# Universal PreKindergarten Planning and Implementation Guidance, Volume 2

A Resource for Local Educational Agencies, Released on April 22, 2022

California Department of Education

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## Focus Area A: Vision and Coherence

### Guidance on Integrating Universal PreKindergarten within District Local Control Accountability Plans

This section includes key considerations for Universal PreKindergarten (UPK) integration in district Local Control Accountability Plans (LCAPs) and models for integration of the LCAP based on local bright spots.

As local educational agencies (LEAs) implement UPK, it is critical for them to develop an implementation plan that ensures UPK aligns with, compliments, and yields results towards the LEA’s broader goals. It is also critical to ensure the goals of UPK and corresponding plan for implementation are communicated successfully to the community. Integrating UPK into a district’s LCAP is an effective strategy to both center and communicate about UPK efforts.

#### Benefits to Local Control Accountability Plan Integration

UPK integration into LCAPs offers districts several key benefits:

* **UPK is a strategy for addressing and improving student outcomes in state and local priority areas.** Children who attend quality preschool are better prepared for elementary school. Preschool helps children learn how to learn—such as being able to focus attention, stay on task, switch from one learning activity to another, comprehend directions, socialize and cooperate with peers, and learn foundational skills in math and literacy.[[1]](#endnote-1) Furthermore, preschool has long term impacts on school progress, graduation, and future life outcomes. Children who attend high-quality, early education programs have better long-term outcomes, such as a higher likelihood of graduating high school, better health outcomes, increased wealth, and reductions in crime.[[2]](#endnote-2) Additionally, some programs—like the Abecedarian Project and the Chicago Child-Parent Centers—show education and life results including higher graduation rates and fewer placements in special education classes.[[3]](#endnote-3) It is advantageous to incorporate actions and services related to UPK in the LCAP because these actions and services will support children’s development and help foster Preschool through Third Grade (P-3) alignment. PreKindergarten (Pre-K) programs that are intentionally designed and adequately funded to provide developmentally supportive learning experiences can have lasting impacts. Head Start programs, for example, which set a high standard for program quality and often provide at least two years of learning experiences have recently revealed significant long-term and second-generation benefits.[[4]](#endnote-4)
  + - **Integrating UPK into district LCAPs is a way to engage families and center family needs.** To successfully implement UPK, districts must engage the voices of the community to understand family needs and preferences. Engaging families through the LCAP development process also allows the district to answer families’ questions, address concerns, and hear suggestions. Meetings with the community used to discuss and provide input on the LCAP can be used to provide input and feedback on the district’s UPK implementation approach. After UPK is integrated into the LCAP, the LCAP can serve as a tool for demonstrating the LEA’s commitment to UPK to families and communities.
  + **The LCAP is a tool to ensure UPK is systematically integrated into district priorities and to support consistent progress monitoring.** Administrative infrastructure exists to support the advancement and monitoring of the state priorities addressed in the LCAP. Integrating UPK in district LCAPs is one way to clearly signal the importance of UPK and to monitor implementation progress.
  + **Integrating UPK into the district LCAP is a way to foster P-3 alignment.** Integrating UPK into the LCAP is a way to anchor P-3 alignment efforts. To sustain the outcomes of UPK for young children, it is critical that experiences after preschool build upon, and even amplify, children’s early gains through intentional and aligned instruction that meets the needs of individual children in Kindergarten (K) and throughout the elementary school grades. Establishing UPK as the anchor for P-3 alignment efforts allows districts to systematically focus on alignment, shared capacity building, and whole child approaches in the early grades.

#### Key Questions and Considerations to Integrate Universal PreKindergarten in Local Control Accountability Plans

As LEAs implement UPK and the expansion of Transitional Kindergarten (TK), LEAs will be at different levels of readiness and progress towards integrating UPK into their LCAP.

Districts making **initial steps** are those that have spent limited time, if any, considering how to integrate UPK into their LCAPs. In these districts, current district LCAPs do not include any reference to preschool or TK.

Districts where LCAP integration is **in progress** are those districts that made initial steps to integrate preschool or TK in their LCAPs. These districts have either had initial conversations with their constituencies about how to integrate UPK into their LCAPs or have at least one written goal or language around UPK, preschool, or TK in their LCAPs.

Districts that are ready for **full integration** are those that have already begun to integrate UPK into their LCAP and have included UPK in multiple places within their LCAPs.

The information below offers different approaches and considerations for districts based on different levels of readiness. **These considerations are meant to build upon each other as readiness increases; therefore, the considerations for districts with emerging readiness may still be applicable to those districts that are further along in this process.**

For districts taking **initial steps**:

* Identify and define needs for UPK, TK, or P-3 students based on data and input from educational partners (for example, teachers, families, staff, and so on).
* Identify where actions for UPK could be integrated into the goals identified in your LCAP.
* Plan for a multi-year process to integrate UPK in your district’s LCAP. If your district is just starting to meaningfully include UPK, it is helpful to have some approachable entry points. Consider the following specific sections for ideas of where to begin:
  + **Engaging Educational Partners section**: Identify specific early education and extended learning and care partners in this section.
  + **Goals and Actions section**: Identify metrics, desired outcomes and actions for UPK, TK, or P-3 students that can be integrated into your goals to support improved outcomes in the state priority areas.
  + **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section**: Consider how children served in UPK and P-3 are represented in this section, and how funds can be used to support these children.
* Convene district leadership and staff to identify what you want to communicate to your community through inclusion of UPK in your district LCAP.
* Identify what you want to communicate internally within the district about UPK through its inclusion in the LCAP.
* Identify what types of questions you want to ask of families and community partners and what type of information you need to collect.
* Identify one UPK metric or indicator that could be included in your LCAP, or begin planning for future UPK data collection by identifying the data that will provide meaningful measures of progress.

Districts where LCAP integration is **in progress**:

* More deeply assess and define needs for UPK, TK, or P-3 students and expand the types of data and input from educational partners that is used to make this assessment.
* Identify where UPK, preschool, or TK is currently included in your LCAP and where it could be further developed or added.
* Inventory what feedback or engagement you have already received from families and community partners as it pertains to UPK, preschool, or TK and identify gaps in this information.
* Assess what is currently being communicated about UPK, preschool, or TK through your LCAP and identify what else you want to communicate to your community through inclusion of UPK in your LCAP.
* Identify how Local Control Funding Formula funds could fill gaps in UPK implementation.
* Identify UPK metrics or indicators that could be included in your LCAP or establish processes to be able to collect future metrics or indicators.

Districts ready for **full integration**:

* Evaluate the places where UPK, preschool, or TK are already included in you plan and determine if these are the most effective places and if there are other areas of your plan where UPK integration could be enhanced.
* Identify how UPK can be integrated into LCAPs to allow for deeper alignment across the P-3 continuum. Consider social-emotional supports, such as a supportive and welcoming environment, and school safety and connectedness (aligns to priority 6), engagement and importance of attendance (aligns to priority 5), training for parents to better support their students (aligns to priorities 3, 4 and 5), professional development for teachers (aligns to priorities 1, 2 and 4), and adequate facilities that are safe and in good repair (aligns to priority 1).
* Identify, add, or revise UPK metrics or indicators for inclusion in your LCAP.

#### Local Bright Spots for Integrating Early Learning in the Local Control Accountability Plan

While not indicative of the totality of districts who have incorporated early education into their LCAPs, the following are a few examples of how districts have incorporated either Pre-K, TK or some combination of both into their LCAPs.

**Galt Joint Union Elementary School District (GJUESD)** (~~https://gjuesd-ca.schoolloop.com/file/1500178971369/1537514561467/2630217006192336121.pdf~~) [Link no longer available]

GJUESD had two main goals that incorporated TK and Pre-K in their LCAP. Goal 1 was to “develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.” Planned actions to support this goal included: certifying TK through Eighth Grade staff to implement high-quality instruction, reducing the TK through Third Grade class size beyond the 24:1 base, and offering more K through Third grade (K-3) transitional bilingual programs. **For more information about Goal 1 see page 6-16, 77, and 86-87 of the GJUESD LCAP.**

**Paramount Unified School District (PUSD)** (<https://4.files.edl.io/f635/09/14/21/191405-c53bc74a-da3c-47fe-9def-8ba7d4a161c3.pdf>)

Goal 1 in PUSD’s LCAP is to “Provide interventions and enrichment to address students' academic, behavioral and attendance needs to reduce the achievement gap for student groups, increase English proficiency for English Learners and provide differentiated instruction for all students.” The district developed a set of planned actions and services for TK and Pre-K classes, including budgeting for: five TK teachers for classes to supplement the district's original level of implementation, one Early Childhood Education (ECE) Instructional Coach to provide professional development and coaching to TK classes and teachers, one preschool teacher for a full inclusion class with two instructional aides, instructional materials, books, and software for TK and ECE classrooms, and professional development for TK and ECE teachers on effective instruction for young children. **For more information about Goal 1 please see page 7, 9, and 13 of the PUSD LCAP.**

**Folsom Cordova Unified School District (FCUSD)** (<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/627/2019%20FCUSD%20LCAP-English.pdf>)

FCUSD developed one main goal that incorporated TK and Pre-K in their LCAP. Goal 4 was aimed at monitoring student progress and education outcomes for success by using assessment results. To address TK and Pre-K in this goal, the district outlined a variety of services including: maintaining student enrollment in California State Preschool Program (CSPP), First 5 Program, TK, and Parent Education Preschool, increasing parent awareness with curriculum articulation, transitions from grade level to school level, parent education related to K readiness and TK, and maintaining K readiness for high-needs students. **For more information about Goal 4 see page 42 and 92 of the FCUSD LCAP.**

**Monterey Peninsula Unified School (MPUSD)** (<https://drive.google.com/file/d/1eDK-ssPq5Pes5SAituBK1jXQCoS_U91V/view>)

MPUSD’s Goal 2 is aimed at increasing the percentage of Third Grade students who will meet or exceed English language arts standards. The district addressed TK and Pre-K in this goal by developing actions to: provide professional development for TK, having TK teachers at every school site, and having teachers on assignment for literacy and early education. **For more information about Goal 2 please see page 28 of the MPUSD LCAP.**

**ABC Unified School District (ABCUSD)** (<https://4.files.edl.io/5a90/10/14/21/212422-06c7272c-e033-4fc0-b910-937c6c6fb9f2.pdf>)

ABCUSD integrated early learning through one goal in their LCAP. Goal 2 seeks to, “improve preparedness for college and careers, students receive instruction based on State Standards (inclusive of all State Standards) that utilize assessment data to inform differentiated instruction and to guide instruction in 21st Century Learning skills including critical thinking, collaboration, communication, civic responsibility, and use of technology and improves English learners content knowledge, English language proficiency, and reclassification rates, students receive instruction based on English language development standards that will utilize assessment data to inform research-based strategies.” The district intends to provide TK professional learning that is supportive of curriculum implementation, and access to effective teaching strategies to improve the learning opportunities for students of underrepresented groups. **For more information about Goal 2 please see pages 14 and 15 of the ABCUSD LCAP.**

**Anaheim Elementary School District (AESD)** (<https://drive.google.com/file/d/13_F24tOaTLgAZMo45TkUnm024T9NypL1/view>)

AESD’s Goal 1 is aimed at providing the highest quality conditions for learning for all students. The district addressed TK in this goal by developing an action to reduce class sizes for TK pupils. AESD’s Goal 2 addresses the need to increase culturally responsive teaching to improve academic and social-emotional performance for at-risk students. To address TK students, the district planned an action to provide TK support in aligning state assessments and technology-based resources for students. **For more information about Goal 1 and Goal 2 please see pages 16 and 25 of the AESD LCAP.**

### Guidance on Universal PreKindergarten Leadership Structure

School leaders play a huge role in supporting high-quality ECE for young children in their LEA or school. Yet, many elementary school principals and LEA leaders enter their leadership roles without a strong understanding of how to support high-quality, early education programming or advance the professional learning of early learning educators. Furthermore, many LEAs do not have established leadership structures and positions that ensure early education is elevated and integrated within the highest levels of LEA administration. This section includes key considerations for ways to structure LEA positions to best support UPK implementation and a PreKindergarten through third grade (P-3) frame, and how to offer effective and engaging professional learning opportunities, as well as links to relevant research.

#### Positions to Support Universal PreKindergarten Implementation

LEA leadership should review the LEA’s current management structure and consider adding new positions such as a:

* **School site UPK administrator position:** UPK coordinators who serve as the liaison between community partners (CSPP, Head Start, and so on) and support the transition to TK and K services, as well as helping to coordinate any extended learning and care partnerships.
* **Curriculum and instruction division position:** A UPK-specific position to ensure UPK and TK or P-3 curriculum and instruction is well represented, coherent, developmentally-informed, and aligned with K-3 curriculum and instruction within the district.
* **UPK or P-3 cabinet-level administrator position:** A UPK or P-3-specific position to ensure that UPK is consistently included in the vision and direction of the district and aligned and integrated with early elementary administration, including the facilitation of professional learning activities for leadership, described in more detail below.

#### Other Recommendations to Support Universal PreKindergarten and PreKindergarten through Third Grade Leaderships

* **Leverage existing capacity:** Some LEAs have existing administrative early education positions that could be elevated to the cabinet level as part of UPK planning and implementation.
* **Review organizational structures:** There will be a number of positions that already exist within districts and schools that will need to coordinate with, and be involved in, UPK planning and implementation. It will be important for districts to review organizational structures to identify opportunities for cross-divisional collaboration and alignment (for example, TK Coordinator, CSPP Director, Early Learning Coordinator, P-3 Coordinator, First 5 School Readiness Coordinator, Head Start Director, and so on).

#### Offering Professional Learning

LEA leadership should consider the activities below to ensure that effective professional learning opportunities are developed and offered to leadership. Furthermore, county offices of education (COEs) can play an important role in facilitating some of these professional learning opportunities.

* **Conduct a needs assessment:** Before conducting professional learning for leadership, the LEA should conduct surveys on leadership attitudes and knowledge of UPK, TK and P-3, knowledge of child development and early education, and overall capacity to support these efforts.
* **Provide early education-focused professional learning opportunities for elementary principals, site supervisors, and LEA administrators:** Elementary school principals with CSPP or TK classrooms should be provided with professional learning on child development, developmentally-informed practice, play-based learning, early education curriculum and instruction, observational assessments, and appropriate learning environments. Principals and leaders should also be provided with information on, and develop robust knowledge of, UPK community partners and programs.
* **Facilitate UPK observations for district leadership and elementary principals:** Both district leadership and elementary principals need the opportunity to observe high-quality UPK instruction and learning environments. Principals should be encouraged to incorporate observing high-quality UPK classrooms in their professional learning on early education.
* **Offer professional learning opportunities to the school board:** The LEA school board should have ample opportunity to engage in learning sessions on the value of UPK, measures of UPK quality and standards, and knowledge of UPK community partners and programs.
* **Share consistent updates with superintendents and assistant superintendents:** Superintendents and assistant superintendents will be the drivers of UPK in a district. It is important to provide them with regular updates and knowledge of UPK implementation in their district, and professional development on the topics listed above.
* **Leverage the expertise of early education partners:** Rely on the valuable insight of ECE educators and leaders in the district and community to support the professional learning needs of leadership. Significant early education infrastructure exists, such as the California Preschool Instructional Network and Quality Counts California (QCC), that can be leveraged to support leadership development. Community based organizations operating in the district might have resources to leverage as well. Furthermore, COEs can be a key resource for leadership supports and professional learning.
* **Support continuous improvement:** The needs for leadership development and support as it pertains to UPK will evolve over time as LEAs engage in planning and implementation. LEAs should periodically assess the need for professional learning and respond accordingly.

#### Resources to Guide Local Education Agency Leadership in Supporting High-Quality Early Education Programming and Professional Development for Early Educators

| **Roles** | **Resource** | **Description and Overview** |
| --- | --- | --- |
| Principals | For a Principal’s Guide to Early Learning and the Early Grades (Pre-K–3rd Grade) see the link provided by the National P-3 Center at <https://nationalp-3center.org/wp-content/uploads/2021/03/Executive-Summary_NAESP_Pre-K%E2%80%933rd-Grade.pdf>. | The goal of this publication is to provide a structure and a set of competencies that can guide principals in creating and supporting connections between birth to age five and K through twelfth grade (K-12) systems in order to build successful P-3 continuums in their schools.  This body of work provides a tool for principals to not only keep pace with their ever-shifting roles, but to help them support children reach their greatest potential. This guide will also help school leaders identify important areas of focus, fine-tune developmentally-informed leadership practices, and align Pre-K experiences with early elementary grades, thereby providing a coherent and related set of learning experiences for children during the first critical years of schooling. |
| Administrators | For a Framework in Action: Administrator Effectiveness, see the direct link provided by the National P-3 Center at <https://nationalp-3center.org/wp-content/uploads/2019/10/Administrator-Effectiveness_Framework-in-Action.pdf>. | Administrators hold responsibility for creating an organizational culture, setting an inspiring and shared vision among diverse stakeholders, supervising teachers and staff, and supporting key priorities in which to invest both human and financial resources. In K-12, relevant administrators include elementary school principals, school district superintendents and central office staff, and school board members. For ages birth to five, relevant administrators include Head Start and Pre-K directors or program managers, child care or preschool directors, family child care owners, and others who supervise the operation and management of early care and education (ECE) programs.  This body of work provides a framework for Administrators (district superintendents, school principals, ECE directors) to actively create a culture and organizational structures that ensure the quality of P-3 learning. |
| Schools, school districts, ECE programs, and other community partners | For a Framework for Planning, Implementing, and Evaluating P-3 Approaches see the direct link provided by the National P-3 Center at  <https://nationalp-3center.org/wp-content/uploads/2019/10/P-3-Framework.pdf> | This resource provides, at multiple levels, a framework for planning, implementing, and evaluating a P-3 approach. It also provides guidance for developing a leadership team and building administrator effectiveness for P-3 alignment. |

### Supporting Access and Enrollment Equity in Universal PreKindergarten

California is home to a rich diversity of cultures, races, ethnicities, and languages. Over half of the children under five years of age in the state are Hispanic, followed by non-Hispanic White (26 percent), Asian (11 percent), and Black (5 percent). About six out of every ten children are dual language learners (DLLs). Due to this diversity, supporting access and enrollment equity is important in the implementation and ultimate success of Universal PreKindergarten (UPK).

In California’s state subsidized child care programs, Hispanic children are well represented, making up 60 percent of enrollment in these programs—with the highest representation in the California State Preschool Program (CSPP) (over 70 percent). Other ethnic and racial groups are less represented, and children of different racial and ethnic groups appear to access different levels of quality.

California can learn from the experience of other UPK implementers. For example, Chicago Public Schools determined that fewer black families from the community enrolled in their preschool programs and, therefore, made specific policy changes to address equity. Chicago Public Schools made two specific policy changes focused on increasing access to full-day PreKindergarten (Pre-K) for high-priority student groups. First, they increased the overall number of full-day Pre-K classrooms at school sites. Second, they placed those full-day Pre-K classrooms in neighborhoods with a large proportion of age-eligible children from specific focus populations. A recent analysis of the policy change’s impact showed that for most student groups, the Pre-K policy changes were related to more favorable early elementary math test scores and academic grades and that for Black students and students in the lowest-income group, the Pre-K policy changes were also associated with higher reading assessment results in second grade.[[5]](#endnote-5) As UPK moves forward, additional analysis would be fruitful to determine where higher-quality programs are located and other metrics, such as full- versus part-day offerings, to ensure parents are truly able to exercise full choice of options when enrolling their children.

Research by American Institutes for Research found that in California Transitional Kindergarten (TK) programs, access to TK had a profound impact, specifically on English language learners and their language skills and low-income children and their developing math skills at Kindergarten (K) entry. Ensuring access to TK for these groups of children may be particularly beneficial.

Nationally, there is robust research to support the importance of access to high-quality Pre-K programs on the school readiness skills of children experiencing poverty, DLLs, children with disabilities, and racially-marginalized children. For example, both the Head Start Impact Study and the Boston Public Schools Pre-K Program found greater impacts for Hispanic children, children with disabilities, and DLLs on their K math, literacy, language, social-emotional and executive functioning skills.

