# Mixed Delivery Annual Data Collection Survey

California Department of Education

Updated May 2024

This document serves as a template for the Mixed Delivery Annual Data Collection (ADC) Survey for the Universal PreKindergarten (UPK) Mixed Delivery Planning Grant due annually in October. This template was created by the California Department of Education (CDE) and was most recently updated in May 2024.

## Self-Certification

1. Tick the box next to "yes" to certify that the Lead Agency understands that providing program data to the CDE through the ADC will occur annually and is a required activity of this grant:
   1. Yes [select box]
2. Did the Lead Agency’s county utilize the Local Workgroup in fiscal year (FY) 2023–24 to aid in the ongoing planning for how all four-year-old children and an increased number of at-promise three-year-old children in the county will be able to access part-day and full-day educational programs before Kindergarten that meet the needs of parents, including through partnerships with school districts, high-quality UPK programs in the mixed-delivery system, as defined in statute in California *Education Code* (*EC*) Section 8320, and expanded learning offerings in their communities?
   1. Yes
   2. No
3. Did the Lead Agency apply to the UPK Mixed Delivery Planning Grant (Round 1 or Round 2) under a consortium?
   1. Yes
   2. No
4. Did the Lead Agency subgrant funds to either the Local Planning Council (LPC) or the Resource and Referral (R&R) agency(ies) within the lead county or consortium county(ies) during FY 2023–24 for Round 1 or Round 2?
   1. Yes
   2. No
5. \*\*If yes, how many LPC or R&Rs were subgranted funds?
   1. [Numeric response (up to ten)]
6. \*\*If yes, how much funding was subgranted to the LPC FY 2023–24 for Round 1 and Round 2 combined?
   1. [Write in numeric amount of funds in United States Dollars]
7. \*\*If yes, how much funding was subgranted to the R&R during FY 2023–24 for Round 1 and Round 2 combined?
   1. [Write in numeric amount of funds in United States Dollars]

**Required activities are as follows:**

1. Provide on-going planning in partnership with grantees who received funding from the Universal PreKindergarten Planning and Implementation (UPK P&I) grant for the provision of high-quality UPK options for three- and four-year-old children, through a mixed-delivery system that ensures access to high-quality full- and part-day learning experiences, coordinated services, and referrals for families to access health and social-emotional support services. These programs shall meet the quality indicators codified in California *EC* Section 8203 and regulated through Title 5.
2. Provide on-going planning in partnership with UPK P&I grantees for increasing inclusion of children with exceptional needs in UPK. UPK as defined in statute means “those programs that offer part-day or full-day, or both, educational programs for three- and four-year-old children and may be offered through a mixed-delivery system.”
3. Provide on-going planning in partnership with UPK P&I grantees in your county to assist aspiring UPK site supervisors, teachers, and other support staff to identify and access local workforce pathway programs with the goal of increasing the number of site supervisors, teachers, and other support staff who have the required credentials and degrees (identifying local financial support programs as part of the workforce pathway is an example).
4. Conduct outreach services and enrollment support in partnership with UPK P&I grantees for families of three- or four- year- old children to enroll children in high-quality full- and part-day learning experiences that meet the needs of families. High-quality is defined in statute as meeting the quality indicators in *EC* Section 8203 and being regulated by Title 5.
5. Partner with tribes, as sovereign nations, in the ongoing planning and implementation of the UPK mixed-delivery system to reflect tribal family and community needs. The “mixed-delivery system” is defined in statute as “a system of early childhood education services that is delivered through a variety of providers, programs, and settings, including:
   1. Head Start agencies
   2. Public schools having prekindergarten
   3. Private programs having prekindergarten
   4. Community-based organizations having prekindergarten
   5. Local education agencies that offer center-based childcare and prekindergarten programs
   6. Tribal childcare and prekindergarten
   7. Family childcare through a family childcare home education network (FCCHEN) that has prekindergarten”
6. Commit to providing program data to the California Department of Education (CDE) annually including, but not necessarily limited to, plan development steps and participants engaged in the grant activities and planning, core needs of critical communities, including tribal communities, and recipient information and participation in overall program evaluation.
7. Form and maintain a Local Workgroup to help facilitate the on-going planning and to carry out the activities of this grant, and consisting with the following entities as listed in statute:
   1. a single working group that shall include, but not be limited to, representatives from:
      1. County offices of education
      2. School districts
      3. Charter schools offering Transitional Kindergarten (TK)
      4. Resource and referral programs
      5. Alternative payment programs (APPs) operating prekindergarten programs
      6. First 5 county commissions
      7. Contracted state prekindergarten programs - local education agency programs
      8. Contracted state prekindergarten programs - community-based organization programs
      9. General childcare programs serving prekindergarten-age children
      10. Tribal prekindergarten programs
      11. Private center-based childcare prekindergarten providers
      12. Licensed family childcare (FCC) providers
      13. Educators (TK)
      14. Exclusive bargaining representatives
      15. Head Start
      16. Faculty at local institutions of higher education focusing on child development or early childhood education
      17. Early childhood education teacher preparation programs - including institutions of higher education
8. Did the Lead Agency subgrant out any of the **required** activities (see required activities above) for this grant to the LPC or R&R during FY 2023–24 for Round 1 or Round 2?
   1. Yes
   2. No

