Expanded Learning Opportunities Program (ELO-P),
After School Education and Safety (ASES), and
21st Century Community Learning Center (CCLC)
Program Requirements Matrix

The following Expanded Learning Program Requirements Matrix was developed by the Expanded Learning Technical Assistance Unit at the Los Angeles County Office of Education, with the intent of providing foundational knowledge and information to LEAs and charters about the Expanded Learning Opportunities Program (ELO-P), After School Education and Safety (ASES), and 21st Century Community Learning Center (CCLC) funds.

Information in this matrix references the ELO-P, ASES, and 21st CCLC funds. Merged cells indicate that the same information applies to multiple funds. **In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance.**

This document is prioritized for TK-6th grades funded by ELO-P, ASES, and 21st CCLC. For support regarding ASSETs funding, please contact ELTAU at expandedlearning@lacoe.edu.

Table of Contents

Los Angeles County Office of Education
Expanded Learning Technical Assistance

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
1. "Expanded Learning" Defined	8482.1 (a) "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.		
2. Funding Intent and Purpose	It is the intent of the Legislature that all local educational agencies offer all unduplicated pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities.	The purpose of the After School Education and Safety Program is to create incentives for establishing locally-driven Expanded Learning programs, including after school programs that partner with public schools and communities to provide academic and literacy support, and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, individuals from community-based organizations, and the private sector.	The purpose of the 21st Century Community Learning Centers (CCLC) Program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on: 1. Improved academic achievement 2. Enrichment services that reinforce and complement the academic program 3. Family literacy and related educational development services
3. Program Description	ELO-P Program Plan Reviewed every 3 years LEAs must have their program plan approved by the governing board in a public meeting and posted on the LEA's website. While there is no due date for the program plan, LEAs should have their plans approved before the first day of program. ELO Program plans are to be reviewed and approved by the Board every 3 years. A materially altered plan should be brought to the LEA's governing board for review and approval. The updated plan should be posted on the LEA's web page.	ASES Program Plan Reviewed every 3 years	21st CCLC Narrative (submitted as part of the RFA)