Each community in California has its own unique demographic makeup and unique needs. It is critical for local education agency (LEA) leaders to develop targeted outreach and enrollment plans that reflect the unique needs of the community and actively seek to enroll children and families who will most benefit from a preschool experience. The guidance below will help inform more effective outreach and enrollment.

* **Identify local needs:** You know your community best and know the needs of families and students. Each community has different needs. The outreach and enrollment plan should be developed to address the unique needs within the community. LEAs can learn more about the needs by reviewing district data on K readiness (if available), achievement, English language learners, race data of preschool-aged children in the community, availability of quality child care, poverty, birth rates by zip code, families’ access—or lack thereof—to transportation, and other factors. These data points can help identify neighborhoods of highest need and where preschool may have the greatest impact. Once the data points have been established, it is important to have documentation in the home language for families to fully understand the program and the parental and educational rights.
* **Tailor messages to speak to family hopes and concerns:** UPK provides new promise and opportunity for young children and their families, but it may be an unfamiliar program for many. Learning more about the hopes and concerns of families in your community related to UPK will help inform a successful outreach and enrollment strategy. The best way to tailor messages is to talk with families and community leaders about the barriers that may impede enrollment. This can be done through focus groups, working with local leaders, connecting with community organizations including religious institutions (as places of worship involvement is important to many racial and cultural groups), and communicating with families.

There may be a lack of awareness of programs and available slots, or there may be other barriers that need to be addressed including, but not limited to, worries that UPK services cost money, lack of understanding about the benefits of UPK, concerns about going into the school system early—particularly if the family had poor experiences with school themselves or have faced racial mistreatment, microaggressions or injustices in school system—transportation challenges to get to and from UPK programs, hours of UPK programming not aligning with work schedules or other children’s school schedules, and concerns about how UPK enrollment may impact family eligibility for childcare subsidies. Understanding the mix of unique concerns that are prevalent in your community will help tailor outreach materials and messaging to address these concerns and successfully reach and enroll families.

* **Develop a proactive outreach and enrollment plan:** Using the tailored messages and the channels that schools and partners already have, LEAs can effectively spread the word regarding UPK opportunities to the children and families that will benefit most. It is important that the outreach strategies are in the preferred languages of families and focus on the availability and benefits of UPK programming. LEAs can publicize their tailored messages through media such as social media, radio, and public television stations for little or no cost. They can also use more grassroots mechanisms such as advertisements in community organizations (including religious institutions), newsletters, flyers at grocery stores, laundromats, hair and nail salons, gyms, parks, community centers, and other locations frequented by families, as well as through employers and through community partners.
* **Build community partnerships:** Many LEAs and schools already have strong and trusting relationships with families and know families with younger siblings who may benefit from UPK. Expanding the circle of partners who can help identify potential UPK participants and encourage families to enroll can help districts increase their equity focus and reach families who might not otherwise participate, or who do not yet trust the school system to treat their families with respect. It is important to build that trust with these families to show that all parties genuinely care about the success of their young children. Working with trusted members of the community with whom families already interact can be more impactful and effective in encouraging UPK participation. These partners may include faith leaders, libraries, social service agencies, local First 5 programs, Individuals with Disabilities Act Part B and Part C providers, home visitation programs serving infants and toddlers for families with UPK-age siblings, homeless shelters, case managers, Child Care Resource and Referral Agencies (R&Rs), and health providers including federally qualified health clinics. Connecting with local cultural leaders can benefit the program in multiple ways; they can help programs build their cultural competency, find native speakers who may be able to help translate and can be another avenue to encourage enrollment, especially when those leaders see that there is a concentrated effort to welcome their culture. All of these partners have relationships with families with young children and can both help identify families who may want to enroll in UPK as well as serve as trusted messengers to encourage this enrollment. The unique mix of trusted messengers in the local community will vary.
* **Partner with local early learning and care (ELC) leaders:** CSPP, Head Start programs, and other extended learning and care programs including centers, family child care homes, and family child care networks, all work and interact with families of young children on a regular basis. They can be helpful partners to encourage families to enroll in UPK. One barrier to these partnerships may be concern by the providers regarding parents disenrolling their children from their programs and, therefore, the revenue that is critical to their operations. However, some of these concerns can be mitigated by working with these providers to extend care to provide nine hours of care as part of the Expanded Learning Opportunity Program (ELO-P) as well as programs taking advantage of opportunities to enroll younger children, as California significantly lacks availability of licensed care.
* **Make sure there are strategies to ensure enrollment:** Beyond just sharing the benefits and availability of UPK, it is critical to provide enrollment support to build a successful UPK program. This enrollment support can include publicizing open enrollment days, offering enrollment dates and timelines that support working parents, seeking ways to engage community partners and early learning and care programs in helping with the enrollment, providing enrollment specialists at community locations, and other strategies. Outreach and enrollment need to be coordinated with key dates, such as before the beginning of the school year, but can also be ongoing activities as space in the UPK program allows.

## Focus Areas B: Universal PreKindergarten Community Engagement and Partnerships

### California State Preschool Program - Information for Parents

The California State Preschool Program (CSPP) is the largest state-funded preschool program in the nation. Children are eligible for the CSPP if their families qualify based on income, community eligibility, or a few other criteria.

The program offers both part-day and full-day services that provide a core class curriculum that is developmentally, culturally, and linguistically appropriate for children. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through local educational agencies (LEAs) such as school districts, colleges, community-action agencies, and private nonprofit agencies and monitored by the California Department of Education (CDE).

#### Benefits of the California State Preschool Program:

* Amongst the lowest staff-to-child ratios of all preschool programs in California
* Teachers specially trained and permitted to teach preschool-aged children
* Comprehensive assessments of children’s growth and development
* A child-centered and developmentally-appropriate education approach
* High-quality program delivery standards, monitored by the CDE
* Both part-day and part-year, and full-day and full-year options

#### ii. Parents can locate California State Preschool Program preschools by:

* Reaching out to their local school district to see if they offer CSPP
* Calling their local Resource and Referral Center to request a CSPP near their home
* Getting a recommendation from another parent
* Calling their local Community Care Licensing Agency operated by the county social service agency who can search for CSPP
* Searching the preschool program’s website or social media
* Reaching out to agencies like First 5 county commissions and Quality Counts California local consortia who may be able to provide direct links to CSPP that can be classified by county, city, quality tier rating, or funding source

### Head Start - Information for Parents

Information in this section was drawn directly from the Discover What Head Start Offers site at <https://eclkc.ohs.acf.hhs.gov/publication/discover-what-head-start-offers>.

Head Start prepares America's most vulnerable young children to succeed in school and in life. To achieve this, Head Start programs deliver services to children and families in core areas of early learning, health, and family well-being. They also engage parents as partners every step of the way. Learn more about these services and how to apply.

#### Birth to 5

##### Head Start:

* Supports learning through play, creative expression, and guided activities. We build strong relationships as the foundation of early learning.
* Promotes language and literacy development, early math and science concepts, and positive attitudes toward learning.

##### Health and Wellness

* Promotes physical development both indoors and outdoors. We serve breakfast and lunch, as well as healthy snacks.
* Provides medical, dental, hearing, vision, and behavioral screening.

##### Social Services

* Helps families find assistance in challenging times.
* Helps families identify and reach goals around employment, training, and parenting.

##### Disability Services

* Builds on children's strengths and individualizes experiences to meet their needs.
* Collaborates with community agencies when further assessment is needed.

#### How to Apply

Find a center near you by visiting the Head Start Center locator at the following website: <https://eclkc.ohs.acf.hhs.gov/center-locator>.

1. Contact the center.
2. Follow that center's instruction to apply.
3. Call 1-866-763-6481 with any questions.

### Guidance on County Office of Education Support for Universal PreKindergarten Planning and Implementation

This section of guidance provides guiding principles, first steps, and other considerations and strategies for county office of education (COE) support for Universal PreKindergarten (UPK) planning and implementation.

#### Guiding Principles

| **Guiding Principle** | **Key Ideas** |
| --- | --- |
| Lead with a **focus on equity** on behalf of children, families, and programs serving young children. | Promote UPK as a catalyst for equity and uphold a focus on meeting child and family needs, ensuring equity in access, and closing opportunity gaps. |
| Approach UPK planning and implementation with a **learning mindset**. | Be perpetual learners and take action to develop internal capacity to support local educational agencies (LEAs). The California Department of Education (CDE) recommends that COEs familiarize themselves with all CDE-released UPK planning and implementation materials, such as the LEA Template and waves of UPK Guidance, along with resources and training opportunities provided by partners. This should include a concentrated focus on learning from the assets and experiences of the early learning and care (ELC) system. |
| **Connect** partners and implementers **to promote coherence** and integration of early childhood and Transitional Kindergarten (TK) through Twelfth Grade (TK-12) systems. | Foster a collaborative mindset and act as a conduit to other local partners and interest groups with whom LEAs can partner to implement responsive UPK systems. COEs are encouraged to serve as conveners to bring together districts, charter schools, early learning programs and extended learning partners to support countywide planning and capacity building. This includes supporting relationship building, providing networking opportunities, and expanding opportunities for countywide partnerships. |
| Approach UPK planning and implementation as an **informer and capacity builder** at all levels. | Play a core role in building capacity through the development and dissemination of resources, tools, materials, training, and so on. COEs also play a role in facilitating shared learning and ongoing continuous improvement. This is true across all levels of implementation, including a concentrated focus on leadership support and development within LEAs and at school sites. The CDE encourages COEs to both differentiate supports based on the needs of different LEAs and leverage local structures (for example, tables at which LEAs are already convened and supports through the Local Control Accountability Plan [LCAP] review processes). |
| **Respect and leverage** the knowledge and expertise of the ELC and expanded learning communities. | Acknowledge and respect the training and experience of the ELC and expanded learning workforce and its leadership within each community, and work to foster collaboration towards implementing safe, high-quality, inclusive learning environments and opportunities that are responsive to the needs of children, families, and communities. Individuals in the ELC and expanded learning communities can be assets towards the development of a developmentally-informed approach and can help uplift the value and impact of play on child development and early grades. |

#### Recommended Steps, Strategies, and Considerations for County Office of Education Universal PreKindergarten Planning and Implementation Support

UPK implementation and PreKindergarten through Third Grade (P-3) alignment will take time and necessitates coherences. COEs are urged to keep the goal of bridging the ELC and LEA systems to support all children and families through high-quality, ELC at the forefront.

The California Department of Education (CDE) believes the following strategies and considerations are foundational to launching effective COE support for LEA UPK planning and implementation support:

* Identify the COE team that will be involved in UPK planning and implementation support.
  + Identify which departments need to be involved and who will be responsible for overall UPK coordination at the COE.
  + Ensure that staffing supports alignment and opportunities to leverage existing structures (for example, include Expanded Learning Opportunities Program [ELO-P] leaders to ensure calibration of program technicalities and include LCAP review leaders to leverage that opportunity to integrate UPK).
* Assess internal COE capacity to provide technical assistance (TA), training, and guidance on key components of UPK.
  + Build an understanding about the state’s UPK vision and requirements
  + Designate appropriate level staff time to provide effective and differentiated TA and support to LEAs.
  + Hire or shift resources to ensure that the COE has an expert (or someone who is gaining expertise) on UPK programs.
  + Define UPK for LEAs, answer some common frequently asked questions, explain the UPK Plan requirements, and provide support at the intersection between TK and ELO-P.
  + Assess the COE’s ability to provide charter school assistance.
  + Ensure that individuals reviewing and approving LCAPs are knowledgeable about UPK and how it could be included in the LCAP.
  + Examine ways to integrate UPK trainings and TA in other COE early learning initiatives to ensure sustainable practices.
  + Assist in developing a "UPK planning team" with a diverse, knowledgeable, cross-disciplinary team within each LEA.
* Conduct outreach and analysis to understand the UPK needs and interests of LEAs and support the launch of UPK planning.
  + Conduct a survey or otherwise collect and analyze data to inform support for LEAs.
  + Conduct asset mapping of community resources and partners near LEAs.
  + Conduct focus groups or interviews with LEA leaders to determine strengths, needs, readiness, and so on.
  + Inventory professional learning and TA needs.
  + Consider the different needs of different types of LEAs (small, rural, charters, and so on).
  + Establish processes to confirm that every LEA has the information they need to complete their plan and implement UPK. This could include requiring a contact or designee from each LEA so that the COE can confirm that all LEAs are informed and actively planning.
* Establish a family-driven approach to UPK planning.
  + Work with LEAs to identify the needs of families in their community (for example, nine hours of care, food assistance, and so on), and help LEAs identify funding and partnerships to meet these needs.
  + Help LEAs clearly define and articulate options that are available for extended learning and care beyond TK.
  + Identify and tailor materials to communicate about options for UPK.
  + Focus on supporting LEAs to implement developmentally appropriate teaching and learning that is culturally and linguistically responsive and inclusive.
  + Provide communications materials to help families understand options.
  + Support collaboration with county social services, health, and welfare departments to serve the whole family.
* Facilitate connections between LEAs and other partners in support of UPK planning and implementation.
  + Connect LEAs with educational partners that can inform planning and support implementation including, but not limited to, Local Child Care Planning Councils (LPCs), Resource and Referral agencies (R&Rs), Special Education Local Planning Areas, institutes of higher education, First 5 county commissions, and so on.
  + Connect LEAs with early and expanded learning program partners such as Head Start providers, California State Preschool Programs (CSPPs), other extended learning and care providers in proximity to the LEA to identify options for early and expanded learning opportunities that meet family needs.
  + Support collaboration between UPK and ELO-P partners to work together to define a cohesive and comprehensive plan at both the COE and the LEA.
  + Develop messaging for different audiences on the benefits and considerations of how UPK may impact existing delivery of ECE.
* Support P-3 workforce and leadership development.
  + Provide ongoing leadership support to build school site capacity for effective UPK implementation beyond the first year.
  + Assess the needs of leaders (principals and central office staff), and provide professional learning opportunities such as Principal Early Learning Academies. If the COE operates an Administrative Credentialing program, consider adding or modifying modules to address administration and support of early and expanded learning programs.
  + Work with LEAs to determine workforce needs and determine what systems are already in place to build upon.
  + Consider the existing workforce programs and partnerships operated by the COE and whether the COE has the capacity and interest in leading a consortium that ensures LEA staff obtain the required unit-based coursework and credentials.
* Establish structures to provide differentiated and individualized TA to LEAs.
  + Provide quick reference materials (including visuals and short videos) that clearly define and articulate options that are available for families beyond instructional time for four-year-old children (CSPP, private, or ELO-P) and share promising practices for how to braid or blend funding.
  + Assist LEAs in understanding CDE-released guidance.
  + Offer local information sessions and individualized assistance to LEA leads.
  + Offer one-on-one TA sessions or office hours with LEAs on UPK, TK, CSPP, and ELO-P.
    - Ask LEAs to bring a team to the meeting, as well as representatives from extended learning and care providers.
    - Review requirements and plans.
    - Leverage LCAP support teams.
* Maintain a long-term focus on a P-3 vision, and facilitate deeper understanding and assessment of P-3 alignment.
  + Support LEAs to implement a whole child approach and assess the P-3 continuum to think about developmental appropriateness across that span.
  + Facilitate professional development across ECE and LEA programs to encourage greater collaboration, planning, and alignment.
  + Create spaces or forums that bring together LEA and non-LEA early learning and child care teachers for the purpose of curriculum alignment, lesson planning, and easing transitions for students.

### Partner Deep Dives

#### Local Child Care Planning Councils

In 1997, the California legislature established Local Childcare Planning Councils (LPCs) in each county with the intent of bringing together early care and education agencies, parents, and stakeholders to identify local child care needs and priorities, and to support the overall coordination of child care services. LPCs support the overall coordination of child care services in each of California’s 58 counties. The LPCs are mandated to conduct assessments of county child care needs and to prepare plans to address identified needs. These assessments must contain information on the supply and demand for child care, including the need for both subsidized and unsubsidized care. As of July 2021, LPCs are overseen by the California Department of Social Services (CDSS).

LPCs can help local educational agencies (LEAs) with Universal PreKindergarten (UPK) Planning and Implementation by offering insight on the demographics and needs of families with young children. LPCs may also be able to provide information about the existing early education workforce within a county, such as qualitative information on the status of the ECE workforce or quantitative data, as reported through the Quality Counts California (QCC) Fiscal Reporting Portal. The California Department of Education (CDE) encourages LEAs to meet with their LPC to leverage their expertise of the early childhood community.

#### Resource and Referral Agencies

State-level Resource and Referral agencies (R&R) service data is compiled annually for all child care and development programs administered by the Early Education Division and the CDSS as required by *Welfare and Institutions Code* sections 10217 and 10224.5 and the *California Code of Regulations* (*CRC*), Title 5, sections 18240–18248. R&R programs are required to provide information on the availability of child care services in local communities, and to collect statistical data regarding child care and development services.

R&Rs provide information to all parents and the community about the availability of child care, preschool, and school-age programs in their area and create connections to community resources. They gather and provide quantitative and qualitative data on demand, supply, and child care issues facing providers and families by reaching out to programs on a monthly basis. R&Rs also provide training and assistance to potential providers to become licensed. There are R&Rs in all 58 California counties. As of June 30, 2022, R&Rs are overseen by the CDSS.

R&Rs can assist with UPK planning and implementation by helping LEAs to understand the local landscape of ELC providers as well as the demographics and needs of families with young children. R&Rs help families understand the different options they have to best meet the needs of their children. LEAs are encouraged to connect with their community’s R&R agency to assist in the co-creation of UPK programing and to help ensure families are well-informed when accessing a UPK program that best meets their needs.

#### Quality Counts California

QCC is a statewide effort of locally-implemented quality improvement systems (QIS) to strengthen California’s early learning and care (ELC) system to support young children and their families access high-quality programs. At the state level, the CDE partners with First 5 California and the CDSS to oversee the QCC and local QCC consortia. The CDE provides $50 million to support the CSPP Quality Rating Improvement System (QRIS) Block Grant activities in over 2,660 CSPP programs. Local QCC consortia, made up of single counties or multi-county regional partnerships, work to improve the quality of ELC throughout the mixed-delivery system.

Two significant elements of the QCC are the state’s QIS and also a voluntary rating component, or the QRIS. The QRIS includes quality standards, a process for supporting quality improvement, incentives, a process for monitoring standards, and dissemination of information to parents and the public about program quality. Within the QRIS is a five-tier matrix that awards points on the quality of various elements such as staffing ratios and teacher qualifications, child-teacher interactions and instructional strategies, implementation of child assessments, environment, and other program aspects. Tier 1 is equivalent to meeting minimum licensing health and safety standards, whereas Tier 3 is roughly equivalent to the program requirements for CSPP. Programs can have elements at different tier levels, giving them the flexibility and choice to pursue the quality elements that are obtainable as they move along the path of continuous quality improvement. Rated programs receive customized incentives and supports for continuous quality improvement based on their rating.

To obtain a QRIS rating, programs must be rated by an external assessor trained on various assessment tools to conduct a valid and reliable rating. Additionally, county or regional consortia staff review documentation to validate matrix elements not requiring an assessment. Rated CSPP programs can receive a local site block grant to help improve the quality of their programs, including accessing more resources and training.

In 2014–15, Senate Bill 858 (Chapter 32, Statutes of 2014) authorized $50 million of Proposition 98 funds for a QRIS Block Grant, to be administered by local consortia to CSPP programs, for the support of local early learning QRIS that increase the number of low-income children in high-quality state preschool programs that prepare those children for success in school and life. California *Education Code* (*EC*) Section 8203.1 (b)(1) states:

For purposes of this section, “early learning quality rating and improvement system” or “QRIS” is defined as a locally determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards for each tier that provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality, monitors and evaluates the impacts on child outcomes, and disseminates information to parents and the public about program quality.

In addition, QCC creates connections between early education programs to resources for quality improvement like coaches, trainers, higher education faculty, and tools and guidance. While a rating is not required for quality improvement resources and supports, the data can help target resources to where they will make the greatest impact and help capture progress in improvement. QCC helps communicate the importance of key quality elements, like strengthening family engagement and fostering supportive teacher-child interactions, to parents, educators, and policymakers.

