**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****



Expanded Learning Division

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California *Education Code* for the After School Education and Safety and the 21st Century Community Learning Centers, and After School Safety and Enrichment for Teens 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>.

This document contains promising practices that have been identified by field practitioners. The promising practices that are included are not a requirement of the California Department of Education.

## General Grant and Application Information

### 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).

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’s) Funding and Fiscal Management web page located at [https://www.cde.ca.gov/ls/ex/fundingop.asp.](https://www.cde.ca.gov/ls/ex/fundingop.asp)

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

**Applicable to the ASES Program.**

A—Themaximum total after school grant amount is $152,612.13 per year for elementary schools; and $203,482.84 per year for middle and junior high schools. Ninth grade can only be funded if it is part of a middle/junior high school.

1. 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. Refer to the ASES Renewal webpage, located at <https://www.cde.ca.gov/ls/ex/fundingop.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]).

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

**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 $36,626.90 per site, per school year (*EC* Section 8483.7[a][4]).

The minimum grant amount for 21st CCLC and ASSETs programs is $50,000.00, not including Equitable Access grants (*EC* Section 8484.8[f]).

1. Q—Can programs be funded over the legislative cap outlined in the *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 students 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 x $113 = $11,300; $152,662.50 (base) + $11,300 (large school adjustment) = $163,962.50 (new grant amount).

### 21st Century Community Learning Centers and 21st Century After School Safety and Enrichment for Teens Grants

1. 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 $152,662.50 per year for elementary schools; and $203,550.00 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.

1. 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 $254,500.00 per year for high schools (*EC* Section 8426[a]).

### Award Notification and Funding Period

1. 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 semi-annual reporting. Funding for grants is allocated annually for a period of no more than three years, contingent upon the availability of funds for those grants pursuant to *EC* Section 8483.5 and *EC* Section 8482.4[c][1].

1. 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][4]). The grant period for ASSETs grant funding is five years (*EC* Section 8426[a][1]).

### Dual-funded Program Site

1. 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.

1. 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 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:

1. Student attendance should first be counted towards the state funded ASES Program up to 85 percent of the ASES attendance target.
2. 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 the 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/ex/dualfunded.asp>.

### Frontier Transportation

1. Q—Who is eligible to apply for the ASES Frontier Transportation grant?

**Applicable to the ASES Program.**

A—Funded ASES school sites that are located in an area that has a population density of less than 11 persons per square mile are eligible to apply for the ASES Frontier Transportation Grant. The ASES Frontier school site location eligibility will be determined by using either one of two data sources: (1) the Office of Statewide Health Planning and Development Medical Statistical Service Area maps, or (2) the 2010 United States Census Bureau Census Tract population data maps.

The CDE has a list of sites considered ASES Frontier. The list can be found on the CDE ASES Frontier web page located at <https://www.cde.ca.gov/fg/fo/r27/asesfrontiersites.asp>.

1. Q—How much can I receive in transportation funding for an ASES Frontier site?

**Applicable to the ASES Program.**

A—ASES Frontier sites may receive up to fifteen thousand dollars ($15,000) per site, per school year, as funds are available. Funding may be used to supplement, but not supplant, local transportation services (*EC* Section 8483.7[a][1][J][5]).

The following is a list of allowable expenditures for the ASES Transportation fund (any items not reflected in this list must receive prior approval from the EXLD Regional Consultant and EXLD management):

* Wages or salary (including overtime) for drivers;
* Contracting transportation services with area providers;
* Gas vouchers—including LEA/corporate card for purchase of gas;
* Bridge tolls;
* Employee mileage reimbursement (if using personal cars);
* Global Positioning System device or two-way radios;
* Compensation towards staff drive time and mileage to and from work; and
* Reimbursement for transportation costs for enrichment providers.

## Grant Requirements and Accountability

### Reporting Requirements and Due Dates

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

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

A—Allmandated 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/ex/asesduedates.asp>.

