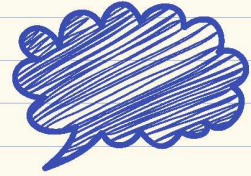
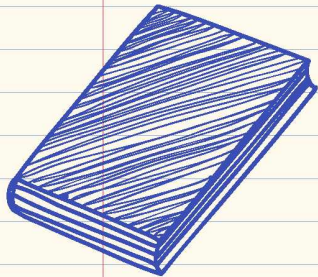
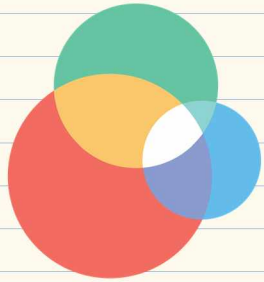


UPK PARTNERSHIP GUIDEBOOK

Child Family Workforce Community



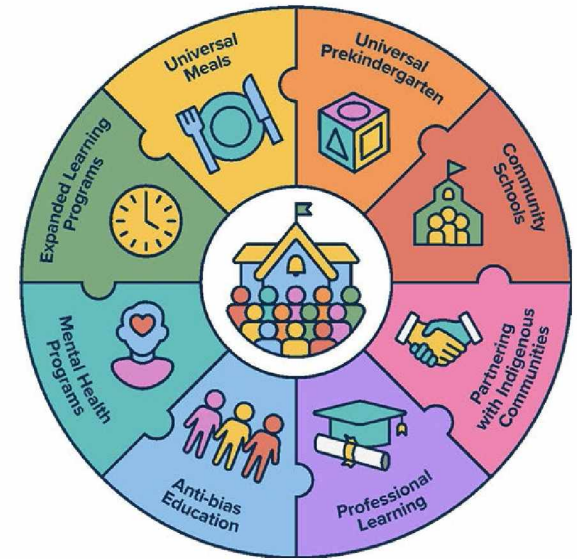


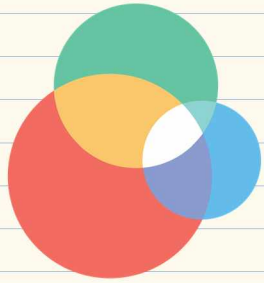
UPK Vision

The charge of UPK was to look at a transformation of the education system through a holistic approach to support the needs of the child.

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.





UPK Vision

The delivery of UPK has been encouraged to be community-first, with support for the diverse needs of all our communities.

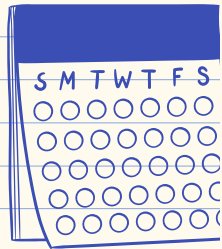
California will bring a community-first approach to UPK implementation:

- California is a diverse state, and implementation will look different across California's many regions
- TK-12 districts and early childhood leaders know their communities best and are well-suited to make decisions based on their communities' needs
- Partnerships with tribal communities and education centers are essential to creating a comprehensive UPK system
- Localized systems are better able to respond to the needs of their community members and students





TK is Only One Component of UPK



TK Alone Does Not Deliver on the Promise of UPK



How You Deliver Full-Day, Mental Health and Culturally Appropriate Services, all in Support of Parental Choice is Up to You as a Community!

CSPP

Your child's journey to Kindergarten is up to you

Choose the best options that meet your cultural, family, and life needs

3-years-old

4-years-old

5-years-old



Noah

Attends a family childcare home that provides California State Preschool as part of a Family Childcare Home Education Network (FCCHEN)

Moves to full-day TK at a local elementary school and attends an on-campus before and after school program while his parents work

Starts Kindergarten



Liam

Attends a program run by a licensed preschool center that blends California State Preschool Program and Head Start to provide a full day of learning and care

Starts Kindergarten



Emma

Attends a California State Preschool program run by a local elementary school

Continues attending the California State Preschool Program in the morning, and starts attending a TK program in the afternoon

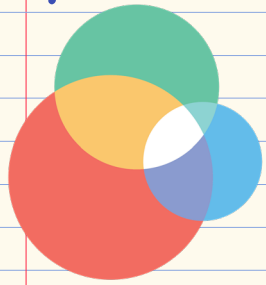
Starts Kindergarten



Nina

Attends a full-day California State Preschool Program in her Tribal Community

Starts Kindergarten



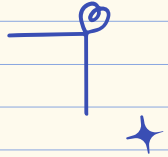
Community Partnership Examples

Ability to Provide
Full-Day Services

IEP and IFSP Services

Staff Development

And More....



Fully Delivering
on UPK is
Not Possible
Without
Creating
Partnerships



UPKGUIDEBOOK.ORG



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Built by the partners listed below with funding from HS Foundation Grant. The mission of the Guidebook is to

- Create a common understanding of UPK and the regulations and laws that govern it
- Share resources, tools and templates that help facilitate the successful delivery of UPK for all communities
- Emphasis is on the importance of partnerships within UPK and provide tools to facilitate these relationships



The Site is ORganized Into the Following Components

LEA Support

Follows Guides for Implementation of UPK (Volume 1 and 2) with tools that fall under each focus area.

CBO Support

Follows the Program Monitoring Instrument for Compliance.

Family Support

Provides tools for families and for contractors to use when engaging families to understand their care options.

Let's Look At UPKGUIDEBOOK.ORG





Policy Recommendations

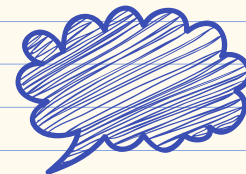
- **Actively Promote Parental/Family Choice to Support the Mixed Delivery Vision of UPK**
 - A call to create a robust consumer education platform and offer families pathways to the types of services available to meet their preschool needs
 - Include access to enroll through a portal that includes child care centers, family child care, head start, school-based care, and awareness of private care options
 - Families should have full access to the broad array of center-based, school-based and home care programs that meet their needs without worrying about out of pocket costs, quality standards or health and safety standards. **The UPK model should be viewed as having level entry points, that support parental/family choice.**



Policy Recommendations

Intentionally Promote Partnerships Within UPK from a State Level

- Create statewide tools where agencies can identify one another as potential partners within UPK
- In addition to CSPP and ELOP opportunities, provide specific opportunities and funding for FCCHEN/FCC and CCTR contractor's to support the UPK model
- Further identify methods to support partnerships between CBOs and LEA's serving children with IEPs, that allows the child to remain in the program of the families choosing, while receiving the services needed
- Fund full-day, full-year, UPK models that meet the needs of parents who work full time and non-traditional hours
- Provide stability for licensed providers such that they will not be forced to close due to declining enrollments of preschool-aged children
- Include administrative funding to help facilitate these partnerships



Policy Recommendations

Promote play-based curriculum

- Continue work to adapt preschool learning foundations for the various UPK environments including TK
- Promote this approach to families and work with districts to ensure components are adopted

Adopt well founded, health, safety and high-quality ECE standards throughout UPK

- Ratios should not exceed 10 to one
- Community-based and school based programs should be held to the same early learning licensing standards
- Implement rest period opportunities for children participating in a TK, Wrap, ELOP full-day program.



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Child Family Workforce Community

