

AFTER SCHOOL EDUCATION AND SAFETY (ASES) 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)

PROGRAM OVERVIEW

Note: This overview is a summary of key facts and is not intended to be a complete listing of requirements. For additional information, go to: <http://www.cde.ca.gov/ls/ba/as>

The ASES/21st CCLC programs use funding to promote local partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students from kindergarten through twelfth grade. NOTE: ASES serves only through grade nine.

PROGRAM ELEMENTS

ASES and 21st CCLC programs should include both educational and enrichment activities. Activities should be based on the needs of participating students. The *educational* component can include tutoring and/or homework assistance in the following subject areas: language arts, mathematics, history, social science, computer training, or science. *Enrichment* examples include, but are not limited to: fine arts, recreation, physical fitness, career-technical education, and prevention activities.

21st CCLC programs are required to assess the need for family literacy services among adult family members of students to be served by the program. All programs must, at a minimum, either refer families to existing services or coordinate with local service providers to deliver literacy and educational development services.

KEY PROGRAM REQUIREMENTS

Every after school program shall:

- Begin immediately upon the conclusion of the regular school day.
- Have a reasonable early daily release policy for participating students.
- Offer a daily, nutritious snack that meets USDA requirements.
- Allow all students enrolled at the school site to participate in a program. All programs are voluntary.
- Remain open until 6 p.m. on every regular school day and operate for at least 15 hours per week. Elementary schools must enroll students 5 days a week, while programs that serve students in middle/junior high school are asked to enroll students for a minimum of 9 hours a week and 3 days a week.
- Not prohibit student participation due to the inability to pay a fee.

STAFFING

- The maximum student to staff ratio is 20:1.
- Staff and volunteers are subject to the health screening and fingerprint requirements.
- Staff members who directly supervise students must meet the minimum qualifications for an instructional aide, pursuant to the LEA's policies. For LEAs following the No Child Left Behind (NCLB) act, the minimum NCLB requirements must be met.

COLLABORATION REQUIREMENT

The ASES and 21st CCLC programs are intended to be implemented as a collaborative process. Local collaborative should include parents, youth, representatives of participating public schools, governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations and the private sector, but are not limited to these groups.

FISCAL OPERATIONS

- The ASES Programs must secure 33 percent of their grant amount in cash or via in-kind matching funds. 21st CCLC on the other hand, does not have a legal requirement for a match, but does require the program to have a sustainability plan in place.
- Grants are based on a \$7.50 per child per day formula for after school programming.
- Up to 15 percent of grant funds can be used for administration.
 - Up to 5 percent, or the rate approved by the CDE (whichever is lower), of the grant award can be used for indirect costs (Note: This must be considered an administrative cost)
- At least 85 percent of grant funding must be allocated to school sites for direct services to students.

EVALUATION REQUIREMENTS

Grantees must submit the following data as part of an annual evaluation process:

- Attendance rates of pupils in the regular school day
- Program attendance for all components
- Student academic outcomes (via the Standardized Testing and Reporting [STAR])

Grantees must also select one or more of the following measures of program effectiveness:

- STAR program test scores in English-language arts and mathematics;
- Any of the following measures as reported by regular day or after school program staff:
 - Homework completion rates;
 - Skill development; or
 - Positive behavioral changes.

If above measures selected, ASES programs must use CDE-developed tools and protocols (still under development).

21st CCLC grantees are required to complete the Annual Performance Report (APR).

- The APR is a condition of funding, and is required of all 21st CCLC Grantees.
- The APR is located within the Profile and Performance Information Collection System (PPICS) on the Learning Point Associates (LPA) website: www2.learningpt.org/ppics
- The APR portion consists of two reporting sections: 'Centers' and 'Partners' modules, both of which must be filled out in order for the APR to show up as complete.
- Technical concerns / log-in questions can be addressed to LPA by phone at (866) 356-2711 or email at 21stcclc@contact.learningpt.org.

All grantees are subject to the Categorical Program Monitoring Requirements

- Scheduled according to your districts CPM visit schedule.

PAYMENT SCHEDULE

Three payments will be made annually. The first, 65 percent, will be issued when the grantee returns the grant award notification and related paperwork, indicating that your agency has accepted the grant and will comply with grant requirements. Grantees will receive a second payment of 25 percent upon receipt of a midyear reports and a final payment of 10 percent at the end of the year after receipt of final reports.

