

Breakfast Connections: Conversation Starters

As you settle in, take a moment to review the guiding questions on this slide. Use them to spark conversation at your table about the topics you are most interested in exploring today. These prompts are starting points, feel free to let the discussion flow toward other priorities or experiences that connect to your work.

Pre-Meeting Activity
8:30 – 9:00 a.m.

Student Attendance

- How is your Grantee/LEA preparing to collect and submit accurate attendance data for CALPADS reporting?
- What strategies has your program used to recruit and retain students to meet attendance goals?

Early Release

- Since CDE's 2021 updated guidance, how has your program refined or updated its early release policy?
- How have you addressed the challenges you have encountered in updating and implementing your early release policy?

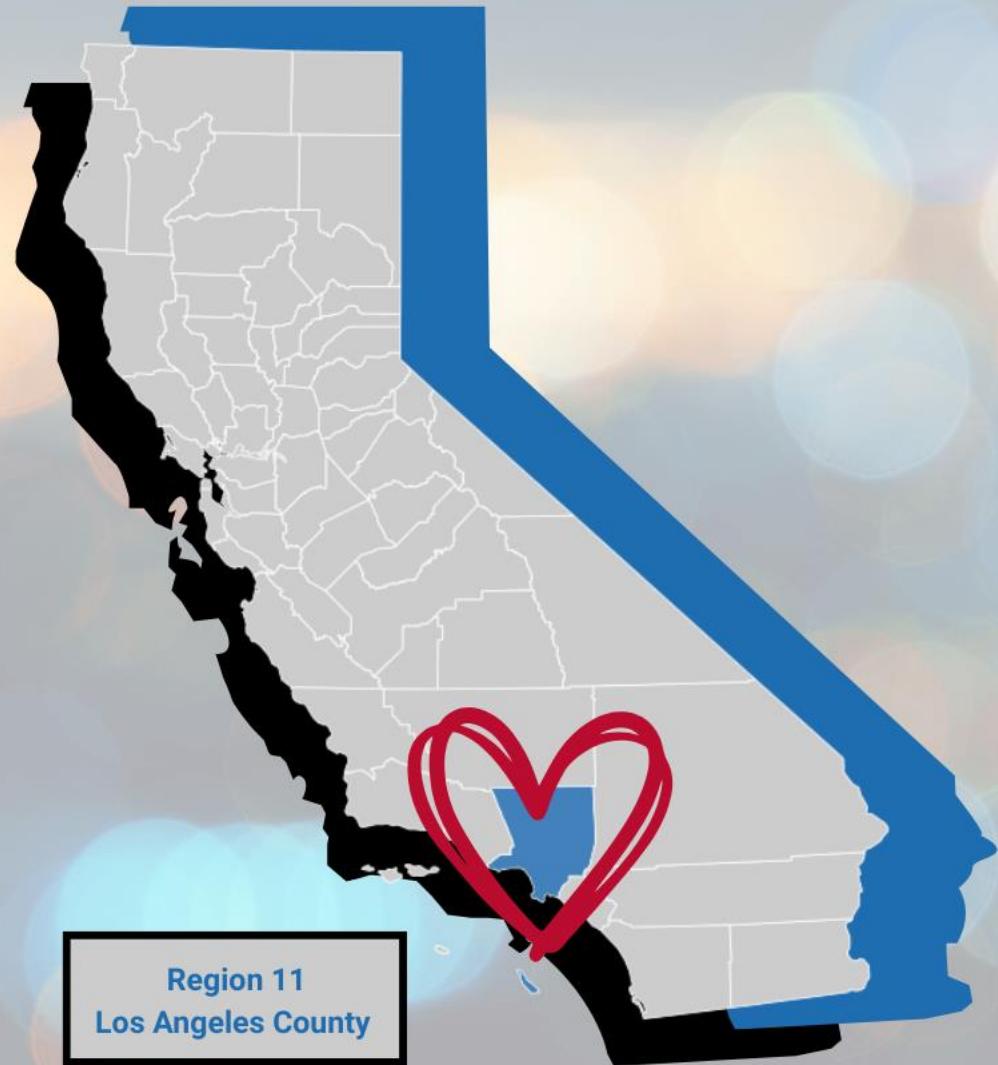
Single, Comprehensive Program

- How has your LEA shifted towards operating as a single, comprehensive program?
- Who were the key voice or partners involved in this transition towards a unified program model?





