPKCDI will ensure innovative, fast-track pathways for existing staff and potential workforce employees to achieve career entry and advancement through partnerships with various countywide organizations.

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# UPK CAREER DEVELOPMENT INITIATIVE

- **Assistant Teacher Pathway**
  - Teachstone CDA Program
  - UCLA Extension Cohort 1
  - West LA College Apprenticeship
- **Associate Teacher Pathway**
  - UCLA Extension Cohort 2
  - West LA College Program
- **Teacher Pathway**
  - ELAC or El Camino College
- **Teacher Prep Academy**
  - Online Modules
  - In-person trainings
- **LACOE Community Outreach**
  - Community Events
  - Community Job Fairs
- **LACOE Job Fairs**
  - Typical Job Fairs
  - Interview Job Fairs
  - LACOE & Communities
- **Placement of Practicum Students**
  - College Student's Practicum
  - Pathway Participant's Practicum
  - Pathway Apprenticeship
- **Resources & Supports**
  - Child Care Reimbursement
  - Tutoring
  - Transcript Advising

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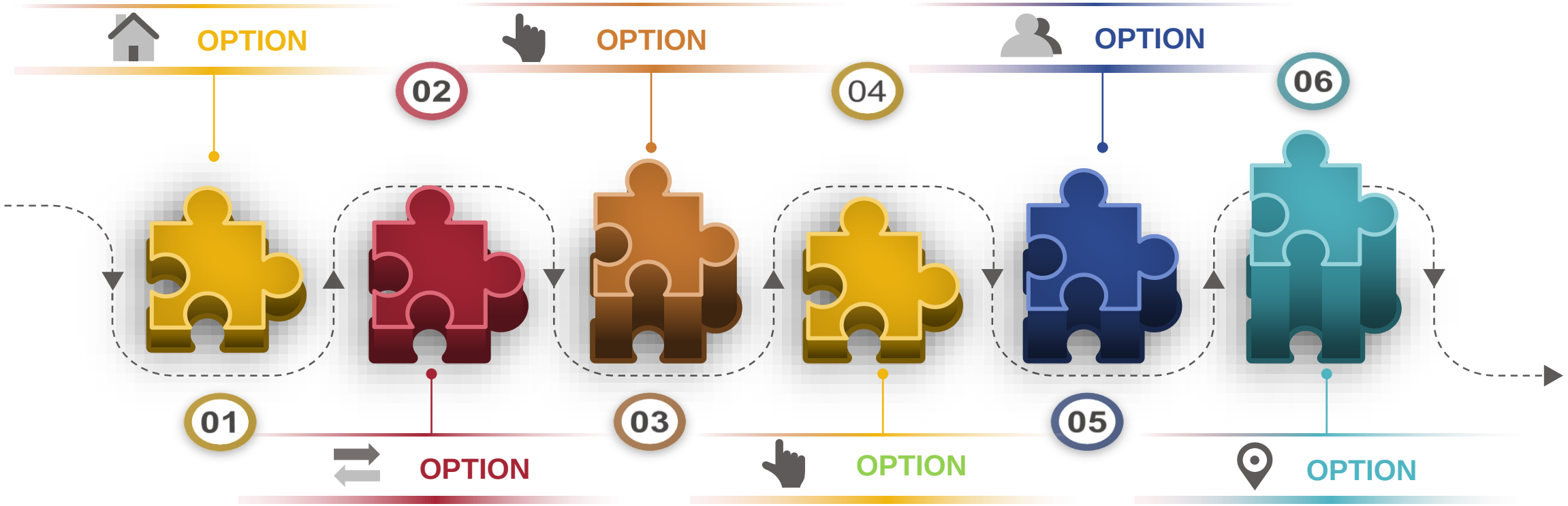
# Career Development Pathways

### Assistant Teacher Track
Parents to Assistant Teachers with focus on CDA credential or 12 ECE units; Associate Teacher Permit. After obtaining permit can continue to work toward AA.

