

CA Assembly Bill 22: Childcare: preschool programs and transitional kindergarten: enrollment

Talking Points

Developed by the Center for District Innovation and Leadership in Early Education

Full text of bill at [California Legislative Information](#)

Overview

AB 22 will extend universal access to full-day transitional kindergarten (TK) programs to all 4-year-olds statewide at no cost to families. By ensuring that each child in California has access to a year of high-quality Pre-K, this bill sets students up for success in kindergarten and beyond.

Specifically, AB 22:

- Builds upon the state's landmark TK program to phase in full-day, universal pre-kindergarten by providing a year of TK for all 4-year-olds.
- Implements TK quality improvements to address the social-emotional and early academic development of California's youngest learners.
- Lowers TK staff to student ratios to enable educators to meaningfully interact with each child.
- Creates a standard curriculum that bridges the gap between preschool and kindergarten.
- Adds capacity to serve more 3-year-olds in California State Preschool (CSPP) and Head Start, as well as infants and toddlers thanks to companion legislation (SB 50).
- Maintains the parent's ability to choose whether their 4-year-old remains in CSPP or Head Start, or enrolls in TK.

Summary retrieved 3/27/21 from bill sponsor/supporter [Early Edge California](#)

Summary

Current Law CA Child Care and Development Services Act	AB 22
Eligibility: • CSPP contractors are encouraged to offer full-day services through a combo of part-day preschool slots and general childcare wraparound programs • Priority to 3 and 4 YO children who are neglected, abused or at risk	• Clarifies: 4 YOs who are eligible for CSPP: 5th birthday occurs after Sept. 1 of fiscal year in which they enrolled in CSPP [TK eligible] AND whose parent/guardian opted to retain them in a CSPP program • CSPP contractors may offer wrap around

• 2nd priority to eligible 4 YO children not enrolled in TK • Then enroll eligible 3 YOs TK • School districts or charter school authorized to operate TK program • Children eligible for TK who turn 5 Sept. 2 - Dec. 2 of school year. • Children also eligible for TK who have 5th birthday after Dec. 2 but during school year	childcare services for eligible children enrolled in K-12 • Revise timespan: children eligible for TK who turn 5 between Sept. 2 of current school year and Sept. 1 of following school year (phased in 2024-25 to 2032-33) ○ 21-22: upcoming year ○ 22-23 & 23-24: planning/prep ○ 24-25 - 32-33 (Y1-Y9)
Curriculum: • Defines as first year of 2-year kindergarten program that uses modified K curriculum (age and developmentally appropriate)	• Defines modified K curriculum to mean a developmental and academic curriculum that bridges the CA Preschool Learning Foundations and K academic content standards. • Requires CDE to post and maintain on website by 5/1/24: research and evidence-based curricula and assessments for instruction and diagnostic use in all CSPP and TK classrooms. ○ Developmentally appropriate for all children eligible for preschool and TK ○ Includes focus on content aligned to CPLF and K academic content standards ○ Articulated as preparatory curriculum for the year before K, not a repetition of K standards or foundations, and builds upon children's skills at preschool or TK entry ○ Has organized developmental scope and sequence, includes plans and materials based on developmental progressions and how children learn ○ Supports and encourages inclusive learning environments ○ Supports instruction of children who are DLL ○ Uses child obs. & other diagnostic tools ○ Supports and encourages family engagement, physical activity, and learning through play

Funding: • LCFF includes 10.4% adjustment to K-3 base grant (for progress toward 24 enrollment cap) • Only TK students counted in ADA for K who have 5th birthday before Dec. 2 (not those enrolled who turn 5 later during the school year). Also do not count in enrollment and unduplicated count	• Additional adjustment (14.2%) to base grant for each TK student enrolled in school district or charter school that maintains requirements for minutes, enrollment, ratios, and teacher qualifications • Any child admitted to TK during school year to generate ADA and included in enrollment and unduplicated pupil count
TK program day: • TK program day may be full schoolday or part-day (same as K requirement)	• TK program must be at least equivalent to the minimum schoolday provided by grades 1-3.

Scenarios for Districts if Bill Passes:

- Eliminate CSPP program and operate only TK for all 4 YOs
- Implement early education strategy that includes operating TK for 4 YOs and continue to operate CSPP for eligible 3 YOs (and children whose family opts to retain them in CSPP)
- Use CSPP funds to provide wrap-around program for eligible TK students (and other K-12 students)

DIAL EE Fellows' Concerns & Questions that Remain Unresolved:

Workforce

- Concerns about options for current CSPP teachers, including support for getting credential
- It is not clear what the ratios or qualifications requirements will be for TK classrooms (beyond teacher); concerns over pay parity and recognition for experience and expertise in role of CSPP teacher
- It should be noted that the majority of current CSPP teachers (and assistants) are women of color; this is an issue of equity and racial justice for our workforce
- Issues re: labor unions and contracts may be challenging for districts

Funding

- The bill calls for an additional adjustment to the base grade span amount for each TK pupil enrolled; the percentage is yet unspecified, so it is not clear whether it will sufficiently allow for appropriate ratios, equitable pay for additional adults (presumably former CSPP teaching staff).

Quality

- There is varying capacity of the TK-12 system to provide developmentally appropriate instruction and to have ownership and vision for a high-quality early learning program; need PD for teachers and administrators that is rooted in the Preschool Learning Foundations.

