

Expanded Learning in California

Grantee Orientation Video

Grants 101

Audio Transcript

Hello and welcome to the California Expanded Learning Grantee Orientation video on Grants 101 brought to you by the California Department of Education Expanded Learning Division and The California Afterschool Network! This video will cover the basic requirements of expanded learning grants funded through the California Department of Education.

What are Expanded Learning Programs?

Expanded Learning programs occur *before and after school, during summer, and can also be during intersession/vacation/weekend learning experiences.*

Expanded Learning program components focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences.

Understanding the importance of learning beyond the classroom, the California Department of Education Expanded Learning Division was created by State Superintendent of Schools Tom Torlakson, in 2011.

The Expanded Learning Division's Mission statement states California's Expanded Learning programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life. This mission statement is the foundation for all of the division's work and sets the vision for expanded learning throughout the State of California.

There are 3 different grant types that will be covered today, they include:

After School Education and Safety Program or ASES

21st Century Community Learning Centers Program or CCLC, and

21st Century High School Afterschool Safety and Enrichment for Teens Program also known as ASSETs

You may notice that 21st CCLC and ASSETs are combined in one bucket- this is because 21st CCLC and ASSETs are federally funded programs.

The ASES program is a state funded program as a result of the California 2002 Proposition 49. The program has a three year grant period, can be renewed, and is state funded.

The 21st CCLC and ASSETs programs were originally created from the No Child Left Behind Act and reauthorized under the Every Student Succeeds Act. These programs are awarded through a competitive process, operate for a five year grant period, and are federally funded. Agencies that receive 21st CCLC and ASSETs funding must reapply after the five year grant period.

Each programs background, context, and requirements are outlined in California Education Code.

The California Department of Educations Expanded Learning Division, in collaboration with K-12 educators, program practitioners, and support providers, created the quality standards for expanded learning in California.

On the screen now you will see the cover of the quality standards for expanded learning.

The Quality Standards are a framework/guide for all stakeholders- youth, staff, K-12 administrators, and other partners to create a shared vision of quality, to assess their own programs in order to help determine what they are doing well and what needs improvement. We recommend that you share the Quality Standards with all expanded learning staff and stakeholders, so that they become familiar with which standards are related to directly serving students and which standards lead to a successful operation of expanded learning programs.

FACT or FICTION?

ASES is the acronym for After School Enrichment and Safety

FICTION!

ASES stands for After School **Education** and Safety

Next we will be focusing on the Program Elements and Operations on the ASES, 21st CCLC, and ASSETs programs. You will notice that the top of the requirements there will be a designated header to designated whether a requirement is related to ASES, 21st CCLC, or ASSETs. In some cases, requirements may be applicable to only one program (such as ASES), in some cases two programs (ASES and 21st CCLC), and some cases all three programs (ASES, 21st CCLC, and ASSETs).

Program Plan and Application Narrative

To guide program operation, programs must develop a program plan or follow the plan they submitted as part of their grant application narrative. For ASES programs, this is called a program plan. The program plan must include goals, operations, what outcome measures have been selected, and other information requested by the CDE. It must also be reviewed every three years.

For 21st CCLC, programs must follow the grant application narrative submitted to the Expanded Learning Division. If there are any potential revisions, the revisions must first be submitted and approved by the Expanded Learning Division.

Plan must includes goals, operations, what outcome measures have been selected (this is related to the evaluation), and other information requested by the CDE.

The program plan is considered a “living” document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program. The plan should also include the operational design of the after school.

The Expanded Learning Division has created a guide to assist grantees to create an roadmap for their after school programs within the framework of the requirements defined in statute

There are two major program components required for ASES, 21st CCLC, and ASSETs. The first one is the Educational and Literacy Component.

ASES and 21st CCLC programs have the same requirement for this component- they must provide tutoring or homework assistance in one or more of the following areas: language arts, mathematics, history and social science, computer training, and science.

The ASSETs program must also include an educational and literacy component with one of the following areas: tutoring, career exploration, homework assistance, or college preparation.

The second major component is the Educational Enrichment Component.

For ASES and 21st CCLC programs, this may include fine arts, career technical education, recreation, physical fitness, and prevention activities.

For ASSETs programs, this may include, but is not limited to, community service, career technical education, job readiness, mentoring, service learning, arts, technology, physical fitness, and recreation.

