ofab-eed-jan23item01

Attachment 04

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# Attachment 4: 2021–22 Universal PreKindergarten Planning and Implementation—Results from Countywide Planning and Capacity Building Plans for County Offices of Education

As of December 2022, all 58 California county offices of education (COEs) have submitted program reports to the California Department of Education (CDE) that provide information on their progress towards developing a coherent educational system beginning with Universal PreKindergarten (UPK). This includes information on how the COE is providing support for countywide planning and capacity building efforts for UPK planning and implementation.

## Section II

### Projected Enrollment and Needs Assessment

1. **What data sources has the COE used to support Local Educational Agencies (LEAs) in the development of enrollment projections or needs assessments? (Select all that apply)**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| Transitional Kindergarten (TK) and kindergarten census day and cumulative enrollment counts from 2013 through 2019 as reported to the CDE (these may be acquired through the CDE TK Data web page at <https://www.cde.ca.gov/ds/ad/filestkdata.asp>) | 49 | 84 |
| Count of births in each ZIP code in California as reported by the California Health and Human Services Agency (CHHS); estimated counts of births in each LEA from 2013 through 2019; and estimated count of births in each LEA three, four, five, and six years prior to 2013 through 2026 (these may be found on the CHHS Live Birth Profiles by ZIP Code web page at <https://data.chhs.ca.gov/dataset/cdph_live-birth-by-zip-code>) | 40 | 69 |
| Estimated population of three-, four-, five-, and six-year-old children for each county from 2013 through 2026 produced by the Department of Finance (DOF) (these may be found on the DOF Projections web page at <https://www.dof.ca.gov/forecasting/demographics/projections/>) | 37 | 64 |
| “P-2B County Population by Age” (XLSX), the DOF County Population Projections by Age projection (these may be found on the DOF Projections web page at <https://www.dof.ca.gov/forecasting/demographics/projections/>) | 26 | 45 |
| CHHS Live Birth Profiles by ZIP Code (these may be found at <https://data.chhs.ca.gov/dataset/cdph_live-birth-by-zip-code>) | 25 | 43 |
| CDE TK and kindergarten enrollment by school and LEA (these may be found on the CDE TK Data web page at <https://www.cde.ca.gov/ds/ad/filestkdata.asp>) | 48 | 83 |
| Other local birth rate data | 13 | 22 |
| Head Start Program Information Report | 21 | 36 |
| California Department of Social Services (CDSS) Licensing data | 22 | 38 |
| Quality Counts California (QCC) Common Data File | 14 | 24 |
| Local First 5 needs assessments | 19 | 33 |
| American Institute for Research Early Learning Needs Assessment Tool | 11 | 19 |
| California Child Care Resource and Referral (R&R) Network data tools | 25 | 43 |
| None of the above | 0 | 0 |
| Not applicable | 0 | 0 |
| Other | 18 | 31 |

Table 1. Results from Question 1 of Section II, Projected Enrollment and Needs Assessment

**2. Has the COE partnered with local Head Start providers, California State Preschool Program (CSPP), local childcare and development planning councils (LPCs), R&R agencies, or other early learning and care partners to leverage existing data to inform LEA needs assessments? (Select all the apply)**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| Head Start providers | 46 | 79 |
| CSPP providers | 49 | 84 |
| LPCs | 47 | 81 |
| R&R agencies | 41 | 71 |
| Other | 28 | 48 |
| None of the above | 4 | 7 |

Table 2. Results from Question 2 of Section II, Projected Enrollment and Needs Assessment

**3. Has the COE provided technical assistance to LEAs in any of the following areas related to projecting enrollment and assessing needs? (Select all that apply)**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| Support for parent surveys to gauge interest in service delivery models | 29 | 50 |
| Data analysis capacity building to support staff to refine enrollment projections and project staffing needs based on community context | 33 | 57 |
| Information on program eligibility requirements to project enrollment across programs | 51 | 88 |
| Information on available resources and programs to support workforce pipeline development to staff UPK | 49 | 84 |
| Projecting staffing needs | 38 | 66 |
| Other | 12 | 21 |

Table 3. Results from Question 3 of Section II, Projected Enrollment and Needs Assessment

## Section III

### Focus Area A: Vision and Coherence

1. **How many districts is the COE offering or planning to offer support to?**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| 1–2 | 5 | 9 |
| 3–4 | 3 | 5 |
| 5–6 | 2 | 3 |
| 7–8 | 2 | 3 |
| 9–10 | 6 | 10 |
| More than 10 | 10 | 17 |
| All districts in the county | 30 | 52 |

