



The following summarizes the relevant Early Learning and Care policy changes included in forthcoming 2025-26 Trailer Bills.

### K-12 omnibus TBL

#### Loan Repayment for Teachers in Priority Schools Program (Sec. 15)

- Establishes the Loan Repayment for Teachers in Priority Schools Program to support the recruitment and retention in priority schools, including California State Preschool programs administered by local educational agencies (LEAs).

#### Expanded Learning Opportunities Program (ELOP) (Sec. 16)

- Beginning the 2025 - 2026 school year, LEAs with 55% or more of students who receive free or reduced-price meals, are English learners, or foster youth will be eligible for Rate 1 and must offer and provide ELOP services to all TK-6 students.

#### Training for Screening of Pupils for Risk of Reading Difficulties (Sec. 31)

- \$40 million to LEAs to purchase an SBE approved literacy screener, train staff, and administer screenings to all students in Kindergarten through 2nd grade to identify reading difficulties, including dyslexia.

#### California's English Language Arts/English Language Development Framework (Sec. 33)

- Allows school districts to partner with research organizations, non-profits, and others to develop guidance to support the adoption and implementation of English Language Arts/English Language Development instructional materials.

#### Individualized Education Program Template Digitization and Translations (Sec. 35 and Sec. 36)

- Appropriates \$1 million for the digitization of the IEP template.
- Requires the IEP template to be digitized into a user-dynamic software platform that allows users to draft IEPs, manage special education data, track service delivery, and run reports. The system will integrate with other data systems.
- Appropriates another \$1 million to translate the digitized IEP template into the top 10 commonly spoken languages in California.

#### Student Support and Professional Development Discretionary Block Grant (Sec. 44)

- Allocates \$1.8 billion to establish the Student Support and Professional Development Block Grant.
- The Grant is broadly discretionary and may be used to address rising costs or fund the following state priorities: providing professional development on the English Language Arts/English Language Development Framework and Literacy Roadmap, including strategies to support for English Learners and educator recruitment and retention efforts.
- This block grant is fully discretionary and will be allocated to LEAs on an equal per ADA basis based on 2024-25 data.

### Screener for English Learners in Transitional Kindergarten (Sec. 46)

- Acknowledges the benefits of multilingualism and the importance for developmentally appropriate practice when identifying children who are multilingual learners.
- Requires LEAs to provide parents and families with information on the benefits of multilingualism.
- Gives authority to the Superintendent to select a screening instrument with the approval of the Executive Director of the State Board of Education.
- Appropriates \$10 million to the general fund for the purposes of selecting a screening instrument and providing training no later than March 1, 2026 and to begin during the 2027-28 school year.

### **Child Care TBLs**

#### Ensuring 12-Month Eligibility When a New Child is Added

- Allows families who are already enrolled in state or federal subsidized child care programs to add an additional child to their family size and receive extended eligibility to ensure at least 12 months of services for the new child before a redetermination of eligibility.

#### Part-Time v Full-Time Childcare Cleanup

- Reduces the documented need for reimbursements to child care providers based upon a daily rate from 6 hours or more per occurrence or per day, to 5 hours or more.

#### CDSS Reporting Requirements, Removing CDE Programs

- Deletes the requirement for the Department of Social Services to identify the number of preschool age children receiving part-day preschool and wraparound childcare services.