



## Universal Pre-Kindergarten (UPK) Plans SELPA Consultation

### Overview

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to pre-kindergarten programs at local educational agencies (LEAs). Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5). Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE.

*Click here to access the [UPK Planning and Implementation Grant Program - LEA Planning Template](#)*

According to the "UPK Planning and Implementation Grant Program- LEA Planning Template" linked above, LEAs are encouraged to collaborate with their SELPA on how they will "enroll more children with disabilities in inclusive UPK opportunities." This document is being provided as a reference related to how LEAs can consult with the El Dorado Charter SELPA in developing their UPK Plan.

### Recommendations

*The SELPA recommends the following:*

Planning team members should familiarize themselves with the "Child Find" section of our Procedural Guide to ensure that your LEA's Child Find procedures are comprehensive. Planning teams should also review the following resources to creating inclusive learning environments for younger children with disabilities. Click on the link below to view the associated resource:

- [UPK Inclusion Resources page from the Supporting Inclusive Practices \(SIP\) Grant](#)
- [SIP Grant Digital Padlet on UPK Inclusion Resources](#)
- [SELPA Procedural Guide – Child Find Basics](#)

LEA leaders should register for the Universal Pre-Kindergarten (UPK) and Pre-Kindergarten - Third Grade (P-3) Group. This group was created to share resources and guidance for Local Education Agencies to use in preparation for the implementation of UPK. Documents in this group have been compiled by the CDE and its partners.

*Create an account to access UPK resources and guidance here:*

<https://www.caeducatorstogether.org/groups/e0cfjrf/upk-p-3>

### Opportunities for Collaboration

SELPA Program Specialists are available to thought partner and/or review ways in which UPK plans thoughtfully consider and provide for the unique needs of students with disabilities. SELPA team members can discuss technical assistance or professional learning opportunities that may assist teams in meaningfully including students with disabilities within their UPK plans.