EXLD encourages research-based curricula and strategies aligned with California's State Standards, including the Next Generation Science Standards.

Examples may include:

Science, Technology, Engineering and Math (STEM)

Expanded learning activities in core content areas

Language skills and academic achievement for English learners

Telecommunications and technology education

Fine arts training (e.g., visual, performing, & digital arts)

Nutrition education activities

Drug, alcohol, and tobacco education and prevention activities

Service-learning, mentoring

Coordinated school health activities, and

Character education

Physical Activity

For ASES/21st CCLC, programs must provide opportunities for physical activity.

For ASSETs programs, a physical activity element is required. To assist with this requirement, the California Department of Education has guidelines posted on the on CDE Web page for implementing high-quality physical activity programs.

Family Literacy

There are some requirements that apply only to 21st CCLC and ASSETs programs. The first being family literacy. Family literacy provides opportunities for families to engage in their child's educational development. Some examples include language classes, parenting classes computer classes, financial planning classes and computer training.

The grade spans for the ASES and 21st CCLC program are transitional kindergarten -9th grade. The grades to be served by the program at participating schools may be determined by local needs.

The ASSETS program is for 9th grade- 12th grade. The programs must align with the regular school day.

As far as enrollment priorities, first priority shall go to students who are identified by the program as homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), at the time that they apply for enrollment or at any time during the school year, and to students who are identified by the program as being in foster care.

For programs serving middle and junior high school students, second priority shall go to students who attend daily.

FACT or FICTION?

A physical activity element is required for all ASES, 21st CCLC and ASSETS programs.

FICTION!

A physical activity element is only required for ASSETS programs while ASES and 21st CCLC programs must provide opportunities for physical activity.

Now that we have talked about grade spans, let's discuss some of the funding and operation. There are various types of funding methods that the Expanded Learning Division uses to track components for expanded learning programs. Components mean when a program is operating- To fund after school programs, the funding type is after school base.

For before school programs, before school base.

For intersession, vacation, summer, and weekend programs, either before or after school supplemental, also known as "summer grant" in California Education Code.

These terms will become more familiar for programs as they submit programmatic and fiscal reports.

We are now going to go deeper into the components and specific requirements. The first is After School Base-

ASES and 21st CCLC After School Base programs must commence immediately upon conclusion of the regular school day and operate a minimum of 15 hours per week or at least until 6pm. It is the Intent is for all elementary and middle/junior high pupils to participate in the full program every day.

Programs may implement flexible schedule for middle/junior high pupils, however priority will be for those that attend daily

Individual students may be released subject to the early release policy- the Expanded Learning Division has further "Policy Guidance" on Early and Late Arrival Policies that can be found on the CDE Webpage. Please use this guidance as you are developing your early release policies.

Policies should be reasonable and it is important to remember that **the use of the late arrival and early release policies should be the**

exception and not the rule.

Programs must provide a daily snack and/or meal that meets nutrition standards. There is additional guidance that can be found on the CDE Webpage on the nutrition standards for snacks and/or meals.

The second component is Before School Base.

ASES and 21st CCLC Before school programs must operate no less 1.5 hours per regular school day. We often see programs starting at 6:30am with a school start of 8am.

It is the intent that pupils participate in the full day of the program every day.

Programs may implement flexible schedule for middle/junior high pupils, however priority will be for those that attend daily

A student who attends less than ½ of the daily program hours shall not be counted for attendance

Programs must offer a breakfast meal for all participating

The third component- summer funding or supplemental funding is for programs that operate in excess of 180 school days. We are grouping this component into four operational categories- summer, intersession, vacation and weekend.

ASES/21st CCLC: Can operate weekends, summer, vacation, or during intersession

Before and After School: Must operate a minimum of 4.5 hours per day

After School: Can operate a 3 hour or 6 hour per day program. It is important to note, a 6 hour program must be approved by CDE

Before School: Must operate a minimum of 2 hours per day

ASSETs

Operate a minimum of 15 hours per week

Is not required to operate specific hours, and

Can operate before school, after school, weekends, summer, or during intersession. Not that supplement grants do not apply to ASSETs

A very important requirement for all programs operating an expanded learning program is a late arrival and/or early release policy.

