

MARCH 2, 2022

Overview of Child Care and Expanded Learning Programs for School-Age Children

PRESENTED TO:

Senate Education Committee
Hon. Connie M. Leyva, Chair



LEGISLATIVE ANALYST'S OFFICE

State's Major Child Care Programs Serving School-Age Children

	Center-Based Voucher Programs	Direct Contractors
Provider Rates	75 th percentile of 2018 regional market survey.	Same as voucher programs.
Method of funding	State pays providers on behalf of families.	Provider contracts directly with state.
Staffing Ratios	One teacher and one aide per 28 children.	Same as voucher programs.
Teacher Qualifications	Child Development Associate Credential or 12 units in ECE/CD. ^a	Child Development Teacher Permit (24 units of ECE/CD plus 16 general education units). ^b
Family eligibility	85 percent of state median income (\$78,000 for a family of 3).	Same as voucher programs.
Hours of care	Provider hours vary. Families receive subsidy based on need for care.	Same as voucher programs.

^a The Child Development Associate Credential is issued by the National Credentialing Program of the Council for Professional Recognition.

^b The Child Development Teacher Permit is issued by California's Commission on Teacher Credentialing.

ECE/CD = Early Childhood Education/Child Development.



State Has Two Longstanding School-Based Expanded Learning Programs

	After School Education and Safety	21 st Century
Total Funding in 2020-21	<ul style="list-style-type: none"> • \$650 million state funds. 	<ul style="list-style-type: none"> • \$146 million federal funds.
Eligible Grantees	<ul style="list-style-type: none"> • Public schools or community-based organizations that partner with a local education agency. • Priority given to schools with more than 50 percent low-income students. 	<ul style="list-style-type: none"> • Local education agencies, community-based organizations, other public and private entities, and institutions of higher education. • Must provide services to students who attend schools with at least 40 percent low-income students. • Grantees may provide services to more than one school site.
Funding Allocation	<ul style="list-style-type: none"> • Competitive grant process that prioritizes high-poverty schools. • Funded using a daily per-student rate (\$8.88 in 2020-21). • Must operate an after school program. Grantees can apply for additional funding for before school or summer programs. • Minimum grant of \$50,000 per school site. • Maximum school site grant that varies by size of school. 	<ul style="list-style-type: none"> • Competitive grant process that prioritizes high-poverty schools. • Funded using a daily per-student rate (\$7.50 in 2020-21). • Must operate an after school program. Grantees can apply for additional funding for before school or summer programs. • Minimum grant of \$50,000 per school site.
Programmatic Requirements	<ul style="list-style-type: none"> • For grades TK through 8. • Must include an educational and literacy element and an educational enrichment element. • Must begin immediately after school day ends and operate until at least 6 pm every school day. • Maintain a student-to-staff ratio of no more than 20 to 1. 	<ul style="list-style-type: none"> • For grades TK through 12. • Must include comprehensive support and improvement activities, as well as an educational enrichment component across all grades. • Additional requirements for high school programs in academic assistance and enrichment activities to prepare for college or career.
Parent Fees	<ul style="list-style-type: none"> • Optional. Programs that charge fees must waive them for low-income students, homeless youth, or foster youth. • Fees must be based on a sliding scale that considers family income and ability to pay. 	<ul style="list-style-type: none"> • Same as After School Education and Safety.
Local Match	<ul style="list-style-type: none"> • Local match of \$1 (cash or in-kind services) for every \$3 of state funding. 	<ul style="list-style-type: none"> • Not required.

TK = Transitional Kindergarten.



Expanded Learning Opportunities Program (ELOP)

State Created New Expanded Learning Program in 2021-22

- The state provided \$1.8 billion Proposition 98 funding in 2021-22 to establish ELOP, with the goal of reaching \$5 billion by 2025-26.
- Governor's January budget proposes increasing funding to \$4.4 billion in 2022-23.

Key Similarities Between ELOP and After School Education and Safety (ASES)

- Programs must include educational and enrichment components, with maximum staffing ratios of 20:1.
- Minimum qualifications for staffing positions must be same as those for instructional aides.
- Charging fees is optional. Programs that charge fees must waive them for low-income students, homeless youth, and foster youth.

Major Differences Between ELOP and ASES

- School districts and charter schools have flexibility over how programs are allocated across school sites.
- Funding is apportioned by formula rather than through a competitive grant process.
- Funding amounts are based on the number of English learner and low-income (EL/LI) students in Transitional Kindergarten through grade 6, not student participation in ELOP. Districts and charter schools have requirements for the number of students that must be offered and provided access, with requirements varying based on the share of EL/LI students in the district or charter school.
- ELOP and ASES have similar (though not the exact same) requirements during the school year. Under ELOP, programs also must operate at least nine hours per day for 30 days when school is not in session. ASES programs are only required to operate during the school year.

