

The K-12 budget for the 2006-07 fiscal year is contained in the Budget Act (AB 1801, Chapter 47/Statutes of 2006), the education budget trailer bill (AB 1802, Chapter 79, Statutes of 2006), and the omnibus budget trailer bill (AB 1811, Chapter 48, Statutes of 2006).

The K-12 budget contains significant increases for both discretionary and categorical program funding, including funding for new categorical programs. Although most of the funding is ongoing, much of it is one-time. This advisory discusses appropriations for the various K-12 purposes, new programs, changes to existing program requirements, and strategies to consider when developing local budgets.

Discretionary Funding

The budget increases discretionary funding through three mechanisms: the cost-of-living adjustment (COLA), revenue limit equalization and revenue limit deficit reduction.

Cost-of-Living Adjustment. The budget provides a 5.92 percent COLA for school district and county office of education revenue limits. In computing the actual revenue limit increase for school districts, the law requires that the statewide COLA—in this case 5.92 percent—be applied to the statewide average revenue limit for each of the three types of districts: elementary, high school and unified. This is known as the “revenue limit squeeze” and it prevents the gap between high and low revenue limit districts from growing over time.

The dollar increases per average daily attendance (ADA) from the 5.92 percent COLA for each of the three district types is:

- \$295 for elementary school districts
- \$354 for high school districts
- \$308 for unified school districts

Special Note: Due to the manner in which COLAs are calculated, the actual percentage increase for districts whose revenue limits are below the state average will be higher than 5.92 percent, and for districts whose revenue limits are above the state average it will be lower than 5.92 percent. In negotiating pay increases or any other long term contract, it is important to know what your district’s actual increase is.

Revenue Limit Equalization. The budget provides \$350 million for school district revenue limit equalization. No funds are provided for county office of education equalization. The equalization target is the 90th percentile revenue limit for each of the different sizes (large or small) and types (elementary, high school, and unified) of school districts. The Department of Finance estimates that the amount appropriated in the budget will be sufficient to bring all districts nearly three-fourths of the way to the target level.

The amount actually received by each district will depend on the distance between the district’s revenue limit and the target level.

Districts with the lowest revenue limits will receive the largest increases. Of course, the 10 percent of districts that are above the target will receive not funding for equalization.

Revenue Limit Deficit Reduction. The revenue limit deficit was the gap between the revenue limit that each district was entitled to and the revenue limit funding that was actually received. The gap developed in a year in which the revenue limit COLA was not funded and revenue limit funding was reduced by \$350 million. In recent years, deficit reduction funding has reduced the size of the gap. In 2006-07, the gap will be eliminated with the appropriation of \$308.6 million.

In contrast to the COLA, which provides all districts with the same *dollar* increase (within the three district types), funding to eliminate the deficit will provide all districts with the same 0.892 *percent* increase to their revenue limit funding levels. The increase for county offices of education is 0.898.

Special Note: Funding for the COLA, deficit reduction and equalization combine to increase total revenue limit funding by more than the 5.92 percent COLA. Expect collective bargaining units to base pay demands on the total revenue limit increase. For example, after adding deficit reduction and equalization funding to the COLA, a district’s revenue limit funding may increase by 7 percent, and so employees may demand a 7 percent pay raise. Therefore, remember that revenue limits account for an average of only two-thirds of a district’s total revenue. Most of the rest comes from state and federal categorical program funding. Funding for state categorical programs is increasing by the same COLA as for revenue limits (5.92 percent) and federal funding is flat and may even be declining—on a per student basis—in some districts. For this reason, keep in mind the concept of the “blended” COLA, which is the actual overall percentage increase resulting from the mix of general purpose and state and federal categorical program funding. The blended COLA will be different for each district, but it will be more than 5.92 percent.

State Categorical Program Funding

The 5.92 percent COLA will also be applied to funding for state categorical programs. Some existing categorical programs also received increased funding above the COLA. In addition, the budget funds several new categorical programs.

Increased Funding for Existing Categorical Programs. The budget provides increases beyond the COLA for the following existing categorical programs:

- **Economic Impact Aid (EIA).** The budget provides an additional \$350 million for districts to meet the needs of economically disadvantaged and English learner students. The budget increase brings total funding to about \$975 million. The new funding

will be used to ensure that previously unserved or underserved populations will receive aid.

