

Sacramento County Universal Prekindergarten (UPK) Mixed Delivery Plan

Universal Prekindergarten (UPK) Mixed Delivery Planning Grant

- The California Department of Education (CDE) allocated \$609,842 to Sacramento County for fiscal year 2022- 2023; funds must be expended by June 30, 2026.
- The purpose of the grant is to expand access universally to high-quality preschool programs for 3- and 4-year-old children through a mixed-delivery system.
- The grant program funds the Sacramento County Local Child Care and Development Planning Council (LPC) to support the UPK mixed delivery system.
- The grant supports relationship building between the LPC, SCOE, LEAs (Local Educational Agencies), early learning and care programs, and Child Action, the local Resource & Referral agency.
- The grant is a planning grant and complements SCOE's UPK Planning and Implementation grant.

Sacramento County's Approach

- **January, 2023:** Sacramento's Local Policy Council approved SCOE to:
 - facilitate a diverse workgroup of partners to develop the UPK Mixed Delivery Plan;
 - collaborate with Child Action, Inc.; and
 - serve as a liaison between the LPC and LEAs, early learning and care providers, and community organizations.
- **February, 2023:** SCOE reached out to various partners to join the workgroup.
 - Twenty-seven members were selected to serve on the workgroup, reflective of the County's diverse early learning programs, including required members and invite Family Child Care Home and Family, Friend, and Neighbor providers.
 - Four in-person, public meetings were scheduled for February, March, April, and May.
- The workgroup established a vision of a mixed-delivery system that meets the early learning and care needs and preferences of families.
- **At the February meeting**, the workgroup discussed key considerations of the plan, identifying issues to consider in each key area and the support and resources currently available.
- **In March**, the workgroup met in small groups to identify gaps and developed plans to address them.
- **In April**, the workgroup input was synthesized into an application and submitted to the CDE. At their meeting, the workgroup reviewed the submitted application and identified areas to enhance and expand the plan.
- **At the May meeting**, the working group will review the revised plan, which will continue to be responsive to the changing early learning landscape.
- Planning for a mixed-delivery system will continue through the LPC.

1. Partnering with SCOE and other LEAs to Meet Community Needs

The LPC and SCOE will plan to:

- **build on established UPK Collaborative meetings** to support UPK planning and capacity building and strengthen collaboration between early learning and care providers and LEAs;
- **utilize the LEA Assessment Tool** to assess and support the UPK mixed-delivery system;
- **meet with individual LEAs** to address specific community needs;
- **hold forums for families** to discuss their early learning and care needs;
- **explore** on how action could be taken by various partners, measure progress, and deploy technical assistance as needed; and
- **disseminate information to partners and the public** on UPK mixed-delivery system progress.

2. Access to High-Quality UPK Options and Coordinated Services

The LPC and SCOE will plan to:

- **ensure a thriving birth to age 5 early learning and care system** and equitable access to infant and toddler care;
- **conduct a comprehensive county-wide needs assessment** to determine family preferences and the need for full- and part-day programs, including inclusive programs for children with exceptional needs and multilingual children;
- **inform families** about child development and brain research; the importance of early learning; and early learning and care options;
- **educate providers** and educators about resources and how to connect families;
- **partner with the local health provider community** to identify barriers for accessing family and child services and developing streamlined connections to services;
- **target marketing** to diverse families through public service announcements (PSAs), social media, and other means;
- **partner with small and large employers** to share information and connect families with services;
- **leverage existing resources** such as community school programs, Raising Quality Together (RQT), and licensing offices to disseminate information;
- **train staff** to make referrals and follow-up for families;
- **expand enrollment in RQT** to provide access to coaching and other resources;
- **promote increased participation in Beanstalk**, the county's Family Child Care Home Education Network (FCCHEN);
- **provide professional learning** in developmentally appropriate practices, early literacy, Teaching Pyramid model, and strategies to support multilingual learners;
- **work closely with Child Action** to ensure a county-wide approach to inform and support early learning and care providers with quality improvement goals;
- **hold input sessions, professional learning, and network events** between schools and early learning and care providers in the districts' catchment areas;
- **provide guidance** on ways in which collaboration can best meet the needs of families and children;
- **analyze transportation barriers** that may affect access to programs;
- **analyze access to and availability of** expanded learning programs; and

- **analyze the impact** of a UPK mixed-delivery system on child care providers and equitable access to participate in public funding opportunities.

3. Increasing the Inclusion of Children with Exceptional Needs in UPK

- SCOE will fund a new coordinator position to support the inclusion of children with exceptional needs.

