

**California Department of Education
Expanded Learning Division**

**After School Education and Safety
21st Century Community Learning Centers
21st Century High School After School Safety
Enrichment for Teens Grant Programs**

Frequently Asked Questions



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California *Education Code (EC)* for the After School Education and Safety (ASES) and the 21st Century Community Learning Centers (21st CCLC), and After School Safety and Enrichment for Teens (ASSETs) Programs can be found on the California Legislative Information Code Section Group web page located at http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=2.&article=19.

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I. General Grant and Application Information

A. After School Education and Safety Universal Grant

1. *Question (Q)—What is the After School Education and Safety (ASES) Universal grant?*

Applicable to the ASES Program.

Answer (A)—The ASES Universal grant was created to provide opportunities for local educational agencies (LEAs) that are not currently funded or that want to increase their funding levels to the legislative cap to provide programs that are based on local needs. The programs are created through partnerships between schools and local community resources, and must meet program requirements (California *Education Code* [EC] sections 8482–8482.55[d]).

Information about the ASES Universal grant Request for Applications (RFA), including application information and timeline for submission is available on the California Department of Education’s (CDE) Funding and Fiscal Management web page located at <https://www.cde.ca.gov/ls/ba/as/fiscal.asp>.

2. *Q—How much can I receive in ASES funding per year?*

Applicable to the ASES Program.

A—The maximum total after school grant amount is \$122,850 per year for elementary schools; and \$163,800 per year for middle and junior high schools. Ninth grade can only be funded if it is part of a middle/ junior high school.

3. *Q—What is the process to renew an ASES grant?*

Applicable to the ASES Program.

A—The *EC* requires ASES grantees to renew their current ASES grant every three years. A RFA is posted on the CDE Funding and Fiscal Management web page located at <https://www.cde.ca.gov/ls/ba/as/fiscal.asp> for each renewal cycle, under the appropriate fiscal year, and includes application instructions and timeline for submission (*EC* Section 8483.7[a][1][A]).

4. *Q—Is there a minimum grant amount for after school programs?*

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Applicable to the ASES, 21st Century Community Learning Centers (21st CCLC), and After School Safety and Enrichment for Teens (ASSETs) Programs.

A—Yes. The minimum grant amount for the ASES base after school grant is \$29,484 per site per school year (*EC* Section 8483[4]).

The minimum grant amount for 21st CCLC and ASSETs programs is \$50,000 per site, not including Equitable Access and Family Literacy grants.

5. Q—*Can programs be funded over the legislative cap outlined in EC?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. The *EC* Section 8483.7 (a)(2)(A)(B) allows ASES and 21st CCLC programs to be funded above maximum if they are considered a large school. Large schools are identified as elementary schools that exceed 600 students and middle schools that exceed 900 students. In order to figure out the grant amount that large schools are eligible to apply for, the grantee must multiply one hundred thirteen dollars (\$113) by the number of pupils enrolled that exceed the large school amount.

For example:

A 21st CCLC Elementary school has 700 students enrolled in the school. That is 100 over the large school definition for elementary schools. $100 \times \$113 = \$11,300$. $\$112,500$ (base) + $\$11,300$ (large school adjustment) = $\$123,800$ (new grant amount).

B. 21st Century Community Learning Center and 21st Century After School Safety and Enrichment for Teens grants

6. Q—*How much can grantees receive in 21st CCLC funding per year?*

Applicable to the 21st CCLC Program.

A—The *EC* sets the maximum total after school grant amount at \$112,500 per year for elementary schools and \$150,000 per year for middle and junior high schools (*EC* Section 8482.55[c]). Ninth grade can only be funded if it is part of a middle/junior high school.

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7. Q—*How much can I receive in ASSETs funding per year?*

Applicable to the ASSETs Program.

A—The EC sets the maximum total after school grant amount at \$250,000 per year for high schools (EC Section 8426[a]).

C. Award Notification and Funding Period

8. Q—*What is the duration of the ASES grant funding?*

Applicable to the ASES Program.

A—The EC establishes a three-year renewable grant subject to reporting requirements (EC Section 8482.4). Funding for grants is allocated annually for a period of no more than three years, contingent upon the availability of funds (EC Section 8483.5).

9. Q—*What is the duration of the 21st CCLC and ASSETs grant funding?*

Applicable to the 21st CCLC and ASSETs Programs.

A—The grant period for 21st CCLC funding is five years (EC Section 8484.8[e][3]). The grant period for ASSETs grant funding is five years (EC Section 8426[a]).

D. Dual-funded Program Site

10. Q—*What is a dual-funded program site?*

Applicable to the ASES and 21st CCLC Programs.

A—A dual-funded program site is one that receives both state (ASES) funding and federal (21st CCLC) funding.

11. Q—*How is student attendance counted at a dual-funded site?*

Applicable to the ASES and 21st CCLC Programs.

A—This is dependent upon how the program is operated:

The site is operated as two separate programs with separate staff and activities. This is an instance in which two separate programs are simply

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located at one site without further connection. In this case, student attendance must be counted separately for each program and the student attendance counts are locked into only one of the programs.

The site is operated as one program with shared staff and activities. This is an instance in which the two programs are operated as one. In this case, the program **has the option** of counting attendance in the following way:

- a. Student attendance should first be counted towards the state funded ASES Program up to 85 percent of the ASES attendance target.
- b. After 85 percent of the ASES attendance target has been met the remaining attendance may be applied towards the 21st CCLC Program.

In the second scenario, sites do not have to lock a student's attendance into one specific grant for reporting attendance. Sites cannot report the same student to both grants on any given school day in the attendance report submitted to CDE Expanded Learning Division (EXLD). However, there may be times when a student is counted towards the ASES grant on a given school day and to the 21st CCLC grant on another given school day depending on the fluctuation of daily attendance.

For more information, see the CDE Guidance on Dual-Funded Programs web page located at <https://www.cde.ca.gov/ls/ba/cp/dualsiteattend.asp>.

II. Grant Requirements and Accountability

A. Reporting Requirements and Due Dates

12. Q—*Where can grantees obtain information about reporting deadlines?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—All mandated attendance, fiscal, and evaluation report submission deadlines are posted on the CDE ASES Reporting Due Dates web page located at <https://www.cde.ca.gov/ls/ba/as/duedates.asp>.

13. Q—*What types of reports are grantees required to submit to the CDE EXLD?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

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A—The *EC* requires that all grantees must submit to the CDE EXLD an annual budget (*EC* Section 8484.8[b][3]), two Semi-Annual Attendance Reports (*EC* Section 8483.7[a][1][A]), four Quarterly Expenditure Reports (*EC* Section 8484.8[b][4]) and the Annual Outcome-based Data for Evaluation Report (*EC* Section 8484[a]). Additionally, 21st CCLC and ASSETs grants require an Annual Performance Report.

14. Q—*Are expanded learning programs required to engage in a Continuous Quality Improvement (CQI) Process?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. The *EC* requires programs submit evidence of a data-driven program quality improvement process that is based on the Quality Standards for Expanded Learning. The CDE EXLD provides guidance on the process and reporting requirements (*EC* Section 8427[a]). For additional information, please visit the CDE Guidance for a Quality Improvement Process web page located at <https://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

15. Q—*Is the Annual Outcome-Based Data for Evaluation the same data report that is submitted in After School Support and Information System (ASSIST)?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—No, these are not the same data reports. The ASSIST data has school-level attendance data collected semi-annually. The Annual Outcome-Based Data for Evaluation has student-level attendance data provided annually. Failure to submit either of these data reports may result in grant termination (*EC* Section 8483.7[a][1][A][vi]). More information can found on the CDE ASES web page located at <https://www.cde.ca.gov/ls/ba/as/>.

16. Q—*What is the Annual Performance Report?*

Applicable to the 21st CCLC, and ASSETs Programs.

A—All 21st CCLC and ASSETs grantees are required to provide information annually. The information is requested by the U.S. Department of Education (ED) to respond to congressional, Office of Management and Budget (OMB), and other ED inquiries about the program.

For more information, please visit the 21st CCLC Annual Performance Report Frequently Asked Questions (FAQs) and Quick Guides located on The Tactile Group web page located at <https://21apr.ed.gov/login>. The Tactile Group can be contacted by email at 21apr@thetactilegroup.com or by phone

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at 1-888-282-4589. More information can found on CDE ASES web page located at <https://www.cde.ca.gov/ls/ba/as/>.