All grantees are required to have a procedure for documenting student attendance. All ASES and 21st CCLC grants must establish a policy for early release or late arrival.

Any child signed out earlier than 6 pm needs to be accounted for with a reason in your Early Release Policy. All grantees are required to have a procedure for documenting student attendance (sign in/out sheets). Procedures should comply with the policy. Policies should meet school and/or community needs.

For more information, please review the **Late Arrival and Early Release Guidance on the CDE Expanded Learning Web page**. Policies should be reasonable and it is important to remember that **the use of the late arrival and early release policies should be the exception and not the rule.**

Why is a nutritious meal or snack important? Snack and/or meals help support children's health and academic achievement by providing nutritious meals and snacks that combat hunger and improve nutrition, and that draw children into expanded learning educational and enrichment activities.

ASES/21st CCLC/ASSETs

- A snack, meal or both
- Snack/Meal must meet nutrition standards
- Meal must meet federal CACFP standards, and
- Seek to qualify for federal meal programs

Such requirements include:

- Keeping a roster of each child attending your program and tracking snack/meals for reimbursement purposes.
- Having on file the snack/meal menu for the day, and
- Serving required snack/meal components.

On the screen now, you will find the link to the California Department of Education Nutrition Website where you can access more information on eligibility and requirements

The next requirement is staffing- ASES/21st CCLC programs must have a student to staff ratio that does not exceed 20:1 and meet the minimum qualifications for an instructional aide pursuant to district policies.

For ASSETs programs, there is no staffing ratio, however, student safety is priority. Keep documentation of these qualifications in your personnel files. Examples include credit summary, test results, degrees etc. Please make sure that documentation is maintained for **ALL** staff.

All grantees must provide staff training and development, this is an important part of building the capacity of staff and making sure they are successful to support quality expanded learning programs.

Examples include, but are not limited to:

- Online or on-site training
- Workshops
- Conferences
- Formal education
- Peer mentoring

Content for trainings can include, but is not limited to, the Quality Standards- including safety/safety procedures, healthy behaviors, Science-Technology-Engineering-Math, structure physical activities, and other trainings that can contribute supporting staff in their role. Be sure to check out the Quality Standard Videos developed by the Expanded Learning Division and California Afterschool Network available on the CDE website.

All grantees must actively collaborate during both initial program development and ongoing program implementation, with the schools the students that attend program

Examples include:

Parents

Youth

Representatives of participating public schools such as school site principals and staff

Governmental agencies, such as city and county parks and recreation departments

Local law enforcement

Community organizations

And Private sector representatives

It is very important to get diverse perspectives about the quality of your program. Different collaboration methods can include but are not limited to, surveys, focus groups, interviews, observations, and other activities to gather stakeholder feedback.

On-going Consultation with Private Schools is a requirement that applies to only 21st CCLC and ASSETs programs.

Agencies must consult with appropriate private school officials that meet the funding eligibility criteria and are in the geographic area to be served.

On the screen now you will find the link to The California Department of Education's Guidance on Consultation with Private Schools webpage

Facility and Transportation

All programs must be safe, easily accessible, and provide transportation for off-site programs.

Transportation is to be provided to and from the program site, if activities are conducted off-site

If the program is located in a facility other than an elementary or secondary school, the agency must:

Ensure the program will be as available and accessible to the students served, as if the program were located at a school site

And provide safe transportation

All programs must submit evidence of a data-driven quality improvement process that is based on the department's guidance on program quality standards.

An effective program improvement process is ongoing and involves a continuous cycle of assessment, planning, and improvement. While the process should be carried out at the site level, documentation of this process should be submitted by the grantee.

This cycle of improvement revolves around twelve critical standards—the Quality Standards for Expanded Learning in California—which were developed in partnership between the CDE After School Division and the CAN Quality Committee.

There is guidance for developing and implementing a data driven program quality improvement plan on the California Department of Education Webpage web address that can be seen on your screen

All programs are required to participate in the Annual Outcomes Based Data for Evaluation. For 21st and ASSETs programs, programs are required to meet evaluation requirements and measures of effectiveness.