CRITICAL DUE DATES

- Attendance reports will be due semi-annually on: January 31 and July 31.
- Expenditure reports will be due quarterly on: October 31, January 31, April 30, & July 31.
- Yearly evaluation and fiscal reports: October 15 for all grantees.
- For reporting forms and evaluation guidelines, go to: <http://www.cde.ca.gov/ls/ba/as>

**For further information contact Joe L. Hudson, Regional Lead
at (510) 670-7732 or jhudson@acoe.org**

Thanks to Region V After School Partnerships for portions of above text.



21st Century After School Safety & Enrichment for Teens (ASSETs)
For High School Programs

PROGRAM OVERVIEW

Note: This overview is a summary of key facts and is not intended to be a complete listing of requirements. For additional information, go to: <http://www.cde.ca.gov/ls/ba/cp/>

PROGRAM ELEMENTS. ASSETs programs should contain the following program elements:

- Academic assistance including at least one of the following: preparation for the high school exit examination, tutoring, homework assistance, college preparation (including information about the Cal Grant); and
- Enrichment activities including community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities.

KEY PROGRAM REQUIREMENTS. Every ASSETs program should adhere to the following:

- A collaborative planning process that includes parents, pupils, representatives of participating schools, governmental agencies, community organizations, law enforcement, and if appropriate, the private sector;
- Student participation in planning program activities;
- Student access to, and availability of, computers and technology;
- Activities may be held at one or more sites. If held off the school site, provide safe transportation and assure that the program is at least as available and accessible as similar programs conducted on the school site
- Operate a minimum of 15 hours per week outside the regular school day including before school, after school, intersession, summer, vacation, or weekends. ASSETs programs are not required to remain open until 6:00 p.m.
- Operate at a rate of \$10 per pupil per day or less (programs operating at a rate in excess of \$10 must justify higher rate).
- Include a nutritional snack and a physical activity.
- May supplement, but not supplant, existing funding with ASSETs funds.
- Programs may charge a fee but no student can be prevented from attending the program based on the family's ability to pay

FISCAL OPERATIONS

- Grantees will receive a five-year grant from \$50,000 to \$250,000 per year per site
- Not more than 15 percent of each annual grant award may be used for administrative costs.
 - Indirect costs may not exceed 5 percent of each annual grant and are part of administrative costs.
- In addition to the 15 percent of each annual grant award allowed for administrative costs, up to 15 percent of the first year's annual grant award for each core grant may be utilized for startup costs (a total of up to 30 percent).
- In addition to administrative costs, a program may expend up to the greater of 6 percent of \$7,500 to collect outcome data for evaluation and for reports to the CDE (because of this allowance less than 85 percent of grant funds may be spend on direct services to students).

REPORTING REQUIREMENTS. Grantees will be expected to report the following:

- The number of pupils expected to attend the program on a regular basis;
- The average hours of attendance per pupil;

Thanks to Region V After School Partnerships for portions of above text

- School day and ASSETs program attendance rates;
- The percentage of pupils expected to attend the program less, more, and equal to three days a week;
- Program participant test scores from the Standardized Testing and Reporting (STAR) Program;
- Pupil achievement on the high school exit exam, as applicable.

PROGRAM EFFECTIVENESS. To demonstrate program effectiveness, programs shall select one or more of the following measure to be used for at least three consecutive years and submitted annually:

- Positive behavioral changes, as reported by school day teachers or after school staff who directly supervise pupils
- Homework completion rates
- Skill development consistent with program elements, as reported by school day teachers or after school staff who directly supervise pupils
- Pupil performance on the high school exit examination and graduation rates
- Pupil performance on the STAR test
- *Note: CDE has not yet developed data collection instruments for the first three measures.*

MONITORING FOR TECHNICAL ASSISTANCE. The CDE will provide technical assistance if:

- Actual pupil attendance falls below 75 percent of proposed level in any year of the grant
- The grantee fails, in any year of the grant, to demonstrate measurable outcomes
- The grantee requests assistance

MONITORING FOR GRANT REDUCTION OR TERMINATION. The CDE may reduce the grant level of any school in the grant if:

- The actual pupil attendance falls below 75 percent of the proposed attendance level at the end of the second year of the grant
- The actual pupil attendance falls below 85 percent of the proposed attendance in each of two consecutive years

The CDE may at any time terminate the grant of a school that:

- Fails in three consecutive years to demonstrate program outcomes* and/or fails to attain 75 percent of its proposed attendance levels after having its program reviewed and grant level adjusted by the CDE
- Fails in three consecutive years to demonstrate improved academic achievement among participating pupils
- The CDE has created a process to allow a grantee to voluntarily lower its annual grant amount if one or more sites are unable to meet the proposed pupil attendance levels by the end of the second year of the grant.

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For further information contact Joe Hudson, Regional Co-Lead at (510) 670-7732 or judson@acoe.org