B. Good Standing

17. Q—*What is required for a program to be in good standing?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Good Standing Status is defined as:

- All attendance reports for grantees have been submitted prior to the reporting deadline and have been found by the CDE EXLD to be complete;
- All expenditure reports for grantees have been submitted prior to the reporting deadline and have been found by the CDE EXLD to be complete;
- All annual outcome-based data for grantees has been submitted prior to the reporting deadline and have been found by the CDE EXLD to be complete; and
- Evidence of a CQI process has been submitted as part of the CQI process and has been found by the CDE EXLD to be complete

18. Q—*What does it mean for a program to be in good standing, and how does that affect the grantee?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—A program is in good standing if it has submitted attendance, expenditure, and evaluation reports in a timely manner; has resolved all outstanding audit or Federal Program Monitoring (FPM) findings; or is currently working with the CDE EXLD-appointed Regional Consultant and/or Fiscal Analyst to resolve the outstanding audit or FPM issues. Consult your Regional Team, comprised of your System of Support for Expanded Learning (SSEL) County Lead, CDE EXLD Consultant, and Fiscal Analyst for more information or specific guidance. Grantee allocations not in good standing are subject to withholding or termination (*EC* sections 8426[i] and 8483.7[a][vi]). Additionally, grantees are not eligible to apply for additional funds if they are currently not in good standing.

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C. Circumstances for Payment Withholding or Grant Termination

19. Q—*What are the circumstances that would cause the CDE EXLD to withhold grant payments or terminate a grant for non-compliance?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The CDE EXLD will withhold the grant payment for a grant if the fiscal or attendance reporting remains outstanding; payment will be withheld until the reports have been filed with the CDE EXLD (*EC Section 8483.7[a][1][A][vi]*).

The CDE EXLD may terminate the grant of any site that does not comply with the fiscal/expenditures reporting, attendance reporting, or annual outcome-based data for evaluations reporting (*EC Section 8483.7[a][1][A][vi]*).

D. Hours/Days of Operation, Students Served

20. Q—*What are the operational requirements for the ASES and 21st CCLC Programs?*

Applicable to the ASES and 21st CCLC Programs.

A—The legislation governing the ASES and 21st CCLC Programs requires that programs provide students with a safe environment, academic support, and educational enrichment. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (*EC Section 8482.6*). All ASES and 21st CCLC programs **must**:

- Begin immediately upon the conclusion of the regular school day (*EC Section 8483[a][1]*);
- Operate at least until 6 p.m. (*EC Section 8483[a][1]*);
- Operate a minimum of 15 hours per week (*EC Section 8483[a][1]*);
- Operate every regular school day during the regular school year (*EC Section 8483[a][1]*);
- Maintain a student-to-staff member ratio of no more than 20-to-1 (*EC Section 8483.4*);
- Offer a daily nutritious snack and/or meal (*EC Section 8483.3[c][8]*) that conforms to both state and federal standards;

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- Provide opportunities for physical activity (*EC* Section 8483.3[c][7]); and
- Provide all notices, reports, statements, and records to parents or guardians in English and the student’s primary language when 15 percent or more of the students enrolled at the school site speak a primary language other than English. This is determined annually based on the language census data submitted to the CDE EXLD for the preceding year (*EC* Section 48985).

21. Q—*How many hours per week are required to operate an ASSETs Program?*

Applicable to the ASSETs Program.

A—The *EC* requires the ASSETs programs must operate for a minimum of 15 hours per week. High school programs have the option of operating after school only or after school and during any combination of before school, weekends, summer, intersession, and vacation (*EC* sections 8421[c] and 8422[d]).

22. Q—*Are programs permitted to close at any time during the school year?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. The *EC* allows the option for after school programs to close for up to three days per year for the purpose of providing professional development to program staff using funds from the total local grant award (*EC* Section 8483.7(a)[1][C]). Programs are able to apply for attendance credit for these days.

Promising Practices—It is a promising practice to notify parents and families of the planned professional development days in advance to allow ample time for them to make alternative arrangements for their child/children for the after school hours on these designated days. All professional development training must be included in the program plan and listed on an annual calendar.

23. Q—*Can we get credit for attendance when we have to close our program due to a natural disaster, civil unrest, or imminent danger to pupils or staff?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The *EC* allows programs to temporarily close due to a natural disaster, civil unrest, or imminent danger to pupils or staff. In order to get attendance credit for closure due to these circumstances, grantees are required to submit

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an Attendance Relief Request Form to the CDE EXLD with evidence that justifies the closure of the program. To obtain the Attendance Relief Form, contact your CDE EXLD Regional Consultant listed on the CDE SSEL Regional Consultant web page located at <https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>. Upon acceptance of that evidence and approval by the CDE EXLD, the CDE EXLD will apply the program's annual average daily attendance to the days the program was closed due to the natural disaster, civil unrest, or imminent danger to students (*EC* Section 8482.8[d]).

As noted above, to get attendance credit, programs must complete and submit the CDE EXLD's Attendance Relief Request Form and provide one or more of the following as evidence:

- Request for Allowance of Attendance (form J-13A)
- School or district web page announcement
- Copy of board minutes, citing the closure
- Newspaper articles mentioning the natural disaster and its effect on the community
- Letter to parents or letter certifying closure signed by the superintendent or principal

Programs that fail to submit the required documentation by January 31 for closures during the previous calendar year, will not be given attendance credit.

24. Q—*Do before and after school programs have to be licensed?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—No. State and federally funded before and after school programs are exempt from licensing requirements (*EC* 8484.3 [a]).

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E. Grant Modifications

25. Q—If a grantee has failed to meet its annual attendance target, will the CDE reduce funding?

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. While expanded learning program sites should strive to meet 100 percent of its attendance target, programs are reduced under the following conditions:

1. A program fails to achieve 75 percent of their annual attendance target in any given calendar year.
2. A program fails to achieve 85 percent of their annual attendance target in the past two consecutive calendar years.

Reductions to grant awards are identified by May and become effective in the next fiscal grant year (July 1). The grant award letters (AO-400s) will reflect the reduced award amount.



Screenshot above is showing Fiscal Year versus Calendar Year. The attendance yearly goal is set to 15,000. 85 percent of the yearly goal is 12,750.

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In January 1 to June 30, 2014, the attendance is 5,762. In July 1 to December 31, 2014, the attendance is 6,384. The total attendance for the 2014 Calendar Year is 12,146.

Q—What method does the CDE use to determine an involuntary grant reduction?

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Attendance is analyzed by calendar year on an annual basis. The two most recent full calendar years will be measured for the following: the most recent calendar year data must meet a minimum of 75 percent of its attendance target; and the most recent two calendar years must meet a minimum of 85 percent. If the percentage falls below 75 percent in the most recent calendar year or below 85 percent for two consecutive years, the CDE will adjust the grant to meet the actual attendance level plus a 15 percent cushion.

Sample calculation using 11,250 students served as the best year's attendance for an After School Base program: $11,250 \times \$8.19 \times 1.15 = \$105,958.12$ (new After School Base award amount).

F. Fiscal Agent Change and Restructuring of a Partnership

26. *Q—When can a fiscal agent change take place? At the beginning of any grant year, or only at the time of renewal?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Fiscal agent changes can take place during any grant year. Fiscal agent change requests are due to the EXLD by January to go into effect the following fiscal year. Please contact your Regional Consultant for more information.

27. *Q—Does the new fiscal agent change provision contemplate splitting a grant, with the original and the new fiscal agent each taking some of the grant's sites?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—No, the new fiscal agent serves as the agent with respect to all sites served by the grant. There cannot be one fiscal agent for some sites served by a grant and another fiscal agent for other sites.

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28. Q—*What happens when one party wants to leave the partnership, but the other party does not want the change?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—As stated in the *EC*, all partners must agree to the restructure, otherwise it cannot be approved (*EC* sections 8426[a][4] and 8482.4[c][2]).

29. Q—*Can a 21st CCLC or ASSETs grantee change fiscal agents to another partner?*

Applicable to the 21st CCLC and ASSETs Programs.

A—The fiscal agent may be changed from one partner to another, with approval from the CDE. However, all of the requirements must be met, including: all parties must agree to the restructure, there cannot be a change in the schools served, and the new fiscal agent must agree to all requirements applicable to the grant, the grantees and fiscal agent (*EC* sections 8426[a][4] and 8482.4[c][2]).

30. Q—*Can a grant add or delete partners during restructuring?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes, if all of the requirements are met as outlined in *EC* sections 8426(a)(4) and 8482.4(c)(2).

G. Other Program Options

31. Q—*Can a grantee operate a program in a location other than the school site?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. The *EC* allows for an ASES program to operate on the grounds of a community park, recreational facility, or other site as approved by the EXLD Regional Consultant. Off-site programs must align the educational and literacy components of the program with the participating students' regular school program. No program located off school grounds will be approved unless safe transportation is provided for the students enrolled in the program (*EC* Section 8484.6[a]). The CDE Off-site Program Information Form located at <https://www.cde.ca.gov/ls/ba/as/documents/offsiteprg.pdf> is used to request approval.

