

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

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

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

This document is prioritized for TK-6<sup>th</sup> grades funded by ELO-P, ASES, and 21<sup>st</sup> CCLC. For support regarding ASSETs funding, please contact ELTAU at [expandedlearning@lacoed.edu](mailto:expandedlearning@lacoed.edu).

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## Expanded Learning Program Requirements Matrix

	ELO-P	ASES	21 <sup>st</sup> CCLC
1. “Expanded Learning” Defined	8482.1 (a) “Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year.		
2. Funding Intent and Purpose	It is the intent of the <a href="#">Legislature</a> that all local educational agencies offer all unduplicated pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities.	The purpose of <a href="#">the After School Education and Safety Program</a> is to create incentives for establishing locally-driven Expanded Learning programs, including after school programs that partner with public schools and communities to provide academic and literacy support, and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, individuals from community-based organizations, and the private sector.	The purpose of the <a href="#">21st Century Community Learning Centers (CCLC) Program</a> , as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on: <ol style="list-style-type: none"> <li>1. Improved academic achievement</li> <li>2. Enrichment services that reinforce and complement the academic program</li> <li>3. Family literacy and related educational development services</li> </ol>
3. Program Description	<a href="#">ELO-P Program Plan</a>  Reviewed every 3 years	<a href="#">ASES Program Plan</a>  Reviewed every 3 years	21 <sup>st</sup> CCLC Narrative (submitted as part of the RFA)
4. Collaborative Partnerships	It is the intent that ASES, 21st CCLC Elementary/Middle, and the ELO Program funding be considered a single comprehensive program. Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.		
5. Funding Duration	ELO-P, ASES, and 21 <sup>st</sup> CCLC are all on-going funding. Funding for each fiscal year is contingent upon the availability of funds at the state and/or federal levels.		
6. Application for Funding	NA  Funding is distributed via Principal Apportionments and is based on prior year second period (P-2) classroom-based TK/K-6 average daily attendance (ADA) and prior year P-2 unduplicated pupil percentage (UPP).	3 year grant with renewal priority given to Grantees in “Good Standing”	5 year grant that must be reapplied for at the end of each cycle



**Expanded Learning Program Requirements Matrix**

	<b>ELO-P</b>	<b>ASES</b>	<b>21<sup>st</sup> CCLC</b>
7. Funding Results	<a href="#">2022-23 Entitlements</a>	<a href="#">Funding Results</a>	
8. Funding Formula	<p><b>A.</b>                      ≥ 75% UPP: \$2,750 per classroom-based TK/K-6 ADA multiplied by UPP, or the minimum \$50,000, whichever is greater.</p> <p><b>B.</b>                      &lt;75% UPP: funding at a rate per classroom-based TK/K-6 ADA multiplied by the UPP that will be calculated based on the remaining funds available in the appropriation (\$2052.71 for 2022-23), or the minimum \$50,000, whichever is greater.</p>	<p>After School Base and After School Summer:                      \$10.18/student</p> <p>Before School Base and Before School Summer:                      \$6.78/student</p>	<p>After School Base and After School Summer:                      \$10.18/student</p> <p>Before School Base and Before School Summer:                      \$6.79/student</p>
9. Funding-Level Duration	<p>LEAs with ≥ 75% UPP will be funded as described in #8-A for at least three years.</p> <p>An LEA with ≥ 75% UPP, whose UPP later falls below 75% for four consecutive years will no longer be funded as described in #8-A. Said LEA would then be funded as described in #8-B.</p> <p>LEAs with &lt;75% UPP will be funded as described in #8-B.</p>	NA	
10. Funding Distribution	Funding is distributed at the District Level. How funds are further dispersed between school sites is a local decision with priority to the lowest income communities, as determined by prior year FRPM rates.	Funding is distributed at the School Site Level, and funds must be spent only at the funded site.	
11. Expenditure Period	<p>2021-22 Funding: Expensed by 6/30/2023</p> <p>2022-23 Funding: Expensed by 6/30/2024</p> <p>2023-24 and beyond Funding: Expensed by 6/30 of the respective school year</p>	<p>2021-22 Funding: Expensed by 12/31/2022</p> <p>2022-23 and beyond Funding: Expensed by 6/30 of the respective school year</p>	