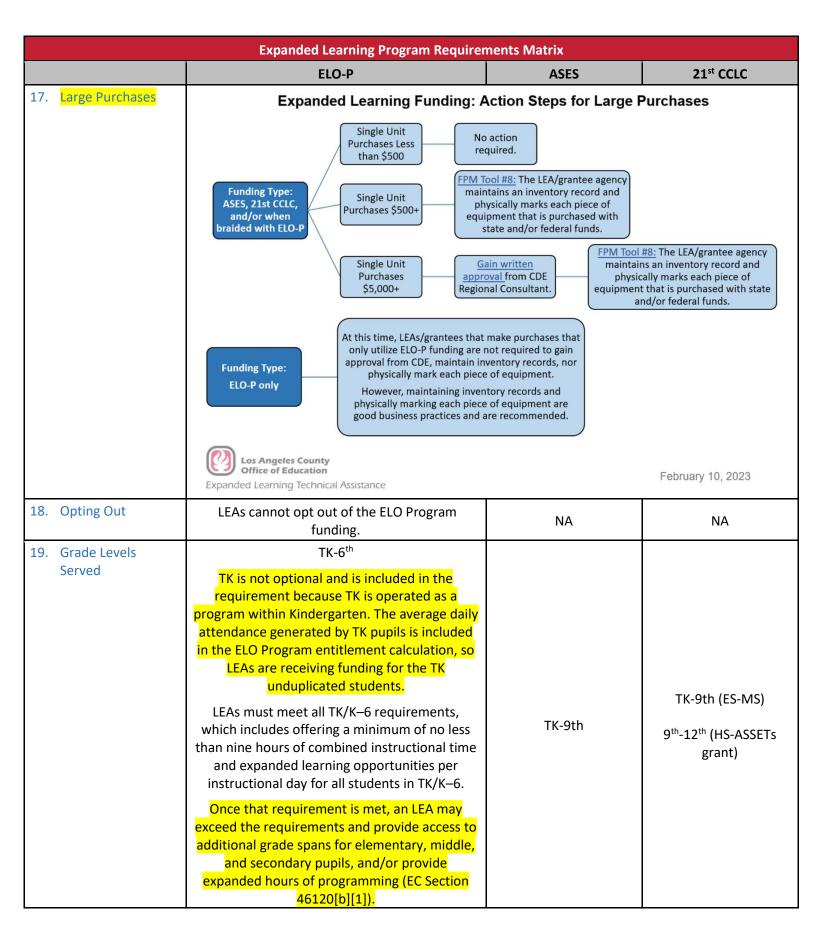|		ELO-P	ASES	21st CCLC
		Expanded Learning Program Requirements Matrix		
4.	Collaborative Partnerships	It is the intent that ASES, 21st CCLC Elementary/Middle, and the ELO Program funding be considered a single comprehensive program. Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.		
5.	Funding Duration	ELO-P, ASES, and 21st CCLC are all on-going funding. Funding for each fiscal year is contingent upon the availability of funds at the state and/or federal levels.		
6.	Application for Funding	NA Funding is distributed via Principal Apportionments and is based on prior year second period (P-2) classroom-based TK/K-6 average daily attendance (ADA) and prior year P-2 unduplicated pupil percentage (UPP).	3 year grant with renewal priority given to Grantees in "Good Standing"	5 year grant that must be reapplied for at the end of each cycle
7.	Funding Results	2022-23 Entitlements	Funding Results	
8.	Funding Formula	**A.** ≥ 75% UPP: $2,750 per classroom-based TK/K-6 ADA multiplied by UPP, or the minimum $50,000, whichever is greater. **B.** <75% UPP: funding at a rate per classroom-based TK/K-6 ADA multiplied by the UPP that will be calculated based on the remaining funds available in the appropriation ($2,052.71 for 2022-23), or the minimum $50,000, whichever is greater.	After School Base and After School Summer: $10.18/student Before School Base and Before School Summer: $6.78/student	After School Base and After School Summer: $10.18/student Before School Base and Before School Summer: $6.79/student
9.	Funding-Level Duration	LEAs with ≥ 75% UPP will be funded as described in #8-A for at least three years. An LEA with ≥ 75% UPP, whose UPP later falls below 75% for four consecutive years will no longer be funded as described in #8-A. Said LEA would then be funded as described in #8-B. LEAs with <75% UPP will be funded as described in #8-B.	NA	
10.	Funding Distribution	Funding is distributed at the District Level. How funds are further dispersed between school sites is a local decision with priority to the lowest income communities, as determined by prior year FRPM rates.	Funding is distributed at the School Site Level, and funds must be spent only at the funded site.	

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
11. Expenditure Period	2021-22 Funding: Expensed by 6/30/2023 2022-23 Funding: Expensed by 6/30/2024 2023-24 and beyond Funding: Do not have an expenditure deadline and carry over funding is permissible. All funds, including carry over funding, must be spent on ELO Program services. ELO Program funding can only be used for ELO Program related expenses.	2021-22 Funding: Expensed by 12/31/2022 2022-23 and beyond Funding: Expensed by 6/30 of the respective school year	
12. Direct vs. Administrative Expenses (85/15)	NA Note: The CDE is not approving or denying individual LEA requests for allowable expenditures. However, all expenditures should be necessary and reasonable for an ELO Program activity, be consistent with the LEA's policies and procedures, be consistent and implemented uniformly and be adequately documented. Furthermore, all expenditures should be consistent with statute and the LEA's program plan.	A program may allocate no less than 85 percent of the total grant amount to school sites for direct services; and spend no more than 15 percent of the amount of the grant for administrative costs, including indirect costs.	
13. Cost-Sharing	Cost sharing is the process by which an expanded learning program splits the cost of program items/services with a school site, based on the access that pupils will have to the program items/services outside of expanded learning time. The Expanded Learning program funds and school day funding should pay a proportionate amount of the cost based on access. The agreement should include language regarding the maintenance and replacement of items/services. LEAs would need to split the cost by using Expanded Learning funds for the access that pupils have to the program items/services during Expanded Learning time and non-ELO Program funds for the access pupils have to the program items/services during non-expanded learning time.		
14. Local Match	Local matching funds are not required for ELO-P expanded learning programs. The ELO Program funding can be used for the local match for ASES, as it is the intent that ASES, 21st CCLC Elementary/Middle School, and the ELO Program funding be considered a single comprehensive program.	Cash or in-kind local funds totaling no less than one-third of the grant amount. 1/3 Facilities or space usage may fulfill no more than 25% of the required local contribution. In other words, 25% of the 33.33% is allowed for facilities or space usage. Additional CDE Guidance	NA