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

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

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 (APR).

1. 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 CQI Process web page located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1. 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]).

1. Q—What is the APR?

**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 APR Frequently Asked Questions (FAQs) and Quick Guides located on The Tactile Group web page located at <https://21apr.ed.gov/>. The Tactile Group can be contacted by email at [21apr@thetactilegroup.com](mailto:21apr@thetactilegroup.com) or by phone at 1-888-282-4589**.**

### Good Standing

1. 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.
* 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.

1. 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.

### Circumstances for Payment Withholding or Grant Termination

1. 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][G]).

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][G]).

### Hours/Days of Operation, Students Served

1. 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][A][i]);
* Operate a minimum of 15 hours per week (*EC* Section 8483[a][1][A][i]);
* Operate every regular school day during the regular school year (*EC* Section 8483[a][1][A][i]);
* Maintain a student-to-staff member ratio of no more than twenty-to-one (*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;
* 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).

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

**Applicable to the ASSETs Program.**

A—The *EC* requires that 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]).

1. Q––Are programs permitted to provide staff development during regular program hours using funds from the total grant award?

**Applicable to ASES and 21st CCLC Programs.**

A—Yes. *EC* Section 8483.7(a)(1)(J) allows ASES and 21st CCLC program operators to provide up to three days of staff development per year during regular program hours using funds from the total grant award. Promising Practices—It is a promising practice to notify parents and families of the planned professional development days or hours the program will be closed 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/hours. All professional development training must be included in the program plan and listed on an annual calendar.

1. 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 students 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 students or staff. In order to get attendance credit for closure due to these circumstances, grantees are required to submit 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 web page located at <https://www.cde.ca.gov/ls/ex/sosexplearncontacts.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:

* 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; and/or
* 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.

1. 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).

### Grant Modifications

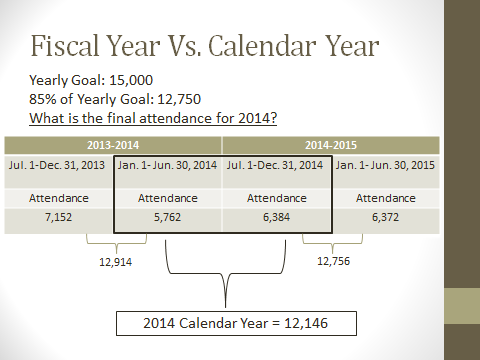
1. Q—If a grantee has failed to meet its annual attendance target, will the CDE reduce funding?

**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 *(55 percent—ASES Frontier program)* of their annual attendance target in any given calendar year. (*EC* Section 8483.7[a][1][D]).
2. A program fails to achieve 85 percent *(65 percent—ASES Frontier program)* of their annual attendance target in the past two consecutive calendar years (*EC* sections 8426[d][3] and 8483.7[a][C][i]).

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. Eighty five percent of the yearly goal is 12,750.

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

1. Q—What method does the CDE use to determine a 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 (55 percent—ASES Frontier program) of its attendance target; and the most recent two calendar years must meet a minimum of 85 percent (65 percent—ASES Frontier program). If the percentage falls below 75 percent (55 percent—ASES Frontier program) in the most recent calendar year or below 85 percent (65 percent—ASES Frontier program) for two consecutive years, the CDE will adjust the grant to meet the actual attendance level plus a 15 percent cushion.

### Fiscal Agent Change and Restructuring of a Partnership

1. 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 EXLD Regional Consultant for more information.

1. 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.

1. 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]).

1. 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]).

1. 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).

### Other Program Options

1. 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/ex/reportingandforms.asp> is used to request approval.

1. 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* sections 8483.7[a][7][A] and [B]). This transfer is only valid for one fiscal year.

## Fiscal Requirements

### Reporting Accountability

1. 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.

1. 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 subcontractors meet all the statutory requirements, including program operations and fiscal operations.

