SUMMER GAME PLAN SERIES:

Increasing Full Year Learning Opportunities for Younger Learners

April 19, 2022
WELCOME

Jessica Gunderson
Partnership for Children and Youth
Tech Participation Guidelines

Think of the Chat Box as a place to:

- Share “aha” moments
- Encourage other participants
- Ask a question you don’t need to ask out loud

Raise Your Hand

Use the Reactions icon to let us know if you have a question you’d like to ask out loud. You’ll likely need to wait until a transition.

Use the Chat Box

Think of the Chat Box as a place to:

- Share “aha” moments
- Encourage other participants
- Ask a question you don’t need to ask out loud
SUMMER GAME PLAN

Planning Workshops for K-12 Leaders & Community Partners

Upcoming Sessions:
● May 19: Strategies for Family Engagement & Serving Multilingual Learners
● May 26: Program Evaluation and Continuous Improvement

partnerforchildren.org/summergameplan
WELCOME

Tara Ryan
Center for District Innovation and Leadership in Early Education
Center for District Innovation and Leadership in Early Education

Who We Are & What We Do

DIAL EE supports school districts to align early education and K-12 systems to ultimately realize the best outcomes for all children, from early childhood through high school graduation. DIAL EE is currently partnered with a diverse set of California school districts to explore effective practices and policy in governance and leadership, budgeting, workforce development and continuous improvement for Preschool to 3rd grade. Embedded in this work is a focus on equity – for children, families, and the workforce.

Learn more about DIAL EE at https://dialee.org/
AGENDA

- Welcome & introductions
- Framing: the opportunity
- Panel discussion
- Small group discussions
- Closing
What is your role in supporting young learners this summer?

- Community Partner/Service Provider: 8%
- Municipal agency partner: 8%
- LEA Early Education leadership: 8%
- LEA Expanded Learning leadership: 25%
- LEA Expanded Learning Programming: 8%
- Other: 50%
Framing: the Opportunity
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.
ALIGNED GOALS AND VALUES THAT ENCOURAGE BLENDING PROGRAMS

- Support working families outside of the traditional school day/calendar
- Prioritize the most underserved communities and families
- Are strengthened by a diverse and community-connected workforce
- Are rooted in child and youth development research and practice
- Have clearly defined quality standards that are necessary to have meaningful student impact
- Operate in a range of school-community partnership models and learning environments
With these recent policy shifts, schools and providers are highly incentivized to blend, braid, and layer UPK and expanded learning programs to create full-day, full-year programs. Implementation requires navigating an array of programmatic rules.
Notes Regarding Full-Day UPK

UPK Plans: LEAs are required to submit to governing board requiring LEAs to plan for "full-day" learning programs that "meet the needs of parents"

• If LEAs have the Expanded Learning Opportunities Program funds, full-day means at least 9 hours.

• This can be accomplished through partnerships with CSPP, Head Start, expanded learning programs, and other early learning and care programs.

• It is allowable for LEAs to operate kindergarten programs that have a different length of day than their TK programs (EC 37202)
### Funding Sources for Expanded Learning

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<tr>
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<th>ASES</th>
<th>ELO-P</th>
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<tbody>
<tr>
<td><strong>Eligibility</strong></td>
<td>Every student attending the school operating a program is eligible, subject to program capacity. Priority access for Homeless, Foster Youth, Students eligible for Free-Reduced Price Meals</td>
<td>For fiscal year 2021–22, statute requires LEAs to offer the ELO Program to all transitional kindergarten (TK)/K-6 unduplicated pupils and to provide program access to at least 50% of enrolled TK/K–6 unduplicated pupils.</td>
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<td><strong>Group size</strong></td>
<td>No maximum size</td>
<td>No maximum size</td>
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<tr>
<td><strong>Ratio</strong></td>
<td>20:1 for all grades</td>
<td>20:1; TK/Kindergarten 10:1</td>
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<tr>
<td><strong>Teacher Requirements</strong></td>
<td>Meet minimum qualifications for an instructional aide, pursuant to the policies of the school district</td>
<td>Meet minimum qualifications for an instructional aide, pursuant to the policies of the school district</td>
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<td><strong>Contract hours</strong></td>
<td>Base: 15 hours per week, and at least until 6 p.m. on every regular schoolday. (Supplemental varies)</td>
<td>On schooldays, 9 hours of core instructional day and expanded learning opportunities; at least 30 non-school days, no less than nine hours of in-person expanded learning opportunities per day</td>
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<tr>
<td><strong>Other requirements</strong></td>
<td>Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. Collaborative planning process.</td>
<td>Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. Collaborative planning encouraged.</td>
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## Funding Sources that can be braided with Expanded Learning*

