

Sacramento County Office of Education
Universal Prekindergarten Plan 2021-22

The Sacramento County Office of Education (SCOE) Early Learning Department provided extensive support to LEAs to plan for continuing Universal Prekindergarten (UPK). Initially, SCOE conducted a series of UPK Overview sessions with school districts, charter schools, and early learning programs in Sacramento County over the 2021-2022 school year. Multiple methods of support to LEAs in creating UPK plans have been provided to meet various needs for assistance. These approaches included: monthly collaborative meetings, weekly drop-in office hours, individualized support via email, phone calls, and site visits. Along with LEAs responsible for UPK planning and implementation, SCOE has gathered and connected partners including Head Start, Local Planning Council (LPC), Sacramento City Task Force members, Child Action Resource & Referral Agency, First 5, and many community-based organizations such as private providers for a countywide and truly “mixed-delivery system” (i.e., multiple ways for offering a high quality year before kindergarten to four-year-olds).

A related grant for UPK, the Early Education Teacher Development (EETD) grant, has recently been submitted by the SCOE Early Learning Department for \$3.7M over three years to increase early educator workforce and increase competencies in teachers and leaders through professional learning. This grant consisted of gathering all eligible districts, charter schools, and partners, such as Head Start, in an agreed upon consortium with SCOE as lead agency. Initially, 11 different Sacramento LEAs had submitted letters of intent for the EETD funding. Following many collaborative meetings, all individual LEAs joined the consortium in a spirit of working together toward greater success for all. The consortium and proposed grant-funded work, delineated below in the Workforce Development and Professional Learning section below, is an important aspect of the UPK work with its focus on a systemic and cohesive countywide approach to quality early learning.

This plan details the specific approaches SCOE, lead by Early Learning, has utilized to provide support and technical assistance to LEAs. Support has been and will continue to be offered in the following focus areas as delineated by the California Department of Education regarding UPK planning and implementation:

- Vision and Coherence
- Community Engagement and Partnerships
- Workforce Development and Professional Learning
- Curriculum, Instruction and Assessment
- LEA Facilities, Services, and Operations

A: Vision and Coherence

Sacramento County Office of Education supports LEAs as they work toward clarifying their vision and approach to providing coherent expanded early learning opportunities for all students. The following are examples and approaches utilized to support planning and capacity building for UPK and movement towards a P–3 continuum in Sacramento.

- Developed a **countywide vision statement** with a diverse group of participants.
- Assisted LEAs in **aligning Local Accountability Plan** (LCAP).
- Provided extensive feedback on **LEA UPK writing of plans**.
- Provide **resources regarding inclusive and culturally/ linguistically responsiveness** in UPK programs.
- Created and shared **P-3 continuum resources via padlet** (an online collaborative platform) with continued updates.
- Provided monthly countywide **UPK Collaborative** bringing LEAs, CBOs and Early Learning and Care partners together for informational and collaborative purposes.
- Facilitated **District and COE workgroups**; participated in Head Start-led workgroup
- Developed a team from **multiple departments in SCOE** to coordinate support (C&I, School of Ed, Expanded Learning, SELPA, etc.).
- Met with **early learning partners individually and in small groups** to provide information about UPK and facilitate connections between LEAs and early learning programs.
- Shared information with LEAs regarding **CSPP expansion opportunities**.
- Offered two specific information sessions for **charter schools** through the CCSA and provided individual technical assistance; outreach for partnerships; and onsite visits.
- Joined Task Force and presented to **Sacramento City Task Force** for Childcare Workforce.
- Created and presented **professional learning statewide** three webinars in partnership with CDE, CCSESA, CCEE, Head Start, and selected lead COEs.
- Created (planned, wrote, and delivered) [Universal Prekindergarten Planning Toolkit](#) and (Appendix) LEA Assessment Tool published by CCSESA in consult with CDE.

B: Community Engagement & Partnerships

As LEAs extend and refine their family and community outreach and engagement, SCOE provided technical assistance and support working towards cultivating relationships, identifying areas of shared responsibility, and collaborating with internal and external partners. The following are examples and approaches utilized to support engagement and partnerships with families and community partners, planning, and capacity building for UPK and movement towards a P–3 continuum in Sacramento.

- Facilitated UPK planning writing sessions bi-monthly March-May in **collaboration with seven partner COEs** to support UPK planning and implementation.
- Identified and established relationships with a **wide range of community partners** such as providing two informational/Q&A sessions through Local Planning Council (LPC).

- Facilitated a **countywide, systemic approach** for convening partners and information sharing through monthly UPK Collaborative and regular meetings with various partners such as Child Action (resource & referral), First 5, Head Start, private providers engaging in expanded learning possibilities, and institutes of higher education. Meetings were initially held separately for different audiences (i.e., districts, charter schools, early learning partners) to speak to their specific needs. Subsequently, collaborative meetings were held bringing all partners together in virtual convenings for whole group as well as breakout rooms (small group) introductions and discussions. SCOE continues to be a connector for all entities.
- Opened Drop-in **Office Hours** one hour per week March-May **ongoing technical assistance and support** which were attended by both LEAs and early learning community partners.
- Assisted in **creation of surveys** for collecting community and family input for LEAs.
- **Coordinated grants** (EETD, Teacher Residency, etc.) as lead for Sacramento County's consortium.

