Welcome to the Fall 2024 ELO-P Academy!
Building Quality Expanded Learning Programs

Supporting Our Youngest Learners with Quality Expanded Learning Programs

Day 4: Wednesday, September 18, 2024
10:00 AM - 12:00 PM

Mindful Moment

We will begin recording now.

Welcome to the Fall 2024 ELO-P Academy!
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A Recap of our Fall ELO-P Academy Journey

Day 1 - From Policy to Practice: Supporting Quality in Expanded Learning Programs

Malia Villarreal
Senior Specialist, Policy & Outreach
CAN

Leslye Lugo
Specialist, Policy & Outreach
CAN

Iqbal Badwalz
Education Administrator
Expanded Learning Division

Day 2: Inclusive Expanded Learning Environments

Jeff Davis
Executive Director
CAN

Janelle Mercado
Project Coordinator
Supporting Inclusive Practices
El Dorado County Office of Education
SIP

Leah Padilla
Coordinator

Laurie Balsano-Wright
Coordinator
OPEN ACCESS
Learning & Participation for ALL

Day 3: Leveraging Multiple Funding Streams to Build Quality Expanded Learning Programs

Celia Cisneros
Superintendent Secretary & Compliance Director
Le Grand Elementary School District

Nicole Theus
Expanded Learning Coordinator
Child Development Department
ABC Unified School District

Field Spotlights: Promising Practices in Action

Tracey Humphreys
ELP District Coordinator
Keyes Union School District
Keyes TK-8th Grade

Field Spotlights: Promising Practices in Action

Chen Kong-Wick
Program Manager
Oakland Unified School District
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Field Spotlights: Promising Practices in Action

Esmeralda Garcia
Director, Expanded Learning
Calexico Unified School District
SPARKS
Calexico Unified School District

Workshop Recording & Resources Available: bit.ly/4bDrFzt

Scan me

Today's Agenda

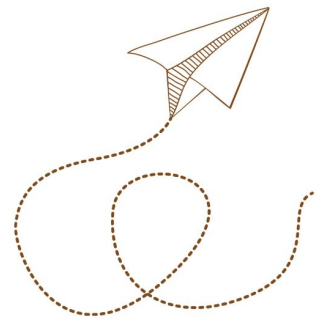10:00 AM: Welcome!

10:15 AM: Workshop Session:

Supporting Our Youngest Learners with

Quality Expanded Learning Programs

11:15 AM: Closing Comments

11:20 AM: Field Spotlights: Promising Practices in Action

11:40 AM: Interactive Breakout Sessions

12:00 PM: Zoom & Workshop Ends

Shared Learning Spaces

We hold our workshops as shared learning & collaborative spaces and often update materials with content & resources lifted throughout the presentation.

We will share resources and contact info via a Google Doc that all participants can access.
(note: for security reasons the full chat cannot be downloaded)

Presentation materials, including the recording will be available shortly (within 24 hours) after the workshop.
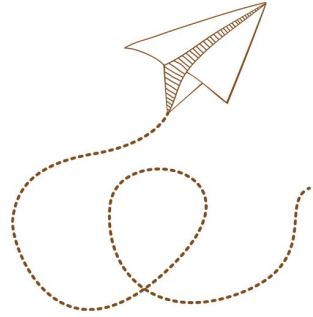
Connect with us!

CAN — California AfterSchool Network

f /CaliforniaAfterSchool

Twitter @ca_afterschool

Instagram @caafterschoolnetwork

in /ca-afterschool-network

YouTube /CaliforniaAfterSchoolNetwork

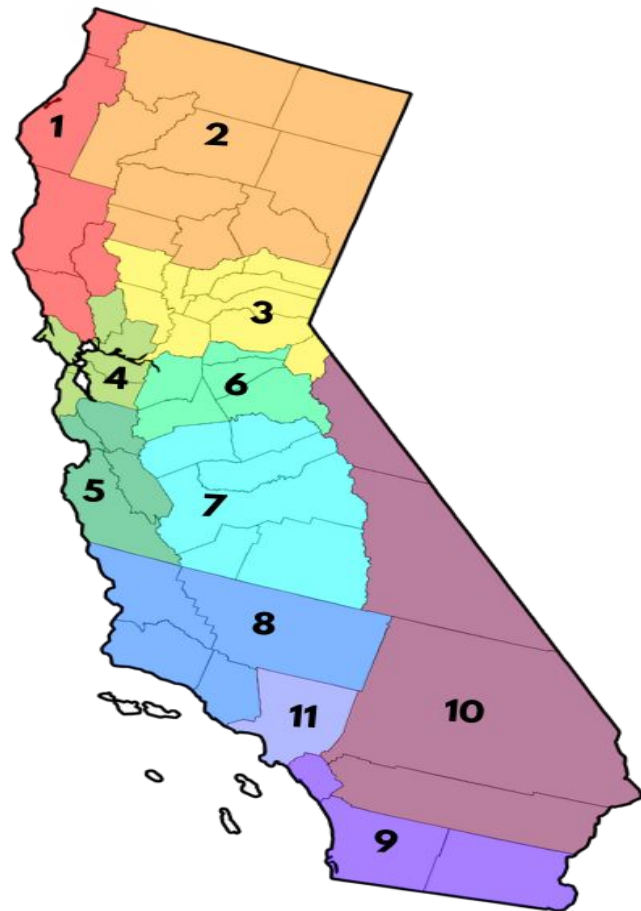Get our latest info in one place!