**Optional (Allowable Activities and Costs) activities are as follows**:

1. Assess the parental preferences and the need for access to available high-quality UPK through a mixed-delivery system for three- and four-year-old children in the county or region by program type (indicators of quality shall meet *EC* 8203 and be regulated by Title 5).
2. Establish or strengthen partnerships with other providers of early childhood education services and FCCHENs within the county’s mixed-delivery system and with tribal partners, to ensure that high-quality options for UPK, including inclusive prekindergarten programs and multilingual programs, are available for three- and four-year-old children.
3. Engaging in community-level coordination and planning with agencies participating in the county or region’s mixed-delivery system, as defined in statute in *EC* 8320, for the implementation of high-quality UPK options. This may include activities to coordinate the Local Workgroup required by statute in *EC* 8320.
4. Planning and coordination with special education local and regional partners, including regional centers and local education agency (LEAs), to plan for three- and four- year-old children with disabilities in the county or region to have access to UPK through the mixed-delivery system, as defined in statute in *EC* Section 8320, in the least restrictive environment.
5. Partnering with the local Quality Counts California (QCC) to facilitate on going planning for the support needed for workforce development, coaching, and other quality improvement activities to support the expansion of high-quality UPK in the mixed-delivery system, as defined in *EC* 8320.
6. Did the Lead Agency subgrant out any of the optional activities for this grant to the LPC or the R&R during FY 2023–24 for Round 1 or Round 2?
   1. Yes
   2. No