For ASES- programs must submit Annual Outcomes-Based Data for Evaluation which includes the following:

- Regular school day attendance
- Expanded learning attendance
- Continuous Quality Improvement

For 21st CCLC/ASSETs – programs must submit two reports

- Annual Performance Report (also known as APR). The APR is a data collection tool that is administered by the United States Department of Education for all 21st CCLC grantees.
- Meet evaluation requirements and measures of effectiveness which are outlined in the application narrative. And,
- Submit Annual Outcomes-Based Data for Evaluation which includes:

Regular school day attendance

Expanded learning attendance

Continuous Quality Improvement

FACT or FICTION?

All after school base programs must operate a minimum of 15 hours per week

FACT.

ASES/21st CCLC must Operate a minimum of 15 hours per week, and at least until 6:00 p.m. on every regular school day.

Next we will cover all of the fiscal requirements for all grantees, including reporting

First we will start with Direct, Administrative, Indirect Costs.

For all programs, up to 15% of grant funding can be used for administrative costs. Of that 15%, only 5%, or the approved indirect cost rate (whichever is lower), can be used for indirect costs. Therefore, at least 85% of grant funding must be allocated for direct services to pupils. This applies to everyone receiving funding within the grant- the fiscal agent/grantee and any subcontractors.

Match

All ASES programs shall provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant (33.3%) from the school district, governmental agencies, community organizations, or the private sector. Facilities or space usage may fulfill not more than 25 percent of the required local contribution.

Snacks and meals can be used as match, another examples can include custodial costs.

Now that we have covered most of the fiscal requirements, let's talk about Attendance.

The daily attendance target depends on the total number of school days.

Attendance targets are determined by the amount per student per day and the grant award amount. When agencies applied for initial funding for 21st CCLC and ASES, the grant amounts were determined based on the projected number of students the expanded learning program would serve.

Therefore, taking the grant amount and dividing it by the rate per day, this would provide the annual attendance goal. The rate per student per day for ASES would be \$8.19 per student and 21st CCLC would be \$7.50 per day

Lets calculate the annual and daily attendance targets for a hypothetical ASES grantee. An ASES grantee is receiving \$122,850. \$122,850 divided by \$8.19 would equal an annual attendance goal of 15,000 students. The grantee would then take that 15,000 and divide it by the number of school days. In this example, the typical school year is usually 180 days. So, 15,000 divided by 180 days would be approximately 83.33 students per day. In this case, since we cannot count partial students, we say that the target would be approximately 84 students a day for 180 school days.

Now that we know about Targeted Attendance and determining daily and annual targeted amounts, lets talk about the Attendance Requirements in Education Code.

California *Education Code* Sections 8426 and 8483.7 state that programs should maintain a certain level of attendance in order to retain funding, if sites do not maintain the following attendance levels, they will be reduced:

- In the most recent year (excluding the first year of a new grant), if attendance is less than **75%** of the targeted attendance level
- In two consecutive years, if attendance is less than **85%** of the targeted attendance level
- Supplemental/Summer grant funding exceeds **30 percent** of the "base" grant(s).

Programs sites should always strive to meet 100% of their Annual Attendance Target.

Program sites must meet at least 85% of target attendance each year to avoid a reduction of funds.

One challenge that programs face is the determination of attendance, which is based on calendar year. However, attendance reporting is submitted by fiscal year- every January and every July.

The following diagram demonstrates that for a new grant starting on July 1, 2017- the first report for attendance would be submitted January 2018 (for reporting between July 2017- December 2017). This is called the "1st Semi-Annual Report". However, this report would not be counted towards the first year of attendance, for new grants we understand that program recruitment takes time, however, grantees are responsible for operating a program during this timeframe.

Year 1

The next report would be due in July 2018, for reporting January-June 2018 attendance. This would be the “2nd Semi-Annual Report”. This report would be the first report that counts toward attendance.

The next report, the “1st Semi-Annual Report” would be due in January 2019, for attendance reporting July-December 2018. Therefore, the attendance for both of these reports would be combined and categorized as “Calendar Year 2018”. This would be the first year for counting attendance.

Year 2

The second year Calendar Year 2019-would be submission of the “2nd Semi-Annual Report” due in July 2019, for attendance reporting January-June 2019. The next report, the “1st Semi-Annual Report” due in January 2020, for attendance reporting July-December 2019. Therefore, the attendance for both of these reports would be combined and categorized as “Calendar Year 2019”.

