

Early Edge Summary: Early Learning in the K-12 Omnibus Trailer Bill

1. Early Education Professional Development Grants Program

- Amount: \$50M General Fund (one-time funding)
- Funds to be released in the 2021-22 fiscal year, and available through the 2023-24 fiscal year.
- Establishes a competitive Early Education Professional Development Grant Program to increase the number of highly qualified teachers available to serve Transitional Kindergarten (TK) students, and provide TK and Kindergarten teachers with Professional Development (PD) in creating inclusive classrooms, support for Dual Language Learners (DLLs), social-emotional learning (SEL), trauma-informed practices, restorative practices, and mitigating implicit biases.
- Administered by the California Department of Education (CDE) as a competitive grant program.
- Applicants shall demonstrate the following to be considered:
 - Need for TK and/or Kindergarten PD in their region.
 - Need for TK teachers in their region.
 - The presence or plan to create inclusive classroom settings.
 - The ability to connect the TK or Kindergarten program to before-and-after school programs and extended-day services.
- Priority will go to high-poverty Local Education Agencies (LEA)s and charter schools based on:
 - DLLs that the LEA is serving or is planning to serve in a TK program.
 - Children with disabilities the LEA is serving or planning to serve in an inclusive TK program.
 - Full-day Kindergarten programs offered by the LEA.
 - Attendance areas where a significant disproportionality of particular races or ethnicities has been identified in special education.
- Grants may be used for costs associated with expenses of current TK and Kindergarten professionals, including serving inclusive classrooms and DLLs.

2. TK Incentive Grant Program

- Amount: \$250M General Fund (one-time funding)
- Funds shall be available for encumbrance until June 30, 2024.
- Establishes the California Transitional Kindergarten Incentive Grant Program as a state Early Learning initiative with the goal of expanding access to TK programs at LEAs.
- Administered by CDE as a competitive grant program that aims to reflect geographic diversity of the state.
- School districts, County Office of Education (COE)s, and charter schools may apply
- Grant application shall include, at a minimum:
 - Enrollment data of four-year-olds for the 2021-22 school year.

- Proposal to implement or expand TK over a 3-year period, beginning 2022-23 with intent to increase access to four-year-olds with fifth birthdays after December 2nd.
 - Plan to fiscally sustain programs beyond the grant period.
 - Description of early education expertise, strategies, curriculum, and materials to be used in a high-quality and inclusive program.
 - Commitment to report to CDE at three junctures.
- Grant funding priorities:
 - Need for expanded access to TK programs in their region.
 - Programs that are already serving a large number of children born after December 2nd.
 - TK program with a high proportion of DLLs served or a plan to serve DLLs.
 - Applicants that have or plan to create inclusive classrooms.
 - Connecting TK or Kindergarten programs to before-and-after school programs or extended-day services.
 - 80% of the student population in both the 2020-21 and 2021-22 school years were eligible for Free or Reduced Price Meals.
 - Plans to offer TK for a full school-day.
 - Attendance areas where significant disproportionality of particular races or ethnicities are in special education.
- Grant amounts:
 - For existing TK programs.
 - In 2022-23, 50% of the TK-3 Base Grant for every newly enrolled four-year-old born after December 2nd, based on 2021-22 second principal (P2) apportionment.
 - In 2023-24, if the LEA met their enrollment growth they are eligible for a second award prorated based on increased enrollment and availability of funds.
- Basic aid districts are ineligible for the program.
- Requires data reporting to CDE.

3. Facilities Funding for TK and Full-Day Kindergarten

- Amount: \$200M General Fund (one-time funding)
- Provides new one-time funding for the TK and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new or retrofit school facilities to provide TK classrooms, and full-day Kindergarten classrooms.
- Grants shall be awarded to school districts that lack the facilities to provide TK or full-day Kindergarten or that lack facilities that satisfy the design requirements required for new Kindergarten classrooms.
 - Priority will go to districts that meet financial hardship requirements or have a high population of students eligible for Free or Reduced Price Meals.

- Requires local match of 25-50% of construction or retrofit project cost.

4. Instructional Day Penalty Waiver

- Amount: N/A
- A charter school or school district that received a waiver for failure to maintain the minimum number of school days must make up the lost days in the following year.
- In the 2021-22 school year, “make-up” days must be in-person and for the full length of the instructional day.

5. Demonstrations of Competence for Teacher Basic Skills and Subject Matter Knowledge

- Amount: N/A
- Generally, this makes technical changes by adding qualifications for exemptions for state basic skills proficiency tests, requirements for demonstrating competency for credentials, and waivers for subject matter examinations.
- Not directly relevant to TK credentials, but could provide more flexibility to demonstrate competency.

6. Teacher Residency Grant Program

- Amount: \$100M General Fund (one-time funding)
 - Funds Commission on Teacher Credentialing (CTC).
 - Funding available until June 30, 2025.
 - Grants up to \$20,000 per teacher candidate, matched dollar-for-dollar by the grant recipient.
- Funds Teacher Residency Programs:
 - “Teacher Residency Program” is a grant applicant-based program that partners with teacher preparation programs offered by an accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside an experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.
- Funds one-time grants to expand or create new teacher residency programs in designated shortage fields, including:
 - Special Education
 - Bilingual Education
 - Science
 - Computer Science
 - Technology
 - Engineering
 - Mathematics
 - Any others identified by the commission based on analysis of hiring and vacancy data on an annual basis.
- Who may apply:
 - School district

- County Office of Education
- Charter school
- Regional Occupational Center or program operated by a joint powers authority
- Nonpublic, nonsectarian school (private not religious)

7. Special Education Early Intervention Preschool Grant

- Amount: Total appropriated by Legislature in the fiscal year divided by statewide total number of children with exceptional needs.
- Funding supplements existing state and federal funding for special education.
- Focus on services and supports offered in inclusive settings, to the extent practicable.
- Funding may include, but is not limited to:
 - Early intervention services.
 - One-time programs, services, or resources that are not called for in the Individual Education Plan but that the school district has determined may be beneficial.
 - Strategies that ensure student placement in the least restrictive educational environment, including expansion of inclusive practices in classrooms.
 - Wraparound services for children with exceptional needs.
 - PD for teachers, administrators, and paraprofessionals to help them serve children with special needs.