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<th>CSPP</th>
<th>CCTR</th>
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<td><strong>Eligibility</strong></td>
<td>-Part-day: Income-based (&lt;85% SMI) &amp; children at risk</td>
<td>Income-based (&lt;85% SMI) &amp; children at risk; AND need-based: working/seeking, in educational program, child is at risk</td>
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<td>-Full-day: additional need eligibility</td>
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<td>-2022-23 CA budget proposal calls for categorical eligibility for any child with an IEP</td>
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<td><strong>Teacher:Child Ratio</strong></td>
<td>24 max</td>
<td>28 max</td>
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<td><strong>Adult:Child Ratio</strong></td>
<td>1:8</td>
<td>Preschool: 1:8; K-13 years: 1:14</td>
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<td><strong>Teacher Requirements</strong></td>
<td>Child Dev. Teacher Permit (or alternative)</td>
<td>Child Dev. Teacher Permit (or alt.)</td>
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<tr>
<td><strong>Contract hours</strong></td>
<td>NA for part-day</td>
<td>Based on family need (e.g., work hours)</td>
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<td></td>
<td>For full-day: Also based on family need</td>
<td></td>
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<td><strong>Other requirements</strong></td>
<td>DRDP child assessment (after 60 days); annual program self-assessment; 3-yr program monitoring</td>
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*Information provided based on current information available re: CSPP and CCTR requirements*
Resources

➔ Early Learning and Expanded Learning Glossary (draft)
➔ Additional visual of the EXL and early learning system representation developed by CCRC
➔ Find more information and resources on ELO-P from our partners at the California Afterschool Network
➔ Resources on braiding and alignment of goals and values: Santa Clara Office of Education UPK expansion resources and webinars
➔ YMCA of San Diego: An approach to designing and implementing UPK
Resources

- 2021 Summer Game Plan workshop recording
- Reading Readiness and Phonics Lessons
- Family Education Learning Accelerator
- The Big Lift: Inspiring Summers Report
- Getting Children & Families Ready for School
- Summer Pre-K Planning Guide
- Summer Pre-K Teaching Guide Sample
PANELISTS: DIAL EE FELLOWS

Sandra Lee, Melvetta Owens and Eileen Chen
*Moderated by: Tara Ryan*

Center for District Innovation and Leadership in Early Education

Center for District Innovation And Leadership in Early Education

Partnership for Children & Youth
Presenter Bio

**Sandra Lee** Program Coordinator, Weaver Union School District & DIAL EE Fellow

Sandra Lee is the Preschool Coordinator for Weaver Union School District (WUSD) in Merced, CA, where she works hard to empower educators and families through training and coaching. Sandra has been in early education for over 15 years—five of those years where she worked in a CSPP setting, and the other ten years she worked as an early education coach. Having interned at both the California State Capitol and the United States Capitol as a college student, Sandra also brings a public policy perspective in her day-to-day work in early education.

She is proud to be part of the Merced community where she was born and raised by her immigrant parents, who are refugees from Laos. Her earliest life lessons include gardening with her Puj (grandmother in Hmong) and selling those vegetables at her local flea market. To truly understand how to best foster a child’s learning, we have to build relationships with a child’s home environment and the school environment. As an English language learner, Ms. Lee sees how challenging it can be for families to communicate when they do not feel a sense of comfort with the educational system. As a product of the public school system in Merced from preschool to college, she believes reform starts with people. Her goals are to create systems change that increases cultural awareness in early education and bridges the gap from home to school for families and educators.