### PK Teacher Track
Associate Teachers to PK Teacher with a focus on AA degree. Teacher Permit. After obtaining permit can continue to work toward BA.

### Leadership Track
PK Teachers to supervisors, coordinators or coaches; BA; MA programs




### Associate Teacher Track
Assistant Teachers and Classroom Aides to Associate Teachers with focus on 12 ECE units; Associate Teacher Permit. After obtaining permit can continue to work toward AA.

### Transitional Kindergarten
PK teachers with BA to move to single subject credential and district employment.

### Family Services Track
Not classroom focused. Family Development Credential and CDA

# LACOE's Professional Development Plan

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- Develop and implement research-based P-3 professional learning opportunities
- Engage preschool through third grade teachers and administrators in professional learning communities or communities of practice
- Increase knowledge of developmentally appropriate curriculum, instruction, and assessment through online videos and resources

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# LACOE's ECE Professional Learning

- California Preschool Learning Foundations (CPIN)
- QSLA Dual Language Learner (DLL) Initiative Trainings
- ECE Inclusive Practices
- Content Development (Curriculum Frameworks)
- Professional Learning Pilots (CoPs/LPLs)
- Trainer of the Trainer Model (Leadership Coaching)
- Evaluation and Research (Continuous Improvement Efforts)
- Leadership and Administrators Training
- Beginning Teacher Program
- Teacher Prep Academy

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# LACOE's Workforce Strategies

- Partner with one or more local accredited IHEs or other COEs to help support teachers holding less than a full credential to complete requirements to earn a Preliminary Multiple Subject Teaching Credential
- Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog)
- Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program)
- Request to join an existing intern preparation program to recruit and prepare teachers
- Request to join an existing apprenticeship cohort program to recruit and prepare teachers
- Establish a relationship with other LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through Career Technical Education programs, dual enrollment programs, clubs, registered apprenticeships, or other such early recruitment opportunities
- Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers in the county
- Apply for workforce development funding and competitive grant opportunities from the CDE
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members
- Partner with an IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential: UCLA, CSULA, ELAC, LACOE HRS Beginner Teacher Program.
- Lead a coalition application for statewide grants (for example, partner with districts to apply for statewide grants)
- Create a countywide matrix of workforce programs to share with LEAs and prospective educators
- Other: LACOE is currently applying for philanthropic and County Workforce Opportunity Department funds to assist in augmenting State grant funding to support workforce development.

# Focus Area C: Recommended Planning Questions

- How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?
- How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?
- What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum?
- Who will receive this professional learning?
  - What content will professional learning opportunities cover?
  - How will professional learning be delivered?
- How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

# Focus Area D: Curriculum, Instruction, and Assessment

## Key Considerations

- Practices to support Dual Language Learners
- Practices to support children with disabilities
- Positive learning environments
- California Preschool Learning Foundations and Preschool Curriculum Framework
- Assessment

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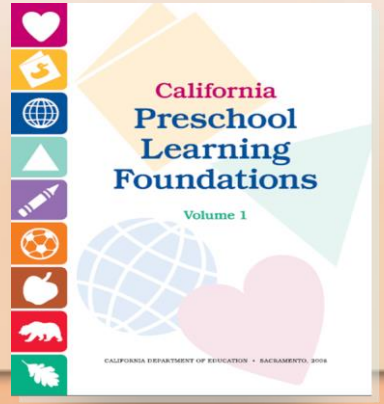
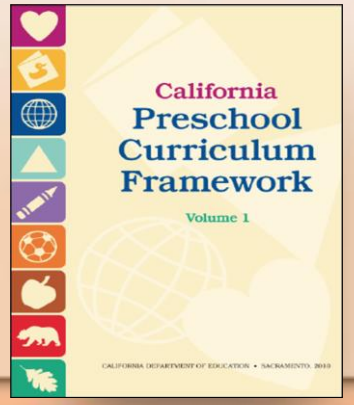
# ECE Curriculum, Instruction & Assessment