Los Angeles County
Office of Education



LACOE

EXPANDED LEARNING ADVISORY MEETING

September 29, 2025 | In-Person



Today's Agenda

Welcome

Introductions | Good News Share | CDE Message

Attendance and Systems Thinking Campaigns

ELTAU TA Work | Attendance Campaign | Early Release Discussion | Single, Comprehensive Expanded Learning Programs | Attendance Reporting

CDE-EXLD Updates

Expanded Learning Updates | Reporting Deadlines

Region 11 Updates for FY 2025-26

BOOST | Attendance Recovery | Lights On Afterschool | Region 11 Upcoming Events and Professional Development

Meeting Closure

Snapshot-in-Time and Meeting Survey | Contact Information

SCAN ME



Intended Audience

As a reminder, this meeting is intended for leaders of entities who are funded with:

- After School Education and Safety Grant (ASES)
- 21st Century Community Learning Centers Grant (21st CCLC)
- 21st CCLC After School Safety and Enrichment for Teens Grant (21st CCLC ASSETs)
- Expanded Learning Opportunities Program (ELO Program)

Leaders of Expanded Learning Programs include:

- Administrators
- Directors
- Managers
- Coordinators

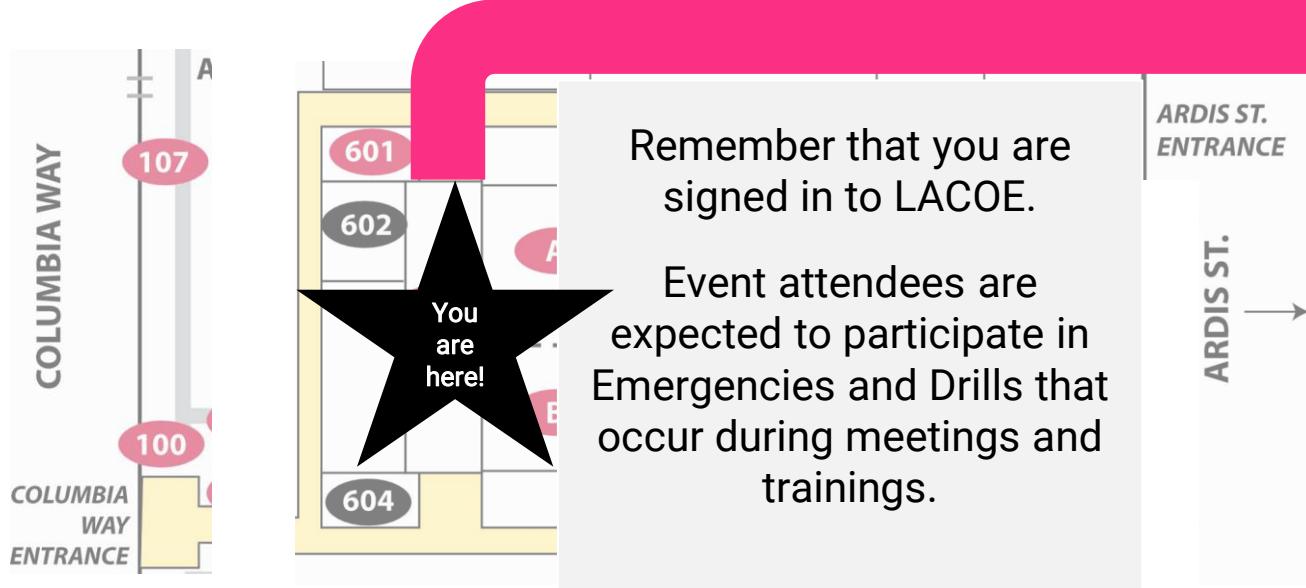
This is a safe place to connect and share ideas, challenges and thoughts.



LACOE Emergency Procedures

In the event of an Emergency and we need to evacuate to the outside, we will meet in the **Parking Lot, Section 11**.

**EXPANDED
LEARNING
SECTION 11**



Remember that you are signed in to LACOE. Event attendees are expected to participate in Emergencies and Drills that occur during meetings and trainings.





