

GLOSSARY OF PROGRAMS & FUNDING: CALIFORNIA'S EARLY AND EXPANDED LEARNING AND CARE SYSTEM

March 2022

BACKGROUND

Historically, at least for the last 15+ years, school- and center-based care for children between 4-12 years old operated independently, either through the early learning/childcare or expanded learning (after school and summer) fields. Over the last year, the California State Administration and Legislature have made:

1. Huge investments that significantly expand the breadth and depth of early childhood education (ECE), childcare, and expanded learning programs
2. More explicit references across multiple funding streams linking these programs and the students and families they serve
3. A range of program and regulatory changes to be implemented in a constrained and overlapping timeline.

Outlined below are some of the most relevant new and existing policies and programs that impact the rollout of Universal Pre-Kindergarten. This is a snapshot as of March 2022 and these programs will continue to shift over the course of the budget, legislative, and regulatory processes.

Universal Pre-Kindergarten (UPK)

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. UPK is a mixed delivery system that meets the early learning and care needs of children and families and includes all existing state and federal early learning, childcare, and expanded learning programs. UPK programs are administered by both the California Department of Education and California Department of Social Services.

California State Preschool Program (CSPP)

Serves three and four-year-olds in part- and full-day programs that provide educational development, health and social services, nutrition, and parent education and participation, with a staff-to-student ratio of 8 to 1. CSPP serves families that earn less than 85 percent of the state median income.

Funding: Providers (LEAs & private contractors) contract directly with CDE. The rate is increased for children with exceptional needs, severe disabilities, cases of neglect, and English learners. The 2021-22 budget also provided \$130 million to increase slots.

Governor's 2022-23 proposal: Provides \$197.8 million Proposition 98 General Fund and \$110.6 million General Fund to increase adjustment factors for students with disabilities and dual language learners. Students participating in the program will maintain continuous eligibility for 24 months (increased from 12 months), children with an individualized education program will be eligible to participate in State Preschool, and State Preschool providers that have served all eligible three- and four-year-olds in their service will be allowed to serve two-year-old children.

Status: In January 2022, CDE released Management Bulletin 22-01, detailing updated rate calculations and changes. In 2021-22, the state funded 110,000 part-day slots and 50,000 full-day slots.



Transitional Kindergarten (TK)

Established in 2010, TK is an optional program for parents to prepare children for kindergarten. LEAs have the choice to offer full-day or part-day programs with a minimum requirement of 3 hours. Each elementary or unified school district must offer TK and kindergarten for all eligible children, regardless of family income.

Funding: Provides \$2.7 billion (funding will continue to scale up in conjunction with implementation) and requires that all schools make transitional kindergarten available for all families with four-year-olds who want care by 2025. Requires a 12-to-1 student to staff ratio in 2022-23, then a 10-to-1 student to staff ratio in 2023-24.

Governor's 2022-23 proposal: Provides \$639.2 million to expand eligibility for TK to all children turning five between September 2 and February 2, beginning in the 2022-23 school year. Proposes \$383 million to add one additional certificated or classified staff person to every TK class to reduce staff ratios to more closely align with the California State Preschool Program.¹

Status: 2021-22 is a design and planning year, the phased-in approach is set to begin in fall 2022.

General Child Care and Development (CCTR)

Serves birth to 12-year-olds with full-day/full-year care in licensed center-based and family child care home settings. CCTR serves families that earn less than 85 percent of the state median income, cash aid recipients, or are involved in child protective systems. CCTR has a range of student-to-adult ratios, including 8-to-1 for three- and four-year-olds.

Funding: 2021-22 budget provided \$207.9 million to fund new slots. The Standard Reimbursement Rate is \$47.98 per child/day or \$11,995.00 annually based on 250 days of operation (rates can vary based on duration/age/location factors).

Governor's 2022-23 proposal: Includes \$5.8 billion (\$2.3 billion General Fund) for child care programs (CCTR & other care programs), including continued support for the multi-year commitment in the 2021-22 Budget Act for rate increases to take effect in January 2022, and eventually expand child care access by 200,000 slots by 2025. The January Budget does not propose any rate or access increases beyond the 2021-22 budget agreements.

Head Start

A federal program for high-quality infant and toddler child care for low-income families. Programs include age and developmentally appropriate activities for children, supervision, parenting education and parent involvement, social services, health services, nutrition, and career ladder opportunities. Head Start is a direct federal-to-local program administered by over 1,600 locally based public or private organizations.

Funding: 2019 federal law provided \$10,063,095,000 for programs under the Head Start Act, an increase of \$200 million over the fiscal year (FY) 2018 funding level. California funding for FY is \$1,333,333,902. There are currently 95,691 funded Head Start slots at 1,835 centers statewide.