Promising Practices—It is a recommendation that grantees use a sub-contract or a Memorandum of Understanding (MOU) that outlines the requirements, such as “Contracted service provider submits annual budget with a narrative to support expenditures, monthly or quarterly invoices, general ledger or financial activity report upon request.” The MOU could 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 could also 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 could state the consequences for not cooperating and/or providing the data in a timely manner. 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. The fiscal implications include withholding of grant payments or termination of the grant from the CDE EXLD.

**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, grantees are responsible for returning incorrectly spent funds. The responsibility for the expenditure of grant funds remains with the grantee, not the sub recipient.

1. Q—What is the 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 CDE ASSIST web page located at <https://www.cde.ca.gov/ls/ex/assist.asp>.

1. 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 (*EC* Section 8483.51).

### B. Allowable Costs

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

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

A—Federal OMB Uniform Guidance (2 *Code of Federal Regulations* [*CFR*] Part 200.403) discusses criteria for determining allowable costs and discusses basic guideline factors affecting allowability of costs. It states, in part, to be allowable under federal awards, that costs must meet the following general criteria:

1. Funds are used in compliance with all applicable federal statutory and regulatory provisions.
2. Costs are reasonable and necessary for operating these programs.
3. 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.
4. Funds are not used for general expenses required to carry out other responsibilities of the non-federal entity or its subrecipients that are not directly or indirectly related to performance on the award.
5. Costs are determined to be in accordance with generally accepted accounting **principles**, except for state and local governments and Indian tribes only, as otherwise provided for in this part.
6. Costs will not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also 2 *CFR* Part 200.306 Cost sharing or matching paragraph (b).
7. Costs are adequately documented. See also §200.300 Statutory and national policy requirements through 2 *CFR* Part 200.309 Period of performance of this part.
8. Q—What is the difference between a service encumbrance and a deliverable?

**Applicable to the ASES, 21st CCLC, and ASSETs**

A—While carryover is not allowable for any of our grants, grantees are able to encumber some costs.

Per *CFR* Title 34 Part 76.707 and the *California School Accounting Manual* Section 765-1, if the cost was completed through a purchase order issued before June 30, even though the items ordered will not be received until July, it is allowable.

An example that would not qualify for funding under a current year grant ending June 30 is the cost of a conference to be held in July. Regardless of when a purchase order or contract is signed, it is when the conference is attended, not before.

The following table shows when a State or a subgrantee makes obligations for various kinds of property and services.

| If the obligation is for… | The legal obligation is made… |
| --- | --- |
| Acquisition of real or personal property | On the date on which the LEA makes a binding written commitment to acquire the property. |
| Personal services by an employee of the LEA | When the services are performed. |
| Personal services by a contractor who is not an employee of the LEA | On the date on which the LEA makes a binding written commitment to obtain the services. |
| Performance of work other than personal services | On the date on which the LEA makes a binding written commitment to obtain the work. |
| Public utility services | When the LEA receives the services. |
| Travel, conferences | When the travel is taken or conference attended. |
| Rental of real or personal property | When the LEA uses the property. |
| A pre-agreement cost that was properly approved in advance | On the first day of the grant or sub-grant performance period. |

### Expenditure Reports

1. 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 the ASSIST and approved by the 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 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/ex/sosexplearncontacts.asp>.

1. 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/ex/asesduedates.asp>.

1. 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][6] and 8483.75[a][4]).

1. 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. (2 *CFR* §200.343) (*EC* Section 8483.51).

1. 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 TA Contacts web page located at <https://www.cde.ca.gov/ls/ex/sosexplearncontacts.asp>.

1. 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 web page located at <https://www.cde.ca.gov/ls/ex/expenditurereports.asp>.

### Direct Service, Administrative, and Indirect Costs

1. 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 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. ASSETs and 21st CCLC grantees may use an additional six percent of the grant for evaluation costs (*EC* sections 8426[c][1] and 8483.9[c]).

