



2023–24 Universal PreKindergarten Planning and Implementation—Results from Program Reports for School Districts and Charter Schools

In May 2022, the California Department of Education (CDE) released the Universal PreKindergarten (UPK) Planning and Implementation Grant to local educational agencies (LEAs) for planning and implementation of UPK. As a requirement for receiving these funds, grantees must submit annual reporting to provide information on their progress towards developing a coherent educational system starting with UPK. As of October 16, 2024, 1,506 school districts and charter schools have submitted program reports to the CDE. Of the respondents, 652 are charter schools and 854 are school districts.

For the purposes of data analysis, the first column “Districts and Charters Number” indicates the total number of LEAs (1,415) that indicated that they offered TK in the 2023–24 school year. “Districts and Charters Percent” indicates the percent of LEAs that responded from a total of 1,415 respondents.

LEA Information and Self-Certification

1. Entity Type (single select)

	N	%
School District	854	57%
Charter School	652	43%

2. Did your LEA implement Transitional Kindergarten (TK) in the 2023–24 school year?

	Districts and Charters Number	Districts and Charters Percent	Districts Number	Districts Percent	Charter Number	Charter Percent
Yes	1415	94%	819	96%	596	91%
No	91	6%	35	4%	56	9%

- i. Please describe why your LEA did not implement a TK program in the 2023–24 school year. [open response]

Theme (n=90)	Percent
No or too low numbers of TK eligible children within the district, and/or contract out to another LEA to provide TK services	46%
No facility space to implement a TK program	28%

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Implemented or have plans to implement a TK program in a later year	21%
TK is not a grade level with approval to serve (e.g. Charter is approved as a K-12)	8%
Limited funds as a Basic Aid/Community Funded District	4%
Did not meet all of the state-mandated requirements for implementing a TK program (e.g. curriculum, teacher-to-student ratio, hours)	4%
Implemented a TK program in an earlier school year	3%

Focus Area A: Vision and Coherence

For the purposes of data analysis, the first column “Districts and Charters Number” indicates the total number of LEAs (1,415) that indicated that they offered TK in the 2023–24 school year. “Districts and Charters Percent” indicates the percent of LEAs that responded from a total of 1,415 respondents.

1. Has the LEA integrated UPK into the Local Control and Accountability Plan (LCAP)? [select one]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Yes	1039	73%	602	774%	437	73%
No	238	17%	147	18%	91	15%
Unsure	138	10%	70	9%	68	11%

2. Does your LEA offer TK at all elementary schools in the district?

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Yes - all sites	1196	85%	641	78%	555	93%
No	219	15%	178	22%	41	7%

	Districts and Charter Number	Districts Number	Charter Number
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If yes, how many school sites offered TK in 2023-24?	4130	3430	700
If no, at how many elementary schools was TK offered in 2023–24?	1686	1413	273
If no, at how many elementary schools will TK be offered in 2024–25?	1846	1563	283

3. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are Dual Language Immersion, and how many are inclusive of children with disabilities, providing access to the least restrictive environment for learning.

Type of class	Total Number of classrooms	Of the total number of classrooms, how many classrooms are Dual Language Immersion	Of the total number of classrooms, how many classrooms are inclusive of students with disabilities
TK standalone classes	7311	503	6338
TK-K combination classes	1887	342	1657
CSPP and TK combination classes (CSPP funding and ADA funding)	198	17	182
Locally-funded preschool and TK combination classes	124	3	100

Type of class	Total Number of classrooms	Of the total number of classrooms, how many classrooms are Dual Language Immersion	Of the total number of classrooms, how many classrooms are inclusive of students with disabilities
CSPP standalone classes	2969	145	2346
Head Start standalone classes	560	23	436
Other early learning classes	1660	45	1186

4. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?¹
[select one]

Program Length	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Full Day TK	1098	78%	626	76%	472	79%
Part Day TK	231	16%	146	18%	85	14%
Both	86	6%	47	6%	39	7%

5. Please indicate if the LEA expanded access to early admittance TK for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above) but before June 3.

a. Expanded access in 2023–24 (birthdays April 3 through June 2) [select one]

Expanded access in 2023–24 (Birthdays April 3 through June 2)	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
No	835	59%	491	60%	344	58%
Yes	580	41%	328	40%	252	42%

6. Please indicate if the LEA expanded access to early enrollment children, or plans to expand access to early enrollment children, for children whose fourth birthday will be between June 3rd and September 1st preceding the school year during which they are or would be enrolled.

a. Expanded access in 2023–24 [select one]