## Preschool Learning Foundations

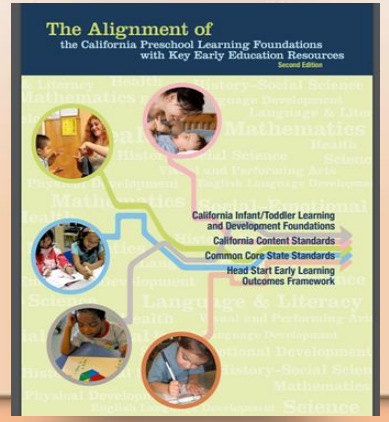



## Preschool Curriculum Framework

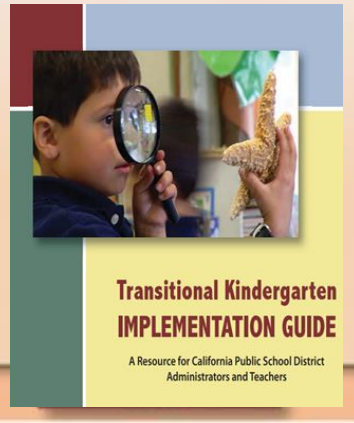



## DRDP Specific to TK and K

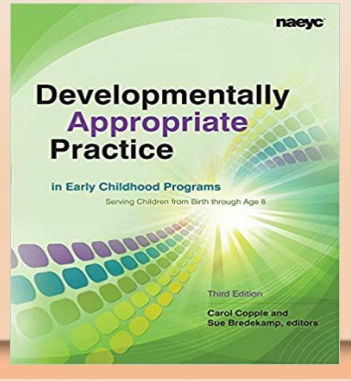
## Alignment Document




## Transitional Kindergarten Implementation Guide

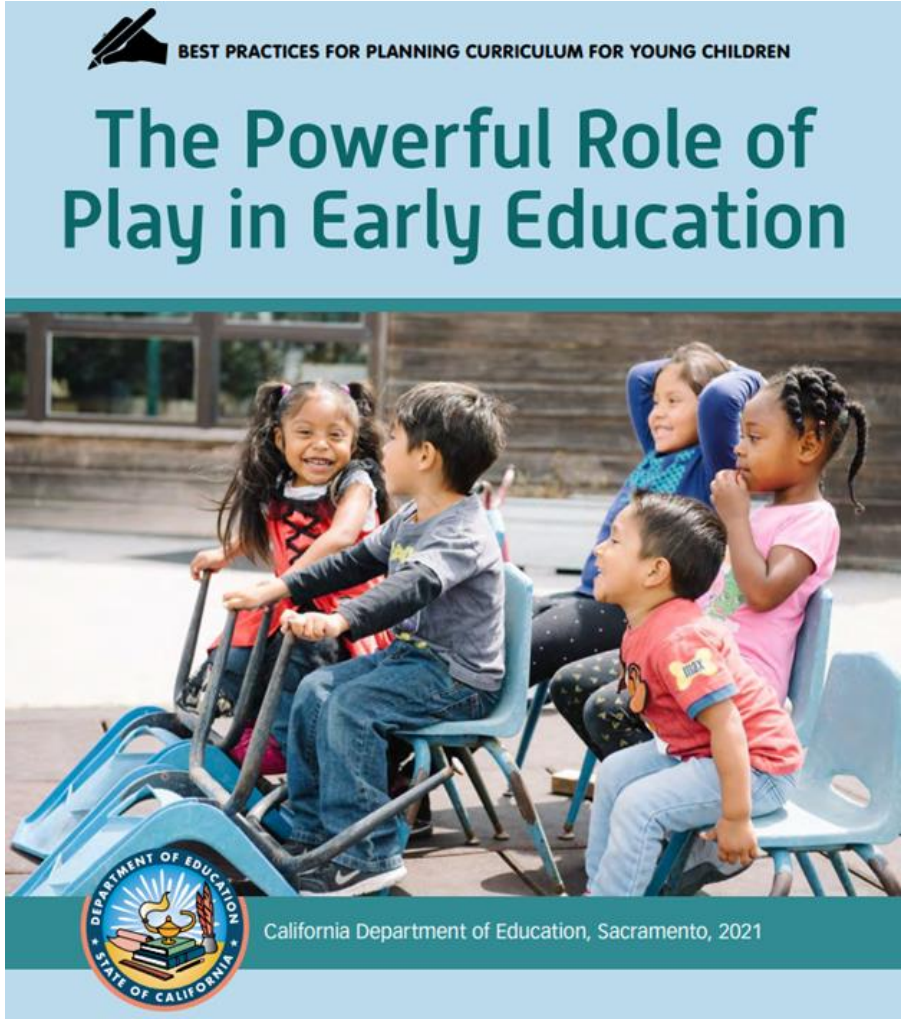



## Developmentally Appropriate Practice



# ECE Curriculum, Instruction & Assessment

## Play-based learning



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# The Integrated Nature of Learning

