

# Universal Transitional Kindergarten (UTK) Leadership Initiative



LOS ANGELES  
**EDUCATION**  
PARTNERSHIP



In response to California's groundbreaking commitment to TK for all 4-year-olds, the 21CSLA UTK initiative is designed to prepare California's educational leaders to "lead for equity" through innovative, high-quality professional." - 21CSLA



The statewide 21CSLA initiative is also responsible for leading the Universal Transitional Kindergarten (UTK) Leadership Initiative, which aims to support site leaders, teacher leaders, and central office staff in implementing Transitional Kindergarten in California School districts. As the SoCal Regional Academy, LAEP supports this statewide effort through the implementation of UTK Professional Learning Modules, which aim to equip leaders in San Diego, Riverside, San Bernardino, Imperial, and Orange Counties in fostering equitable, inclusive, and high-quality learning environments for parents, educators, and students. The following section of this report highlights key evaluation findings related to LAEP's implementation of the UTK Professional Learning Modules.

## A STRENGTH-BASED AND LOCALIZED APPROACH TO THE UTK LEADERSHIP INITIATIVE

### The LAEP UTK team conducted 13 site visits across four counties to identify regional strengths and needs.

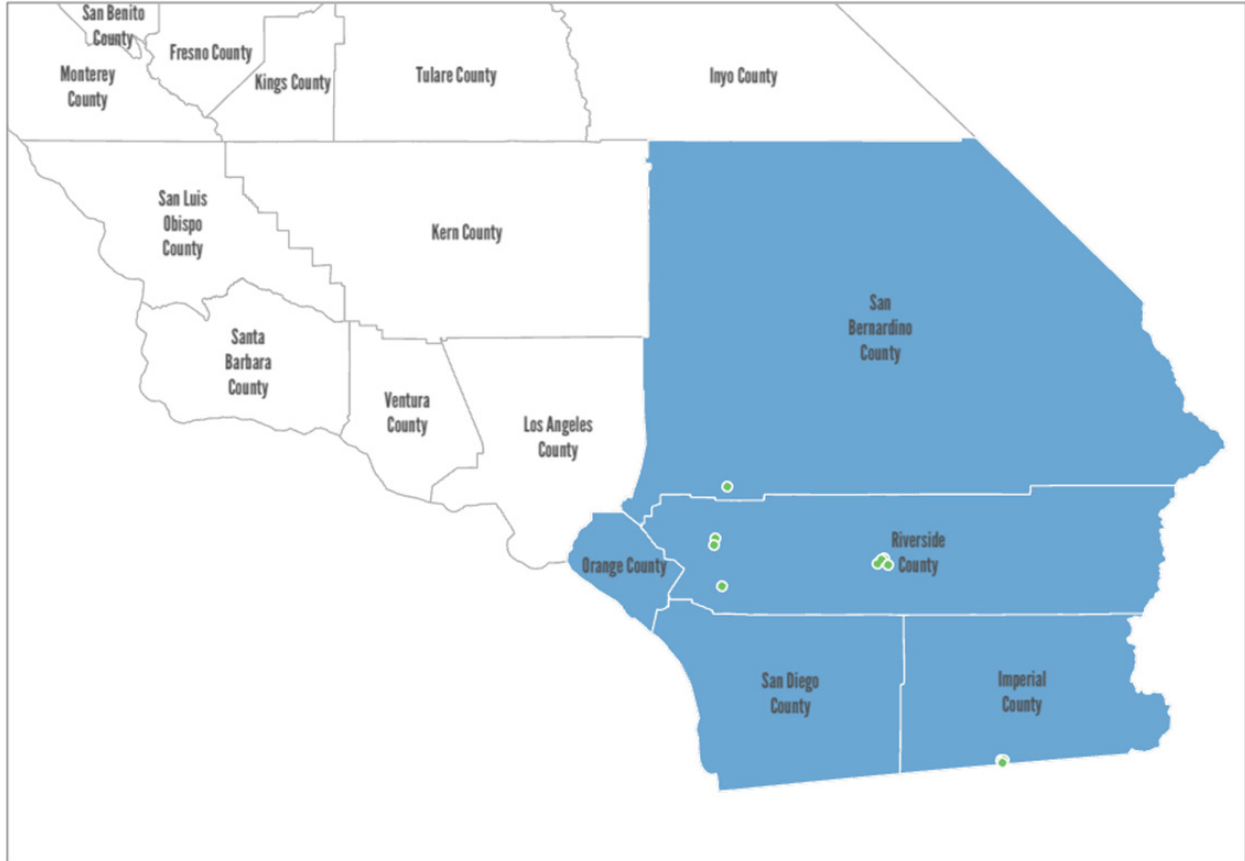
To implement the UTK Leadership Initiative, LAEP adopted a localized, strength-based approach rooted in developmentally appropriate practices in ECE and UTK settings, which aim to uplift children's strengths, unique identities, and foster joyful learning environments.<sup>12</sup> Aligning this approach to the 21CSLA UTK work, allowed the LAEP UTK team to gain a deeper understanding of the southernmost counties in California and uplift their unique strengths, needs, and practices. During 2024-25, the LAEP UTK team conducted 13 site visits in four counties to identify what was already working, uplift localized best practices, build relationships within each region, and encourage the UTK team to approach the work through a lens of humility and curiosity. As the UTK lead explains, "Our attempt to do site visits is to highlight what is already working. We know that while child development there are best practices and research, a lot of the work is time bound, space bound, location bound, because the families and the community that are around [also] play a pivotal role [in these settings]. It's never just a child; it's a child and somebody else. And so that's kind of where we start. We start in a place of humility. We start in a place of not knowing, of curiosity. And then we want to know what is already working here, so that we can amplify it, and we can perhaps share it, where it needs to be shared." The LAEP UTK team visited 13 sites, including four HeadStart sites and nine TK Classrooms in public elementary schools. Table 9 below provides a breakdown of the sites the team visited and any special characteristics the noted during their time at the sites. Additionally, as depicted in the Map 1, the site visits were conducted in Riverside, San Bernardino and Imperial Counties.