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/ex/dirctservguidance.asp>.

1. 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.

1. 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.

1. 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 Reports for multi-funded positions and semi-annual certifications for single funded positions.

1. 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 21st CCLC and ASSETs Programs.**

A—The CDE must request disposition instructions from the awarding agency if required by the award terms and conditions and must follow the agency’s disposition instructions proscribed by the award terms and conditions prior to transferring, selling, or otherwise disposing of federally-funded equipment.

Disposition of surplus property must occur following these specific rules. If the equipment has a fair market value of $5,000 or less (usually at the time the award terminates), it may be retained, sold or otherwise disposed of with no further obligation to the Federal awarding agency. If the equipment has a fair market value of more than $5,000, the CDE must obtain disposition instructions from the Federal awarding agency. The Federal awarding agency may permit the CDE to retain the equipment for use in other non-federally sponsored projects, but it may also instruct the CDE to sell or transfer the equipment back to the Federal awarding agency or another entity (2 *CFR* Section 200.313[e]).

### Match Requirement

1. *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][6] 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% |
| $152,612.13 | $50,865.62 | $12,716.40 | $38,149.22 |
| $203,482.84 | $67,820.83 | $16,955.21 | $50,865.62 |

Promising Practices—It is a promising practice to 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 percent of the volunteers’ time).
* Principal, teacher, and 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.
* 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).

### Family Fees

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

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

A—Yes. Effective July 1, 2017, Assembly Bill (AB) 2615 revised the *EC* to expressly authorize an expanded learning program to charge family fees. All ASES and 21st CCLC Programs shall waive the costs of fees for pupils who are eligible for free or reduced-price meals, for a child that the program knows is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a) or for a child who the program knows is in foster care (*EC* sections 8422[c] and 8482.6[a]). A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

## Program Requirements

### Attendance

1. 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]).

1. 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 daily 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 FAQ’s.

The daily rates per student, per day, are as follows:

* $6.78 for ASES Before School Summer/Supplemental Program
* $10.18 for ASES After School Summer/Supplemental Program
* $6.79 for 21st CCLC Before School Summer/Supplemental Program
* $10.18 for 21st CCLC After School Summer/Supplemental Program
* $10.18 for ASSETs Program

Example 1: if an ASES Before School Summer/Supplemental Grant Program is funded $50,870.71, then the **annual attendance goal** will be 7,503 student/days ($50,870.71/$6.78 = 7,503). (*EC* Section 8483.7[a][1][J])

Example 2: if a 21st CCLC After School Summer/Supplemental Grant Program is funded at $8,845, then the **annual attendance goal** will be 869 student/days ($8,845/$10.18 = 869). (For a five-week/25 day program, the **average daily attendance** should be 35 students.) (See table in Question 72 below. Daily rates are different for 21st CCLC programs.)

1. 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 and middle or junior high school students participate in the full day of the program every day in which students participate (*EC* Section 8483[a][2]).

For middle or junior high school programs, *EC* Section 8483.3(a)(3) allows for implementation of a flexible attendance schedule in order for the development of an age appropriate after school program.

1. Q––Can middle or junior high school students 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 or 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* Section 8483[c][B]).

1. 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—Everyschool 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. A program that operates at a school site located in an area that has a population density of less than 11 persons per square mile may end operating hours not earlier than 5 p.m. (*EC* Section 8483[a][1][A][i][ii])

### Staffing

1. 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, at a minimum, 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).

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

**Applicable to the ASSETs Program.**

A—The statute does not explicitly state the requirement for staff supervising high school students.

Promising Practice—While the *EC* does not explicitly state the requirement for staff who are supervising high school students, a promising practice is for staff to meet the minimum qualifications of an instructional aide according to the districts’ policies.

1. 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).

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

**Applicable to the ASSETs Program.**

A—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.

Promising Practice—A promising practice is to have all staff working with children complete health screening and fingerprint clearance outlined in the district policy for school personnel and volunteers.