SCAN ME

We're here to support **YOU**!

Contact the System of Support for Expanded Learning:
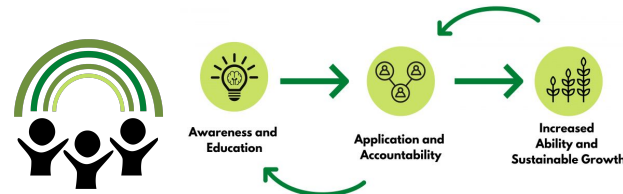
bit.ly/SSELcontact

SCAN ME

CAN's Expanded Learning Pedagogical Methodology

We believe every child, youth, and the adults that live, love, and work with them deserve just and affirming spaces and opportunities that enrich, empower, enlighten, educate, and elevate them.
We know learning happens in every context and young people are assets in supporting their own learning, and co-creating the solutions to the issues and challenges they face.
Expanded Learning/OST spaces can be cultivated by anchoring in some core beliefs and shared mindsets:

- We are rooted in love and love is shown in our actions and our words.
- We are asset-anchored AND driven.
- We are aspirational in our mindsets, words, and actions.
- We are connected by our differences because that is what gives us strength and creates our collective. The appreciation of every culture, language, and lived experience is what we leverage to grow and nurture our collective spaces.
- We make decisions based on elevating the intrinsic gifts, talents, and wisdom of those closest to the problems we work collaboratively to solve.
- We learn by doing and we grow by reflecting on that learning.

Awareness and Education

Application and Accountability

Increased Ability and Sustainable Growth

Day 4: Supporting Our Youngest Learners with Quality Expanded Learning Programs

Shanna Birkholz-Vasquez
Education Administrator

Jennifer Osalbo
Consultant

Nicole Seymour
Consultant

Supporting Our Youngest Learners with Quality Expanded Learning Programs

Early Education Division

Date: September 18, 2024

Time: 10 a.m. to noon

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

- Universal PreKindergarten (UPK) and Expanded Learning Opportunities Program (ELO-P)

- Preschool/Transitional Kindergarten Learning Foundations

- Strategies and Promising Practices to Successfully Support TK Students

- Resources

- Breakout Rooms

- Field Spotlights

Photo Credit: Kidango

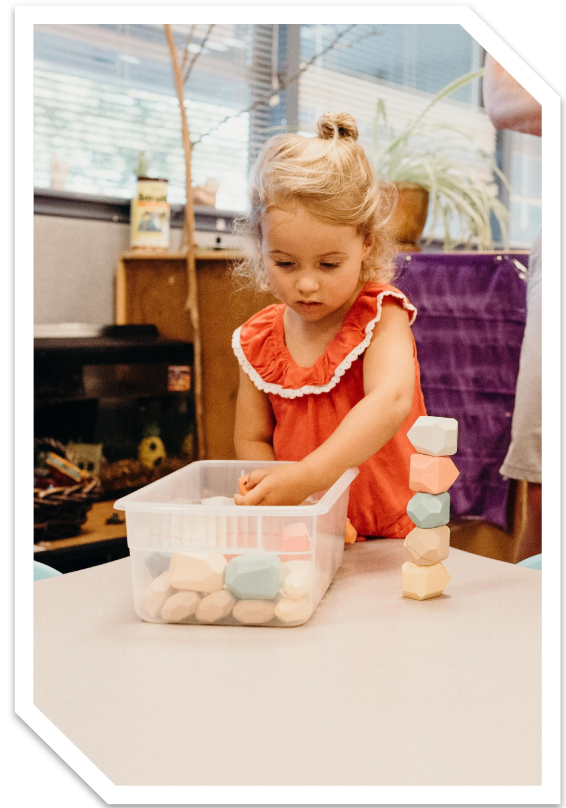# Universal PreKindergarten (UPK) and Expanded Learning Opportunities Program (ELO-P)