To support UPK planning and implementation, LEAs can work with the local QCCs to learn about the local training and professional development opportunities in the area for staff to support quality learning in UPK classrooms. With the participation in QCC, LEAs will have access to the Early Learning Administrators Leadership Academy, which is a cohort of professionals that connect over several months with the goal of strengthening leadership, management and relationship-building skills. The local QCC can provide technical assistance, coaching and mentoring for early childhood topics such as child development and school readiness, teachers and training, and improving the program and environment. To ensure all elements of the QCC system are being met, LEA administrators might find it easier to designate an in-house liaison to connect with the QCC.

### Supporting Universal PreKindergarten through Community Schools

The California Community Schools Partnership Program (CCSPP) defines a community school as “any school serving pre-Kindergarten through high school students using a ‘whole child’ approach, with ‘an integrated focus on academics, health and social services, youth and community development, and community engagement.’” Community schools partner with teachers, students and families, community agencies, and local government to align community resources behind improving student outcomes.

In July 2021, California passed legislation investing nearly $3 billion into community schools through a collection of four funding opportunities under the CCSPP. These investments can be leveraged to support Universal PreKindergarten (UPK) implementation and coordinate all the services and partnerships associated with supporting student success. The community schools’ framework is a whole-child, whole-family, whole-school strategy for advancing equity and improving student outcomes through intentional and relevant community supports and services.

California has a unique opportunity to expand and establish new community schools that seamlessly integrate UPK. Relationship-centered strategies, like community schools, elevate important core principles of high-quality UPK. These principles are also relevant across the PreKindergarten through Third grade (P-3) continuum and beyond. These principles are:

* All children can learn;
* Their learning is varied;
* They are active and multimodal meaning makers;
* They have diverse, fluid, and flexible language practices;
* Their sociocultural contexts are assets and valuable resources for learning;
* They are critical thinkers and inquirers; and
* They learn best when they are in caring and reciprocal relationships.

Healing-centered community schools that support the needs of early learners and their families prioritize meaningful and sustainable family engagement in decision-making, curricular alignment for early childhood and K-12 education, and partnerships with trusted community-based organizations (CBOs) and child care centers and homes.

#### CCSPP Guiding Framework

California community schools are guided by coordinated pillars, proven practices, cornerstone commitments, and key conditions for learning. The four pillars reflect common features of community school strategies, though it is important to recognize that implementation is developmental and iterative:

1. **Integrated student supports** that encompass out-of-school needs. A staff position is dedicated to coordinating support programs that address learning barriers. High-performing community schools should *not* simply provide “wrap-around” programs and services, but instead align and integrate student support resources into school functions and community engagement. These supports include addressing food security, behavioral and physical health, and other basic needs for students and their families.
2. **Expanded and enriched learning time and opportunities** help level the playing field by providing children and their families with additional academic instruction and personalized support. Before- and after-school, weekend, and summer programs expand access to enrichment activities that advance academic learning and personal development.
3. **Active family and community engagement** result in schools functioning as community hubs. Promoting dialogue between families, administration, and teachers helps increase families’ involvement in their children’s education and related decision-making. The community at-large can also connect to services and resources through the school site, including adult educational opportunities.
4. **Collaborative leadership and practices** as a means of shared decision-making. This approach supports families, students, educators, administrators, staff, and community partners in creating a culture of collective trust and responsibility for advancing goals through site-based leadership teams, professional learning communities for educators, and deeper student and family involvement.

The related proven practices, cornerstone commitments and key conditions for learning are defined by CCSPP in the grant application materials and can be found at <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>.

#### Opportunities and Alignment with Universal PreKindergarten Implementation

Community school strategies can strengthen, support, and align with UPK implementation efforts. The priorities of the community schools’ framework and potential funding sources may overlap with the priorities and goals of emerging UPK plans. Community schools’ funding can be leveraged to:

* Hire a community school (community engagement) director that can coordinate resources and better leverage UPK partnership opportunities at the site-level, and strengthen connections between PreKindergarten (Pre-K) and K-12 priorities and programs.
* Pay for staff and dedicated time for strategic planning and implementation around engagement, data, program design, and continuous improvement.
* Partner with early and expanded learning providers to support the provision of nine hours, or more, of care for families.
* Partner with appropriate experts (co-located at, or in partnerships with, the community school) to provide developmental screenings and link students and families with necessary resources early on in the child’s education.
* Work with community partners to provide early literacy, child development, parenting workshops, and other adult education opportunities to families.
* Provide shared professional development opportunities for early childhood educators, community partners, and elementary educators.

#### Funding Available to Support Community Schools

##### California Community Schools Partnership Program

This program includes four funding opportunities to distribute a total of $2,836,660,000 (one-time funding) between the 21–22 and 27–28 program years. More details can be found in the California *Education Code* 8902[[6]](#endnote-6) and the CCSPP site.[[7]](#endnote-7)

| **Grant Type** | **Funding** | **Eligibility & Requirements** |
| --- | --- | --- |
| Planning[[8]](#endnote-8) | At least 10% of funding for the 2021–22 and 2022–23 program years. Grants are up to $200,000 per qualifying entity. | For LEAs with no community schools. Matching requirement of one-third. |
| Implementation[[9]](#endnote-9) | Up to 70% of funding for the 2021–22 through 2027–28 program years. Grants are up to $500,000 per year, per school site based on enrollment and pupil need. | For new, expanded, or continuing community schools. Matching requirement of one-third. |
| Coordination[[10]](#endnote-10) | At least 20% of funding for the 2024–25 through 2027–28 program years of up to $100,000 per year, per community school. | Matching requirement of one-to-one. |
| Regional Technical Assistance Centers (TACs)[[11]](#endnote-11) | Up to $141,833,000. The grant awards are up to $2,000,000 annually and can be renewed. | LEAs interested in providing TA to CCSPP grant recipients. |

##### Additional Funding Opportunities that are Utilized in Support of Community School Implementation Efforts

* ***UPK Planning and Implementation Program:*** UPK planning and implementation resources can also be used to identify early learning providers and programs that can provide extended learning and care opportunities; support the development, recruitment, and retention of UPK educators; and conduct planning related to UPK at community schools. For funding results, see: <https://www.cde.ca.gov/fg/fo/r2/upkpi2122result.asp>.
* ***Expanded Learning Opportunities Program (ELO-P):*** Building off of UPK planning and implementation provider partnerships, LEAs may be able to better plan for ELO-P and pilot approaches. Similar to CCSPP, ELO-P prioritizes services for unduplicated pupils, offering an opportunity to link together corresponding planning and resource-sharing efforts. The ELO-P is also inclusive of Transitional Kindergarten (TK) and could be used to provide expanded learning for TK students in partnership with early care and education providers serving four-year-old children. For more information, visit <https://www.cde.ca.gov/ls/ex/elopinfo.asp>.
* ***California Preschool, TK, and Full-Day Kindergarten (K) Facilities Grant Program:*** This program presents a construction funding opportunity for LEAs that currently lack the facilities to appropriately provide preschool, TK, or full-day K. There will be two funding rounds for this program, April 2022 and April 2023. For additional information, visit <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding.>
* ***California Department of Social Services: Child Care and Development Infrastructure Grant Program:*** This investment in child care infrastructure is intended to support renovation and repairs for existing child care facilities—this could include modernizing and retrofitting, and the construction of new, shovel-ready child care facilities that could be located at community schools. For information on this program, see <https://www.cdss.ca.gov/inforesources/child-care-and-development/infrastructure-grant-program/minor-renovation-and-repairs>.
* ***Commission on Teacher Credentialing: Teacher Residency Grant Program:*** The Teacher Residency Grant Program provides funding through competitive grants that support partnerships between LEAs and Commission-approved teacher preparation programs at accredited institutions of higher education with the goal of expanding, strengthening, improving access to, or creating teacher residency programs. This could be used to support teacher development at community schools. More information can be found at <https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>.
* ***California General Child Care Expansion:*** This funding is for providing direct child care and development services to children up to age 13, and presents an opportunity for LEAs and non-LEAs to link and align resources to support extended learning and care at community schools. Requests for applications can be found at ~~https://www.cde.ca.gov/fg/fo/r2/cctr19rfa.asp~~ [Link no longer available].

#### Community Schools Resources

| **Resource** | **About** | **Link** |
| --- | --- | --- |
| National Center for Community Schools | Offers resources on community school development and implementation, including a guide for building community schools. | Visit the National Center for Community Schools website at <https://www.nccs.org/#publications>. |
| Community Schools Playbook | A community schools strategies guide by the Partnership for the Future of Learning. | The Community Schools Playbook can be found at <https://communityschools.futureforlearning.org/>. |
| Community Schools as an Effective School Improvement Strategy: A Review of the Evidence | A report published by the National Education Policy Center and Learning Policy Institute. | For this report, visit the Learning Policy Institute website at <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>. |
| CA Community Schools Learning Exchange | Technical assistance and resource hub for California community school strategies. | For resources from the CA Community School Learning Exchange visit <https://www.cslx.org/>. |

## Focus Areas C: Universal PreKindergarten Workforce Recruitment and Professional Learning

### Universal PreKindergarten Workforce Requirements

Universal PreKindergarten (UPK) consists of Universal Transitional Kindergarten (UTK) as well as other early learning and care (ELC) programs and services that families can choose from to meet their needs and simultaneously ensure rich early learning opportunities for all three- and four-year-old children during the year or two years prior to Kindergarten (K).

Importantly, UTK is a component of UPK, but not the only component. Families with four-year-old children have the choice to enroll their four-year-old child in TK or, if eligible, to enroll their child in the California State Preschool Program (CSPP), Head Start, or other subsidized child care. Parents may also choose to enroll their child in preschool learning experiences operated by community-based organizations (CBOs) (including family child care) and private-pay preschools.

Both UPK and TK are optional, but TK is the only option that will be universally available free of cost for all four-year-old children as part of California’s public education system.

#### California Commission on Teacher Credentialing-issued Credentials and Permits

The California Commission on Teacher Credentialing (CTC) is the agency that issues credentials for the Transitional Kindergarten through Twelfth Grade (TK-12) teacher workforce and Child Development Permits for the early educators.

In California, as in many states, preparation requirements for educators of children birth through age five vary (see the California Department of Educations [CDE’s] guidance on Early Learning and Care Programs, Program Standards, and Staffing Ratios on California Educators Together: <https://www.caeducatorstogether.org/resources/113767/early-learning-and-care-programs-program-standards-and-staffing-ratios>).

Many birth through age five early educators in the state—including those who teach in child care centers or preschools operating a direct contract child care program with the CDSS or the CSPP with the CDE—are required to hold a California Child Development Permit. CSPP teacher and staff qualifications are included in the table below.

The permit system has six levels to align with the different job types and responsibilities for working with very young children, and within those levels there are multiple options for meeting permit requirements. Permit levels below the teacher level do not require a degree. Permit levels at the teacher and higher levels require a minimum of 24 units of Early Childhood Education (ECE) or Child Development plus 16 general education units and can include an associate or bachelor’s degree, although the degree is not mandatory at the teacher level. Site supervisors must have an associate degree, at minimum, and program directors must have a baccalaureate degree or a Teaching or Administrative Services Credential.

Transitional Kindergarten (TK) teachers must hold a California Multiple Subject Teaching Credential, which may be earned through a variety of teacher preparation program routes, all of which except for one are at the post-baccalaureate level.

Special education TK or preschool teachers that work in school districts, county offices of education (COEs), or charters require an Education Specialist Instruction Credential.

#### Transitional Kindergarten Staffing Qualifications

TK is part of the TK-12 public school system and is the first year of a two-year K program that uses a modified age and developmentally appropriate K curriculum. TK must be taught by an educator who holds one of the following full, provisional or limited term credentials:

* Multiple Subject Credential
* University Intern Credential
* District Intern Credential
* General Education Limited Assignment Permit
* Short-Term Staff Permit
* Provisional Internship Permit
  + General Elementary (K through Eighth Grade)
  + Standard Elementary (K through Ninth Grade)
  + Specialist Instruction Credential in ECE (may work with children requiring special education services in a TK classroom, but cannot work in general TK education classes)

State statute under the California *EC* Section 48000(g)(4) adds an apportionment requirement that requires that a TK teacher first assigned to teach TK after July 1, 2015, must have met one of the following options by August 1, 2023:

* At least 24 units of ECE or Child Development, or both;
* Professional experience in a classroom setting with preschool-aged children comparable to 24 units of ECE or Child Development, as determined by the local employing agency; or
* A Child Development Teacher Permit issued by the CTC.

As defined by the CTC, ECE and Child Development coursework is primarily related to children ages five years or younger and is completed at a regionally-accredited college or university. Twenty-five percent of required coursework may cover children ages five through eight.[[12]](#endnote-12)

#### California State Preschool Program Staffing Qualifications

The table below provides qualifications for various staff positions within CSPP. Educators serving in CSPP need to hold the appropriate level of the Child Development Permit.

More information regarding Child Development Permits can be found on the CTC’s website.[[13]](#endnote-13) A School-Age Emphasis authorization can be added to any level of the Child Development Permit and those authorizations are described within the table below.

| **Permit** | **Requirements** |
| --- | --- |
| **Child Development Assistant Permit** | To qualify for the Child Development Assistant Permit, individuals must satisfy all of the requirements listed in one of the following options: Option 1  1. Complete six semester units of ECE or Child Development coursework. 2. School-Age Emphasis under this option requires that three of the six semester units in ECE or Child Development be completed in school-age coursework.  Option 2 Complete an approved Home Economics and Related Occupations or Regional Occupation Program in Child Development-related occupations. |
| **Child Development Associate Teacher Permit** | To qualify for the Child Development Associate Teacher Permit, individuals must satisfy all of the requirements listed in one of the following options: Option 1  1. Complete a minimum of 12 semester units of coursework in ECE or Child Development (excluding field work), including at least one course of at least three semester units in each of the following core areas: 2. Child or human growth and development. 3. Child, family, and community, or child and family relations. 4. Programs or curriculum. 5. Complete at least 50 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last two years. This experience must be verified by submitting an original letter from the employer on official letterhead.   School-Age Emphasis under this option requires that 6 of the 12 semester units in ECE or Child Development be in school-age coursework. Option 2 Possess a Child Development Associate (CDA) Credential. For information on obtaining the CDA credential, visit the Council for Early Childhood Professional Recognition web page[[14]](#endnote-14) or contact them at 1-800-424-4310. |
| **Child Development Teacher Permit** | To qualify for the Child Development Teacher Permit, individuals must satisfy all of the requirements listed in one of the following options: Option 1  1. Complete all General Requirements (see Terms and Definitions). 2. Complete 16 semester units in general education, including at least one course in each of the following areas: humanities or fine arts, social sciences, math or science, and English or language arts. 3. Complete 175 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years. This experience must be verified by submitting an original letter from the employer on official letterhead.   School-Age Emphasis under this option requires that 12 of the 24 semester units of ECE or Child Development be in school-age coursework. Option 2  1. Complete an associate degree or higher in ECE or Child Development, or a related field. 2. Complete three semester units of supervised field experience in an ECE setting 3. School-Age Emphasis under this option may be obtained by completion of an associate degree or higher in school-age education, including three semester units of supervised field experience in an ECE setting. |
| **Child Development Master Teacher Permit** | To qualify for the Child Development Master Teacher Permit, individuals must satisfy all of the requirements listed in one of the following options: Option 1  1. Complete all General Requirements (see Terms and Definitions). 2. Complete 16 semester units in general education, including at least one course in each of the following areas: humanities or fine arts, social sciences, math or science, and English or language arts. 3. Complete six additional units in one area of specialization, which may include, but is not limited to the following: 4. Infant and toddler care 5. Bilingual and bicultural development 6. Children with exceptional needs 7. Preschool programming 8. Parent and teacher relations 9. Child health 10. Specific areas of developmentally informed curriculum 11. Complete an additional two semester units of adult supervision coursework. 12. Complete 350 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years (this experience must be verified by submitting an original letter from the employer on official letterhead).   School-Age Emphasis under this option requires that 12 of the 24 semester units of ECE or Child Development be in school-age coursework. Option 2  1. Complete a baccalaureate degree or higher. 2. Complete 12 semester units of ECE or Child Development coursework. 3. Complete three semester units of supervised field experience in an ECE setting.   School-Age Emphasis under this option requires that 6 of the 12 semester units in ECE or Child Development be in school-age coursework. |
| **Child Development Site Supervisor Permit** | To qualify for the Child Development Site Supervisor Permit, individuals must satisfy all of the requirements listed in one of the following options: Option 1  1. Complete all General Requirements (see Terms and Definitions). 2. Complete an associate degree or 60 semester units. 3. Complete six additional semester units of coursework in administration and supervision of child care and development programs. These units must be comprised of two courses: one introductory course and one advanced course, or two courses of different topical content. 4. Complete an additional two semester units of adult supervision coursework. 5. Complete 350 days of experience in an instructional capacity in a child care and development program, working at least three hours per day within the last four years. This experience must include at least 100 days of supervising adults in a child care and development program and must be verified by submitting an original letter from the employer on official letterhead.   School-Age Emphasis under this option requires that 12 of the 24 semester units in ECE or Child Development be in school-age coursework. Option 2  1. Complete a baccalaureate degree or higher. 2. Complete 12 or more semester units of ECE or Child Development coursework. 3. Complete three semester units of supervised field experience in an ECE setting.   School-Age Emphasis under this option requires that 6 of the 12 semester units in ECE or Child Development be in school-age coursework. Option 3  1. Possess a valid Administrative Services Credential authorizing service in California public schools. 2. Complete 12 or more semester units of ECE or Child Development coursework. 3. Complete three semester units of supervised field experience in an ECE setting.   School-Age Emphasis under this option requires that six of the 12 semester units in ECE or Child Development be in school-age coursework. Option 4  1. Possess a valid Multiple Subjects Teaching Credential or a Single Subject Teaching Credential in Home Economics. 2. Complete 12 semester units of ECE or Child Development coursework. 3. Complete three semester units of supervised field experience in an ECE setting. |
| **Child Development Program Director Permit** | To qualify for the Child Development Program Director Permit, applicants must satisfy all of the requirements listed in one of the following options: Option 1  1. Complete all General Requirements (see Terms and Definitions). 2. Complete a baccalaureate degree or higher. 3. Complete six additional semester units of coursework in administration and supervision of child care and development programs. These units must be comprised of two courses: one introductory course and one advanced course, or two courses of different topical content. 4. Complete two additional semester units in adult supervision coursework. 5. Verify one year of site supervisor experience. This experience must be verified by submitting an original letter from the employer on official letterhead.   School-Age Emphasis under this option requires that 12 of the 24 semester units of ECE or Child Development be in school-age coursework. Option 2  1. Obtain a valid Administrative Services Credential authorizing service in California public schools. 2. Complete 12 semester units in ECE or Child Development coursework. 3. Complete three semester units in supervised field experience in an ECE setting.   School-Age Emphasis under this option requires that 6 of the 12 semester units of ECE or Child Development be in school-age coursework. Option 3  1. Obtain a valid Multiple Subjects Teaching Credential or a Single Subject Teaching Credential in Home Economics. 2. Complete 12 semester units of ECE or Child Development coursework. 3. Complete three semester units of supervised field experience in an ECE setting. 4. Complete six additional semester units of coursework in administration and supervision of child care and development programs. These units must be comprised of two courses: one introductory course and one advanced course, or two courses of different topical content.   School-Age Emphasis under this option requires that 6 of the 12 semester units of ECE or Child Development be in school-age coursework. Option 4 Complete a master’s degree or higher in ECE, child and human development, or a closely related field. |

Coursework used towards a Child Development Permit must be from a regionally accredited two- or four-year institution of higher education and must be degree-applicable, credit-bearing, non-remedial, and non-professional development units.

#### Head Start Staffing Qualifications

Head Start is a federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing children’s cognitive, social, and emotional development. Many Head Start programs also provide Early Head Start, which serves infants, toddlers, and pregnant women and their families who have incomes below the federal poverty level.

To teach in a Head Start Program, a teacher can have one of the following:

* Teacher with an Associate of Arts (AA) degree per class
* Experience with children
* 50 percent teachers with Bachelor of Arts (BA) degree
* Assistant Teacher with Child Development Permit or equivalent
* Assistant teacher enrolled working toward AA

To teach in an Early Head Start Program, a teacher can have one of the following:

* Teacher with Child Development Permit or equivalent
* Experience with infant or toddlers

Within a Head Start, there are other workforce qualifications that programs must ensure are met:

* When the majority of children speak the same language, at least one staff must speak the child’s language.
* Agencies must ensure that staff and consultants have the knowledge, skills, and experience that they need to perform their assigned functions responsibly.
* Agencies must ensure that only candidates with the qualifications specified in 45 Code of Federal Regulations 1302.91 are hired.