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	<b>ELO-P</b>	<b>ASES</b>	<b>21<sup>st</sup> CCLC</b>
12. <a href="#">Direct vs. Administrative Expenses (85/15)</a>	<p align="center">NA</p> <p>The California Department of Education is not approving or denying individual LEA requests for allowable expenditures. All expenditures should be consistent with statute and the LEA’s program plan, which is approved by the governing board, in a public meeting and posted on the LEA’s website.</p>	<p>A program may allocate no less than 85 percent of the total grant amount to school sites for direct services; and spend no more than 15 percent of the amount of the grant for administrative costs, including indirect costs.</p>	
13. <a href="#">Local Match</a>	<p>Local matching funds are not required for ELO-P expanded learning programs.</p> <p>The ELO-P funding can be used for the local match for ASES.</p>	<p>Cash or in-kind local funds totaling no less than one-third of the grant amount.</p> <p>1/3 Facilities or space usage may fulfill no more than 25% of the required local contribution. In other words, 25% of the 33.33% is allowed for facilities or space usage.</p> <p>Additional <a href="#">CDE Guidance</a></p>	<p>NA</p>
14. <a href="#">Family Fees</a>	<p>May charge family fees but shall waive fees for FRPM eligible students, those experiencing homelessness (McKinney-Vento), and those in foster care.</p> <p>A foundational tenet of education code 8422[c] and 8482.6[a] and current practice is that no child can be turned away from a publicly funded after school program because of their inability to pay.</p> <p>Any fees collected by programs shall be used for program activities, services to children, and administrative costs.</p> <p>Programs must “keep accurate records of fees collected, and fees should be tracked separately from the grant funds received.”</p> <p>Additional information and resources:  <a href="#">Sustaining Expanded Learning Programs: A Manual for Implementing Family Fees</a></p>		
15. <a href="#">Funding Withholding/ Grant Reduction</a>	<p>For each day, failure to maintain the required number of days or hours will result in CDE withholding:</p> <p align="center"><b>District:</b></p> <p>0.0048                      x                      Funding Apportionment                      x                      # of days out of compliance                      =                      Withholding Amount</p> <p align="center"><b>Charter:</b></p> <p>0.0049                      x                      Funding Apportionment                      x                      # of days out of compliance                      =                      Withholding Amount</p>	<p>Reductions to the grant amount will be made when:</p> <ul style="list-style-type: none"> <li>Actual attendance falls below 75 percent of the targeted attendance in any calendar year (Jan 1-Dec 31) after the initial grant year;</li> </ul> <p align="center"><b>OR</b></p> <ul style="list-style-type: none"> <li>Actual attendance falls below 85 percent of the targeted attendance in each of two consecutive calendar years (Jan 1-Dec 31).</li> </ul> <p>Before School: a student who attends less than one-half of the daily before school program hours shall not be counted for the purposes of attendance (EC Section 8483.1[a][2][B]).</p> <p>Funding level will be set at the most recent calendar year percentage, plus a 15 percent cushion for growth.</p> <p>Attendance Relief approved for calendar year 2022.</p> <p>Attendance review will commence in calendar year 2023.</p>	



