



— DRAFT —

# Bringing Vision to Reality:

Full day, full year learning opportunities for California's youngest learners

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Santa Clara County  
Office of Education

This deck focuses on the opportunity for stronger **coordination between Universal Pre-Kindergarten and expanded learning programs to expand full-day, full-year care and learning.**

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01

## BIG PICTURE: POLICY + FUNDING INFRASTRUCTURE + LANDSCAPE



## CALIFORNIA'S UNIVERSAL PRE-KINDERGARTEN (UPK) VISION

To ensure every four-year-old child—regardless of background, race, ZIP code, immigration status, or income level—has access to a quality learning experience, as chosen by their family, the year before kindergarten. It includes all existing state and federal early learning, childcare, and expanded learning programs.

The intent of UPK implementation is to bring together programs across the early learning mixed delivery system and build local capacity.



## CALIFORNIA'S EXPANDED LEARNING DEFINITION

Before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement—but do not replicate—learning activities in the regular school day and school year.

# WHY NOW?

Pandemic

Growing  
inequities

Increased  
political will +  
research

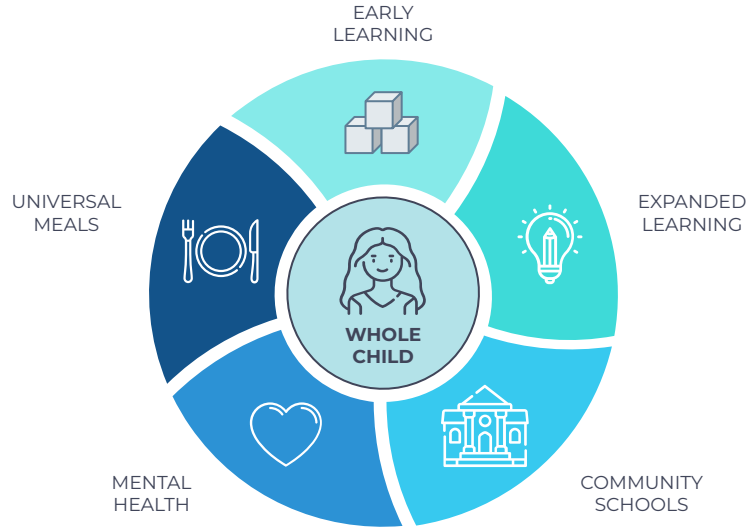


Budget  
surpluses



Historic  
investments

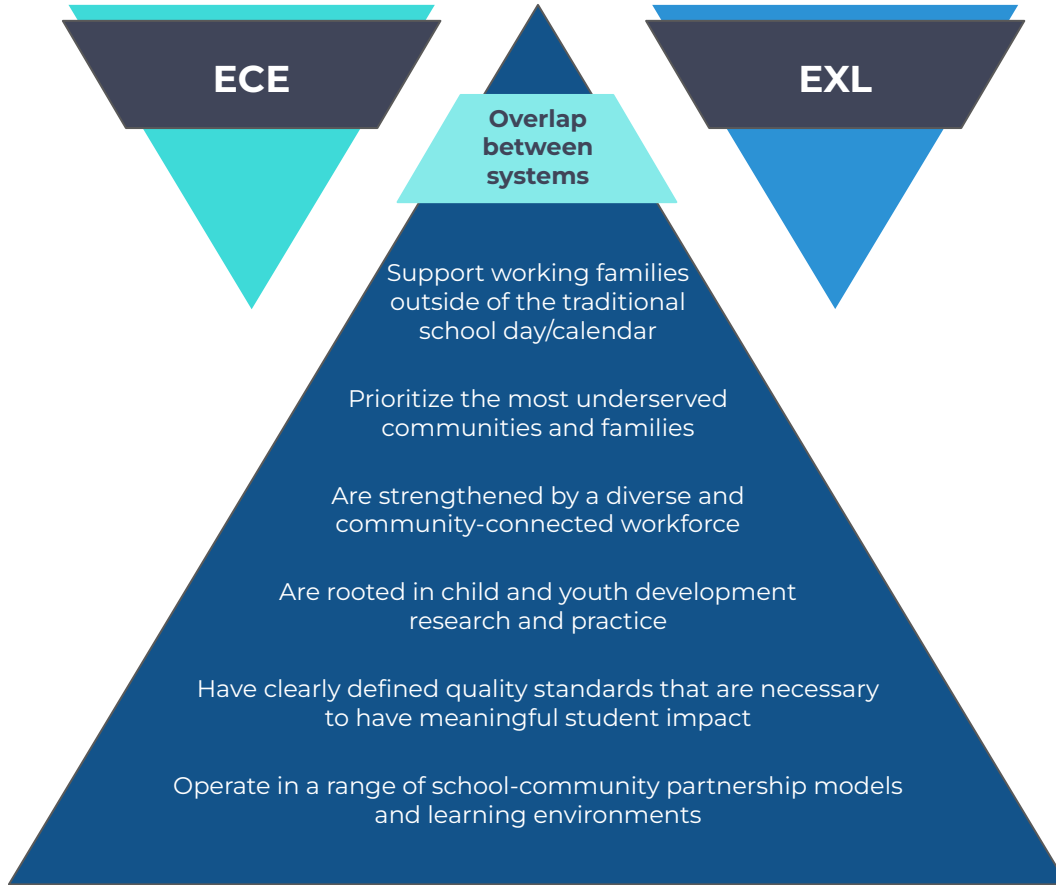
## WHOLE CHILD APPROACH



# UNIVERSAL PRE-K SYSTEM OF SUPPORT

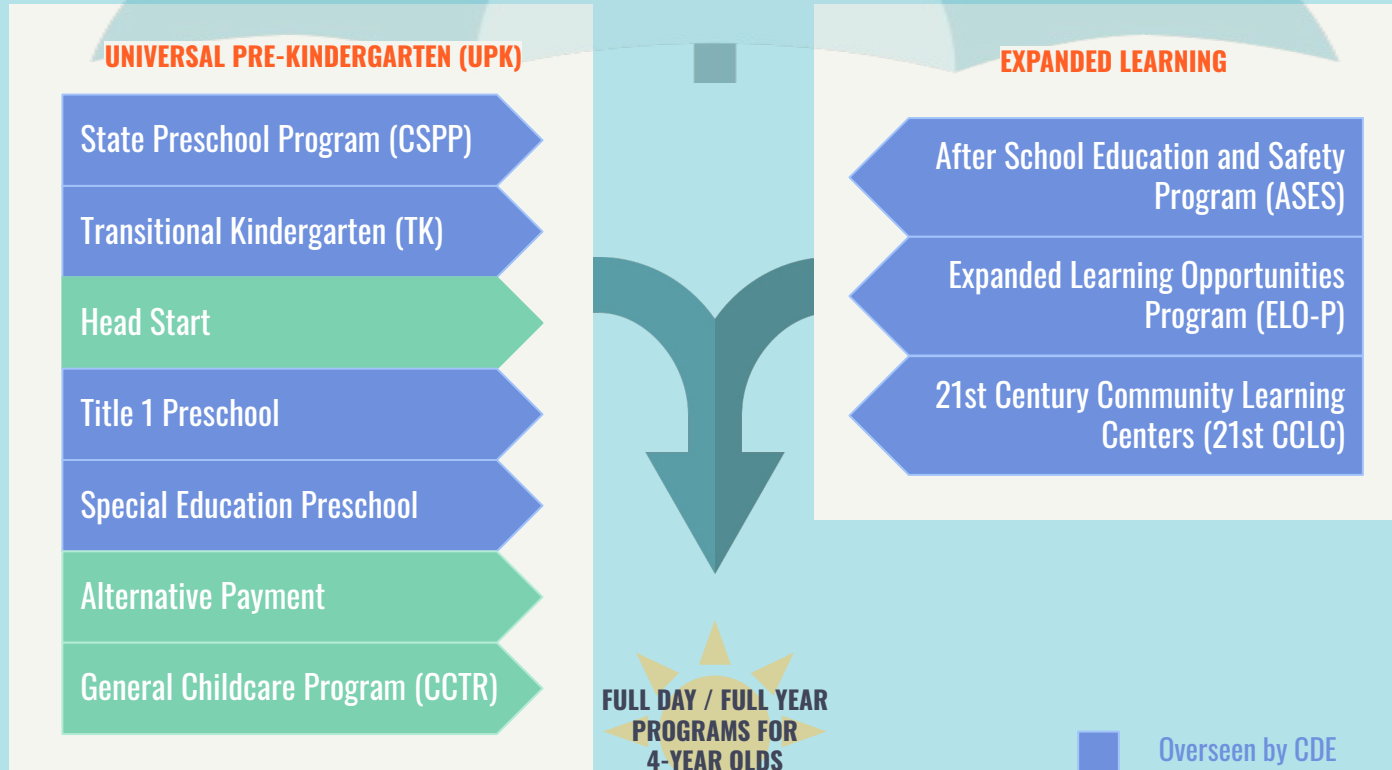


# ALIGNED GOALS AND VALUES THAT ENCOURAGE BLENDING PROGRAMS



# BRAIDING PRE-K WITH EXPANDED LEARNING PROGRAMS

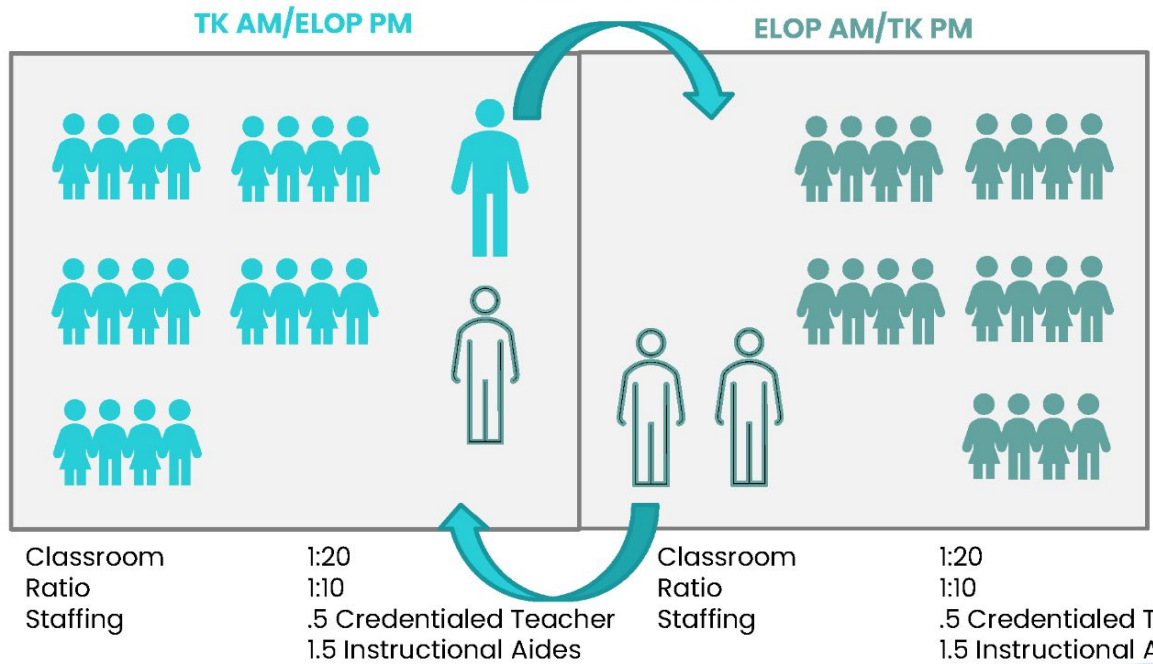
With these recent policy shifts, schools and providers are highly incentivized to blend, barid, and layer UPK and expanded learning programs to create full-day, full-year programs. Implementation requires an array of programmatic rule navigation.