Michael Funk
Director, Expanded Learning Division
California Department of Education



REGION 11 TA TEAM: We Are One Big Family!

LACOE Team



Dr. Michelle R. Perrenoud
Regional Administrator

Emily Tay
Program Consultant

Tom McFadden
Program Consultant

Suzanne Hill
Program Consultant



Laura De Anda
Administrative Assistant

Sue Gevedon
Program Specialist

Mary Cruz Rojas
Program Specialist



Iyore Osamwonyi
Education Programs Consultant



Darrell Parsons
Education Programs Consultant



Anna Lee
Fiscal Analyst



Jacqueline Burnett
Fiscal Analyst



GOOD NEWS SHARE



- Share an exciting story from Summer
- Share about a **new program offering** you started this year
- Share what you are looking forward to most this year
- Share something good about this week



Program Attendance Campaign and Systems Thinking Campaign

The ELTAU provides Technical Assistance through:

- Critical, Targeted and Universal TA Strategies

Today we will focus on these two campaigns:

Program Attendance Campaign

- The Countdown Is On!
- Early Release Discussion
- TK Full Implementation
- ELO-P: Tier 2 to Tier 1 LEAs

Systems Thinking Campaign

- Single, Comprehensive Expanded Learning Programs
- Expanded Learning Attendance Reporting - CALPADS



ATTENDANCE COUNTDOWN IS ON!

LESS THAN **55 DAYS** REMAIN TO
MEET THE 85% ATTENDANCE TARGET



E
X
A
M
P
L
E

Calendar Year Attendance Goal: 14,991

85% of 14,991: $12,742.35 = 12,743$ students per year

$12,743$ students \div 180 days: $70.79 = 71$ students per day



Los Angeles County
Office of Education

CDE does not round up, so $84.99\% \neq 85\%$

What We Are Hearing From You

Some programs are struggling with:

- Early Release Policy and Flexibility
- How to operate a Single, Comprehensive Expanded Learning Program
- Program Operation Requirements vs. Student Participation Requirements
- Facilities Space
- Creating systems for Attendance Reporting Requirements

Some programs have been able to:

- Update their Early Release Policy
- Start operating a Single, Comprehensive Expanded Learning Program
- Collaborate and calibrate with Site and District Administrators
- Increase quality program offerings and new opportunities for students
- Expand horizons and opportunities for students with their ELO-P apportionment funding

**We Hear You – Student and Staff Safety including but not limited to:
Immigration Concerns and Student Well-being Concerns**



Early Release Policy: Review and Group Activity

Early Release Policy Review



Early Release Group Activity



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Early Release Policy: Review

Review: California *Education Code (EC)* sections 8483(a)(i)(B) and 8483.1(a)(1) require grantees to develop a policy for the reasonable early release and late arrival of pupils from before and after school base programs based on local needs. Late arrival and early release policies allow students to arrive late or leave early for a variety of reasons, as developed by the grantee.

Early Release/Late Arrival Implications for Programs:

- **After School Program** - Students are **not** required to stay the entire length of time in the after school program. A student signing in for any length of time can be counted for attendance.
- **Before School Program** – Students must arrive and attend **at least half** the daily program hours to be counted for attendance. Students who arrive after half the program hours can still attend the program (they just won't count for attendance).
- **Single Comprehensive Programs** - When implementing a single, comprehensive program with ELO-P, ASES and/or 21st CCLC, the program **must** implement Early Release and Late Arrival Policies as required by ASES and 21st CCLC.



Early Release Policy: Group Activity

Directions Part 1:

- As a Group, Review the Early Release Policy Document “Restricted Version” on the **Salmon** colored paper.
- Look for language that is “restrictive” in the Early Release Policy.
- Discuss how you would change the restrictive parts of the policy, what would you add, edit or update?

Early Release and Attendance Policy (Exercise Document: Not Recommended for Program Use)

Purpose

California Education Code (EC) sections 8483(a)(i)(B) and 8483.1(a)(1) require grantees to develop a policy for the reasonable early release of pupils from after school programs based on local needs. Early Release policies allow students to leave early for a variety of reasons, as developed by the LEA/grantee.