**Expanded Learning Program Requirements Matrix**

	<b>ELO-P</b>	<b>ASES</b>	<b>21<sup>st</sup> CCLC</b>	
16. <b>Opting Out</b>	Legislature did not provide for an opt-out mechanism.	NA	NA	
17. <b>Grade Levels Served</b>	TK-6 <sup>th</sup>  LEAs must meet all TK/K–6 requirements, which includes offering a minimum of no less than nine hours of combined instructional time and expanded learning opportunities per instructional day for all students in TK/K–6. Once that requirement is met, an LEA may exceed the requirements and serve additional grade spans and/or provide expanded hours of programming. (EC Section 46120[b][4]).	TK-9th	TK-9th (ES-MS)  9 <sup>th</sup> -12 <sup>th</sup> (HS-ASSETs grant)	
18. <b>Student Priority</b>		<b>ELO-P</b>	<b>ASES</b>	<b>21<sup>st</sup> CCLC</b>
	<b>Students who qualify for free or reduced-price meals (FRPM)</b>	✓	✓	✓
	<b>Foster youth</b>	✓	✓	✓
	<b>Homeless youth</b>	*	✓	✓
	<b>English learners</b>	✓		
* <a href="#">Homeless youth qualify for FRPM</a> ; therefore, are considered priority for ELO-P as well.				
19. <b>“Offer” Defined</b>	Conducting outreach to their pupils and families using culturally and linguistically effective/appropriate communication channels	NA		
20. <b>“Access” Defined</b>	LEA may demonstrate the provided access requirement was met by showing the appropriate number of classroom-based students were enrolled in the program. A student that has an enrollment form signed by a parent and/or guardian on file, will be considered enrolled in the program. Alternatively, an LEA can also provide other appropriate evidence to show the provided access requirement was met. This evidence includes, but is not limited to: families opting out, the LEA demonstrating staff and building capacity, off-site accommodations, etc.	<p>School Days: Every student attending a school operating a program is eligible to participate in the program, subject to program capacity (EC Section 8482.6).</p> <p>Non-School Days: Programs may enroll and count attendance for any student in the district, so long as priority enrollment is given to students from the funded school site (Education Code Section 8483.76 [d]).</p>		



## Expanded Learning Program Requirements Matrix

	ELO-P	ASES	21 <sup>st</sup> CCLC																												
<p>21. “Offer” and “Access” Requirements</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td colspan="2" style="text-align: center;">2022-2023</td> </tr> <tr> <td></td> <td style="text-align: center;">Offer</td> <td style="text-align: center;">Access</td> </tr> <tr> <td style="text-align: center;">≥ 75% UPP</td> <td style="text-align: center;">All UP</td> <td style="text-align: center;">50% UP</td> </tr> <tr> <td style="text-align: center;">&lt;75% UPP</td> <td style="text-align: center;">All UP</td> <td style="text-align: center;">50% UP</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">2023-2024 and Beyond</td> </tr> <tr> <td></td> <td style="text-align: center;">Offer</td> <td style="text-align: center;">Access</td> </tr> <tr> <td style="text-align: center;">≥ 75% UPP</td> <td style="text-align: center;">All Students</td> <td style="text-align: center;">All Students</td> </tr> <tr> <td style="text-align: center;">&lt;75% UPP</td> <td style="text-align: center;">All UP</td> <td style="text-align: center;">All UP</td> </tr> </table> <p>UPP = Unduplicated Pupil Percentage UP = Unduplicated Pupils</p>		2022-2023			Offer	Access	≥ 75% UPP	All UP	50% UP	<75% UPP	All UP	50% UP					2023-2024 and Beyond			Offer	Access	≥ 75% UPP	All Students	All Students	<75% UPP	All UP	All UP	<p>NA</p> <p>See #18 for Student Priority</p> <p>See #20 for Access</p>		
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<p>22. Student Attendance Requirements</p>	<p>Attendance is based on family need. Although there are no requirements for student attendance, LEAs are encouraged to track student attendance for safety &amp; Continuous Quality Improvement purposes.</p> <p>When combining ELO-P with ASES/21<sup>st</sup> CCLC, the program must implement what is required by ASES and 21<sup>st</sup> CCLC.</p>	<p>The EC states that it is the intent of the Legislature that elementary school and middle or junior high school students participate in the full day of the program every day in which students participate (EC Section 8483[a][2]). For middle or junior high school programs, EC Section 8483.3(a)(3) allows for implementation of a flexible attendance schedule in order for the development of an age appropriate after school program.</p> <p style="text-align: right;">See #29 for Early Release</p>																													
<p>23. Program Elements</p>	<p><u>Education Code 8483.3 (c)</u></p>																														
	(1) Inclusion of an educational element.	✓	✓	✓																											
	(2) Inclusion of an enrichment element. These opportunities may include arts, career technical education, recreation, technology, and other activities to support positive youth development.	✓	✓	✓																											
	(3) That the program will provide a safe physical and emotional environment, opportunities for relationship building, and promote active pupil engagement.	✓	✓	✓																											
	(4) Staff training and development will be provided.	✓	✓	✓																											
	(5) Integration with the regular schoolday and other expanded learning opportunities.	✓	✓	✓																											
	(6) Community collaboration, including, but not limited to, demonstrated support of the schoolsite principal and staff.	✓	✓	✓																											
	(7) Opportunities for physical activity.	✓	✓	✓																											
	(8) Inclusion of a nutritional snack, meal, or both.	✓	✓	✓																											
	(9) Fiscal accountability.	✓	✓	✓																											
	(10) Availability of required local matching funds.		✓																												
	(11) That the program will meet all of the evaluation requirements.		✓	✓																											
	(12) Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.	✓	✓	✓																											