Social Emotional

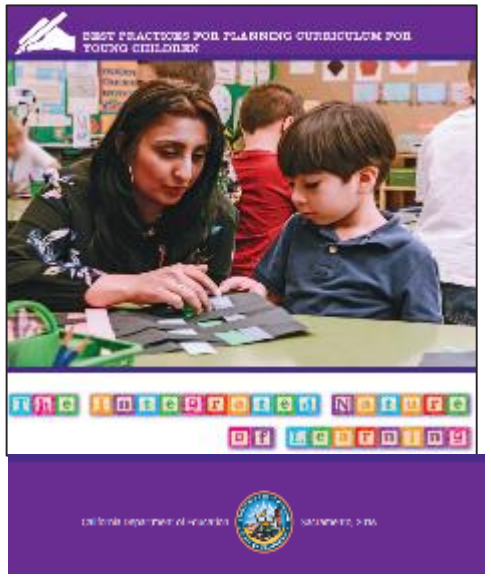
Physical Development

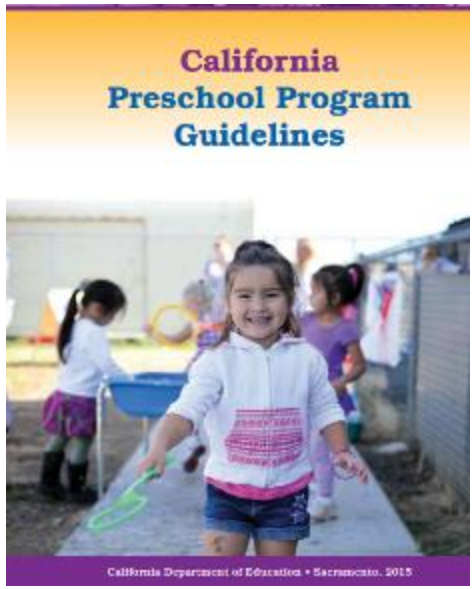
Language & Literacy

ELD

Math

Science