<sup>1</sup> DAP: Defining Developmentally Appropriate Practice | NAEYC

Table 1. Site Visits Conducted by the LAEP UTK Team

Site Name	Type of Site	Special Characteristics
Mount Vista Elementary	TK Classroom	
Judson & Brown Elementary School	TK Classroom	Multiple classrooms on site
Perris HeadStart	HeadStart/State Preschool	
Las Brisas CDC	HeadStart/State Preschool	Infant/Toddler Center
Perris Transitional Kindergarten	TK Classroom	TK Museum Model
Martha's Village and Kitchen	HeadStart/State Preschool	Homeless Shelter
Palm View Elementary	TK Classroom	
Mountain View Elementary	TK Classroom	
Oasis State Preschool	HeadStart/State Preschool	Outdoor School
Perris HeadStart	TK Classroom	
Mount Vista Elementary	TK Classroom	
Judson & Brown Elementary School	TK Classroom	
Perris HeadStart	TK Classroom	

Map 1. Geographic Distribution of Site Visits





**The LAEP UTK team provided localized regional offerings through a facilitator model.**

LAEP uses a facilitator model and a “deep, not wide” approach to implementing the UTK Professional Learning Modules. In 2023-24, LAEP had four active UTK trainers and added three additional trainers to support the implementation of the UTK Professional Learning Modules. The LAEP team leverages the information gained from the site visits and the relationships with the five County Offices of Education across the southernmost region of California and other partners to identify the regional priority learning topics and brings the most needed UTK Professional Learning Modules to each region.

**DEMOGRAPHIC BREAKDOWN OF LEADERS PARTICIPATING IN UTK PROFESSIONAL LEARNING MODULES**

**Most leaders who engaged in the UTK Professional Learning Modules were female teacher leaders who identified as Hispanic/Latino or White.**

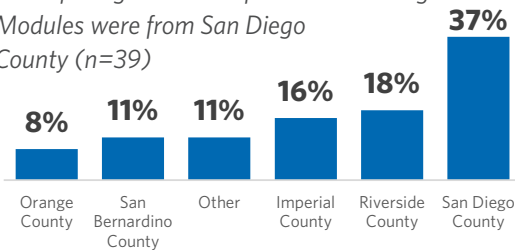
As summarized in Table 2 below, across the last two program years 2023-24 and 2024-25, the majority of leaders who participated in the UTK Professional Learning Modules were female teacher leaders who identified as Hispanic/Latino or White. The data show slight variations in terms of the regions served. For example, in 2023-24, a larger proportion of leaders (37%) worked in San Diego County, while in 2024-25, over half of the leaders served represented Riverside County. 2024-25, saw a 200% increase in the number of leaders served.