- **Preschool Expansion.** The budget provides \$50 million to expand preschool pursuant to AB 171, which is still pending in the Legislature. Another \$50 million in one-time funds is allocated for facility loans to providers.
- **California High School Exit Exam (CAHSEE).** The budget provides a \$50 million increase for supplemental instruction for 11th and 12th graders who have not passed CAHSEE. Last year's funding was \$20 million, so the new total for this purpose is \$70 million. After allocating \$500 for each eligible 12th grade student, remaining funds will be allocated to eligible 11th grade students. Of the \$70 million, \$5.5 million will be used to provide intervention materials that are tailored to the needs of eligible students. Districts can receive \$20 for each 11th and 12th grader who has failed to pass one or both portions of the exam. Funds are restricted to the purchase of materials that have been recommended by the California Department of Education and approved by the State Board of Education. An additional \$5.1 million is provided to the California Department of Education for two additional administrations of the CAHSEE.
- **Mathematics and Reading Professional Development Program.** The budget increases funding by \$25 million to address the needs of teachers of English learners. Details will be in SB 472 (Alquist), which is still pending. Total funding for this program is now \$56.7 million.

New Categorical Programs. The budget provides funding for a number of new categorical programs that were proposed by Governor Schwarzenegger. They are:

- **Middle and High School Supplemental Counseling Program.** The budget provides \$200 million to increase the number of counselors that serve 7th to 12th grade students. Details governing the program are extensive and are in Section 52378 of the Education Code. Because this is a new section that was just added by the education budget trailer bill and is not yet in print, a copy is provided in the Appendix. Funding for the program will be allocated based on ADA in grades 7 through 12, except for the following minimums: \$5,000 for each school with 100 or fewer students enrolled in grades 7 to 12, \$10,000 for each school with between 101 and 200 students enrolled in grades 7 to 12, and no less than \$30,000 for each school with more than 200 students enrolled in grades 7 to 12.
- **Arts and Music Block Grant.** The budget provides \$105 million for districts, charter schools, and county offices of education to hire additional staff, purchase new materials and supplies, or increase professional development to support standards-aligned arts and music instruction. Funds are to be allocated at an equal amount per student in kindergarten and grades 1 to 12, with a minimum of \$2,500 for school sites with 10 or fewer students and a minimum of \$4,000 per school site with fewer than 20 students. (The bill language does not specify whether "per pupil" refers to enrollment or average daily attendance.) It is the intent of the Legislature that these funds supplement and not supplant existing resources for these purposes.
- **Physical Education Teacher Incentive Grants.** The budget provides \$40 million for incentive grants to schools serving kindergarten or any of grades 1 to 8 to support the hiring of

more credentialed physical education teachers. Funds will be allocated at the rate of \$35,000 per school site. Grant recipients will be randomly selected and be equitably distributed based on type of school, size and geographic location. As a condition of receiving the funds, schools that do not currently meet the required physical instruction minutes must provide a plan to their county office of education that corrects the deficiency for the following year and, to the extent practicable, make up the deficient minutes. Legislation to alter the allocation of funds—SB 362 (Torlakson)—is pending in the Legislature, but it is not certain to pass.

- **Child Oral Health Assessments Program.** The budget provides \$4.4 million to be allocated to local education agencies contingent on legislation that is still pending, AB 1433 (Emmerson).

One-Time Funding

As a result of unexpectedly high General Fund revenues, a substantial amount of one-time funding is available for purposes that are specified in the Budget Act and related legislation. They are:

- **Arts and Music Equipment and Physical Education One-Time Equipment Grants.** The budget provides \$500 million for this purpose, in addition to the new ongoing funding mentioned above. These funds will be allocated to school districts, charter schools, and county offices of education on an equal amount per ADA, with a minimum of \$2,500 per school.
- **Instructional Materials.** The budget provides \$100 million to be allocated to school districts, charter schools, and county office of education for instructional materials, school and classroom library materials, and one-time educational technology costs.
- **California School Information Services (CSIS).** The budget provides \$9.5 million for allocation to school districts, charter schools, and county offices of education that have not previously received funding for this purpose.
- **Fiscal Solvency.** The budget provides \$10 million for school districts and county offices with outstanding obligations for retired employee nonpension benefits. Funding is for developing plans to meet those obligations. Plans must be submitted to the county superintendent of schools as part of the budget review process. The maximum grant per LEA is \$15,000.
- **Healthy Start.** The budget provides \$10 million for school districts and charter schools that have not previously received Healthy Start funding. Grants will be provided on a competitive basis.
- **School Breakfast and Summer School Food Service Programs Startup Costs.** The budget provides \$3 million for this purpose.
- **Nell Soto Parent/Teacher Involvement Program.** The budget provides \$15 million for this program, which provides grants to districts to establish home visit programs. The statutory provisions for this program are contained in Sections 51120 through 51124 of the Education Code. In addition, legislation to modify some of the program's provisions, SB 1678 (Soto), is pending in the Legislature.

- **Supplemental Instructional Materials for English Language Learners.** The budget provides \$30 million for this purpose. Local education agencies may receive up to \$35 per ELL student. Materials must be used for materials that are approved by the state Board of Education as being standards-aligned. More details on the use of these funds are provided in the Appendix.
- **English Language Learner Pilot Project.** The budget provides \$20 million for a multi-year pilot project to identify best practices for ELL students. The funds are subject to provisions contained in AB 2117 (Coto), which is still pending in the Legislature.
- **Career-Technical Education Equipment and Supplies.** The budget provides \$40 million for school districts, regional occupational centers and programs, adult education providers, charter schools, and county offices of education that offer career-technical education to purchase equipment and supplies and to make minor facility reconfigurations. Funds will be allocated on the basis of career-technical students enrolled in grades 7 to 12, with a minimum of \$3,250 per local education agency. Prior to receiving the funds, an LEA must (1) develop an expenditure plan in consultation with the career-technical education advisory committee, (2) submit the plan to the California Department of Education for approval, (3) provide any other information deemed necessary by the Superintendent of Public Instruction, and (4) agree to notify the career-technical advisory committee prior to disposing of any existing equipment or purchasing new equipment.
- **Teacher Recruitment and Retention.** The budget provides \$50 million to be allocated to school districts that have at least one school ranked in decile 1 to 3, inclusive. Districts will receive \$50 per student in qualifying schools (this amount will be prorated if necessary). To receive funds, the district governing board must adopt a plan at a regularly scheduled board meeting. Funds are to be used to improve the educational culture and environment at those schools, and may include ensuring a safe and clean environment, additional support services for students and teachers, providing time for teacher and principals to collaborate, and activities (including differential pay) to recruit and retain teachers in those schools.

Discretionary Block Grant (One-Time)

The budget provides \$533.5 million for a one-time, discretionary block grant. Of this amount, \$400,125,000 (75 percent) is for allocation directly to school sites to be spent in accordance with school site plans, and \$133,375,000 (25 percent) is for district use. Funds will be allocated on the basis of enrollment, plus average daily attendance in regional occupational centers and programs, and adult education programs. An initial apportionment of up to 75 percent of the funds will be allocated on the basis of 2005-06 enrollment and ADA, and the remaining funds will be allocated in a manner to ensure that the total allocation is based on 2006-07 enrollment and ADA.

School Site Funds. “School” includes locally funded charter schools that have students currently enrolled. Schools with fewer than 25 students shall receive at least \$5,000 and schools with more than 25 students shall receive a minimum of \$10,000. The uses of the school site funds may include, but not be limited to, the following:

- Instructional materials
- Classroom and laboratory supplies and materials
- School and classroom library materials
- Educational technology
- Deferred maintenance
- One-time expenditures designed to close the achievement gap
- Professional development

A spending plan must be proposed by the school site council and approved by the district governing board. If a school does not have a school site council, then the plan must be proposed by a school wide advisory group or school support group.

No expenditures of these funds may occur until the governing board approves the plan. If the school site council and the governing board are not able to agree on a plan by May 1, 2007, then the dispute shall be submitted to the county board of education immediately for resolution. The decision of the county board shall be final.