#### Staff Requirements and Regulations Pertaining to Licensing Qualifications for Center-Based Preschools and Child Care Programs

All center-based preschools that are not otherwise exempt from licensing requirements by law have to meet licensing requirements, per Title 22 of the *CCR*, Safety Requirements and Regulations. In addition, all state subsidized child care centers must meet requirements set forth in regulations adopted in Title 5 of the *CCR* starting at Section 18000, commonly known as Title 5 regulations, which set stricter adult-to-child ratios and staff qualifications than Title 22 regulations.

Title 22 regulations can be accessed at: <https://www.cdss.ca.gov/inforesources/letters-regulations/legislation-and-regulations/community-care-licensing-regulations/child-care>.

Title 5 regulations can be accessed at: <https://www.cde.ca.gov/sp/cd/lr/>.

Note: Programs must follow the most stringent regulation related to workforce qualification if funding is layered (see CDE Guidance entitled “Model[s] of Service Delivery for Universal Prekindergarten for all Four-year-old Children” at <https://www.caeducatorstogether.org/resources/113800/models-of-service-delivery-for-universal-prekindergarten-for-all-four-year-old-children>).

### Workforce Development Funding Opportunities

This section will contain funding information that can be used to help the workforce obtain early education and Transitional Kindergarten (TK) qualifications. For the most up to date list of funding opportunities, please refer to the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) resource compendium: <https://www.cde.ca.gov/ci/gs/p3/documents/upkteachercompendium.pdf>.

| **Program** | **Amount Total and Program Components** |
| --- | --- |
| California Educator Effectiveness Block Grant | The 2021–22 State Budget allocated $1.5 billion to the Educator Effectiveness Block Grant, which will be apportioned to school districts, county offices of education (COEs), charter schools and state special schools to provide professional learning to administrators and teachers, as well as paraprofessionals and classified staff who work with pupils. |
| California Classified School Employee Teacher Credentialing Program | The 2021–22 State Budget allocated $125 million that allows local educational agencies (LEAs) to apply for grants to help teacher candidates earn their teaching credentials and continue serving their districts as teachers. |
| Golden State Teacher Grant Program | The 2021–22 State Budget allocated $500 million to the Golden State Teacher Grant Program which seeks to attract teachers to serve in high-need fields. The program is for candidates who are enrolled in teacher prep programs, pursuing credentials in high-need fields, and committed to working at a priority school.[[15]](#endnote-15) |
| CTC Fee Waiver | The 2021–22 State Budget included $20 million to provide a credential fee waiver between July 1, 2021, and June 30, 2022, for individuals entering the PreKindergarten through twelfth grade educator workforce. |
| National Board for Professional Teaching Standards (NBPTS) Certification Incentive Program | The 2021–22 State Budget included $250 million for the NBPTS Certification Incentive Program. This program incentivizes retention of existing National Board Certified Teachers (NBCTs) through incentive awards, and the development of new NBCTs through subsidy awards in high priority schools. |
| California Teacher Residency Grant Program | "This program received $350 million in the 2020–2021 Governor’s Budget. Funds are to be used to establish new, or expand, strengthen, or improve access to existing programs that support either of the following: (1) candidates in shortage fields, including TK or Kindergarten (K), special education, bilingual education, Science Technology Engineering and Math (STEM), and any other field identified by the CTC, or (2) local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects local community diversity." |

### Best Practices and Resources for Recruitment

This section of guidance includes information on strategies and resources for recruiting a Universal PreKindergarten (UPK) workforce.

According to a recent report by the Center for the Study of Child Care Employment at the University of California, Berkeley, moving to full implementation of Universal Transitional Kindergarten (UTK) will create the need for at least 9,000 to 11,000 additional teachers. In addition, an upcoming report from the Learning Policy Institute states that the number is higher than previously expected. Along with the new demand for Transitional Kindergarten (TK) teachers, there is still a need for a highly-qualified workforce for the California State Preschool Program (CSPP), Head Start, and other child care programs.

Below are some best practices from the field for recruiting a qualified workforce.

#### Competitive Compensation

One strategy for attracting teachers to TK, CSPP, Head Start, or other child care programs is by offering competitive compensation. This is especially true in urban areas where the cost of living may be very high.

Some districts have developed career advancement opportunities for teachers that offer increased compensation without having to leave the classroom, including mentoring new teachers, providing staff professional development, or coaching other teachers on campus. School administrators can increase the reach and capacity of effective teachers on their school site and offer them additional compensation for these increased responsibilities. This assists high-need schools in attracting and retaining better teacher candidates.

Additionally, some early learning programs have tapped into local, regional, or state resources to offer incentives or wage supplements to increase compensation for their workforce.

For additional information on providing competitive compensation, see the Education Commission of the States’ brief Mitigating Teacher Shortages: Financial Incentives at <https://www.ecs.org/wp-content/uploads/Mitigating-Teacher-Shortages-Financial-incentives.pdf> or The Center for the Study of Child Care Employment’s report, State Policies to Improve Early Childhood Educator Jobs at <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/compensation-financial-relief/>.

#### “Grow Your Own” Approaches

“Grow your own” programs can be an effective recruitment strategy for districts and early learning programs. In some of these programs, local educational agencies (LEAs) or early education programs recruit students to become teachers while they are still attending high school or use other models to support current classified staff at the school to obtain a credential.

The high school recruitment model is often accomplished by developing Career Technical Education programs of study, or academies, for students that are interested in pursuing a career in education. One example is the Education, Child Development, and Family Services Pathway.[[16]](#endnote-16) Students are able to take college-level courses while completing their high school requirements. This has been especially successful in rural areas where teacher recruitment can be challenging. This can be a successful strategy for recruiting educators to CSPP as well.

In other instances, LEAs or early education programs recruit individuals that want to work in the field but lack the qualifications necessary, and then support those individuals to meet those qualifications through in-service preparation programs.

A number of states have developed teacher academies and have resources and guidance available for the field. Some examples are:

* Recruiting Washington Teachers[[17]](#endnote-17)
* Kentucky Teaching and Learning Career Pathway[[18]](#endnote-18)
* Teacher Academy of Maryland[[19]](#endnote-19)
* Mississippi Teacher Academy[[20]](#endnote-20)

Within California, the California Department of Education’s (CDE’s) Multilingual Services Division developed a program that aims to begin recruitment for early learning students in high school, with a specific goal of building a bilingual workforce, the California Mini Corps Migrant Teacher Assistant Program.[[21]](#endnote-21)

#### Support for Candidates to Enroll in and Complete Degrees or a Teacher Preparation Program

Supporting candidates to enroll in and complete degrees or teacher preparation programs can be an effective strategy, particularly for the recruitment of TK teachers. Several districts in California have taken advantage of state competitive grant funding opportunities to develop and implement programs to recruit and help support their own classified employees to become credentialed early childhood teachers. The California Classified School Employee Teacher Credentialing Program[[22]](#endnote-22) provides funding to support classified school employees to complete their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. The 2022 grant application cycle will give priority to LEAs that have a plan to create a new, expand an existing, or join an existing funded Classified Grant. This program recruits and supports expanded learning and preschool program staff to enroll in and complete undergraduate education culminating in a Bachelor’s degree or to enroll in and complete a teacher preparation program leading to a teaching credential. This program can help LEAs address PreKindergarten, TK, and K-3 early childhood teacher shortages.

#### Transfer Incentives

Another strategy for ensuring TK staffing, particularly at high-need schools, is through transfer programs. Some districts around the country have offered transfer incentives to entice effective teachers to move to high-need schools within the district. One district offered a high-performing principal, vice-principal, behavior management technician and up to five teachers to transfer to a new site as a team. The district offered each member of the team a transfer bonus and salary increase. For additional information about transfer incentive, see the Aspen Institute’s report, Strategic Staffing for Successful Schools: Breaking the Cycle of Failure in Charlotte-Mecklenburg Schools at <https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969>.

#### Other Resources

* The California Center on Teaching Careers[[23]](#endnote-23), Tulare County Office of Education.
* Tackling Teacher Shortages: What Can States and Teachers Do?[[24]](#endnote-24), developed by the Learning Policy Institute.
* Establishing partnerships with local libraries, local QCC agencies, Local Planning Council, school districts, local R&Rs, and local higher education agencies within their local regions.

### Best Practices for In-Service Preparation

Below are some promising practices for in-service professional development programs available for local educational agencies (LEAs) to recruit and retain a diverse early education workforce. For a deeper overview of promising practices for high-retention pathways that prepare a diverse teacher workforce for successful, long-term teaching careers, see the Learning Policy Institute Report: Diversifying the Teaching Profession Through High-Retention Pathways.[[25]](#endnote-25) For a deeper overview of promising practices for the preparation of early childhood education (ECE), see the Learning Policy Institute Report: Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce in California[[26]](#endnote-26) report from the Learning Policy Institute.

#### Teacher Induction in California

California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. The second tier of preparation is a two-year, job-embedded, individualized induction program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching. Program standards delineate the requirements an institution must meet in order to sponsor that program for candidates. Once approved by the Commission, programs maintain that approval through cyclical Accreditation cycle activities.[[27]](#endnote-27) For more information on Teacher Induction from the California Commission on Teacher Credentialing (CTC), see <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/teacher-induction-precon-standards-pdf.pdf?sfvrsn=59e14eb1_6>.

#### Apprenticeships

Apprenticeship programs train workers to become skilled in particular trades. Apprenticeships combine paid on-the-job training with classroom learning to support the development of occupational skills. As apprentices are learning, they are also applying the lessons through working. Resources on early education apprenticeships include:

* Early Care and Education Pathways To Success is an early education apprenticeship program that integrates on-the-job training, coaching, no-cost college coursework, cohort learning and increased compensation. For more information, visit: <https://ecepts.org/>.
* ECE Apprenticeships: The Who, What, and How from The National Center on Early Childhood Development, Teaching and Learning. Visit <https://childcareta.acf.hhs.gov/sites/default/files/public/ece_apprenticeshipbrief_0.pdf>.
* Strengthening the Knowledge, Skills and Professional Identity of Early Educators: The Impact of the California Service Employees International Union Early Educator Apprenticeship Program report from the Center for the Study of Child Care Employment. Visit <https://ecepts.org/wp-content/uploads/2021/01/CSCCE-ECE-apprenticeship-evaluation-full-report.pdf>.

#### Teacher Residencies

Teacher residency programs prepare teachers through high-quality clinical experiences and provide smooth transitions to teaching in high-need schools. Teacher residency programs place prospective teachers in classrooms with a mentor teacher for a full school year while the prospective teachers engage in teacher preparation coursework. These programs involve close partnerships between LEAs and teacher preparation programs at institutions of higher education (IHEs). This allows the district to gain access to new teachers entering the profession and hire them straight out of their teacher preparation programs. The teacher candidates, in turn, are already accustomed to the district procedures and policies and also have experience with the students and culture of the school.

For additional information on teacher residency programs see:

* The policy report Recommendations for State Support for Effective Teacher Residencies at <https://nctresidencies.org/wp-content/uploads/2021/02/Recommendations-for-State-Support-of-Effective-Teacher-Residencies.pdf>.
* The CTC’s Teacher Residency Grant Program at <https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>.
* The California Teacher Residency Lab at <https://cdefoundation.org/cde_programs/thelab/>.
* The Teacher Residency, An Innovative Model for Preparing Teachers report from the Learning Policy Institute at <https://learningpolicyinstitute.org/product/teacher-residency>.

#### Intern-based Preparation Programs

Intern-based preparation programs, such as the District Intern Credential[[28]](#endnote-28) from the CTC, or the Early Childhood Special Education Intern Program[[29]](#endnote-29) at California State University, San Bernardino, are programs where interns complete all coursework and supervised fieldwork while teaching full time in the special education classroom. Intern teachers are hired by partner districts on an intern credential, have all of the rights and responsibilities of classroom teachers, and receive teacher salary and benefits.

These programs provide an alternative route to earning a teaching credential. Interested individuals should contact a sponsor with a CTC-approved district intern program for specific requirements.

#### Other Effective Practices

The California Department of Education elevated the following other examples of effective practices for recruiting and retaining a qualified workforce:

* Providing tuition or scholarship support to members of the early education workforce for completing an associate’s degree or a bachelor’s degree.
* Providing tuition and fees directly to IHEs to deliver unit-bearing coursework to early education educators.
* Facilitating a cohort of early education educators to complete unit-bearing coursework.
* Offering credit-bearing coursework at alternative times and locations to meet the needs of working students.
* Offering credit-bearing coursework in alternative languages other than English
* Offering general education courses linked to ECE (for example, English course or Math linked to ECE).
* Building connections between higher education and community-based programs (for example, locating coursework in community-based programs, and so on), including alignment with current efforts for increased student success, such as the California Community Colleges Guided Pathways program.
* Supporting development and participation of professionals in applied general education courses (for example, Math for elementary school teachers).

### Research on Benefits of Joint Professional Learning

This section will contain research-based information about the benefits of joint professional learning, ways local educational agencies (LEAs) could offer professional learning to support Universal PreKindergarten (UPK) and PreKindergarten through Third Grade (P-3), and links to relevant resources for LEAs.

Joint professional learning opportunities can provide many benefits to teachers, schools, communities and, ultimately, students. While horizontal collaboration and joint professional learning with teachers within a grade level is much more common, vertical collaboration—or opportunities for professional learning with teachers across grade levels—is much rarer. Both opportunities for collaborative professional learning offer unique benefits for teachers and their practice; however, vertical teacher collaboration and professional learning opportunities across grade levels are particularly important for successful UPK implementation and for ensuring the benefits of PreKindergarten (Pre-K) are sustained and catalyze further growth as children move through the early elementary grades.

Research has highlighted the benefits of vertical collaboration among teachers to establish: (1) a common understanding of child development and instructional alignment, so that children’s learning and experiences are built upon and information is not repeated, and (2) an overall enhanced feeling of belonging for teachers in their school or broader community as they begin to create connections and share knowledge across grades, which is important in reducing teacher turnover and strengthening partnerships between community-based organizations and school districts. For more information on the research benefits of this approach, please reference When Pre-K Comes to School: Policy, Partnerships, and the Early Childhood Education Workforce, by Bethany Wilinski.

As part of UPK implementation, LEAs are encouraged to go beyond horizontal and also implement vertical collaboration and professional learning which could include joint opportunities for:

* Transitional Kindergarten (TK) and Kindergarten (K) teachers,
* California State Preschool Program (CSPP) and TK teachers,
* CSPP, TK, and K teachers,
* CSPP and general preschool through second grade teachers, and
* Professional learning for educators across different early childhood education settings such as Head Start, other community-based early learning providers, and other programs within a district.

One way to encourage joint professional learning across the preschool to elementary space is to rely on community partners whose content expertise and model spans these age ranges. For example, preschool teachers in Fillmore Unified School District have opportunities to collaborate with K teachers, specifically in the professional learning of the preschool to fifth grade Sobrato Early Academic Language (SEAL) model. Similarly, Educare has designed a professional development center for educators that includes community-based centers, public schools, and family, friend, and neighbor care. Educare partners closely with the Franklin-McKinley School District to provide these aligned professional learning experiences. Another example is in Monterey Peninsula Unified School District where district leaders host quarterly P-3 virtual learning opportunities for teachers to engage in content (like Standards for Mathematical Practices) across grade levels. One last example is from Oxnard Elementary School District, who led a full-day summer professional development opportunity for Pre-K, TK, K and first grade teachers to discuss a crosswalk between the *California Preschool Learning Foundations* and Common Core State Standards. These are just a few of the many different examples of strong joint professional learning across districts in California.

When community and external partners—like the Educare and SEAL examples—are not there for support in facilitating joint professional development, the California Department of Education (CDE) recommends relying on the county office of education (COE). COEs can create these learning opportunities in the community, where topics can include research-based P-3 alignment strategies such as implementation of curriculum, use of assessments, alignment in discipline strategies, family engagement strategies and learning environments, and gaining a shared understanding of child development across key school readiness skills. The CDE also encourages site visits for teachers, where preschool teachers can visit K programs, and vice versa. This further strengthens the common understanding between teachers, and may even promote an opportunity for teachers to reflect and provide feedback to one another on how to better align the environments.

One barrier in these joint professional learning models is scheduling the time for these opportunities. In your district, consider aligning the schedules for professional development paid time for your preschool program and elementary schools. When this barrier is difficult to overcome (for example, partnering with non-LEA preschools), aligned coaching support can be a good first step in creating a joint professional learning model. For example, the coaches your community may rely on for preschool programs could become the same coaches used for TK and K.

For best practices in designing an effective teacher professional development opportunity, reference the following brief from the Learning Policy Institute: [https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief.](https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief)

### Professional Learning for Leaders and Principals

This section includes information about early education topics on which school leaders and principals should engage in professional learning.

Professional learning opportunities for leaders and principals in early childhood education (ECE) are important for successful Universal PreKindergarten (UPK) implementation at your local educational agency (LEA). Some of the most successful professional development models for ECE teachers included principals and administrators alongside preschool teachers[[30]](#endnote-30). Expertise in early education can help principals avoid implementing practices that are appropriate for older grades, but may be harmful for early learning—such as requiring young students to sit for extended periods of time or reducing play-based learning activities. Research has shown that principals who lack expertise in ECE tend to place their more effective teachers in third, fourth and fifth grade when student performance is measured by standardized tests. However, effective teachers are also needed in the younger grades. Additionally, students in the early grades benefit greatly when play-based strategies are utilized to increase engagement and support academic skill development in first through third grade.

| **Topic** | **Description** |
| --- | --- |
| Effective adult-child interactions | This includes professional learning that promotes strategies for teachers to demonstrate positive affect, warmth, positive communication, awareness of students who need extra support, flexibility in providing this individualized support, nurturing child talk and expression, implementing proactive behavior management, and overall facilitation that actively engages students. |
| Students’ literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) | This includes professional learning on how to support students’ language use, vocabulary, grammar, knowledge of print concepts, phonological awareness, alphabetics and word and print recognition, comprehension and analysis of age-appropriate text, literacy interest, and writing strategies. |
| Students’ developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) | This includes professional learning on how to support students’ number sense, classification and patterning, measurement, geometry, and mathematical reasoning.  This also includes professional learning on how to support students’ science skills such as knowledge based in scientific inquiry, physical sciences, life sciences, and earth sciences. |
| Students’ social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*) | This includes professional learning on how to support students’ self-awareness, self-regulation, social and emotional understanding, empathy and caring, initiative in learning, social interactions, group participation, cooperation and responsibility, relationships with caregivers and teachers, and friendships. For additional information see the direct link from the National Center for Pyramid Model Innovations at ~~https://challengingbehavior.cbcs.usf.edu/index.html~~. [Link no longer available]. |
| Implicit bias and culturally- and linguistically-responsive and affirming practice | This includes professional learning on identifying one’s own implicit biases, as well as training on how to: engage with families to learn more about a child’s culture, use culturally responsive texts, include materials and pretend-play items that represent the cultures of students in the classrooms, and reinforce the home language of students. Multicultural materials are recommended in all early education programs so all students have the opportunity to learn about other cultures while having their own culture affirmed. |
| Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice | This includes professional learning on identifying ACEs, such as physical and emotional abuse, neglect, caregiver mental illness, and household violence.  This also includes professional learning that provides knowledge on understanding the impact of trauma on students and their families, and how to implement screening, observation, and interview practices that incorporate strategies relevant to trauma and recognizing the signs and symptoms.  Finally, this includes professional development on coping, healing, and resiliency practices and supporting the social-emotional skills needed to recover from adverse experiences. Infant and Early Childhood Mental Health consultation or contacting local mental health professionals may also be helpful. |
| Curriculum selection and implementation | This includes professional learning on implementing a research and evidenced-based curriculum with ongoing coaching on curriculum fidelity and how to make accommodations for students with disabilities and dual language learners. See Focus Area D for more guidance.  Specifically, professional learning on the alignment of curriculum across the PreKindergarten to Third Grade space is particularly beneficial for principals and school leaders. Having a deep understanding of curriculum alignment will help principals and school leaders assess the alignment of their early grades, ensuring that there is a balanced mix of social-emotional learning, academic learning, and child-directed activities that are all developmentally appropriate. The alignment in curricular themes and classroom setup should be observable to school leaders, and teacher collaboration on curriculum planning should be encouraged by principals and school leaders. |
| Creating developmentally-informed environments | This includes professional learning on developmentally-informed practices to structure a developmentally-informed early learning environment to promote child engagement. For information on Promoting Well-Being in a High Quality Early Learning Environment from Seeds of Partnership see the following direct link at <https://www.seedsofpartnership.org/hqele/hqele.html>. |
| Administration and use of child assessments to inform instruction | This includes professional learning on how to evaluate and utilize a variety of assessments to meet targeted needs, such as literacy, mathematics, or formative—which are developmentally-informed assessment systems—to inform and individualize instruction for students in PreKindergarten through third grade settings. |
| Support for multilingual learners, including home language development and strategies for a bilingual classroom | Professional learning on how to best support multilingual learners can include strategies for a bilingual classroom for teachers and site leaders or principals. To learn more, visit the Multilingual Learning Toolkit at <https://www.multilinguallearningtoolkit.org/strategies-resources/bilingual-classrooms/>.  Professional development materials on how to best support engaging culturally and linguistically diverse families for teachers and site leaders or principals can be found at <https://www.multilinguallearningtoolkit.org/strategies-resources/welcome-and-engage-families/>. |
| Serving students with disabilities in inclusive settings, including Universal Design for Learning (UDL) | UDL is a framework for proactively addressing the needs of diverse and exceptional learners by ensuring all students have access to the curriculum. UDL includes the use of multiple means of engagement, multiple means of representation, and multiple means of expression. |
| Engaging culturally and linguistically diverse families | Conduct a self-assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist, the Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention, or the Early Childhood Settings from the National Center on Cultural Competence. |

### Professional Learning on Observational Assessments

This section includes an overview of why professional learning on observational assessment is important for the Universal PreKindergarten (UPK) workforce, including leadership.