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32. Q—*Can a grantee share grant funds with other school sites in its grant?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. A grantee may allocate, with the CDE’s approval, up to 125 percent of the maximum total grant amount for an individual school, as long as the maximum total grant amount for all school programs administered by the program grantee is not exceeded. The school receiving the additional funds must have an established waiting list for enrollment, and the funds can only be transferred from a school that has met a minimum of 70 percent of its attendance target (*EC* Section 8483.7[a][8][A] and [B]). This transfer is only valid for one fiscal year.

III. Fiscal Requirements

A. Reporting Accountability

33. Q—*Are grantees required to track grant funds and other funding sources separately?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes, the grantee must track the grant funds separately, using the state-defined Resource Code 6010 for ASES, and Resources Code 4124 for 21st CCLC/ASSETs. Any additional funds generated from other sources, including program fees or the district’s Local Control Funding Formula must be tracked separately.

34. Q—*If a grantee subcontracts program services, are they required to monitor the contracted service provider’s fiscal and program elements to ensure compliance?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Grantees have an oversight responsibility to ensure sub-contractors meet all the statutory requirement, including program operations and fiscal operations.

Promising Practices—Dictate grantees must clearly state in their sub-contract or a Memorandum of Understanding (MOU) the requirements, such as “Contracted service provider submits annual budget with a narrative to support expenditures, monthly or quarterly invoices, general ledger or

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financial activity report upon request.” The MOU should clearly state that the contracted service provider must provide access to its program and fiscal records for audits, and any state or federal site visits. The MOU should also clearly state the fiscal data, including attendance data, expenditure data, evaluation data, and any additional requested data must be accurate and provided to the grantee in a timely manner. The MOU should clearly state the consequences for not co-operating and/or providing the data in a timely manner, since non-submission of the fiscal data in a timely manner may result in a grantee becoming a grantee-not-in-good-standing with fiscal implications, including with-holding of payments from the CDE EXLD or termination of the grant.

Note: Grantees are reminded that in the event that contracted service providers are found to have spent funds not in accordance with state or federal directives, grant recipient is responsible for returning incorrectly spent funds. The responsibility for the expenditure of grant funds remains with the grant recipient, not the sub recipient.

35. Q—*What is the After School Support and Information System (ASSIST)?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The ASSIST is an automated, online reporting system used to track information for the ASES and 21st CCLC Programs. The system allows interested applicants to obtain funding information and forms, and allows authorized grantees to log into the system and maintain grant contact information, revise grant budgets, submit quarterly expenditures and semi-annual attendance reports, check payment status, history and run informational reports. For more information, visit the ASSIST web page located at <https://www.cde.ca.gov/ls/ba/at/>.

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36. Q—*Due to special circumstances, our site did not operate an after school program this year. Can we use the funds next year?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—No. Carryover of funds is not allowed. A program submitting zero attendance for one full fiscal year will be billed back for that funding at the end of the year. After the first year of the grant, reporting zero attendance may lead to a grant termination.

B. Allowable Costs

37. Q—*What are the allowable costs for expanded learning programs?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Federal OMB Uniform Guidance discusses general principles for determining allowable costs and, in subsection C, discusses basic guideline factors affecting allow ability of costs. It states, in part, to be allowable under federal awards, costs must meet the following general criteria:

- a. Funds are used in compliance with all applicable federal statutory and regulatory provisions.
- b. Costs are reasonable and necessary for operating these programs.
- c. The performance of the award as related to the use of funds will be clearly documented according to performance goals agreed to by the federal agencies providing the funds.
- d. Funds are not used for general expenses required to carry out other responsibilities of the non-federal entity or its sub-recipients that are not directly or indirectly related to performance on the award.

There are circumstances, where it is not immediately clear whether a cost is allowable. In those situations, the CDE EXLD interprets allowable costs to mean that as long as the grantee and/or the contractors are able to document and demonstrate that a particular activity cost is part of a lesson plan that has specifically stated educational objectives, it can be allowed. However, allowable costs are for the auditor, FPM Reviewer, to review the evidence provided and use his/her professional judgment to determine if the cost is necessary, reasonable, and adequately documented for the particular event.

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Additional information is available on the Federal OMB Uniform Guidance web page located at <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>.

C. Expenditure Reports

38. Q—*How do I submit a grant expenditure report?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—After a budget is submitted into ASSIST and approved by CDE EXLD, grant expenditures are reported in ASSIST. Once the grantee has submitted the quarterly expenditures, all required expenditure reports are automatically generated in ASSIST one day after the end of the quarterly reporting period. To view your grant’s required expenditure report(s), logon to ASSIST and click the appropriate grant ID link. All required reports will be displayed under the Reports Due tab. All reports listed under Reports Due must be submitted to ensure good standing and timely payments. Once a report is submitted to the CDE EXLD, it will be displayed under the Report History tab for the grantee’s historical reference. For further assistance, you may like to call your CDE EXLD Regional Fiscal Analyst. The list of the CDE EXLD Regional Fiscal Analysts and the region(s) to which they are assigned, is posted on the CDE Regional Technical Assistance (TA) Contacts web page located at <https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>.

39. Q—*When are expenditure reports due?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Expenditure reports are required every October, January, April, and July. For more details, please see the CDE Reporting Due Dates web page located at <https://www.cde.ca.gov/ls/ba/as/duedates.asp>.

41. Q—*Do I have to submit an expenditure report for matching funds?*

Applicable to the ASES Program.

A—No. While the *EC* requires ASES programs to have an auditable one-third match of in-kind or local funds, the CDE EXLD does not require a report to be submitted on a quarterly expenditure report. The required in-kind contribution is reviewed as a part of the independent audit or the state compliance reviews (*EC* sections 8483.7[a][5] and 8483.75[a][4]).

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42. Q—*What happens if a grantee does not expend all grant funds, or expends less than actually disbursed?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The CDE requires that a grantee return all unexpended funds. Grant payments will be made up to the lesser of the grant award or the expenditures to date. No carryover of funds is allowed. During the year-end closeout process, the CDE EXLD will determine if an overpayment has been made and invoice the grantee accordingly (*EC* Section 8483.7[a][1][A]).

43. Q—*What if changes need to be made after submitting an expenditure report?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Grantees should contact their assigned regional analyst for all ASSIST revisions. For help locating your assigned CDE EXLD staff, refer to the CDE SSEL Technical Contacts web page located at <https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>.

44. Q—*Where can grantees obtain additional information about expenditure reports?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Detailed instructions for submitting expenditure reports are provided in the ASSIST tutorials posted on the CDE ASSIST web page located at <https://www.cde.ca.gov/ls/ba/at/>.

D. Direct Service, Administrative and Indirect Costs

45. Q—*What are the requirements for grant funds being allocated to direct services?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The *EC* requires that a minimum of 85 percent of the grant must be spent on direct services while no more than 15 percent can be spent on administrative costs, including indirect costs. It is the expectation that the grantee allocates funds and document expenditures to demonstrate that a minimum of 85 percent of grant funds are spent on direct services. In the first year of funding, the grantee is allowed to use 15 percent for startup costs. 21st

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CCLC and ASSETs grantees may use an additional six percent of the grant for evaluation costs (*EC* Section 8426 [c][1]).

The CDE Review will be at the site level as the selected sites represent a sample of the total grant. The grantee must follow generally accepted accounting principles and maintain accounting data to demonstrate compliance by grant.

For more information, visit the CDE Direct Services and Administrative Costs Guidance web page located at <https://www.cde.ca.gov/ls/ba/as/admincostguide.asp>.

46. Q—*Is there a minimum dollar threshold reserved for administrative costs for subcontractors?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—No, the CDE EXLD does not dictate a minimum dollar threshold reserved for administrative costs for subcontractors. Grantees and subcontractors may negotiate how much in administrative costs a subcontractor may charge to the grant.

47. Q—*Is the cost of the Site Supervisor considered a direct service?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Per *EC* Section 8483.9(c), the cost of a program Site Supervisor may be included as direct service provided that at least 85 percent of the Site Supervisor’s time is spent at the program site.

48. Q—*Can administrative staff time be allocated for direct services to students?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. Administrative staff may be compensated for time allocated for direct services to students.

Grantees and subcontractors may use documentation, such as timesheets or other written tracking process to document the time spent by the administrative staff towards the direct services to the students.

Grantees and subcontractors must maintain Personnel Activity Report for multi-funded positions and semi-annual certifications for single funded positions.