Special Note: District administrators may want to work with school site administrators, teachers, and school site councils to develop criteria for the development and approval of school site budgets based on district priorities and goals. While schools should have the flexibility to address needs specific to their sites, the educational objectives of individual schools should be consistent with the educational objectives of the district, which are themselves the subject of state and federal accountability systems. Prior agreement on the criteria for the approval of school site budgets will minimize the chances of disputes.

District Funds. District funds may be used for any of the following purposes:

- Instructional materials
- Classroom and laboratory supplies and materials
- School and classroom library materials
- Educational technology
- Deferred maintenance
- Professional development
- Home-to-school transportation
- One-time expenditures designed to close the achievement gap
- Outstanding one-time fiscal obligations of school districts

The last item may include unfunded liabilities for post-retirement health benefits. If a district chooses to allocate its funds to schools, it is the intent of the Legislature that charter schools receive funding on an equitable basis.

Mandate Reimbursement

The budget provides \$957 million for mandate reimbursements. Of this amount, \$30 million is for claims for the 2006-07 fiscal year. This is about \$100 million short of the amount needed to fully fund 2006-07 claims. The remaining \$927 million is for payment of claims from 1995-96 to 2005-06.

The prior year claims (plus accrued interest) will be paid in the following order of priority:

- First, the oldest claims that are no longer subject to audit
- Second, claims still subject to audit (the Controller may adjust the amounts paid for these claims on the basis of the final audits, and any repayment resulting from an audit may be counted toward future claims)

No claims will be paid for any of the following mandates:

- The Standardized Testing and Reporting (STAR) or National Norm-Referenced Achievement Test programs
- School site councils
- Brown Act and Open Meetings Act
- School Bus Safety II
- Grand jury proceedings
- Removal of chemicals

Proposition 49

The budget provides an additional \$426 million (for a total of \$550 million) for the Proposition 49 after-school programs. The provisions of Proposition 49 will be implemented by legislation that is still pending (SB 638). When that bill is passed and signed, the California Department of Education (CDE) will issue a Request for Applications (RFA) based on the provisions of the bill. To receive automatic notification when the RFA is issued, interested parties may join the CDE e-mail list at www.cde.ca.gov/fg/fo/af/joinlist.asp.

All local education agencies, including school districts, charter schools and county offices of education will be eligible to apply. However, in selecting schools to participate, the CDE will be required to consider the percentage of students receiving free and reduced lunch and other indicators of need, such as neighborhood economic status, the percentage of limited-English-language families, and juvenile crime rates.

More information on this program provided by the CDE is in the Appendix.

Other Sources of Information

California School Boards Association (www.csba.org). This site provides up-to-date information of news and events of interest to school board members, as well as information about CSBA services and products. The Advocacy page has a link to legislation that CSBA is tracking or has a position on. By clicking on the number of a bill of interest, users can gain access to the complete text of the bill, analyses, votes, history and current status.

California Department of Finance (www.dof.ca.gov). This site provides direct access to the California state budget and to other budget-related reports and periodic updates.

California Department of Education (www.cde.ca.gov). This site contains budget and program information on the complete range of K-12 and adult education programs.

Legislative Analyst's Office (www.lao.ca.gov). This site provides access to budget analyses prepared by the Legislative Analyst, as well as to special reports and analyses of ballot initiatives.

State Assembly (www.assembly.ca.gov) and State Senate (www.sen.ca.gov). These sites provide information of legislation, members of the legislature, committees, and the legislative calendar.

Appendix 1: Supplemental School Counseling Program

Article 4.5. Supplemental School Counseling Program

52378. The Middle and High School Supplemental Counseling Program is hereby established for the purpose of providing additional counseling services to pupils in grades 7 to 12, inclusive. As a condition of receiving funds, the governing board of each school district maintaining any of grades 7 to 12, inclusive, shall do all of the following:

- (a) The program shall be adopted at a public meeting of the governing board and shall include all of the following:
 - (1) A provision for individualized review of the pupil's academic and department records.
 - (2) A provision for a counselor to meet with each pupil and if practicable, the parents or guardian of the pupil, to explain the academic and department records of the pupil, his or her educational options, the coursework and academic progress needed for satisfactory completion of middle or high school, passage of the high school exit examination and the availability of career technical education. The educational options explained at the meeting shall, if services are available, include college preparatory program and vocational programs, including regional occupational centers and programs and any other alternatives available to pupils within the district.
- (b) In addition to the counseling services described in subdivision (a), school districts shall identify pupils who are at risk of not graduating with the rest of their class, are not earning credits at a rate that will enable them to pass the high school exit examination, or do not have sufficient training to allow them to fully engage in their chosen career, and shall do all of the following:
 - (1) Require each school within its jurisdiction that enrolls pupils in grades 10 and 12 to develop a list of coursework and experience necessary to assist each pupil in their respective grade that has not passed one or both parts of the high school exit examination and to successfully transition to postsecondary education or employment.
 - (2) Require each school within its jurisdiction that enrolls pupils in grade 7 to develop a list of coursework and experience necessary to assist each pupil in grade 7 who is deemed to be at the far below basic level in English language arts or mathematics pursuant to California Standards Tests administered to pupils in grade 6 to successfully transition to high school and meet all graduation requirements, including passing the high school exit examination.
 - (3) A copy of the list of coursework and experience necessary shall be provided to the pupil and his or her parent or legal guardian. The school district shall ensure that the list of coursework and experience is part of the cumulative records of the pupil.
- (c) (1) In addition to the items identified in subdivision (b), the list of coursework and experience for a pupil enrolled in grade 12

shall include options for continuing his or her education if he or she fails to meet graduation requirements. These options shall include, but not be limited to, all of the following:

- (A) Enrolling in an adult education program.
 - (B) Enrolling in a community college.
 - (C) Continuing enrollment in the pupil's school district.
- (2) A copy of the list of coursework and experience necessary shall be provided to the pupil and his or her parent or legal guardian. The school district shall ensure that the list of coursework and experience is part of the cumulative records of the pupil.
- (d) As a condition of receipt of funds pursuant to this article, a school district shall require each school within its jurisdiction to offer and schedule an individual conference with each pupil, identified in paragraphs (1) and (2) of subdivision (b), and his or her parent or legal guardian, and a school counselor. The individual conference shall be scheduled, to the extent feasible, according to the following requirements:
 - (1) For a pupil enrolled in grade 7, the conference shall occur before January of that school year in which the pupil is enrolled in grade 7.
 - (2) For a pupil enrolled in grade 10, the conference shall occur between the spring of that school year in which the pupil is enrolled in grade 10 and the fall of the following school year in which the pupil would be enrolled in grade 11. For the 2006-07 school year, the conference shall occur on or before December 31, 2006.
 - (3) For a pupil enrolled in grade 12, the conference shall occur after November of that school year in which the pupil is enrolled in grade 12, but before March of the same school year.
 - (e) During the individual conference described in subdivision (d), the school counselor shall apprise the pupil identified in paragraphs (1) and (2) of subdivision (b), and his or her parent or guardian of the following:
 - (1) Consequences of not passing the high school exit examination.
 - (2) Programs, courses, and career technical education options available for pupils needed for satisfactory completion of middle or high school.
 - (3) Cumulative records and transcripts of the pupil.
 - (4) Performance on standardized and diagnostic assessments of the pupil.
 - (5) Remediation strategies, high school courses, and alternative education options available to the pupil.
 - (6) Information on postsecondary education and training.
 - (7) The pupil's score on the English language arts or mathematics portion of the California Standards Test administered in grade 6, as applicable.

52379.

- (a) Funds appropriated in the annual Budget Act for the purposes of this chapter shall be allocated to school districts based on an equal amount per unit of average daily attendance in grades 7 to 12, inclusive, with the following minimum-grant exceptions:
- (1) Five thousand dollars (\$5,000) for each school site that has 100 or fewer pupils enrolled in any of grades 7 to 12, inclusive.
 - (2) Ten thousand dollars (\$10,000) for each school site that has between 101 and 200 pupils enrolled in any of grades 7 to 12, inclusive.
 - (3) Thirty thousand dollars (\$30,000) or an amount per unit of average daily attendance, whichever is greater, for each school site with more than 200 pupils enrolled in any of grades 7 to 12, inclusive.
- (b) Funds allocated pursuant to this section shall supplement, and not supplant, expenditures made by a school district for school counseling programs.
- (c) For purposes of this section, a charter school is not eligible to receive a minimum grant but instead shall receive an amount per unit of average daily attendance in grades 7 to 12, inclusive.