Table 4. Results from Question 1 of Section III, Focus Area A: Vision and Coherence

1. **How many districts have accepted or participated in COE-administered UPK planning supports within the county to date?**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| 1–2 | 5 | 9 |
| 3–4 | 2 | 3 |
| 5–6 | 3 | 5 |
| 7–8 | 2 | 3 |
| 9–10 | 6 | 10 |
| More than 10 | 19 | 33 |
| All districts in the county | 21 | 36 |

Table 5. Results from Question 2 of Section III, Focus Area A: Vision and Coherence

1. **How many charters is the COE supporting or planning to support within the county?**

|  |  |  |
| --- | --- | --- |
| **COE Responses** | **# COEs** | **% COEs** |
| 1–2 | 18 | 31 |
| 3–4 | 10 | 17 |
| 5–6 | 4 | 7 |
| 7–8 | 3 | 5 |
| 9–10 | 2 | 3 |
| More than 10 | 6 | 10 |
| All charters in the county | 15 | 26 |

Table 6. Results from Question 3 of Section III, Focus Area A: Vision and Coherence

1. **What proportion of districts and charters is the COE supporting or planning to support within the county?**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| Less than 10% | 0 | 0 |
| 10–25% | 1 | 2 |
| 26–50% | 1 | 2 |
| 51–75% | 1 | 2 |
| 76–99% | 18 | 31 |
| 100% | 37 | 64 |

Table 7. Results from Question 4 of Section III, Focus Area A: Vision and Coherence

1. **How did the COE support LEAs to develop a local vision for UPK?**

Responses were open-ended and have not been included in this document.

1. **Has the COE supported or does the COE plan to support districts to incorporate UPK into their Local Control and Accountability Plans (LCAPs)?**

|  |  |  |
| --- | --- | --- |
| **COE Responses** | **# COEs** | **% COEs** |
| Yes | 54 | 93 |
| No | 1 | 2 |
| Unsure | 3 | 5 |

Table 8. Results from Question 6 of Section III, Focus Area A: Vision and Coherence

1. **Did the COE implement or is the COE planning to implement internal organizational structures or modifications to ensure that COE child development and early education staff collaborate and coordinate effectively with staff in other departments within the COE (e.g., Special Education, Curriculum and Instruction)?**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| Yes | 49 | 84 |
| No | 4 | 7 |
| Not applicable | 5 | 9 |

Table 9. Results from Question 7 of Section III, Focus Area A: Vision and Coherence

1. **Does the COE plan to support LEAs in the county to either apply to operate a CSPP contract or apply to expand existing CSPP contracts? (Select one)**

| **COE Responses** | **# COEs** | **% COEs** |
| --- | --- | --- |
| Yes - the COE supported LEAs in applying to expand existing CSPP contract(s) in 2022–23 | 13 | 22 |
| Yes - the COE supported LEAs in applying for new CSPP contract(s) in 2022–23 | 4 | 7 |
| Yes - the COE will support LEAs in applying to expand existing CSPP contracts in future years (if funding is appropriated by the Legislature) | 9 | 16 |
| Yes - the COE will support LEAs that plan to apply to administer a new CSPP contract in future years (if funding is appropriated by the Legislature) | 15 | 26 |
| No - The COE has no plans to support LEAs in beginning or expanding a CSPP contract in future years | 6 | 10 |
| No - The LEAs in the county do not hold a CSPP contract nor plan to apply for a CSPP contract in the future | 11 | 19 |

Table 10. Results from Question 8 of Section III, Focus Area A: Vision and Coherence

1. **In which of the following “Focus Area A: Vision and Coherence” areas has the COE provided technical assistance to LEAs? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Adjusting classroom practices to support the district’s UPK model (e.g., mixed-age classrooms) | 45 | 78 |
| Creating inclusive classrooms, including implementing Universal Design for Learning (UDL) | 45 | 78 |
| Models for administrative structures that support effective UPK programs and facilitate connections with the Expanded Learning Opportunities Program (ELO-P) and non-LEA-administered early learning and care programs | 35 | 60 |
| Support for developing and applying to administer a CSPP contract | 23 | 40 |
| Developing templates or frameworks for drafting a preschool through third grade (P–3) vision that incorporates partners’ and parents’ voices | 16 | 28 |
| Technical assistance on how to integrate UPK and P–3 in the district LCAP | 36 | 62 |
| Guidance on best practices for smooth transitions through the P–3 continuum | 33 | 57 |
| Considerations for TK early admittance | 39 | 67 |
| Implementing internal organization changes to ensure LEA child development and early education staff collaborate and coordinate effectively with staff in other departments within the LEA (e.g., Special Education, Curriculum and Instruction) | 37 | 64 |
| Other | 6 | 10 |