*Table 2. Demographic Breakdown of Leaders Participating in the UTK Professional Learning Modules*

**Program Year 2023-24**

39 leaders served

*During FY 2023-2024 a large proportion of leaders participating in UTK Professional Learning Modules were from San Diego County (n=39)*

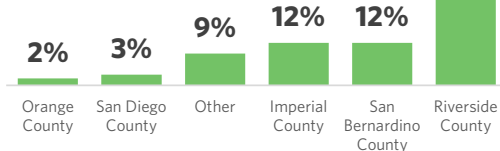


85% identified as female  
 33% were Hispanic or Latino and 33%  
 44% identified as White  
 36% identified as teacher leaders and  
 23% were out of the classroom leaders.

**Program Year 2024-25**

117 leaders served

*During FY 2024-2025 more than half of the leaders participating in UTK Professional Learning Modules were from Riverside County (n=117)*



97% identified as female  
 60% were Hispanic or Latino and 30% identified  
 as White  
 Roughly over one-third (38%) were teacher  
 leaders and 12% were program specialists  
 23% identified as other, including  
 paraprofessionals, and ECE program  
 administrators.

## UTK PROFESSIONAL LEARNING MODULES IMPLEMENTED



The LAEP UTK team implemented a total of five modules, with specific modules being implemented more than once.

As summarized in Table 3 below, the LAEP UTK team implemented five UTK Professional Learning Modules, with specific modules being implemented more than once at the request of regional partners. The UTK Professional Learning Modules that were facilitated frequently cover content related to envisioning equitable TK classrooms, supporting and aligning equitable TK classrooms, and equitable TK classrooms through inclusive practices.

Table 3. Site Visits Conducted by the LAEP UTK Team

UTK Modules	Learning Objectives	2023-24		2024-25	
		Implemented	# of Times Implemented	Implemented	# of Times Implemented
UTK Module 2: Envisioning Equitable TK Classrooms in Action	After exploring research, leaders can identify “look-fors” to support and sustain equitable, high-quality TK classrooms in their community.			✓	2
UTK Module 3: Supporting, Integrating, and Aligning Equitable TK Classrooms	Leaders develop the knowledge and understanding to support their role in leading for high-quality, developmentally appropriate, and equitable UTK programs.			✓	2
UTK Module 4: Continuous Improvement through Equitable P-3 Assessments	Leaders can make specific connections between existing assessments and how they can inform equity-centered continuous improvement for systemically marginalized and historically underserved students.	✓	1		
UTK Module 6: Equitable TK Classrooms Through Inclusive Practices	Leaders have a deepened understanding of the principles and practices of inclusion in order to increase access, support, and participation for all students.	✓	1	✓	3
UTK Module 8: Inquiry Through Play	Leaders deepen their understanding of high-quality TK classrooms by observing and experiencing play-based and inquiry-oriented TK instruction to promote equity. They also expand their knowledge about integrated, developmentally appropriate subject matter instruction in TK to promote equity.	✓	1		

## KEY FINDINGS ABOUT UNIVERSAL TK

To assess the impact and effectiveness of the UTK Professional Learning Modules, the UTK team distributed a web-based evaluation survey available in English and Spanish at the conclusion of each module (see Table 3 for a list of modules).

Figure 1 below summarizes the UTK Professional Learning Modules evaluation data that was gathered across the last two program years. Findings from across the evaluation data show consistent positive findings, with participants reporting shifts in their leader practices, awareness of new strategies to implement in their professional settings, confidence in implementing learnings, and deepening their understanding of equity issues.



