



Universal Prekindergarten (UPK),
Universal Transitional Kindergarten (UTK),
and the Expanded Learning Opportunities
Program (ELO-P)



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Introductions

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Office of Education**



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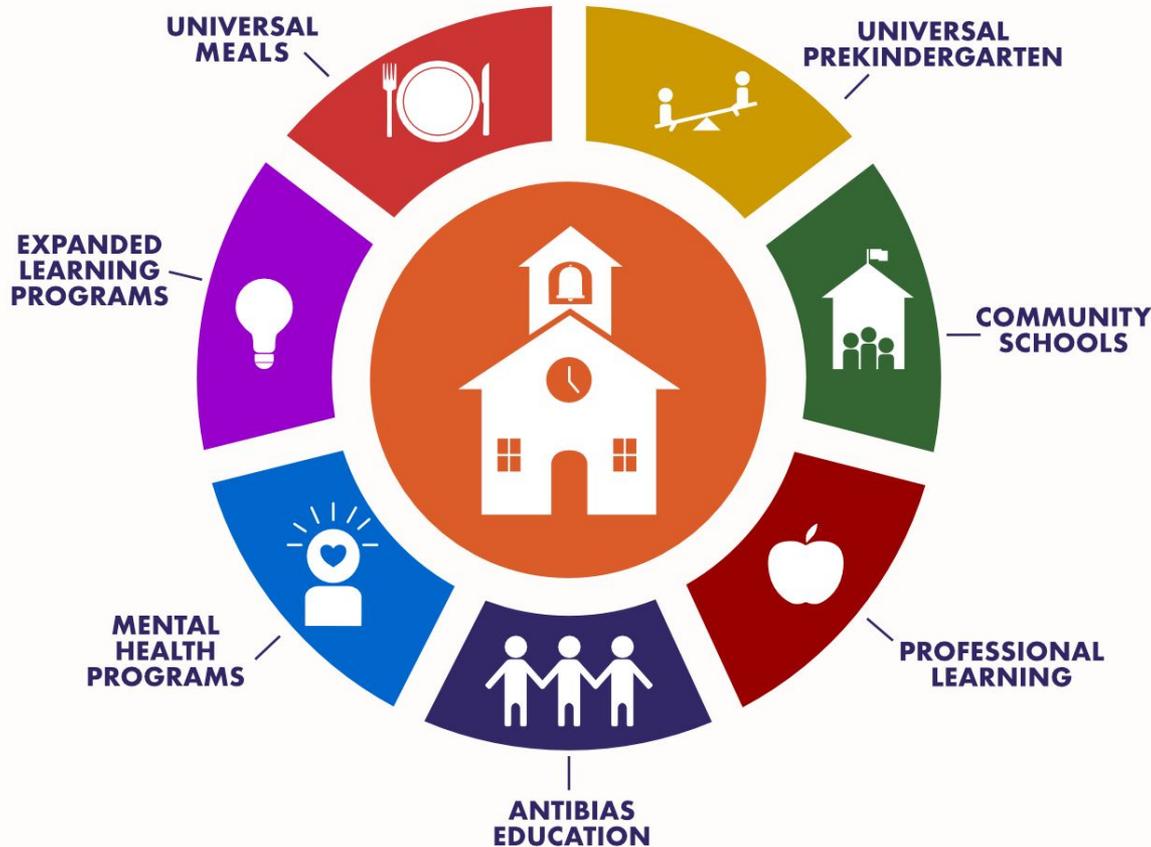
Agenda

1. Introduction
2. SDCOE Learning Journey
3. LACOE Learning Journey
4. Panel Discussion





TRANSFORMING CALIFORNIA SCHOOLS



Transforming Schools: Superintendent's Initiatives

What is UPK and how is it related to Universal Transitional Kindergarten?

- UPK is an umbrella term that includes the California State Preschool Program (CSPP), TK at the California Department of Education, as well as Head Start, district and local community-based preschool programs, early learning services for students with disabilities, private pay preschool, and expanded learning options to support access to a full day of services.
- While participation in UPK and choice of which program is optional, TK is the only option within the broader UPK frame that will be universally available, and free of cost, for all four-year old children as part of California's public education system.