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49. Q—*What are the rules for disposing of equipment purchased with 21st CCLC funds, if there are no other federally funded programs run by the grantee?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—If there aren't any other federally funded programs run by the grantee, the following Education Department General Administrative Regulations (EDGAR) disposition rules must be followed:

Local Educational Agency: When the equipment is no longer needed for the original program or for other activities currently or previously supported by a federal agency, disposition will be as follows:

1. Equipment with a current per unit fair market value **over \$5,000** may be retained or sold and the ED must receive an amount calculated by multiplying the current market value or proceeds from the sale by the ED's share of the equipment (34 Code of federal Regulations [CFR] 80.32[e][2]).
2. Equipment with a current per unit fair market value of **less than \$5,000** may be retained, sold or otherwise disposed of with no further obligation to the ED. However, we recommend maintaining records describing the equipment's disposition and use after disposition (34 CFR 80.32[e][1]).

Non-profits or Institution of Higher Learning (IHL): When the equipment is no longer needed for the original program or for other activities currently or previously supported by a federal agency, disposition should be as follows:

1. For equipment with a current per unit fair market value **over \$5,000**, the recipient may retain equipment for other uses provided that compensation is made to the ED. Thus, the nonprofit or IHL may use the equipment for non-federal programs assuming the ED receives the appropriate compensation (34 CFR 74.34[g][1]). If the nonprofit or IHL no longer needs the equipment at all, it must request disposition instructions from the ED (34 CFR 74.34[g][2]).
2. The EDGAR does not specifically address disposal for equipment with a current fair market value **under \$5,000**, therefore it is reasonable to assume that there is no obligation to the ED if the equipment is valued at less than \$5,000; however, good practice is to maintain documentation of disposition and how the equipment is used after disposition.

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E. Match Requirement

50. Q—Does ASES have a match requirement?

Applicable to the ASES Program.

A—Yes. The EC requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]).

For example:

Grant Amount	Match Requirement (1/3 of the grant amount)	Facilities/ Space (25 percent of the 33.33 percent)	Other (75 percent of the 33.33 percent)
N/A	33.33%	25%	75%
\$122,850	\$40,946	\$10,236	\$30,710
\$163,800	\$54,595	\$13,649	\$40,946

Promising Practices—Include costs of services provided by the LEAs, program staff and/or sub-contractors not paid by ASES funds. Proper documentation should be kept when a program has volunteers or other staff time contributed towards in-kind. Some examples of in-kind services are:

- Snack or supper
- Volunteers (Need to be captured in a spreadsheet, documenting the cost of the service that was offered with a description of how the amount was derived (e.g., x % of the volunteers time)
- Principal, teacher, other site staff member’s time (need to include a description of the contribution, amount of the contribution, and how the amount was derived)
- Local Control Accountability Plan
- Space (cannot fulfill more than 25 percent of the required one third match and need to include a copy of the district’s facilities use policy and associated costs to document match contributions)
- Low-cost or free meeting space

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- Teacher's time and expertise
- Materials donated (A spreadsheet documenting the materials donated, a description of the materials and the approximate price of the materials.)

F. Family Fees

51. Q—*Is a program allowed to charge family fees?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. AB 2615 revised the *EC* to expressly authorize an expanded learning program to charge family fees. Programs that charge family fees must waive or reduce the cost of these fees for pupils that are eligible for Free or Reduced Priced Meals. Additionally, a program shall not charge a fee if the program knows that the child is homeless or in foster care (*EC* sections 8422[c] and 8482.6[a]).

IV. Program Requirements

A. Attendance

52. Q—*Is there a daily minimum period of time a student must be in attendance in a before school program in order for a program to count a student's attendance for the day?*

Applicable to the ASES and 21st CCLC Programs.

A—The *EC* states that a student who attends less than one-half of the daily before school program hours shall not be counted for the purposes of attendance (*EC* Section 8483.1[a][2][B]).

53. Q—*Based on my grant amount how do I identify how many students I need to serve using my base grant funds?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—To calculate the **annual attendance target**, simply divide the annual award amount by the reimbursement rate. This will give you the target number of students you should be serving annually.

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To calculate the **average daily attendance**, divide the total annual attendance target by the number of days you plan to operate. It will vary by program, as *this is a local determined number*, but will give you the number of students you should be serving on a daily basis.

The consequences of **not meeting** the daily attendance target may affect a program's annual attendance requirement, which is addressed in the Involuntary Grant Reductions section of the FAQ's.

The reimbursement rates are as follows:

- \$5.47 for ASES Before School Summer/Supplemental Program
- \$8.19 for ASES After School Summer/Supplemental Program
- \$5.00 for 21st CCLC Before School Summer/Supplemental Program
- \$7.50 for 21st CCLC After School Summer/Supplemental Program
- \$10.00 for ASSETs Program

Example 1: if an ASES before school summer/supplemental grant program is funded \$36,855, then the **annual attendance goal** will be 6,737 student/days ($\$36,855 / \$5.47 = 6,737$). (*EC Section 8483.7.*)

Example 2: if an ASES after school summer/supplemental grant program is funded at \$8,845, then the **annual attendance goal** will be 1,080 student/days ($\$8,845 / \$8.19 = 1,080$). (For a five-week/25 day program the **average daily attendance** should be 43.2 students.) (See table below. Reimbursement rates are different for 21st CCLC programs.)

54. Q—*What are the attendance requirements for elementary students participating in an ASES or 21st CCLC program?*

Applicable to the ASES and 21st CCLC Programs.

A—The *EC* states that it is the intent of the Legislature that elementary school students participate in the full day of the program every day in which students participate (*EC Section 8483[a][2]*).

There are no attendance requirements in terms of the number of hours and/or number of days students must attend the program in order to be counted towards attendance. The *EC* states that “in order to develop an age-appropriate after school program for pupils in middle school or junior high school, programs established pursuant to this article may implement a flexible attendance schedule for those pupils” (*EC Section 8483[a][3]*).

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55. Q—*Can middle/junior high school pupils who attend an expanded learning program pursuant to a flexible attendance schedule be counted towards attendance?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. Middle/junior high School students who attend an expanded learning program pursuant to a flexible attendance schedule can be counted towards attendance on the days in which they attend the program. However, the *EC* requires that priority is given to middle or junior high school students who attend daily (*EC* Sections 8483[a][2]-[3]).

56. Q—*If there is a regular school minimum day schedule, what time should the after school program start on that day?*

Applicable to the ASES and 21st CCLC Programs.

A—Every school operating an after school program must begin each day of the after school program immediately upon the conclusion of the regular school day, which is any day in which instruction occurs, regardless of the length of the instructional period. ASES and 21st CCLC programs must operate a minimum of 15 hours per week and remain open at least until 6 p.m. on every regular school day (*EC* Section 8483[a][1]).

57. Q—*Can base after school funds be used on weekends?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. Base after school program funds can be used on weekends for activities aligned with the goals in the program plan. However, attendance cannot be counted for any activities on weekends.

B. Staffing

58. Q—*What are the qualifications for after school staff who directly supervise students?*

Applicable to the ASES and 21st CCLC Programs.

A—The *EC* requires that staff members who directly supervise students meet the district's qualifications for an instructional aide. Documentation that demonstrates this requirement should be maintained for audit and state compliance review purposes (*EC* Section 8483.4).

59. Q—*Is there a minimum qualification for the ASSETs staff who directly supervise students?*

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Applicable to the ASSETs Program.

A—No. The statute does not explicitly state the requirement for staff supervising high school students.

60. Q—*What are the requirements regarding health screening and fingerprint clearance?*

Applicable to the ASES and 21st CCLC Programs.

A—All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district (*EC* Section 8483.4).

61. Q—*Is there a requirement regarding health screening and fingerprint clearance for ASSETs staff?*

Applicable to the ASSETs Program.

A— No. The statute does not explicitly state the requirement regarding fingerprinting clearance for staff supervising high school students. However, programs should refer to existing LEA policies for local requirements on this matter.

62. Q—*Do school site Principals approve the selection of Site Supervisors?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. The *EC* requires that the selection of program site supervisors be subject to the approval of the school site Principal (*EC* Section 8483.4).

63. Q—*Do school site principals approve the selection of ASSETs Site Supervisors?*

Applicable to the ASSETs Program.

A—No. The statute does not explicitly require site principals approve the selection of site supervisors.

64. Q—*What staff-to-pupil ratio is required?*

Applicable to the ASES and 21st CCLC Programs.

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A—The *EC* requires the administrator to ensure that the program maintains a staff-to-pupil ratio of at least one staff to twenty students (1:20) (*EC* Section 8483.4).

65. Q—*Do ASSETs Program sites need to maintain a staffing ratio?*

Applicable to the ASSETs Program.

A—No. The 20-to-1 student-to-staff ratio applied to other CDE-administered expanded learning programs does not apply to ASSETs programs. However, it is an expectation to have a reasonable student to staff ratio that supports students' safety and provides the highest quality programming possible.

C. Summer/Supplemental Programs

66. Q—*What are summer/supplemental after school programs?*

Applicable to the ASES and 21st CCLC Programs.