Photo Credit: University Preparation Charter School Preschool; Camarillo, CA

A Holistic Approach for California's Schools

Together in California we are transforming our education system to meet the needs of all children and set them up for success in learning and life.
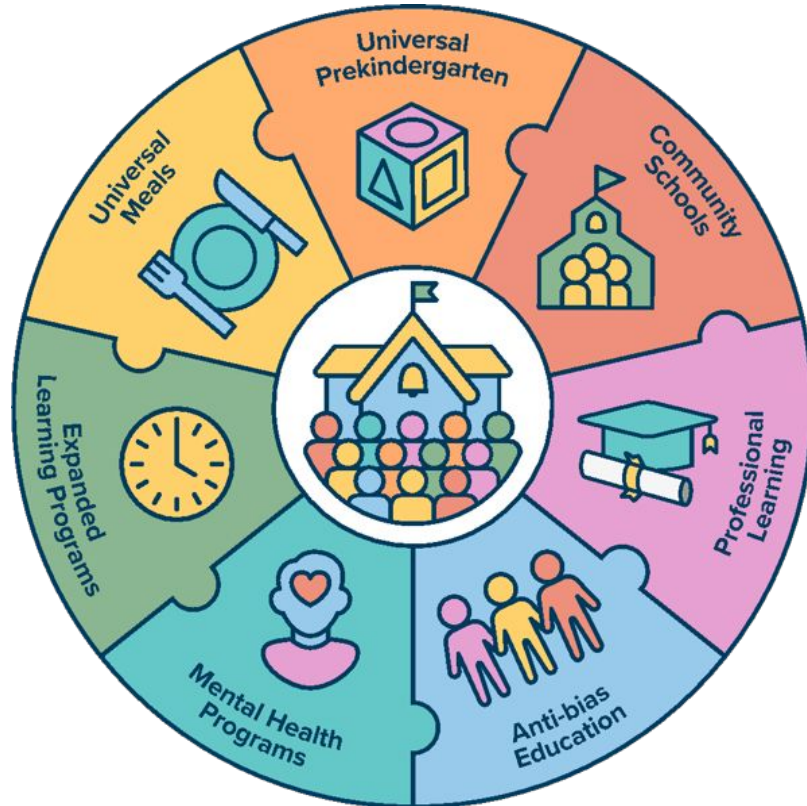
Preschool to Third Grade (P–3) Vision
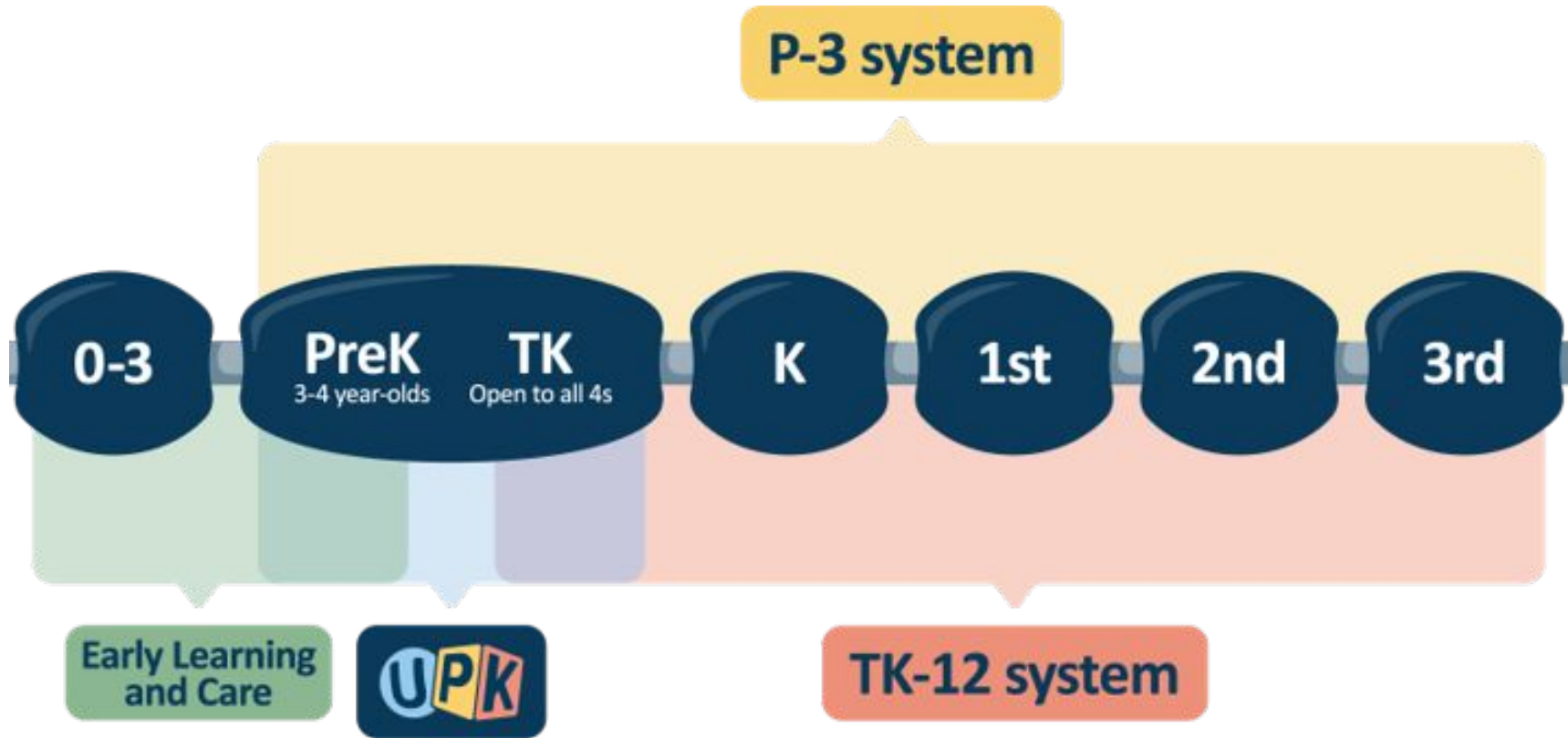
Alignment Between Systems