*Figure 1. The UTK Professional Learning Modules shifted leader practices, introduced new strategies for implementation, facilitated connections between content and work setting, and deepened their understanding of equity issues.*

**UTK leaders identified the module content, community building, learning modalities, and the focus on equity mind-set as helpful aspects of the modules.**



As summarized in Table 3, during 2024-25, the LAEP UTK team implemented three modules, UTK Module 2: Envisioning Equitable TK Classrooms in Action, UTK Module 3: Supporting, Integrating, and Aligning Equitable TK Classrooms, and UTK Module 6: Equitable TK Classrooms Through Inclusive Practices, a total of seven times. As part of the evaluation surveys, leaders were asked to describe the most valuable aspects of the UTK Professional Learning Modules. Educational leaders identified the following elements of the UTK Professional Learning Modules as particularly useful for their practice<sup>2</sup>.

- **Module content.** Across the open-ended evaluation data, leaders expressed that the content and information presented during the modules by experts in the field was particularly valuable for their practice. More specifically, leaders uplifted that learning about the purpose of play, bias, inclusion, the P-3rd grade system, relevant research, and Belonging Design Principles was valuable and informative. Additionally, leaders also expressed that the literature, handouts and resources provided like the “Principal’s Guide to Early Learning and Early Grades,” were useful for their growth and to share with other colleagues.

### Leader Voices on Content Covered

Below are quotes from leaders identifying the most valuable elements of the UTK Professional Learning Modules.

- “[The module provided] valuable information on how to get stakeholders and district leaders/staff engaged in UPK.”
- “[Learning] new information about the P-3rd grade and how this initiative can impact early education.
- “The “Principal’s Guide to Early Learning and Early Grades” activity was great. It really helped me reflect on what the expectations are for principals and what needs to be done to achieve those expectations.”
- “I appreciate understanding a little bit more of what inclusion means in the classroom.”
- “[The module] was a reminder of the importance of inclusion and why learning about it and implementing it is important for the benefit of all students.”

- **Community building.** During the UTK Professional Learning Modules, leaders were able to build community with like-minded leaders through conversations, listening to diverse perspectives, sharing experiences, identifying challenges and crafting solutions. In particular, the leaders who participated in the UTK Professional Learning Modules reported enjoying the think-alouds, rich discussions, networking, and having “hands-on” collaboration opportunities through group work.

<sup>2</sup> Analysis is based on open-ended responses to survey items.

## Leader Voices on Community Building

Below are quotes from leaders identifying the most valuable elements of the UTK Professional Learning Modules.

- *“Having the time to think aloud and hear the thoughts and perspectives of others was very refreshing.”*
- *“[It was useful] listening to leaders advocating for early childhood.”*
- *“Hands-on collaboration [was useful].”*
- *“The opportunity to network and collaborate [was useful].”*
- *“I heard feedback from different groups of people in child development.”*
- *“Being able to talk with other teachers and brainstorm on different UDL strategies.”*

- **Learning modalities.** Leaders also found the diverse participation formats and learning modalities engaging and helpful. For example, leaders enjoyed whole group discussions, small group work, gallery walks, the modeling of instructional practices, and discussions. Additionally, leaders emphasized that building in intentional journaling and self-reflection was a valuable experience that supported their learning process.

## Leader Voices on Learning Modalities

Below are quotes from leaders identifying the most valuable elements of the UTK Professional Learning Modules.

- *“I loved the interactive activities and intentional journaling. My learning style is note taking and putting things down in my own words, so I appreciated the intentional journaling and reflection time.”*
- *“I really appreciate the multiple activities that we did that got us moving as we learned about inclusion. Great way of modeling instructional practices.”*
- *“The breakout groups to discuss with other people [was useful].”*
- *“The gallery walk was wonderful.”*

- **Equity and leader mindset.** Leaders also walked away with a sense of heightened leadership, increased equity knowledge, and were motivated to advocate for their students. Several UTK Professional Learning Module participants explicitly reported seeing themselves as leaders for inclusion or play in their respective professional settings. Others realized that play is right in UTK settings and left with increased motivation to advocate for play and inclusion. In terms of building an equity lens, several leaders reported being able to reflect on their own biases, learning to be mindful of the children’s and family feelings, and the importance of decreasing inclusion barriers and eliminating assumptions, but instead leaning into learning about the unique needs of students and families.

## Leader Voices on Building an Equity and Leader Mindset

Below are quotes from leaders identifying the most valuable elements of the UTK Professional Learning Modules.