**Expanded Learning Program Requirements Matrix**

	ELO-P	ASES	21 <sup>st</sup> CCLC
<p>24. Continuous Quality Improvement (CQI)</p>	<p><b>Continuous quality improvement cycle:</b></p> <p><b>Assess Program Quality:</b> Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.</p> <p><b>Plan:</b> Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.</p> <p><b>Improve Program Quality:</b> Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.</p> <p><a href="#">Quality Standards for Expanded Learning in California</a> outlines California’s Quality Standards and what each Standard should look like in action at the programmatic, staff, and participant levels.</p> <p><a href="#">Quality Standards: Six Point-of-Service Videos</a></p> <p>LACOE’s <a href="#">Continuous Quality Improvement Toolkit</a></p>		
<p>25. Snack and Meals</p>	<p><b>School Days</b> After school: The program provides a daily nutritious snack and/or meal for attending students</p> <p>Before School: The program provides a daily nutritious breakfast for attending students</p> <p><b>Non-School Days</b> The <a href="#">State Meal Mandate</a> only applies to school days. While the mandate does not apply during non-school days, LEAs are encouraged to meet the needs of their students</p> <p>Click <a href="#">here</a> for additional information regarding meals during summer programming</p>	<p><b>School Days and Non-School Days</b></p> <p>After school: The program provides a daily nutritious snack and/or meal for attending students</p> <p>Before School: The program provides a daily nutritious breakfast for attending students</p>	
<p>26. Days of Operation</p>	<p>Every school day, plus 30 non-school days (30 non-school days span from July 1-June 30 each year)</p> <p>After meeting this requirement, a local decision can be made to offer additional days. The additional days beyond the requirement, do not have to meet the 9 hour minimum requirement.</p>	<p>After School Core: Every school day</p> <p>Before School Core: Every school day</p> <p>After School Supplemental: May operate on any day that the regular school is not in session</p> <p>Before School Supplemental: May operate on any day that the regular school is not in session</p>	