UPK can serve as a bridge between early childhood and TK-12 systems to increase students' readiness for school and schools' readiness for students so that all children thrive in school and in life.

College and career success

Strong foundational skills in elementary school

Successful transitions to school

Developmental Growth and Thriving

Early Learning and Care System

TK-12 System
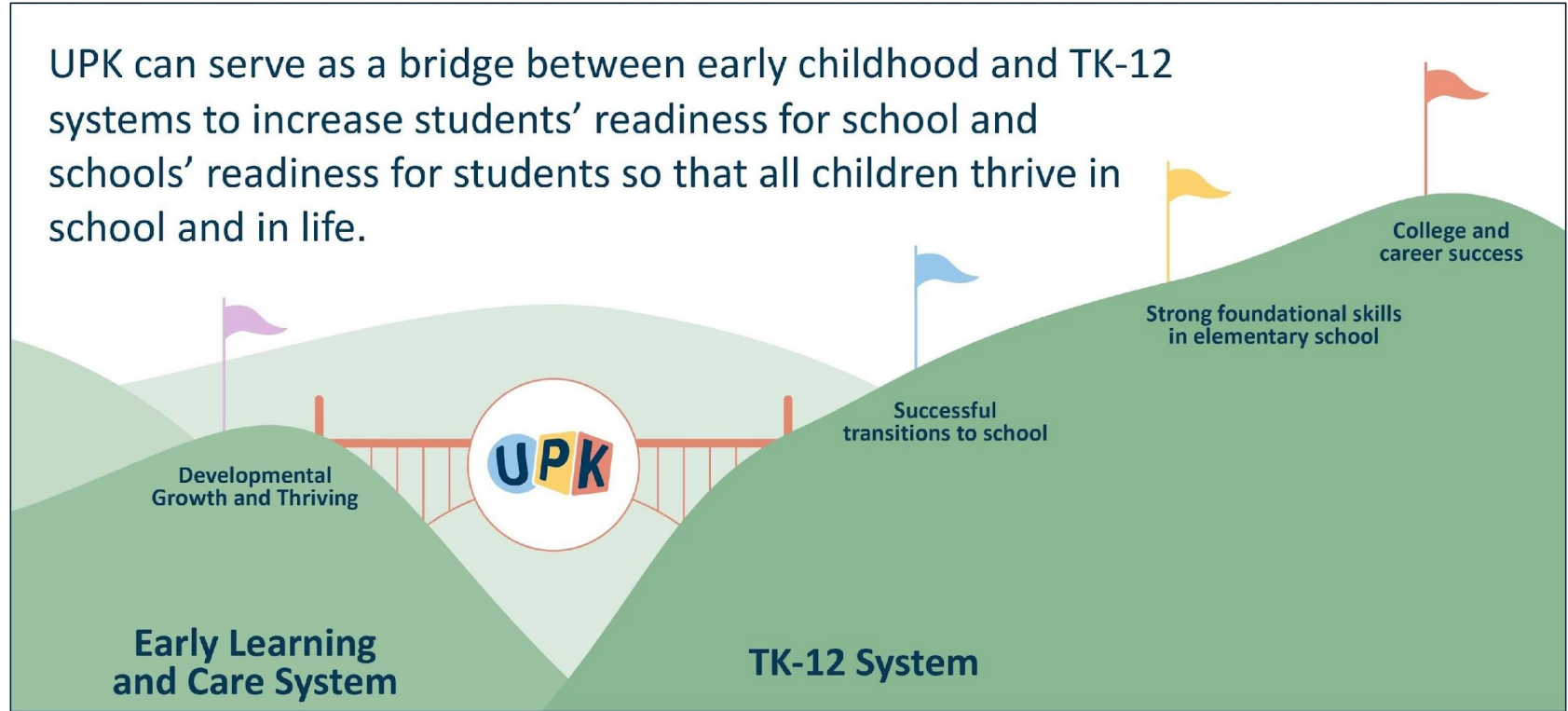
Transitional Kindergarten Enrollment

Birthdays	2024–25	2025–26
Turns 5 between September 2 & June 2*	TK	UTK
Turns 5 between June 3 & September 1*	Early **Enrollment** TK	UTK
Turns 4 by September 1*	*Other*	*UTK*

*inclusive of these dates

Child-Centered Framework

Children's learning is affected not only by the preschool program they attend and their preschool educators, but also by the family, culture, and the communities to which they belong; by the ecosystem of policies, investments, infrastructure, beliefs, and partnerships that surround them; and by the intersection and interconnectedness of these influences.