1. 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).

1. Q—Do school site Principals approve the selection of ASSETs Site Supervisors?

**Applicable to the ASSETs Program.**

A—The statute does not explicitly require site Principals to approve the selection of Site Supervisors.

Promising Practice—It is a promising practice to include the Principal in the selection of the Site Supervisor.

1. Q—What staff-to-student ratio is required?

**Applicable to the ASES and 21st CCLC Programs.**

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

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

**Applicable to the ASSETs Program.**

A—The 1:20 staff-to-student ratio applied to other CDE-administered expanded learning programs does not apply to ASSETs programs. However, it is an expectation to have a reasonable staff-to-student ratio that supports students’ safety and provides the highest quality programming possible.

Promising Practice—It is a promising practice to have no more than 20 students in a classroom per one staff member to ensure students are being properly supervised and supported.

### Summer/Supplemental Programs

1. 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.

1. Q—Is it necessary for grantees to track attendance for Summer/Supplemental Programs?

**Applicable to the ASES and 21st CCLC Programs.**

A—Yes. Programs are required to track attendance and submit into the ASSIST database twice yearly. Summer/Supplemental programs are subject to reductions as outlined in the grant modification section above (*EC* sections 8483.7[a][C][i] and 8483.7[a](D]).

1. 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.**

A—To calculate the annual Summer/Supplemental attendance target, simply divide the annual award amount by the daily 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 daily rate per student per day are as follows:

* $6.78 for ASES Before School Summer/Supplemental Program
* $10.18 for ASES After School Summer/Supplemental Program
* $6.79 for 21st CCLC Before School Summer/Supplemental Program
* $10.18 for 21st CCLC After School Summer/Supplemental Program

Example 1: If a school receives a base ASES grant for $152,612.13, they can receive a maximum of 30 percent of the base grant for After School Summer/Supplemental Programming, which is $45,783.64. Then, the annual target attendance will be 4500/days for a three-hour program ($45,783.64/$10.18 = 4,498) and will be 2,249 target attendance/days for a six-hour program ($45,783.64/$20.36 = 2,249).

Example 2: If an ASES Before School Summer/Supplemental Program is funded $50,870.71, then the annual attendance goal will be 7,503 student/days ($50,870.71/$6.78 = 7,503). (*EC* Section 8483.7)

1. 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 Program as a **minimum** of two hours **per day** program, or the After School Summer/Supplemental Program as either a three-hour program, or a six hour program (*EC* sections 8483.1[b] and 8483.76[b]). For more details, see table in Question 72.

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/ex/sosexplearncontacts.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 72 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.

1. 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: California Elementary receives an ASES base after school grant for $152,612.13. They can receive a maximum of 30 percent of the base grant for After School Summer/Supplemental programming for 30 days, which is $45,783.64. Listed in the Table below are the options for different programs they can run.

Example 2: The ABC Elementary receives an ASES base after school grant for $152,612.13. They can receive a maximum of 30 percent of the base grant for After School Summer/Supplemental programming, which is $45,783.64. The ABC Elementary receives an additional base before school grant for $50,870.71. They can receive a maximum of 30 percent of the base grant for Before School Summer/Supplemental programming, which is $15,261.21. 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.

**Table Key:**

* Award Amount (AA)
* Daily Rate (DR)
* Days of Operation (DOO)