Professional learning on student observational assessments is important for the UPK workforce. For example, student observational assessment is necessary for all teachers to implement in order to better understand key domains in children’s development. Professional learning on observational assessments should not end with educating teachers on the implementation of these tools, but should take a step further in providing training and ongoing coaching on how to use these assessments to improve teacher practice and to communicate child progress to families and teachers in the next grade level.

One way to implement this type of professional learning is to first provide an overview of the importance of assessment for teachers, how to interpret the results of an assessment, and a detailed, hands-on training of how to implement the tool—all of which should occur outside of classroom time. This training should include not only teachers, but also UPK leadership so that everyone has a collective understanding of how assessments should be used to support children’s learning. Following this training, teachers then need to be provided with ongoing coaching in the classroom to support the implementation of the tool with students and how to adjust their teaching practice and curriculum based on assessment results.

Professional learning on observational assessments is also a good opportunity to practice joint vertical collaboration with teachers across UPK, as discussed in the research section of the California PreKindergarten (Pre-K) Planning and Implementation Grant Program Guidance Document. The continuity of assessment usage across grade levels is important in order to understand children’s full picture of development and meaningfully build off of their skills from one grade level to the next.

Below are assessments local educational agencies (LEAs) could consider for UPK that align with both Quality Counts California (QCC) and Head Start. All of the listed assessments have professional learning opportunities. The Classroom Assessment Scoring System (CLASS) tool is an observational assessment that is required as part of the Head Start system and is included in QCC. It is completed by a trained observer and gives a holistic and comprehensive view of the teacher-child relationships and interactions by focusing on instructional strategies, emotional support, and classroom organization within the classroom. This tool pairs well with coaching models to assist teachers in refining their approach to the classroom schedule and curriculum delivery. The Desired Results Developmental Profile (DRDP) is an internationally recognized and psychometrically valid *observational child assessment* the California Department of Education (CDE) recommends in tandem with your UPK curriculum to ensure that each child is engaging in activities at their developmental level. The DRDP is currently required for use in the California State Preschool Program (CSPP).

The domains of the DRDP align with the domains in the *California Preschool Learning Foundations* that all children can be measured on. Different DRDP versions consist of the Comprehensive View, the Fundamental View, and the Essential View. Currently, the DRDP data is used for two purposes: one is to inform instruction, and the other is to provide data to the CDE, Office of Special Education Programs (OSEP) federal reporting requirement for states to report on children with disabilities. The CDE’s reporting of child outcome data for OSEP is conducted by the Desired Results (DR) Access project. DRDP data fulfills CDE’s requirements to measure child outcomes and progress from entry to exit of children from early education programs. Additionally, the DR Access project provides data to OSEP for preschool children in least restrictive environments, which measures the extent that children with disabilities are enrolled in early education programs. All data reported to OSEP is public information and provides comparisons between state performance on the child outcome and least restrictive environment indicators located on the OSEP website.

| **Assessment** | **Description** | **Link** |
| --- | --- | --- |
| CLASS | A 20-minute observational assessment of the whole classroom, which uses a trained outside observer to provide feedback on teacher-child interactions within the learning environment. Professional learning for teachers is available through the company Teachstone, or an LEA can have internal observers trained on the tool and coaching methods. | For more information, see  <https://teachstone.com/professional-development/#teachers>. |
| DRDP (2015) | A 15- to 60-minute observational assessment (depending on if using the Fundamental, Essential or Comprehensive version) of children’s development in key skills. The preschool version(s) of the DRDP are recommended for use in UPK (for example, required in CSPP and recommended in Transitional Kindergarten [TK] classrooms). Free professional learning opportunities are available in asynchronous courses. | For more information, see  <https://www.desiredresults.us/scheduled-training>. |
| DR Access | Children must begin special education services before November 1 for the fall assessment and before April 1 for the spring assessment.  Complete the DRDP (2015) for each eligible child (with an Individualized Education Program [IEP] or Individualized Family Service Plan [IFSP]) in the six-week period before your Special Education Local Plan Area’s fall and spring deadlines, and enter results into the DR Access Reports system. | For more information, see <https://www.draccess.org/timeline>. |

## Focus Area D: P-3 Curriculum, Instruction, and Assessment

### California Department of Education Guidance for Universal PreKindergarten Curriculum and Assessment Selection

This section includes considerations for how a local educational agency (LEA) should develop, select, or integrate a curriculum(a) for Universal PreKindergarten (UPK) classrooms that aligns with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*. It also discusses potential timelines for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. Finally, it includes an overview of a number of early education assessments.

#### Curriculum

At this time, the California Department of Education (CDE) cannot provide a recommendation for use of a specific preschool or Transitional Kindergarten (TK) curriculum. Until a UPK curriculum is developed or a state approval process is potentially developed for curricula that meet specific criteria, the CDE encourages LEAs to supplement a **whole-child approach**with **skills-specific** curriculum(a) in math and literacy that is aligned with developmental milestones in the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*.

A **whole-child approach** is driven by child-centered learning that encourages independent play and exploration through activities across multiple domains such as social-emotional, language, science, literacy, and math. In theory, the whole-child approach is developmentally appropriate for preschool-aged children, but in practice, research has demonstrated that this approach alone falls short in meaningfully building upon children’s key school-readiness skills. Many commercially available preschool curricula are advertised as “whole-child” or “comprehensive” but may not provide teachers with explicit guidance on how to intentionally build upon skills, especially in math and literacy. For example, these curricula typically provide math activity options that span the appropriate math domains of children’s learning, but there is limited direction on the sequence of introducing different math topics, and activity examples lack guidance on how to **individualize** activities for different children depending on their developmental level.

This is why the addition of **skills-specific** curricula is critical to fortifying a teacher’s whole-child approach in the classroom. Skills-specific curricula typically include scripted activities that provide guidance on “where to start”, and “what comes next” within a specific learning domain. For example, in a “whole-child” curricula math activity, teachers may encourage children to engage in an exploration of patterns in their environment and re-create these patterns using colored paint. While this activity reflects a developmentally-friendly approach, it may be too open-ended for children to meaningfully understand what patterns are, which can create subsequent difficulty for teachers to individualize and scaffold this skill. As a result, children will not have the potential to master this critical skill within the math domain.

In contrast, the type of patterning activity with a scope and sequence that can be found in a **skills-specific curricula** might start with an activity that supports children to draw, identify, or organize objects in an “AB” pattern—including patterns found in the child’s environment—followed by encouragement to **extend** this “AB” pattern and then an activity designed to support children to **create** an “AB” pattern from scratch. A skills-specific approach also provides guidance on “what comes next” once a child has mastered creating an “AB” pattern, and how to introduce “ABB”, followed by adding a third pattern element, “ABC”. Skills-specific curricula also facilitate teachers' administration of child assessments where they do not need to rely on children’s spontaneous demonstration of a skill, and instead can accurately and efficiently assess the varying developmental levels of multiple children within a literacy or math domain through observation of classroom activities. This integration of assessment with a deep understanding of the developmental progression of key skills is paramount to successful UPK curriculum implementation that best supports child learning.

Taken together, the **whole-child approach** with **skills-specific curricula** is the ideal approach for UPK. This curricular approach has been rigorously tested and proven beneficial for four-year-old children in programs like the Boston Public Schools Pre-K program that combined a math-specific curriculum (Building Blocks) with a literacy-specific curriculum (Opening the World of Learning), and incorporated whole-child themes with a large emphasis on social-emotional learning (for example, units on “Family” and “Friends”). Beyond providing guidance on domains and themes in children’s learning, this approach also emphasizes a balance of teacher and child-directed learning activities that includes a mix of 1) small-group learning to introduce a specific skill, assess that skill and individualize activities and support for children at the same developmental level, 2) free choice for children through center time where they can apply a learned skill to their play while fostering social-emotional skills, and 3) large-group opportunities where children can engage in oral language by reflecting on their center-time activities, and participate in read-aloud story-telling, discussion, movement, and dance. The Boston Public Schools Pre-K program approach is called the Focus on Early Learning curriculum—which they have extended to Kindergarten (K), First Grade, and Second Grade. More information on this curricular approach is provided here: ~~https://www.bpsearlylearning.org/focus-on-k0-k1~~ [Link no longer available].

Once an LEA has landed on their UPK curricular approach, the CDE recommends engaging in immediate curriculum planning and development to select appropriate curricula for your program. When choosing a curriculum, the CDE recommends that LEAs ensure they are gathering input from current preschool and TK teachers on best practices. When choosing your curricula ask yourself these questions:

1. Has this curriculum demonstrated evidence of effectiveness for improving child skill development? The CDE recommends searching for and reading about the curriculum’s evidence in the What Works Clearing House at <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Pre-K>.
2. Is there ample time for child-directed learning and play?
3. Are there integrated social-emotional themes across the curriculum (explicit integration with read-aloud books and child-led storytelling are especially critical)?
4. Can curriculum themes and activities be adapted to reflect the cultures, languages, and abilities of children in the classroom, and does the curriculum offer guidance on how to tailor these activities?

Do the math and literacy activities provide scripted lesson plans that incorporate hands-on materials with guidance on assessment and how to individualize teaching depending on a child’s developmental level? Your curricula selection should also reflect consideration of the process to ensure curriculum fidelity. When implementing multiple curricula, curriculum fidelity can be more challenging, but when curriculum fidelity is achieved, an approach that integrates multiple skills-specific curricula can be incredibly impactful for children. For example, the first few years of curriculum implementation will likely require substantial coaching (as was the case in Boston Public Schools Pre-K). During the first few years of curriculum implementation, the CDE recommends using an in-classroom instructional coach to support the ongoing fidelity of curriculum implementation. Lastly, the CDE recommends that LEAs consult with current K teachers to ensure that the UPK and K curricula are aligned to ensure that children will not be repeating skills they have already mastered when they enter K. Alignment of curriculum from Pre-K through Third Grade is ideal.

#### Assessments

Based on several meetings with national developmental and research experts, below are assessments LEAs could consider for UPK, although the list is not exhaustive. The Ages and Stages Questionnaires (ASQ-3) and the BRIGANCE Early Childhood Screen are **screening** tools used to identify developmental delays and provide the appropriate support for these children. Required for the California State Preschool Program (CSPP), the Desired Results Developmental Profile (DRDP) is an **observational assessment**the CDE recommends in tandem with your UPK curriculum to ensure that each child is engaging in activities at their developmental level. At this time, the CDE does not have any specific recommendations for **direct assessments** of children’s skills, although the CDE plans to offer recommendations for direct assessments in literacy and mathematics in the future. The CDE still encourages the use of UPK assessments that take into consideration the linguistic and cultural background of children.

| **Assessment** | **Description** | **Link** |
| --- | --- | --- |
| ASQ-3 | A 10- to 15-minute screening tool used to identify developmental delays. The parent rates their child on communication, gross motor, fine motor, problem solving and personal-social skills. The teacher or professional scores the questionnaire to compare results to standardized cutoffs, and then provides recommendations based on this. | For more information, visit  <https://agesandstages.com/landing-page/welcome/>. |
| ASQ - Social-Emotional (ASQ: SE-2) | A 10- to15-minute screening tool used for the early identification of social-emotional challenges. It can be used in conjunction with ASQ-3. | For more information, visit  <https://agesandstages.com/products-pricing/asqse-2/>. |
| BRIGANCE Early Childhood Screen III | A 10- to 15-minute screening tool used to identify developmental delays. Administered by the parent or other adult, the tool addresses the domains of physical development, language development, academic skills, self-help and social-emotional skills. | For more information, visit  <https://www.curriculumassociates.com/programs/brigance/early-childhood>. |
| DRDP | A 15- to 60-minute observational assessment (depending on if using the Fundamental, Essential or Comprehensive version) of children’s development in key skills: approaches to learning and self-regulation, social-emotional development, language and literacy development, English-language development, math and science, physical development, history or social science, and visual and performing arts. The preschool version(s) of the DRDP are recommended for use in UPK and required for use in CSPP.  For children receiving special education services, utilize Desired Results Access to report children’s DRDP data at <https://www.draccess.org/timeline>. | For more information, visit  <https://www.desiredresults.us/drdp-forms>. |

### PreKindergarten through Third Grade Curriculum, Instruction, and Assessment – Language Models and Supporting Dual Language Learners

Research has highlighted the benefits of dual language programs for both dual language learners (DLLs) and monolingual preschool-aged children. For DLL children specifically, studies have found that DLL preschoolers who receive more instruction in their home language in high-quality, early learning programs make significant gains in school readiness skills.[[31]](#endnote-31)

It is important that educators of DLL children in Universal PreKindergarten (UPK) understand best practices in supporting children’s development and make curricular enhancements where appropriate. For example, reading books in different languages and highlighting unique features using home language in whole-group conversations to make DLL children feel comfortable and competent, asking students to share in their home language, singing songs and reading poems that present the sounds of multiple languages, introducing vocabulary words in multiple languages (especially words that the child knows from their home language), and listening to children and adults narrate stories showing aspects of different cultures.[[32]](#endnote-32)

As recommended by the California Association for Bilingual Education, an ideal classroom composition for dual language program models is between 33 and 50 percent native English-speaking students and 33 and 50 percent native target language speaking students, with the remainder of students (if any) having some background in the target language, but are not proficient.

In dual language programs, it is recommended that assessments outlined in the section California Department of Education (CDE) Guidance for UPK Curriculum and Assessment Selection of the UPK Guidance Volume 2 and the use of language and literacy assessments **in the target language** are used to monitor target language proficiency and progress.

The table below provides an un-exhaustive list of language models and resources.

#### Dual Language Models

| **Language** | **Description** | **Link** |
| --- | --- | --- |
| Dual Language program with a language allotment of 90% to 10% | In this model, 90% of the daily instruction is devoted to content learning in the target language and 10% of the instructional day is in English, where most of the time is used to develop English oral language proficiency and preliteracy skills.[[33]](#endnote-33) | Multilingual Frequently Asked Questions can be found at <https://www.cde.ca.gov/sp/el/er/faq.asp>. |
| English-only instruction with home-language support | In this model, all instruction is in English, but individual and small-group instruction with DLLs is implemented to support the home language. For example, if the teacher is going to read a book to the entire class, it is recommended practice to first read this book in the home language of children in a small group (if multiple students share the same home language) or one-on-one. Supporting the home language can also look like repeating instructions for an activity in a child’s home language, encouraging children to verbally share in their home language, and creating opportunities for families of DLL children to volunteer in the classroom to promote the home language, especially if the lead teacher does not speak the child’s home language. | *Teaching Dual Language Learners: What Early Childhood Educators Need to Know* by Lisa M. Lopez and Mariela M. Paez |
| Overview of Common Language Models for the Multilingual Learning Toolkit | The Multilingual Learning Toolkit is an online hub of research-based principles, instructional practices, and accompanying resources. It provides an overview of the models below, unpacks the “gold standard” for supporting bilingualism, and links to a number of additional resources:   * Dual-language immersion (or two-way immersion) * Developmental bilingual * Transitional bilingual * English language development with home language support * Structured English immersion | More information on the Common Language Models can be found at <https://www.multilinguallearningtoolkit.org/starter-guide/starter-guide-common-language-models/>.  <https://www.multilinguallearningtoolkit.org/> |
| SEAL Model | Research shows that when we treat English Learners’ home language as an asset, and we design learning to meet their needs, they succeed academically.  The research-based SEAL Model is designed to provide high-quality education to all English Learners starting in preschool through elementary school, and to prevent the development of Long-Term English Learners. SEAL provides professional development, curriculum support, and TA to school systems which bolsters learning for all children, but is especially critical for English Learners. | More information can be found at <https://seal.org/the-seal-approach/#tsamodel>. |
| Preschool Guided Language Acquisition Design (GLAD) | This model promotes English language development, second language acquisition, language-rich learning activities, cross-cultural respect, and value of the home language of the child. Early educators will learn how students acquire a language and be introduced to research-based strategies for engaging students within developmentally-appropriate settings.  The Orange County Department of Education Project GLAD® Unit provides evidence-based practices that help design classrooms and lessons where language comes alive through content. | More information can be found at <https://ocde.us/NTCProjectGLAD/Pages/default.aspx> |
| CDE (Multilingual Education) | Multilingual programs prepare students for linguistic and academic proficiency in English and additional languages, and require thoughtful design. Multilingual programs are based on research that demonstrates the program model’s effectiveness at leading students toward linguistic fluency and academic achievement in more than one language. | More information on Multilingual Education can be found at  <https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>. |
| CDE (Biliteracy Pathway Recognitions) | The Biliteracy Pathway Recognitions are established to recognize preschool, K, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, reading, and writing in one or more languages in addition to English. The Biliteracy Pathway Recognitions may be awarded in any world language in addition to English, including indigenous languages, languages without a written system, and American Sign Language. | More information on the Biliteracy Pathway Recognitions can be found at  <https://www.cde.ca.gov/sp/el/er/biltrcypathwy.asp>. |

### PreKindergarten through Third Grade Curriculum, Instruction, and Assessment - Supporting Children with Disabilities

This section includes an overview of select instructional practices to support children with disabilities in Universal PreKindergarten (UPK), including descriptions and resources related to implementing effective curriculum, instruction, and assessments for children with disabilities.

