



Afterschool Education & Safety Program (ASES) (At-a-Glance Reference/Not a Complete List)

The ASES Program is the result of the 2002 voter-approved initiative, Proposition 49. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and communities to provide literacy support, academic enrichment, and safe, constructive alternatives for students in kindergarten through grade nine (K–9) (California *Education Code* [EC] Section 8482).

The EC requires that priority for program funding be given to schools where a minimum of 50 percent of the pupils in elementary schools and 50 percent of the pupils in middle and junior high schools are eligible for free or reduced cost meals through the school lunch program of the United States Department of Agriculture (EC Section 8482.5[a]). ASES may serve students grades K–9, inclusive, that attend participating public elementary, middle, junior high, and charter schools (EC Section 8482.3[a]). Every student attending the school operating a program is eligible to participate in the program, subject to program capacity (EC Section 8482.6).

Prop. 49/ASES – Program Operation

- The program must provide a safe environment and include an educational component that provides tutoring and/or homework assistance; and an educational enrichment component, which may include, but not limited to STEAM, recreation, prevention and other Social Emotional Learning (SEL) activities. Every student attending the school site is eligible to participate, subject to program capacity. (EC Section 8482.6)
- Provide opportunities for physical activity (EC Section 8483.3[c][7])
- All staff members who directly supervise pupils must meet the minimum qualifications of an instructional aide in that school district (EC Section 8483.4, EC sections 45330, and EC sections 45340-45349) and school site principals must approve selection of site coordinators/supervisors. (EC Section 8483.4).
- The student-to-staff ratio “for the program” must not exceed 20:1. (EC Section 8483.4)
- Offer a daily nutritious snack and/or meal (EC Section 8483.3[c][8]) that conforms to both state and federal standards.
- Provide all notices, reports, statements, and records to parents/guardians in English and the student’s primary language when 15% or more of the students enrolled at the school site speak a primary language other than English. (EC Section 48985)

Prop. 49/ASES – Hours of Operation

- Begin immediately upon the conclusion of the regular school day, which includes minimum days and adjusted schedules for Kindergarten, transitional kindergarten or other students (EC Section 8483[a][1]).
- Programs must remain open until at least 6:00pm and operate for at least 15 hours/week on every regular school day (*this includes minimum days*). (EC Section 8483[a][1])
- Elementary school and middle school students, are expected to participate in the full day of the program every day during which pupils participate, except as allowed by an authorized early release policy (EC Section 8483[a][2]). However, AB 2615 also allows grantees to develop and implement a flexible attendance schedule for middle and junior high school students. There are no hours and/or number of days for middle school and junior high school flexible attendance requirements (EC Section 8483(a)(3)) however, priority for enrollment and participation in program activities is provided to students attending the program full-time.

Contact Joe Hudson, R4 Technical Assistance (TA) Lead for questions or TA requests at jhudson@acoe.org or 510-670-7732.

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Prop. 49/ASES – Early Release Policy

- Programs must establish reasonable late arrival and early release policies providing attendance expectations and requirements for participants. (EC Section 8483[a][1]).
- Early Release Policies address the reasons for the early release of pupils from the after school program. The Early Release Policy documents the reason for early release to allow programs to count student attendance for the day. However, *the use of the Early Release Policy should be the exception and not the rule*. It should be applicable on a case-by-case basis. <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>

Prop. 49/ASES – Accountability

- ASES programs are required to submit annual student outcome data, including:
 - Program attendance & School-day attendance of participating pupils
 - Annual Student Outcome and Continuous Quality Improvement (CQI) data to the California Department of Education.
 - Additional measures developed by the CDE
- All grantees must review program plan including goals, programming and chosen outcome measures every three years and report any changes to CDE.
- CDE/R4 will provide technical assistance when a grantee fails to:
 - Achieve 85% of its calendar year attendance target
- CDE will reduce grant amounts if a grantee fails to meet 75% of its proposed attendance in any one year or 85% of its proposed attendance for two consecutive years.
- CDE may terminate a program for failing for three consecutive years to:
 - Achieve 75% of its proposed attendance goal.

Are ASES programs required to provide services to students with special needs?

Yes. State and federal law requires that students with disabilities cannot be denied access to federally funded programs. However, LEAs should consult with their legal departments on the interpretation of state and federal law and the requirements for accommodation at the district and site level (Americans with Disabilities Act Section 504 and EC sections 200, 220, 8482.6, and 11135[a]).

