

Preschool Expansion: A Focus on Quality, Alignment, and Sustainability

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Universal
PreKindergarten

*California's
Great Start*

**Sarah Neville-Morgan,
Deputy Superintendent of the
Opportunities for All Branch**

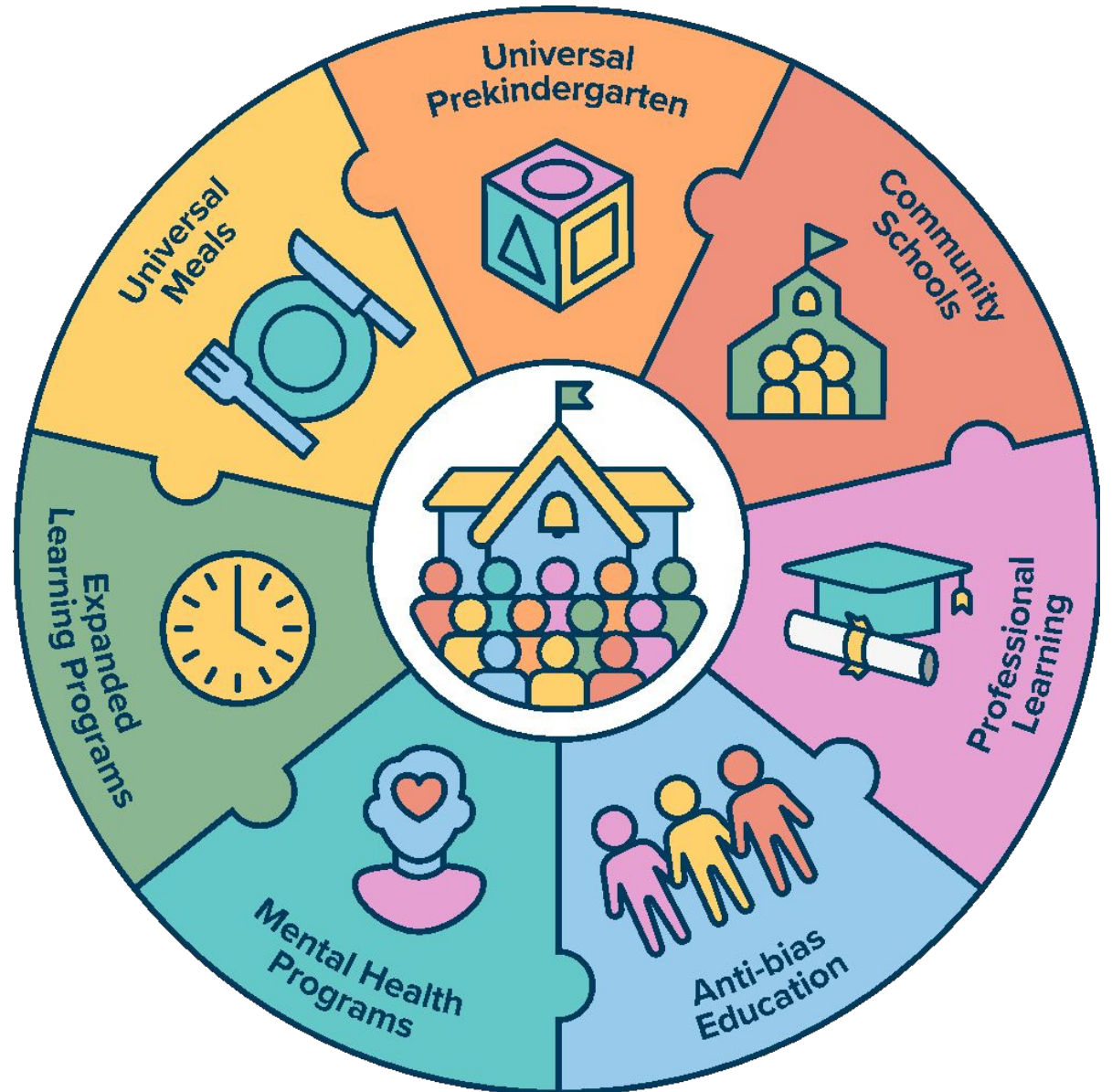