Some of Sandra’s certifications include being an ERS anchor in FCCERS, ECERS, and ITERS, CLASS observer in Infant, Toddler, and Pre-k tools, MMCI (Making the Most of Child Interactions), My Teaching Partner (MTP), CLASS-Based coaching, ASQ Trainer, and a Teaching Pyramid Trainer.
Melvetta Owens
Coordinator, Early Childhood Education, Lemon Grove School District & DIAL EE Fellow

Melvetta Owens comes from a long line of educators, including her great-grandmother and great-great-grandmother who were both teachers and principals in little schoolhouses in Mississippi. It’s natural that Melvetta’s heart and passion have been in working to ensure all students regardless of race, gender, ethnicity, or language has the opportunity to succeed in school and in life. She believes this starts in preschool.

Melvetta taught a diverse population of students in grades K, 1st, 4th, 5th, and middle school in the Lansing School District (Lansing, MI) and the Lemon Grove School District (Lemon Grove, CA). As a classroom teacher for fifteen years, she proactively monitored students learning, developed curriculums with staff, and implemented plans for improving student success. Outside of teaching, she took on a variety of leadership roles; interim principal, principal designee, beginning teacher support provider, and master teacher.

In 2011, Melvetta transitioned into the position of Program Manager for AVID (Advancement Via Individual Determination). She traveled the country coaching over 50 school districts and preparing elementary students for college and career readiness. In this role, she also designed, developed and delivered curriculum, professional learning that focused on effective teaching practices, supporting leadership, and raising achievement for all students while closing the achievement gap.

Currently, Melvetta is the Coordinator of Early Childhood Education for the Lemon Grove School District. As the coordinator, she is responsible for overseeing the district’s California State Preschool Program (CSPP), Special Day Class Preschool Program (SDC), and supporting community preschool families. As an advocate for quality early learning and care, Melvetta is committed to providing high-quality preschool education for the youngest learners.

Melvetta earned her M.A in Educational Leadership from San Diego State University and her B.A in Communication and Political Science from Michigan State University.
Eileen Chen is the Executive Director of Educational Services at Pittsburg Unified School District in Contra Costa County, where she went to school. Eileen has 20 years of experience as an educator. She started her career as a High School math teacher and then served as an elementary school principal for four years at Los Medanos Elementary School. After that, she went to work in the PUSD’s central office, where she began to oversee the elementary grades. In her current role, Eileen is responsible for grades PreK to 5th grade. Her work focuses on fostering collaboration, cohesion, and alignment between all grades. Eileen holds a BS in Mathematics from California Polytechnic State University, and earned her Administrative Credential and Masters in Educational Leadership from California State University, East Bay.
Presenter Bio

Tara Ryan Deputy Director, Center for District Innovation and Leadership in Early Education

Tara Ryan is DIAL EE’s Deputy Director. Tara has been working in the field of education for over 20 years, including teaching, coaching, administration, and leadership roles. In previous roles, Tara served as the Director of the San Francisco Unified School District Early Education Department, Director of the San Diego County Office of Education Early Education Department, and Senior Director of the I3 Institute. She holds a master’s degree in Education with emphasis in social justice and equity issues, as well as a multiple subject teaching credential and administrative services credential. Tara’s work has focused on P-3 alignment, systems development, professional development and leadership development within education systems.
BREAKOUT ROOM OPTIONS

1. Leadership Collaboration: Early Education & Expanded Learning
2. Developmentally Appropriate Programs
3. Funding & Resource Alignment
BREAKOUT ROOM 2: Developmentally Appropriate Programs

Sandra’s Resources:
★ CA Foundations and Frameworks
★ ERSI (Environments)
★ CLASS - Adult-Teacher Interactions
★ Ages and Stages
★ QCC
In the chat:
Share something you are taking away from the session
Thank You!

DIAL EE
Heising-Simons Foundation
California Collaborative for Educational Excellence
SUMMER LEARNING RESOURCES

- Past Workshop Recordings and Resources:
  - Innovative Staff Recruitment Strategies
  - Program Planning and Partnerships
  - Foundations for Summer Planning
  - And more!
- NEW! Summer TA Hub: Schedule a free 15-minute coaching session with a summer expert
- Research, Case Studies, and Planning Guides

Partnerforchildren.org/summer
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