[The Governor's 2021-22 budget proposal allocates \$50M for PD, but it is not clear what the model(s) will look like (should be long-term, sustained, with expert content)]

- Social-emotional learning has been a focus of preschool (CSPP) programs and will need to be so in TK, which involves low ratios and experienced/trained teachers (e.g., current CSPP teachers)
- CSPP high-quality programs initiate early identification of developmental, including social emotional concerns and implement interventions and strategies to mitigate concerns. There is no clear language in bills for addressing identification or interventions in TK. Again, this is an area that CSPP teachers have experience and expertise.
- There will likely still be a need for blended TK/K classrooms (especially in smaller districts or in any district where the numbers don't work out evenly, since districts must maximize their budgets); this raises questions about the fiscal efficiency of meeting program standards as well as the capacity to provide an age and developmentally appropriate program for all students
- Concerns about transition of CSPP programs to serving 3 YOs (from age 2.9) from programs that may have served all or primarily 4 YOs previously; there is a large difference in developmentally appropriate programs at this age; also issues, e.g, potty training, facilities. (School districts still operating CSPP programs may have issues with labor contracts.)

Class size & ratios

- It is not clear yet what the requirements, as well as flexibility, will be for class size and ratios.

Equity

- Issues of equity for workforce (mentioned above)
- Issues of equity for families (who have low income) - is there really a choice if they wish to stay in CSPP program (age eligibility, access/program availability)?
- Issues of equity for children (primarily those who are of color, English language learners, and from families with low income) - quality of programs and developmentally appropriate instruction, including supports for SEL, for a large group of children that previously had access to CSPP program and now move to TK instead (including class size, ratios, continuity during the day for those that need full-day care)
- Acknowledgement of the benefits of increasing opportunities for classrooms of children from families with diverse incomes, and to middle-income, working families in high-cost regions that will have relief in expense for preschool.

CA Senate Bill 50: Early Learning and Care

Talking Points

Developed by the Center for District Innovation and Leadership in Early Education

Full text of bill at [California Legislative Information](#)

Overview

SB 50 aims to make California's early learning and care system more efficient by removing burdensome barriers for childcare providers across the mix-delivery system, ultimately allowing more children to be served in high-quality centers and family child care homes, giving our youngest learners a strong start. This legislation will:

- Open up the California State Preschool Program to serve children 0-5 and to serve children in family child care homes. This will allow more low-income 3-year-olds, infants, and toddlers to access high-quality early learning and care.
- Remove existing barriers between childcare and preschool contracts, allowing providers to transfer funds between contracts and adjust their services to better meet the needs of families and improve continuity of care for children in their communities.
- Increase stability for providers by shifting to reimbursements based on program enrollment rather than attendance—a model already used by the federal Head Start program.
- Make it easier for families to enroll in subsidized childcare and preschool.

Summary retrieved 3/27/21 from bill sponsor/supporter [Kidango](#)

Summary

Current Law	SB50
CA Child Care and Development Services Act	
Eligibility: • Range of services for federal- and state-subsidized services for eligible children 0-13 YO. • 12 month eligibility • Priority for CSPP to 3 and 4 YO children who are neglected, abused, or at risk • Providers may enroll 4 year olds in CSPP programs in school attendance zones where at least 80% of enrolled pupils	• 24 month eligibility • Extended eligibility to a family in which a member has been certified as eligible for benefits from specified government programs, including Medi-Cal, CalFresh. • First priority for all children who are neglected, abused, or at risk. • Providers may enroll 3 and 4 YOs without verifying or documenting income eligibility, in

receive free/reduced meals	school attendance zones where at least 80% of enrolled pupils receive free/reduced meals.
<i>Funding & Oversight:</i> • Specific standards and assigned reimbursement rates for childcare services • Specified childcare programs, responsibilities, services, and systems will be transferred from CDE to SDSS (7/1/21) • CDE required to arrange intra-agency adjustments between CCTR and CSPP contracts, and timelines for intra-agency contract fund transfers.	• Attendance prohibited from being used as factor to determine reimbursement rates • Three-year contracts based on child enrollment • SDSS required to perform services for intra-agency transfer functions. • By 6/30/22 CDE and CDSS required to offer opportunity for all contracting agencies to transfer funds under both intra-agency and inter-agency arrangements.
<i>Developmental Profile:</i> • Center-based and FCCHENs contractors are required to use the DRDP for all children enrolled 10+ hours/week.	• Contractors may use any valid and reliable instrument to maintain a developmental profile, including but not limited to the DRDP
<i>Programs:</i> • State required to administer part-day age and developmentally appropriate programs designed to facilitate the transition to K for 3 and 4 YO children in educational development, health services, social services, nutritional services, parent education, evaluation, and staff development • CSPP providers encouraged to offer full-day services through a combo of part-day preschool slots and wraparound general childcare and development programs	• CSPP contractors authorized to provide services to any child who meets specified requirements and has not yet turned 6 by Sept. 1 of fiscal year. • Eligible agencies may contract to operate a FCCHEN to provide preschool services for children 0-5. • Additionally requires superintendent to authorize CSPP contractors to offer wraparound services for eligible children served in TK or K, if families meet specific requirements

Scenarios for Districts if Bill Passes:

If AB 22 does not pass:

- Maintain current early learning programs
- Expand early learning strategy to take advantage of flexibilities offered in this bill (e.g., expand to younger children, expand to full-day/school-day programs)
- Review enrollment process and systems to reflect changes to eligibility requirements

If AB 22 does pass:

- Implement early education strategy that includes operating TK for 4 YOs and continue to operate CSPP for eligible 3 YOs (and children whose family opts to remain in CSPP)
- Use CSPP funds to provide wrap-around program for eligible TK & K students