Expanded access in 2023–24 (Birthdays June 3 and September 1)	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
No	899	64%	545	67%	354	59%
Yes	516	36%	274	33%	242	41%

b. Planning for expanded access in 2024–25 [select one]

Planning for expanded access in 2024–25	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
No	741	52%	454	55%	287	48%
Yes	505	36%	283	35%	222	37%
Maybe	169	12%	82	10%	87	15%

7. How has expanding access to early enrollment children impacted your LEA? [open response – character limit 1,000] (optional)

Theme (n=304)	Percent
Increased the number of children able to enroll in existing or added TK classes, or added to a waitlist	53%
A financial impact and a need for more State/Federal funds (e.g. no ADA funds for this child group, cost of staff needed to meet ratios, facility cost to increase capacity, etc.)	20%
Challenges with diaper/toileting and other developmental, curricular, or facility access needs of the age group	19%
The teacher to student ratio requirement is a challenge to meet while expanding access to early enrollment	18%
Little to no impact	18%
Helped better prepare children for kindergarten	9%
Families able to have younger siblings enrolled, allowing children in the same family to be in the same school, families to stay with the same district, and in some cases, allowing guardians to access employment	8%
Lower enrollment in other grades (e.g. preschool, first grade due to lower capacity to enroll kindergarten students)	3%

8. How are you adjusting your policies or revising your practices to address the increase in children who will need toileting assistance as TK age-eligibility expands? (Select all that apply)

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
We share or will be sharing resources or information with families about how our school sites will approach toileting assistance.	793	56%	483	59%	310	52%
We have adopted or will be adopting new practices to support all children by having access to additional clothing and/or toileting supplies as necessary.	768	54%	433	53%	335	56%
We already have dedicated staff to support toileting and communicate regularly with parents about how our school sites provide toileting assistance for children who need it.	573	40%	387	47%	186	31%
We are or will be engaging in additional negotiations with our local labor organizations to assign duties related to toileting assistance to new or additional staff.	338	24%	254	31%	84	14%
We are planning to address toileting with our community on an upcoming meeting agenda.	229	16%	119	15%	110	18%

Other	184	13%	57	7%	127	21%
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Focus Area B: Community Engagement and Partnerships

1. Select which programs the LEA combined with the TK instructional day to offer a full day of programming (including the use of Expanded Learning Opportunities Program (ELO-P) funds) to extend the instruction day for children whose families opt in for extended learning and care. [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Expanded learning programs on an LEA site (After School Education and Safety (ASES), 21st Century Community Learning Centers [21st CCLC], ELO-P)	1131	80%	715	87%	416	70%
None	189	13%	51	6%	138	23%
CSPP (on an LEA site)	139	10%	127	16%	12	2%
Expanded learning programs at a Community Based	108	7%	81	10%	27	5%

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Organization (CBO) site (ASES, 21st CCLC, ELO-P)						
LEA- or locally-funded preschool	71	5%	64	8%	7	1%
Other	61	4%	30	4%	31	5%
Head Start	30	2%	28	3%	2	0%
Other CBO program	20	1%	16	2%	4	1%
State subsidized child care (not including CSPP)	17	1%	13	2%	4	1%
LEA preschool funded with Title I of the Every Student Succeeds Act funds	10	0%	8	1%	2	0%
CSPP (at a CBO site)	1	0%	1	0%	0	0%

Focus Area C: Workforce Recruitment and Professional Learning

1. On which topics has the LEA offered professional learning regarding early childhood education to site leaders and principals during the 2023–24 school year? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Children's literacy and language development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	671	47%	386	47%	285	48%
Children's social-emotional development (aligned with the <i>California Preschool Learning</i>	667	47%	374	46%	293	49%

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<i>Foundations and the California Preschool Curriculum Frameworks)</i>						
Serving children with disabilities in inclusive settings, including Universal Design for Learning	645	46%	339	41%	306	51%
Effective adult-child interactions	639	45%	323	39%	316	53%
Curriculum selection and implementation	598	42%	312	38%	286	48%
Administration and use of child assessments to inform instruction	549	39%	286	35%	263	44%
Creating developmentally-informed environments	540	38%	299	37%	241	40%
Children’s developing math and science (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	481	34%	260	32%	221	37%
Playful learning across the P-3 continuum	477	34%	268	33%	209	35%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	427	30%	222	27%	205	34%
Implicit bias and culturally- and linguistically-responsive practice	407	29%	183	22%	224	38%
Engaging culturally- and linguistically-diverse families	397	28%	180	22%	217	36%
Adverse Childhood Experiences (ACES) and trauma- and healing-informed practice	367	26%	208	25%	159	27%
Early childhood behavioral health (e.g. early childhood mental health consultation)	261	19%	148	18%	113	19%