California Department of
Education

February 3, 2023



A Holistic Approach for California's Schools

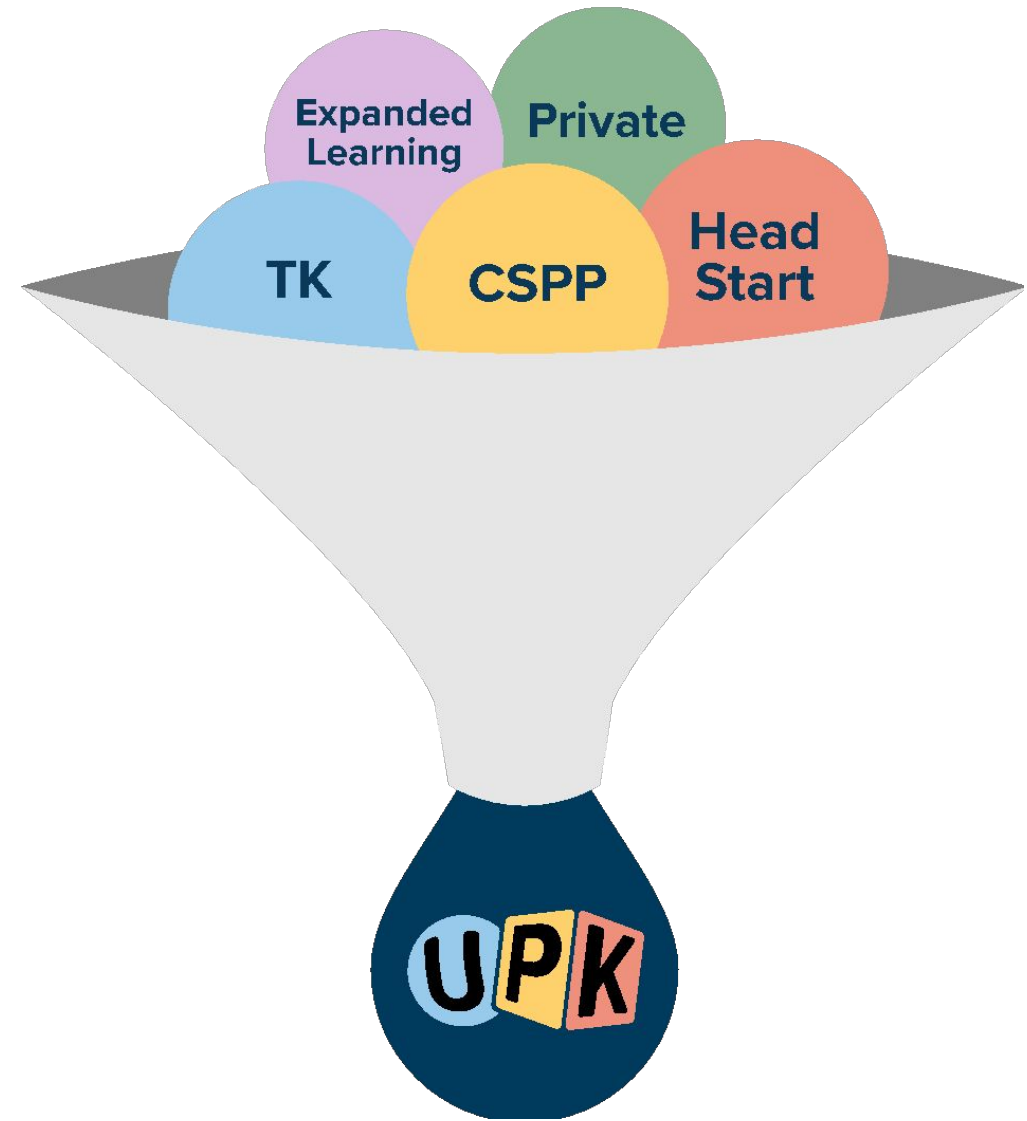
Together in California we are transforming our education system to meet the needs of all children and set them up for success in learning and life.