The LPC and SCOE will plan to:

- **partner with Special Education Local Plan Areas (SELPA)** to analyze data on supports for, and the availability of, inclusive programs;
- **ensure program staff** are aware of education opportunities, resources, supports, coaching, consultation, and other services for providing inclusive environments;
- **expand** Teaching Pyramid and Universal Design for Learning professional learning;
- **leverage and expand** two key programs funded by First 5 Sacramento:
 - Sacramento Quality Child Care Collaborative (QCCC); and
 - Early Learning Partnerships Building Mindful Early Care & Learning (PBM);
- **disseminate** Supporting Inclusive Practices' (SIP) UPK Inclusion Resources and promote professional learning opportunities;
- **partner** with the California Preschool Instructional Network (CPIN) to expand offerings of Inclusion Works;
- **partner** with teacher preparation programs and teacher internship programs to expand education on serving children with exceptional needs and developing inclusive settings;
- **promote early identification** to address potential challenges and mitigate the delay of services when children enter the school system;
- **build awareness** of a variety of screening tools, their appropriate use, and implications for addressing children's learning and development needs;
- **promote** SCOE's
 - Infant Development Program (IDP); and
 - Help Me Grow;
- **provide professional learning** on appropriately communicating screening information with families;
- **leverage trainers** from Beginning Together Inclusion Facilitator Institute;
- **develop** a "direct line" for staff to receive support and on-site coaching, such as through the California Infant and Early Childhood Mental Health Consultation Network;
- **disseminate** information on California Making Access Possible (MAP) to Inclusion and Belonging information;
- **develop a coordinated system** of referrals and information sharing between early learning and care programs, families, and health care providers;
- **strengthen communication** as children transition from one setting to another;
- **schedule webinars** for families and program staff with multilingual support to build awareness and share resources;

- **develop a streamlined method** for families to access information for supporting children with exceptional needs, including the connecting with Family Advocates and Family Navigators to access services;
- **explore financial resources** for providers and families to access services; and
- **analyze data** on the exclusion of children with exceptional needs in programs.

4. Supporting Workforce Pathways

The LPC and SCOE will plan to:

- **strengthen and expand** the reach of Workforce Pathway Grant (WPG) grant and the Early Education Teacher Development Grant (EETDG);
- **assess and promote** workforce pathway programs in LEAs and early learning and care programs;
- **explore new options**, such as apprenticeship programs;
- **promote and expand** the Professional Growth Advisors (PGA) registry, including to support monolingual educators;
- **share** workforce pathways in early learning and care and opportunities in the High School Career Pipeline Initiative;
- **review** current and future lab schools and Career and Technical Education (CTE) opportunities and explore developing a virtual early childhood CTE;
- **engage** students who accomplished their seal of bi-literacy in high school in early childhood learning bi-lingual and immersion programs;
- **convene** colleges and universities, LEAs, and early learning and care programs to identify barriers in the workforce pathway system and explore innovative solutions;
- **hold focus groups** with monolingual providers to understand their professional development needs and access to college coursework;
- **provide Cal-SOAP Cash for College** open office hours for aspiring and current early learning and care educators;
- **analyze the working conditions** of staff across the UPK mixed-delivery system, including wages, benefits, environment, resources, and supports for professional learning; and
- **leverage** the new National Early Care and Education (ECE) Workforce Center to support recruitment and retention of a diverse, qualified, and effective workforce.

5. Outreach Services and Enrollment Support

The LPC and SCOE will plan to:

- **provide equitable outreach services and enrollment support** on UPK program choices and expanded learning opportunities;
- **develop a unified and centralized webpage** with information about program options, quality ratings, eligibility and enrollment processes, and available supports;
- **partner with organizations** where families may be likely to gravitate to provide enrollment information in multiple languages;
- **leverage** advertising, social media, PSAs, and other mechanisms such as language link to reach monolingual families;

- **provide incentives** for families to participate in outreach events;
- **partner with LEAs and Child Action** to locate programs and navigate the enrollment process;
- **analyze outreach and enrollment webpages** to determine accessibility in terms of complexity and language;
- **analyze data on the availability of programs and barriers**, such as the presence of child care deserts, wait lists, and transportation issues and explore solutions; and
- **coordinate and strengthen** LEA and early learning and care provider relationships.

6. Partnering with Tribes

The LPC and SCOE will plan to:

- **partner with Wilton Rancheria and the Tribal Childcare Association of California** in identifying other appropriate partner tribes in Sacramento County to develop a UPK mixed-delivery system to reflect family and tribal community needs;
- **analyze data** on participation of children from tribes in Head Start, Transitional Kindergarten (TK), California State Preschool Program (CSPP), and private provider settings;
- **connect families** to resources such as UPK mixed-delivery enrollment information and early identification services for children with exceptional needs;
- **provide information** on workforce pathway financial incentives and programs to help tribes “grow their own” workforce;
- **determine the need** for additional early learning and care programs to serve families in tribes and if families are satisfied with their current options.