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Site leaders and principals were not offered professional learning on early childhood education	126	9%	81	10%	45	8%
Other	37	3%	28	3%	9	2%

2. Which of the following professional learning topics were offered to TK teachers of record?

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Children's literacy and language development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	909	64%	538	66%	371	62%
Children's social-emotional development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	836	59%	490	60%	346	58%

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Curriculum selection and implementation	743	53%	411	50%	332	56%
Effective adult-child interactions	716	51%	379	46%	337	56%
Children's developing math and science (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	710	50%	417	51%	293	49%
Creating developmentally-informed environments	674	48%	375	46%	299	50%
Administration and use of child assessments to inform instruction	662	47%	360	44%	302	51%
Serving children with disabilities in inclusive settings, including Universal Design for Learning	630	45%	329	40%	301	51%
Playful learning across the P-3 continuum	597	42%	360	44%	237	40%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	457	32%	236	29%	221	37%
Implicit bias and culturally- and linguistically-responsive practice	387	27%	174	21%	213	36%
Engaging culturally- and linguistically-diverse families	386	27%	186	23%	200	34%
ACES and trauma- and healing-informed practice	360	25%	198	24%	162	27%
Early childhood behavioral health (e.g. early childhood mental health consultation)	292	21%	182	22%	110	18%
Other	55	4%	36	4%	19	3%

TK teachers of record were not offered professional learning on early childhood education	41	3%	24	3%	17	3%
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3. Which of the professional learning topics included in classroom coaching for TK teachers of record?

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Children's literacy and language development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	647	46%	359	44%	288	48%
Effective adult-child interactions	564	40%	283	35%	281	47%
Children's social-emotional development (aligned with the	548	39%	283	35%	265	44%

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<i>California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)</i>						
Children's developing math and science (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	505	36%	276	34%	229	38%
Creating developmentally-informed environments	499	35%	265	32%	234	39%
Curriculum selection and implementation	488	34%	254	31%	234	39%
Serving children with disabilities in inclusive settings, including Universal Design for Learning	458	32%	225	27%	233	39%
Playful learning across the P-3 continuum	409	29%	225	27%	184	31%
Administration and use of child assessments to inform instruction	407	29%	201	25%	206	35%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	354	25%	166	20%	188	32%
TK teachers of record were not offered in classroom coaching	305	22%	195	24%	110	18%
Engaging culturally- and linguistically-diverse families	282	20%	112	14%	170	29%
Implicit bias and culturally- and linguistically-responsive practice	243	17%	89	11%	154	26%
Early childhood behavioral health (e.g. early childhood mental health consultation)	197	14%	117	14%	80	13%

ACES and trauma- and healing-informed practice	185	13%	95	12%	90	15%
Other	44	3%	21	3%	23	4%

4. Which of the following professional learning topics were offered to the second adults in TK classrooms?

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Effective adult-child interactions	678	48%	357	44%	321	54%
Children's social-emotional development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	500	35%	261	32%	239	40%
Children's literacy and language development (aligned with the	472	33%	254	31%	218	37%

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<i>California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)</i>						
Serving children with disabilities in inclusive settings, including Universal Design for Learning	441	31%	223	27%	218	37%
Playful learning across the P-3 continuum	403	28%	222	27%	181	30%
Creating developmentally-informed environments	392	28%	196	24%	196	33%
Children's developing math and science (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	339	24%	178	22%	161	27%
Administration and use of child assessments to inform instruction	308	22%	136	17%	172	29%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	288	20%	130	16%	158	27%
Curriculum selection and implementation	281	20%	122	15%	159	27%
Implicit bias and culturally- and linguistically-responsive practice	261	18%	103	13%	158	27%
ACES and trauma- and healing-informed practice	253	18%	123	15%	130	22%
Engaging culturally- and linguistically-diverse families	241	17%	92	11%	149	25%
Second adults in TK classrooms were not offered professional learning on early childhood education	229	16%	164	20%	65	11%

Early childhood behavioral health (e.g. early childhood mental health consultation)	189	13%	111	14%	78	13%
Other	97	7%	41	5%	56	9%

5. Which of the professional learning topics were offered jointly with Kindergarten (K) educators?

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Children’s literacy and language development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	649	46%	361	44%	288	48%
Effective adult-child interactions	561	40%	263	32%	298	50%
Children’s social-emotional development (aligned with the <i>California Preschool Learning</i>	557	39%	284	35%	273	46%