SDCOE Journey

Development

Development of resources and targeted support

Coherence

Ongoing collaboration with COE partners (UPK/UTK/P-3, LCAP, Small District Support, Differentiated Assistance)

Learning

Team unpacked the UPK Planning Template to identify overlap

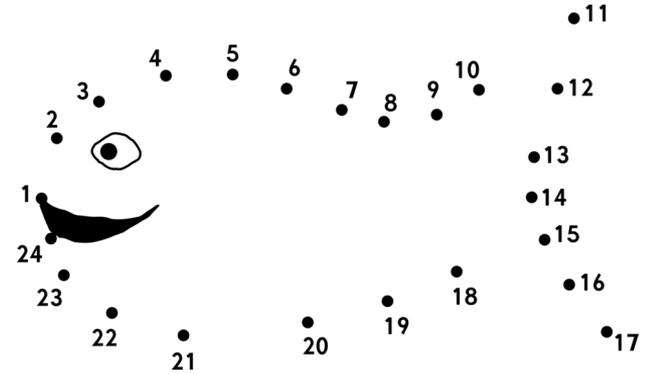
Connection

Connection with COE P-3 Team



SDCOE Journey - Connection

- Exploration of partnerships
 - What support systems are in place within your LEA?
 - UPK - Universal Prekindergarten
 - UTK - Universal Transitional Kindergarten
 - TK/K - Transitional Kindergarten/Kindergarten
 - P-3 - Preschool through 3rd Grade Alignment
 - Early Education
 - CSPP - California State Preschool Program
- Where are these teams at in their department journeys towards providing UTK, UPK, P-3 support?



SDCOE Journey - Learning - Digging into UPK with an ExL Lens

- Unpacking UPK Template and identifying all references to expanded learning
- [Graphic Organizer](#)

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

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 prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

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. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

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).

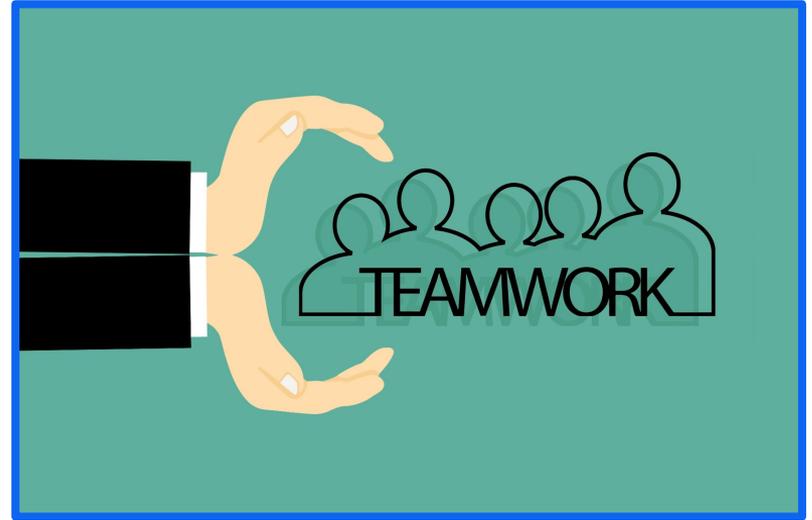
Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

SDCOE Journey - Coherence

- Partnership across organization to share consistent updates
 - Strategic planning for P-3 efforts, LCAP newsletters/ communications and more
- Intentional integration of P-3 work into ExL support
 - P-3 partners share at ExL opportunities
 - Targeted PD in development for staff supporting TK/K students



SDCOE Journey - Development

- Ongoing presentations at P-3, accountability, C&I COE meetings
- Resource development: [LCAP/ELO-P/UPK Crosswalk](#)
- [Targeted support to ExL programs](#)



LACOE Expanded Learning Journey

Calibration

LEA with COE Units (Expanded Learning and ECE); Program Plans (ELO-P and UPK); Regional and Statewide Work Groups

Coherence

Collaboration with ELO-P and UPK leaders and work groups at the local, county and state levels to move ELO-P and UPK implementation forward

Learning

Dissecting & Intersecting ELO-P Program and UPK Program Plans with Stakeholders at the LEA level.