Requirements

In accordance with EC 8483 program requirements, ASES funded After School Programs must operate from dismissal until 6:00 p.m. and for a minimum of 15 hours per week. Students are required to attend the After School Program daily and stay until 6:00 p.m., unless the student leaves early under the Early Release Policy.

Sign-Out Procedures:

- The program's Sign-Out begins at 6:00 p.m. Any student leaving prior to 6:00 p.m. needs an Early Release form to be filled out.
- Only authorized adults/guardians may sign a student out. Adults must be 18 years or older and, on the emergency card.

After School Early Release Policy

The following Early Release policy and codes are mandated by EC sections 8483(a)(i)(B) and 8483.1(a)(1). The program requires a documented reason for early release. The following are the specific reasons a student may sign-out of the program early per the CDE Late Arrival/Early Release guidance:

- A. Participation in school sponsored activities (athletics, band, team sports, Open House, etc.)
- B. Off-site enrichment programs
- C. Family emergency
- D. Medical appointment
- E. Transportation
- F. Child accident/injury
- G. Safety issues (examples: darkness ("Dark 30"), weather, etc.)
- H. Student health and wellbeing
- I. Other conditions (state reasons; example: Court Order Mandate (Court Order must be on file)

Students with excessive Early Releases will be dismissed from the program to make room for students who can stay for the full length of the program.

Attendance Policy:

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 8483[a][2]). Students must be in program everyday they attend school unless they have an excused absence.

Absence Policy

Students absent from the program must have an absence form on file signed by the parent/guardian. The following are the allowable Excused Absences from the program:

- Health Reasons (documentation must be on file)
- Family Emergency
- Personal Reasons
- Religious reasons

Students will be dismissed from the program after 5 unexcused absences. Students will be dismissed if there is an unacceptable pattern of program Excused Absences.



Early Release Policy: Group Activity

Directions Part 2:

- As a Group, Review the Early Release Policy Document “Annotated Version” on **Light Blue** colored paper.
- Focus on the highlighted sections and italicized explanation.
- Discuss the Restrictions (highlighted) and the Restrictions Explained sections. Did the restrictions you identified align with the highlighted restrictions? Do the restriction explained sections add context to the reason for the restriction?

Early Release and Attendance Policy - Annotated Version
(Exercise Document: Not Recommended for Program Use)

Purpose
California Education Code (EC) sections 8483(a)(i)(B) and 8483.1(a)(1) require grantees to develop a policy for the reasonable early release of pupils from after school programs based on local needs. Early Release policies allow students to leave early for a variety of reasons, as developed by the LEA/grantee.

Requirements
In accordance with EC 8483 program requirements, ASES funded After School Programs must operate from dismissal until 6:00 p.m. and for a minimum of 15 hours per week. **Students are required to attend the After School Program daily and stay until 6:00 p.m.**, unless the student leaves early under the Early Release Policy.

Restriction explained: Students are not required to stay until 6:00 p.m. EC does not set a minimum amount of time a student must be in the program in to count them in attendance for the day.

Sign-Out Procedures:

- The program's Sign-Out process begins at 6:00 p.m. Any student leaving prior to 6:00 p.m. **needs an Early Release form to be filled out.**
- Only authorized adults/guardians may sign a student out. Adults must be 18 years or older and, **on the emergency card.**

Restriction explained: A strict 6:00 p.m. sign-out time does not give latitude to start the sign-out process earlier. A reasonable time to start the sign-out process is 5:30 p.m. where the Early Release reasons are not required.

After School Early Release Policy
The following Early Release policy and codes are mandated by EC sections 8483(a)(i)(B) and 8483.1(a)(1).

Restriction explained: Early Release policy and codes are under local control.

The program requires a documented reason for **an early release**. The following are the specific reasons a student may sign-out of the program early per the CDE Late Arrival/Early Release guidance.

Restriction explained: The codes found in the CDE Late Arrival/Early Release Guidance are samples. Programs should develop Early Release reasons and codes that meet the program's needs at the local level.