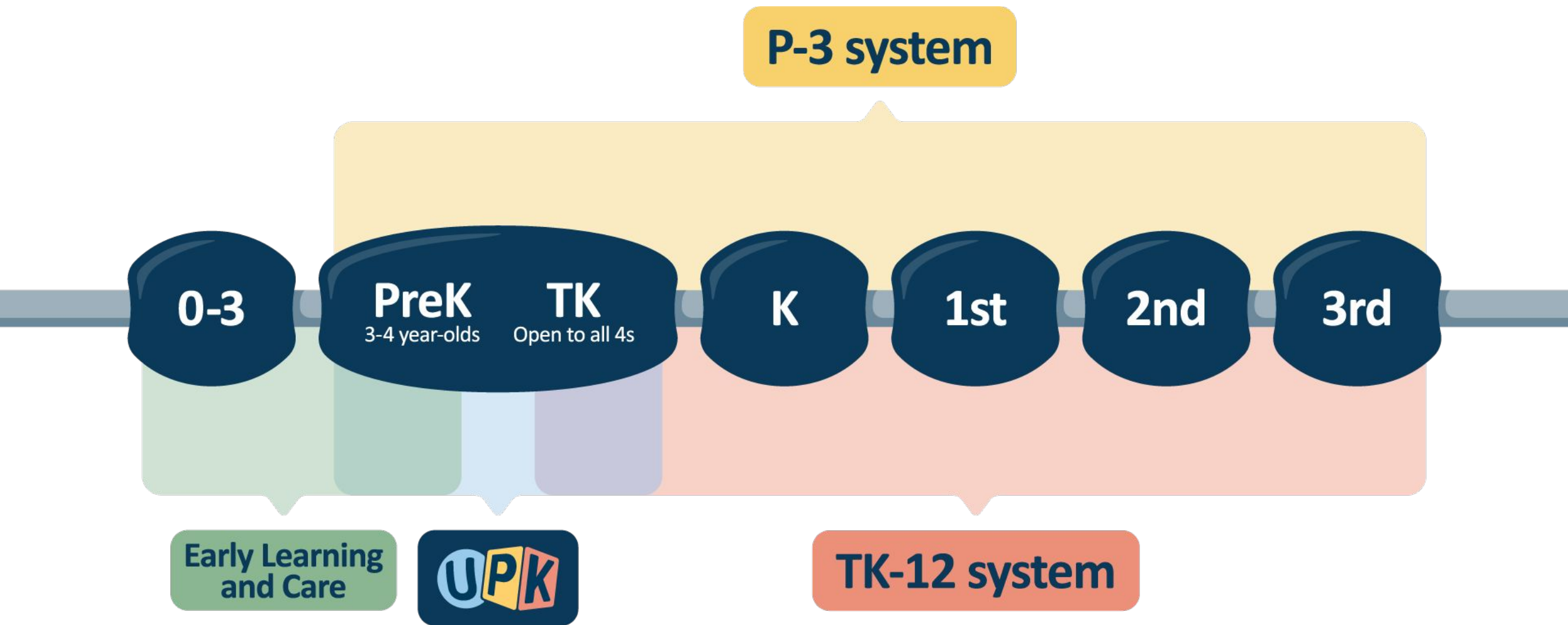


Universal PreKindergarten (UPK) is the expansion of the state's mixed delivery system to meet the early education needs of 3 and 4-year-old children and their families, including Transitional Kindergarten which will be available for free to all 4-year-olds by 2025–26.

UPK is an essential part of transforming California's schools and giving every student in California a great start.

UPK brings together transitional kindergarten (TK) and all existing state preschools and federal early education (including California State Preschools [CSPP] and Head Start), private childcare, and expanded learning opportunities, including before and after school programs into the same system.