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<i>Foundations and the California Preschool Curriculum Frameworks)</i>						
Curriculum selection and implementation	517	37%	251	31%	266	45%
Serving children with disabilities in inclusive settings, including Universal Design for Learning	508	36%	242	30%	266	45%
Children’s developing math and science (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	476	34%	258	32%	218	37%
Administration and use of child assessments to inform instruction	472	33%	227	28%	245	41%
Creating developmentally-informed environments	426	30%	194	24%	232	39%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	397	28%	191	23%	206	35%
Playful learning across the P-3 continuum	360	25%	184	22%	176	30%
Implicit bias and culturally- and linguistically-responsive practice	329	23%	134	16%	195	33%
ACES and trauma- and healing-informed practice	318	22%	152	19%	166	28%
Engaging culturally- and linguistically-diverse families	313	22%	127	16%	186	31%
Early childhood behavioral health (e.g. early childhood mental health consultation)	215	15%	121	15%	94	16%
Joint professional learning was not offered	185	13%	141	17%	44	7%

Other	47	3%	29	4%	18	3%
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6. Which of the professional learning topics were offered jointly with grade K-3 educators?

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Children’s literacy and language development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	570	40%	325	40%	245	41%
Effective adult-child interactions	535	39%	251	31%	284	48%

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Curriculum selection and implementation	507	36%	258	32%	249	42%
Serving children with disabilities in inclusive settings, including Universal Design for Learning	497	35%	240	29%	257	43%
Children’s social-emotional development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	462	33%	251	31%	211	35%
Administration and use of child assessments to inform instruction	442	31%	222	27%	220	37%
Children’s developing math and science (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	409	29%	228	29%	181	30%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	371	26%	201	25%	170	29%
Creating developmentally-informed environments	347	25%	155	19%	192	32%
Implicit bias and culturally- and linguistically-responsive practice	318	22%	140	17%	178	30%

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ACES and trauma- and healing-informed practice	302	21%	150	18%	152	26%
Engaging culturally- and linguistically-diverse families	290	20%	119	15%	171	29%
Playful learning across the P-3 continuum	236	17%	123	15%	113	19%
Early childhood behavioral health (e.g. early childhood mental health consultation)	217	15%	110	13%	107	18%
Joint professional learning was not offered	212	15%	148	18%	64	11%
Other	44	3%	30	4%	14	2%

7. For the 2023–24 school year, did the LEA have enough fully qualified teaching staff to accommodate TK classrooms? Fully qualified means that the TK teachers meet the requirements described in *EC 48000(g)(4)*.

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Yes	1285	91%	733	89%	552	93%
No	130	9%	86	11%	44	7%

8. Please complete the staffing table below.

Staff Type	How many total staff were needed for 2023–24 school year?	How many staff positions were filled with fully qualified staff at the start of the school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2023–24 school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2024)?	How many total staff are anticipated to be needed for the 2024–25 school year?
TK Teacher*	9674	9255	74	45	9707
CSPP Teacher*	2920	2867	146	119	2872
Head Start Teacher*	736	701	79	28	689
TK Second Adult*	7790	7428	243	113	8106

*Staff not duplicated and only reported once per category for each column

9. Of the total number of TK teachers, the LEA had in 2023-24 that met the additional teacher requirements in (EC) Section 48000(g)(4), please indicate how the LEA recorded these teachers were qualified to teach TK.

	Districts and Charter Number	Districts Number	Charter Number
At least 24 units in early childhood education, or childhood development, or both.	5018	4156	862
As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the LEA that is comparable to the 24 units of education described in option (a).	4910	3317	1593
A Child Development Teacher Permit (or higher)	3719	2673	1046
Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency TK Permit	407	285	122
Legacy teachers (teachers who were first assigned to a TK classroom before July 1, 2015)	2829	2216	613

- a. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the LEA that is comparable to the 24 units of education described in option (a).
- i. Please describe the criteria established by the governing board or body of the LEA (Open response – character limit 5000)

Theme (n=531)	Percent
A rubric for years (ranging from one to ten when specified) of professional experience in a classroom setting (ranging from pre-kindergarten to 2nd grade when specified) comparable to 24 ECE units alone or in combination with either ECE units or enrollment in a program to earn 24 ECE units	94%
A rubric for years (ranging from one to two when specified) of professional experience in a classroom setting (ranging from pre-kindergarten to 2nd grade when specified) comparable to 24 ECE units in combination with professional development	12%

Focus Area D: Curriculum, Instruction, and Assessment

1. Select the curriculum approach(es) that your LEA's TK programs are using to build student's math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula) [select all that apply]:

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Social-Emotional Curriculum	696	49%	403	49%	293	49%
Pre-K Literacy-Specific Curriculum	647	46%	374	46%	273	46%
Pre-K Math-Specific Curriculum	529	37%	295	36%	234	39%
Whole-Child or Comprehensive Pre-K Curriculum	484	34%	281	34%	203	34%
District or teacher-developed math units for TK	378	27%	228	28%	150	25%
District or teacher-developed literacy units for TK	341	24%	206	25%	135	23%
K Math or Literacy Curriculum Used (Not Pre-K)	288	20%	121	15%	167	28%
Other curricula used	193	14%	96	12%	97	16%
Whole-Child Approach or Philosophy for PreK	184	13%	77	9%	107	18%

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		Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Whole-Child or Comprehensive Pre-K Curriculum	Benchmark: Ready to Advance (Listos y Adelante)	72	5%	54	7%	18	3%
	Connect4Learning	8	1%	4	0%	4	1%
	Creative Curriculum for Preschool	36	2%	12	1%	24	4%
	Creative Curriculum for TK	61	4%	37	5%	24	4%
	Frog Street	84	6%	64	8%	20	3%
	Get Set for School	9	1%	6	1%	3	0%
	HighScope	6	0%	4	0%	2	0%
	Opening the World of Learning	2	0%	0	0%	2	0%
	PreK On My Way	17	1%	12	1%	5	1%
	Three Cheers for PreK	11	1%	10	1%	1	0%
	Other	178	13%	78	10%	100	17%
Pre-K Literacy-Specific Curriculum	Fundations PreK	18	1%	12	1%	6	1%
	Heggerty Phonemic Awareness PreK	210	15%	117	14%	93	16%
	Learning Without Tears	74	5%	53	6%	21	4%
	Literacy Beginnings	5	0%	5	1%	0	0%
	World of Wonders PreK	102	7%	68	8%	34	6%
	Zoo Phonics	58	4%	35	4%	23	4%
	Other	180	13%	84	10%	96	16%
Pre-K Math-Specific Curriculum	Bridges in Mathematics PreK	82	6%	49	6%	33	6%
	Building Blocks PreK	6	0%	5	1%	1	0%

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	Eureka Math PreK	124	9%	57	7%	67	11%
	Everyday Mathematics PreK	41	3%	22	3%	19	3%
	MyMath PreK	57	4%	40	5%	17	3%
	ORIGO Stepping Stones PreK Math	3	0%	2	0%	1	0%
	Other	216	15%	120	15%	96	16%
Social-Emotional Curriculum	Kimochis	53	4%	27	3%	26	4%
	Sanford Harmony	36	2%	9	1%	27	5%
	Second Step Early Learning	318	22%	221	27%	97	16%
	Other	289	20%	146	18%	143	24%
Whole-Child Approach or Philosophy for PreK	Emergent Curriculum	41	3%	26	3%	15	3%
	Reggio Emilia Approach	16	1%	8	1%	8	1%
	Montessori	30	2%	13	2%	17	3%
	Waldorf	14	1%	1	0%	13	2%
	Other	83	6%	29	4%	54	9%
K Math or Literacy Curriculum Used (Not Pre-K)	EnVision Math	23	2%	9	1%	14	2%
	Everyday Mathematics Kindergarten	4	0%	3	0%	1	0%
	Go Math	33	2%	21	3%	12	2%

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	Heggerty Phonemic Awareness Kindergarten	17	1%	7	1%	10	2%
	Investigations Math	1	0%	1	0%	0	0%
	Journeys Reading Program	8	1%	7	1%	1	0%
	World of Wonders for Kindergarten	10	1%	8	1%	2	0%
	Mathematics Their Way	2	0%	1	0%	1	0%
	MyMath Kindergarten	27	2%	17	2%	10	2%
	Origo Stepping Stones Kindergarten math	0	0%	0	0%	0	0%
	District or teacher-developed math units for K	11	1%	5	1%	6	1%
	District or teacher-developed literacy units for K	17	1%	5	1%	12	2%
	Other	135	10%	37	5%	98	16%

Open Response:

- a. Describe the district or teacher-developed math units for TK your LEA used to build student's math skills:

Theme (n=225)	Percent
Curriculum developed that applied to one or more of the California Preschool/TK Learning Foundation themes (Number Sense, Measurement and Data, Classification, Patterns, Geometry Spatial Thinking) and/or the California Preschool Curriculum Frameworks (number sense, algebra and functions/classification and patterning, measurement, geometry, mathematical reasoning)	59%
Units from a specific Transitional Kindergarten, or use of or adaptation from a Kindergarten, math curriculum such as Eureka, GoMath, Bridges, McGraw Hill, Everyday Math, and/or others	41%
Curriculum developed based on an online program such as iReady	8%