- *“Great information on the purpose of play. How to support the whole child and advocate for play. It’s right!”*
- *“Knowing that I’m a leader and I can have an inclusive classroom.”*
- *“The discussions as well as explanation about inclusion were extremely helpful. We are all different but perfect. I can make a difference on some little eyes.”*
- *“The most useful aspect of today’s session was to confirm that equity requires transformation of mindsets and a willingness to transform oneself!”*
- *“[The most useful aspect of the module was] helping me realize that self-reflection is crucial in identifying my own biases so that I can be a better person and teacher.”*

## UTK leaders reported experiencing changes in their leadership practices related to self-awareness, emotional disposition, knowledge, and future actions.




During 2024-25, the leaders participating in the UTK Professional Learning Modules were asked through an open-ended question to reflect on how the modules shifted their leadership practices. Leader responses<sup>3</sup> to shifts in their leadership practices fall into key leadership domains, including self-awareness, emotional disposition, knowledge, and actions. These domains and findings related to changes in leader practices are explained in detail below.


- **Self-Awareness.** UTK leaders shared that the UTK Professional Learning Modules encouraged them to be more self-aware and to reflect on their leadership practices. In terms of self-awareness, leaders reported planning to increase their awareness of language use and of the impact their practices have on adults and children. As one leader shared, *“I am constantly becoming more aware of what I say and how I make people around me feel, especially children and parents.”* Additionally, several leaders shared that they would engage in identifying and addressing their internal biases to better serve their students and communities. Leaders also reported a desire to engage in self-reflection to improve their teaching practices, prioritize inclusion practices, and identify ways to continue supporting children and families effectively.
- **Emotional disposition.** After participating in the UTK Professional Learning Modules, the UTK leaders felt empowered, motivated, and inspired to continue supporting children and families in their respective work sites. For instance, several leaders felt empowered to share their learnings with district leaders and to fully step into their leadership roles in their classrooms or programs. They walked away feeling empowered to create positive learning environments for all individuals in their classrooms, to share their learnings with other staff or colleagues, and support other educators. Further, the modules inspired UTK leaders to participate in additional professional development and motivated them to continue showing up to provide the best of themselves to their students and families. As one leader shared, *“I will work more and give the best to all children in my care and their families.”*

<sup>3</sup> Analysis is based on open-ended responses to survey items.

- Knowledge.** As noted in Table 3, in 2024-25, the LAEP UTK team implemented UTK Module 2: Envisioning Equitable TK Classrooms in Action, UTK Module 3: Supporting, Integrating, and Aligning Equitable TK Classrooms, and UTK Module 6: Equitable TK Classrooms Through Inclusive Practices, all of which provided critical information to using high-quality equitable learning environments in TK settings. Leaders reported that the knowledge and resources gained through the modules enhanced their leadership practices. For example, leaders felt that the research presented deepened and broadened their understanding of implementing equitable practices in TK settings. Leaders thought they were armed with tools to defend their practices, had a greater sense of age-appropriate practices, identified a need to align around a P-3 vision, and had a greater understanding of inclusion and were committed to reducing barriers for children and families.
- Actions.** Leaders also identified key actions they planned to implement to enhance their leadership practices after participating in the UTK Professional Learning Modules. Primarily, leaders reported intentions to share learnings with staff and colleagues, advocate for increased equitable practices and professional development, and use key instructional strategies presented during the modules. Additionally, several leaders aimed to strengthen their family engagement practices by continuing to identify their needs and sharing information about the importance of inclusion.

Table 4. Shift in Leader Practices in 2024-25

Domain	Examples of Shifts as Reported by Leaders	Leader Quotes
<b>SELF-AWARENESS</b>	<ul style="list-style-type: none"> <li>Awareness of language use and its impact on students and parents</li> <li>Awareness of the impact leader practices have on children, parents, and adults</li> <li>Open mind towards inclusion</li> <li>Self-reflection on internal biases</li> <li>Self-reflection to refine and strengthen teaching practices</li> </ul>	 <p><b>I am more aware of the big impact I can have on little minds."</b></p>
<b>EMOTIONAL DISPOSITION</b>	<ul style="list-style-type: none"> <li>Empowered to engage in advocacy and share learnings with district colleagues</li> <li>Empowered to view themselves as "leaders"</li> <li>Inspired to engage in future professional development opportunities</li> <li>Motivated to make a difference in communities</li> <li>Inspired to give the best of themselves to children and families</li> </ul>	 <p><b>I feel empowered to share these facts with my district and help coach other TK teachers."</b></p>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Accessed research and data to support practice and advocacy</li> <li>Increased understanding of age-appropriate activities</li> <li>Greater awareness of the importance of P-3 vision alignment</li> <li>Greater understanding of inclusion</li> <li>Increased understanding of the different types of disabilities</li> </ul>	 <p><b>I am armed with more knowledge and research to defend what is happening in a TK classroom."</b></p>