We envision a UPK where:

- Each child enters school thriving and ready to succeed in their educational journey.
- All families, particularly in communities of color and in historically-marginalized communities, have high-quality early education opportunities for their 3- and 4-year-olds.
- Families have clear and authentic choices to select the program that best fits their care needs, without compromising their children's access to learning opportunities.
- Teachers are supported so they can provide experiences that nurture each and every child to reach their full potential.
- UPK is just the first step on an aligned continuum of P—3 learning experiences that support each child to grow and thrive.



Strong Effects of PreK in the Early Years

- Increased school readiness
- PreK effects strongest for African American and Hispanic children, multilingual learners, and children from low-income families

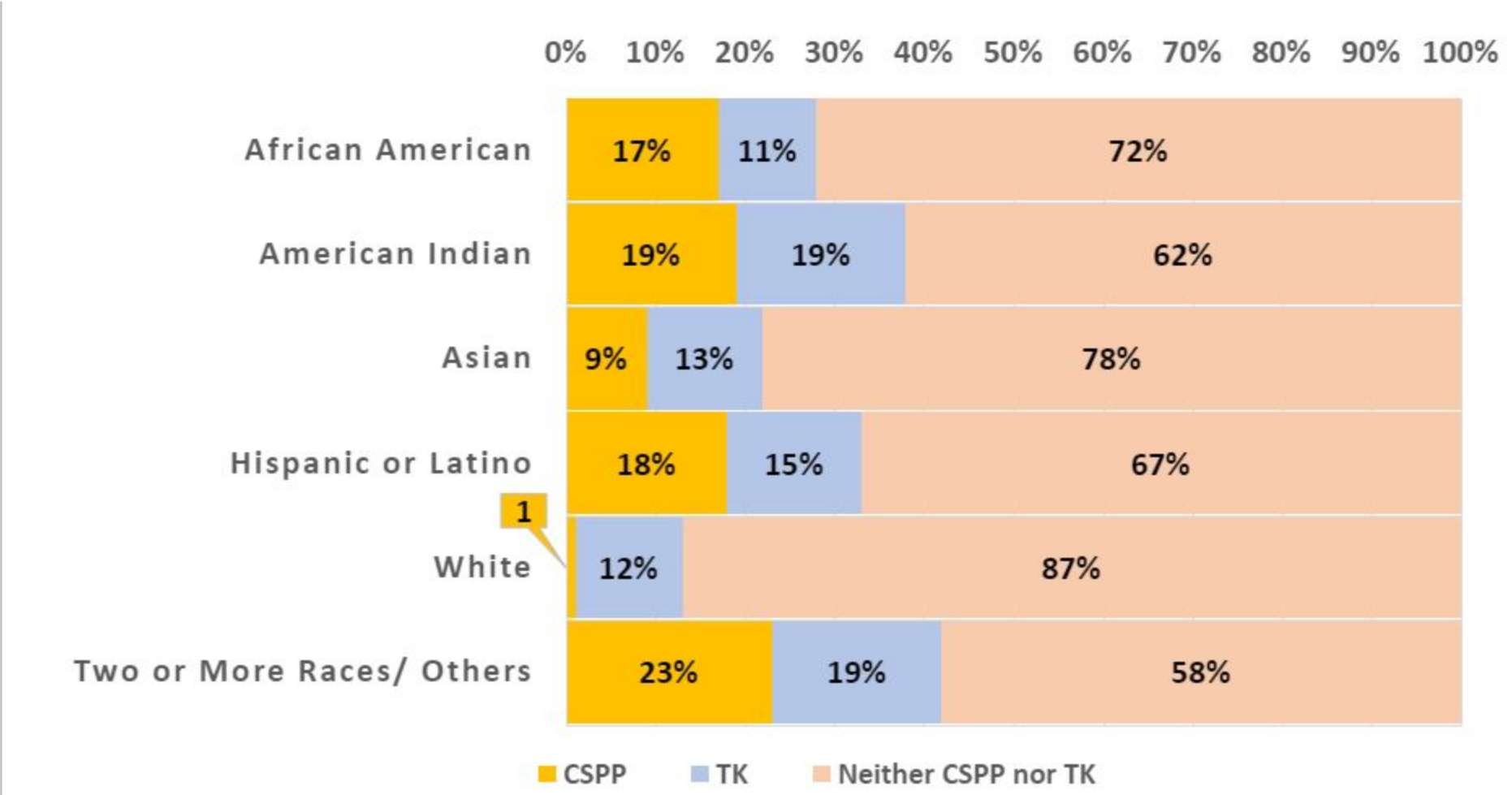
Effects Throughout School

- Increases in math, language and literacy scores on standardized tests
- Increased likelihood of high school graduation
- Lower rates of special education placement and grade retention

Benefits for PreK Participants in Adulthood

- Higher rates of civic engagement (higher rates of voter registration and voting)
- Increased likelihood of any college enrollment
- Positive effects on adult health

UPK Access for Racial and Ethnic Minorities



Enrollment in UPK by Race or Ethnicity, FY 2021–22

Policy Changes to Ensure Quality of UPK

A lens on at-promise children

Policy Change – TK Teacher Requirements

- By August 1, 2023 TK Teachers assigned to TK after July 1, 2015 must have:
 - A Credential (Multiple Subject, General Kindergarten-Primary, General Elementary, Standard Early Childhood, Standard Elementary or Specialist Instruction Credential in Early Childhood)
 - 24 units in Early Childhood Education (ECE) or Child Development, comparable professional experience, Child Development Teacher Permit or PreKindergarten through third grade (PK–3) ECE Specialist Credential
- 12,000–16,000 more TK teachers are needed by 2025–26 to support anticipated student enrollment
- To meet the 1:12 ratio, there will be a need for up to 20,000 more adults working in TK classrooms as the second adult



Supporting UPK Teachers