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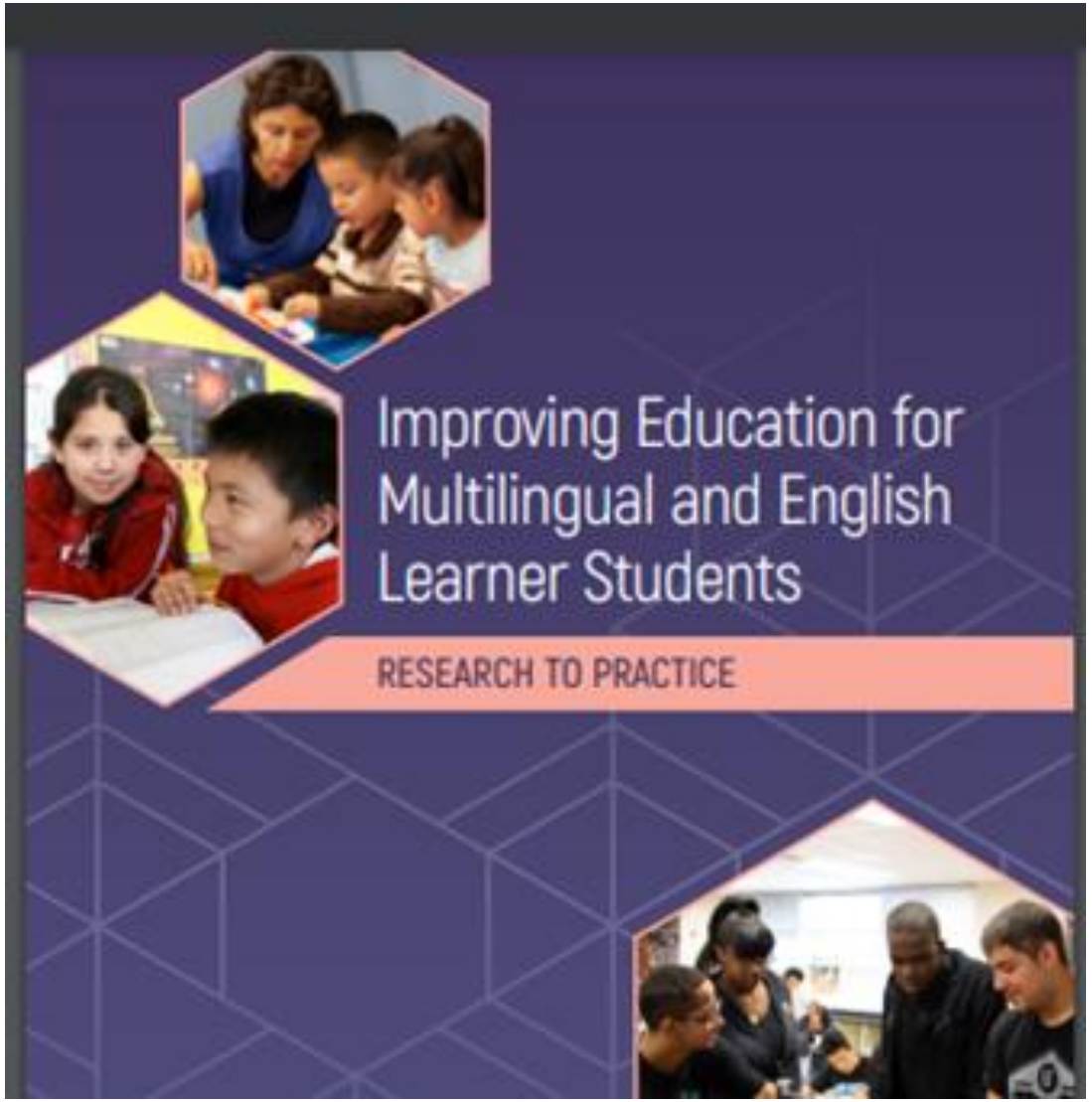
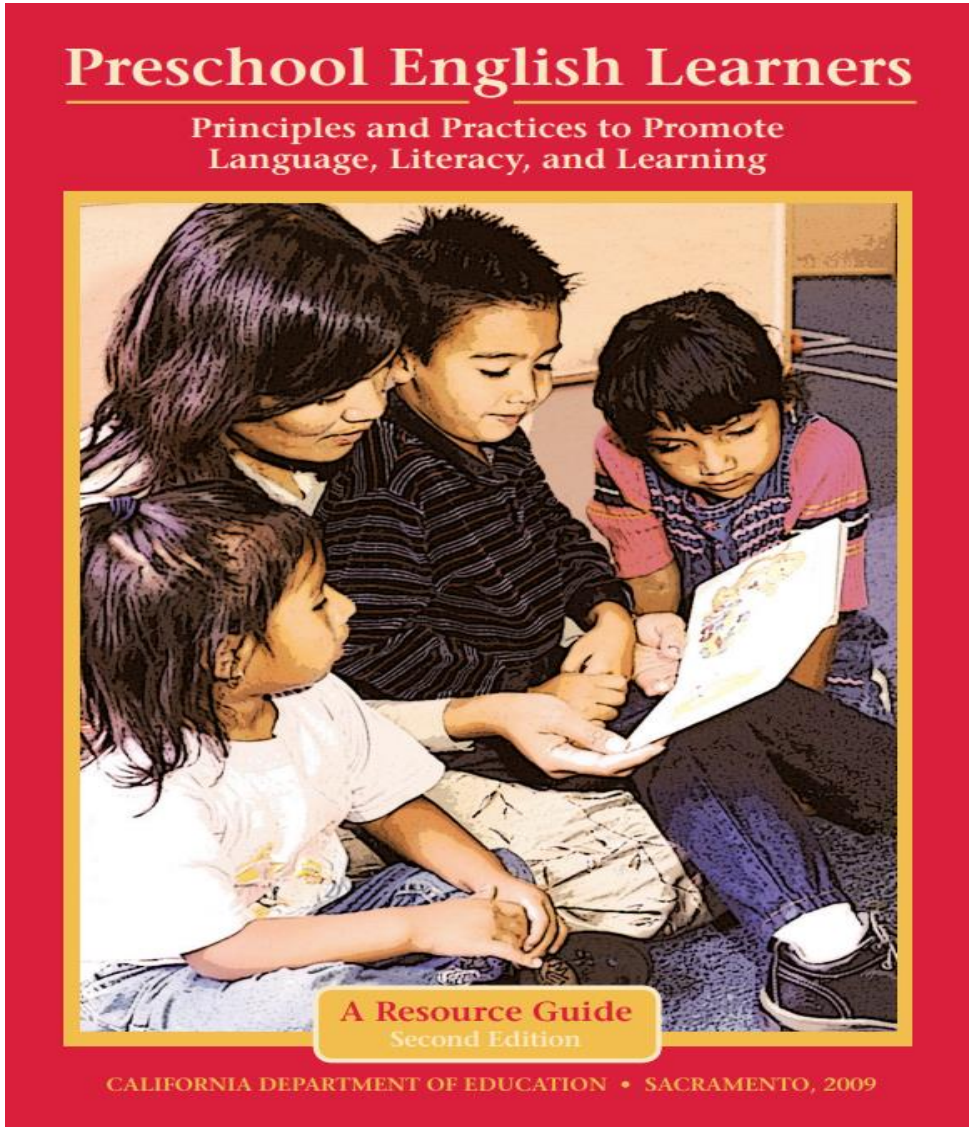
# Dual Language Learners Resources