Promising Practices—The CDE suggests the following components to create a robust program to provide for students with special needs:

- *Dedicated administrator to manage the program*
- *No automatic enrollment—all students have a waiting period to identify what the child's needs are and to plan support*
- *Indicate on the application that the student needs extra support*
- *Identify accommodations to determine if a program has to delay enrollment to train staff, make modifications, or work with parents to get regional assistance*
- *If an LEA subcontracts the administration of the after school program, the Memorandum of Understanding (MOU) or subcontract agreement should include language that requires that students with disabilities should be provided access to the program and cannot be discriminated against on the basis of their disability*

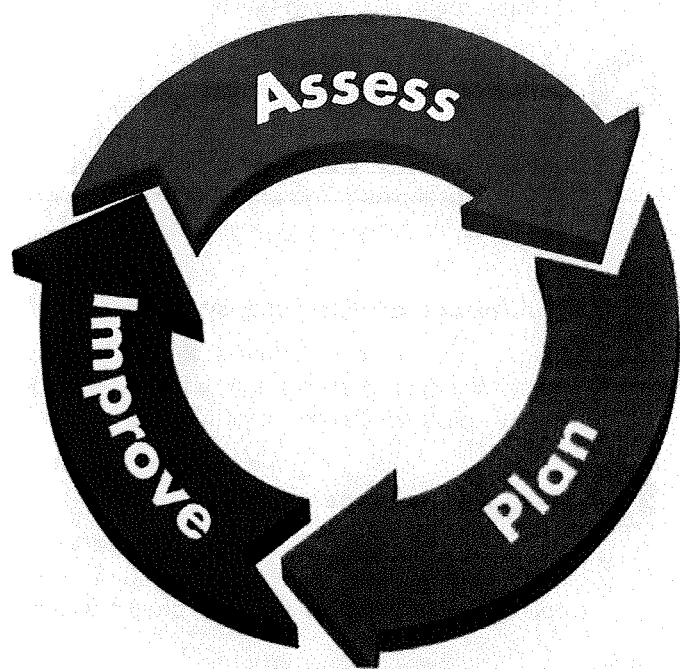
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Recommendations for Use: Continuous Quality Improvement

When young people attend high quality expanded learning programs, they are more likely to benefit. Programs grow stronger when they engage in continuous quality improvement.

Using the tools featured in this guide can save time and money, since they are well aligned to the Quality Standards and have undergone a rigorous development process. Many of the tools in this guide have supporting training for users, improving the quality of the data collected. On the other hand, expanded learning programs can also choose to use locally developed tools to guide their quality improvement process. The Appendix lists some factors to consider when deciding between an off-the-shelf tool and a locally developed one.

No one tool will meet all of a program's information needs. Programs should use multiple strategies, including self-assessment and observation of program activities.



Continuous Quality Improvement Cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

Quality Standards for Expanded Learning Programs

What should the Quality Standards for expanded learning programs in California include?

The standards should be considered in the context of the five Learning in After School and Summer principles which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

1 Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

2 Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

3 Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

4 Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

5 Healthy choices and behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.

6 Diversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Programmatic Quality Standards

7 Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

8 Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

9 Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

10 Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

11 Program management

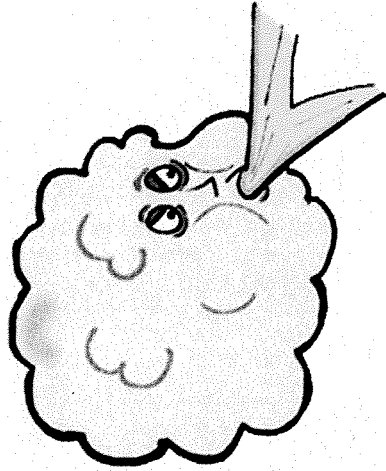
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

12 Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

STEM

Winds of Change



A Paradigm Shift

2007 - 2018

Expanded Learning Programs (ELPs) with Academic support, alignment with school day and robust accountability:

- Self Assessment & Observation Tools
- Scheduled FPM Visits
- Annual Internal Audits
- Required ASES Program Plan
- Continuous Quality Improvement (CQI)
- Statewide & Regional System of Support

1998

After School programs have gone from keeping kids safe and off the streets and providing space for homework / homework help

ASES/21st CCLC
Management