- b. Describe the district or teacher-developed literacy units for TK your LEA used to build student's literacy skills:

Theme (n=221)	Percent
Curriculum developed that applied to one or more of the California Preschool/TK Learning Foundation themes (Listening and speaking, Foundational Literacy Skills, Reading, Writing) and/or the California Preschool Curriculum Frameworks (Listening, Speaking, Reading, Writing)	52%

Units from a specific Transitional Kindergarten, or use of or adaptation from a Kindergarten, ELA curriculum such as Heggerty, GLAD, Hand Writing Without Tears, Orton Gillingham, Readers Workshop, Really Great Reading, Journeys, McGraw Hill, and/or others	49%
Curriculum developed based on an online program like iReady	7%

2. Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings	1124	79%	677	83%	447	75%
Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, used students' pictures or words in daily routines, feelings charts)	995	70%	585	71%	410	69%

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Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction	824	58%	481	59%	343	58%
Used developmental observations to identify children's emerging skills and support their development through daily interactions	779	55%	442	54%	337	57%
Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills	658	47%	364	44%	294	49%
Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning	655	46%	367	45%	288	48%
Provided training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model	278	20%	157	19%	121	20%
Implemented the CSEFEL Pyramid Model in the classroom	154	11%	95	12%	59	10%

3. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming in the 2023–24 school year? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Provided adaptations to instructional materials	937	66%	551	67%	386	65%
Provided additional staff to support participation in instruction	792	56%	478	58%	314	53%
Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others	678	48%	388	47%	290	49%
Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models	677	48%	397	48%	280	47%
Implemented Universal Design for Learning	673	48%	354	43%	319	54%
Other	60	4%	23	3%	37	6%

4. What child observational assessments did the LEA use in TK during the 2023–24 school year? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
LEA-developed grade level benchmarks	611	43%	339	41%	272	46%
Desired Results Developmental Profile (DRDP)	351	25%	223	27%	128	21%
Educational Software for Guiding Instruction (ESGI)	250	18%	198	24%	52	9%
STAR Early Literacy	223	16%	148	18%	75	13%
Other	217	15%	105	13%	112	19%
Work Sampling System	180	13%	74	9%	106	18%
The LEA did not use a common child observational assessment in TK	177	13%	100	12%	77	13%
Ages & Stages Questionnaire (ASQ)	109	7%	59	7%	50	8%
BRIGANCE Early Childhood Screen	95	7%	55	7%	40	7%
Classroom Assessment Scoring System (CLASS)	58	4%	24	3%	34	6%
Teaching Strategies (TS) GOLD	37	3%	14	2%	23	4%

5. On which child observational assessments has the LEA offered professional learning to TK teachers during the 2023–24 school year? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
LEA-developed, grade level benchmarks	457	32%	224	27%	233	39%
DRDP	354	25%	241	29%	113	19%
The LEA did not offer professional learning on child observational assessments	347	25%	222	27%	125	21%
STAR Early Literacy	202	14%	123	15%	79	13%
Educational Software for Guiding Instruction (ESGI)	185	13%	143	17%	42	7%
Work Sampling System	138	9%	39	5%	99	17%
Other	112	8%	61	7%	51	9%
ASQ	79	6%	47	6%	32	5%
BRIGANCE Early Childhood Screen	55	4%	28	3%	27	5%
Teaching Strategies GOLD (TS GOLD)	31	2%	13	2%	18	3%

Focus Area E: LEA Facilities, Services, and Operations**1. For which students in TK and early learning programs was transportation provided during the 2023–24 school year? [select one]**

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
No transportation was provided	678	48%	196	24%	482	81%
Transportation was provided for all children that wanted it	434	31%	373	46%	61	10%
Transportation was provided for some children	226	16%	208	25%	18	3%
Other	77	5%	42	5%	35	6%

Open Response:

(1) Transportation was provided for some children

i. Which children were provided with transportation? [open response – character limit 1,000]

Theme (n=203)	Percent
Children receiving special education services through an IEP	44%
TK Children who live in the area of the designated school bus routes within the district boundaries	32%
Children who live over a certain specified distance from the school site and are within the district boundaries	23%