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

| Hours | Funding Source and Daily Rate | Target Attendance Calculation and Example |
| --- | --- | --- |
| 2 | **Before School Summer/Supplemental**  $6.78 per student, per day | $15,261.21 (AA)/$6.78 (DR) = 2,250.9 Total number of students to be served annually  2,250.9/30 (DOO) = 75 Total number of students to be served daily |
| 3 | **After School Summer/Supplemental**  $10.18 per student, per day | $45,783.64 (AA)/$10.18 (DR) = 4,497.4 Total number of students to be served annually  4,497.4/30 (DOO) = 149.9 Total number of students to be served daily |
| 4.5 | **\*\*Before School and After School Summer/Supplemental**  Before School Summer/Supplemental  $6.78 per student, per day  After School Summer/Supplemental$10.18 per student per day  For a total of $16.96 per student, per day | Before School  $15,261.21 (AA)/$6.78 (DR) = 2,250.9 Total number of students to be served annually  2,250.9/30 (DOO) = 75 Total number of students to be served daily  After School  $45,783.64 (AA)/$10.18 (DR) = 4,497.4 Total number of students to be served annually  4,497.4/30 (DOO) = 149.9 Total number of students to be served daily |
| 6 | **After School Six-Hour Summer/Supplemental**  $20.36 per student, per day: double the time, half the students | $45,783.64 (AA)/$20.36 (DR) = 2,248.7 Total number of students to be served annually  2,248.7/30 (DOO) = 75 Total number of students to be served daily |
| 7.5 | **\*\*Before and After School Six-Hour Summer/Supplemental**  Before School Summer/Supplemental  $6.78 per student, per day  After School Summer/Supplemental  $20.36 per student, per day  For a total of $27.14 per student, per day | Before School  $15,261.21 (AA)/$6.78 (DR) = 2,250.9 Total number of students to be served annually  2,250.9/30 (DOO) = 75 Total number of students to be served daily  After School  $45,783.64 (AA)/$20.36 (DR) = 2,248.7 Total number of students to be served annually  2,248.7/30 (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 $152,662.50. They can receive a maximum of 30 percent of the base grant for After School Summer/Supplemental programming, which is $45,798.75. The ABC Elementary receives an additional base before school grant for $50,887.50. They can receive a maximum of 30 percent of the base grant for Before School Summer/Supplemental programming, which is $15,266.25. 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 21st CCLC Three and Six-Hour Summer/Supplemental Programs:**

| **Hours** | **Funding Source and Daily Rate** | **Target Attendance Calculation Example** |
| --- | --- | --- |
| **2** | **Before School Summer/Supplemental**  $6.79 per student, per day | $15,266.25 (AA)/$6.79 R (DR) = 2,248.3 Total number of students to be served annually  2,248.3/30 (DOO) = 74.9 Total number of students to be served daily |
| **3** | **After School Summer/Supplemental**  $10.18 per student, per day | $45,798.75 (AA)/$10.18 (RR) = 4,498.9 Total number of students to be served annually  4,489.9/30 (DOO) = 149.9 Total number of students to be served daily |
| **4.5** | **\*\*Before School and After School Summer/Supplemental**  Before School Summer/Supplemental $6.79 per student, per day  After School Summer/Supplemental  $10.18 per student, per day  For a total of $16.97 per student, per day | Before School  $15,266.25 (AA)/$6.79 R (DR) = 2,248.3 Total number of students to be served annually  2,248.3/30 (DOO) = 74.9 Total number of students to be served daily  After School  $45,798.75 (AA)/$10.18 (RR) = 4,498.9 Total number of students to be served annually  4,489.9/30 (DOO) = 149.9 Total number of students to be served daily |
| **6** | **After School Six-Hour Summer/Supplemental**  $20.36 per student, per day: Double the time, half the students | $45,798.75 (AA)/$20.36 (DR) = 2,249.4 Total number of students to be served annually  2,249.4/30 (DOO) = 74.9 Total number of students to be served daily |
| **7.5** | **\*\*Before and After School Six-Hour Summer/Supplemental**  Before School Summer/Supplemental  $6.79 per student, per day  After School Summer/Supplemental  $20.36 per student, per day  For a total of $27.15 per student, per day | Before School  $15,266.25 (AA)/$6.79 R (DR) = 2,248.3 Total number of students to be served annually  2,248.3/30 (DOO) = 74.9 Total number of students to be served daily  After School  $45,798.75 (AA)/$20.36 (RR) = 2,249.4 Total number of students to be served annually  2,249.4/30 (DOO) = 74.9 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.