C: Workforce Recruitment and Professional Learning

Given the anticipated high demand for UPK/TK teachers, SCOE's supports LEAs as they recruit additional teachers, support staff, and paraprofessionals needed to expand universal prekindergarten (UPK) programs by creating a multi-pathway pipeline with Institutes of Higher Education (IHE) partners. SCOE is the lead agency for a county allocation of \$3.7 million over three years for the Early Education Teacher Development (EETD) grant, which is a related funding source to UPK intended to: 1) increase the number of qualified preschool and transitional kindergarten teachers and 2) increase the competencies of PK, TK, and kindergarten teachers and leaders through professional learning. All 12 school districts in Sacramento with TK-K enrollment, 11 charter schools, 4 IHEs have committed to the Sacramento Consortium for Empowering Early Educators (SacE3), led by SCOE Early Learning Department with consultation and partnership with several of our SCOE departments including School of Education. Additionally, as noted in the EETD, ongoing professional learning is essential in providing support to teachers, leaders/principals, and support staff of early education. SCOE continues to lead and support these critical areas for building a continuum of educators.

- Developed **partnerships with four IHEs** to support creation of a diverse teacher pipeline.
- Lead and support development of **multiple pathways to recruit diverse educators** via grants (e.g., EETD, Teacher Residency).
- Partnering with Los Rios Community College District to offer a **pathway for prospective early learning teachers** to obtain 24 ECE units, AA, and/or CD Permit including school costs, stipends, career navigation and professional growth advising.
- Partnering with CSUS for obtaining **bachelor's degree with ECE concentration**.
- Partnering School of Education and Fortune School of Education to **offer multiple subject teaching credential pathways** with emphasis on early learning.

- **Leveraging existing PD structures** for early learning including, California Preschool Instructional Network (CPIN) for which SCOE administers statewide and Quality Counts CA (QCC) which is Raising Quality Together (RQT) in Sacramento, also led by SCOE in the 10-county Region 3 area.
- Facilitating joint PL to support **horizontal and vertical articulation**.
- Provided and will continue **coaching and mentoring to support preschool teachers**.
- Provided and will continue **Professional Learning for school leaders** on P-3 continuum (e.g., California School Leadership Academy [CSLA], EETD grant, UPK funding) including aspiring administrators through School of Education.
- Planning 2022 **Virtual Summer Institute** for PK-TK-K teachers and school leaders.

D: Curriculum, Instruction, Assessment

SCOE is and will continue to lead and support LEAs toward a developmentally appropriate, integrated approach to curriculum with an emphasis on language and social-emotional development is essential for instruction in early education classrooms. SCOE will offer learning opportunities and technical assistance for working with young students with intentionally planned, developmentally-informed instruction in a high-quality learning environment. Particular consideration will be paid to creating a culturally and linguistically responsive program reflecting the various needs of the children as well as utilizing the principles for universal design for learning (UDL). Additionally, SCOE will assist with observation and authentic assessment methods for allow teachers to determine what students know and can do. These concepts have and will continue to be promoted by SCOE.

- Provided **statewide leadership for COEs** in partnership with California Department of Education on curriculum, instruction, and assessment with a whole child approach and emphasis on learning through play.
- Offer **guidance to support programs** aligned instructionally to the California Preschool Learning Foundations and Curriculum Frameworks; promote CPIN and QCC professional learning structures for early childhood education teachers.
- Provide **support for districts that serve multilingual learners** and families from diverse communities emphasizing culturally and linguistically responsive practice.
- Promote the development of **social-emotional learning** and executive function as a cornerstone.
- Offer **guidance for universal design for learning** to ensure all children have needs met.
- **Planning trainings on Desired Results Developmental Profile (DRDP)** as an example of developmentally-informed assessment (currently only required for state preschool programs)
- **Planning trainings on CA California Social Emotional Foundation on Early Learning CSEFEL** (aka Teaching Pyramid Model); California Department of Education resources *Integrated Nature of Learning* and *Powerful Role of Play* which shows examples on how play, learning and curriculum work together in education.

- **Leader development:** California School Leadership Association (CSLA21) monthly Community of Practice for site and central office administrators; 2021-22 Early Learning workshops for School of Education preliminary/clear credential candidates; Planning Virtual Summer Institute 2022 Leader strand; Planning Principal Early Learning Academy 2022-23 with School of Education.

E: Facilities

Facilities for universal prekindergarten (UPK) environments must be thoughtfully planned and aligned to support full implementation of a coherent P–3 continuum. SCOE will continue to assist LEAs.

- **Connect LEAs to resources and experts** in facilities (California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program); LEA exemption from Title 22 regulations.
- Facilitate opportunities to **explore expansion opportunities** with early learning and community partners.
 - **Coordinate access** to early learning programs in the community.
 - **Collaborate with early learning programs** to offer preschool on LEA facilities through partnerships with state preschool providers, Head Start, and other programs.
 - **Connect LEAs with expanded learning experts** for Expanded Learning Opportunities Program (ELOP funding) questions.