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Children who are designated to be in the homeless, foster, migrant, or similar program of need	9%
Children that are overflowed to a site not in their attendance zone	8%
Children with chronic absenteeism, or a parent need due to parent disability, or a safety concern	4%
Children who attended a summer program or extended learning program before or after school	2%

2. What transportation did the LEA offer to children enrolled in TK during the 2023–24 school year? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
No transportation was provided	729	52%	220	27%	509	85%
Transportation to and from the TK program	661	47%	582	71%	79	13%
Transportation from the TK program to an extended learning and care opportunity on another LEA site	65	5%	61	7%	4	1%
Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)	32	2%	25	3%	7	1%

3. What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Students eat all meals in the cafeteria with other grade levels	794	56%	553	68%	241	40%
Students eat all meals in cafeteria with TK only	426	30%	264	32%	162	27%
Students eat all meals in their classroom	205	14%	97	12%	108	18%
Other	186	13%	77	9%	109	18%
None	34	2%	1	0%	33	5%
Student meals are served family style (large serving dishes rather than individual meals)	23	2%	11	1%	12	2%

4. If you had a Pre-K program before UPK implementation, or currently operate a Pre-K program in addition to TK, what efforts have been made to prevent the displacement of existing early education programs? [open response]

Theme (n=304)	Percent
Additional advertisement (website, posters, social media), parent education and flexibility on choice of available programs, and active recruitment	54%
Collaboration between both the preschool and TK program	30%
Enrollment expansion, accepting younger children in the preschool program	29%
Building capacity by providing professional development and resources to existing programs	14%
Community outreach and collaboration and engagement with community resources and referral agencies	9%

5. Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment?
[single choice]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Yes	1247	88%	694	85%	553	93%
No	168	12%	125	15%	43	7%

i. If no, how many more classrooms does the LEA need? **488**

Number of Classroom(s) Needed	Districts and Charter Number	Districts Number	Charter Number
If no, how many more classrooms does the LEA need?	488	415	73

ii. If no, how might the LEA provide classrooms in the timeframe needed?

Theme (n=150)	Percent
Reallocating space from current programs or adding facilities and portables	57%
Increased or new funding for facilities, staffing, and program requirements	39%
Offering half day programs, and/or combining classes, and/or sharing facilities with other programs	9%

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Restructuring the LEA's boundaries and limiting enrollment to within the boundaries	1%
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Technical Assistance Questions

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs?
[select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Support for parent surveys and other methods to engage parents (including those parents not already connected to the LEA) to gauge interest in service delivery models	554	39%	331	40%	223	37%
None of the above	481	34%	261	32%	220	37%
Data analysis capacity building to support staff to refine enrollment projections based on community context	461	33%	280	34%	181	30%
Information on program eligibility requirements to project enrollment across programs	389	27%	212	26%	177	30%

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Creating inclusive classrooms, including implementing Universal Design for Learning	622	44%	385	47%	237	40%
Guidance on best practices for smooth transitions through the P-3 continuum	597	42%	356	43%	241	40%
Templates or framework for drafting a P-3 vision that are inclusive of the voices of partners and parents	411	29%	262	32%	149	25%
Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)	396	28%	263	32%	133	22%
Technical assistance on how to integrate UPK and P-3 in the district LCAP	390	28%	232	28%	158	27%
Models for administrative structures that support effective UPK programs and facilitate connections with ELO-P and non-LEA-administered early learning and care programs	360	25%	212	26%	148	25%
Considerations for TK early enrollment children	340	24%	187	23%	153	26%
Support for developing and applying to administer a CSPP contract	128	9%	73	9%	55	9%

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Increasing UPK enrollment and parent awareness and understanding of programs (eligibility, what is offered, how they differ, etc.)	689	49%	419	51%	270	45%
Support for parent surveys and engagement activities to understand parent needs and support authentic choice, including engaging parents not already connected to the LEA	660	47%	379	46%	281	47%
Strategies for meeting 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	531	38%	310	38%	221	37%
Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings	472	33%	290	35%	182	31%
Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions,	315	22%	184	22%	131	22%

Head Start Policy Councils, R&R and APP agencies and other early learning and care leadership tables						
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4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Creating professional learning opportunities to provide site leaders with more early childhood knowledge	705	50%	411	50%	294	49%
Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs	555	39%	316	39%	239	40%
Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs	553	39%	360	44%	193	32%
Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment	428	30%	245	30%	183	31%
Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)	387	27%	235	29%	152	26%

Building partnerships with Institutes of Higher Education or COEs to support professional learning opportunities and degree attainment	383	27%	213	26%	170	29%
Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision	380	27%	241	29%	139	23%