A. Participation in school sponsored activities (athletics, band, team sports, Open House, etc.)
B. Off-site enrichment programs
A. Family emergency
B. Medical appointment
C. Transportation
D. Child accident/injury
E. Safety issues (examples: darkness ("Dark 30"), weather, etc.)
F. Student health and wellbeing
G. Other conditions (state reasons; example: Court Order Mandate (Court Order must be on file))

This document is for training purposes only. Early Release and Late Arrival Policies are under local control and should be developed and implemented in accordance to California Education Code (EC) sections 8483(a)(i)(B) and 8483.1(a)(1).



Early Release Policy: Group Activity

Directions Part 3:

- As a Group, Review the Early Release Clean Version on **Light Yellow** colored paper.
- Focus on the non-restrictive language that is highlighted.
- Discuss how your Early Release Policy compares to the Restricted and Non-Restricted samples, what works and what presents challenges for you in your current Early Release Policy?

Early Release and Attendance Policy - Clean Version (Exercise Document: Sample Only)

Purpose
California Education Code (EC) sections 8483(a)(i)(B) and 8483.1(a)(1) require grantees to develop a policy for the reasonable early release of pupils from after school programs based on local needs. Early Release policies allow students to leave early for a variety of reasons, as developed by the LEA/grantee.

Requirements

- In accordance with EC 8483 program requirements, ASES funded After School Programs must operate from dismissal until 6:00 p.m. and for a minimum of 15 hours per week. Student daily attendance requirements are set by education code as follows, "It is the intent of the Legislature that students participate in the full day of the program every day during in which students participate, except when picked up early in accordance with the Early Release policy EC Section 8483.1(a)(1)"

Sign-Out Procedures:

- The program's Sign-Out process begins at 5:50 p.m. Early Release reason is **not required** after 5:50 p.m.
- Only authorized adults/guardians may sign a student out. Adults must be 18 years or older and, on the emergency card.

After School Early Release Policy

The following reasons/codes for Early Release give families flexibility for daily Early Release from the program. The program requires a documented reason for Early Release. The following are the specific reasons a student may sign-out prior to the close of the program:

- A. Participation in school sponsored activities (athletics, band, team sports, Open House, etc.)
- B. Off-site enrichment programs
- C. Family emergency
- D. Medical appointment
- E. Transportation
- F. Child accident/injury
- G. Safety issues (examples: darkness ("Dark 30"), weather, etc.)
- H. Student health and wellbeing
- I. Other conditions (state reasons; example: Court Order Mandate (Court Order must be on file)

Although the students are not required to stay until the end of the program, they receive the most benefit out of the program when they have consistent daily attendance and stay for the duration of the program.

NOTE: These policies are not required by the EC. However, if an LEA determines these are necessary, some considerations are listed below.

Attendance Policy

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 8483(a)(2)). Although the "intent" is that students participate in the full day, students are not required to stay the entire length of the program.

Absence Policy

For safety reasons, families should let the program staff know if a student **will not** be attending the program in advance.

This document is for training purposes only. Early Release and Late Arrival Policies are under local control and should be developed and implemented in accordance to California Education Code (EC) sections 8483(a)(i)(B) and 8483.1(a)(1)



2025: The First Full Year of Universal Transitional Kindergarten (UTK)

Impact on Expanded Learning Programs

- **Increased Demand:** UTK expands enrollment, creating opportunities to engage students and families earlier.
- **Aligned Support:** Age-appropriate enrichment reinforces TK's developmental goals, ensuring continuity across school, afterschool, and summer.
- **Family Engagement:** Early engagement builds lasting trust with families, strengthening long-term relationships.
- **Workforce and Equity:** Expanding staff capacity to serve younger students supports program quality and equitable access to enrichment.

Operational Requirements - Considerations for TK

- All 4-year-olds have Universal Access to TK starting in 2025
- ELO-P: Must Offer Access and Provide Access to all Eligible UPP students grades TK – 6th grade
- ELO-P: TK is not optional, and LEAs must meet all TK/K-6th grade requirements
- ASES/21st CCLC: Grades served TK-9th
- Transitioning Students: It is a local decision for programs to serve students transitioning into TK/K

2025 marks a historic year:
The first full statewide
implementation of UTK!

Expanded Learning programs can celebrate this moment as an opportunity to welcome more students, expand reach, and build bridges between school-day learning and enrichment.