- **Investments with an explicit emphasis on historically-marginalized communities**
 - California Department of Education (CDE) Early Education Teaching Development Grant: \$100 million
 - California Commission on Teacher Credentialing (CTC) Teacher Residency Grant Program: \$650 million
- **Other Investments**
 - CDE UPK Planning & Implementation Grant: \$500 million
 - CDE Educator Effectiveness Block Grant: \$1.5 billion
 - CDE Teacher Reading/Literacy Certification: \$15 million
 - CDE Golden State Pathways Program: \$500 million
 - CTC One-time Grants for Four-Year Integrated Teacher Preparation Programs: \$20 million
 - California Student Aid Commission (CSAC) Golden State Teacher Grant Program: \$100 million

A Focus on Quality –

PK–3 Early ECE Specialist Credential

- Focuses on developmentally supportive practices and instructional strategies for teachers of young children from PreK–Third Grade
 - Prepares for classroom learning opportunities that value and build on **each child’s cognitive, social, emotional, linguistic, and cultural experiences, and other relevant background characteristics, assets and abilities as well as any area(s) of special needs**
- The PK–3 ECE Specialist Credential was approved at the October 2022 CTC meeting
- The CTC is currently working with the Office of Administrative Law on regulations (anticipated approval Spring 2023)

Using Data – Recruiting and Supporting TK Teachers

Supportive Strategy	% of Districts and Charters Using for Prospective Teachers	% of Districts and Charters Using for Current Teachers
Partner with Institutes of Higher Education	58%	39%
Advising on requirements	47%	53%
Partner with the COE to provide services	31%	37%
Joining an existing intern preparation or mentorship program	28%	34%
Provide information on scholarship and grant opportunities	25%	43%
Offer stipends for tuition	21%	28%

Using Data – Professional Learning for UPK Site Leaders/Principals

Topic of Professional Learning	% of School Districts and Charter Schools
Implicit bias and culturally- and linguistically-responsive practices	43%
ACEs and trauma- and healing-informed practice	38%
Engaging culturally- and linguistically-diverse families	43%
Serving children with disabilities in inclusive settings, including Universal Design for Learning	57%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	41%