Table 11. Results from Question 9 of Section III, Focus Area A: Vision and Coherence

## Section IV

### Focus Area B: Community Engagement and Partnerships

1. **Is the COE collaborating with other COEs (e.g., sharing resources, developing joint plans, administering joint technical assistance sessions) to provide UPK planning and implementation support to LEAs?**

|  |  |  |
| --- | --- | --- |
| **COE Responses** | **# COEs** | **% COEs** |
| Yes | 38 | 66 |
| No | 20 | 34 |

Table 12. Results from Question 1 of Section IV, Focus Area B: Community Engagement and Partnerships

1. **Which partners has the COE worked with or convened to support UPK implementation in their county?**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Special Education Local Plan Areas (SELPAs) | 44 | 76 |
| LPCs | 51 | 88 |
| R&R Agencies | 49 | 84 |
| First 5 County Commission | 52 | 90 |
| CSPP providers | 52 | 90 |
| Head Start providers | 49 | 84 |
| Community-based organizations (CBOs) providing early learning and care | 41 | 71 |
| Parent engagement centers (e.g., Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC]) | 23 | 40 |
| District curriculum groups | 31 | 53 |
| District early learning groups | 30 | 52 |
| District business officials’ groups | 21 | 36 |
| None of the above | 0 | 0 |
| Other | 12 | 21 |

Table 13. Results from Question 2 of Section IV, Focus Area B: Community Engagement and Partnerships

1. **What forums has the COE joined, administered, or convened to elevate and support UPK implementation within the county?**

|  |  |  |
| --- | --- | --- |
| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| LPCs | 50 | 86 |
| R&R Agency meetings or forums | 34 | 59 |
| First 5 County Commission meetings | 40 | 69 |
| Local QCC meetings | 44 | 76 |
| County Child Welfare Agency meetings or forums | 14 | 24 |
| County Board of Supervisors meetings | 12 | 21 |
| Local Parent Teacher Association forums | 5 | 9 |
| None of the above | 4 | 7 |
| Other | 28 | 48 |

Table 14. Results from Question 3 of Section IV, Focus Area B: Community Engagement and Partnerships

1. **How has the COE worked with community-based extended learning and care providers to share information about UPK planning and implementation?**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Joined or convened meetings with community-based providers | 43 | 74 |
| Provided information about TK expansion directly to providers | 43 | 74 |
| Provided information to the R&Rs and LPCs to share with providers | 47 | 81 |
| Provided information about changes in law and eligibility for early learning and care programs | 41 | 71 |
| Provided information on how community-based providers could alter their service models to provide early learning and care opportunities for younger children or to provide extended learning and care after school | 35 | 60 |
| Helped community-based providers identify which district they are located in | 26 | 45 |
| Helped connect community providers to staff at their local school or district | 25 | 43 |
| None of the above | 5 | 9 |
| Other | 6 | 10 |

Table 15. Results from Question 4 of Section IV, Focus Area B: Community Engagement and Partnerships

1. **In which of the following “Focus Area B: Community Engagement and Partnerships” areas has the COE provided technical assistance to LEAs? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Support for parent surveys and engagement activities to understand parent needs and support authentic choice | 32 | 55 |
| Support for community engagement activities including best practices for coordination with LPCs, local QCC consortia, First 5 county commissions, Head Start Policy Councils, and other early learning and care leadership tables | 47 | 81 |
| Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings | 34 | 59 |
| Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children | 48 | 83 |
| Strategies for Increasing UPK enrollment and parent awareness of programs | 33 | 57 |
| Provided information and technical assistance on the intersection of TK and ELO-P | 49 | 84 |
| Provided information and technical assistance on the intersection of TK and other early learning and childcare care programs (both Title 5 and Title 22 of the *California Code of Regulations*) | 40 | 69 |
| Shared information about allowable blending, braiding and layering of programs, including examples | 38 | 66 |
| Provided information about various funding streams that are available to districts to support inclusion programs (e.g., early intervention special education dollars) | 32 | 55 |
| Other | 4 | 7 |

Table 16. Results from Question 5 of Section IV, Focus Area B: Community Engagement and Partnerships