## Projected Enrollment and Needs Assessment

1. Which additional data sources has the Lead Agency reviewed in FY 2023–24 to indicate parental preferences related to early learning and care programs for three- and four-year-old children in the county? [select all that apply]
   1. LPC Needs Assessment data
   2. Local R&R agency data
   3. Head Start Needs Assessments
   4. Head Start Needs Assessments inclusive of Tribal Head Start and Migrant or Seasonal Head Start
   5. Family survey data
   6. Data collected by Special Education Local Plan Areas (SELPAs)
   7. Local First 5 County Commission data or reports
   8. American Institute for Research Early Learning Needs Assessment Tool
   9. Preschool Development Grant Needs Assessment
   10. Eary Head Start Needs Assessment
   11. Zip Code Priorities
   12. Inclusive Early Education Expansion Program (IEEEP) Data on Inclusion
   13. Individual County Early Learning Master Plan
   14. None of the above
2. Which additional data sources will the Lead Agency be reviewing in **future fiscal years** to indicate parental preferences related to early learning and care programs for three- and four-year-old children in the county? [select all that apply]
3. LPC Needs Assessment data
4. Local R&R agency data
5. Head Start Needs Assessments
6. Head Start Needs Assessments inclusive of Tribal Head Start and Migrant or Seasonal Head Start
7. Family survey data
8. Data collected by SELPAs
9. Local First 5 County Commission data or reports
10. American Institute for Research Early Learning Needs Assessment Tool
11. Preschool Development Grant Needs Assessment
12. American Institute for Research Early Learning Needs Assessment Tool
13. Eary Head Start Needs Assessment
14. Zip Code Priorities
15. IEEEP Data on Inclusion
16. Individual County Early Learning Master Plan
17. None of the above
18. How did the Lead Agency in FY 2023–24 address access and gaps in availability of high-quality UPK options (meeting *EC* Section 8203 and regulated through Title 5) through a mixed-delivery system (as defined in *EC* Section 8320) for three- and four-year-old children in the county? [select all that apply]
19. LPC Needs Assessment data
20. Local R&R agency data
21. Head Start Needs Assessments
22. Family survey data
23. Data collected by SELPAs
24. Local First 5 County Commission data or reports
25. American Institute for Research Early Learning Needs Assessment Tool
26. Preschool Development Grant Needs Assessment
27. Title VI Indian Education Data
28. None of the above
29. Per FY 2023–24 Needs Assessment data, indicate the additional need for expansion in the following programs of the mixed-delivery system per *EC* Section 8320:
    1. Full-Day programs
       1. [drop down: significant moderate low need]
    2. Part-Day programs
       1. [drop down: significant moderate low need]
    3. Head Start inclusive of Tribal Head Start and Migrant or Seasonal Head Start
       1. [drop down: significant moderate low need]
    4. Preschools on LEA campuses
       1. [drop down: significant moderate low need]
    5. High-quality Preschool (*EC* Section 8203 and regulated by Title 5) in Community Based Organizations (CBOs)
       1. [drop down: significant moderate low need]
    6. Tribal preschool
       1. [drop down: significant moderate low need]
    7. California State Preschool Program (CSPP) through a FCCHEN
       1. [drop down: significant moderate low need]
    8. Inclusive preschool programs
       1. [drop down: significant moderate low need]
    9. Multilingual programs
       1. [drop down: significant moderate low need]
    10. FCC programs providing wrap around care
        1. [drop down: significant moderate low need]
30. Per FY 2023–24 Needs Assessment data, were there other program types identified as needing additional expansion?
    1. Yes
    2. No
31. \*\* If yes, identify the other program types and level of need (significant, moderate, low) for each:
    1. [open response]
32. How did the Lead Agency gather information from UPK programs to determine locations, including from districts and other UPK programs such as CSPP and Head Start in FY 2023–24? [select all that apply]
    1. Outreach to CDE staff for district UPK Planning and Implementation (P&I) Grant data
    2. Outreach to UPK Coordinator to review of district UPK P&I Grant data
    3. Outreach to county office of education (COE) staff responsible for supporting the UPK P&I Grant
    4. R&R agency for data from general child care (CCTR), FCCHEN, CalWORKs, CSPP