52380. As a condition of receipt of funds pursuant to this chapter, a school district shall submit an annual report in a manner determined by the Superintendent that describes the number of pupils served, the number of school counselors involved in conferences, the number and percentage of pupils who participated in conferences and who successfully pass the high school exit examination, and the number and percentage of pupils who participated in conferences and who fail to pass one or both sections of the exit examination, and a summary of the most prevalent results for pupils based on the graduation plans developed pursuant to this chapter.

Appendix 2: Trailer Bill (AB 1802) Provisions Governing the \$30 Million Appropriation for Supplemental Instructional Materials for English Language Learners

(10) Thirty million dollars (\$30,000,000) on a one-time basis to provide supplemental instructional materials specifically for English learners in kindergarten and grades 1 to 12, inclusive. The purpose of these materials will be to accelerate pupils as rapidly as possible towards grade level proficiency. The funds shall be used to purchase supplemental materials that are designed to help English learners become proficient in reading, writing, and speaking English. These materials may only be used in addition to the standards-aligned materials adopted by the State Board of Education pursuant to Section 60605 of the Education Code.

(A) Local educational agencies shall be eligible for apportionment funding of up to twenty-five dollars (\$25) per pupil, based on the most recently certified language census number of English learners in kindergarten and grades 1 to 12, inclusive, to purchase any materials that the State Department of Education verifies and the State Board of Education approves are substantially correlated to identified state standards adopted pursuant to Section 60811 of the Education Code, as applied in the standards adopted pursuant to Section 60605 of the Education Code. Funding may be provided only for the number of pupils that the local educational agency certifies it will purchase materials for pursuant to subparagraph (D). Local educational agencies may expend no more than thirty dollars (\$30) per pupil from these funds for these materials. Local educational agencies shall return to the state any funds allocated under this subparagraph that are not expended for purchase of materials pursuant to this provision.

(B) The State Department of Education shall use the existing correlation matrices pursuant to Item 6110-189-0001 of Section 2.00 of Chapter 208 of the Statutes of 2004 to determine if the instructional materials correlate to the English-language arts and English language development standards adopted by the State Board of Education.

(C) Prior to submission of materials to the department for review to ensure that the materials correlate to identified standards, publishers shall be required to submit standards maps to the department and any requesting local education agency so that the department and the local educational agency can determine the extent to which each item, if purchased separately, or set of instructional materials for English learners are correlated to the standards adopted by the State Board of Education. The standards maps shall be filled out using the most recent format approved by the State Board of Education. The contents for the standards map will be the correlation matrix as described in subparagraph (B).

(D) As a condition of receipt of funds, local educational agencies that elect to participate shall do one, or both, of the following:

(i) No later than March 30, 2007, submit a request for review, specifying the title, ISBN number, grade levels, type, and

publisher of the materials they intend to purchase, and the number of pupils for which materials may be purchased.

(ii) Identify materials from the existing list of materials approved by the State Board of Education specifying the information described in clause (i).

(E) After a local educational agency notifies the State Department of Education of its request for review of materials, the department may select and train panels of teachers and educators to verify the standards maps provided by the publishers and examine the materials for legal and social compliance. The department will also provide an appeals process to allow due process review of discrepancies of findings in the verification process. The verification shall not constitute a state adoption of instructional materials pursuant to Section 60200 of the Education Code. The department shall give first priority in verifying correlation to identified state standards to those materials that are most commonly cited in the intent of school districts to purchase provided under subparagraph (D). The department shall submit its verification results to the State Board of Education for approval and the State Board of Education shall approve or disapprove the materials at the next regularly scheduled meeting after receipt of the verification of the department, in accordance with public notification requirements.

Appendix 3: Information from the California Department of Education On the After School Education and Safety Program

California’s ASES Program Fully Funded in 2006-07

Provides information on the 2006-07 California State Budget and the provisions of Proposition 49.