Families of Preschool Children

Preschool Educators

Communities

Culture

Preschool Children

Preschool Programs within Mixed-delivery System
(In Schools, Community-based settings, and Family Child Care Homes that Offer Preschool as part of a Family Child Care Home Education Network)

UPK Implementation Ecosystem
(Policy, Investments, Infrastructure, and Partnerships)

Workgroup Recommendations

Legislative Intent of Expanded Learning Opportunities Program (ELO-P)

- That all local educational agencies (LEAs) offer to all unduplicated pupils in transitional kindergarten/ kindergarten (TK/K) through grade six in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities.

- California *Education Code (EC)* Section 46120 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=46120&lawCode=EDC

Unduplicated Pupil

- An "unduplicated pupil" means a pupil enrolled in a school district or a charter school who is classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.

- *EC* Section 46120(g)(7) https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=46120&lawCode=EDC

- *EC* Section 42238.02 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=42238.02&lawCode=EDC

Expanded Learning for Transitional Kindergarten and Kindergarten Students

- Expanded learning must be offered for TK students

- Must maintain a TK/K student-to-staff member ratio of no more than 10 to 1
  - Mixed student groups that include any TK/K students must adhere to the 1:10 staff to student ratio requirement
  - The 1:10 staff to student ratio must be used, even if the majority of the students in the group are first grade or higher

Photo Credit: Saint Vincent's Day Home; Oakland, CA

Early Education Workforce

- Educators have an essential role
  - Requires a unique skillset with a foundational understanding of how to support developmental needs
  - Design joyful learning activities that captivate children's natural curiosity

Photo Credit: Patricia Angulo's Family Child Care; Ventura, CA

Preschool/Transitional Kindergarten Learning Foundations (PTKLF)

Photo Credit: Tree of Life International Charter School; Anderson, CA

What are the Preschool/Transitional Kindergarten Learning Foundations?

- Describe knowledge and skills that most children ages three to five and a half develop in a high-quality early education program
- Includes Transitional Kindergarten, the California State Preschool Program, and other state-funded, federally-funded, and private preschool programs in California
- Can be accessed at https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

Alignment of Learning Foundations to Kindergarten Standards

- Increased alignment with Kindergarten standards in the domains of Language & Literacy, Math, and Science
- Provides a developmentally appropriate stepping-stone between preschool, TK, and kindergarten
- Some instances of overlap in the Later Foundation, but it aligns to research on what children can do between ages of 4–5 ½
- Seamlessly builds on children's skills across grade levels

Guiding Principles (1)

1. Children learn best in the context of **supportive, affirming, and nurturing relationships and environments** that make them feel emotionally and physically safe and experience security and a sense of belonging.

2. **Every child is unique and has diverse strengths** rooted in their families' and communities' cultures, languages, practices, and experiences.

Guiding Principles (2)

3. Children's **home languages are an asset** and establish a strong foundation for learning and development across domains.

4. **Family and community partnerships** create meaningful connections and support children's sense of belonging.

5. Children's **learning and development are integrated** across domains.

Guiding Principles (3)

6. Children demonstrate varying **strengths and needs** in their development and learning across domains.

7.Children have different ways of knowing and may **express their knowledge and skills** across domains through **different means and modalities**.

Guiding Principles (4)

8. **Play** is a primary context for learning and creating **joyful learning** spaces.

9. **Intentional teaching** enhances children's development through planned learning experiences designed to support individual children.

Nine Domains of Learning:
Focus on the Whole Child

- Approaches to Learning
- Social and Emotional Development
- Language & Literacy (including Foundational Language Development and English Language Development)
- Mathematics
- Science
- Physical Development
- Health
- History-Social Science
- Visual & Performing Arts
- Links to each domain can be accessed at https://www.cde.ca.gov/sp/cd/re/psfoundations.asp

Photo Credit: Kidango

Approaches to Learning Domain

- Describes 3–5½ year olds' growing abilities to take initiative in learning, show persistence, regulate behavior, focus attention, adjust to changing demands in the environment, and collaborate with others during play and everyday activities

Photo Credit: LaVera Williams Early Learning Center; Fresno, CA

Example Foundation 1.3 Engagement

Early Foundation (3 to 4 ½ years)	Later Foundation (4 - 5 ½ years)
Actively engage by focusing and concentrating on activities for brief periods of time with adult support.	*Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.*
Example: A child spends about 10 minutes of playtime building a tower of blocks alongside peers.	**Example:** A child spends about 15 minutes of free playtime playing with magnetic tiles, paying close attention to the house structure they are building.