    5. LPC for data from the Contracts and Tracking System (CATS) report
    6. Data from the Department of Social Services (Data downloads comprised of Title 22 licensees in individual counties including centers and small and large FCCs)
    7. None of the above
33. How did the Lead Agency work to reach out to specific racial and ethnic groups with trusted community messengers in FY 2023–24? [select all that apply]
34. Communications or meetings with local Tribal education entity (or specific tribes in community)
35. Identifying and reaching out to local cultural community leaders
36. Our county did not conduct this activity
37. None of the above

## Vision for the Expansion of UPK

1. Did the Lead Agency update their vision for supporting the expansion of UPK through the mixed-delivery system (as defined in *EC* Section 8320) as part of ongoing planning supported by the UPK Mixed Delivery Planning Grant in FY 2023–24?
   1. Yes
   2. No
2. \*\*If yes, please detail any changes made here:
   1. [open response]
3. Did the Lead Agency partner with the UPK Coordinator at the COE in the county in FY 2023–24?
   1. Yes
   2. No
4. \*\*If yes, how did the Lead Agency work in collaboration with the county UPK Coordinator to support UPK through the mixed-delivery system (as defined in *EC* Section 8320)? [select all that apply]
5. Meeting together monthly
6. Coordinating meetings or events together
7. The UPK Coordinator attended regular LPC meetings
8. The UPK Coordinator is part of the Local Workgroup formed as a required activity of this grant
9. The Lead Agency co-facilitated meetings with the UPK Coordinator
10. The Lead Agency and the UPK coordinator met to discuss ways to leverage the funding between the UPK Mixed Delivery Grant and the UPK P&I Grant
11. None of the above
12. What methods were utilized to coordinate and align plans with partner LEAs within the county or region in FY 2023–24? [select all that apply]
13. Co-planning sessions or workshops
14. Informational meetings
15. Surveys
16. Input sessions
17. Reviewing existing LEA and COE plans
18. Interviews
19. Information gathering about LEA supports that the COE is providing
20. None of the above
21. What additional partners, aside from those required in statute (*EC* Section 8320), were included in the Lead Agency’s ongoing planning efforts in FY 2023–24? [select all that apply]
22. Local Parent Groups
23. Family Resource Centers
24. SELPA
25. Tribal Nations
26. Local Parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
27. Local workforce development agencies
28. County child welfare departments
29. County Department of Social Services Administrators who oversee CalWORKs
30. Other
    * 1. [open response]
31. None of the above
32. Which of the following did the Lead Agency review to support the ongoing planning in partnership with their county’s UPK P&I grantees in FY 2023–24? [select all that apply]
33. The county’s LPC Countywide Comprehensive Childcare Plan
34. The most updated UPK plans of LEAs in the county
35. The Local Control and Accountability Plan (LCAP) plans of LEAs in the county
36. Local Quality Counts California (QCC) Quality Improvement Plans through the local First 5
37. COE workforce programmatic updates submitted for the Early Education Teacher Development Grant (EETD)
38. None of the above
39. Identify which of the following audiences the Lead Agency was able to present to during FY 2023–24 to obtain ongoing public input on their county’s planning for the expansion of high-quality UPK options (as defined in *EC* Section 8320) and extended learning opportunities to meet parents’ needs: [select all that apply]
    1. Parent Teacher Association Meetings
    2. Parent Advisory Committee
    3. Family or parent surveys
    4. English Learner Advisory Committee (ELAC)
    5. District English Learner Advisory Committee (DELAC)
    6. SELPA
    7. School Site Council (SSC)
    8. District Advisory Committee
    9. LCAP educational partners input sessions
    10. Tribal Community input session(s)
    11. Co-hosting events with CBOs
    12. Hosting meet and greets with the early learning and care community
    13. LPC Meetings
    14. Local QCC consortia meetings
    15. First 5 County Commission meetings
    16. Community Advisory Committee (CAC)
    17. Head Start Policy Council meetings
    18. Collaboration with parent engagement centers
    19. Foster Youth and homeless coordinators
    20. None of the above

