

Frequently Asked Questions
After School Education and Safety Program
21st Century Community Learning Centers Program

ATTENDANCE

Question: How long can we expect to receive After School Education and Safety (ASES) funding?

Answer: The voters intended that ASES funding remain in the state budget as a continuous appropriation. Your agency is eligible to receive a three-year renewable direct grant. However, your grant will be awarded in three (3) one-year allocations and is dependent on semi-annual attendance and quarterly expenditure reporting submitted to the California Department of Education (CDE). If all required reporting (attendance, fiscal and outcome measures) and eligibility criteria remain current, your award funding would continue.

Question: If our attendance should drop, will the CDE decrease our funding?

Answer: Not immediately. The CDE staff working with your Regional After School Technical Assistance Support (RASTAS) team are committed to on-site visits and regular review of your program attendance to effectively provide the necessary supports to avoid a reduction of your grant. Our goal is to provide ongoing technical support to every grantee for the operation of effective and successful programs. Reduction of your grant award would be a last option if attendance targets cannot be maintained. If you have not been contacted for technical support and training by a RASTAS member for your region, you may find your contact on the Regional Technical Assistance Contacts Web page: <http://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>

Question: With nearly a year of operation we believe we are serving the maximum number of students for our community. What if the attendance estimates in our proposal were overly ambitious?

Answer: You will need to notify the CDE in writing that you would like to voluntarily reduce the amount of your grant and attendance targets for one or more schools. The CDE consultant for your region will direct you to complete the Voluntary Reduction of Grant Award form which will be effective the next quarter after approval.

Question: We received our grant late in the year. What criteria will the CDE use to make adjustments to our grant?

Answer: While some flexibility was allowed with the first year of funding (2006-07), the CDE is authorized to adjust the grant amount of any school that is under its targeted

attendance level, by 15 percent or more, in two consecutive years, or if pupil attendance drops below 75 percent, in any year, of the targets designated in the application for funding.

In addition, the CDE may terminate a grant that does not comply with fiscal reporting, attendance reporting or outcomes reporting requirements. CDE may also withhold the grant allocation for a program if the prior year reporting is outstanding. After technical assistance has been provided, the CDE may at any time terminate a grant that fails for three consecutive years to demonstrate measurable outcomes required for funding (*EC* Section 8483.7).

Question: Do we need to track attendance for summer supplemental programs?

Answer: Yes. Any after school grantee approved to receive supplemental funds for specified use during vacations, intercessions, and summer (and weekends for 21st Century Community Learning Centers [21st CCLC] grants) must track and report attendance. Attendance must be reported to the CDE on a semi-annual basis. The CDE will require separate attendance reporting for each after-school, before-school, and supplemental grant component.

Question: Must we require students to attend our before and after school programs five days a week?

Answer: No. According to *EC* Section 8483(a)(2), it is the intent of the Legislature that elementary school pupils participate in the full day of the program every day during which pupils participate and that pupils in middle/junior high school attend a minimum of nine hours a week (six hours for before school programs) and three days a week to accomplish program goals.

Attendance in a before or after school program is voluntary. However, pupils who can attend the program every day that the program operates should have priority over pupils who cannot attend every regular school day.

Question: Our projected enrollment is 84 students. Assuming there are 50 students who attend our program three hours each day, plus 34 students who attend 1 hour of tutoring, 1 hour of recreation and 1 hour of enrichment on Mondays, and 34 additional students who participate for three hours Tuesday through Friday, would this comply with the 84 minimum daily average attendance?

Answer: No. Elementary students are expected to attend the entire program every day it operates, with the exception of absences allowed under your early-release policy. Middle-school students are expected to attend at least nine hours and three days per week, with the exception of absences allowed under your early-release policy. So, the 34 children who attend only on Mondays would not meet the attendance requirement.

Question: The projected enrollment for our after school program is 84 students. The school district and city envision that 50 children would attend the after school program from 2:20 p.m. (end-of-school or 2:40 p.m., depending on grade level) to 6 p.m. each day and that 34 additional children would either have a snack for 20 minutes each day (from 2:20 p.m. until 2:40 p.m.) or possibly stay for an hour each day and then go home before 4 p.m. The district and city feel this would constitute 84 enrollees per day. We believe the 34 children who only attend partially each day do not count as attending, unless they have a valid excuse for leaving early as per the early-release policy. Are we correct?

Answer: Yes. *EC* Section 8483(a)(1) states that every after-school component of a program established pursuant to this article shall commence immediately upon conclusion of the regular school day, and operate a minimum of 15 hours per week, and remain open until at least until 6:00 p.m. on every regular school day. In addition, every after school component of the program shall establish a policy regarding reasonable early-daily-release of pupils from the program.

EC Section 8483(a)(2) It is the intent of the Legislature that elementary school pupils participate in the full day of the program every day during which pupils participate.

The Legislature intended that elementary students attend the full program and participate in the entire program: nutritious snack, homework help/tutoring, academic support and enrichment. The reality is that not all students will attend the full program every day, hence the flexibility allowed via an early-release policy. However, the after school component was **never** intended to be a drop-in, child care, or elective program. The goal of the after school component is to support student success in school through academic support and enrichment.

Question: Is it correct that any child may leave at 5:15 p.m. and be counted as attending for the day if that child is allowed to leave early via the early-release policy? Therefore, any child that leaves before 5:15 p.m. would not count as attending unless they met the early-release policy. Only excuses such as having a doctor's appointment, having Little League practice, or going to a ballet lesson would be valid excuses to comply with the early-release policy. For example, if a child's parent came home early from work and decided to take his child home at 3 p.m. to play with them, that child would not count as attending that day. Another example would be if parents only wanted their child to attend two hours and then walk home, those kids would not count as attending that day. Are my examples accurate?

Answer: The reasonable early-release policy is a locally-determined policy that must be consistent with the LEA's early-release policy for the regular school day. The reasons for which a pupil may leave early must be available in writing. If a pupil who leaves at 5:15 p.m. is to be counted for attendance that must be consistent with the written early-release policy.

Although elementary students should attend the full program each day the reality is that there are circumstances where a student may not be able to attend the full program every day, and this is the purpose of the early-release policy. If a student is not attending the full program every day and there are others who can, you may fill those slots with other students.