Domain	Examples of Shifts as Reported by Leaders	Leader Quotes
<p><b>ACTIONS</b></p>	<ul style="list-style-type: none"> <li>Share learnings with other staff and colleagues</li> <li>Increase collaboration with other staff</li> <li>Strengthen family engagement practices.</li> <li>Engage in advocacy</li> <li>Use instructional strategies</li> <li>Continuing to pursue professional development</li> </ul>	 <p><b>I want to share with my families the importance of inclusion in our classroom. I also want to advocate and push for support from our administrators."</b></p>

## Spotlight: Supporting UTK Spanish Speaking Leaders

In collaboration with the 21CSLA Bay Area, North Bay/North Coast, and ValCo Regional Academies, LAEP launched the first ever Spanish UTK Professional Learning Module.



In California, 39% of early educators are multilingual, and 37% speak Spanish (Powell, A., Kim, Y., & Montoya, E., 2021). According to the Center for the Study of Child Care Employment at the University of California, Berkeley, in the seven southernmost counties in California, including Imperial, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, and Ventura, 43% of early educators speak Spanish, and 40% were born in a country outside the United States. Recognizing the substantial proportion of early educators in Southern California who speak Spanish and the sense of empowerment that comes from receiving professional development in one’s native language, in May of 2025, the LAEP UTK Team along with the 21CSLA Bay Area, North Bay/ North Coast, and ValCo Regional Academies collaborated to implement the first ever Spanish 21CSLA UTK Professional Learning Module with English interpretation support. The LAEP team and the 21CSLA Valco and North Bay/North

Coast Regional Academies selected UTK Module 2: Envisioning Equitable TK Classrooms in Action to implement in Spanish as it provides key research and a comprehensive overview of implementing equitable practices in high-quality TK classrooms. The Spanish module was implemented virtually and split into two parts across two days, with each day requiring leaders to participate in two hours of training. The following Spotlight report highlights the successes of this approach, the evaluation results specific to the Spanish UTK Professional Learning Module, and the future plans to continue supporting Spanish speaking early learning leaders in Southern California.

## LAEP experienced several successes in the implementation of the Spanish UTK module, including increased collaboration with 21CSLA Regional Academies, participation of Spanish speaking leaders, and effective use of language justice approaches.

The LAEP team and the collaborating 21CSLA Regional Academies experienced the following key successes from implementing a UTK Spanish language module.