California will fully fund the After School Education and Safety Program (ASES) at \$550,000,000 in accordance with the provisions of Proposition 49. Please note that the application for the ASES program will not be released until legislation is passed by the Legislature and signed by the Governor. Currently, Senate Bill (SB) 638 is making its way through the legislative process. If enacted into law, SB 638 will implement the provisions of Proposition 49, and the California Department of Education (CDE) will release a Request for Applications (RFA) based on the provisions of this act.

The CDE will release an RFA soon after the enactment of SB 638 or, if the bill is not passed, release an RFA based on current law. We encourage you to join the CDE funding e-mail list at <http://www.cde.ca.gov/fg/fo/af/joinlist.asp> to receive notification when this and other CDE funding opportunities become available.

Prospective applicants may want to prepare for an ASES grant based on the language of SB 638 and Education Code (EC) sections 8482 through 8484.6. In addition, future applicants are encouraged to begin planning for program implementation, collecting and analyzing student and demographic data, securing funding from local partners, and building partnerships prior to the release of the RFA. Please consider the following questions and information when planning your local ASES program:

Who is eligible to receive funding?

ASES programs may serve pupils in kindergarten and grades one through nine at participating public elementary, middle, junior high, and charter schools. The application must be approved by the school district and the principal of each participating school.

Applicants may include any of the following:

1. A local educational agency (LEA), including school districts, charter schools, and county offices of education
2. A city, county, or nonprofit organization in partnership with, and with the approval of, an LEA or LEAs

The application must designate the public agency or LEA partner to act as the fiscal agent. A “public agency” means only a county board of supervisors or, where the city is incorporated or has a charter, or a city council.

Are all public elementary, middle, and junior high schools eligible to apply for ASES funding?

Yes, however, the proposed law states that the CDE shall consider the following in selecting schools to participate in the ASES Program:

- The percentage of pupils receiving free and reduced lunch
- Other indicators of need, including but not limited to, neighborhood socio-economic status, percentage of limited-English-language families, availability of programs in the community, and juvenile crime rates

What steps can I take to begin planning for an ASES program?

Steps	What Actions to Take
Understand Requirements of the ASES Program	Know and understand ASES requirements and components by studying EC sections 8482 to 8484.6, http://www.leginfo.ca.gov/calaw.html (Outside Source) and the text of SB 638, http://www.leginfo.ca.gov/bilinfo.html (Outside Source).
Identify Lead Organization	Identify who—county office of education, school district, or county/city—will be the fiscal agent for the funding and oversee the program.
Identify Schools and Partners	Determine which schools, cities and community-based organization partners to include, and involve principals and partners in the planning process.
Create a Timeline	Set dates and identify responsible partners for each step of your planning and application process. The RFA will be released shortly after SB 638 becomes law. At this time, it is expected to be released by the end of August with the application due approximately six weeks later. To allow for all necessary planning, and to secure paperwork, commitments and signatures, a timeline is highly recommended.
Identify Matching Funds	Find sources of matching funds, either in-kind or cash, to match 33 percent of your anticipated grant total.
Develop Program Design	Work with schools and partners to design a program: <ul style="list-style-type: none"> Assess community needs and interests Determine vision and desired results Design strategies to achieve desired results
Develop Staffing Structure	Determine staffing needs and qualifications for the different levels of program responsibility including both the district and site levels.

Steps	What Actions to Take
Sign Memorandums of Understanding (MOUs)	Secure MOUs from partners so signatures can be obtained by the RFA due date.
Draft Budget	Develop a budget of expenses and revenues, based on the number of students to be served, a \$7.50 daily rate, and any matching funds secured.
Complete Application Process Including Securing Approval by Local Governing Board	Assign a person to compile all components. Schedule approval of your application for a hearing with your local governing board (or appropriate approval process for your agency).

How much funding can my agency receive?

Funding is determined by the number of school sites in your ASES program, the number of students who will attend the ASES program at each site, and the number of days the program will operate at \$7.50 per pupil per day.

ASES programs established under SB 638 may receive a three-year renewable grant which shall not exceed \$112,500 for each regular school year per elementary school or \$150,000 for each regular school year per middle or junior high school.

Does the ASES program require a budget match?