Question: For a \$112,500 grant, an average of 84 children must attend each day to attain program capacity. If 50 students attend from 3:00 p.m. to 6:00 p.m. Monday, Tuesday, and Wednesday, 34 students attend from 3:00 p.m. to 6:00 p.m. only on Mondays, and 34 students attend from 3:00 p.m. to 6:00 p.m. Tuesdays through Fridays. Would this comply with the 84 daily average attendance requirement?

Answer: No. According to *EC* Section 8483(a)(2), it is the intent of the Legislature that elementary school pupils participate in the full day of the program every day during which pupils participate.

The intent of the Legislature is not as you describe. The program is voluntary and program leaders may have limited control over daily student attendance. If a student is not attending the full program every day and there are others who can, you may fill those slots with other students. You should keep that in mind as you develop a program attendance and early-release policy.

EARLY-RELEASE/LATE ARRIVAL POLICY

Early-release Policy

Question: Are after school programs required to have an early-release policy?

Answer: Yes. *EC* Section 8483(a)(1) requires that every after school program establish a policy regarding reasonable early-daily release of pupils from the program. Each after school program must develop an early-release policy that is consistent with providing pupils a safe environment and the Local Education Agency's (LEA)'s early-release policy.

Question: What should be addressed in the early-release policy?

Answer: Each after school program must develop an early-release policy. This policy should be consistent with providing pupils a safe environment and the LEA's early-release policy for the regular school day. The grantee shall create a program-wide early-release policy that covers all interested pupils/parents. The early-release policy should be applied on a student-by-student basis.

After school administrators are encouraged to work with LEA officials, legal counsel, after school grant administrators, community partners, parents, guardians, and others,

as appropriate, to ensure that the early-release policy is consistent with LEA policy, and meets local needs and all legal requirements.

The policy should address at least the following for the regular or supplemental program:

- Attendance expectations and requirements
- Consequences for unauthorized instances or unacceptable pattern of unauthorized early program departures
- Individuals authorized to request early-release and sign out pupils
- List of authorized/unauthorized reasons for early-release
- Sign out procedures for early-release pupils

Question: Are there any attendance or operational requirements we should consider in developing the early-release policy?

Answer: According to *EC* Section 8483(a)(1), every ASES elementary, middle, junior high and charter school after school program must commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and remain open until at least until 6 p.m. on every regular school day [*EC* Section 8483(a)(1)]. Programs with supplemental grants have the option of operating during any combination of summer, intersession, or vacation periods for a minimum of three hours per day [*EC* sections 8483(b) and 8483.7].

It is the intent of the Legislature that elementary school pupils participate in the full day of the program every day during which pupils participate and that pupils in middle school or junior high school attend a minimum of nine hours a week and three days a week to accomplish program goals [*EC* 8483(a)(2)]. In order to develop an age-appropriate after-school program for pupils in middle school or junior high school, programs may implement a flexible attendance schedule for those pupils. Priority for enrollment of pupils in middle school or junior high school shall be given to pupils who attend daily [*EC* Section 8483(a)(3)].

High school After School Safety and Enrichment for Teens (ASSETs) programs must operate for a minimum of fifteen hours per week [*EC* Section 8421(c)]. Furthermore, high school programs have the option of operating under either of the following modes: (1) after school only; (2) after school and during any combination of before school, weekends, summer, intersession, and vacation. The CDE does not establish minimum attendance requirements for individual high school pupils (*EC* Section 8422[d]).

Question: How should we handle the after school program when a minimum day is scheduled for the regular day program?

Answer: Regardless of the time of school dismissal, all core after school programs must commence immediately upon the conclusion of the regular school day, operate a minimum of 15 hours per week, and operate at least until 6:00 p.m. on every regular school day.

Even though a school site has restructured its schedule to include a minimum day, the after school program must be offered that day. Because on a minimum day students attend and instruction takes place, it is considered a regular school day. Therefore the after school program must operate from the end of the school day until 6:00 p.m.

Question: Can we include in our policy the option of closing our elementary/middle after-school program early if all children have left by 5:30 p.m.?

Answer: No. Every elementary, middle, junior high and charter school after school program must commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and operate at least until 6 p.m. on every regular school day [EC Section 8483(a)(1)].

Question: At what age is a child allowed to sign herself/himself out for the day?

Answer: Sign-out procedures and requirements are to be determined at the local level. Specific requirements should be clearly addressed in the early release policy. Grantees are strongly urged to involve parents, guardians, LEA officials, legal counsel, community partners, and others, as appropriate, in early release policy development, and to carefully construct the terms and conditions of the local early release policy. Again, the early release policy must be consistent with public safety and the LEA's early release policy.

Late-arrival Policy

Question: Are before school programs required to have a late-arrival policy?

Answer: Yes. According to the EC, it is required that every before school program must establish a policy regarding reasonable late daily arrival of pupils to the program [EC Section 8483(1)(a)(1)].

Question: What should be addressed in the late-arrival policy?

Answer: The policy should address at least the following for the regular or supplemental program:

- Attendance expectations and requirements

- Consequences for unauthorized instances or unacceptable pattern of late arrival
- Individuals authorized to request late arrival and sign in pupils
- List of authorized/unauthorized reasons for late arrival
- Procedures to obtain an excused late arrival
- Notification procedures parents/guardians can use to inform staff of a pupil's anticipated late arrival
- Sign in procedures for late arriving pupils

Question: Are there any attendance or operational requirements we should consider in developing the late daily arrival policy?

Answer: Yes. According to *EC* Section 8483(1)(a)(1), elementary, middle, junior high and charter school before school programs are required to operate a minimum of one and one-half hours per regular school day [*EC* Section 8483(1)(a)(1)]. In addition, programs with supplemental grants have the option of operating during any combination of summer, intersession, or vacation periods for a minimum of two hours per day [*EC* sections 8483.1(b) and 8483.75].