- In general, a child may engage in an activity for about **3–12 minutes** in the early Foundation age range and for as long as **8–20 minutes** in the Later Foundation age range. A child's level of engagement will depend on a variety of factors, including individual characteristics, level of interest in an activity, the learning environment, and the support they receive from adults.

UPK Universal PreKindergarten | California's Great Start

Using the Learning Foundations

The PTKLFs can be used by early childhood leaders and educators to:

- Set learning goals for children
- Plan learning environments and teaching strategies
- Select and implement curricula
- Design and use assessments
- Design professional development
- Enhance preschool to third grade alignment
- Inform program continuous quality improvement

Strategies and Promising Practices to Successfully Support TK Students

Photo Credit: Saint Vincent's Day Home, Oakland, CA

Developmentally Appropriate Facilities and Materials

- Close proximity to restrooms and drop-off and pick-up locations

- Furniture, materials, sinks, drinking fountains, and other fixtures should be at appropriate heights for young children

- Layout should allow for supervision of all areas

- Developmentally informed materials

- Safe outdoors space

Photo Credit: Tree of Life International Charter School, TK

Anderson, CA

Developmentally Appropriate Curriculum

- The CDE does not endorse any one curriculum

- Aligned with Preschool/Transitional Kindergarten Learning Foundations (PTKLF)
    - Whole-Child Approach (i.e. Reggio Emilia, Montessori, Waldorf)

- Implement developmentally-appropriate, research-based early childhood curricula- some options include:
    - Comprehensive (i.e. Frog Street, Creative Curriculum for TK)
    - Literacy (i.e. Heggerty PreK, Handwriting without Tears PreK)
    - Math (i.e. Bridges in Mathematics PreK, Building Blocks PreK)
    - Social-Emotional (i.e. Kimochis, Second Step)

Strategies to Further Children's Development

- Develop Pre Writing Skills
  - Guided drawing, Writing letters and/or words, Labeling

- Pre Reading Activities
  - Book read alouds, Retelling familiar stories, Phonemic Awareness, Letter recognition

- Critical Thinking and Project-based learning
  - Opportunities for experimenting and building, like through STEAM activities

- Cooperative Learning Through Play

Photo Credit: Kidango Decoto Center; Union City, CA

Preschool Through Grade Three Play-based Learning Strategies

CHILD DIRECTED		EDUCATOR GUIDED		EDUCATOR DIRECTED
Free Play	**Inquiry**	**Collaborative Play**	**Playful Learning**	**Learning Games**
Educator observes, reflects, and ensures the availability of time, space, and materials that are responsive to children's interests.	Educator extends child-initiated ideas, interests, and explorations by asking questions and providing opportunities for investigation.	Educator uses opportunities to play with children to incorporate targeted skill development into their play (e.g. supporting math skills by introducing pretend money into children's grocery store play).	Educator designs targeted learning activities that are play-based (e.g. putting on a puppet show or conducting a scavenger hunt).	Educator engages children in prescribed activities with rules designed to facilitate specific skill development, usually in literacy and math (e.g. matching games, dice games, or word games).

UPK Universal PreKindergarten | California's Great Start

How to Structure the Day

Learning Stems from Play: Considerations for Implementing UPK Instructional Time

Learning thrives in an environment that celebrates and affirms cultural and linguistic diversity, actively combats racism and pursues equity, embraces inclusion and promotes belonging for each and every child.

Music, Movement, Mindfulness

Including integration with routines to foster independence and self-regulation

Read-Aloud

Opportunity for book discussion or story-telling/acting and thematic connections to centers and content areas

Community Building & Teacher Modeling

Opportunity for teacher to introduce or model a new content area or unit of study (e.g., science), and children to engage in social conversation and sharing of their ideas and experiences

Small-Group Math & Literacy Instruction

Including scaffolding and individualized support and assessment

Learning Centers

Children choose and explore a range of open-ended, child-led and teacher-guided playful learning centers in different content areas covered in the Preschool Learning Foundations...

Playful Learning

...Available centers may focus on art, dramatic play, blocks/engineering, nature/science, math, literacy, sand/water or sensory tables, puzzles/games, and can be connected to the curriculum unit of study or read-aloud book

Strengthening home language skills   Building social-emotional skills

Toileting Support

Developmentally Appropriate Toileting Practices Toolkit

Using the Toilet

1 "I have to go potty." 2 Pull pants down. 3 Use the toilet.
4 Wipe yourself. 5 Pull pants up. 6 Flush the toilet.
7 Wash your hands. 8 Dry your hands. 9 You used the toilet!

Best Practices for Supporting Toileting Independence

Developing and Implementing Developmentally Appropriate Toileting Policies and Practices

Downloadable Resources Including THIS Toileting Visual Chart!