## Section V

### Focus Area C: Workforce Recruitment and Professional Learning

1. **How is the COE supporting districts in creating a pipeline of ethnically, culturally, and racially diverse, multilingual TK and early education teachers?**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Creating pipeline programs to elevate the qualifications of existing early education staff, including targeted recruitment of racially and culturally diverse individuals | 33 | 57 |
| Creating a plan to ensure wages increase as qualifications increase | 10 | 17 |
| Encouraging workforce programs to offer culturally competent mentoring and coaching | 37 | 64 |
| Providing learning cohorts organized by primary language | 17 | 29 |
| Encouraging preparation programs to offer coursework during non-traditional hours, for example, after 6 p.m. | 45 | 78 |
| Offering coursework online or coursework that can be completed on candidates’ own time | 40 | 69 |
| Offering or collaborating to offer paid internship and apprenticeship programs | 24 | 41 |
| Working with schools to set targets for hiring a diverse workforce | 10 | 17 |
| Working with local public institutes of higher education (IHEs) to establish or implement culturally and linguistically responsive preparation programs | 29 | 50 |
| Working with private IHEs to establish or implement culturally and linguistically responsive preparation programs | 19 | 33 |
| Other | 9 | 16 |

Table 17. Results from Question 1 of Section V, Focus Area C: Workforce Recruitment and Professional Learning

1. **Which of the following strategies does the COE intend to use to support a pipeline of diverse and effective prospective TK teachers to earn a Multiple Subject Teaching Credential? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Partner with one or more local accredited IHEs or other COEs to help support teachers holding less than a full credential to complete requirements to earn a Preliminary Multiple Subject Teaching Credential | 50 | 86 |
| Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) | 24 | 41 |
| Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) | 13 | 22 |
| Request to join an existing intern preparation program to recruit and prepare teachers | 16 | 28 |
| Request to join an existing apprenticeship cohort program to recruit and prepare teachers | 10 | 17 |
| Establish a relationship with other LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through Career Technical Education programs, dual enrollment programs, clubs, registered apprenticeships, or other such early recruitment opportunities | 44 | 76 |
| Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers in the county | 10 | 17 |
| Apply for workforce development funding and competitive grant opportunities from the CDE | 43 | 74 |
| Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential | 41 | 71 |
| Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members | 25 | 43 |
| Partner with an IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential | 24 | 41 |
| Partner with another COE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential | 16 | 28 |
| Lead a coalition application for statewide grants (e.g., partner with districts to apply for statewide grants) | 15 | 26 |
| Create a countywide matrix of workforce programs to share with LEAs and prospective educators | 24 | 41 |
| None of the above | 1 | 2 |
| Other | 12 | 21 |

Table 18. Results from Question 2 of Section V, Focus Area C: Workforce Recruitment and Professional Learning

1. **Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Partner with a local IHE offering eligible early childhood education or childhood development coursework | 53 | 91 |
| Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units | 39 | 67 |
| Provide information on scholarship and grant opportunities | 51 | 88 |
| Apply for workforce development funding and grant opportunities | 47 | 81 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree | 44 | 76 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit | 43 | 74 |
| Offer advice to existing teachers on ECE requirements and how to meet the requirements | 49 | 84 |
| Offer IHE coursework at a local LEA site during times that work for teachers | 22 | 38 |
| Develop or work with an established mentorship program to support new TK teachers | 32 | 55 |
| Lead a coalition application for statewide grants (for example, partner with districts to apply for statewide grants) | 20 | 34 |
| Create a countywide matrix of workforce programs to share with LEAs and prospective educators | 24 | 41 |
| None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC | 0 | 0 |
| Other | 8 | 14 |

Table 19. Results from Question 3 of Section V, Focus Area C: Workforce Recruitment and Professional Learning

1. **Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP or LEA-operated preschool teachers, including multilingual educators, to obtain a Child Development Teacher Permit? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Partner with an IHE (including both community colleges and four-year IHEs) offering eligible early childhood education or childhood development coursework | 50 | 86 |
| Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit | 36 | 62 |
| Provide information on scholarship and grant opportunities | 51 | 88 |
| Apply for workforce development funding and grant opportunities | 46 | 79 |
| Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or an Associate or Baccalaureate degree | 44 | 76 |
| Offer advising and transcript analysis to prospective CSPP teachers on requirements and support individual planning for how to meet the Child Development Teacher Permit requirements | 46 | 79 |
| Offer unit-bearing coursework at a local district site during times that work for teachers | 15 | 26 |
| None of the above | 0 | 0 |
| Other | 8 | 14 |