It is the intent of the Legislature that elementary school pupils participate in the full day of the program every day during which pupils participate, and that pupils in middle school or junior high school attend a minimum of six hours a week or three days a week to accomplish program goals, except when arriving late in accordance with the late arrival policy or as reasonably necessary. An elementary, middle or junior high school student who attends less than one-half of the daily program hours shall not be counted for the purposes of attendance (*EC* Section 8483.1[a][2][B]).

ELIGIBILITY

Question: Which students are eligible to be served by after school grants?

Answer: Every student attending a public school operating an ASES program is eligible to participate in the program, subject to program capacity (*EC* Section 8482.6). A public school, or other public or private organization, that is operating a 21st CCLC grant must provide equitable services to private school students who live in the public school attendance area, subject to capacity. In designing a 21st CCLC program, grantees must provide comparable opportunities for the participation of both public and private school students in the area served by the grant.

Question: Are private schools eligible to participate in after school programs?

Answer: Not in the state-funded ASES program, since no provision is made in state law for private schools and private school students to participate in ASES funded programs. However, private schools are eligible for federal 21st CCLC program services. To satisfy the funding eligibility criteria to receive 21st CCLC program services, a private school must serve a high percentage of students (at least 40 percent) from low-income families.

Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the student's needs will be identified and what services will be offered.

Question: We are an elementary school (K-6) and have an ASES program. We are almost at program capacity (we are funded for 84 students), and have chosen not to serve kindergarten students. The first- through sixth-grade students get out within 30 minutes of each other, but the kindergarten classes end at 11:30 a.m., and we would have to serve kindergarten students for a much longer day in an after school program, since we also have to stay open until 6 p.m. We heard that we must serve kindergartners. Is that true?

Answer: *EC* Section 8482.3(a) states, "The After School Education and Safety Program shall be established to serve pupils in kindergarten and grades 1 to 9, inclusive, at participating public elementary, middle, junior high and charter schools." In addition, *EC* Section 8482.6 states, "Every pupil attending a school operating a program pursuant to this article is eligible to participate in the program, subject to program capacity. " So, the law says that every pupil (defined as "kindergarten and grades 1 to 9, inclusive") attending a school that operates an ASES program is eligible to participate subject to program capacity. However, based on local program design and local needs of the district, a school/district could choose to target students based on an assessed need, such as a priority for students with certain scores on the STAR tests, or students in danger of failing because they aren't turning in their home work. If a school/district decides to target a certain population for priority, it must be identified in their ASES application or the ASES program plan. Since the program plan must be reviewed at least every three years, that review also allows the school/district the opportunity to evaluate the ongoing appropriateness of the established priority.

FISCAL MANAGEMENT

Question: Who may serve as fiscal agent for an after school grant?

Answer: Applicants for ASES funds must designate a LEA or a public agency to act as the fiscal agent for the program [EC Section 8482.3(4)(5)]. Public agencies include: a county board of supervisors, a city council of a city that is incorporated or has a charter. Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The fiscal agent must provide assurances that accurate, current, and complete records are kept and that the program will follow all fiscal reporting and auditing standards required by the CDE.

Question: May after school program funds be used to support religious practices, such as religious instruction, worship, or prayer?

Answer: No. After school funds may not be used to support religious practice, instruction, or worship. Although faith-based organizations are eligible to apply for 21st CCLC funds and private faith-based schools may satisfy the funding eligibility requirement, 21st CCLC funds may not be used to support religious practices. Faith-based organizations may offer such practices but not as part of the program receiving grant funds. (Office of Management and Budget [OMB] Circular A-21, for education institutions and OMB Circular A-22 for non-profit organizations.)

Question: What are included in administrative costs and how do they differ from costs of direct services to students?

Administrative Costs

Administrative costs must not exceed 15 percent of the annual total grant award amount. It is the responsibility of the grantee (fiscal agent) to assure that not less than 85 percent of the grant award be expended on direct services to students.

Administrative costs are divided into direct and indirect administrative costs. Direct administrative costs are those that provide a direct benefit to a particular program. These may include, but are not limited to:

- duplicating or reproduction
- collection and maintenance of records
- program planning
- maintenance of student attendance system

- public relations
- proportion of job duties of site coordinator related to administrative tasks, such as scheduling, attendance tracking, and data collection

Indirect Costs

Indirect costs are part of administrative costs and may not exceed an agency's most current CDE approved indirect cost rate or 5 percent, whichever is less (*EC* Section 8483.9[a]). These indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the LEA or other agency but that cannot be tied to a particular program. To find your county's CDE-approved indirect cost rate, see CDE's Indirect Cost Web page at <http://www.cde.ca.gov/fg/ac/ic/>.

Direct Services to Students

Direct services to students would include, but not limited to expenditures as:

- instructional materials
- nutritious snacks
- salaries and benefits paid to those who provide direct services to students
- costs of providing staff development to after school staff who are fully assigned to provide direct services to students
- proportion of management assignment that provides staff development and coaching to after school staff who are fully assigned to provide direct services to students
- costs of enrichment services that directly benefit students

Question: Please provide clarification as to (1) Whether the 15 percent for administration can be used to cover central office positions (i.e., staff in the county office of education to provide district-wide support and oversight); and (2) If part of the 85 percent direct services portion can be used to cover site after-school coordinator position costs?

This person works at the school site and is on-site during program hours to lead the program, as well as manage the program design, content, staffing, fiscal, evaluation for the site, etc. There is a question whether this position can be funded as direct service or if costs for such a role are limited to use of the 15 percent administrative allowance. Or is the 85 percent only allowed to be used for direct instruction staff (i.e., activity instructors)?

Answer: The 15 percent for administration could be used for district office program director and site coordinator. Staffing for those who provide direct services to students could come from either the 15 percent or the 85 percent. The 85 percent for direct services to students must be based on actual support for student learning, which could include the portion of staff development costs that are directly mapped to a goal for student learning. A job analysis of the site coordinator's role would determine what percentage is administrative and what percentage is directly providing service to students, e.g., during a demonstration lesson with students for the benefit of other staff.

Question: Should our after school site coordinator's salary be charged to indirect or administrative costs?