- Developmentally Appropriate Toileting Practices Toolkit
- Supporting Developmentally Appropriate Toileting Practices: A Critical Strategy to Strengthen P-3 Alignment Webinar (January 2024)
- All Resources Available at California Educators Together
  - https://www.caeducatorstogether.org/groups/e0cfjrjf/upk-p-3/pages/p-3-webinars

Napping

- Provide ample opportunity for both active and **quiet activities** with an integrated, experiential, and developmentally appropriate educational program

- Sample Quiet Activities:
  - Resting or Napping
  - Drawing
  - Reading Stories
  - Mindfulness Practices (i.e. Breathing Exercises, Gentle Movement, Stretching, or Yoga)
  - Social-Emotional Development (i.e. Community Circles, Show-and-Tell)

Positive Reinforcement and Behavior Management Strategies

- Use visual supports, provide examples, and model expectations

- Say positive, descriptive acknowledgments (PDAs) and connect it to a character trait or classroom expectation

- Ask open-ended questions

- Provide acceptable choices and try first/if-then statements

- Teach communication skills and independence

- Have consistency and follow through

- Access more information at https://cainclusion.org/teachingpyramid/

Serving Multilingual Learners

- Fifty-nine percent of California children from birth to five, speak a language other than English in the home.

- Develop a systematic approach for providers to identify and support dual language learners (DLLs) in early education.

  - Recommendation from the *Master Plan for Early Learning and Care: California for All Kids*

  - Aim of Assembly Bill 1363

- The DLL Support Web Page

  - https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp

Photo Credit: Gates Early Education Center; Los Angeles, CA

Resources

Photo Credit: Kidango

Ongoing Preschool Through Third Grade Focused Webinars

- Playful Learning Across the P–3 Continuum

- Best Practices for Supporting Educators to Address Children's Behaviors that Challenge Adults

- Centering and Cultivating the Black Workforce to Strengthen P–3 Alignment

- Supporting Developmentally Appropriate Toileting Practices: A Critical Strategy to Strengthen P–3 Alignment

- Fostering Equity-Grounded Emotional Relationships that Reduce the Use of Exclusionary Discipline in P–3

California Educators Together (CET)

Go to the California Educators Together website to create
a free account and access UPK materials:
https://www.caeducatorstogether.org/

Expanded Learning Resources in California Educators Together (CET)

Resources include but are not limited to:

- Long Beach Unified School District TK – Developmentally Appropriate Spaces video and PowerPoint presentation

- ELO-P Best Practices for Younger Students (TK/K)

- Expanded Learning for TK/K Students – Staff Capacity Building

- Developmentally Appropriate Toileting Practices Toolkit

- https://www.caeducatorstogether.org/
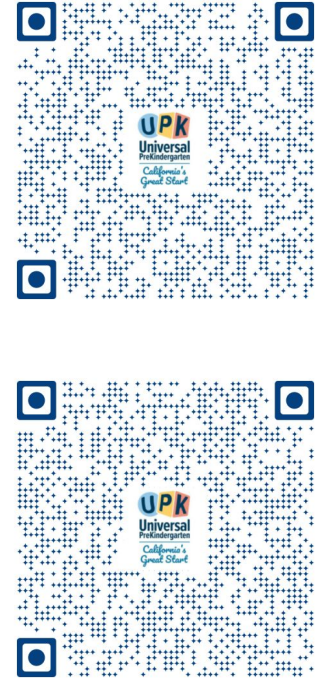
Thank you!

Photo Credit: Kidango Decoto Center;
Union City, CA

Our Goal:

Center joy for all of our early learners in our Expanded Learning programs

We see this as a non-negotiable as we:
- Provide opportunities to expand the learning day from 3 hours up to 9 hours
- Use a multi-departmental approach
  - CDC, ELO-P, B3

PRACTICE ONE
REFRESHED LEARNING ENVIRONMENTS

- Designed Specifically for our early learners
  - Furniture
  - Indoor/outdoor materials
  - Art supplies

PRACTICE TWO
EMPHASIS ON LITERACY

- Culturally relevant, age appropriate
  - We want students to see themselves in books
- Focus on read-alouds
  - With connecting, enriching activities

PRACTICE THREE

TARGETED PROFESSIONAL DEVELOPMENT

Our providers receive ongoing training:
- Outdoor learning environments
- Read alouds
- District best practices

"The first five years have so much to do with how the next 80 turn out"

—Bill Gates Sr., Co-Chair of the Bill and Melinda Gates Foundation

Thank You

We're here to support YOU!