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
15. Family Fees	May charge family fees but shall waive fees for FRPM eligible students, those experiencing homelessness (McKinney-Vento), and those in foster care. If an LEA charges a family fee, it must be done so on a sliding scale that considers family income and ability to pay. A foundational tenet of education code 8422[c] and 8482.6[a] and current practice is that no child can be turned away from a publicly funded after school program because of their inability to pay. Any fees collected by programs shall be used for program activities, services to children, and administrative costs. Programs must "keep accurate records of fees collected, and fees should be tracked separately from the grant funds received." Additional information and resources: Sustaining Expanded Learning Programs: A Manual for Implementing Family Fees		
16. Funding Withholding/ Grant Reduction	For each day, failure to maintain the required number of days or hours will result in CDE withholding: **District:** 0.0048 x Funding Apportionment x # of days out of compliance = Withholding Amount **Charter:** 0.0049 x Funding Apportionment x # of days out of compliance = Withholding Amount Based on statute, school districts and charter schools will be penalized for failure to offer or provide access to ELO Programs to eligible pupils. The penalty will be a proportionate amount of the total entitlement based on the number of eligible pupils the school district or charter school failed to offer or provide access to ELO Programs. Pupils opting not to participate in the ELO Program shall not generate a penalty for the LEA [EC Section 46120(c)(2)].	Reductions to the grant amount will be made when: •Actual attendance falls below 75 percent of the targeted attendance in any calendar year (Jan 1-Dec 31) after the initial grant year; **OR** •Actual attendance falls below 85 percent of the targeted attendance in each of two consecutive calendar years (Jan 1-Dec 31). Before School: 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]). Funding level will be set at the most recent calendar year percentage, plus a 15 percent cushion for growth. Attendance Relief approved for calendar year 2022. Attendance review will commence in calendar year 2023.	

		Expanded Learning Program Requirements Matrix		
		ELO-P	**ASES**	**21st CCLC**
17.	Large Purchases			
18.	Opting Out	LEAs cannot opt out of the ELO Program funding.	NA	NA
19.	Grade Levels Served	TK-6th TK is not optional and is included in the requirement because TK is operated as a program within Kindergarten. The average daily attendance generated by TK pupils is included in the ELO Program entitlement calculation, so LEAs are receiving funding for the TK unduplicated students. LEAs must meet all TK/K–6 requirements, which includes offering a minimum of no less than nine hours of combined instructional time and expanded learning opportunities per instructional day for all students in TK/K–6. Once that requirement is met, an LEA may exceed the requirements and provide access to additional grade spans for elementary, middle, and secondary pupils, and/or provide expanded hours of programming (EC Section 46120[b][1]).	TK-9th	TK-9th (ES-MS) 9th-12th (HS-ASSETs grant)

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
20. Student Priority			

	ELO-P	**ASES**	**21st CCLC**
Students who qualify for free or reduced-price meals (FRPM)	✓	✓	✓
Foster youth	✓	✓	✓
Homeless youth	*	✓	✓
English learners	✓		

* Homeless youth qualify for FRPM; therefore, are considered priority for ELO-P as well.