Yes, your ASES program must provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant. Matching funds can be secured from the school district, governmental agencies, community organizations, or the private sector. Facilities or space usage may fulfill not more than 25 percent of the required local contribution. State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those ASES programs. Since there is not a state categorical program called “remedial education” you will need to work with the accounting office of your partner LEA to determine which categorical funds are designated for student remedial services.

Who will staff the program?

The administrator of 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 in the school district. The minimum qualifications for an instructional aide vary, so it is important to check with the LEA’s personnel department. The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies. Also, the principal of each participating school must approve the selection of ASES 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.

Is a collaborative process required for the ASES program?

Yes, current law requires that ASES programs operate as collaboratives. Communities implementing ASES programs should build upon existing local collaboratives and use proven strategies to provide a unified, integrated system of service for children and youth.

Every ASES 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. The collaborative should consider: ways to allocate resources or to work closely with those who can provide resources; how to manage daily work of the site, advocate for and implement necessary changes; determine means to continuously improve the decision-making process, share accountability among partners; and how the collaborative can serve as an advocate for parents and children.

How can my agency assess the needs of children and youth in, and the strengths of our ASES program?

It is important to use current assessments such as the California Healthy Kids Survey, strategies such as those included in the School Site and Safe School plans, and other assessment instruments as appropriate. Analysis of strengths should focus on children and youth, the school(s) and district, city or county organizations, service agencies (public and non-profit), businesses, faith-based organizations, and other community groups. Consider what is, and is not, working well for children and their families within the existing system. Also, the perspectives of children and youth need to be assessed to assure the program is effectively meeting their needs.

Examples of needs that can be fulfilled through the ASES program are: helping students perform at grade level, teaching students the dangers of drug addiction and gang involvement, and assisting students to help the community through service-learning activities. Examples of strengths are: active coordination between regular day and after school staff, a well designed local school plan that includes the ASES program, and supportive community-based and/or faith-based organizations in your local area.

What implementation strategies will build on what students learn during the regular school day?

Applicants should consider the following questions when designing how the ASES program will support what is taught during the regular day: What are the existing and proposed new efforts in the educational and literacy component for elementary and/or middle schools? How is the program connected with the district’s standards, assessment, and accountability system? How will the program be integrated with the school’s curriculum? How will the ASES program address student diversity (ethnicity, language, etc.) and learning needs? What evidence is available regarding the effectiveness of proposed strategies? How are teachers, site administrators, support staff and community members involved? What evidence of long-term commitment from your partners is provided (e.g., Memorandums Of Understanding and budget match)?

What enrichment activities will lead to desired program results?

Applicants should consider the following questions when designing how the ASES program will enrich student learning: What are the

existing and proposed new efforts in the enrichment (recreation, prevention, etc.) component for elementary and/or middle schools? How will you provide a variety of enrichment activities that will allow selection based on students' interests and talents? What youth development activities will be offered? How will the ASES program address student diversity (ethnicity, language, etc.)? What is your plan for integration with community, city, and/or county, and school and/or district enrichment programs and initiatives, such as recreation, mentoring, and community service-learning? What evidence is available on the effectiveness of proposed strategies? How are the administrators and staff of these programs and initiatives involved?

How can my agency evaluate our local program?

Applicants should consider the following questions in designing an ASES program evaluation system: What is your current capacity for conducting program evaluation? How will your program develop a local evaluation system including student and parent satisfaction for your ASES program? How will you measure progress for the result areas selected, collect and analyze data, and report results for program participants? What is your plan for continuous improvement? How is your evaluation linked to your collaborative partners? How will your ASES evaluation integrate with existing program evaluations? What resources will be committed to evaluation, including dissemination of results? Which of your collaborative partners will be the lead on program evaluation? What experience do they have in conducting evaluations similar to the one for this grant?

Who can I contact for more information?

The after school system of field support is divided into 11 service regions consisting of several counties with similar demographics. Each region has an after school regional lead who provides assistance to current and prospective grantees in their region. For more information about the ASES program, please contact the CDE's, After School Partnerships Office consultant for your region; or, you can contact the after school regional lead for your region. A list of these contacts is available at: <http://www.cde.ca.gov/ls/ba/cp/regntwrk-contacts.asp>.

Questions: After School Partnerships Office
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