A—The *EC* defines summer/supplemental programs as programs operating in excess of the 180 regular school days or during any combination of summer, intersession, or vacation periods (*EC* Section 8482.1[b]). Therefore, summer/supplemental programs, as defined in the *EC*, may operate on any day that the regular school is not in session.

67. Q—*Is it necessary for grantees to track attendance for summer/supplemental programs?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. The *EC* requires that funded summer/supplemental programs operating on non-regular school days track and report attendance separate from programs that operate on regular school days (*EC* Section 8483.76[f][2]). Additionally, programs must report summer/supplemental attendance (May–August) separately on the Annual Outcome Based Data for Evaluation Report.

68. Q—*Based on my grant amount, how do I identify how many students I need to serve using my summer/supplemental program funds?*

Applicable to the ASES and 21st CCLC Programs.

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A—To calculate the annual summer/supplemental attendance target, simply divide the annual award amount by the reimbursement rate. This will give you the target number of students you should be serving annually.

To calculate the average daily attendance, divide the total annual attendance target by the number of days you plan to operate. It will vary by program, as this is a local determined number, but will give you the number of students you should be serving on a daily basis.

The consequences of not meeting the daily attendance target may affect a program's annual attendance requirement, which is addressed in the Involuntary Grant Reductions section of the FAQs.

The reimbursement rates are as follows:

- \$5.47 for ASES Before School Summer/Supplemental Program
- \$8.19 for ASES After School Summer/Supplemental Program
- \$5.00 for 21st CCLC Before School Summer/Supplemental Program
- \$7.50 for 21st CCLC After School Summer/Supplemental Program

Example 1: If a school receives a base ASES grant for \$122,850, they can receive a maximum of 30 percent of the base grant for after school summer/supplemental programming, which is \$36,855. Then, the annual attendance goal will be 4500/days for a three-hour program ($\$36,855/\$8.19 = 4,500$) and will be 2,250/days for a six-hour program ($\$36,855/\$16.38 = 2,250$).

Example 2: If an ASES before school summer/supplemental grant program is funded \$36,855, then the annual attendance goal will be 6,737 student/days ($\$36,855/\$5.47 = 6,737$). (EC Section 8483.7)

Example 3: If an ASES after school summer/supplemental grant program is funded at \$8,845, then the annual attendance goal will be 1,080 student/days ($\$8,845/\$8.19 = 1,080$). For a five week/25-day program, the average daily attendance should be 43.2 students ($1,080/25=43.19$). For more details, refer to the Table below Question five (reimbursement rates are different for 21st CCLC grant programs).

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69. Q—*What are the hour requirements for operating a summer/supplemental program?*

Applicable to the ASES and 21st CCLC Programs.

A—Summer/supplemental grant recipients may operate the before school summer/supplemental grant program as a **minimum** of two hours **per day** program, or the after school summer/supplemental grant program as either a three-hour program, or a six-hour program (*EC* sections 8483.1[b], 8483.76[b]). For more details, see Table in Question 69.

If a grant recipient wishes to take advantage of the six-hour program option, they should contact their CDE EXLD Regional Consultant for prior approval. As long as there are no changes to the program plan, approval needs to occur only once. Please see the CDE EXLD Regional Consultant contact information on the CDE SSEL Contacts web page located at <https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>.

Note: Additional funding is not available if a grant recipient chooses to implement a six-hour program. The option to double program length does not apply to before school summer/supplemental grant programs. Please refer to the Table in Question 69 for the different options to operate a summer/supplemental program. Grantees do not have to indicate whether they want to run a three-hour or six-hour program when they submit their grant application.

70. Q—*Can a grantee combine a before school summer/supplemental program with a three-hour or six-hour after school summer/supplemental program?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. A grantee may combine a before school summer/supplemental program with a three-hour or six-hour after school summer/supplemental program. If a grantee decides to combine programming for before and after school summer/supplemental, the before school component has a minimum requirement of one and a half hours for a combined total of a minimum four and a half or seven and a half hour program (*EC* Section 8483.2). For more details, refer to the following examples and Table below.

Example 1: The Beloit Elementary receives an ASES base after school grant for \$122,850. They can receive a maximum of 30 percent of the base grant for after school summer/supplemental programming for 30 days, which is

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\$36,855. Listed in the Table below are the options for different programs they can run.

Table Key:

- Award Amount (AA)
- Reimbursement Rate (RR)
- Days of Operation (DOO)

Example 2: The ABC Elementary receives an ASES base after school grant for \$122,850. They can receive a maximum of 30 percent of the base grant for after school summer/supplemental programming, which is \$36,855. The ABC Elementary receives an additional base before school grant for \$40,950. They can receive a maximum of 30 percent of the base grant for before school summer/supplemental programming, which is \$12,285. They are running a six-week summer camp, Monday through Friday. Listed in the Table below, are the options for different programs they can run.

How to Calculate Target Attendance for Three and Six-Hour Summer/Supplemental Programs:

Hours	Funding Source and Reimbursement Rate	Target Attendance Calculation and Example
2	Before School Summer/Supplemental \$5.47 per student per day	\$12,285 (AA)/\$5.47 (RR) = 2,245 Total number of students to be served annually 2,245/30 (DOO) = 74 Total number of students to be served daily
3	After School Summer/Supplemental \$8.19 per student per day	\$36,855 (AA)/\$8.19 (RR) = 4,500 Total number of students to be served annually 4,500/30 (DOO) = 150 Total number of students to be served daily

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Hours	Funding Source and Reimbursement Rate	Target Attendance Calculation and Example
4	**Before School and After School Summer/Supplemental Before School Summer/Supplemental \$5.47 per student per day After School Summer/Supplemental \$8.19 per student per day For a total of \$13.66 per student per day	Before School \$12,285 (AA)/\$5.47 (RR) = 2,245 Total number of students to be served annually 2,245/30 (DOO) = 74 Total number of students to be served daily After School \$36,855 (AA)/\$8.19 (RR) = 4,500 Total number of students to be served annually 2,250/30 (DOO) = 75 Total number of students to be served daily
6	After School Six-Hour Summer/Supplemental \$16.38 per student per day: double the time, half the students	\$36,855 (AA)/\$16.38 (RR) = 2,250 Total number of students to be served annually 2,250/30 (DOO) = 75 Total number of students to be served daily
7.5	**Before and After School Six-Hour Summer/Supplemental Before School Summer/Supplemental \$5.47 per student per day After School Summer/Supplemental \$16.38 per student per day For a total of \$21.85 per student per day	Before School \$12,285 (AA)/\$5.47 (RR) = 2,245 Total number of students to be served annually 2,245/30 (DOO) = 74 Total number of students to be served daily After School \$36,855 (AA)/\$16.38 (RR) = 2,250 Total number of students to be served annually 2,250/30 (DOO) = 75 Total number of students to be served daily

**Students served in the before and after school summer/supplemental program must be the same students, but must be tracked separately for each funding source.

Example 3: The ABC Elementary receives a 21st CCLC base after school grant for \$112,500. They can receive a maximum of 30 percent of the base grant for after school summer/supplemental programming, which is \$33,750. The ABC Elementary receives an additional base before school grant for \$37,500. They can receive a maximum of 30 percent of the base grant for

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before school summer/supplemental programming, which is \$11,250. They are running a six-week camp Monday through Friday. Listed in the Table above, are the options for different programs they can run.

How to Calculate Target Attendance for Three and Six-Hour Summer/Supplemental Programs:

Hours	Funding Source and Reimbursement Rate	Target Attendance Calculation Example
2	Before School Summer/Supplemental \$5.00 per student per day	\$11,250 (AA)/\$5.00 R (RR) = 2,250 Total number of students to be served annually 2,250/30 (DOO) = 75 Total number of students to be served daily
3	After School Summer/Supplemental \$7.50 per student per day	\$33,750 (AA)/\$7.50 (RR) = 4,500 Total number of students to be served annually 4,500/30 (DOO) = 150 Total number of students to be served daily
4.5	**Before School and After School Summer/Supplemental Before School Summer/Supplemental \$5.00 per student per day After School Summer/Supplemental \$7.50 per student per day, Total of \$12.50 per student per day	Before School \$11,250 (AA)/\$5.00 (RR) = 2,250 Total number of students to be served annually 2,250/30 (DOO) = 75 Total number of students to be served daily After School \$33,750 (AA)/\$7.50 (RR) = 4,500 Total number of students to be served annually 4,500/30 (DOO) = 150 Total number of students to be served daily
6	After School Six-Hour Summer/Supplemental \$15.00 per student per day: Double the time, half the students	\$33,750 (AA)/\$15.00 (RR) = 2,250 Total number of students to be served annually 2,250/30 (DOO) = 75 Total number of students to be served daily

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Hours	Funding Source and Reimbursement Rate	Target Attendance Calculation Example
7.5	**Before and After School Six-Hour Summer/Supplemental Before School Summer/Supplemental \$5.00 per student per day After School Summer/Supplemental \$15.00 per student per day For a total of \$20.00 per student per day	Before School $\$11,250 \text{ (AA)} / \$5.00 \text{ (RR)} = 2,250$ Total number of students to be served annually $2,250 / 30 \text{ (DOO)} = 75$ Total number of students to be served daily After School $\$33,750 \text{ (AA)} / \$15.00 \text{ (RR)} = 2,250$ Total number of students to be served annually $2,250 / 30 \text{ (DOO)} = 75$ Total number of students to be served daily

**Students served in the before and after school summer/supplemental program must be the same students but must be tracked separately for each funding source.