## Expanded Learning Program Requirements Matrix

	ELO-P	ASES	21 <sup>st</sup> CCLC
27. Hours of Operation-School Days	Minimum of 9 hours combined instructional time, recess, meals, and expanded learning time each day	After School: Commences immediately upon the conclusion of the regular school day, operates no less than 15 hours per week, and at least until 6 p.m. each regular school day  Before School: no less than 1.5 hours each regular school day	
28. Hours of Operation-Non-School Days	Minimum of 9 hours each day. After meeting the requirement of 30 non-school days and 9 hours minimum each day, a local decision can be made to offer additional days. The additional days beyond the requirement, do not have to meet the 9 hour minimum requirement.	After School Supplemental: 3 or 6 hours per day. 6-hour program must receive prior approval from CDE  Before School Supplemental: 2 hours minimum per day  If a grantee decides to combine programming for before and after school summer, the hour requirement for before school is 1.5 hours for a total of a minimum a 4.5 or 7.5-hour program. (Education Code Section 8483.2)	
29. Early Release and Late Arrival	Not required.  However, when combining ELO-P with ASES/21 <sup>st</sup> CCLC, the program must implement Early Release and Late Arrival Policies as required by ASES and 21 <sup>st</sup> CCLC	Establish policies for reasonable Early Release of students in the after school program and reasonable daily Late Arrival of students in the before school program.  Additional <a href="#">CDE Guidance</a>	
30. Student to Staff Ratio	TK/K: 10:1  1 <sup>st</sup> -6 <sup>th</sup> : 20:1	20:1  If combining with ELO-P, TK/K: 10:1	
31. Staff Minimum Qualifications	LEA shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.		
32. Selection of Site Coordinator/Supervisor	Shall be subject to the approval of the schoolsite principal		
33. Staff Pre-Screening	All program staff shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district. Volunteers, although not considered staff, are subject to the same requirements.		
34. 3 Professional Development Days	Allowed; LEAs may provide up to three days of staff development per year during regular expanded learning opportunity program hours		
35. Off-Site Programming	Allowed; description must be included in Program Plan.  Student transportation must be provided to program and to return to their original location or another location that is established by the LEA.	Allowed; must be approved by CDE Regional Consultant.  Student transportation must be provided.	
36. Virtual Programming	Allowed; supervising staff and students <b>must</b> be physically present, in-person at site, and may attend virtual activities with a virtual instructor.  Example: Supervising staff and students must be in-person at the program, and may attend a virtual field trip to the Louvre Museum in Paris or take a karate lesson with an instructor who is virtually connecting with the group that is on-site.		





## Expanded Learning Program Requirements Matrix

	ELO-P	ASES	21 <sup>st</sup> CCLC
37. Audit	Program Audits will begin in the 2023-24 school year	<p>State and federal laws require the CDE to monitor the implementation of programs. The FPM Program is one of the processes the CDE uses to ensure that grantees are fulfilling their responsibility for operating programs that meet statutory requirements. Detailed information about the FPM process is posted on the CDE Compliance Monitoring web page located at <a href="https://www.cde.ca.gov/ta/cr/">https://www.cde.ca.gov/ta/cr/</a></p> <p>The Before and After School Program Tool is on the CDE Program Instruments web page located at: <a href="https://www.cde.ca.gov/ta/cr/documents/exlp2223.docx">https://www.cde.ca.gov/ta/cr/documents/exlp2223.docx</a></p>	
38. Reporting	At this time, reporting is not required; however, LEAs are encouraged to track student attendance for safety and Continuous Quality Improvement purposes, as well as track expenditures. The method for tracking expenditures is a local decision.	<p style="text-align: center;">Reporting required:  <a href="#">Timeline of Important Events/Due Dates</a></p> <p style="text-align: center;"><a href="#">ASES Reporting Due Dates</a></p> <p style="text-align: center;"><a href="#">21<sup>st</sup> CCLC Reporting Due Dates</a></p>	

**References:**

- [CDE Expanded Learning Division Webpage](#)
- [CDE ELO-P Webpage](#)
- [Expanded Learning Opportunities Program FAQs](#)
- [SB-181 Education Finance: Education Omnibus Budget Trailer Bill](#)
- [AB-185 Education finance: education omnibus trailer bill](#)
- [ASES Certified Assurances](#)
- [21<sup>st</sup> CCLC Certified Assurances](#)
- [ASES, 21<sup>st</sup> CCLC, and ASSETs FAQs](#)
- [ASES RFA](#)
- [21<sup>st</sup> CCLC RFA](#)
- [Summer Programs FAQs](#)

**Need Technical Assistance?**

For technical assistance and support, please reach out to the Expanded Learning Technical Assistance Unit at the Los Angeles County Office of Education: [expandedlearning@lacoed.edu](mailto:expandedlearning@lacoed.edu)

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