8. Classified School Employees Teacher Credentialing Program

- Amount: \$25M General Fund (one-time funding)
- CTC will receive allocation and will administer funds within the existing Classified School Employee Teacher Credentialing Program.
 - Grants up to \$24,000 per teacher candidate over five years.
- The Commission shall:
 - Allocate grants to at least 1,041 new participants.
 - Give priority to LEAs that have not previously received program funding.

9. The California Early Math Initiative

- Amount: \$708K General Fund (one-time funding)
- Allocated to the Fresno COE for the continued administration of the [California Early Math Initiative](#).

10. Educator Effectiveness Block Grant

- Amount: \$250M General Fund (one-time funding)
- Funds to be used over three years (2021-24).
- An equal per-staff amount will be provided to each school district, COE, charter school, and state special school.
- Funds shall be used to provide PD in the following areas:

- Programs that lead to effective instruction and standards across all subjects.
- Practices and strategies that re-engage students and lead to accelerated learning.
- Strategies to implement SEL, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being.
- Practices to create a positive school climate such as restorative justice, training around implicit bias and preventing discrimination, harassment, bullying, and intimidation.
- Strategies to improve inclusive practices.
- Instruction and education to support implementing effective language acquisition programs for English Learners (ELs).

11. Professional Development on Social Emotional Learning and Trauma-Informed Practices

- Amount: \$50M General Fund (one-time funding)
- \$30M administered by the Orange County Department of Education (CDE).
 - Allocated as grants to local education agencies with the purpose of supporting schoolwide and districtwide implementation of services or practices aligned to the Multi-Tiered System of Support framework developed under the “Scale Up MTSS Statewide” (SUMS) project.
 - Grant funds should support the implementation of high quality integrated academic, behavioral, and SEL practices.
- \$20M is administered by the Orange CDE and Butte COE.
 - Orange CDE and Butte COE shall contract with a partner agency to expand the state’s capacity to support LEAs implementation of SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices.
 - The partner agency will support Orange CDE and Butte COE in:
 - Creating, collecting, and curating resources for educators on SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices.
 - Convening professional learning communities of educators and leaders.
 - Providing ongoing training and coaching to educators and school leaders.

12. Medi-Cal Professional Learning Networks

- Amount: \$5M General Fund (one-time funding)
- Administered by: two or more designated LEAs, selected by the State Department of Education, in consultation with and subject to the approval of the executive director of the State Board of Education.

- To establish and convene professional learning networks to establish infrastructure, describe best practices, and offer peer-to-peer learning opportunities with the goal of securing federal reimbursement for services provided to Medi-Cal eligible students.
- Each professional learning network shall represent a different region of the state and, to the extent possible, shall include school site staff and leadership, school district staff and leadership, COE staff and leadership.

13. California Community Schools Partnership Program

- Amount: \$100M Prop 98 (one-time funding)
- Allocated to the Superintendent of Public Instruction to administer the California Community Schools Partnership Program.
- Funds available until June 30, 2026.
- The Superintendent shall award grants on a competitive basis to LEAs, including COEs, to support the establishment of new and the expansion of existing community schools.
- “Community school” means a public school that includes:
 - Integrated support services, including the coordination of health, mental health, and social services; and early screening and intervention for learning and other needs.
 - Family and community engagement, which may include home visits, home-school collaboration, community partnerships, and school climate surveys.
 - Collaborative leadership and practices for educators and administrators, including PD to support mental and behavioral health, trauma-informed care, SEL, restorative justice, and other key areas.
 - Extended learning time and opportunities, including before-and-after school care.
- Grant funding may be used for any of the following purposes:
 - Establishing new community schools, which may include direct grants to LEAs.
 - Expanding and sustaining existing community schools, which may include direct grants to LEAs.
 - Coordinating and providing health, mental health, social services, and pupil support services to pupils and families at community schools.
 - Providing training and support to local educational agency personnel to help develop best practices for integrating student supports.

14. Proposition 98 Matching Funds for Children’s Mental Health Service

- Amount: \$25M General Fund (ongoing)
- Administered by CDE.
- Competitive incentive grants to LEAs with 1:1 match to expand the scope of services available in school settings and strengthen the partnership between schools and counties to meet the mental health needs of students.

- Applicants must submit a plan requiring the following:
 - The need for mental health services at the LEA as well as potential gaps in local service connections.
 - The mental health needs of enrolled students in K-12 in a manner consistent with a whole child approach, including but not limited to the following:
 - PD for educators to identify early warning signs and risk factors for students in need of mental health supports.
 - Establishment or expansion of mental health and counseling staff available in schools.
 - Development of peer support networks, and other activities that promote students' sense of connectedness and belonging to a school community.
 - Development of partnerships with community organizations, including health and mental health service providers, with an emphasis on those that serve at risk student groups.
 - Development of resources and supports for family engagement.
 - Resources that address the acute and chronic mental health support needs in communities experiencing ongoing natural disasters and systemic violence.

15. TK Teacher Credentials

- Amount: None
- CTC may convene a group of stakeholders to assess how current TK credentialing requirements are being implemented and align with the recently released Master Plan for Early Learning and Care.

For more information, read the California Department of Finance's full [K-12 Omnibus Trailer Bill](#).