71. Q—*Is there flexibility to enroll students outside of the school of origin for the summer/supplemental program? Does this enrollment count towards attendance?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. Summer/supplemental program grant recipients may enroll and count attendance for any student in the district, so long as priority enrollment is given to students from the funded school site (*EC* Section 8483.76 [d]).

72. Q—*Can summer/supplemental funds be used on weekends?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. The *EC* allows the use of summer/supplemental funds to be used to operate the before and after school summer/supplemental program in excess of 180 regular school days or during any combination of vacations, weekends, intersessions, and/or summer (*EC* Section 8483.76[a]). Attendance can be counted for any of the above mentioned periods outside of the 180 regular school days.

73. Q—*Does the fee waiver for homeless and foster youth also apply to summer/supplemental programs?*

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Applicable to the ASES and 21st CCLC Programs.

A—Yes. Fees must be waived for pupils identified as homeless or foster for the base program as well as summer/supplemental programs (*EC* Section 8482.6[a]).

74. Q—*Are programs required to implement the CQI process for summer/supplemental programming?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. Programs must implement the CQI process for summer/supplemental programming. For more information on the Quality Standards for Expanded Learning, please visit the CDE’s 21st CCLC web page located at <https://www.cde.ca.gov/ls/ba/cp/>.

75. Q—*Since ASSETs programs do not have summer/supplemental specific funding, are they required to run a summer/supplemental program? If so is there a minimum or maximum hour requirement for a summer/supplemental program?*

Applicable to the ASSETs Program.

A—No. ASSETs programs are able to run anytime through the course of a year, including regular school days, weekends, intersession, vacation, or summer, according to what was outlined in the original grant application. A program must operate a minimum of 15-hours a week (*EC* Section 8421[c]).

76. Q—*What is the maximum dollar amount that grantees are awarded for a summer/supplemental program?*

Applicable to the ASSETs Program.

A—Summer/supplemental grants may not exceed 30 percent of a school’s annual base grant amount.

Example: The ABC Elementary receives a base after school grant for \$122,850. They can receive a maximum of 30 percent of the base grant for summer/supplemental programming, which is \$36,855, for a total maximum grant of \$159,705 for that site.

77. Q—*How do summer/supplemental programs count attendance when several sites are operating together at an offsite location?*

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Applicable to the ASES and 21st CCLC Programs.

A—Once approved by the CDE EXLD, summer/supplemental programs have the option to operate together at an offsite location. If several sites are running programming together at an offsite location, attendance will be counted for the students at the school of origin first. If programs are serving other schools in the district, who are not part of a funded site, the programs are able to identify which program to place those students for attendance purposes. Once granted approval to run off site, programs do not need to obtain approval annually.

78. Q—*We have received a new 21st CCLC supplemental grant effective July 1, do we need to be ready to operate a summer/supplemental program July 1?*

Applicable to the ASES and 21st CCLC Programs.

A—Supplemental grants are able to operate any day outside of the 180 regular school days. This includes any combination of summer intersession, or vacation periods for the regular school year, as long as attendance numbers are met. New 21st CCLC grantees may start programming July 1, but are not required to as they can choose from any of the options listed above.

D. Administrative Requirements

79. Q—*Are before school programs required to have a Late-Arrival Policy?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. The *EC* states that every before school program must operate for one and a half hours each regular school day and establish a policy for reasonable late daily arrival of students to the program. This policy should address issues similar to those discussed in the Early-Release Policy Question 79 below (*EC* Section 8483.1[a][1]).

80. Q—*Are after school programs required to have an Early-Release Policy?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes. The *EC* requires every after school program to establish a policy regarding reasonable early release of students from the program (*EC* Section 8483[a][1]).

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Promising Practices—The Early Release Policy addresses the reasons for the early release of pupils from the after school program. The Early Release Policy documents the reason for early release to allow programs to count student attendance for the day. However, the use of the Early Release Policy should be the exception and not the rule. It should be applicable on a case-by-case basis.

It is recommended that the Late Arrival and Early Release Policies be implemented by establishing codes for the various reasons of early release. Below are sample codes that have been used in the field:

1. Off-site enrichment programs
2. Family emergency
3. Medical appointment
4. Transportation
5. Child accident/injury
6. Safety issues (darkness, weather)
7. Participation in school athletic programs and team sports
8. Other conditions (state reasons)
9. Additional information is available on the CDE Late Arrival and Early Release Guidance web page located at <https://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

81. Q—*Are Sign-in and Sign-out procedures required in after school programs?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. For monitoring purposes, all grantees should develop an attendance accounting system to track compliance with early release and ensure the safety of students. Sign-in and Sign-out Procedures ensure adequate safeguards and a level of integrity acceptable to an auditor or during an FPM visit. The grantee must also include the early-release and late-arrival procedures at each ASES program site to reflect accurate program attendance. Sign-in and sign-out sheets are auditable records for attendance compliance.

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Promising Practices—Findings from program audits suggest formatting sign-in sheets with numbered lines for each student/parent to write on to avoid having more than one name on the same line, a column for sign-out time, and also a column to enter the reason for early-release from the program. Concern for student safety suggests that columns for the time the student left the program and with who is picking the student up should be part of the procedure and entered on the sign-out sheets.

82. Q—*Can grantees adopt electronic sign-in and sign-out for students attending after school programs?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Electronic sign-in and sign-out systems are not prohibited. Each student attending an afterschool program must be closely monitored for safety, compliance, and accountability reasons. Whether using a manual (i.e., paper copies) or an electronic system, the accountability of students attending the after school programs require a precise and rigorous method that ensures the safety of the students and accurate attendance reporting to the CDE.

Promising Practices—According to promising practices, sign-in and sign-out systems should do the following:

- Require that only authorized persons sign out a student from the program;
- Record and track all sign in/out entries by student name, unique identifier, date, and time;
- Identify, record, and track all entries or alterations made by the program staff;
- Generate reports that identify input errors or inconsistencies;
- Identify and record absences;
- Require the reasons for late arrival or early release from the program;
- Back up information on a daily basis and maintain the data for at least five years; and
- Prevent alterations of historical data.

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To ensure the reliability of the system, the use of parallel systems (manual and electronic) during the first year of implementation is recommended. Checking one system against the other would ensure that the electronic system is operating as intended. In addition, control features should exist to prevent the system from being turned off.

If grant funds are to be used for the purchase of such a system, the purchase will have to be approved in advance by the CDE EXLD Consultant.

83. Q—*How long does an expanded learning program have to keep its records?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The *EC* requires grantees to maintain documentation (electronic or hard copy) of the after school program plan for a minimum of five years. The CDE shall review the program plan and historical documentation during site visits (*EC* sections 8482.3[g][1][F] and [2]). Grantees are also responsible for maintaining records for all of their contracted service providers.

Promising Practices—ASES Program grantees are recommended to maintain attendance, expenditure, and evaluation reports, along with supporting documentation, for a minimum of five years.

84. Q—*What is an ASES program plan?*

Applicable to the ASES Program.

A—The *EC* requires that ASES grantees review their after school program plans every three years, including but not limited to the program goals, program content and outcome measures.

Guidelines for creating a program plan can be found on the CDE Program Plan Guide for grantees Microsoft Word document on the CDE web page located at <https://www.cde.ca.gov/ls/ba/as/>.

85. Q—*What are the requirements for 21st CCLC and ASSETs grantees to have a program plan?*

Applicable to the 21st CCLC, and ASSETs Programs.

A—For 21st CCLC and ASSETs funding, the program plan is submitted as part of the application process, is reviewed and rated as part of a competitive funding process, and remains the program plan for the duration of the grant. The program plan may be altered only with prior approval from the CDE.

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E. Eligibility

86. Q—*Do homeless youth or youth in foster care have priority enrollment in an after school program?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes, first priority enrollment is given to pupils who are identified by the program as homeless youth or as being in foster care (*EC* sections 8483[c][1][A] and 8483.1[d][1][A]).