As mentioned in a previous slide, the attendance requirements are the following:

In the most recent year (excluding the first year of a new grant), attendance is less than **75%** of the targeted attendance level

In two consecutive years, attendance is less than **85%** of the targeted attendance level

The Expanded Learning Division would first review the most recent year (Calendar Year 2019), if the attendance is 85% or greater, than the site will not receive a reduction. If the attendance is less than 75%, the site will be reduced.

If Calendar Year 2019 is greater than 75%, but less than 85%, the Expanded Learning Division will look at Calendar Year 2018.

For Calendar Year 2018, if the attendance is greater than 85%, the site will not be reduced. If the attendance is less than 85%, the site will be reduced.

Now that we have talked about grade spans, let’s discuss some of the funding and operation.

There are various types of funding methods that the Expanded Learning Division uses to track components for expanded learning programs. Components mean when a program is operating- To fund after school programs, the funding type is after school base.

For before school programs, before school base.

For intersession, vacation, summer, and weekend programs, either before or after school supplemental, also known as “summer grant” in California Education Code.

These terms will become more familiar for programs as they submit programmatic and fiscal reports.

FACT or FICTION?

The annual attendance target formula is the total funding amount divided by the rate per student per day.

FACT.

Be sure to use the appropriate rate per student per day during this process.

Lets take a moment to review the annual reporting requirements- this includes fiscal reports and attendance reports. All reports are due on a Fiscal Year, so starting July 1 through June 30.

The annual budget for all grantees are due in the After School Support and Information System (ASSIST), an online management system once the Grant Award Notification has been signed and submitted to the California Department of Education.

The Quarterly Expenditure Reports are due in October, January, April, and July every year. This is also submitted via ASSIST.

The Attendance Reports are submitted twice a year-January and July via ASSIST. It is important to remember that even though these are submitted by Fiscal year, attendance is looked at on a calendar year basis.

The Annual Performance Report (APR) for 21st CCLC and ASSETs is due twice a year- in the Fall and Spring. There is a specific system used by the U.S. Department of Education for submission of this information.

The Annual Outcomes- Based Data for Evaluation is due in October. The file for the grantee to complete can be found on the CDE Webpage. The file itself is submitted through a secure file transfer system. The link to the secure file transfer system, including instructions and password is communicated via e-mail to all grantees.

It is important to always make sure that the contacts list in ASSIST are updated with the most current contact information for the grantee. All EXLD information is sent to grantees using this contact information, especially when information on submission of required reports are communicated via e-mail. For more information on updating contacts for ASSIST, please visit the CDE Webpage or e-mail ASSIST@cde.ca.gov.

Next we will cover Expenditure Reports

For Quarter 1 Expenditure Reports, covering reporting period July- September, the due date will be at the end of October.

For Quarter 2 Expenditure Reports, covering reporting period October-December, the due date will be at the end of January.

For Quarter 3 Expenditure Reports, covering reporting period January-March, the due date will be at the end of April.

For Quarter 4 Expenditure Reports, covering reporting period April-June, the due date will be at the end of July.

For 21st CCLC/ASSETs- All payments are based on the expense of funding. Please visit the CDE Web page for payment schedule.

For ASES- there is a set schedule of payments. Please visit the CDE Web page for payment schedule.

If you have questions or concerns regarding your grant requirements, each region has a California Department of Education Expanded Learning Division consultant, analyst and county leads/staff to answer questions and provide assistance with your grant.

There are many resources on the CDE Before and After School Webpage including:

- Reporting due dates, forms, ASSIST access
- Guidance on costs including direct services and administration costs, field trips and recognition policy

Frequently asked questions, California Nutrition Standards and contact information for CDE and System of Support for Expanded Learning leads To access this information please visit the link on your screen.

Thank you for what you do, we appreciate all of your hard work and committment in supporting expanded learning programs. Thank you for all you do to help youth succeed!

This video is one of four videos providing information regarding the program requirements for expanded learning programs in California.

Other Expanded Learning in California topics that you can access include Federal Program Monitoring, Continuous Quality Improvement, and Quality Standards for Expanded learning.

Thank you for watching. This video has been brought to you by the California Department of Education's Expanded Learning Division, and the California Afterschool Network.

We would like to give a special "Thank you" to the schools and regional professionals listed on the screen for their assistance in the creation of these videos.