## Community Engagement and Partnerships

1. How did the Lead Agency support the collaboration of high-quality UPK providers and extended learning opportunity providers in the mixed-delivery system (as defined in *EC* Section 8320) in FY 2023–24? [select all that apply]
   1. Holding collaboration or input sessions at the COE or LEA
   2. Holding input sessions at a location convenient for interest holders such as a Tribal Community Center
   3. Reaching out to support attendance at previously planned or regularly scheduled meetings
   4. Providing guidance
   5. Sharing contact information
   6. Holding networking events
   7. Inviting potential partners to public LPC workgroup meetings
   8. Reaching out to partners to meet and discuss needs assessments with potential partners individually
   9. Reaching out to partners with questions about specific data sources and any gaps the Lead Agency has identified
   10. None of the above
2. How did the Lead Agency engage with LEAs to encourage them to collaborate with providers in the mixed-delivery system (as defined in *EC* Section 8320) in FY 2023–24? [select all that apply]
3. Holding collaboration or input sessions
4. Providing guidance
5. Reaching out to support attendance at previously planned or regularly scheduled meetings
6. Sharing contact information
7. Holding networking events
8. None of the above
9. What kinds of outreach did the Lead Agency do in FY 2023–24 **to support families in understanding** their high-quality UPK options (as defined in *EC* Section 8320), including eligibility, within the mixed-delivery system (including TK and CSPP offered by LEAs)? [select all that apply]
10. Webinar
11. Open house
12. Flyers
13. Surveys
14. Family intake interviews
15. Focus groups within communities
16. Advertising
17. Enrollment fairs in partnership with the county’s LEAs
18. Partnerships with local libraries
19. Mail campaigns
20. Partnerships with local healthcare providers
21. Partnerships with Tribal Health centers or clinics
22. Creating a support helpline
23. Partnership with the LPC and R&R to ensure all agencies have full details on each program and eligibility in order to make referrals for families (including TK, license-exempt, CSPP, Head Start, and so forth)
24. Partnerships with Tribal Nations
25. Partnerships with Housing and Urban Development
26. School readiness fairs
27. Utilized CDE UPK resources to share with families
28. Surveyed local providers on how they advertise
29. None of the above
30. What outreach services did the Lead Agency complete to provide support in partnership with the county’s LEAs **to enroll children into high-quality UPK programs and expanded learning opportunity programs in FY 2023–24**? [select all that apply]
31. Partnerships with local libraries
32. Partnerships with local CBOs that provide preschool
33. Advertising
34. Communications with parents
35. Mail campaigns
36. Partnerships with local healthcare providers
37. Partnerships with Tribal Health centers or clinics
38. Open houses for parents or enrollment nights
39. Creating a support helpline
40. Enrollment reminder flyers
41. Partnership with the LPC and R&R to ensure all agencies have full details on each program and eligibility in order to make referrals for families (including TK, license-exempt, CSPP, Head Start, and so forth)
42. Partnerships with Tribal Nations that have preschool programs
43. Partnerships with Housing and Urban Development
44. Family enrollment events and fairs
45. School readiness fairs and preschool enrollment
46. Utilized CDE UPK resources to share with families
47. Surveyed local providers on how they advertise for enrollment
48. None of the above
49. Who were the local and regional partners the Lead Agency engaged with in ongoing planning toward increasing inclusion of children with disabilities in their county’s UPK mixed-delivery system (as defined in *EC* Section 8320) in FY 2023–24? [select all that apply]
50. Social Services
51. Bargaining Units
52. SELPA
53. LEAs
54. Head Start
55. Tribal Head Start
56. Migrant or Seasonal Head Start
57. Parents
58. None of the above
59. To assist the Lead Agency in ongoing planning toward increasing inclusion of children with disabilities in their county’s UPK mixed-delivery system (as defined in *EC* Section 8320) in FY 2023–24, which data sources did the Lead Agency use? [select all that apply]
60. LPC Needs Assessment data
61. Local R&R agency data
62. Local IEEEP Grantee agency
63. Head Start Needs Assessments
64. Head Start Needs Assessments inclusive of Tribal Head Start and Migrant or Seasonal Head Start
65. Family or parent surveys
66. Data collected by SELPAs
67. Local First 5 County Commission data or reports
68. American Institute for Research Early Learning Needs Assessment Tool
69. Preschool Development Grant Needs Assessment
70. Individualized Education Program (IEP) meeting information
71. Family enrollment needs assessment
72. Ages and Stages Questionnaire (ASQ) information
73. Early Start Regional Program Data
74. None of the above
75. Did the Lead Agency reach out to Tribal Nations in FY 2023–24?
    1. Yes
    2. No
76. \*\*If yes, through which entity did the Lead Agency reach out to Tribal Nations in FY 2023–24? [multiple choice]
    1. Tribal Chair and Council
    2. Tribal childcare programs
    3. Tribal Child Care Association of California (TCCAC)
    4. Our Lead Agency reached out to a Tribal Nation in our county, but were unable to connect
    5. Our Lead Agency reached out to a Tribal Nation NOT in our county
    6. None of the above
77. How did the Lead Agency involve local CBOs in planning for expanded learning opportunity programs in FY 2023–24? [select all that apply]
78. Invited organization(s) to planning sessions
79. Created a specific plan to encourage collaboration between the LEA and CBOs on enrollment, communication and outreach to families