| **Instructional Practices** | **Description** | **Link** |
| --- | --- | --- |
| Universal Design for Learning (UDL) | The UDL framework is used to meet the individual needs of students by providing guidance on adapting instruction, assessments, and materials in the classroom. The UDL framework provides strategies on how to engage students and present content in different ways, and encourages different means for the child to demonstrate what they know. UDL strategies are supportive of all children's learning and encourage different ways that students can show what they know.  **Additional Resource:**  Free Digital Book: Universal Design for Learning Theory and Practice. By Anne Meyer, David H. Rose, and David Gordon (2014) | For more information on Universal Design for Learning, see <https://www.cast.org/impact/universal-design-for-learning-udl>.  For more information on Supporting Inclusive Practices, see <https://www.sipinclusion.org/>.  For more information on Promoting Well-Being in a High-Quality Early Learning Environment, see <https://www.seedsofpartnership.org/hqele/hqele.html>.  For more information on Universal Design for Learning  <http://udltp.cast.org/home?1.> |
| Providing high-quality care and education to all of California’s children, including those with disabilities | All young children are achieving developmental milestones at different rates, and some milestones occur quickly while others take more time to achieve. A high-quality classroom that includes children with disabilities has several elements (such as the learning environment, a warm teacher-child relationship, instructions which are flexible and utilize UDL methods), ensures that there is strong family engagement, and utilizes technology and visual support to facilitate communication and learning. Children need to have spaces designed to do group and individual activities and a place to rest or take time out during stressful periods. Another consideration is the curriculum and whether it has teacher support on how to accelerate or remediate as necessary. Adaptations and how to use adaptations so children can participate in instruction are other key elements. Adaptations may include types of seating, using popsicle sticks in books so children with fine motor delays may more easily participate in exploring books, or using puzzles with more pieces to meet the child’s needs. The same creative concept applies to all elements of instruction. In terms of assessment, the Desired Results Developmental Profile (DRDP) has adaptation examples included in the instrument and additional information about adaptations can be found at <https://www.draccess.org/>. All children benefit when teachers differentiate instruction and set high expectations.  **Additional Resources:**  **Inclusion Works! Creating Early Education Programs that Promote Belonging for Children with Disabilities** second edition is designed to provide inclusive strategies and research-based guidance that promote belonging and acceptance for all children.  **Indicators of High-Quality Inclusion**  These four sets of indicators were designed by a group of national partners to support state leaders, local administrators, and front-line personnel in the early care and education system providing programs and services to children ages birth through five and their families. | For more information on Inclusion Works! Second Edition, see [https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf](https://www.cde.ca.gov/sp/cd/re/documents/inclusionworks2ed.pdf" \o "Inclusion Works!)  For more information on California Early Childhood Online, see [https://www.dec-sped.org/dec-recommended-practices](https://www.dec-sped.org/dec-recommended-practices" \o "DEC Recommended Practices (RPs))  For more information on Indicators and Elements of High-Quality Inclusion, see  <https://ectacenter.org/topics/inclusion/indicators-local.asp>. |
| Adaptations to instructional materials, for children with disabilities | UPK classrooms may require adaptations to the presentation of instructional materials and allow for multiple ways so children can show what they know. Adaptations can also include adaptive books, pencils, crayons, eating utensils, tricycles and an overall adaptive environment that allows for full participation in the classroom.  Adaptations may also include adding Velcro to blocks, keeping materials in a shallow tray, and adding knobs or handles to puzzles and paint brushes. Children with disabilities need to be reflected in the learning environment through books and other materials so that, like other children, they can see themselves in the classroom and promote a sense of belonging. | For more information on Adapting Activities & Materials for Young Children with Disabilities, see <http://www.eclre.org/media/84761/adaptingactivitiesand_materialsec-1.pdf>.  For more information on Division of Early Childhood (DEC) Recommended Practices, see [https://www.dec-sped.org/dec-recommended-practices](https://www.dec-sped.org/dec-recommended-practices" \o "Division of Early Childhood (DEC) Recommended Practices)  For more information on Specific Disability Populations and Children At-Risk, see [https://ectacenter.org/topics/earlyid/idspecpops.asp](https://ectacenter.org/topics/earlyid/idspecpops.asp" \o "Specific Disability Populations and Children At-Risk)  For more information on Practice Improvement Tools: Practice Guides for Practitioners, see [https://ectacenter.org/decrp/type-pgpractitioner.asp](https://ectacenter.org/decrp/type-pgpractitioner.asp" \o "Practice Improvement Tools: Practice Guides for Practitioners)  For more information on California MAP to Inclusion and Belonging, see [https://cainclusion.org/camap/](https://cainclusion.org/camap/" \o "It’s All About Belonging)  For more information on Supporting Inclusive Practices, see [https://www.sipinclusion.org/](https://www.sipinclusion.org/" \o "Supporting Inclusive Practices)  For more information on Inclusion Collaborative, see [http://www.inclusioncollaborative.org/.](http://www.inclusioncollaborative.org/) |
| Specialized services (for example: occupational therapy, physical therapy, and speech therapy) | Specialized services and supports are provided for children who need such services to fully participate in instruction. These services are determined following an evaluation and special education eligibility determination process and documented in a child’s Individualized Education Program (IEP). Specialized services are tailored for the individual needs of the child so that the child can fully participate in instructional activities. Specialized services can be simple to more complex and can include assistive technology, adapting materials, or equipment such as a walker or wheelchair. Specialized services should be provided within the context of the early education classroom to the greatest extent possible so children have context for learning and peer models. Learning within context, rather than isolation, improves child outcomes. | For more information on Specifying Related Services in the IEP, see  [https://www.parentcenterhub.org/iep-relatedservices/](https://www.parentcenterhub.org/iep-relatedservices/" \o "Specifying Related Services in the IEP) |
| Social-emotional strategies, such as the Pyramid Model, Center on the Social and Emotional Foundations for Early Learning (CSEFEL), and so on | The Pyramid Model provides guidance in reducing challenging behavior and increasing positive social skills by providing universal, targeted, and intensive positive behavioral support for children. Universal support would typically be implemented in the classroom, targeted for children who need additional social-emotional support. Intensive support may require consultation with staff with behavioral expertise. The CSEFEL has developed a series of resources on implementing the Pyramid Model.  In addition to the resources for implementation of the Pyramid Model, the Teaching Pyramid CA Inclusion website offers resources and materials that can be used in the classroom such as:   * Visual schedule; * Visual strategies that support receptive and expressive communication; * Instruction and coaching for staff that include implementing Positive Behavior Supports or designing a Teacher Support Plan that helps find prevention strategies and replacement skills within the classroom; and * Resources such as handouts and support materials for families.   Professional development and specialized training modules are paired with classroom coaching to ensure the highest level of implementation in the classroom. | For more information on The Pyramid Model, see ~~https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html~~ [Link no longer available].  For more information on Supporting Inclusive Early Learning, see  <https://cainclusion.org/>  For more information on Preventing Suspension and Expulsion of Young Children in Child Care & Early Education Settings, see [https://preventingchildcareexpulsionca.org/](https://preventingchildcareexpulsionca.org/" \o "Preventing Suspension and Expulsion of Young Children in Child Care & Early Education Settings) |
| Additional staff to support participation in instruction | Some children with disabilities may require instructional staff to be added to the classroom to assist the child or children enrolled. Children may need some physical assistance to access instruction and to participate outdoors. The individual needs of the child and documentation in the child’s IEP can add the needed staff support to the classroom to support learning. The Individuals with Disabilities Education Act allows for staff to include peers in activities, and the staff can provide services to the child and other children in order to normalize learning in a classroom. LEAs can blend and layer funding from other sources to provide additional staff to provide differentiated supports to assist students with disabilities to participate in instruction (see Models of UPK Section). | For more information on Financing Strategies and Collaborative Funding for Inclusive Programs, see <https://ectacenter.org/topics/inclusion/funding.asp>.  For more information on the Inclusive Classroom Profile, see <https://products.brookespublishing.com/The-Inclusive-Classroom-Profile-ICP-Set-Research-Edition-P969.aspx>. |
| Screeners  (Ages and Stages Questionnaire [ASQ], ASQ- Social Emotional [ASQ-SE], Brigance, and so on) | LEAs can utilize screeners to help in the identification of students with potential exceptional needs. Educators should discuss screener results with families, to provide an opportunity for parents to learn about early intervention services, if needed, and request a referral for an evaluation to determine if specialized services are needed. It is important to note that a low performance does not exclusively mean a referral, but it is an opportunity for the educator to more closely examine the developmental achievements of the child and to take more observational notes to get a better understanding of the child’s developmental level and abilities. | For more information on ASQ, see <https://agesandstages.com/asq-online/>.  For more information on Brigance for Early Childhood, see [https://www.curriculumassociates.com/programs/brigance](https://www.curriculumassociates.com/programs/brigance" \o "Brigance)  For more information on Early Childhood Technical Assistance Center Screening, see  <https://ectacenter.org/topics/earlyid/screeneval.asp>. |
| Assessments (for example, the DRDP) | Assessments should be used to monitor the development of all students’ skills–including children with disabilities–across key domains including math, literacy, language, social-emotional, physical development, and approaches to learning. Results should be used to inform curriculum planning and help the teacher, through scaffolding, to bridge the gap between where a child is and where they need to be.  For children with disabilities, you can complete the DRDP (2015) for each eligible child (with an IEP or Individualized Family Support Plan in the six-week period before your Special Education Local Plan Area’s fall and spring deadlines, and enter results into the DR Access Reports system. | For information on Desired Results for Children and Families, see <https://www.desiredresults.us/>.  For information on DRDP Assessment Steps and Timeline, see [https://www.draccess.org/timeline](https://www.draccess.org/timeline" \o "DRDP Assessment Steps & Timeline) |
| Evidence-based teaching strategies and professional development opportunities | Embedded instruction involves multiple, brief teaching interactions between a teacher and child during everyday classroom activities. By identifying functional behavior targets, selecting classroom activities best suited for embedded learning opportunities, and using planned and intentional instructional strategies, teachers can help children learn new behavior for participating in classroom activities throughout the day.  Embedded Instruction for Early Learning is based on a recommended instructional practice for preschoolers with, or at risk for, learning challenges. In embedded instruction, teachers, families, and other caregivers learn how to provide developmentally appropriate, intentional instruction to advance children’s engagement and learning as part of their everyday activities, routines, and transitions.  The DEC CONNECT Modules are free, practice-focused instructional resources for faculty and other professional development providers. CONNECT courses are self-paced and self-guided and designed for professionals who work with or support young children and their families in a variety of learning environments and inclusive settings. The Foundations of Inclusion course is free. | For more information on Embedded Instruction Practices, see [https://ectacenter.org/~pdfs/decrp/PGP\_INS3\_embedded\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGP_INS3_embedded_2018.pdf" \o "Embedded Instruction Practices)  For more information on Embedded Instruction, see [http://www.embeddedinstruction.net/.](http://www.embeddedinstruction.net/" \o "Embedded Instruction for Early Learning)  For more information on CONNECT Modules, see [https://connectmodules.dec-sped.org/.](https://connectmodules.dec-sped.org/" \o " CONNECT Modules) |
| Family Engagement | The partnerships between families and educators involves establishing multiple ways that families can feel engaged, included, heard, informed, and valued. Establishing collaborative relationships with families is foundational and a critical component in inclusive practices. Provided are several resources to support families and aid in fostering this important relationship. | For more information on California Parent Organizations, see [https://www.cde.ca.gov/sp/se/qa/caprntorg.asp](https://www.cde.ca.gov/sp/se/qa/caprntorg.asp" \o "California Parent Organizations)  For more information on Seeds of Partnership, see <https://www.seedsofpartnership.org/index.html>. |
| Position Statements, Policy brief or Letter | Policy and position statements can articulate a vision, reinforce standards, establish or reaffirm expectations, and strengthen practice. The policy and position statements listed serve to connect us to the broader community of inclusion practitioners and leaders.  **A Joint Position Statement of the DEC and the National Association for the Education of Young Children (NAEYC)**  This policy brief reviews the data, research, and policy landscapes of the inclusion of children with disabilities in general learning settings, and provides a robust policy agenda to expand access to such opportunities.  This policy statement from the United States Departments of Education and Health and Human Services sets a vision and provides recommendations to states, LEAs, schools, and public and private early childhood programs, for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality, early childhood programs.  **Access to Inclusive ELC Programs for Students with Disabilities**  This letter reaffirms expectations for access to inclusive early learning and care programs for students with disabilities in California. As California continues to pursue a system of education that adequately addresses the needs of each and every student in the least restrictive environment, providing access to inclusive, early learning opportunities for students with disabilities is fundamental. | For the DEC and NAEYC Joint Position Statement, see [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps\_inclusion\_dec\_naeyc\_ec.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf" \o "Early Childhood Inclusion)  For more information on Expanding Inclusive Learning, see [https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2020/07/CEP-disabilities-inclusion-pullout-070620-FINAL.pdf](https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2020/07/CEP-disabilities-inclusion-pullout-070620-FINAL.pdf" \o "Expanding Inclusive Learning)  For more information on Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, see <https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>.  For more information on Access to Inclusive ELC Programs for Students with Disabilities, see <https://www.cde.ca.gov/sp/se/lr/om031819.asp>. |

### Head Start Curriculum Review

Head Start and Early Head Start programs must implement developmentally-appropriate, research-based early childhood curricula that meet the requirements outlined in the Head Start Program Performance Standards. To support Head Start programs in their selection of curricula, the Office of Head Start compiled an online Curriculum Consumer Report which provides summaries and ratings of comprehensive infant and toddler, preschool, and home-based curricula. To date, the curricula reviewed for preschool programs include:

* Big Day for PreK™
* Connect4Learning®
* Core Knowledge® Preschool Sequence
* Curiosity Corner, 2nd Edition
* DLM Early Childhood Express®
* Frog Street Pre-K
* Frog Street Threes
* Galileo® Pre-K Online Curriculum
* HighScope Preschool Curriculum
* Learn Every Day™: The Preschool Curriculum
* Opening the World of Learning™ (OWL) ©2014
* Pre K for ME
* The Creative Curriculum® for Preschool, 6th Edition
* The InvestiGator Club® Just for Threes 2018 Learning System
* The InvestiGator Club® PreKindergarten Learning System 2018
* Tools of the Mind®
* World of Wonders

The list of curricula provided above is for informational purposes and is not exhaustive. For more information and to view summaries and ratings for individual curricula, visit the Early Childhood Learning and Knowledge Center webpage at <https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/preschool/curricula>.

### Supporting Social and Emotional Learning and Development

This section includes descriptions and resources related to supporting social and emotional learning (SEL) and development.

The California Department of Education (CDE) recommends the identification of a developmentally appropriate SEL curriculum and resources to support the social competence and emotional learning of young children. Local educational agencies (LEAs) should ensure teachers and educators have effective professional development and training in SEL, including teaching strategies, instruction, and curriculum development. SEL integrated into the curriculum and routine supports the self-management, social awareness, and relationship skills of the children. Research in SEL highlights the importance of young children’s social competence as it relates to a child’s later academic successes, including enhanced self-efficacy, confidence, and overall engagement in school.

Below is a list of methods the CDE could use to support SEL and executive functioning in Universal PreKindergarten (UPK).

| **Method** | **Description** | **Link and Resources** |
| --- | --- | --- |
| Provide training and resources for staff on the National Center for Pyramid Model Innovations (NCPMI) | The NCPMI is funded by the Office of Special Education Programs (OSEP) to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. | Visit the NCPMI website at ~~https://challengingbehavior.cbcs.usf.edu/index.html~~ [Link no longer available]. |
| Provide training for staff on the California Collaborative on the Social and Emotional Foundations for Early Learning (CSEFEL) | California Early Childhood Online (CECO) offers training on the California CSEFEL Teaching Pyramid Framework. | Visit the CECO website at [caearlychildhoodonline.org](https://www.caearlychildhoodonline.org/). |
| Implement the CA CSEFEL Teaching Pyramid Framework in the classroom | The Teaching Pyramid Framework has been adapted for California from the National Center on Social and Emotional Foundations for Early Learning (National CSEFEL). It maximizes collaboration to enhance linkages and methods for local agencies to deliver services and to connect families to appropriate interventions, including children’s mental health, Early Start, special education, and medical services.  The Teaching Pyramid Framework, with its emphasis on strong relationships, support for social competence, and the prevention of challenging behaviors, is congruent with California’s social and emotional foundations for infants, toddlers, and preschool-age children; the Desired Results Developmental Profile [DRDP]; Quality Counts California; and other quality improvement approaches. | For more information, please visit <https://cainclusion.org/camap/map-project-resources/ca-teaching-pyramid/>.  Please visit the National CSEFEL website at <http://csefel.vanderbilt.edu/>.  Please visit the Teaching Pyramid Framework at <https://cainclusion.org/resources/camap/CACSEFEL/CACSEFEL_TP_InfoSheet_Final.2015.02.24.pdf>. |
| Designing developmentally informed learning environments to allow for individual and group activities that promote SEL and executive function skills (for example, use students’ pictures or words in daily routines, feelings charts, and so on) | The Early Childhood Learning and Knowledge Center (ECLKC) is funded by the Office of Head Start and is designed to educate, connect, and provides resources for the early childhood community including resources on classroom learning environments. | For more information, please visit <https://eclkc.ohs.acf.hhs.gov/browse/keyword/classroom-environment>. |
| Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings | *The Integrated Nature of Learning* is a CDE publication that shows examples of how play, learning, and curriculum work together in early education, and describes the relationship context for early learning and the role of the teacher in supporting children’s active engagement in learning.  CECO provides a training module series on *The Powerful Role of Play in Early Education* including *The Role of Play in Learning: Supporting Social-Emotional Development.* | For more information, please visit <https://cdep.klas.com/product/001796/>.  For more information, please visit <https://www.caearlychildhoodonline.org/>. |
| Use developmental observations to identify children’s emerging skills and support their development through daily interactions | The DRDP (2015) - Preschool View is designed for teachers to observe, document, and reflect on the learning, development, and progress of preschool-age children who are enrolled in early education programs. The results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.  The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. The DRDP (2015) is made up of eight domains (approaches to learning - self regulation, social and emotional development, language and literacy development, English language development, cognition: math, cognition: science, physical development - health, history and social science, and visual and performing arts).  The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain’s developmental constructs. The DRDP (2015) aligns with the CDE’s *Preschool Learning Foundations*. | For more information, please visit <https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>.  For more information, please visit <https://www.cde.ca.gov/sp/cd/ci/drdpforms.asp>.  For more information, please visit <https://www.draccess.org/>.  For more information, please visit <https://www.caearlychildhoodonline.org/>. |
| Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction | In the past five years, a number of efficacy trials have demonstrated that children’s academic and social-emotional functioning can be improved by targeting executive functioning and emotional and behavioral regulation via preschool and elementary school curricula.[[34]](#endnote-34) | For more information, please visit <https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health>.  For more information, please visit <https://www.acf.hhs.gov/opre/report/executive-function-mapping-project-measures-compendium-resource-selecting-measures>. |
| Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to SEL and executive function skills | Reflective practices are methods and techniques that help individuals and groups reflect on their experiences and actions in order to engage in a process of continuous learning. | For more information, please visit <https://easel.gse.harvard.edu/professional-development>. |
| Offer open-ended and self-directed learning opportunities that foster individual interests and curiosity or new learning | Not applicable. | Not applicable. |

### Early Math - Math Matters[[35]](#endnote-35)

Mounting evidence indicates that the mathematics knowledge children develop before entering elementary school is critical to later academic achievement. Children begin K with huge differences in their exposure to math and their opportunities to develop their math skills, which can lead to significant differences in achievement that typically persist through the grades. Opportunities to learn math in children’s early years are important because early learning forms the foundation for later learning. Math activities are also important because they help young children develop executive function skills—working memory, attention, and cognitive self-regulation—that are important to development in both the academic and social realms. Young children’s learning in mathematics is firmly rooted in their experiences in the world, which is why play is important to supporting the development of children’s informal math understandings. High-quality and effective instruction draws and builds on these understandings.

A central goal of instruction, which is well represented in the Common Core standards, is to develop flexible and conceptual understanding, reasoning, and problem-solving skills which form a strong foundation for later math learning. This goal has implications for early childhood teaching practices. The *California Mathematics Framework* explains that students learn best when they are actively engaged in questioning, struggling, problem solving, reasoning, communicating, making connections, and explaining in the context of authentic problems.

The National Council on the Teaching of Mathematics offers the following principles of teaching:[[36]](#endnote-36)

1. Establish mathematics goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse
5. Pose purposeful questions
6. Build procedural fluency from conceptual understanding
7. Support productive struggle in learning mathematics
8. Elicit and use evidence of student thinking

Observers of an effective classroom are likely to see children using manipulatives to solve problems, frequently working in dyads or small groups. The tasks are presented as games or playful activities, and may be differentiated to be appropriate for children’s varying learning needs. Rather than teaching a particular method for solving a problem, the teacher asks children to figure out different ways to solve problems on their own or with classmates, and asks them to explain or show how they arrived at their answer or how they know it is correct. The teacher pays close attention to children’s strategies in solving problems and asks questions to further surface and build on their thinking.