# Focus Area D: Recommended Planning Questions

- Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.
- Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.
- What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
- Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
- What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?
- What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?
- How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

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# LACOE's Technical Assistance to LEAs

## Focus Area E: District Facilities, Services, and Operations

- Guidance on how to modify an elementary school classroom to serve young children, including but not limited to proximity of bathrooms within or near classrooms and location of parking near drop-off locations
- Guidance to support strategies that ensure TK students have access to meals and LEAs implement age-appropriate meal time practices, including adequate time to eat
- Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children (or to offer extended learning opportunities, including in intersession and summer)
- Utilizing outdoor learning environments

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# LACOE's Capacity Building to support UPK

- Hiring a dedicated staff person to focus on UPK or P-3
- Providing technical assistance or coaching on key issues such as braided and blended funding models, curriculum and instruction best practices
- Facilitating standing capacity building, peer learning, or collaboration meetings
- Integrating the LPC with UPK planning and implementation efforts
- Serving as a liaison between LEAs and early education community partners
- Holding forums for parents
- Partnering with other COEs to increase or share expertise
- Partnering with the local First 5 county commission
- Joining UPK or P-3 webinars offered by the CDE
- Joining trainings or webinars offered by other organizations

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# Focus Area E: Recommended Planning Questions

- What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?
- Describe how the LEA plans to address transportation issues resulting from UPK implementation.
- What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

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