Answer: Unless the coordinator has duties that include the supervision and/or instruction of students, all of the coordinator's salary would be considered an administrative cost. It is unlikely that you would charge their salary to indirect cost. If the coordinator provides direct services to students that are instructional and/or supervisory, that portion of the salary could be charged as "direct services to students." Therefore, a coordinator's salary could be split proportionately between direct services and administrative cost categories. Fingerprinting a coordinator or other supervisory staff would be charged to administrative costs if they do not perform any direct services to students. Only the fingerprinting of instructional staff would be charged to the 85 percent.

Question: Can districts use the ASES funding to pay for busing students home?

Answer: Yes.

Question: The district wants to take 15 percent off the top of our \$112,500 ASES grant award for administrative fees. The district wants the city, the agency the district subcontracts with, to use some of the remaining approximately \$95,000 for costs such as paying a site coordinator to form a plan and paying the coordinator or others to document attendance and monitor the academic, enrichment, and recreational elements. Thus, we believe the district's administrative costs plus the city's administrative costs are greater than the 15 percent per grant maximum. Are we correct?

Answer: According to *EC* Section 8483.9 (b) a program grantee receiving funding pursuant to this article may expend no more than 15 percent of that funding for administrative costs. [*EC* Section 8483.9(b)] In addition, a program participant receiving funding pursuant to this article shall ensure that no less than 85 percent of funding is allocated to school sites for direct services to students. [*EC* Section 8483.9(c)]

Therefore, 15 percent administrative costs are allowable per grant award, regardless of what agency expends the funds. When the coordinator provides instructional services to students or supervises other after school staff, that portion of the coordinator's salary

could be charged as "direct services to students." A coordinator's salary could very well be split proportionately between the administrative and direct services categories.

Question: An ASES grantee may use up to 15 percent for administrative costs. If a county office of education (COE), as the grantee, takes 10 percent for administrative costs, does that mean the 5 percent passed on to the districts is all the administrative funding the districts have for administrative costs?

Answer: ASES grantees may use up to 15 percent of their annual grant award for administrative costs. Therefore, because the COE has used 10 percent of the grant for administrative costs, the districts would have the remaining 5 percent available. Eighty-five percent of the grant must be appropriated to the school sites for direct services to students.

According to *EC* Section 8483.9(c) a program participant receiving state funding pursuant to the ASES program shall ensure that no less than 85 percent of that funding is allocated to school sites for direct services to pupils. If, by site administration, you mean activities like keeping attendance or arranging work schedules, site administration would not be considered direct services.

You will also want to check with your fiscal office at the COE to determine if this 10 percent charge for administrative costs falls into the category of a sub agreement for services. Effective July 1, 2007, a sub agreement for services must be excluded from the calculation of the indirect cost rate. Sub agreements for services, which include sub-awards, are indicated when a part or all of an instructional or support activity for which the LEA is responsible is conducted by a third party rather than by the LEA. The LEA's responsibility for the activity may originate from any grant, award, or entitlement. It is necessary to track sub agreements separately from other agreements for reasons directly related to the indirect cost process. The CDE's School Fiscal Services Division notified, via correspondence dated December 15, 2006, all county and district chief business officials and administrators of this indirect cost and accounting change. Please contact your fiscal services office with questions regarding this requirement.

Question: Should the cost of an individual to help with the recruitment and hiring of line staff for an after-school county consortium be charged to direct services or administrative costs?

Answer: The cost of a staff recruiter is considered an allowable administrative expenditure. Please note that no more than 15 percent of each annual grant amount may be used for administrative costs [*EC* Section 8426(c)(1)]. A grantee must ensure that no less than 85 percent of ASES grant funds are allocated to school sites for direct services to pupils [*EC* Section 8483.9(c)].

Another option would be to work with the service-learning coordinator at your local state university and colleges who knows about the process for posting and promoting jobs for

upper-class members. This could include a connection to the teacher preparation program to identify students seeking income and education-related pre-service job opportunities.

Question: Can programs pay for T-shirts out of their site grants? Staff is required to wear a certain T-shirt with program logo, etc.

Answer: Yes. This would be considered an allowable administrative expenditure. Clear, ready identification of site staff is seen as contributing to safe and secure operation of the after school program.

Question: Programs are having a hard time recruiting employees for one of our outlying rural sites. Can they use the ASES funds to provide mileage for these employees to and from work so we can more easily recruit and retain staff?

Answer: Yes. Mileage for employee travel to and from work would be considered part of the compensation package.

Question: Are janitorial services considered part of the 25 percent match limit for facilities and space usage?

Answer: If additional janitorial costs are incurred to operate the after school program, those additional janitorial costs can be considered part of the overall 33 percent match requirement and do not count as part of the 25 percent limit for facilities and space usage.

Question: Can we count parents' mileage to transport their kids to and from the after school program as part of the 33 percent match?

Answer: No. Each program must provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant from the school district, governmental agencies, community organizations, or the private sector (*EC* Section 8483.7[a][5] and 8483.75[b]). Parents' mileage to transport students to and from the program can **not** be considered part of the match requirement.

Question: Recently one of my school sites inquired about using a portion of their ASES funds to contribute towards auditorium seating for their after school music program. Can you please provide guidance on whether or not such expenditure would be allowable, and any related limits?

Answer: The use of ASES funds to contribute towards auditorium seating would have to come out of the 15 percent allocated for administrative costs. You must be able to justify any contribution based on proportionate use of the auditorium by the after school program. The remaining funds (85 percent) must be used for direct services to students, and could include instruments, sheet music, and related supplies. Keep in mind that you

would need to justify to auditors the contribution to new seating based on the limited use of that seating by the after-school program. You might want to consider what other aspects of the program (staffing, security, training, instructional materials, etc.) might be compromised because of this particular expenditure of funds. But, a pro-rated share would be an allowable expenditure from administrative funds.

Question: Can newly funded family literacy and equitable access grants support an existing ASES or 21st CCLC program?

Answer: No. The funding for family literacy and/or equitable access grants are intended to support the 21st CCLC core grant application with which it was submitted. These optional grants should primarily serve those students identified in the core grant.

However, it is not necessary to exclude students participating in other 21st CCLC or ASES programs.

Question: May after-school programs charge fees?

Answer: Yes. However the intent of the ASES or 21st CCLC programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CDE discourages it because it could exclude students in need from attending and taking advantage of the after school programs.