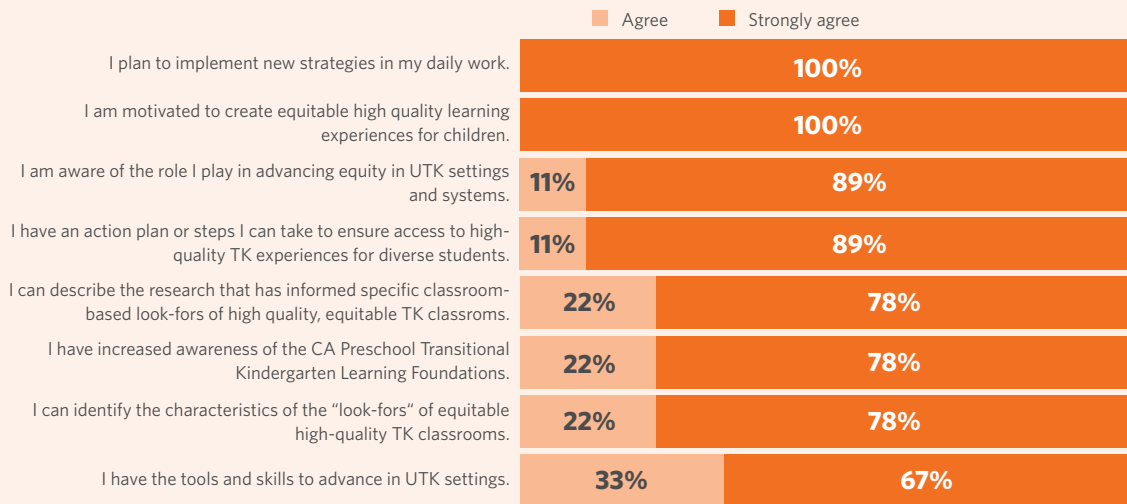
- **Increased collaboration and relationship building across regional academies.** As noted earlier, the implementation of the Spanish UTK Professional Learning module was a cross-Regional Academy effort, with three 21CSLA Regional Academies intentionally sharing facilitator resources, expertise, and best practices to create an inclusive and effective learning experience for Spanish speaking early learning leaders. The three regional academies played a key role in the module design and facilitation supporting one another in translating content, reviewing content, and providing each other feedback before and during the implementation of the module.
- **Attendance and leader participation.** A total of thirteen leaders participated in the Spanish UTK Professional Learning Module, with most leaders (n=10) participating fully in Spanish, while three leaders received English interpretation. A key success for the facilitation team was achieving a 70% participation rate from Spanish-speaking leaders on the second day of the module implementation. Additionally, the facilitation team observed that many leaders encouraged their team members to participate informally in the module, which meant that early education teams were sharing a single device or computer to participate in the module. This success is important to highlight as leaders rarely have the opportunity to receive this type of professional development as a whole team.
- **Implementation of language justice approaches.** By translating and delivering this offering in Spanish, the facilitation team honored language justice approaches which aim to create multilingual spaces and environments where individuals have the “right to communicate in the language in which [they] feel most comfortable” (Ghanbarpour, Noguez Mercado, & Palotai, 2020). The facilitation of the Spanish UTK Professional Learning Module prioritized the first language of Spanish speaking leaders, who often rely on or are asked to use interpretation or their English language skills to participate in professional development or training.
- **Modeling equitable practices.** By conducting the entire UTK Professional Learning Module in Spanish and providing English speakers with interpretation support, the facilitation team and educational leaders were able to “disrupt privilege and [challenge] English dominance and Western-centered knowledge, communication, and leadership” (Racial Equity Tools, 2020). Typically, in formal professional development spaces, it is non-English speakers who receive interpretation support and English is upheld as the dominant language. In contrast, in the Spanish UTK Professional Learning module, the facilitation team disrupted this traditional approach and created a learning environment that invited curiosity and discomfort by allowing English speakers to engage in a professional development experience through interpretation supports.



## In general, leaders had very positive feedback on the Spanish UTK Module. All leaders reported that the module changed their leadership practices.

The UTK Spanish module had a positive impact on the participating leaders. As summarized in the Exhibit below, all leaders reported planning to implement new strategies in their daily work and were motivated to create equitable high-quality learning experiences for children. Additionally, 100% of leaders reported that module changed their leadership practices. Leaders reported planning to be more intentional in their interactions with students, implement more play-based strategies, and continue advocating for their young learners.

### Leaders planned to implement new strategies in their work and felt motivated to create equitable learning experiences for children.



## Looking Ahead

The LAEP UTK team has planned the following next steps to continue supporting Spanish speaking UTK leaders in Southern California.

- A Call to Action: Family and Community Engagement for High Quality TK.** In October of 2025, the LAEP UTK team will implement a virtual professional learning offering designed to equip leaders to support Black, Brown, and Spanish speaking communities who are impacted by our current immigration and political climate. Using an assets-based approach, leaders will learn how to effectively measure family engagement and learn practical strategies to support diverse communities in their local regions.
- In-Person Spanish Language UTK Professional Learning Modules.** The LAEP UTK team will begin offering in-person Spanish Language UTK Professional Learning Modules to the five southernmost California counties, including San Diego, Riverside, San Bernardino, Imperial, and Orange Counties. The team will prioritize the implementation of Spanish Module 2: Envisioning Equitable TK Classrooms in Action since it offers a broad overview of equitable practices in TK settings.