Policy and Data – Supporting Children with Disabilities

Supportive Strategies	% of Districts and Charters Planning to Adopt
Adaptations	81%
Specialized Services	68%
Additional Staff Support	65%
Universal Design for Learning	63%
Social-Emotional Strategies	59%

Policy and Data – Support for Multilingual Learners

Supportive Strategies	% of Districts and Charters Planning to Adopt
Offering Dual Language Immersion Program	20%
English-Only Instruction with Home Language Support	67%

Revising Program Standards with an Equity Lens

Preschool Learning Foundations (PLF)

- Addressing racial bias and greater inclusion of multilingual learners and children with disabilities
- Addition of a new domain for Approaches to Learning
- Restructuring of the Language and Literacy domain to include home language and English language development

Extending the PLF to 3rd Grade

P-3 Learning Progressions

- Extend PLF to 3rd grade in the domains of Math, Language & Literacy, Science, Social-Emotional, and Approaches to Learning
- Demonstrates the developmental continuum of learning, and examples of each skill level in a developmentally-supportive, play-based context
- For domains with an existing K–3 standard (e.g., Math), document will complement the existing Common Core, not replace

Revising Assessments with an Equity Lens

- The Desired Results Developmental Profile (DRDP)
 - **Supports multilingual learners – can demonstrate skills in their home language**
- Combining the Preschool and Kindergarten tool to form a single assessment, DRDP (UPK), which **increases access for educators**
- Adding structured prompts in math and literacy
- Extending the DRDP to 3rd grade in the domains of Social-Emotional Development and Approaches to Learning, DRDP (P–3), **which will include a measure that emphasizes positive racial/ethnic identity**

Increasing Access to UPK – Creation of UPK Mixed Delivery Quality and Access Workgroup (State Level)

- Established December 2022 and meeting through March 2024
- Convened by the California Department of Education, in consultation with the Department of Social Services, the State Board of Education, and the CTC
- Members represent multiple sectors and levels and communities, and have experience and expertise relevant to preschool quality and access
- Workgroup will make recommendations to the Department of Finance and the Legislature on:
 - Best practices for increasing access to high-quality universal preschool programs for 3- and 4-year-old children offered through a mixed-delivery model that provides equitable learning experiences across a variety of settings
 - Updating the preschool standards to support equitable access to high-quality preschool and transitional kindergarten programs through the mixed-delivery model

Conclusion

- UPK is a key state investment for improving school readiness and positive life outcomes for children and economic and social benefits for society
- Importance of investing in the workforce to support children's learning and development
- Importance of access to an effective and inclusive education for Black, Hispanic and American Indian children, as well as including children with disabilities, multilingual learners and students living in poverty
- *"Take a long, hard look down the road you will have to travel once you have made a commitment to work for change. Know that this transformation will not happen right away. Change often takes time. It rarely happens all at once."* - John Lewis



Photo credit: Learning Policy Institute (LPI)

Thank You

Contact Us

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Quality, Equity, and P-3 Continuity

Deborah Stipek
PACE Annual Conference
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Quality, Equity and P-3 Continuity

Formal Quality levers

- ▶ **Preschool program licensing standards** (being revised)
- ▶ Learning standards for children
 - ▶ **Preschool Learning Foundations** (being revised)
 - ▶ California Common Core (K-3)
- ▶ Teacher Performance Expectations
 - ▶ **Preschool, P-3**, Multiple Subject Credential
- ▶ **Preschool Teacher Performance Assessment** (in development)
- ▶ Teacher and leadership preparation requirements
 - ▶ Child Development Permit Matrix – for teachers and administrators
 - ▶ **P-3** and Multiple Subject Teacher Credential requirements (TK-3)
- ▶ **P-3** and multiple credential Teacher Preparation Program Standards

Supporting the Field

- ▶ Providing technical and other support to organizations and districts
- ▶ Creating evaluation and oversight of professional development
- ▶ Providing guidance on curricula, assessment, and data systems
- ▶ Offering centralized training in early childhood education to elementary school principals
- ▶ Providing centralized or regional strategy to link districts, IHE's, and people seeking internships/residency opportunities