Title 1 Preschool

LEAs that receive Title I may use some funds to provide early childhood education programs for eligible children, though it is not required. Title I, Part A of the Elementary and Secondary Education Act provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

California Alternative Payment Program (CAPP)

Serves birth to 12-years-olds in part and/or full-time care in a range of settings, including licensed center-based, licensed family child care home settings, and license exempt homes. Eligible families include those at or below 85 percent of the state median income, homeless, cash aid recipients, or involved in child protective systems.

1. Senate Sub 1 agenda 3/1/22

2. <https://nhsa.org/resource/2022-state-fact-sheets/>



Expanded Learning Programs

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.

Expanded Learning Opportunities Program (ELO-P)

Established in the 2021-22 budget to have LEAs provide after-school and inter-session expanded learning opportunities, including extended instructional learning time, summer school, tutoring, and social-emotional wellbeing. At full implementation (2025-26), the program is intended to provide all students with no- or low-cost access to nine hours of programming per instructional day and for 30 non-school days of summer/intersession days. ELO-P prioritizes TK-6 students and requires a 1-to-10 staff-to-student ratio for TK/K students.

Funding: 2021-22 budget provided \$1.8 billion to LEAs, growing to \$5 billion by 2025. ELO-P has two funding rates depending on a district's proportion of unduplicated students with the intent to increase to \$2,500 per student.³ ELO-P is intended to be coordinated and/or blended with After School Education and Safety (ASES).

Governor's 2022-23 proposal: Provides an additional \$3.6 billion to increase per pupil funding and expand the number of LEAs offering programs. Proposes delaying implementation and auditing requirements through 2022-23 school year.

Status: LEAs have received their first apportionment of funding and there is a grace period as programs will not be required to be compliant through June 30, 2022.

After School Education and Safety Program (ASES)

Funded by the 2002 voter-approved initiative, Prop 49, ASES serves TK through 9th grade students with school-based before and after school programs. ASES provides grants to schools with low-income students and requires a staff-to-student ratio of 1-to-20. These programs must include an educational and literacy element, enrichment, physical activity, and a healthy snack or meal.

Funding: The 2021-22 funding level is \$744,866,000, including \$650 million from Prop. 98 and \$94,866,000 from federal ESSER III one-time funding to support on-going rate increases at \$10.18 per day. CDE contracts directly to LEAs, funded by school and can be contracted out, and supports 4,231 elementary and middle schools serving more than 400,000 students daily.

Governor's 2022-23 proposal: Proposes \$148.7 million for one-time reimbursement rate increase.

21st Century Community Learning Centers (21st CCLC)

Federal program to establish or expand activities that focus on improved academic achievement and enrichment services that reinforce and complement the academic program. California uses 21st CCLC funds to support TK-12 afterschool programs in conjunction with the state-funded ASES programs.

Funding: \$146 million annually to support 721 school sites, serving students TK-12. 374 school sites are funded with both ASES and 21st CCLC funds.

Governor's 2022-23 proposal: Proposes ongoing funds to maintain \$10.18 per student/per day rate.

3. Unduplicated pupils = Low Income (measured by Free/Reduced Lunch eligibility), English Learner, and Foster Youth.

RELATED PROGRAMS

Community Schools Partnership Program (CSPP)

Supports schools' efforts to partner with community agencies and local governments to implement a "whole child" approach that includes integrated student supports, expanded learning, and prioritizes early learners.

Funding: Provides \$3 billion for up to 1,400 LEAs for multi-year planning and implementation grants.

Governor's 2022-23 proposal: An increase of \$2.5 million one-time non-Proposition 98 General Fund, available over five years, to support annual formative assessments.

Universal School Meals Program

Beginning in 2022–23, schools will implement a statewide Universal Meals Program for all school children. This program builds on the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and includes both a nutritious breakfast and lunch for all children each school day. All schools eligible for the federal Community Eligibility Provision, will be required to apply for the program by June 30, 2022 (if they are not already participating).

Funding: The state will cover any remaining unreimbursed costs for LEAs up to the combined state and federal free per-meal rate.

Governor's 2022-23 proposal: Provides \$596 million increase to fully implement universal school meals.

Universal Pre-Kindergarten Program Planning and Implementation Program

Program for LEAs to: 1) create or expand preschool or TK programs, or to establish or strengthen partnerships with other providers of pre-kindergarten education, 2) increase the number of highly-qualified teachers and administrators in preschool and TK programs.

Funding: Provides \$200 million for every LEA to plan for and create an implementation plan, and \$100 million in competitive grants to LEAs to provide early education workforce and professional development.

Status: Funds were allocated to LEAs in early 2022 and plans are due by June 30, 2022.

Key Resources

- [CDE Universal Pre-Kindergarten Planning and Implementation Program Guidance](#)
- Santa Clara Office of Education UPK expansion [resources and webinars](#)
- Legislative Analyst's office [education and childcare analyses](#)
- YMCA of San Diego: [An approach to designing and implementing UPK](#)