87. Q—*What if the program is full and we have new homeless and foster youth?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—If the program is at full capacity, current program participants need not be removed to make room for new homeless and foster youth. AB 1567 clarified that its new priority provisions “shall not be construed to require or authorize the disenrollment of a current participant in order to secure the enrollment of a pupil who has priority for enrollment.” However, new homeless and foster youth should be placed at the top of the waiting list (*EC* sections 8483[c][3] and 8483.1[d][3]).

88. Q—*How may a grantee identify a pupil as homeless or in foster care?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—First priority goes to pupils that are “identified by the program” as being homeless youth or in foster care. AB 1567 provides that it should not be construed to “require” a program to “verify,” or a school district to disclose to a program, that a pupil applying for participation is, in fact, a homeless youth or in foster care (*EC* sections 8483[c][2] and 8383.1[d][2]). The bill does, however, specify that program administrators **shall** allow the pupil himself/herself to self-certify as being a homeless youth or in foster care. The bill also provides that program administrators **may also** obtain the information through the school district’s homeless youth liaison if the school district has a waiver on file allowing for the release of this information (*EC* sections 8483[e] and 8483.1[f]). Programs may be able to identify homeless or foster youth in other ways, including but not limited to asking the parent or guardian in a program application.

89. Q—*Can an expanded learning program determine which grades are served by the grant?*

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Applicable to the ASES and 21st CCLC Programs.

A—Yes. The LEA can determine which specific grades are served by the expanded learning program based on the local needs of the community (*EC* Section 8482.3[a]). Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (*EC* Section 8482.6).

90. Q—*How should a program determine what specific grades it should serve?*

Applicable to the ASES and 21st CCLC Programs.

A—The grantee may perform a local needs assessment, taking into account various relevant factors, to determine what grades to serve.

90. Q—*Who may participate in expanded learning programs?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Expanded learning programs may serve students that attend participating public elementary, middle, junior high, and charter schools (*EC* Section 8482.3[a]). Every student attending the school operating a program is eligible to participate in the program, subject to program capacity (*EC* Section 8482.6). 21st CCLC and ASSETs programs may also serve private school students identified in the original grant application whose school is in the public school attendance area.

ASSETs programs shall serve pupils in grades nine through twelve, inclusive. Priority enrollment for the after school program goes to the students of the site funded that received the grant (*EC* Section 8421[a]).

Promising Practices—The priority, if any, for student program participation based on academic needs should be detailed in the program plan under **Program Goals and Requirements**.

91. Q—*Can Transitional Kindergarten (TK) students be served in expanded learning programs?*

Applicable to the ASES and 21st CCLC Programs.

A—Yes, the CDE considers TK students to be a subset of kindergarten, and may be served in an ASES or 21st CCLC program (*EC* Section 8482.3 [a]).

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92. Q—*Are expanded learning programs required to provide services to students with special needs?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. State and federal law requires that students with special needs cannot be denied access to federally funded programs. However LEAs should consult with their legal departments on the interpretation of state and federal law and the requirements for accommodation at the district and site level (Americans with Disabilities Act and Section 504, *EC* sections 200, 220, 8482.6, and 11135[a]).

Promising Practices—The CDE suggests the following components to create a robust program to provide for students with special needs:

- Dedicated administrator to manage the program
- No automatic enrollment—all students have a waiting period to identify what the child’s needs are and to plan support
- Indicate on the application that the student needs extra support
- Identify accommodations to determine if a program has to delay enrollment to train staff, make modifications, or work with parents to get regional assistance
- If an LEA subcontracts the administration of the after school program, MOUs or subcontract agreement should include language that requires that students with special needs should be provided access to the program and cannot be discriminated against on the basis of their disability.

93. Q—*Are 21st CCLC and ASSETs programs required to serve private schools?*

Applicable to the 21st CCLC and ASSETs Programs.

A—All grantees must provide equitable after school program services to private school students identified in the original grant application whose school is in the public school attendance area. Private schools should be consulted at the development of the program and on an ongoing basis.

94. Q—Per Assembly Bill (AB) 2615, programs are able to determine what grades they serve. If a program is serving only certain grades offered at a school, but the school has foster/homeless youth in other grades that the

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program does not serve, then must the program accept the foster/homeless students in those other grades?

Applicable to the ASES and 21st CCLC Programs.

A—No, the program need only prioritize and enroll homeless and foster youth for the grades that the program serves.

95. Q—*What is the role of an LEA to help support foster youth?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The Local Control Funding Formula shifted an LEA’s role from being a direct service provider to a capacity builder (AB 854). There is at least one Foster Liaison in each County Office of Education (COE) that receives funding to build the capacity of districts to adequately support and serve our foster youth. Each district (per AB 490) also has a foster youth liaison that helps to coordinate and provide direct services among and within its various sites.

96. Q—*Who may programs contact for information or support regarding foster youth?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Expanded learning programs may contact their COEs foster youth liaison and/or their local school district’s foster youth liaison for information or support. Access the contact information for Foster Youth Services Coordinating Programs on the CDE Program Coordinators web page located at <https://www.cde.ca.gov/ls/pf/fy/contacts.asp>.

97. Q—*How is **homeless** defined?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), referenced in *EC* sections 8483(c)(1)(A) and 8483.1(d)(1)(A) provides AB 1567’s definition of “homeless youth.” Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence. This definition includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

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- Children and youth who are living in motels, hotels, trailer parks, shelters, or awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above.

98. Q—*What is McKinney Vento?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The McKinney-Vento Act (42 United States Code §11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all LEAs to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youth. The McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and COEs. The McKinney-Vento Act also authorizes the funding for the Federal Education for Homeless Children and Youth Program.

99. Q: *Are expanded learning programs required to provide transportation for youth identified as homeless?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—If a homeless student in an expanded learning program is in need of transportation in order to attend the expanded learning program, it is a federal requirement, per the McKinney-Vento Act, of the local education agency to remove all barriers in order for the student(s) to attend. While this is not a specific requirement of the ASES, 21st CCLC, or ASSETs grants, the expanded learning program should work with the LEAs to provide transportation to students identified as homeless.

The EXLD encourages programs to contact their county or district's local homeless youth liaison(s) for information or support. The contact information

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is posted on the CDE Homeless Education web page located at <https://www.cde.ca.gov/sp/hs/>.

100. Q—*What is the role of an LEA to help support homeless youth?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—State requirements mandate a homeless liaison in every district, charter, and COE. Unlike Foster Youth Liaisons, there is limited grant funding available to help support LEAs in providing services to homeless youth. However, homeless youth often times qualify to receive the services provided by Title 1 funding.

101. Q—*Who may programs contact for information or support regarding homeless youth?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A— *Expanded learning programs* may contact their county or district’s local homeless youth liaisons for information or support. Contact information posted on CDE Homeless Education web page located at <https://www.cde.ca.gov/sp/hs/>.

The CDE has ongoing grants available that are titled: “Education for Homeless Children and Youth.” This is a competitive three-year grant that provides eight million dollars to LEAs.

102. Q—*What types of resources can a liaison provide?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Homeless youth liaisons can provide a variety of resources. These can include:

- Trainings on a variety of topics, including McKinney-Vento
- Resource binders that include local organizations that can help provide assistance

F. Other

103. Q—*Can grantees use ASSETs funds to offer programs or activities for which participants may receive credit toward high school graduation requirements?*

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Applicable to the ASSETs Program.

A—Yes. The *EC* allows grantees to utilize ASSETs program funds to implement programs or activities in which students receive credit toward high school graduation. All activities or programs implemented must be in alignment with the district policies of the LEA for credit recovery.

104. Q—*Can expanded learning programs claim participant attendance for in-season California Interscholastic Federation (CIF) sports?*

Applicable to the ASSETs Program.

A—No. By definition, CIF sanctioned sports have try-outs and cuts and therefore, are not inclusionary and open to all students to participate.

105. Q—*Can expanded learning programs spend funds for in-season CIF sports (i.e., staffing, transportation, materials, etc.)?*

Applicable to the ASSETs Program.

A—No. Applying funds in any way towards in-season CIF related sports is considered supplanting. Additionally, there are strict compliance rules impacting off-season CIF sports that should be considered. For detailed information go to the CIF website located at <http://www.cifstate.org/landing/index>.

106. Q—*Can grant funding be used to pay for transportation?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. The *EC* considers transportation an allowable expenditure (*EC* Section 8484.6[a]). Transportation using base funding is allowable if the costs align to the goals outlined in the ASES Program Plan or the 21st CCLC/ASSETs original grant application, such as educational field trips. It is important to note that the intent of base funding is to be used to provide programming and not ongoing transportation costs. The 21st CCLC or ASSETs grantees that received an optional Equitable Access grant or ASES grantees that receive the ASES transportation grant may use these funds to pay for ongoing transportation costs (*EC* sections 8483.7 [6], 8484.6 [a]).

107. Q—*Are grantees required to provide breakfast for students in the before school program?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

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A—Yes. The *EC* requires that every before school program provide a breakfast meal to all program participants (*EC* Section 8483.1[a][3][c]).