1. 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]).

1. Q—Can Summer/Supplemental Program funds be used on weekends?

**Applicable to the ASES and 21st CCLC Programs.**

A—Yes. The *EC* allows the use of Summer/Supplemental Program 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.

1. Q—Does the fee waiver for homeless and foster youth also apply to Summer/Supplemental Programs?

**Applicable to the ASES and 21st CCLC Programs.**

A—Yes. Fees must be waived for students identified as eligible for free and reduced-price meals, homeless or foster for the base program as well as Summer/Supplemental Programs (*EC* Section 8482.6[a]).

1. 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’sQuality Standards and CQI web page located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>. (*EC* Section 8484[a][2]).

1. 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]).

1. Q—What is the maximum dollar amount that grantees are awarded for a Summer/Supplemental Program?

**Applicable to the ASES and 21st CCLC Program.**

A—Summer/Supplemental grants may not exceed 30 percent of a school’s annual base grant amount (*EC* Section 8483.75[a][2][B][3]).

Example: The ABC Elementary receives a base after school grant for $152,662.50. They can receive a maximum of 30 percent of the base grant for Summer/Supplemental programming, which is $45,798.75, for a total maximum grant of $198,461.25 for that site.

1. Q—How do Summer/Supplemental Programs count attendance when several sites are operating together at an offsite location?

**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 funded program 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 offsite, programs do not need to obtain approval annually.

For example, Elementary School A and Elementary School B both have a Summer/Supplemental grant. The district decided to operate both programs together at Elementary School B after the Offsite form is approved by the EXLD. Students from across the district are allowed to participate in the summer program at Elementary School B. However, students who actually attend Elementary School B must be counted towards the attendance for that site. Students who attend Elementary School A must be counted towards attendance for that site. Once those students are counted, the district can place other students who are attending from across the district in either Elementary School A’s or Elementary School B’s program for the purpose of reporting attendance.

1. 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 do so as they can choose from any of the options listed above.

### Administrative Requirements

1. 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]).

1. 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][B]).

Promising Practices—It is a promising practice to have the Early Release Policy address the reasons for the early release of students 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.

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. Offsite 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)

Additional information is available on the CDE Late Arrival and Early Release Guidance web page located at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

1. 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.

Promising Practices—It is a promising practice to format 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 picked up the student should be part of the procedure and entered on the sign-out sheets.

1. 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 and sign-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.

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.

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

**Applicable to the ASES and 21st CCLC 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.

1. 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 (*EC* Section 8482.3[g][1]).

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/ex/documents/asesprogramguide.docx>.

1. 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.

### Eligibility

1. Q––Do homeless youth or youth in foster care have priority enrollment in an after school program?

**Applicable to the ASES and 21st CCLC Programs.**

A––Yes. First priority enrollment is given to students 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]).

1. 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. Students should not be displaced from the program in order to secure enrollment of a student who has priority (*EC* Section 8483[c][3]).

1. Q––How may a grantee identify a student as homeless or in foster care?

**Applicable to the ASES and 21st CCLC.**

A––First priority goes to students that are “identified by the program” as being homeless youth or in foster care (*EC* Section 8483[c][1][A]). *EC* sections 8483(c)(1)(B)(2) and 8483.1(d)(1)(B)(2) provide that, “nothing in this subdivision shall be construed to require a program to verify, or a school district to disclose to an afterschool program, that a pupil applying for or participating in the program is a homeless youth or a foster youth.” *EC* sections 8483(e) and 8483.1(f), however, allow students to self-certify as being a homeless youth or in foster care. 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]).

1. Q––Can an expanded learning program determine which grades are served by the grant?

**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).

1. 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.

1. 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). ASSETs and 21st CCLC 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 students in grades nine through twelve, inclusive. (*EC* Section 8421[a]).

1. 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]).