# EXAMPLE : BRAIDING

## TK & ELOP



### DEFINITION

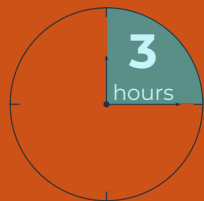
Multiple funding sources pay for the instructional time of more than one classroom during more than one time-period (usually AM/PM). Staff rotate between classrooms based on which program is paying for the time-period.

### TOTAL

- 40 students generating both TK and ELOP funding
- 2 classrooms
- 1 Credentialed Teacher
- 3 Instructional Aides



# WHAT IS A FULL DAY?



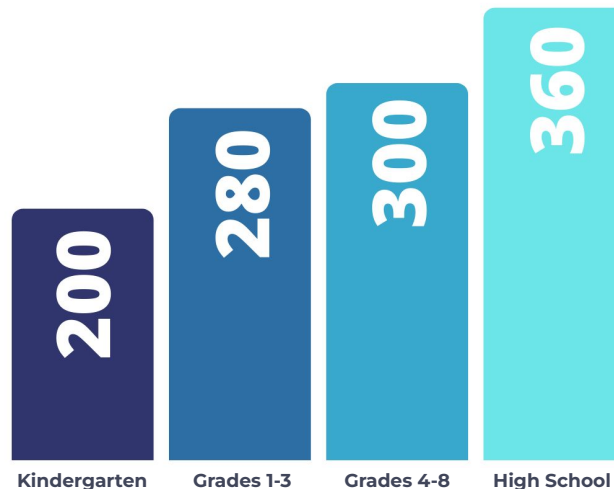
Full day TK is 3 hours or more of instruction.



Average school day for elementary students is 6 hours.



Full day for ELO-P is 9 hours when combined with instructional time. This aligns with the standard 8-hour work day.



Minimum instructional minutes per day



## 02

## MAKING THE POLICY VISION A REALITY

“ While transitional kindergarten is funded and provided through local educational agencies, the Administration encourages schools to consider **partnering with community-based State Preschool providers and other community partners**, as appropriate, to expand access to full-day preschool and care for their eligible students, to **increase choice for parents, and to expand opportunities for the youngest learners** to access a high-quality preschool program.

—California Governor Gavin Newsom

As LEAs, partners, and community leaders map out the policy and funding landscape and requirements, they should prioritize these strategies.



## Family-centered, whole child approach

It is the intent of the legislature and the administration that these new program investments create a cohesive and comprehensive whole child, whole family approach that centers on family choice and needs, versus a maze of disconnected programs.



## Don't reinvent the wheel

All communities in California have existing infrastructure and practitioners with significant experience providing safe, culturally and developmentally appropriate, and engaging early learning environments. Existing programs and assets should be the foundation to building out the expansion of these programs.



## All hands on deck

According to a recent study, the median California school district enrolled 16% (of the 25% currently eligible) of TK age-eligible students on average. Implementation of Universal Pre-Kindergarten will not be successful if undertaken by schools and/or any one program alone and will require increased blending and layering of staffing, funding, partnerships, and facilities across programs, some of which have historically been siloed.



## Quality matters

While expanding to universal access is the big goal, it is essential to equally prioritize the research on developmental needs and program design. Research shows for both early and expanded learning programs, dosage and quality matter to have measurable positive outcomes on student achievement and well-being. There are clearly defined quality standards for both sectors.