Contact the System of Support for Expanded Learning:

bit.ly/SSELcontact
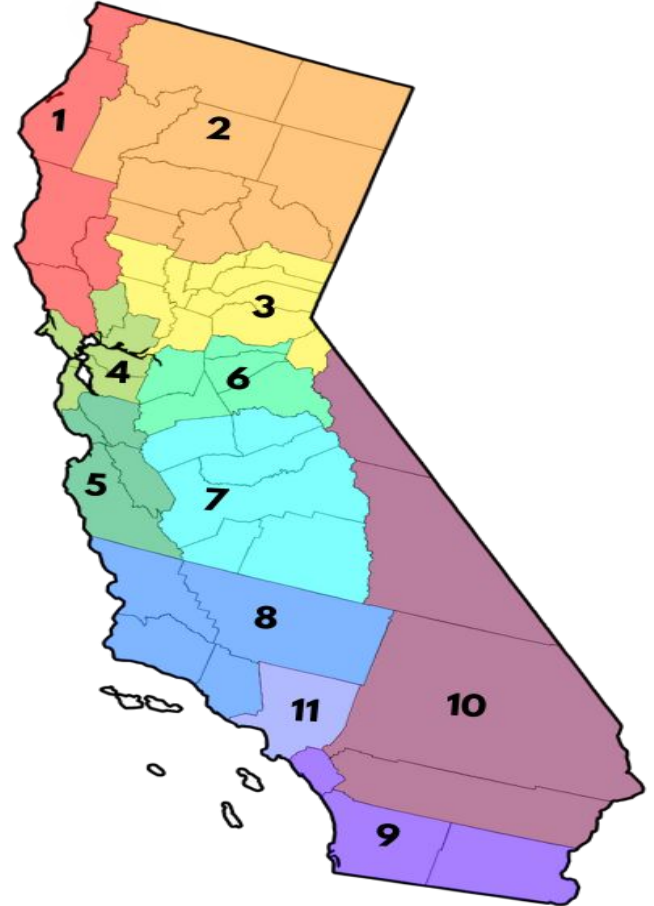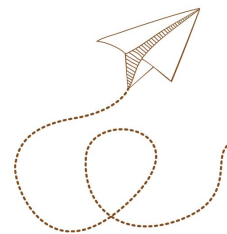
SCAN ME

Breakouts - Choose Your Own Adventure!

- Room 1: Approaches to Learning Domain (slide 33)

- Room 2: Social Emotional Development Domain (slide 33)

- Room 3: Physical Development Domain (slide 33)

- Room 4: Visual and Performing Arts Domain (slide 33)

- Room 5: Inquiry Play (slide 41)

- Room 6: Collaborative Play (slide 41)

- Room 7: Playful Learning (slide 41)

- Room 8: Learning Games (slide 41)

- Room 9: Learning Stems from Play (slide 42)

- Room 10: Positive Reinforcement and Behavior Management Strategies (slide 32)

- Room 11: Q&A with Long Beach Unified School District (Sarah & Dr. Jennifer)
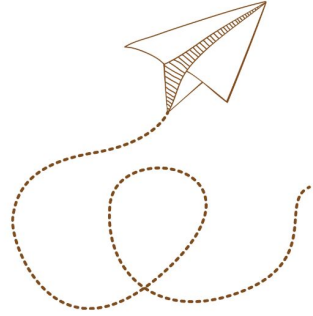
Ways to Join the Breakout Rooms

1

1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms.** This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.
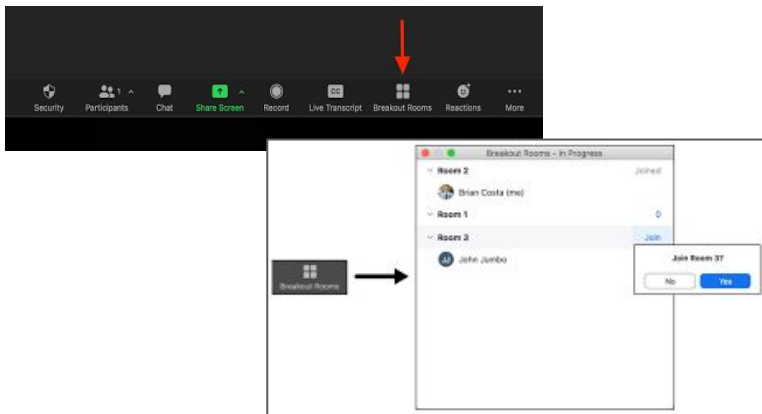
2

1. Rename yourself with the room you want to go to, and we will assign you to the breakout room. *(i.e. R3 - Heather)*
2. In the **"Participants"** list on the right side of the Zoom window, hover over your name and click on the **"Rename"** button
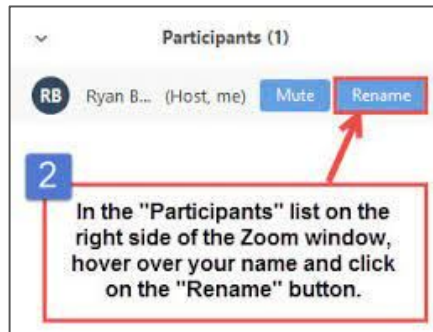
3

If you can't do either steps 1 or 2, we will help you get to a breakout room.