	ELO-P	ASES / 21st CCLC
21. "Offer" Defined	Conducting outreach to their pupils and families using culturally and linguistically effective/appropriate communication channels. Examples include, but are not limited to: updating/advertising a website, email communication, handouts, announcements, etc.	NA
22. "Access" Defined	LEA may demonstrate the provided access requirement was met by showing the appropriate number of classroom-based students were enrolled in the program. A student that has an enrollment form signed by a parent and/or guardian on file, will be considered enrolled in the program. Pupils opting not to participate in the ELO Program shall not generate a penalty for an LEA.	School Days: Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (EC Section 8482.6). Non-School Days: Programs 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 (Education Code Section 8483.76 [d]).
23. "Offer" and "Access" Requirements	(see table below)	NA See #18 for Student Priority See #20 for Access

	2022-2023	
	Offer	Access
≥ 75% UPP	All UP	50% UP
<75% UPP	All UP	50% UP
	2023-2024 and Beyond	
	Offer	Access
≥ 75% UPP	All Students	All Students
<75% UPP	All UP	All UP

UPP = Unduplicated Pupil Percentage
UP = Unduplicated Pupils

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
24. Student Attendance Requirements	Attendance is based on family need. Although there are no requirements for student attendance, LEAs are encouraged to track student attendance for safety & Continuous Quality Improvement purposes. When combining ELO-P with ASES/21st CCLC, the program must implement what is required by ASES and 21st CCLC.	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. See #29 for Early Release	

25. Program Elements	Education Code 8483.3 (c)	ELO-P	ASES	21st CCLC
	(1) Inclusion of an educational element.	✓	✓	✓
	(2) Inclusion of an enrichment element. These opportunities may include arts, career technical education, recreation, technology, and other activities to support positive youth development.	✓	✓	✓
	(3) That the program will provide a safe physical and emotional environment, opportunities for relationship building, and promote active pupil engagement.	✓	✓	✓
	(4) Staff training and development will be provided.	✓	✓	✓
	(5) Integration with the regular schoolday and other expanded learning opportunities.	✓	✓	✓
	(6) Community collaboration, including, but not limited to, demonstrated support of the schoolsite principal and staff.	✓	✓	✓
	(7) Opportunities for physical activity.	✓	✓	✓
	(8) Inclusion of a nutritional snack, meal, or both.	✓	✓	✓
	(9) Fiscal accountability.	✓	✓	✓
	(10) Availability of required local matching funds.		✓	
	(11) That the program will meet all of the evaluation requirements.		✓	✓
	(12) Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.	✓	✓	✓

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
26. Continuous Quality Improvement (CQI)	**Continuous quality improvement cycle:** **Assess Program Quality**: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities. **Plan**: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff. **Improve Program Quality**: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly. Quality Standards for Expanded Learning in California outlines California's Quality Standards and what each Standard should look like in action at the programmatic, staff, and participant levels. Quality Standards: Six Point-of-Service Videos LACOE's Continuous Quality Improvement Toolkit		
27. Snack and Meals	**School Days** After school: The program provides a daily nutritious snack and/or meal for attending students Before School: The program provides a daily nutritious breakfast for attending students **Non-School Days** The State Meal Mandate only applies to school days. While the mandate does not apply during non-school days, LEAs are encouraged to meet the needs of their students Click here for additional information regarding meals during summer programming	**School Days and Non-School Days** After school: The program provides a daily nutritious snack and/or meal for attending students Before School: The program provides a daily nutritious breakfast for attending students	
28. Days of Operation	Every school day, plus 30 non-school days (30 non-school days span from July 1-June 30 each year) After meeting this requirement, a local decision can be made to offer additional days. The additional days beyond the requirement, do not have to meet the 9 hour minimum requirement.	After School Core: Every school day Before School Core: Every school day After School Supplemental: May operate on any day that the regular school is not in session Before School Supplemental: May operate on any day that the regular school is not in session	
29. Hours of Operation-School Days	An LEA will calculate the minimum nine-hour requirement by combining the daily instructional minutes, recess, meals, and ELO Program minutes to ensure that all together, the total is no less than nine hours per instructional day.	After School: Commences immediately upon the conclusion of the regular school day, operates no less than 15 hours per week, and at least until 6 p.m. each regular school day Before School: no less than 1.5 hours each regular school day	