# 03

## WHY UPK & EXPANDED LEARNING LEADERS, ADMINISTRATORS, & PROVIDERS SHOULD PARTNER



Meet working parents' needs by increasing access to true full-day/full-year programming



Ensure implementation prioritizes families who cannot otherwise afford programs



Offset staffing challenges by increasing staff recruitment and retention



Build stronger systems alignment, which increases learning retention between transitions and coordination at the site and district level



Build upon community assets and increase family and community engagement

# WHY UPK & EXPANDED LEARNING LEADERS, ADMINISTRATORS, & PROVIDERS SHOULD PARTNER



## **To meet working parents' needs by increasing access to true full-day/full-year programming**

About half the state's elementary schools provided full-day TK classrooms in 2017-18; another quarter offered half-day programs. Data indicates that the top reason families choose not to access many early learning programs is because they do not meet the needs of parents who work full time. ELO-P requires that local educational agencies offer nine hours of combined learning and care, which can occur before or after school. Schools must also offer 30 days of inter-session programming, including in the summer when the learning and care needs are significant. Nearly all publicly funded expanded learning (EXL) programs are located on or adjacent to school campuses, reducing the need for transportation and removing barriers to access for families.

# WHY UPK & EXPANDED LEARNING LEADERS, ADMINISTRATORS, & PROVIDERS SHOULD PARTNER



## **To ensure implementation prioritizes families who cannot otherwise afford programs**

While TK is intended to be available to all families who want it, publicly funded EXL programs prioritize serving lower-income and more vulnerable populations such as homeless and foster youth. Publicly funded EXL programs are located in over half of all of California's elementary and middle schools and in over four out of five of the state's Title-1 schools. By partnering with existing EXL programs, LEAs would be better able to prioritize families and students most in need of these learning and care services.

# WHY UPK & EXPANDED LEARNING LEADERS, ADMINISTRATORS, & PROVIDERS SHOULD PARTNER



## **To offset staffing challenges by increasing staff recruitment and retention**

The rollout of these programs requires massive staffing increases alongside unprecedented workforce shortages across all education and child-serving sectors. Staffing challenges are driven in part by low wages and limited full-time career opportunities. Building full-day, year-round programs could provide more full-time employment roles and benefits, improving staff recruitment and retention. Many early learning and the majority of expanded learning programs are staffed by instructional aides, or staff with comparable skills and training. LEAs and their partners can leverage recruitment and onboarding activities by coordinating across early and expanded learning to minimize unnecessary competition for staff between sectors. The integration of these programs can also promote increased wages, training, skill development, and offer more career pathways.



# WHY UPK & EXPANDED LEARNING LEADERS, ADMINISTRATORS, & PROVIDERS SHOULD PARTNER



**To build stronger systems alignment, which increases learning retention between transitions and increases coordination at the site and district level**

Research has shown benefits to child development and academic outcomes when schools intentionally align and coordinate across preschool-3rd grade curriculum, staff development, and community partners. Successful Pre-K-3 alignment requires joint professional learning opportunities, aligned instructional tools and learning environments, and data-sharing. Both the UPK and ELO-P expansions have overlapping timelines and stakeholder groups, and building out these programs jointly may streamline administrative work and naturally enable more collaboration across departments and school site staff, facilities, and funding.

# WHY UPK & EXPANDED LEARNING LEADERS, ADMINISTRATORS, & PROVIDERS SHOULD PARTNER



## **To build upon community assets and increase family and community engagement**

Community-based providers have extensive experience and resources for designing and implementing enrichment, social-emotional and academic learning, and wraparound services to support student, sibling, and family needs. Community-based organizations (CBOs) often have multilingual staff who live and work in the community, which allows them to build trust and deepen relationships with families. Community partners should be included early in the planning and decision-making process to improve access for priority families and better coordination of facilities, staff, and data. Both the UPK (including the California Pre-Kindergarten Program Planning and Implementation Grant) and ELO-P policies and planning guides specifically recommend partnering with CBOs.



# 04

## Q&A: BLENDING EARLY + EXPANDED LEARNING

- Is my ELO-P program separate from my existing afterschool program(s)?
- Can I use my ELO-P funds to support a full-day Pre-K program off the school site?
- We have a lower percentage of unduplicated students, and do not have an ASES grant. With the current ELO-P funding rate are we still expected to operate a 9-hour program?
- Do we have to complete two different plans for implementation of UPK and expanded learning?
- Does our full-day UPK/expanded learning program have to be operated by schools/in schools?

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