If a 21st CCLC grantee decides to charge fees, Section G-14 of the United States Department of Education's *21st CCLC Program Non-Regulatory Guidance* requires that services be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating because of its financial situation, must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application. Grantees should also be aware that the costs associated with full accounting may be more than the fees collected.

Question: Must tuition or fees are charged by the district or city for children to attend, be waived if a family can not afford it?

Answer: Yes. Statute does not prohibit the charging of fees or the ability to determine local eligibility requirements, however the program was instituted and funds awarded to serve the neediest students and families. Fees should not create a barrier to participation in the after school program.

Question: If a child that is eligible for child care funding through the CDE, Child Development Division (CDD) goes to an ASES site and is charged a fee, can we, as a

CDE/CDD funded program, pay the \$75 fee charged to all ASES participants over and above what the grantee is receiving from ASES funding?

History:

We have two sites where ASES will be replacing private pay programs. In these programs currently, nearly 50 percent of the families receive their child care paid through a Resource and Referral agency (R&R) in our area.

The ASES program will charge \$75 per month per child. Parents receiving care through the R&R are concerned about the new \$75 fee and would like to know if the R&R will be able to pay the fee?

Answer: Your R&R agency is operating an Alternative Payment program (APP) and is authorized by CDD to pay the costs of child care. If parents choose to leave their child in the after school program that is now becoming an ASES program, the APP can pay the costs of that program up to the allowable rate in the Regional Market Rate survey conducted by CDD. *EC* Section 8482.6 states: "Every pupil attending a school operating a program pursuant to this article is eligible to participate in the program, subject to program capacity. A program established pursuant to this article is not required to charge family fees or conduct individual eligibility determination based on need or income." Therefore, no child can be excluded from the program for inability to pay the fee. Please note that CDD does not allow its funds to be used for match with other state funds, so APP funding can't be counted as match for ASES.

DAYS AND HOURS OF OPERATION

Question: Our district's regular school day ends at 3:30 p.m., thus the after school program can operate until 6 p.m., not 6:30 p.m., correct?

Answer: No. *EC* Section 8483(a)(1) states, "Every elementary or middle/junior high component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day and operate a minimum of 15 hours per week and at least until 6:00 p.m."

In your example, the program would not meet the 15 hour per week operational requirement. Programs are allowed to operate beyond the regular 6:00 p.m. school day requirement, so the schedule should be carefully reviewed to ensure it meets all program requirements.

Question: Our school has scheduled a minimum day, so that the regular school day ends at 12 noon. However, the after-school program should still be open until 6 p.m., regardless if all students have gone home, correct?

Answer: Yes. This complies with *EC* Section 8483(a) (1), since the elementary or middle/junior high program begins immediately at the end of the school day **and** operates until 6:00 p.m. The program must also ensure that it operates a minimum of 15 hours per week.

Question: At one of our sites, school begins at 9:15 a.m. That site did not apply for a before school grant. However, last year they started a before school program. Can we count the students who attend the program in the morning who do not attend in the afternoon? Of course, the students who attend in the morning and afternoon we only count once.

Answer: No. The after-school program begins immediately at the end of the school day and goes, at least, until 6 p.m., therefore the students who attend before school begins can not be counted for the **after** school program.

Question: Our transitional schools have supplemental funding to run programs on non-school days. Some of our new schools, awarded ASES funding through the ASES Universal application (that did not provide an opportunity for applicants to receive a supplemental grant), also want to run programs (such as field trips) on non-school days and use ASES funds. It is my understanding that their funds are for programs on school days only and cannot be used on non-school days.

Answer: That is accurate. Newly-funded programs must operate every regular school day.

Question: Because each Monday is an early-release day for our regular school day program, the program starts at 2:00 p.m. and runs until 6:00 p.m. (four hours). During the rest of the week the after school program runs from 3:00 p.m. to 6:00 p.m., and on Fridays the program runs from 3:00 p.m. to 5:00 p.m., still having run 15 hours that week. May they do that?

Answer: No, if the program serves elementary and middle/junior high school students; yes, if the program serves high school students.

According to *EC* Section 8483(a)(1), every elementary or middle/junior high school program shall commence immediately upon the conclusion of the regular school day, operate a minimum of 15 hours per week, and remain open until at least 6:00 p.m. on every regular school day during the regular school year.

According to *EC* Section 8421(a)(2)(c), a high school program shall operate for a minimum of 15 hours per week. High school programs should be designed to offer enough flexibility to meet student needs.

Question: May the hours of operation for a single program be split between two locations, for example, 2:30 p.m. to 4:00 p.m. at a school site and 4:00 p.m. to 6:00 p.m. at a community center?

Answer: Yes. According to *EC* Section 8482.3(b), a grantee may operate a before or after school component at one or multiple sites. Students must be assured safe transportation between sites.

Question: May an off-site program that is busing in students from various schools operate weekdays until 7:30 p.m.?

Answer: Yes. Programs may operate beyond 6:00 p.m. on regular school days and beyond the 15 hours per week minimum requirement. However, no additional funding will be granted for programs that operate beyond fifteen hours per week.

Question: Our elementary school releases students at 3:30 p.m. on Monday through Thursday. The program hours are from 3:30 p.m. until 6:00 p.m. on those four days (two and one-half hours per day times four days = 10 hours). Friday is a minimum day, and students are released at 1:00 p.m. The program runs on Fridays for 5 hours, from 1:00 p.m. until 6:00 p.m. Is this permissible?

Answer: Yes. This complies with *EC* Section 8483(a)(1) because the program begins immediately at the end of the school day, remains open until 6:00 p.m. every regular school day, and operates for a minimum of fifteen hours per week.

Question: We are developing our program plans for next year. Can we elect to not operate our after school program on certain days to provide staff with professional development opportunities?

Answer: Yes. You may elect not to operate your after school program for up to three days per grant year to provide staff professional development during regular program hours using funds from the total grant award [*EC* Section 8483.7 (1)(C)]. The professional development opportunities to be provided on non-operational days must be included in your program plan and your annual calendar. Parents must be made aware, in advance, of these planned professional development days so that they can make alternate plans for the after school hours.