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
30. Hours of Operation- Non-School Days	LEAs must offer and provide access to the appropriate number of pupils, depending upon their UPP, for at least 30 non-school days, inclusive of Extended School Year (ESY) days provided pursuant to *EC* Section 56345(b)(3), for no less than nine hours of in-person Expanded Learning Opportunities per day. LEAs may use a summer school program, to help satisfy the nine-hour requirement, for 30 non-school days, because summer school programs do not count towards an LEA's annual instructional day or minutes requirement or generate ADA for Local Control Funding Formula apportionment. After meeting the requirement of 30 non-school days and 9 hours minimum each day, a local decision can be made to offer additional days. The additional days beyond the requirement, do not have to meet the 9 hour minimum requirement.	After School Supplemental: 3 or 6 hours per day. 6-hour program must receive prior approval from CDE Before School Supplemental: 2 hours minimum per day If a grantee decides to combine programming for before and after school summer, the hour requirement for before school is 1.5 hours for a total of a minimum a 4.5 or 7.5-hour program. (Education Code Section 8483.2)	
31. Saturday School/ Weekends	Saturday School cannot be used to meet the 30 non-school day requirement pursuant to California EC Section 46120(b)(1)(B). ELO Programs that are being offered on 30 non-school days must be nine hours of ELO Program activities which by definition "complement, but do not replicate, learning activities in the regular school day and school year." Saturday School has several programmatic requirements that are not aligned with ELO Program requirements (i.e. instructional time, staffing, potentially different population of pupils). However, an LEA may operate an ELO Program on days in which Saturday School is offered if the LEA meets the necessary ELO Program requirements. If an LEA offered Saturday School and an ELO Program on the same day, the Saturday School instructional time would not count as part of the nine hours of ELO Program requirements towards the 30 non-school days. Likewise, the ELO Program hours would not be counted as instructional minutes for Saturday School.	The EC allows the use of ASES and 21st CCLC 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.	

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21st CCLC**
32. Early Release and Late Arrival	Not required. However, when combing ELO-P with ASES/21st CCLC, the program must implement Early Release and Late Arrival Policies as required by ASES and 21st CCLC	Establish policies for reasonable Early Release of students in the after school program and reasonable daily Late Arrival of students in the before school program. Additional CDE Guidance	
33. Student to Staff Ratio	TK/K: 10:1 1st-6th: 20:1 Mixed pupil groups that include any TK/K pupils must adhere to the 1:10 staff to pupil ratio requirement.	20:1 If combining with ELO-P, TK/K: 10:1	
34. Staff Minimum Qualifications	Based on the statutory requirements staff members for the After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC) After School programs must: 1: Meet the minimum qualifications for an instructional aide as prescribed by District policies: 2a: Educational qualifications for instructional aides shall be prescribed by the school district employer and shall be appropriate to the responsibilities to be assigned; [*EC* Section 45334(b)] **and** 2b: Demonstrate proficiency in reading, writing, and mathematics skills up to or exceeding that required by the employing district for high school seniors. [*EC* Sections 45330(e) and 45334.5(a)] *Promising Practices* LEAs have the flexibility to revise their district policy. LEAs can create an Instructional Aide Classification and/or Exam to better measure the qualifications and competencies of Expanded Learning candidates.		
35. Selection of Site Coordinator/ Supervisor	Shall be subject to the approval of the schoolsite principal		
36. Staff Pre-Screening	All program staff shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district. Volunteers, although not considered staff, are subject to the same requirements.		
37. 3 Professional Development Days	Allowed; LEAs may provide up to three days of staff development per year during regular expanded learning opportunity program hours.		