1. 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 of the 1973 Rehabilitation Act, and *EC* sections 200 and 220).

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.

1. 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 (20 U.S.C. Section 7881[a][1]).

1. Q––Per AB 2615 statutes of 2016, 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 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 as determined by local needs (*EC* sections 8482.3[a], 8483[c][1][A], and 8483.1[d][1][A]).

1. 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 County Office of Education’s (COE’s) 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>.

1. Q––How is **homeless** defined?

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

A––*EC* sections 8483(c)(1)(A) and 8483.1(d)(1)(A) adopt the definition of a homeless youth as defined by the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434[a]). 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;
* Children and youth who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; emergency/transitional shelters; or are abandoned in hospitals;
* 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; and
* Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above.

1. 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 a 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, “a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a state, or of or for a combination of schools districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools” (20 U.S.C. Section 7801) public school districts, direct-funded and locally funded charter schools, and COEs are LEAs. The McKinney-Vento Act also authorizes the funding for the Federal Education for Homeless Children and Youth Program.

1. 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 LEA to provide services comparable to services offered to other students in the school, including transportation services (42 *U.S.C*. Section 11432[g][4]). 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 is posted on the CDE Homeless Education web page located at <https://www.cde.ca.gov/sp/hs/>.

1. 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. These liaisons are required to ensure that the rights of homeless children and youth are protected.

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

1. 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 the McKinney-Vento Act
* Resource binders that include local organizations that can help provide assistance to homeless children or youth

### Other

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

**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.

1. 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.

1. 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.

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

**Applicable to the ASES and 21st CCLC 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 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 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[5] and 8484.6[a]).

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

**Applicable to the ASES and 21st CCLC Programs.**

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]).

1. 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* sections 8423[c][3], 8482.3[d][1], and [2]).

1. Q––Can ASES and 21st CCLC funding be used to purchase snacks and/or meals?

**Applicable to the ASES and 21st CCLC 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).

1. 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).

1. 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 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/ex/fieldtripguide.asp>.

1. 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 theCDE 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.

1. 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.

## Federal Program Monitoring and Audit

### Federal Program Monitoring

1. Q—What is 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 theCDE Compliance Monitoring web page located at <https://www.cde.ca.gov/ta/cr/>.

The Before and After School Program Tool is on the CDE Program Instruments web page located at <https://www.cde.ca.gov/ta/cr/progrinst202122.asp>.

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

**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.

### Audit

1. 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 record keeping 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], 8482.3[g][1][F], and 41020[b][4]).

1. 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.

## Technical Assistance

1. *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 responds 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/ex/sosexplearncontacts.asp>.

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

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

A—The SSEL provides three levels of support: Critical, Targeted, and Universal. See below for a more detailed description of each:

**Critical TA:** Sites that are identified as critical are 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. In identifying critical sites, the CDE can use the following criteria:

**Focus:**

* Attendance-related
* Falls below 75 percent (55 percent—ASES Frontier programs) attendance in any given year including year one (*EC* Section 8483.7)
* Falls below 85 percent (65 percent—ASES Frontier programs) attendance in one calendar year
* At risk of findings and/or recent audit/FPM findings

**Targeted TA:** Targeted TA is specific support related toquality and/or compliance for a targeted group or subject. In identifying targeted supports, the CDE can use the following criteria:

**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:** Universal support is intended for general audiences,open to any agency. In identifying Universal TA, the CDE can use the following criteria:

**Focus:**

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

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

1. 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/ex/sosexplearncontacts.asp>.

1. Q—Are there other TA resources available?

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

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

The **California AfterSchool Network** (CAN)is funded by the CDE andhelps 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 theCAN website, located at <https://www.afterschoolnetwork.org/>.

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

1. 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 on the CAN web site at <https://www.afterschoolnetwork.org/post/crosswalk-between-quality-standards-expanded-learning-and-program-quality-assessment-tools-0> 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.