MATCH

Question: For my ASES grant, is the match requirement based on 33 percent of my total grant award or is it based on 33 percent of my actual expenditures?

Answer: The ASES match requirement can be considered to be a “pledge” from your local partners of either cash or other in-kind contributions. You should have agreements (pledges) from each of your partners that are providing a match, that total 33 percent of

your grant award. However, you only need to collect or use matching funds equal to 33 percent of your actual expenditures.

The period of time to collect the matching funds is the dates included in your grant award. This period will begin July 1 and end the following June 30 [EC Section 8483.7 (a)(1)(A)(5)]. Grantees must keep records documenting the amount and contributor of the match for a period of at least five years for audit and monitoring purposes.

SAFETY

Question: Is our agency required to have a safety plan for our after school program?

Answer: All public schools are required to have safe school plans pursuant to EC sections 32280, 32281(b)(1), 32282, and 32282(e).

With the recent infusion of significant new funding and profusion of school and public/private community-based collaboratives, it is important that all before and after school partners and sites understand and take affirmative steps to meet safety requirements. A good place to begin is to familiarize all staff with existing safe school plans. These comprehensive plans must be relevant to the needs and resources of each school and address a wide range of safety concerns identified through a systematic planning process. School safety plans must be evaluated every year and be available for public inspection. Thus, school safety plans should be reviewed and updated to incorporate all before and after school programs; including offsite programs [EC Section 8484.6(b)].

It is critical that all non-public school partners work closely with their local school districts and schools to coordinate safety plans and procedures for before and after school programs. For example, this could entail joint planning with feeder districts and schools to ensure that all off-campus sites are included in existing school safety plans, and that safety plans are in place for all off-campus locations. Information regarding these plans could be made available to the public, and the results of annual evaluation could be used to make ongoing improvements to the plan.

There are a significant number of resources and training available to help you plan for safety, violence prevention, and emergency preparedness. For information contact your school district, after-school regional lead, or visit the CDE's Safe Schools Web page at <http://www.cde.ca.gov/lr/ss/>.

SITE

Question: May our district use an alternate site for after school program activities?

Answer: Yes, according to EC Section 8484.6:

- (a) Programs may be conducted upon the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process. Offsite programs shall align the educational and literacy component of the program with participating pupils' regular school programs. No program located off school grounds shall be approved unless safe transportation is provided to the pupils enrolled in the program.
- (b) An offsite program shall comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site.

Additionally, the location must be at least as available and accessible as a school site, and there must be a clearly defined plan of communication between the offsite location and the regular day school.

Question: Who determines the location of a program site?

Answer: The applicant, school district, and school site must be in agreement about the program site.

STAFFING

Question: Are there specific staffing requirements in after school programs?

Answer: For the ASES program, the administrator for the ASES program must establish minimum qualifications for each staff position and ensure that all staff members who directly supervise students meet at least the minimum qualifications for an instructional aide as defined by the school district. Each school district sets the minimum qualifications for an instructional aide vary, so it is important to check with the LEA's personnel department.

School site principals approve the selection of program site supervisors. All program staff and volunteers are subject to health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district. All employees and volunteers must have skills that will benefit the local program. Grantees should identify these skills through an assessment. Employees and volunteers should be offered appropriate staff development opportunities to develop their skills.

The administrator must ensure that the program maintains a student to staff ratio of no more than 20:1. A lower student to staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies.

For the 21st CCLC Program and ASSETs programs, federal legislation does not specify the qualifications for staff members who provide educational enrichment or tutorial

services under the 21st CCLC programs. Note, however, that under federal statute, a paraprofessional is defined as an individual who is hired by an LEA, provides instructional support, has earned a high school diploma or its equivalent, and meets one of the following requirements:

- Has completed at least two years of study at an institution of higher education
- Has obtained an associate's or higher degree
- Has met a rigorous standard of quality and can demonstrate – through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, as appropriate, (a) reading/language arts, writing, and mathematics; or (b) reading, writing, and mathematics readiness, as appropriate

Question: Is there a requirement for programs to have a site coordinator?

Answer: Though it is highly recommended by the CDE, there is no specific mandate to have a site coordinator for each site.

Question: We would like to hire high school students to work with the elementary ASES students in addition to the regular staff. Obviously, they won't meet the instructional aide requirement. Are we allowed to have them as support staff provided we are meeting the 20 to 1 requirement through other qualified staff?

Answer: High school students would be additional staff and only the instructional aides could be considered for calculating the 20 to 1 student/adult ratio. High school students would have the same status as a college student or paid mentor/tutor. Some programs have discouraged paying high school students, but have allowed them to meet their service learning requirement or earn (elective) credits by "working" in the after-school program. High school students are a wonderful resource to help support the after-school program. How you choose to recognize or reward their support is a local decision.

Question: Can our existing ASES instructional aides who have been with us (some for 7 years) be grandfathered in?

Answer: The requirement that staff who directly supervise students meet the minimum requirements of an aide as defined by the district has been part of law since the beginning of the program. *EC* makes no allowances for "grandfathering" existing staff. All staff who directly supervises pupils must meet the district requirements for an instructional aide.

Question: Do all new instructional aide's need to follow the required district trainings to become an official instructional aide?

Answer: All instructional aides must meet requirements established by the district for that classification.

Question: We need to start our after school program the first day of school. Since we may not be fully staffed, may we begin at a reduced enrollment and evolve as our staff grows?

Answer: Yes, this is an appropriate strategy to meet program requirements.

Question: Our school district has several community partners bringing fun activities into the after-school programs, including parks and recreation and a non-profit dance, theater and music program. Do we need to fingerprint and TB test every person from those agencies who will help in any program? Or do we just need fingerprinting for people who will be alone with groups of kids without the after-school teacher in attendance at all times?

Answer: EC Section 8483.4 says in part, "...All program staff and volunteers 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." So, it depends on your district policy and how it defines volunteers.

SPECIAL EDUCATION

Question: Do ASES programs have to accept children with disabilities into their programs?

Answer: Yes. ASES programs cannot discriminate against persons with disabilities on the basis of disability, that is, they must provide children and parents with disabilities with an equal opportunity to participate in their programs and services.