80. Allocated budgets to compensate CBOs for work related to expanded learning opportunity programs
81. None of the above
82. How did the Lead Agency collaborate with the local CBOs that provide expanded learning opportunities to create a plan to meet the full-day needs of parents and for UPK expansion in FY 2023–24? [select all that apply]
83. Holding collaboration or input sessions held for the explicit participation of CBOs to plan for before and after expanded learning opportunities
84. Holding input sessions at a location convenient for CBO representatives
85. Reaching out to support attendance at previously planned or regularly scheduled meetings
86. Providing guidance both to CBOs and to LEAs on what is needed
87. Sharing contact information
88. Holding collaboration events or meetings
89. None of the above
90. Did the lead county communicate to the LEAs in the county that CBOs and FCC programs can provide wrap around care in FY 2023–24?
    1. Yes
    2. No
91. Which of the following did the Lead Agency do to support the increase of access for four-year-old children and at-promise three-year-old children (children who are income-eligible for the CSPP) in the county to full-day learning programs before Kindergarten in FY 2023–24? [select all that apply]
    1. Connected mixed-delivery partners to discuss and coordinate partnership options for full-day offerings
    2. Convened mixed-delivery partners to discuss and coordinate partnership options for full-day offerings
    3. Provided information to mixed-delivery partners about parental need for full-day care in the community
    4. Supported mixed-delivery providers to utilize and customize UPK communication materials aimed at sharing full-day options with families
    5. Supported mixed-delivery providers to recruit families of at-promise three-year-old children as spaces become available
    6. None of the above
92. Which of the following entities attended a majority of meetings for the Local Workgroup in FY 2023–24? [select all that apply]
    1. COEs
    2. School district(s) offering TK
    3. Charter schools offering TK
    4. R&R programs
    5. APPs operating preschool programs
    6. First 5 County Commissions
    7. Contracted state preschool programs – LEA programs
    8. Contracted state preschool programs – CBO programs
    9. General childcare programs serving preschool-age children
    10. Tribal Nations with preschool programs
    11. Private, center-based childcare serving preschool-age children
    12. Licensed FCC providers
    13. Educators
    14. Exclusive bargaining representatives
    15. Head Start (inclusive of Tribal Head Start, or Migrant or Seasonal Head Start)
    16. Faculty at local institutions of higher education (IHE) focusing on child development or early childhood education
    17. Early childhood education teacher preparation programs, including IHEs
93. From which of the following entities was the Lead Agency unable to receive consistent commitment to the Local Workgroup in FY 2023–24? [select all that apply]
94. COEs
95. School district(s) offering TK
96. Charter schools offering TK
97. R&R programs
98. APPs operating preschool programs
99. First 5 County Commissions
100. Contracted state preschool programs – LEA programs
101. Contracted state preschool programs –CBO programs
102. General childcare programs serving preschool-age children
103. Tribal Nations with preschool programs
104. Private, center-based childcare serving preschool-age children
105. Licensed FCC providers
106. Educators
107. Exclusive bargaining representatives
108. Head Start (inclusive of Tribal Head Start, or Migrant or Seasonal Head Start)
109. Faculty at local IHEs focusing on child development or early childhood education
110. Early childhood education teacher preparation programs, including IHEs
111. What modes of participation did the Lead Agency use to hold the Local Workgroup in FY 2023–24? [select all that apply]
112. Held in-person meetings only
113. Held hybrid meetings with a virtual component
114. Held virtual meetings only
115. Held meetings only during regular business hours
116. Held meetings outside of regular business hours
117. Recorded meetings and sent recording links to members to elicit feedback
118. Sent out agendas and requested input prior to meetings
119. Communicated through email
120. None of the above
121. How often were Local Workgroup meetings held in FY 2023–24?
     1. Once a week
     2. Twice a week
     3. Once a month
     4. Twice a month
     5. Every other month
     6. Quarterly
     7. Semi-annually
122. How many representatives from each entity participated in the Local Workgroup in FY 2023–24? [pull down menu of 0-5+ next to each entity]
     1. COEs
     2. School district(s) offering TK
     3. Charter schools offering TK
     4. R&R programs
     5. APPs operating preschool programs
     6. First 5 County Commissions
     7. Contracted state preschool programs – LEA programs
     8. Contracted state preschool programs –CBO programs
     9. General childcare programs serving preschool-age children
     10. Tribal Nations with preschool programs
     11. Private, center-based childcare serving preschool-age children
     12. Licensed FCC providers
     13. Educators
     14. Exclusive bargaining representatives
     15. Head Start (inclusive of Tribal Head Start, or Migrant or Seasonal Head Start)
     16. Faculty at local IHEs focusing on child development or early childhood education
     17. Early childhood education teacher preparation programs, including IHEs
123. Does the Local Workgroup’s membership include representative(s) from county(ies) other than the Lead Agency’s county?
     1. Yes, there are representative(s) from other counties
     2. No, all representatives are from the Lead Agency’s county