Observers are also likely to see the teacher asking children questions as they engage in free play: “How many blocks are in your tower? Whose tower is the tallest? Shortest? How do you know?” She may also embed math in everyday routines: “If you are first in line, raise your hand. Who is second? Third? Fourth?” The teacher may repeat questions in children’s native language if it is not English, or if she doesn’t know their language, use gestures and props to facilitate their understanding, such as raising her hand high when she says “tallest” and lowering it when she says “lowest.”

Regarding the content, early math is more than counting and shapes. All of the following interconnected strands should be covered:[[37]](#endnote-37)

1. **Number and Operations:** Numbers can be used to tell us how many, describe order, and measure; they involve numerous relations and can be represented in various ways. Operations are mathematical processes or activities used to model real-world situations or solve problems.
2. **Data Analysis:** Data is used to organize our world. Data analysis includes classifying, sorting, comparing, counting, and measuring. We use data to make sense of the world, inform our questions, and solve problems.
3. **Measurement:** Comparing and measuring can be used to specify “how much” of an attribute (for example, length, weight, heat) objects possess. Measures can be determined by repeating a unit or using a tool.
4. **Geometry:** Geometry can be used to understand and to represent the objects, directions, locations in our world, and the relationships between them. Geometric shapes can be described, analyzed, transformed and composed and decomposed into other shapes.
5. **Algebra:** Patterns can be used to recognize relationships and can be extended to make generalizations.

Taking a step back to look at the larger context of teaching young children mathematics, the National Association of the Education of Young Children offers the following general principles:[[38]](#endnote-38)

* Young children, no matter their age or background, bring with them diverse cultural and linguistic resources and robust mathematical understanding to learning situations.
* The role of early childhood educators is to build on children’s intuitive ideas about math, drawing on the resources that children bring as productive learning supports. This can occur across a range of informal and formal spaces in playful, intentional, and developmentally appropriate ways.
* Research documents the development of children’s mathematical understandings in early childhood. Attending to the details of children’s thinking through the lens of research-based principles supports teachers in recognizing what children understand and making instructional decisions that build from what children know and can do.
* Mathematics identities are socially constructed in ways that privilege and marginalize groups of individuals differently; challenging the status quo of who gets positioned as “good at math” is critical to disrupting inequities.
* Deep mathematical learning occurs through multiple modes of communication—spoken, language, gesture, movement, tools, and written representation together play an important role in supporting mathematical development for all children, especially dual language learners.
* Early childhood educators are professionals with vast experience and knowledge about supporting the development of young children. As lifelong learners, they should be supported to try new things, take risks, innovate, and reflect as these processes are critical to long-term learning that is generative.

The table below provides additional resources to inform early math instruction and development.

| **Resource** | **Description** | **Source** |
| --- | --- | --- |
| California Early Math Project | The California Early Math Project promotes awareness of the importance of math in early education (birth to age eight), provides tools to parents and educators, and collaborates with agencies and organizations working to advance mathematical learning. | Visit the California Early Math Project website at <https://www.earlymathca.org>. |
| *California Mathematics Framework* (2002) | The framework is important guidance designed to help educators align classroom teaching with California’s rigorous math learning standards. It also provides guidance for mathematics learning for all students at all levels of math and ensures students have a wide variety of options including pursuing Science, Technology, Engineering, and Math (STEM) in college and career. | For the *California Mathematics Framework*, visit the California Department of Education website at <https://www.cde.ca.gov/ci/ma/cf/>. |
| *Young children’s mathematics: Cognitively guided instruction in early childhood education* | This book helps teachers recognize opportunities for making connections to math for young children. | Citation: Carpenter, T. P., Franke, M. L., Johnson, N.C., Turrou, A. C., & Wager, A. A. (2016). *Young children's mathematics: Cognitively guided instruction in early childhood education*. |
| *Learning and teaching early math: The learning trajectories approach, third edition* | This book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching. | Citation: Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach*. Routledge. |
| Development and Research in Math Education (DREME) | The DREME network focuses on math from birth through age eight years, with an emphasis on the preschool years. Network members and affiliates collaborate to conduct basic and applied research and develop innovative tools that address high-priority early math topics and inform and motivate other researchers, educators, policymakers and the public. | Visit the DREME network’s website at <https://dreme.stanford.edu/>. |
| *Choral counting and counting collections: Transforming the PreK-5 math classroom*. | This book provides a vision for how deeply and creatively children can engage with ideas of number and operations and mathematical reasoning through counting. | Citation: Franke, M. L., Kazemi, E., & Turrou, A. C. (Eds.). (2018). *Choral Counting and Counting Collections: Transforming the PreK-5 Math Classroom*. Stenhouse Publishers. |
| “Playful Math Instruction in the Context of Standards and Accountability.” *Young Children*, 72(3), 8-13 | This article illustrates that children are not likely to notice any difference between playing and learning mathematics concepts and skills. Teaching described in the article implores teachers to be intentional, to plan lessons carefully, and to be somewhat directive. | Citation: Stipek, D. (2017). “Playful Math Instruction in the Context of Standards and Accountability.” *Young Children*, 72(3), 8-13. |
| *The Young Child & Mathematics,* third edition. | Grounded in current research, this book focuses on how teachers working with children ages three to six years can find and build on the math inherent in children’s ideas in ways that are playful and intentional. | Citation: Turrou, A., Johnson, N., & Franke (2021). *The Young Child and Mathematics,* third edition.  National Association for the Education of Young Children, Washington DC. |

## Focus Area E: Local Educational Agency Facilities, Services, and Operations

### Funding Sources That Can Be Utilized for Facilities

This section contains funding information that local educational agencies (LEAs) can utilize for facilities.

| **Program** | **Description** | **Link** |
| --- | --- | --- |
| The California Preschool, Transitional Kindergarten (TK) and Full-Day Kindergarten (K) Facilities Grant Program | This program was formerly known as the Full-Day K Facilities Grant Program, but has now been expanded to include the California State Preschool Program (CSPP), TK and full-day K. School districts that lack the facilities to provide preschool, TK, or full-day K instruction can locate funding opportunities under this service. | Access California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program Funding at  <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>. |
| Charter School Facilities Program (CSFP) | Charter schools, or school districts filing on behalf of a charter, can apply for this service by applying for a preliminary apportionment (reservation of bond authority) for new construction projects and rehabilitation of district-owned existing facilities that are at least 15 years old. To qualify for funding, the applicant and charter school must be deemed financially sound by the California School Finance Authority. Applications for this service can only be submitted when the State Allocation Board establishes application filing periods for the CSFP; as of this date, an application filing round is not open. | Access Charter School Facilities Funding at  <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Obtain-Charter-School-Facilities-Funding>. |
| Facility Hardship | School districts can apply for this service once the school district has demonstrated that either school buildings or related required components are currently causing an imminent health and safety threat to students or staff. | Facility Hardship Funding for School Construction can be found at  <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Obtain-Facility-Hardship-Funding>. |
| Financial Hardship | Financial hardship assistance is available for those school districts that cannot provide all or part of their funding share of a School Facility Program (SFP) or a California Preschool, TK and Full-Day K Facilities Grant Program project. In order to receive financial hardship assistance, a school district must have made all reasonable efforts to raise local funding and must also demonstrate that it is unable to contribute all or a portion of the matching share requirement. If the school district meets the financial hardship criteria, it is eligible for financial assistance for new construction, modernization, Facility Hardship projects or California Preschool, TK and Full-Day K Facilities Grant Program. | Financial Hardship Assistance for School Construction can be found at  <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Financial-Hardship-Assistance-for-School-Construction>. |
| New Construction | School districts can apply for this service when adding capacity to a school district. Adding capacity to a school district can include the construction of a new school, or the addition of classrooms to an existing school. Applications are submitted to the Office of Public School Construction (OPSC) in two stages: an application for eligibility and an application for funding. | New Construction Funding for Schools can be found at:  <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Obtain-New-Construction-Funding>. |
| Modernization | School districts can apply for this service when improvements are needed that educationally enhance existing school facilities. Projects eligible for this service include modifications such as air conditioning, plumbing, lighting and electrical systems. Applications are submitted to the OPSC in two stages: an application for eligibility and an application for funding. | Modernization Funding for Schools can be found at  <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Apply-for-Modernization-Funding>. |

### Transportation

This section contains information, best practices, and considerations for providing transportation services for Transitional Kindergarten (TK) and the California State Preschool Program (CSPP).

While implementing the Universal PreKindergarten (UPK) Planning and Implementation Grant, local educational agencies (LEAs) and transportation service providers may have questions on how to transport these new riders.

LEAs and contract transportation service providers may need to adapt current plans to comply with transportation guidelines set forth in their Transportation Safety Plan as required by the California *Education Code* (*EC*) Section 39831.3 at <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=39831.3.&article=3.&highlight=true&keyword=Transportation%20Safety%20Plan%20> and safety information and instruction as required by *EC* Section 39831.5 at <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=39831.5.&lawCode=EDC>.

The California Department of Education’s (CDE’s) Office of School Transportation (OST) assists school districts and school bus contractors in providing the safest and most efficient transportation services for their passengers and customers. The CDE’s OST has developed the Transportation Administration Course to provide an introductory level of knowledge and required skills to individuals who have recently acquired the responsibilities of transportation administration or to prepare those who desire advancement into a career of passenger transportation administration. This course can be accessed through the CDE training website at <https://www.cde.ca.gov/ls/tn/im/>.

The most common questions that parents, guardians, and LEAs have when transporting UPK students are how they can safely ride the school bus and other vehicles with the appropriate safety equipment. The CDE’s OST has developed a “Passenger Restraints Frequently Asked Questions” bulletin to answer frequently asked questions (FAQs) regarding occupant protection in school buses, specifically passenger restraint systems (commonly referred to as lap or shoulder belts and child safety restraint systems [CSRS]). These FAQs can be accessed at <https://www.cde.ca.gov/ls/tn/or/bulletin0926.asp>.

Transportation services are not mandated for these programs as providing transportation is a local board decision in accordance with *EC* Section 39800 at <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=39800.&lawCode=EDC>. However, some students with exceptional needs may require transportation services to access their educational programs as required by their IEP. *EC* Section 56040 (found at <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=56040.&lawCode=EDC>) mandates "Every individual with exceptional needs who is eligible to receive special education instruction and related services under this part shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Special education transportation is defined in federal regulation 34 *Code of Federal Regulations* (*CFR*) Section 300.34(c)(16) (found at <https://sites.ed.gov/idea/regs/b/a/300.34/c/16>) as a related service.

Transportation is required to be provided as a related service if it is required to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education as defined in federal regulation 34 *CFR* Section 300.17 (found at <https://sites.ed.gov/idea/regs/b/a/300.17>). The department has developed a webpage specifically about transportation guidelines that should be utilized to plan and implement transportation services to pupils that require this service to benefit from special education instruction or related services. This page can be accessed at <https://www.cde.ca.gov/sp/se/lr/trnsprtgdlns.asp>.

The CDE’s OST staff is available to assist with guidance and training programs specifically designed for transporting children with special needs. The CDE’s Transporting Passengers with Special Needs course focuses on assisting decision-makers with “when to” transport and “how to” transport passengers with special needs. This course can be accessed through the CDE’s training website <https://www.cde.ca.gov/ls/tn/im/>.

Contact the CDE’s OST staff with any questions or for assistance at <https://www.cde.ca.gov/ls/tn/or/regionassign.asp>.

### Guidance on the Supervision of Young Children

Supervision is an important aspect for young children. It helps create a safe environment and reduces the risk of injuries.

#### Best Practices for Supervision in the Bathroom

* Children should be supervised at all times. Staff should maintain group size accordingly. For example, one group goes with one adult to the bathroom, while the remainder stay outside with another adult to maintain ratio.
* Staff should plan regular toileting times into the daily schedule to prevent as many incidental trips as possible. For example, children would have the chance to use the bathroom after lunch, before going outside, or before leaving for a field trip.
* One adult should stay with the majority of the class while another adult can be available for children who may need further assistance. Some children may need a reminder to flush the toilet or wash their hands, so this adult can gently remind the child in the bathroom to do these things.
* Some children may even need assistance with toilet learning or toilet training.
* However, with some bargaining agreements, certain positions are assigned to assisting children with toileting needs. In addition, with some bargaining agreements, the teacher may not be able to assist with toileting, so the other adult in the classroom would have to assist with toileting.
* Staff should ensure children are provided privacy in the bathroom. It is appropriate to supervise children by remaining in hearing distance and to be readily available to assist children when needed.
* It is easier for staff to supervise toileting areas that have low walls or stalls to supervise while children are using the bathroom.
* A related recommendation for all staff working with children ages three to five years includes communication with parents and families to ensure that the clothes children wear to school are accessible. For example, jumpsuits are often difficult for children to take off and put on independently, as are some buttons on the top of jeans. Pull-on pants with elastic are easy for children to pull up and pull down themselves. Having a change of clothes in the child’s backpack is recommended.
* Bargaining agreements should be referenced to ensure job duties are being assigned accordingly and staff know their roles and responsibilities.

#### Best Practices for Supervision During Meals

* Children should be supervised to ensure they wash their hands before and after meals.
* During mealtime, children should be supervised, and adult-to-child ratio does not change.
* Adults should assist and teach children about meal time (lining up in the cafeteria, getting one serving, opening food packages, and putting the straw in their milk).
* Engage in conversations with children during meals.
* Children should be provided an activity after they finish eating so that they can be easily supervised while other students finish eating.
* Updates regarding Family-Style Meal Service during COVID-19 can be found at <https://www.cde.ca.gov/ls/nu/documents/cacfpmealsrvcfactsheet.pdf>.

#### Rest Time and Supervision

The Early Childhood Environment Rating Scale (ECERS) has an item called Furnishings for Relaxation and Comfort. Children need space and opportunity to relax and rest. Soft furnishings and toys allow young children opportunities for relaxation and comfort. Cozy areas provide a space for quiet activities to occur and should be protected from active play so children can snuggle, daydream, and lounge. These areas need to be supervised so children needing this time and space can be protected from disruption by other children.

#### Supervision On the Playground

Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended. Adults can keep children safe by teaching all staff how to look, listen, and engage. Active supervision requires focused attention and intentional observation of children at all times. Staff position themselves so that they can observe all of the children—watching, counting, and listening at all times. To read more about active supervision, visit <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/active-supervision-faqs>.

**Set up the environment:** Many play yards for early education have sheds and playground equipment that create barriers to supervision. The environment should be set up so that children can be seen at all times. Any areas where a child could hide behind should be blocked off by a barrier, or noted, so that staff can position themselves to better supervise that area.

**Position staff:** Staff carefully plans where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing so they can react quickly when necessary.

**Zoning:** One way to supervise outdoors is by using the zoning method. Zoning consists of sectioning off the play yard and assigning adults to different areas to supervise. One teacher can be responsible for taking children to the bathroom or for water if it is away from the playground.

**Engage and redirect:** Staff should know about each child’s individual needs and development to help with supervision for outdoors. Some children may be inclined to participate in unsafe behavior such as running out of or climbing gates. Staff should be proactive when it comes to supporting these children on the playground. They may offer different levels of assistance or redirection depending on each individual child’s needs.

**Scan and count:** Staff can continuously scan and count children during outdoor play. This can help keep track of where the children are, and to make sure no one is missing. If one child moves to a different area of the playground, they signal each other so that they are both aware of the child’s change in location.

Staff should be trained on active supervision strategies and support staff to apply these skills in everyday practice. Staff can collaborate and work together on a zoning plan. This includes how to arrange the space to create a safe environment in classrooms, playgrounds, and family child care so that it is easy for staff to observe children.

Staff will assess individual children’s skills and abilities, adapt activities to avoid potential injuries, and use their observational skills to anticipate times when a child may need closer supervision.

If a child gets hurt during outside play time or needs to use the restroom, the staff should have a walkie talkie or a cell phone while on the playground to notify school office staff that an additional person is needed. A first aid kit should be available outside out of the reach of children or in a backpack or fanny pack attached to the staff. An emergency child roster with the guardians’ contact information should be kept outside with the staff in case of an emergency.

Parent volunteers may be a great resource to help with transitions and outdoor time.

#### Transitions and Supervision

Transitions should be incorporated into the daily schedule. Preschoolers need routine. There is a sense of security that comes from their days being somewhat predictable and, therefore, not so confusing. The order of the activities during the day is how children predict what activity comes next.

Supervision is essential during transition times, especially during arrival and dismissal. These times when children and parents are present and either arriving or departing can become chaotic. Having an adult by the door assigned to keep track of which children are arriving and leaving can help ensure that all children are accounted for. During dismissal, if all of the students are lined up against a wall, then they can be excused by the teacher once the parent or guardian is recognized.

If the staff are unfamiliar with the adult picking up the child, identification should be checked to ensure that the adult is a safe and approved person for pick up. Staff should follow their program policies regarding releasing children to authorized adults.

### Implementing Universal Meals in Universal PreKindergarten

#### Universal Meals Program Background

Beginning in school year (SY) 2022–23, California will become the first state to implement a statewide Universal Meals Program for all school children. California’s Universal Meals Program is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). There are three key pillars that have been established to ensure that the program is a success:

1. California’s State Meal Mandate is expanded to include both a nutritiously adequate breakfast and lunch for all children each school day.
2. California’s Universal Meals Program requires very high poverty schools to participate in a federal provision.
3. The California State Legislature allocates funds to provide additional state meal reimbursement to cover the cost of the Universal Meals Program.

To support the implementation of the California Universal Meals Program, the California Department of Education (CDE) Nutrition Services Division is scheduling a series of informational listening sessions, creating a universal meals web page with resources, and collecting frequently asked questions through our universal meals mailbox [UniversalMealsSY22@cde.ca.gov](mailto:UniversalMealsSY22@cde.ca.gov).

#### Universal Meals Program Funding

California Universal Meals updates California *Education Code* (*EC)* Section 49501.5 to require public school districts, county office of education (COEs), and charter schools to provide a breakfast and lunch to students that request a meal, free of charge, for each school day beginning in SY 2022‒23.

If a local educational agency (LEA) does not participate in the NSLP or SBP, they are still required to meet the state meal mandate. However, only LEAs that participate in the NSLP and SBP are eligible to receive the state meal reimbursement. Participation in the NSLP and SBP requires an application process and approval by the CDE. To learn more about the NSLP application process, please see the CDE School Nutrition Programs Application Process web page.[[39]](#endnote-39) There will not be a separate application specifically for the California Universal Meals Program.

The state will provide supplemental funding intended to cover the difference between the federal free meal reimbursement rate and the reduced-price and paid reimbursement rates. This means LEAs participating in the NSLP and SBP will receive the federal reimbursement rate for meals served by student eligibility type, and additional state meal reimbursement that is the difference between the federal and state Free and Reduced-price Meal reimbursement amount and the paid rate. For example, during the 2019‒20 SY, if a school lunch was served and claimed to a paid student and the federal meal reimbursement rate was $0.32, under the Universal Meals Program, this meal would be eligible for an additional $3.09 in state meal reimbursement.

#### Community Eligibility Provision

The California Universal Meals Program requires that high poverty schools apply to participate in a federal meal provision such as Community Eligible Provision (CEP) or Provision 2. For the purposes of Universal Meals, high poverty schools are defined as those who meet the minimum eligibility requirements to participate in the federal CEP. To meet this requirement, high poverty schools may apply to participate in Provision 1, 2, or 3, or CEP.

For more information about CEP and Provisions, please see the CDE CEP web page[[40]](#endnote-40) and the CDE Provisions Claiming Alternatives web page.[[41]](#endnote-41)

The intent of the California Universal Meals Program is to comply with federal School Nutrition Program requirements and to supplement, not supplant, the federal meal reimbursement. Universal feeding provisions, like CEP, are intended to maximize federal reimbursement.

#### Providing Meals

LEAs can claim one breakfast and one lunch served to a student each school day. Meals served must comply with the federal program and nutrition requirements. To learn more about the federal program and nutrition requirements, please see the CDE NSLP and SBP Meal Patterns web page.[[42]](#endnote-42) LEAs cannot provide two meals during the same meal period, such as two breakfasts or two lunches, to fulfill the requirement. After-school meal supplements (snacks) are not considered a meal. Providing a snack in place of breakfast or lunch does not meet the intent of the California Universal Meals Program. Supper meals do not count toward the two meals required.