Question: If a child with a disability is eligible for special education does he/she get additional assistance while participating in the ASES program?

Answer: If the child's Individualized Education Program (IEP) team determines that participation in the ASES program is necessary to provide a Free and Appropriate Education (FAPE) for the child then any barriers to participation must be addressed in the child's IEP. If supplementary aids and/or services are deemed appropriate and necessary to give the child full educational opportunity they will be designated in the child's IEP.

Question: If supplementary aids/or services are specified in a child's IEP to enable her/him to participate in the ASES program, which entity is fiscally responsible for providing them?

Answer: The child's district of residence is fiscally responsible for providing IEP specified supplementary aids and/or services.

SUPPLEMENT VS. SUPPLANT

Question: Can you explain what is meant by the term "supplement not supplant" for after school programs?

Answer: The term "supplement" is defined as "to add to" while the term "supplant," means "to replace or take the place of." Both federal and state law require that 21st CCLC and the ASES program funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local and other non-federal or state funds that have been available to conduct before and after school program activities.

Here are two examples that illustrate these concepts:

- 1) An agency may increase (supplement) its existing state-funded student enrollment in an after school program by using new federal or state funds to increase the number of students in the program.
- 2) A school district currently funds the librarian's salary during the hours of 3 p.m. to 7 p.m. with State general funds. Now that the district is approved for an ASES or 21st CCLC grant, the district would like to use these grant funds to pay for the librarian's salary during the hours of 3 p.m. to 6 p.m. The district may **not** use ASES or 21st CCLC funding to pay for the librarian's time because this would be supplanting.

Question: May 21st CCLC funds be used to enhance an existing program (e.g., hire additional teachers)?

Answer: Yes. 21st CCLC funds may be used to enhance an existing ASES or 21st CCLC program if the program expands to serve additional students and/or schools/sites.

Question: How will the CDE monitor programs for compliance with the "supplement not supplant" requirement?

Answer: The CDE conducts compliance monitoring through the Categorical Program Monitoring (CPM) process and other on-site monitoring. The CPM process consists of data and document review and onsite visits to determine compliance with requirements for each categorical program, including before and after school programs.

Grant recipients should review their after school program plan and budget as needed to ensure they have documentation that they are meeting all legal requirements. In addition, grantees should ensure that 21st CCLC and ASES program funds are not

used to supplant (replace) other program funding as required by *EC* Section 8483.7b and federal non-regulatory guidelines for the 21st CCLC program, Section G-7.

Question: Can 21st CCLC and ASES grantees use funds from other federal, state and local programs that have related purposes?

Answer: Yes. The U.S. Department of Education and the CDE strongly encourage local programs to identify other sources of related funding and to describe, in their program plans, how these resources will be combined or coordinated to offer a high-quality, sustainable before and after school programs.

TRANSPORTATION

Question: What it meant by safe transportation? Who determines if students are safely transported to the program?

Answer: Safe transportation refers to the requirement that students must be able to travel and from the program in a manner that is safe for their particular situation. Policies regarding the safe transportation of students to and from the program must be addressed and determined by the grantee, as the authorized executive of the grant has assured that this will take place.

With particular reference to a program operated away from a school site, or when students from one site participate in a program at another, *EC* Section 8484.6 (a) states, "Programs established pursuant to this article may be conducted upon the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process. Offsite programs shall align the educational and literacy component of the program with participating pupils' regular school programs. No program located off school grounds shall be approved unless safe transportation is provided to the pupils enrolled in the program. Any reference to school site as a physical location in this article shall mean school site or other site as provided by this section. (b) An offsite program conducted pursuant to this section shall comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site."

Question: May transportation of students to and from the program be funded from before and after school program funding, or must the grantee fund it from other sources?

Answer: Grantees may pay for costs related to transportation of students to and from the program from their grant funds. 21st CCLC grantees (including Cohort 4 ASSETs grantees) that received an optional direct access grant, and identified student transportation in that plan, may use these funds to pay for transportation costs. Otherwise, 21st CCLC core grant funds may be used.

OTHER

Question: Our ASES funding application was written as “after school for K-5 students.” How would this affect services to 11 and 12 year olds?

Answer: Although the ASES program application was approved for K-5 slots, a grantee can expand the service population to additional age groups served by that school without approval from the CDE.

Question: Does the CDE offer guidance on student selection?

Answer: If the district/site has limited capacity to serve all students in the after school program, they can use objective measures to select a subgroup of students. The local governing board and the parents should be contacted (however the district normally does this) to get their agreement with the selection process.

Question: Since the 21st CCLC grants are community grants, are they tied to a specific school or intended to serve the community? So, could a school/agency offer a satellite program at a private school in the community with a similar demographic make-up and count the participants for participation?

Answer: You are correct that 21st CCLC funding must provide opportunities for students from the community. The Non-Regulatory Guidance states:

“Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.”

EC allows a grantee to operate a program at an offsite location as long as that program complies with all statutory and regulatory requirements of the onsite program.

“Programs may be conducted upon the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process. Offsite programs shall align the educational and literacy component of the program with participating pupils' regular school programs. No program located off school grounds shall be approved unless safe transportation is provided to the pupils enrolled in the program. Any reference to school site as a physical location in this

article shall mean school site or other site.(b) An offsite program shall comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site *EC* Section 8484.6(a).”

Pursuant to *EC* Section 8482.3 the grant is limited to serve pupils in kindergarten and grades one to nine, however all students in a school at those grade levels are eligible to attend the program, subject to program capacity.

Every pupil attending a school operating an after school program is eligible to participate in the program, subject to program capacity. A program is not required to charge family fees or conduct individual eligibility determination based on need or income (*EC* Section 8482.6).

Question: Must a district gather meaningful input from parents and the community when developing an after school program?

Answer: Every program shall be planned through a collaborative process that includes parents, youth, and 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. [*EC* Section 8482.5(b)]

While the district ultimately is charged with administering the program, the involvement of parents and other community entities are a required component for the success of the program. The application process required the documentation of parent/community participation in the development of the application and the ongoing involvement of the identified entities in implementing and operating the program.

Question: Must the district have the School Site Council (SSC) help create the plan and programming and the SSC must approve the plan and programming.