Connection & Creation

Collaboration with UPK and Expanded Learning colleagues to deepen relationships and inform the work



LACOE Journey - Calibration and Coherence

- **Local**

- Leverage Experience as a Preschool and an Expanded Learning Director
- Dissecting and Mapping the UPK and ELO-P Program Plans
- Identifying District Office Administration to embark on the journey
- Local ECE Community of Practice

- **County**

- The COE as a source of Systems Thinking for ELO-P (and thus UPK) Implementation
- Using COE Expanded Learning TA and ECE TA to help facilitate implementation
- Active participation Expanded Learning & ECE Professional Development
- Develop a R11 Expanded Learning ECE Work Group

- **State**

- Utilize and Refer to CDE ELO-P and UPK Resources
- Participation in Statewide Work Groups:
 - ELO-P and Early Education Subcommittee (Expanded Learning)
 - Aligning Funding Subcommittee (Expanded Learning)
 - Constellation Work Group (UPK)

LACOE Journey: ELO-P and UPK Systems Thinking

ELO-P



TK and K



UPK

Transforming Schools: Statewide Initiatives

Expanded Learning	Universal Pre-Kindergarten
Universal Meals	Professional Learning
Mental Health Support	Community Schools
Anti Bias Education	

LACOE Journey: Learning and Connection

Learn-Listen-Prepare for ELO-P and Serving TK/K

- Learn: Team Dialogues, SSEL Learning Opportunities, Work Groups
- Listen: Grantee Conversations, Work Group Dialogues, Cross Division Units
- Prepare: Review the ELO-P & UPK Program Plans, Resources, & Tools



LACOE Expanded Learning Next Steps

Development & Alignment

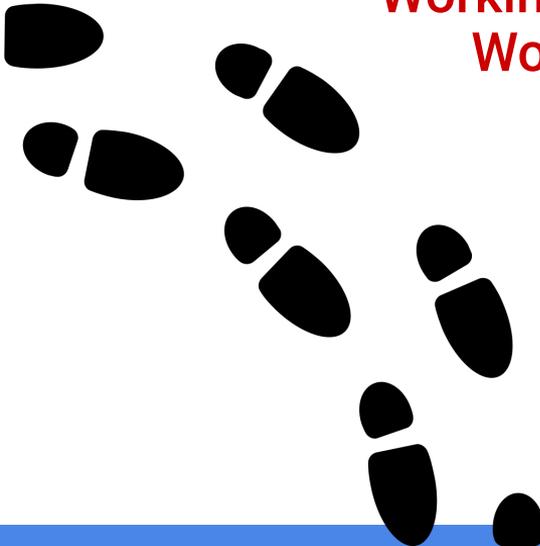
Resources and Targeted Support

Working with the Work Groups

- R11 Expanded Learning ECE Work Group
- LACOE Head Start/Early Learning Work Group
- ELO-P and Early Education Work Group (CDE EXP)
- UPK Constellation Work Group (CDE)

Boosting Engagement

Through Expanded Learning Technical Assistance with LEAs and Grantees serving TK/K.

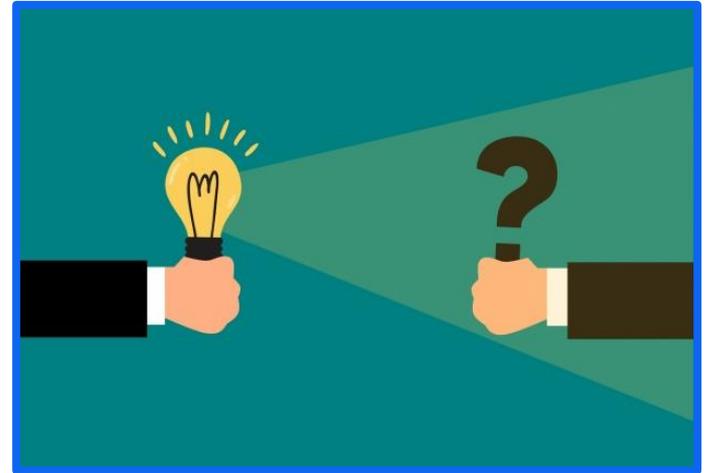


FAQs for the Panel

CDE FAQs

If you could give one piece of advice to the expanded learning field related to UPK/UTK/K, what would it be?

What other questions do you have?



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