Table 20. Results from Question 4 of Section V, Focus Area C: Workforce Recruitment and Professional Learning

1. **In which of the following “Focus Area C: Workforce Recruitment and Professional Learning” areas has the COE provided technical assistance to LEAs? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers) | 53 | 91 |
| Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs in the county | 48 | 83 |
| Sharing strategies to support the teacher pipeline (e.g., strategies for recruiting multilingual educators, the impact of cohort models, ways to implement apprenticeships or residency programs, etc.) | 31 | 53 |
| Creating professional learning opportunities to provide school site leaders with more early childhood knowledge | 42 | 72 |
| Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment | 46 | 79 |
| Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment | 31 | 53 |
| Other | 3 | 5 |

Table 21. Results from Question 5 of Section V, Focus Area C: Workforce Recruitment and Professional Learning

## Section VI

### Focus Area D: Curriculum, Instruction, and Assessment

1. **If any LEAs in the county administer CSPP, does the COE plan to support them with providing any of the following language model(s) for CSPP students? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Dual language program with a language allotment of 50/50 | 13 | 22 |
| Dual language program with a language allotment of 90/10 | 9 | 16 |
| Dual language program with a language allotment of 80/20 | 6 | 10 |
| Dual language program with a language allotment of 70/30 | 5 | 9 |
| English-only instruction with home-language support | 36 | 62 |
| None | 14 | 24 |

Table 22. Results from Question 1 of Section VI, Focus Area D: Curriculum, Instruction, and Assessment

1. **In which of the following “Focus Area D: Curriculum, Instruction, and Assessment areas” has the COE provided technical assistance to LEAs? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (e.g., mixed-age classrooms) | 44 | 76 |
| Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades | 42 | 72 |
| Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings | 39 | 67 |
| Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students | 47 | 81 |
| Guidance on instructional practices to support children with disabilities in UPK (e.g., implementing UDL, providing specialized job-embedded services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities | 43 | 74 |
| Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development | 45 | 78 |
| Guidance on appropriate assessment selection and utilization | 43 | 74 |
| Guidance on creating dual language immersion or bilingual programs | 15 | 26 |
| Other | 7 | 12 |

Table 23. Results from Question 2 of Section VI, Focus Area D: Curriculum, Instruction, and Assessment

## Section VII

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

1. **In which of the following “Focus Area E: LEA Facilities, Services, and Operations” areas has the COE provided or plans to provide technical assistance to LEAs? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Guidance on how to modify an elementary school classroom to serve young children, including but not limited to proximity of bathrooms within or near classrooms and location of parking near drop-off locations | 45 | 78 |
| Strategies to address transportation issues related to UPK access and enrollment | 20 | 34 |
| Guidance to support strategies that ensure TK students have access to meals and LEAs implement age-appropriate meal time practices, including adequate time to eat | 39 | 67 |
| Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings | 23 | 40 |
| Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children (or to offer extended learning opportunities, including in intersession and summer) | 28 | 48 |
| Utilizing outdoor learning environments | 35 | 60 |
| Other | 8 | 14 |

Table 24. Results from Question 1 of Section VII, Focus Area E: Local Educational Agency Facilities, Services, and Operations

## Section VIII

### Technical Assistance and Capacity Building Questions (optional)

The CDE is collecting information on the type(s) and topics of technical assistance that COEs may need to support LEAs to implement effective UPK programming.

1. **How is the COE developing capacity to support UPK? (Select all that apply)**

| **COE Responses** | **#**  **COEs** | **%**  **COEs** |
| --- | --- | --- |
| Hiring a dedicated staff person to focus on UPK or P-3 | 36 | 62 |
| Providing technical assistance or coaching on key issues such as braided and blended funding models, curriculum and instruction best practices | 44 | 76 |
| Facilitating standing capacity building, peer learning, or collaboration meetings | 40 | 69 |
| Integrating the LPC with UPK planning and implementation efforts | 41 | 71 |
| Serving as a liaison between LEAs and early education community partners | 44 | 76 |
| Holding forums for parents | 17 | 29 |
| Partnering with other COEs to increase or share expertise | 36 | 62 |
| Partnering with the local First 5 county commission | 34 | 59 |
| Joining UPK or P-3 webinars offered by the CDE | 46 | 79 |
| Joining trainings or webinars offered by other organizations | 39 | 67 |
| Other | 4 | 7 |

Table 25. Results from Question 1 of Section VIII, Technical Assistance and Capacity Building Questions