Answer: Statutes related to ASES and 21st CCLC do not specifically identify the SSC as required for parent participation to perform the activities you describe; however, it does make sense to use the SSC for this purpose. The activities you describe allow the program to demonstrate strong community collaboration and participation which can contribute to how well the program is sustained.

Question: Is it true that the penalty for non-compliance is elimination of grant money for the remaining years of the five-year period?

Answer: That is correct, but while the penalty for non-compliance is the removal of grant funds, the CDE is committed to providing the necessary technical assistance to avoid this. Hopefully, removal of funds would be a last resort after exploring strategies to prevent or correct the non-compliance.

Question: May an elementary school also serve middle school students and receive funding for all students served?

Answer: Grantees may serve students from multiple schools (including a mix of elementary and middle schools) at a single site. Funding will not be provided for students from schools not identified in the grant award.

Question: How are K-8 schools funded?

Answer: Grantees can receive a maximum of \$150,000 for each K-8 site. Grantees must follow elementary requirements for students enrolled in kindergarten and grades one through six and middle/junior high school requirements for students enrolled in grades seven or eight (or grades six through eight), if a middle school includes the sixth grade).

EVALUATION

Question: We collect all the student data here at the COE. The majority of the data the CDE is asking for are contained within our database. The only problem is, not all students are labeled with a Statewide Student Identifier (SSID) number. So, for the students for which we have no SSIDs, should we not include them when submitting the spreadsheets to CDE? I know there will be some incomplete data no matter what; however, without an SSID it will be essential to provide a student name.

Answer: The passage of SB 1453 in 2002 requires all K-12 public LEAs and charter schools to assign a unique SSID to all students by June 2005. Our after school data collection agreement with grantees requires student data to include SSIDs, and we should never receive data labeled with student names. It is critical that data are reported for ALL students and that each student record has an SSID. We plan to use SSIDs to link to STAR results and other pertinent data for accountability and evaluation.

Question: What data do we need to submit for the statewide evaluation, and when is it due?

Answer: There are several data submission procedures for after school programs. This answer addresses annual review and evaluation data submission procedures only.

Annual Performance Review

21st CCLC grantees must collect data on all students participating in 21st CCLC and ASES after school programs at grantee sites and submit Annual Performance Review data online. The Learning Point Associates (LPA) administered username and password assigned to each grant is required for data reporting. Please contact LPA if you are missing your log-in information. LPA's e-mail address is 21stcclc@contact.learningpt.org, and their telephone number is 1-866-356-2711.

Outcome-Based Statewide Evaluation

All 2006-07 21st CCLC and ASES grantees must submit student-level outcome data to the CDE. Changes to prior report requirements include:

1. No narrative information is required
2. Statewide Student Identifiers (SSIDs) are required for all reported students

In the future the use of SSIDs may eliminate the need for grantees to report assessment data directly to the CDE. Instead, the CDE will access assessment data via SSIDs. The same Excel spreadsheet form is used for both 21st CCLC and ASES programs; high school programs use a different form than middle and elementary school programs. The forms and instructions will be available on the CDE Web page at: <http://www.cde.ca.gov/ls/ba/>. Completed spreadsheet forms are due to CDE on October 15, of each year and can be e-mailed to aspeval@cde.ca.gov.

EC sections 8427 and 8484 provide details about student data that must be submitted to the CDE as part of annual outcome-based data collection for evaluation. In addition, school day attendance, program attendance, and STAR program results are required for all grantees [*EC* Section 8482.3(f)(10)].

Grantees must select one or more outcome measures to be submitted annually and used for accountability purposes for at least three consecutive years. These outcome measures for accountability include: STAR program results, positive behavioral changes, homework completion, skill development, and for high schools, performance on the California High School Exit Examination (CAHSEE) and graduation rates. Please refer to the table included in the “Development of Instruments to Measure Outcomes” section.

Development of Instruments to Measure Outcomes

Instruments for measuring positive behavioral change, homework completion rate, and skill development will be developed by the CDE. Once these instruments have been developed, grantees will have an opportunity to confirm or modify their initial outcome measures selection.

**Outcome-Based Statewide Evaluation
Program Effectiveness - Collection of Student Data**

Student Outcome Measures

Elementary and Middle School	High School
1a. Pupil Schoolday Attendance (Baseline) Days Enrolled, Days Absent	1a. Pupil Schoolday Attendance (Baseline) Days Enrolled, Days Absent
1b. Pupil Schoolday Attendance (Current Year) Days Enrolled, Days Absent	1b. Pupil Schoolday Attendance (Current Year) Days Enrolled, Days Absent
2a. Program Attendance (School Year)	2. Program Attendance (School Year)
2b. Program Attendance (Supplemental)	
3. Standardized Testing & Reporting (STAR) Program Results	3. Standardized Testing & Reporting (STAR) Program Results
4. Positive Behavioral Changes	4. Positive Behavioral Changes
5. Homework Completion Rates	5. Homework Completion Rates
6. Skill Development	6. Skill Development
	7. High School Exit Exam (CAHSEE) Results & Graduation Rate

Each program reports 1, 2, and 3. For accountability purposes each program selects one or more from measures: 3, 4, 5, 6, and 7.*

Additional Data

7. Agency Name	8. Agency Name
8. Grant Number	9. Grant Number
9. Statewide Student Identifier (SSID)	10. Statewide Student Identifier (SSID)
10. CDS Code	11. CDS Code
11. School name	12. School name
12. Date of Program Intake (MM/DD/YY)	13. Date of Program Intake (MM/DD/YY)
13. Grade in School	14. Grade in School

* Instruments for measures 4, 5, and 6 will be developed in the fall of 2007 for use beginning with the 2007-08 school year.

Data Collection Schedule

- Spring - Notification via e-mail and posted on website
- October - Data submission due to CDE

Statewide Independent Evaluation

EC Section 8483.55 states that the CDE shall contract for an independent statewide evaluation of the effectiveness of funded programs. The California State Board of Education adopted requirements for this statewide evaluation in November 2007. Grantees will be apprised of any additional data collection needed once the contractor has been hired and begun work on the evaluation.