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Children's literacy and language development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	670	47%	410	50%	260	44%
Children's math and science development (aligned with the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i>)	667	47%	404	49%	263	44%
Practices to address the increase in children who will need toileting assistance in TK	633	45%	403	49%	230	39%
Children's social-emotional development (aligned with the <i>California Preschool Learning</i>	630	45%	375	46%	255	43%

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<i>Foundations and the California Preschool Curriculum Frameworks)</i>						
Playful learning across the P-3 continuum	569	40%	329	40%	240	40%
Trauma- and healing-informed practice	566	40%	317	39%	249	42%
Serving children with disabilities in inclusive settings, including Universal Design for Learning	563	40%	348	42%	215	36%
Administration and use of child assessments to inform instruction	510	36%	313	38%	197	33%
Creating developmentally-informed environments to foster play	500	35%	273	33%	227	38%
Effective adult-child interactions	461	33%	293	36%	168	28%
Support for multilingual learners, including home language development and strategies for a bilingual classroom	411	29%	237	29%	174	29%
Curriculum selection and implementation	406	29%	249	30%	157	26%
Engaging culturally- and linguistically-diverse families	390	28%	220	27%	170	29%
Implicit bias and culturally- and linguistically-responsive practice	379	27%	201	25%	178	30%

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Workshops with external professional development providers	843	60%	467	57%	376	63%
Coaching and mentoring	736	52%	472	58%	264	44%
Classroom observations and demonstration lessons with colleagues	633	45%	414	51%	219	37%
Internally-delivered professional learning workshops and trainings	483	34%	267	33%	216	36%
Operating an induction program	167	12%	64	8%	103	17%

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
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	604	43%	383	47%	221	37%

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Guidance on how to adopt the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Frameworks</i> into a specific UPK setting (for example, mixed-age classrooms)	571	40%	340	42%	231	39%
Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized 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	562	40%	345	42%	217	36%
Guidance on appropriate assessment selection and utilization	551	39%	338	41%	213	36%
Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades	539	38%	338	41%	201	34%
Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings	516	36%	327	40%	189	32%
Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development	487	34%	289	35%	198	33%
Guidance on how to refer families to community resources based on results from child assessments and developmental screeners.	346	24%	176	21%	170	29%

Guidance on creating dual language immersion or bilingual programs	251	18%	158	19%	93	16%
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8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Encouraging purposeful play, choice, social interactions, and collaboration	680	48%	399	49%	281	47%
Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities	593	42%	377	46%	216	36%
Universal Design for Learning	578	41%	346	42%	232	39%
Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences	556	39%	340	42%	216	36%
Using manipulatives to develop fine motor skills	527	37%	306	37%	221	37%
Incorporating inclusive practices	511	36%	306	37%	205	34%
Integrated English language development	509	36%	295	36%	214	36%
Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment	500	35%	278	34%	222	37%
Using child development knowledge to guide instructional approaches	488	34%	282	34%	206	35%
Using differentiated groups that include individual, small, and large group experiences	477	34%	319	39%	158	27%

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Considering the structure of the daily routine to enhance individual and group learning experiences	470	33%	293	36%	177	30%
Supporting students' home language and English language development	449	32%	256	31%	193	32%
Providing language- and literacy-rich environments	436	31%	285	35%	151	25%
Facilitating development and exploration through art	413	29%	206	25%	207	35%
Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms	350	25%	208	25%	142	24%
Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity	335	24%	179	22%	156	26%

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

	Districts and Charter Number (N=1,415)	Districts and Charter Percent	Districts Number (N=819)	Districts Percent	Charter Number (N=596)	Charter Percent
Guidance on how to modify an elementary school classroom to serve young children	808	57%	473	58%	335	56%
Making modifications to district data systems to support access to UPK assessment data	668	47%	395	48%	273	46%

and other relevant information across community and elementary school settings						
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.	234	17%	148	18%	86	14%
Strategies to address transportation issues related to UPK access and enrollment	201	14%	119	15%	82	14%
Guidance to support strategies that ensure TK students have access to meals and adequate time to eat	160	11%	81	10%	79	13%

10. What is the biggest challenge your LEA is facing with the implementation of UPK? [open response, up to 5000 characters]

Theme (n=1226)	Percent
Challenges with meeting other UPK requirements such as toileting and/or other developmental needs, instruction, curriculum, and/or assessments for TK and in combination classrooms	49%
Facility needs (e.g. classroom, play area, bathroom)	31%
Staffing needs	28%
Funding needs	16%
Low or unpredictable child enrollment	11%

Educating families and community on the availability and the difference between preschool and TK	6%
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