108. Q—*Are grantees required to provide snacks for students in the after school program?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. The *EC* requires that every after school program provide a daily nutritious snack or a supper to all program participants. The snack, if served, must conform to the nutrition standards defined in *EC* sections 49430–49432. The supper, if served, must conform to the nutrition standards of the United States Department of Agriculture’s at-risk after school meal component of the Child and Adult Care Food Program (*EC* Section 8482.3[d][1] and [2]).

109. Q—*Can ASES and 21st CCLC funding be used to purchase snack and/or meals?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—It is the Legislature’s intent that expanded learning programs not use their core operating funds (before school, after school, summer/supplemental) for snacks or meals, but instead seek to qualify their sites as approved distribution sites for federally funded snacks or meals through the National School Lunch Program, Summer Food Service Program, School Breakfast Program, and the Child and Adult Care Food Program (*EC* Section 8483.95).

110. Q—*If grantees do not qualify for a federally funded snack or meal program, can they use base funding to provide mandatory snacks or meals?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. Programs are able to use core operating funds in this instance; however, all expanded learning programs are encouraged to apply for assistance through the federally funded programs, if potentially applicable (*EC* Section 8483.95).

111. Q—*Can base grant funding augment or supplement mandatory snacks/meals?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. As long as the program is in compliance with the requirements outlined in the *EC*, the program may serve additional food to students as

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needed. However, food cannot be purchased as part of an incentive or reward. Please see our guidance on incentives located on the CDE Field Trip and Recognition Guidance web page located at <https://www.cde.ca.gov/ls/ba/cp/fieldtripguide.asp> (click on the link and scroll down to Recognition Guidance).

112. Q—*Are there resources to help after school programs provide healthy snacks?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. A variety of resources are listed on the CDE After School web page located at <https://www.cde.ca.gov/ls/nu/as/>. These resources include information on federal reimbursable snack programs and a calculator to determine if the individual snacks provided meet the nutritional requirements.

113. Q—*Can an after school program administer medication to students?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The CDE EXLD does not have a standard for administering medication in after school programs. Such practices are a local decision.

V. Federal Program Monitoring and Audit

A. Federal Program Monitoring

114. Q—*What is Federal Program Monitoring (FPM)?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—State and federal laws require the CDE to monitor the implementation of programs. The FPM Program is one of the processes the CDE uses to ensure that grantees are fulfilling their responsibility for operating programs that meet statutory requirements. Detailed information about the FPM process is posted on the CDE Compliance Monitoring web page located at <https://www.cde.ca.gov/ta/cr/>.

The Before and After School Program Tool is on the CDE 2017–18 Cycle B and D Program Instruments web page located <https://www.cde.ca.gov/ta/cr/proginst201718.asp>.

115. Q—*In case of an audit or FPM, what documentation is the grantee required to present?*

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Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The *EC* requires grantees to follow all fiscal reporting and auditing standards established by the department (*EC* Section 8482.3[f][5]).

Refer to the Before and After School FPM Instrument located on the CDE Compliance Monitoring web page located at <https://www.cde.ca.gov/ta/cr/> for more information.

B. Audit

116. Q—*What are the audit requirements for ASES programs?*

Applicable to and ASES, 21st CCLC, and ASSETs Programs.

A—The *EC* requires that all agencies receiving ASES funds undergo an annual financial and compliance audit, and abide by generally accepted accounting principles and recordkeeping requirements. The grantee is required to maintain auditable records, which must be made available upon request to representatives of the CDE, other governmental agencies and auditors for monitoring, reviews, and audits.

Documentation such as the Program Plan shall be kept for a minimum of five years. In cases where audit findings by a state agency remain unresolved, all records must be maintained until the audit is resolved (*EC* sections: 8482.3[f][5], 41020[b][4], and 8482.3[g][1][F]).

117. Q—*What happens if there are audit findings?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The grantee has the opportunity to address each finding and recommendation made by the auditor. If the grantee is in agreement with the finding, the response normally identifies what corrective action will be taken to ensure the conditions of the finding are not continued in the future.

The grantee's independent auditor will submit the audit report to the CDE EXLD. The CDE EXLD Regional Consultant will provide TA to the grantee and obtain additional documents to verify that corrective action has been implemented. This information will be utilized to resolve the audit finding.

Note: A reduction in attendance due to an audit finding may result in a grant reduction.

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VI. Technical Assistance

118. Q—*What TA is provided by the SSEL?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—The purpose of the SSEL is to build the capacity of expanded learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of CDE EXLD staff, designated Regional County Lead/Staff (COE), and contracted Statewide TA Providers.

The SSEL provides TA and support in each of the 11 service regions of the California County Superintendents' Educational Services Association. Each regional/county team has at least one CDE EXLD Regional Consultant (Education Programs Consultant), one CDE EXLD Fiscal Analyst, and one County Lead (COE staff) providing TA. This includes training and support related to accessing local, regional, and statewide resources, as well as directly supporting grantees at the site level and through regional events.

The two main areas of focus of the SSEL are (1) to provide TA to grantees and sites to support implementation of programs that fully address all ASES and 21st CCLC requirements and (2) to build capacity throughout the region/county they serve by developing, implementing, and sustaining support for quality expanded learning programs. The SSEL respond to questions that are related to program operational procedures, legal requirements, attendance, resources for programs, fiscal, as well as professional development needs. A list of the SSEL contacts is posted on the CDE SSEL Regional TA Contacts web page located at <https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>.

119. Q—*What are the types of TA provided by the SSEL?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

Critical TA: At risk of losing funding and/or major compliance issues. In a situation that can be improved, and does not have the capacity to implement quality improvement without assistance.

Focus:

- Attendance-related

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- Falls below 75 percent attendance in any given year including year one (California *Education Code* Section 8483.7)
- Falls below 85 percent attendance in one calendar year
- At risk of findings and/or recent audit/FPM findings

Targeted TA: Quality and/or compliance could be improved for a targeted group or subject.

Focus:

- Could be more than one grantee and/or subcontractor
- TA for a specific audience and/or purpose
- CQI can include training, coaching, etc.
- New grantees, district coordinators, etc.
- Upcoming FPM

Universal TA: Intended for general audiences, open to any agency.

Focus:

- Any grantee or subcontractor can participate
- CQI
- Statutory grant requirements
- Quality Standards

The strategies to address TA provided to grantees may include, but are not limited to: site visits, coaching, consultation, mentoring, training, and professional development.

120. Q—*What is the role of the fiscal analysts working in the EXLD at the CDE?*

Applicable to the ASES, 21st CCLC, and ASSETs Program.

A—Fiscal analysts in the CDE EXLD provide support to grantees with budget transfers, expenditure reports, AO-400 grant awards, attendance reports, grant reductions, and ASSIST use and corrections. The list of the CDE EXLD Fiscal Analysts and the region(s) to which they are assigned is posted on the CDE SSEL Regional TA Contacts web page located at <https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>.

121. Q—*Are there other TA resources available?*

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A—Yes. The CDE funds a variety of efforts to address specific after school needs. These include:

The **California After School Network** (CAN) is funded by the CDE and helps after school program providers increase the knowledge, capacity and competency of after school programs; it also assists in the development of tools and resources to support high quality after school programs. Additionally, the CAN provides leadership and links to state policy makers, offering a collective voice to support policies, research, public awareness campaigns, and innovative strategies. Additional information and resources are posted on the CAN website located at <http://www.afterschoolnetwork.org/>.

The **After School Assistance Providers Connect** (ASAPconnect) links out-of-school-time programs and assistance providers so you can partner more effectively, expand capabilities and improve program quality. After school program staff can use our ASAPconnect Directory to find relevant, up-to-date information about effective training, mentoring, coaching and consulting. Searches can be custom-tailored to your specific program improvement needs. Additional information and resources are posted on the ASAPconnect's website located at <http://www.asapconnect.org/>.

122. Q—*Is there a resource that can assist us in determining what kind of TA our program might need?*

Applicable to the ASES, 21st CCLC, and ASSETs Programs.

A—Yes. *A Crosswalk Between The Quality Standards for Expanded Learning and Program Quality Assessment Tools*, (1.50 MB) (*Crosswalk*), located at http://www.afterschoolnetwork.org/sites/main/files/file-attachments/crosswalk_0.pdf, is a report that includes a review of seven tools that assess program quality in the field at both the point-of-service level and the programmatic management level. This report centers on a matrix indicating the degree to which each tool supports assessment of the Quality Standards. This guide illuminates the overlap between currently available assessment tools and the 12 Quality Standards, as well as identified gaps in alignment. It concludes with a list of helpful resources that provide additional information on expanded learning program quality. The SSEL Leads may have other resources and tools available to help the programs in their local communities.

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