P-3 Alignment

- ▶ Necessary to ensure long-term benefits of preschool
- ▶ TK can be leveraged for this purpose
- ▶ Consider questions about curriculum and assessment
- ▶ Opportunity to get away from thinking about education in terms of disconnected grades.
- ▶ TK is both a continuation of preschool and the beginning of kindergarten - part of a P-TK-K continuum of learning



Starting Strong: Building Capacity & Coherence Pre-K to 3rd Grade









Phil Halperin, Executive Director

California Education Partners

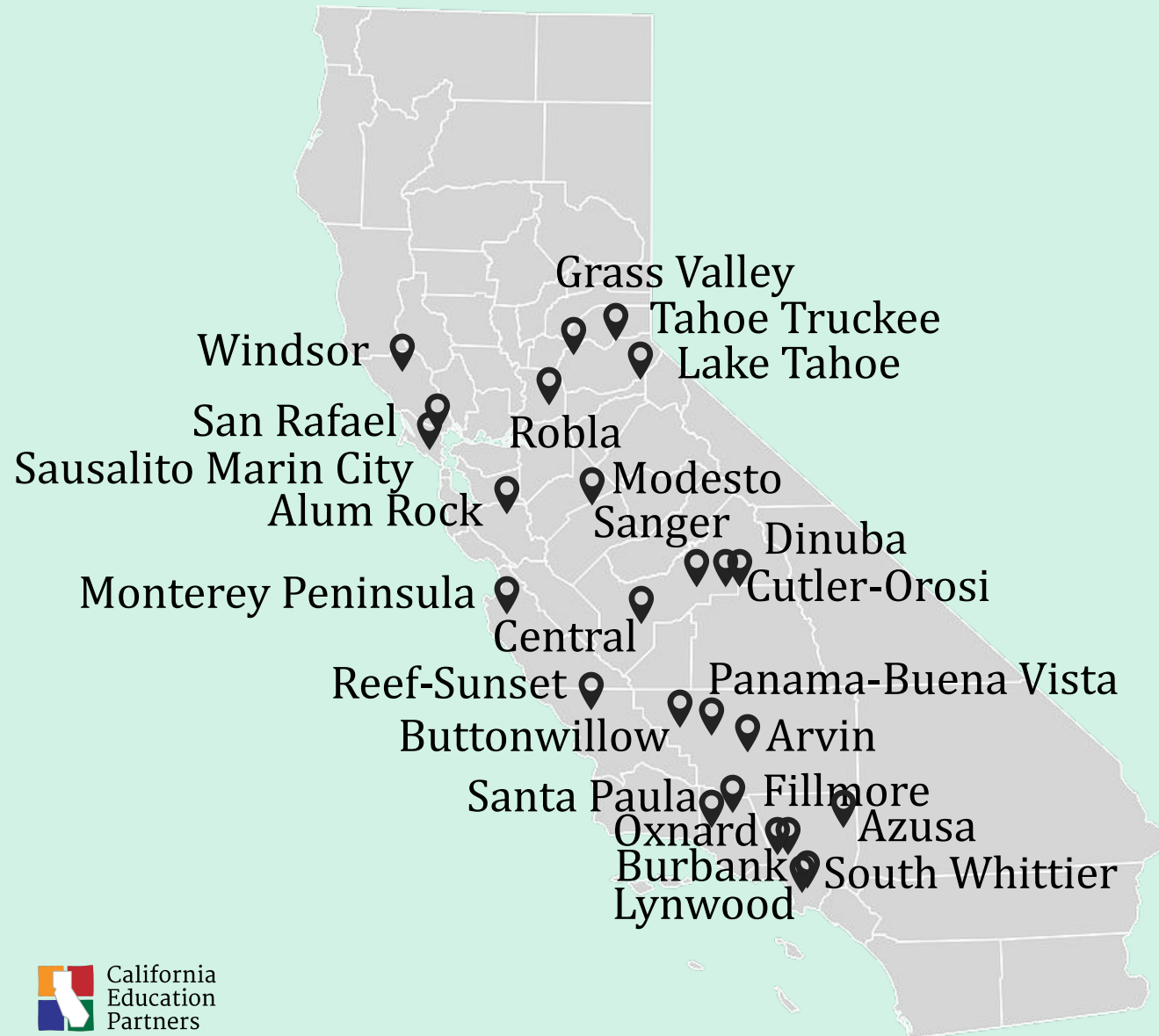
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Partnering with California Districts