The California Universal Meals Program states that breakfast must be offered, but does not mandate the breakfast model that LEAs utilize. LEAs can choose which breakfast model best fits their school site needs. Breakfast After the Bell and Breakfast in the Classroom are recommended as best practices because participation is shown to increase under these models. For more information on breakfast innovations outside the cafeteria, please see this presentation from the United States Department of Agriculture (USDA) at <https://schoolnutrition.org/uploadedFiles/2_Meetings_and_Events/Presentation_PDFs/ANC_2018/Breakfas-Innovations-Beyond-the-Cafeteria.pdf>.

| **Model** | **Description** | **How to Implement** | **Why Implement?** | **Considerations** |
| --- | --- | --- | --- | --- |
| **Breakfast In The Classroom** | Students eat breakfast in the classroom at the beginning of the day or during morning break time. | Students can stop by the cafeteria and pick up their breakfast in grab 'n' go bags, along with milk and then go to class.  Breakfast can be delivered to the classroom on carts.  A student representative can go to the cafeteria, pick up the breakfasts for those students eating breakfast, and take it back to the class in a cart or wagon. | When breakfast is served in the classroom, more students eat breakfast. It is a great way to reach students who do not have time to eat before school, or who are not able to get to school in time for breakfast. Breakfast in the classroom is convenient and can be prepared quickly with few staff. | **Works best when:**   * There is a lack of space for students to eat breakfast. * Buses arrive before classes begin. * Teachers are supportive of breakfast and its impact on students. |
| **Grab 'N' Go Breakfast** | Breakfasts are packaged in paper bags, boxes or trays, usually the day before. Students pick up their breakfast and eat it when and where they want, within school guidelines. | Can be served first thing in the morning, between classes, or at a midmorning break.  Can be served from mobile service carts located in high traffic areas.  Eaten by students outside, in the hall, in class, or in the cafeteria, depending on what the school decides is appropriate. | Grab 'N' Go breakfasts bring breakfast to the student, making it easier for them to choose to eat breakfast, even for those who are not hungry first thing in the morning or prefer to socialize. This method is flexible for both students and staff alike and allows for schools to serve breakfast quickly. | **Works best when:**   * Students are in middle and high school and prefer the flexibility of eating lunch on their time. * A large number of students need to eat in a short amount of time. * Teachers and custodial staff are supportive of breakfast and realize its impact. * School menus are compatible with Grab’N’Go options. |
| **Using Mobile Carts For Grab ‘N’ Go Breakfast** | Breakfast carts act as mobile serving areas for breakfast. Instead of having the students come to the cafeteria for breakfast, breakfast is brought to students. | Food is prepackaged and can be portable and easy to grab.  Put your carts in high traffic areas.  Carts usually have a computer or point of service machine.  A school food service staff member operates the cart before school, during morning break, or between classes. | Breakfast carts mean that students do not need to choose between socializing and eating breakfast. Breakfasts served from a cart are convenient for food service staff and take less time to prepare than traditional breakfasts. | **Works best when:**   * Students are in middle and high school and prefer the flexibility of eating lunch on their time. * The cafeteria is located apart from where students hang out or the cafeteria cannot accommodate students in the morning. * There is one main area of the school where students tend to gather. |
| **Breakfast After First Period** | This model is also called a nutrition break or second chance breakfast. As the name implies,  students eat breakfast during a break in the morning, usually between 9 and 10 a.m. | Usually offered from mobile carts or tables located in high traffic areas where there are many students.  Breakfasts can be hot or cold, depending on school facilities, but foods that are easy to eat or handheld are popular and more convenient. | A midmorning nutrition break is a great way to reach these students as well as those who do not have time to eat before school, or who ate very early in the morning. A mid-morning nutrition break can be prepared quickly with few staff. | **Works best when:**   * A milk break or other break in the morning already exists. * There is no time to serve breakfast before classes. * Students rely on vending machines for snacks in the morning. * The cafeteria is not centrally located. |
| **Breakfast On The Bus** | Packaged or bagged breakfasts are served to students as they board their school bus every morning. Students then eat their breakfast while riding on the way to school. Breakfast service of this type should almost always feature cold meals, with particular attention given to how easily students will be able to eat a particular food item while on the go. | Messy or easily spilled items are not advised.  Trash disposal may be made available to students: while they are still on the bus, as they exit the bus, once they are inside the school.  The busing service is amenable to establishing a Breakfast on the Bus arrangement. | It is a challenge for students to arrive at school prior to the start of the instructional day in order to eat breakfast. Breakfast on the Bus can reach a large number of students in a setting where they will have adequate time to consume a meal, prior to the start of the instructional day. The use of pre-assembled cold meals can reduce the preparation burden for food service staff, and reduce the operating costs and the logistical demands on the school  cafeteria. | **Works best when:**   * Students spend an adequate amount of time (15 minutes or more) on the school bus every morning. * Agreements with instructional, food service, and janitorial staff have not yet been established for supporting other alternative breakfast service methods, such as Breakfast in the Classroom. * The busing service is amenable to establishing a Breakfast on the Bus arrangement. * Breakfasts can be prepared by food service staff ahead of time and delivered to the bus. * Meal payment system does not require cash at point of service. |

Federal regulations do not establish a minimum amount of time between breakfast and lunch meal service periods. Federal regulations do state that schools offer lunch service between 10 a.m. and 2 p.m.

#### Best Practices for Ensuring Adequate Time to Eat

The amount of time allotted for breakfast and lunch meal periods is not a federal or state requirement. However, the CDE recognizes ensuring adequate time to eat should be accessed and used as a best practice. The Center for Disease Control (CDC) recommends making the distinction between adequate seat time and the overall meal period because many activities included in the overall meal period can shorten time to eat, including using the restroom, handwashing, walking to where the meal is served, waiting in line, selecting meal items, getting seated, socializing, and cleaning up after the meal. The CDC recommends that LEAs ensure that students have at least 20 minutes to eat once they are seated.[[43]](#endnote-43) Some strategies to ensure adequate time to eat include the following:

* **Modify Points of Service:** This could include upgrading or adding points of service to speed up or shorten the lunch line, rearranging or spreading out points of service for better access for students, placing grab and go carts at exits to encourage students on open campuses to eat a meal before they leave, speeding up service with barcode scanners, photo identifications, lanyards with lunch cards, and so on, or having students line up alphabetically.
* **Modify Lunch Periods:** This could include adding a lunch period or instituting staggered or overlapping lunches, lengthening the lunch period by adding time at the end of the school day, or discontinuing morning recess and adding that time to the lunch period.
* **Modify Supervision at Lunch:** This could include adding additional staff to supervise in the cafeteria or in the lunch line, asking for parent volunteers to help provide lunchtime supervision, having the principal on daily lunch duty to improve student behavior and school morale, or assigning students to sit at the same table daily.
* **Modify Recess or Free Time:** This could include implementing recess before lunch, alternating lunch and recess and having some students out playing while others eat, splitting the lunchtime recess (for example, students have 15 minutes of play, eat lunch, and then have another 15-minute recess), or providing a few minutes of free time before lunch to allow middle and high school students to expend some energy before eating.
* **Modifying Seat Time:** This could include dismissing students individually instead of allowing them to get up and leave when finished, requiring a specific amount of time for sitting and eating before going out to play, encouraging children to finish their meal by having a few minutes of quiet time at the end of the eating period, or installing timers in the cafeteria that start when the last student in line sits down (students must stay seated until the timer counts down to zero).
* **Determining Adequate Time to Eat:** Schools can observe their lunch service to determine if students have enough time to eat, as well as any actual or perceived barriers to school lunch participation. Once an LEA identifies any issues, schools can extend lunch periods, hire more cafeteria staff, add points of service, or find other ways to improve the meal service to ensure that students have enough time to eat. Schools can also ensure that students have adequate time to eat through guidelines established in their local school wellness policies (LSWP), or by increasing the amount of time students have to eat by introducing efficiencies that speed up the meal service. Changes recommended by the Smarter Lunchrooms Movement (SLM) improve line and service efficiency through additional speed lines, food serving and storage equipment, and point-of-sale options.
* **Implementing SLM:** In 2010, the Cornell Center for Behavioral Economics in Child Nutrition Programs established the SLM to create sustainable, research-based lunchrooms that guide smarter choices. The SLM focuses on no- and low-cost solutions, the lunchroom environment, promoting healthful eating behaviors, and sustainability. The SLM strategies that can decrease the time students wait in food service lines include creating a healthy-items only speed line to encourage reimbursable meal participation or adding grab-and-go reimbursable meal options, both of which can increase the amount of time students have to eat their lunch.
* **Strengthening Your LSWP:** The CDE Time to Eat Survey responses indicated that less than 25 percent of elementary schools and about 8 percent of middle and high schools have any sort of policy specifying the amount of time students have for lunch. Additionally, many of the responses referenced teacher contracts, rather than LSWPs, which may indicate that even fewer schools have guidelines to help ensure adequate time to eat. While there are currently no federal or California state regulations requiring a minimum amount of time for school meals, districts can define policy regarding the amount of time students are provided to eat their lunch through their LSWP. Setting policy at the local level allows the individual needs of each LEA to be addressed. For more information, visit the CDE LSWP web page.[[44]](#endnote-44)
* **Positioning Recess before Lunch:** Research conducted by the Montana Team Nutrition Program indicates that recess before lunch decreases discipline problems on the playground, in the cafeteria, and in the classroom. Students return to class more settled, calmer, and ready to learn. Focus groups found that children preferred playing prior to eating lunch. Implementing recess before lunch can reduce plate waste, increase student consumption of food, decrease student wait time in line, and reduce student discipline referrals. For more information on resources that can help LEAs evaluate and implement Recess Before Lunch, visit the Peaceful Playgrounds Recess Before Lunch web page.[[45]](#endnote-45)

Please see the Best Practices tab on the CDE Ensuring Adequate Time to Eat web page[[46]](#endnote-46) for additional guidance on how to ensure students have enough time to eat both meals.

#### Data and Student Applications

LEAs participating in the NSLP and SBP will need to collect meal applications. All federal regulations still apply for the determination of eligibility for the NSLP and SBP. Meal counts submitted for reimbursement need to be claimed in accordance with the amount of free, reduced-price, and paid meals served.

Exceptions for collecting applications and traditional meal counting and claiming procedures exist for schools that participate in the CEP and other provisions.

#### Student Eligibility

All students attending public school districts, COEs, and charter schools are eligible, including Transitional Kindergarten (TK) students. Exceptions exist for non-classroom-based charter schools. Each student may request a breakfast and lunch at no charge regardless of their eligibility for FRPM.

The state meal mandate only applies when students are on campus (independent study students or students attending school virtually are not required to be served under the state meal mandate). You can find more details about the state meal mandate and distance learners in the CDE California State Meal Mandate for 2021–22 Management Bulletin web page.[[47]](#endnote-47)

#### Cafeteria Facilities and Nonprogram Foods

Schools without cafeterias are not exempt from providing the California Universal Meals Program. Schools without cafeterias can meet the requirements by procuring meals from another school or a meal vendor.

LEAs will still be able to sell nonprogram foods while operating the California Universal Meals Program. If LEAs choose to sell nonprogram foods, they must continue to price items to ensure the percent of total revenue generated from their nonprogram foods sales is equal to or greater than the percent of total food costs.

LEAs may sell nonprogram foods to help increase nutrition program revenue. Examples of commonly sold nonprogram foods include: a la carte, second meals, adult meals, and smart snack compliant food and beverages sold in vending machines.

#### Transitional Kindergarten Meal Pattern

Depending on the meal service model, LEAs can consider using the NSLP and SBP preschool meal pattern or the K through Fifth Grade (K-5) meal pattern when serving TK children. The preschool meal pattern includes two age groups: children one through two years old, and children three through five years old. The K-5 pattern is intended for children from ages 5 through 10 years old. The USDA provides this comparison resource for preschool versus K-5 meal pattern requirements at: <https://fns-prod.azureedge.us/sites/default/files/resource-files/ServingSchoolMealstoPreschoolers.pdf>.

The CDE suggests that LEAs think about how the food is prepared to accommodate young children—for example, whole apples are not ideal for young students who have lost their front teeth. The CDE also suggests that LEAs utilize the preschool meal pattern in a family style meal model as a best practice that is both appropriate and supportive of early childhood development, though this is not a requirement of the program.

For additional information on the preschool meal pattern, ​​you can access the preschool meal pattern on the CDE NSLP and SBP Meal Patterns web page at <http://www.cde.ca.gov/ls/nu/he/smi.asp>.

#### Commingling Preschool Students with Older Children

It is important to serve age-appropriate meals, and the USDA recognizes that when schools are serving preschoolers at the same time as older children (commingled), adhering to two different meal patterns may be operationally challenging. Therefore, schools serving preschool children at the same time in the same service area as TK-5 children may use the NSLP and SBP K-5 meal pattern. In general, the service area refers to the place where students pick up or choose their meal items. Keep in mind that schools serving preschool children separately from other age groups must use the preschool meal pattern.

1. For more information, visit the direct link provided by the Brookings Institution at <https://www.brookings.edu/wp-content/uploads/2017/04/consensus-statement_final.pdf> [↑](#endnote-ref-1)
2. To learn more about the body of research examining the effectiveness of preschool and implications for policymakers, read “Untangling the Evidence on Preschool Effectiveness: Insights for Policymakers” by visiting the Learning Policy Institute’s Early Childhood Learning web page at <https://learningpolicyinstitute.org/product/untangling-evidence-preschool-effectiveness-report> [↑](#endnote-ref-2)
3. The Carolina Abecedarian Project is a program of the Frank Porter Graham (FPG) Child Development Institute of the University of North Carolina at Chapel Hill. For more information about the project, visit the FPG Child Development Institute’s web page at: ~~https://abc.fpg.unc.edu/abecedarian-project~~ [Link no longer available]. For more information on the Chicago Child Parent Centers, a description of the program from the Population Health Institute at the University of Wisconsin-Madison can be found at: <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/chicago-child-parent-centers> [↑](#endnote-ref-3)
4. For more information see this Ed Policy Works Working Paper. ~~https://education.virginia.edu/sites/default/files/files/EdPolicyWorks\_files/61\_Anti\_Proverty\_Effects\_ECE.pdf~~ [Link no longer available] [↑](#endnote-ref-4)
5. Connors, M. C., Stein, A. G., Ehrlich, S. B., Francis, J., Kabourek, S. E., & Easton, J. Q. (2021). A Path to Equity: From Expanded Pre-Kindergarten Access to Success in Elementary School. Research Brief. University of Chicago Consortium on School Research. <https://www.norc.org/PDFs/Pre-K/NORC_Path%20to%20Equity%20Brief_Final.pdf>4 [↑](#endnote-ref-5)
6. For more information on the California EC Section 8902, visit: <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=8902.&highlight=true&keyword=community%20school> [↑](#endnote-ref-6)
7. For more information on CCSPP, visit: <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp> [↑](#endnote-ref-7)
8. For more information California Community Schools Partnership Program: Planning Grant, visit: <https://www.cde.ca.gov/fg/fo/profile.asp?id=5708&recID=5708> [↑](#endnote-ref-8)
9. For more information California Community Schools Partnership Program: Implementation Grant, visit: <https://www.cde.ca.gov/fg/fo/profile.asp?id=5707> [↑](#endnote-ref-9)
10. For more information California Community Schools Partnership Program, visit: [https://www.cde.ca.gov/ci/gs/hs/ccspp.asp](https:/www.cde.ca.gov/ci/gs/hs/ccspp.asp) [↑](#endnote-ref-10)
11. For more information on California Community Schools Partnership Program: Regional Technical Assistance, visit: <https://www.cde.ca.gov/fg/fo/profile.asp?id=5728> [↑](#endnote-ref-11)
12. See ECE and Child Development Course Work terms and definitions at:  <https://www.ctc.ca.gov/credentials/leaflets/child-development-permits-(cl-797)> [↑](#endnote-ref-12)
13. For more information, visit <https://www.ctc.ca.gov/credentials/req-child-dev> [↑](#endnote-ref-13)
14. For more information, visit [https://www.cdacouncil.org/en/](https://www.cdacouncil.org/en/%20) [↑](#endnote-ref-14)
15. Schools with 55% or more of the pupils are unduplicated - students classified as English learners, eligible for free and reduced-priced lunch, or foster youth [↑](#endnote-ref-15)
16. Education, Child Development, and Family Services Pathway. Accessed at <https://www.cde.ca.gov/ci/ct/sf/documents/edchildfamily.pdf> [↑](#endnote-ref-16)
17. Recruiting Washington Teachers. Accessed at <https://www.pesb.wa.gov/pathways/rwt/> [↑](#endnote-ref-17)
18. Kentucky Teaching and Learning Career Pathway. Accessed at <https://education.ky.gov/teachers/Pages/Teaching-and-Learning-Career-Pathway.aspx> [↑](#endnote-ref-18)
19. Teacher Academy of Maryland. Accessed at <https://www.hcpss.org/academy/teacher-academy-maryland/> [↑](#endnote-ref-19)
20. Mississippi Teacher Academy. Accessed at <https://files.eric.ed.gov/fulltext/ED529209.pdf> [↑](#endnote-ref-20)
21. The California Mini-Corps Migrant Teacher Assistant Program. Accessed at <https://www.csuci.edu/academics/programs/minicorps/index.htm> [↑](#endnote-ref-21)
22. California Classified School Employee Teacher Credentialing Program. Accessed at [https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog\](https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog/) [↑](#endnote-ref-22)
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24. Tackling Teacher Shortages, What Can States and Teachers Do? Accessed at <https://learningpolicyinstitute.org/blog/teacher-shortage-what-can-states-and-districts-do> [↑](#endnote-ref-24)
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28. District Intern Credential. Accessed at <https://www.ctc.ca.gov/credentials/leaflets/district-intern-credential-(cl-707b)> [↑](#endnote-ref-28)
29. Early Childhood Special Education Intern Program. Accessed at <https://www.csusb.edu/special-education/credential-programs/credential-program-options/internship-option/early-childhood> [↑](#endnote-ref-29)
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35. Deborah Stipek, Stanford University [↑](#endnote-ref-35)
36. National Council on the Teaching of Mathematics (2014). Principles to Action: Ensuring Mathematical Success for All [↑](#endnote-ref-36)
37. Adapted from Clements, D. H., & Conference Working Group. (2004). Part one: Major themes and recommendations. In D. H. Clements, J. Sarama, & A.-M. DiBiase (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education* (pp. 1–72). Erlbaum [↑](#endnote-ref-37)
38. Turrou, A., Johnson, N., & Franke (2021). *The Young Child & Mathematics*. Third edition. National Association for the Education of Young Children, Washington DC [↑](#endnote-ref-38)
39. To learn more about the NSLP application process, see the School Nutrition Programs Application Process at: <https://www.cde.ca.gov/ls/nu/sn/app-process.asp> [↑](#endnote-ref-39)
40. For more information about CEP and Provisions, see: <https://www.cde.ca.gov/ls/nu/sn/cep.asp> [↑](#endnote-ref-40)
41. For more information about CEP and Provisions, see: <https://www.cde.ca.gov/ls/nu/sn/provisions.asp> [↑](#endnote-ref-41)
42. For more information about the federal program and nutrition requirements, see: <https://www.cde.ca.gov/ls/nu/he/smi.asp> [↑](#endnote-ref-42)
43. For additional information about making time for school lunch see the CDC research brief at the following link: <https://www.cdc.gov/healthyschools/nutrition/pdf/310518-A_FS_SchoolLunchUpdate_508.pdf> [↑](#endnote-ref-43)
44. For more information about the Local School Wellness Policy, see: <https://www.cde.ca.gov/ls/nu/he/wellness.asp> [↑](#endnote-ref-44)
45. For additional resources to help LEAs evaluate and implement Recess Before Lunch, see: <https://peacefulplaygrounds.com/recess-lunch-members/> [↑](#endnote-ref-45)
46. For additional guidance on how to ensure students have enough time to eat both meals, see the Best Practices tab on the CDE Ensuring Adequate Time to Eat at: <https://www.cde.ca.gov/ls/nu/sn/timetoeat.asp> [↑](#endnote-ref-46)
47. For more information about the state meal mandate and distance learners, see: <https://www.cde.ca.gov/ls/nu/sn/mbsnp072021.asp> [↑](#endnote-ref-47)