Sources: Powell, A., Kim, Y., & Montoya, E. (2021). Demographics of the California ECE Workforce. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/data-snapshot/demographics-of-the-california-ece-workforce/>  
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**Leaders reported engaging in a range of actions to advance equity in their work, these include increasing equitable instructional practices, strengthening parent engagement activities, sharing knowledge with colleagues, and strengthening partnerships.**

After completing the UTK Professional Learning Modules, leaders reported a range of ways in which they planned to apply their new knowledge. These include increasing equitable instructional practices, providing opportunities for parents to learn about inclusion, and sharing their new learnings with colleagues and leadership. Additionally, site leaders shared planning to provide opportunities for teachers to reflect on inclusive practices, facilitating conversations with leadership teams around the content covered in the modules, and providing more training opportunities to teachers on inclusion and equity topics. As one site leader noted, “I will provide opportunities for teachers to reflect on what inclusion is and what practices are they putting in place to eliminate barriers or even reflect on their implicit biases that influence the work they do on a daily basis. Table 5 below provides highlights of the specific UTK module evaluation results and summarizes the ways in which leaders planned to apply their learnings to advance equity in their respective settings.

Table 5. UTK Professional Learning Module Evaluation Highlights for 2024-25

Module	Evaluation Highlights	Leader Plans for Applying Learnings to Advance Equity
<p><b>UTK Module 2: Envisioning Equitable TK Classrooms in Action</b> 25 leaders served</p>	<p>After participating in this module <b>100%</b> of leaders...</p> <ul style="list-style-type: none"> <li>Had a greater understanding of <b>characteristics of equitable high-quality TK classrooms</b>.</li> <li>Felt <b>motivated</b> to create high quality learning experiences for children.</li> <li>Had a <b>plan of action</b> to ensure access to high-quality TK experiences for diverse children.</li> <li>Understood <b>their role in advancing equity</b> in UTK settings and systems.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in self-reflection and adapt practices.</li> <li>Increase structured playtime in classroom settings.</li> <li>Share learnings with colleagues.</li> <li>Build relationships with district leadership to expand trainings for UTK teachers.</li> <li>Increase access to training related to equitable TK classrooms to teachers.</li> </ul>
<p><b>UTK Module 3: Supporting, Integrating, and Aligning Equitable TK Classrooms</b> 32 leaders served</p>	<p>After participating in this module...</p> <ul style="list-style-type: none"> <li>95% of leaders were <b>motivated to create a shared vision</b> for pre- PreK-K3rd grade alignment in my work setting.</li> <li>91% of leaders had a <b>greater understanding of California’s PreK-3rd grade vision</b>.</li> <li>92% planned to <b>implement new strategies</b> into their daily work.</li> </ul>	<ul style="list-style-type: none"> <li>Increase parent engagement via trainings on equity, ensuring that parents have an understanding of how to support their children.</li> <li>Increasing inclusion practices in classroom settings.</li> <li>Promote P-3 alignment.</li> <li>Expand teacher support for understanding and implementing equitable practices.</li> <li>Engage in self-reflection.</li> <li>Sharing new learnings with administration.</li> <li>Increasing collaboration across districts.</li> </ul>

Module	Evaluation Highlights	Leader Plans for Applying Learnings to Advance Equity
<p><b>UTK Module 6: Equitable TK Classrooms Through Inclusive Practices</b> 59 leaders served</p>	<p>After participating in this module...</p> <ul style="list-style-type: none"> <li>95% of leaders understood the benefits of inclusion of children with disabilities and nondisabled children.</li> <li>94% of leaders felt motivated to increase access and supports for all students.</li> <li>93% of leaders were able to identify the key features of inclusion in high quality p=3 classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Implement inclusive teaching strategies, such as increasing collaboration time among students, incorporating inclusive read-alouds, applying Universal Design, and strengthening belonging practices.</li> <li>Strengthen family engagement efforts by educating families about equity and inclusion and acknowledging parents' needs and identities.</li> <li>Commitment to meet students where they are and to include all students.</li> <li>Continue training and professional development in equity and inclusion.</li> <li>Reflect on implicit biases.</li> <li>Advocate for students and families.</li> </ul>