Expanded Learning Program Requirements Matrix			
	ELO-P	**ASES**	**21ˢᵗ CCLC**
38. Off-Site Programming	Allowed; description must be included in Program Plan. Transportation shall be provided for any pupil who attends a school that is not operating an expanded learning opportunity program to attend a location that is providing an expanded learning opportunity program and to return to their original location or another location that is established by the local educational agency. LEAs are required to provide transportation for before school and after school ELO Programs, as well as the 30 non-school days, all in accordance with the *EC*. Transportation should not be a barrier to ELO Program participation; the ELO Program should be created as universally available and accessible to pupils. When braiding funding with ASES/21ˢᵗ CCLC, the off-site location must be approved by CDE Regional Consultant.	Allowed; must be approved by CDE Regional Consultant. Student transportation must be provided.	
39. Virtual Programming	Pursuant to EC Section 46120(b)(1)(A) the ELO Program funding is to be used for in-person before or after school expanded learning opportunities. This is also the requirement for the 30 nonschooldays, inclusive of Extended School Year (ESY) days provided pursuant to EC Section 56345(b)(3) as well. LEAs can however, use virtually based enrichment, as long as students are in-person and supported by qualified staff that meets the ELO Program required ratio. Example: Supervising staff and students must be in-person at the program site, and may attend a virtual field trip to the Louvre Museum in Paris or take a karate lesson with an instructor who is virtually connecting with the group that is on-site.		

| 40. Audit | The ELO Program will be included in the annual audit beginning in school year 2023–24, at which time failure to meet program requirements will result in an audit finding and funding may be due back to the State.

Based on statute, school districts and charter schools will be penalized for failure to offer or provide access to ELO Programs to eligible pupils. The penalty will be a proportionate amount of the total entitlement based on the number of eligible pupils the school district or charter school failed to offer or provide access to ELO Programs. Pupils opting not to participate in the ELO Program shall not generate a penalty for the LEA [EC Section 46120(c)(2)].

Additionally, school districts will be penalized an amount equal to the product of 0.0048 times the school district's apportionment for each day the school district fails to meet the day or hour requirements. Charter schools will be penalized an amount equal to the product of 0.0049 times the charter school's apportionment for each day the charter school fails to meet the day or hour requirements [EC Section 46120(c)(3)]. | State and federal laws require the CDE to monitor the implementation of programs. The FPM Program is one of the processes the CDE uses to ensure that grantees are fulfilling their responsibility for operating programs that meet statutory requirements. Detailed information about the FPM process is posted on the CDE Compliance Monitoring web page located at https://www.cde.ca.gov/ta/cr/

The Before and After School Program Tool is on the CDE Program Instruments web page located at: https://www.cde.ca.gov/ta/cr/documents/exlp2223.docx | |
| 41. Reporting | At this time, reporting is not required; however, LEAs are encouraged to track student attendance for safety and Continuous Quality Improvement purposes, as well as track expenditures. The method for tracking expenditures is a local decision. | Reporting required:
Timeline of Important Events/Due Dates

ASES Reporting Due Dates

21st CCLC Reporting Due Dates | |

References:

- CDE Expanded Learning Division Webpage
- CDE ELO-P Webpage
- Expanded Learning Opportunities Program FAQs
- AB-130 Education finance: education omnibus budget trailer bill
- SB-181 Education Finance: Education Omnibus Budget Trailer Bill

- AB-185 Education finance: education omnibus trailer bill
- ASES Certified Assurances
- 21st CCLC Certified Assurances
- ASES, 21st CCLC, and ASSETs FAQs
- ASES RFA
- 21st CCLC RFA
- Summer Programs FAQs

Need Technical Assistance?
For technical assistance and support, please reach out to the Expanded Learning Technical Assistance Unit at the Los Angeles County Office of Education: expandedlearning@lacoe.edu

Los Angeles County Expanded Learning Events and Resources: https://expandedlearningr11.com/

Los Angeles County
Office of Education
Expanded Learning Technical Assistance