## Supporting the Workforce

1. Did the Lead Agency collaborate with the LEAs who oversee the Early Education Teacher Development (EETD) Grant in FY 2023–24?
   1. Yes
   2. No
   3. Our county does not have EETD Grant recipients
2. Did the Lead Agency ensure that their ongoing UPK Mixed Delivery planning is aligned to the ongoing goals denoted for the county’s EETD Grant to support the workforce in FY 2023–24?
3. Yes
4. No
5. Our county does not have EETD grant recipients
6. On which of the following did the Lead Agency plan to partner with their local QCC to support the workforce in FY 2023–24? [select all that apply]
7. Provided support to identify and access local workforce pathway programs
8. Provided support to the workforce to identify financial support programs for the field to increase their qualifications
9. Providing support to the workforce to find apprenticeships
10. None of the above
11. How did the Lead Agency partner with their local QCC to support existing and aspiring UPK site supervisors, teachers, and other support staff in identifying and accessing local workforce pathway programs, including financial support programs in FY 2023–24? [select all that apply]
12. Held technical assistance sessions
13. Connected programs with local workforce development efforts
14. Connected programs to local QCC efforts
15. Facilitated partnerships with local higher education partners
16. None of the above
17. Did the Lead Agency partner with the local QCC **to create ongoing planning to support** providers in the mixed-delivery system (as defined in *EC* Section 8320) to implement instructional practices to support children with disabilities in UPK programs in any of the following in FY 2023–24? [select all that apply]
18. Universal Design for Learning (UDL)
19. Providing specialized services in the classroom with peer models
20. Using social emotional strategies such as the Pyramid Model
21. None of the above
22. What support(s) did the Lead Agency put in place or enhance to assist existing and aspiring UPK staff to receive the required credentials, degrees, or experiences necessary to be promoted into their desired role in FY 2023–24? [select all that apply]
23. Partnered with LEAs and other agencies to support professional development offerings
24. Partnered with one or more local IHEs or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
25. Partnered with LEAs to collaborate on how best to support teachers in applying for credentialing programs or teacher residency grant programs
26. Established a relationship with local LEAs to support the establishment of pathways for high school students interested in a career in CSPP or in Preschool through Third Grade (P-3) teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
27. Identified agencies who provide advising on credential requirements and options for how to meet these requirements, and create partnerships with those agencies
28. Partnered with local LEAs to provide additional support focused on the recruitment of Black, Indigenous, and People of Color (BIPOC) teachers
29. Partnered with a local IHE offering eligible early childhood education or childhood development coursework
30. Partnered with local LEAs to provide additional support focused on the recruitment of multilingual teachers
31. Partnered with local LEAs to provide additional support focused on the recruitment of teachers supporting children with disabilities
32. Partnered with LEAs and other agencies to promote professional development opportunities for early learning teachers to support high-quality inclusion
33. Partner with Tribal Nations who can certify Tribal language teachers and Tribal cultural teachers
34. None of the above
35. Indicate which of the following the Lead Agency created partnerships in their county across the mixed-delivery system (as defined in *EC* Section 8320) to plan for or support the multilingual workforce and the development of dual language children in FY 2023–24: [select all that apply]
    1. Language revitalization
    2. Dual language immersion programs
    3. Hiring bilingual staff at lead agencies
    4. Surveying for the language needs in their county
    5. Identifying funding sources to facilitate the purchase of education books and materials in the home language of children
    6. Our Lead Agency did not complete this activity
    7. Nove of the above
36. Did the Lead Agency make progress in collaborating with local Tribal Nations to ensure their participation for workforce development in FY 2023–24?
    1. Yes
    2. No
37. \*\*\*If yes to 22, please indicate what degree progress has been made.
38. Some progress has been made
39. Moderate progress has been made
40. A large amount of progress has been made
41. None of the above
42. \*\*\*If no to 22, if no progress has been made, please indicate why. [select all that apply]
43. There is no Tribal Nation in my county
44. No response has been received from our request for Tribal participation
45. Tribe does not want to participate
46. None of the above
47. How are the LPC and R&R(s) supporting the expansion of UPK? [select all that apply]
    1. The Lead Agency has already or will be hiring a dedicated staff person to focus on UPK (UPK Coordinator)
    2. The Lead Agency has already or will be hiring a dedicated staff person to focus on UPK (UPK Mixed Delivery Coordinator)
    3. Providing technical assistance on key issues such as braided and blended funding models
    4. Facilitating standing peer learning, or collaboration meetings
    5. Integrating the LEAs and COEs with LPC and R&R UPK efforts
    6. Serving as a liaison between LEAs and early education community partners within the mixed-delivery system
    7. Holding forums for parents
    8. Partnering with other LPCs and R&Rs to increase or share expertise
    9. Partnering with the local First 5 County Commission
    10. Joining UPK or P-3 webinars offered by the CDE
    11. Joining trainings or webinars offered by other organizations
    12. Creating a Local Workgroup with entities representing the mixed-delivery system
    13. Ongoing collaboration and partnership with Tribal nations to expand knowledge and understanding of Tribal history, current, and future community efforts
    14. None of the above