 <p>Pre-K to 3 Coherence Collaboration</p>	 <p>ON TRACK COLLABORATION</p>	 <p>CALLI California Language and Learning Innovation Collaborations</p>	 <p>MATH in common®</p>
 <p>CORE DISTRICTS</p>	 <p>California Education Partners</p>		 <p>CCOEC CALIFORNIA COUNTY OFFICES OF EDUCATION COLLABORATION</p>
<p>13 Years</p>	<p>75+ Districts</p>	<p>Primarily focus on districts 2,000 to 20,000 enrollment: 40% of CA districts representing 48% of CA Students</p>	 <p>SCALE Up</p>

Preschool to 3rd Grade Coherence Collaboration (P3CC)



- Spring 2020: 8 Districts Piloted P3CC with a focus on early mathematics
- Spring 2021: 17 Districts now Pioneering P3CC with a focus on early mathematics or literacy
- Districts need to prepare for educating 4-year olds and creating a coherent educational experience as they advance through the early grades

Current State of UTK

Adding a 14th Grade is Real

- Districts are focused on “potties and bodies”
- Challenge in bridging the gap between Early Learning Framework and Common Core
- Lack of models to learn from across the state

Growing Awareness of P-3 Coherence

- Creating more seats for four year olds in California classrooms will not be enough.
- Address the challenge of the positive effects of early education programs “fading out”

Successful District Indicators

System Shifts	Sustainable Structures
A System for common grade level expectations	<ul style="list-style-type: none"> Standards-based, aligned across grade level
A Vision for Learning and Common PreK-3 including High Leverage Pedagogical Practices	<ul style="list-style-type: none"> PreK and TK have pedagogical practices that are aligned to K-3 Curricula align with the Vision for Learning
A System to Monitor PreK-3 Student Progress and identify areas in need of improvement	<ul style="list-style-type: none"> Common district-wide benchmarks School-based, multi-level monitoring team
A System to build teacher and administrator capacity for improvement	<ul style="list-style-type: none"> Instructional Coaching Focused, aligned Professional Learning for preschool/TK through 3rd grade

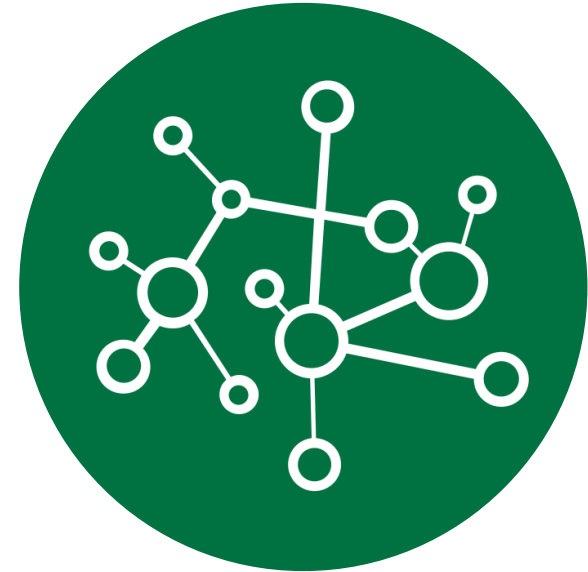
Promising Practices



Start Small, Grow
What Works



Teachers, Coaches,
Administration
Learning Shoulder to
Shoulder



Remember the student
& family perspective:
Systems need to be
Connected

Mic Drop @phalperin



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