## Facilities, Services, and Operations

1. How did the Lead Agency support the mixed-delivery system to address facilities issues to support offering extended learning opportunities, including during LEA breaks and summer in FY 2023–24? [select all that apply]
   1. Provided extended learning opportunities through CSPP contracts
   2. Created a subcommittee of the Local Workgroup to focus on facilities planning
   3. Worked with local government to remove barriers to access such as revising zoning laws surrounding multi use permits for education
   4. Created partnerships with local facilities such as churches, local recreational organizations (for example, YMCA, Boys and Girls Club), and licensed school-age programs to identify enrollment opportunities for children during breaks and summer
   5. Created maps that identify contact information of providers in various areas
   6. Created “Summer and Breaks Resource Guides” for families
   7. Widely publicize facility funding that may become available
   8. Identified CBOs to provide expansion opportunities for summer and breaks
   9. Partnered with the UPK P&I grantee to understand facilities needs denoted in their plans
   10. Worked with local school districts to help them understand the advantages of having dedicated facilities for extended learning opportunities
   11. Offered technical assistance to school districts in the planning and utilization of existing facilities for expanded learning programs. Technical assistance may include helping districts optimize their space usage, ensuring that classrooms are well-equipped, and making any necessary improvements
   12. Created community of practice (CoP) sessions with LEA administrators, state and federal update sessions, and one-on-one coaching sessions
   13. Encourage LEAs to engage in the informational webinars and office hours provided by the CDE
   14. None of the above
2. How did the Lead Agency in partnership with the UPK P&I grantee discourage displacement of early learning education programs operated by non-LEA administrators on LEA campuses in FY 2023–24? [select all that apply]
   1. Provided information to LEAs about the opportunities for the braiding program, potentially decreasing the need for LEAs to operate programs independently
   2. Provided information to LEAs regarding what the mixed delivery system is
   3. Provided information to LEAs regarding why partnering with agencies across the early learning field is important for children and families
   4. Provided information to LEAs regarding how LEAs can partner with other agencies to provide nine hours of care to meet the needs of children and families
   5. Provided examples for LEAs of UPK partnerships across the mixed-delivery system including CSPP, Head Start and FCC providers
   6. Provided technical support to braid, blend, and layer funding to maximize both facility space and partnerships
   7. Provided a space at the Local Workgroup meeting for LEAs and others in the mixed-delivery system to talk through their concerns
   8. None of the above
3. How did the Lead Agency support the transitioning of programs to serve younger children (or to offer extended learning opportunities, including in intersession and summer) in FY 2023–24? [select all that apply]
   1. Encouraged counties who have American Rescue Plan Act (ARPA) funds to expand access to infant and toddler care through educational stipends, facilities expansion dollars and business coaching, or capacity study
   2. Incentivized employer-sponsored childcare through appropriate funding
   3. Incentivized an educational stipend through ARPA funding for current educators and students to take infant/toddler courses to meet the need for more qualified staff
   4. Blending and braiding with the funding and planning for EETD
   5. Through appropriate grants, encouraged to support both professional development and college coursework tuition reimbursement
   6. Used UPK P&I funds to support materials and professional development of expanded learning opportunity staff
   7. None of the above
4. How did the Lead Agency assess facility needs or support local UPK programs to assess facility needs in FY 2023–24? [select all that apply]
   1. Surveyed local LEAs and other UPK providers to understand facility needs
   2. Used opportunities to address facility needs at public meetings where partners are convened
   3. Reviewed LEA and COE plans to understand facility needs indicated in those plans
   4. None of the above
5. How did the Lead Agency collaborate with Tribal Nations to engage in creating a partnership that may include using Tribal facilities to best meet the needs of the community in FY 2023–24? [select all that apply]
   1. There are currently no Tribal preschool programs or Tribal Childcare in our county
   2. Invited them to participate in and share out at the Local Workgroup meetings
   3. Attended Tribal community events to increase partnerships
   4. Engaged with the TCCAC
   5. Utilized county Tribal Cultural museums as sites to bring the community together
   6. Reached across county lines to Tribes in neighboring counties, as our county does not have a recognized Tribe
   7. Reached out to the nearest Tribal Head Start to our county to begin conversations, as our county does not have a Tribal Head Start
   8. Reached out to the Native American Higher Education Collaborative
   9. Reached out to LEA Title IV coordinators
   10. Created a landscape analysis of available Tribal facilities that may meet the needs of the community
   11. Explored options for joint funding applications, grants, or partnerships with foundations and government agencies while respecting and reflecting the cultural context and values of the Tribal community
   12. Engaged with the county’s Indian Education Coordinator in the counties that have one
   13. Engaged with other indigenous populations native to the county
   14. None of the above

## Technical Assistance and Capacity Building Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LPCs and R&Rs may need to support the expansion of effective UPK programming in the mixed-delivery system.

1. What technical assistance would be most helpful for FY 2024–25?
   1. [open response]
2. What successes has the Lead Agency seen on a systems level in their county over the course of this grant?
   1. [open response]
3. What are the challenges that the Lead Agency would like to elevate while implementing this grant?
   1. [open response]
4. Share any additional feedback below:
   1. [open response]