2025: The First Full Year of Universal Transitional Kindergarten (UTK)

California's AB 130 (2021)

- Universal Transitional Kindergarten (UTK) expands access to early learning by ensuring every 4-year old in California has the opportunity to attend a free, developmentally appropriate TK program.
- Rooted in state's vision for equity and early learning access, ensuring children enter school ready to learn.

Why is UTK Important?

- Bridges early learning with the K-12 system, giving children more time to develop social-emotional and academic readiness skills.
- Expands opportunities for families who previously may not have had access to early education.
- Supports closing opportunity gaps before formal schooling begins.

Curriculum Guidance

- Schools are required to align instruction with the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\)](#)
 - Describes the learning and development of most children ages three to five and half years old in high-quality early education programs.
- Ensures a cohesive continuum from early learning through kindergarten, with intentional supports for children's developmental needs.

[Transitional Kindergarten FAQs](#)



ELO-P Tier 2 ➔ Tier 1 LEAs: Audit Expectations

UPP Rates

	FY 2024-25	FY 2025-26
Tier 1	LEA UPP: > 75%	LEA UPP: > 55%
Tier 2	LEA UPP: < 75%	LEA UPP: < 55%

FY 2025-26 Tier 2 to Tier 1 LEAs: *EC 46120 (c)(1)(B)* provides LEAs that are transitioning from **Tier 2** to the **Tier 1** rate with a growth period in 2025-26 to meet the “Offer Access” and “Provide Access” Requirements, which will be reviewed during the annual audit. In other words, the Tier 1 expectation will not be audited until 2026-27.

“Offer Access” and “Provide Access” Audit Guide Expectations

	UPP Rate	FY 2024-25	FY 2025-26	FY 2026-27
Tier 1	> 75%	“Offer Access” to all TK-6 grade students and “Provide Access” to all TK-6 grade students whose parent/guardians request it		
Tier 2 → Tier 1	56% - 74.99%	“Offer Access” to all UP TK-6 grade students and “Provide Access” to all UP TK-6 grade students whose parent/guardians request it		“Offer Access” to all TK-6 grade students and “Provide Access” to all TK-6 grade students whose parent/guardians request it
Tier 2	< 55%	“Offer Access” to all UP TK-6 grade students and “Provide Access” to all UP TK-6 grade students whose parent/guardians request it		



Break

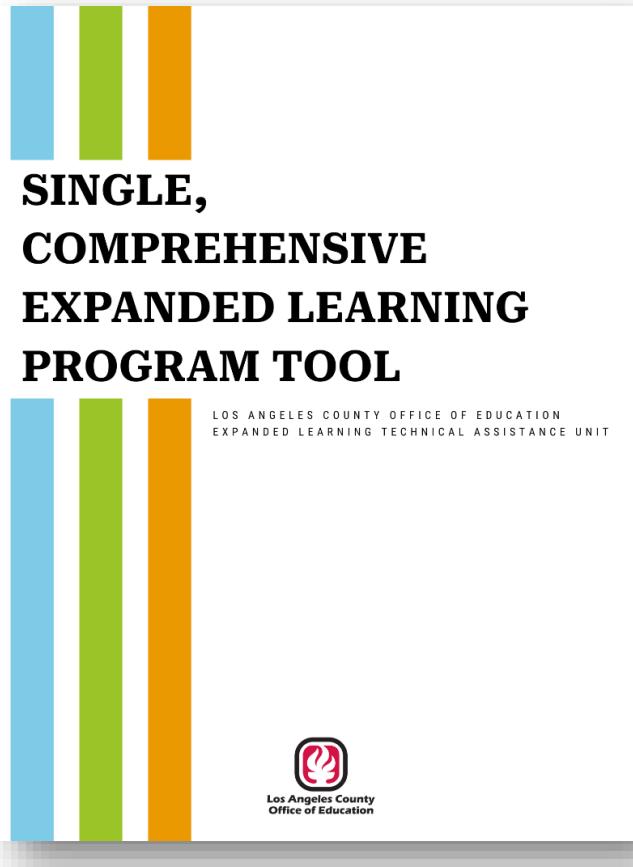
Please return in 10 minutes



- Restrooms are located outside either of the side doors
- Grab a snack and chat with a colleague



Systems Thinking Campaign



New/Updated Categories:

2. More detailed definition of a Single, Comprehensive Expanded Learning Program
6. Program Requirements
7. Attendance Benefits
13. Additional partners, programs and funding sources
14. Systems and Systems Thinking

**Orientation: Single, Comprehensive Programming -
Wednesday, October 15, 2025**



Los Angeles County
Office of Education

Attendance Reporting - CALPADS

CALPADS EXPANDED LEARNING REPORTING

ASES | 21ST CCLC | 21ST CCLC ASSETS | ELO PROGRAM

INTENTION
AB 1113 aims to capture data on students participating in all California Expanded Learning funded programs, with the purpose of understanding how often students are accessing the program. Starting FY 2025-26, Local Educational Agencies (LEAs) who are funded with Expanded Learning Program funding are required to report annual pupil enrollment and attendance each fiscal year. **This report does not replace existing Semi-Annual Attendance Reports for ASES, 21ST CCLC or 21ST CCLC - ASSETS.**

DETAILS
Data will be submitted in the **NEW Local Educational Agency Program (LEAP)** file which will be based on LEA level data and not school site specific data. The LEAP file will include the following fields: Reporting LEA, Academic Year Identifier, Statewide Student Identifier, Local Student ID, **194 - Expanded Learning Program Code** and **Expanded Learning Program Days**. This reporting window will occur during the End-of-Year (EOY) submission cycle that opens in May and closes in July.

LEAP File Field 26.06
194 - Expanded Learning Program Code
This field would be populated for an "enrolled student" in any Expanded Learning Program.
"Enrolled student" means a completed registration form signed by the parent or guardian is on file.
Note: Start dates are not required.

LEAP File Field 26.07
Expanded Learning Program Days
This field is populated for every enrolled student whether or not they attended an Expanded Learning Program within the Fiscal Year (July 1 - June 30). Students do not need to attend a specific amount of time in order to be counted as attended for the day. They could have attended five minutes or three hours, the day still counts. Additionally, if a student attended the morning and afternoon program, it still counts for only one day.
Note: This field can be any number from 0 - 300.

POTENTIAL ERROR MESSAGES
According to the **CALPADS Update Flash #305**, the following are errors that may occur when completing the LEAP file. They could include, but are not limited to:

- Student not being enrolled in the LEA
- Student is not marked as enrolled in Expanded Learning but have Program Days accounted for
- Student is marked as enrolled in Expanded Learning but does not have Program Days accounted for
- Entering an amount of Program Days that is not an integer between 0-300

FINAL STEPS
As part of the 2025-26 EOY submission, which occurs in July, LEAs will now certify the **Expanded Learning Program Participants - Count**; reviewing the total ELP Participant Count and total ELP Program Participant Days.

For Technical Assistance, contact the LACOE - ELTAU Team.
June 11, 2025

- **What is the CALPADS Report?**

- Fiscal Year Annual Enrollment and Attendance Report
- Daily Count of Attendance – **Max 1 tally, per student, per day**
- ALL Funding: ASES, 21ST CCLC, 21ST CCLC-ASSETs and ELO-P

- **Considerations:**

- Meet with the LEA's CALPADS team
- Reporting Due Date: EOY [Open Window: May – July]
 - Report cannot be finalized until the last day of program has occurred – **including Non-School Days**
- Reporting Period: July 1 – June 30
- Align Student Information Systems



Attendance Reporting Scenarios

Scenario #1: A fourth grade student attends a school site that has a Before School Program (ASES Before School Base Grant) and After School Program (ASES After School Base Grant). The school also has separate After School offerings available through ELO-P funding. The School Day operates from 8:30 a.m. – 3 p.m. on Mon., Tues., Wed. and Fri. and 8:30 a.m. – 1 p.m. on Thursdays.

	Monday	Tuesday	Wednesday	Thursday	Friday
ASES Before School	7 – 8:30 a.m.	7:15 – 8:30 a.m.	7:45 – 8:30 a.m.	Did not attend	8 – 8:30 a.m.
ASES After School	3 – 4:30 p.m.	Did not attend	3 – 5:15 p.m.	1 – 5 p.m.	Did not attend
ELO-P After School	Did not attend	3 – 4:30 p.m.	Did not attend	Did not attend	3 – 5 p.m.



Attendance Reporting Activity – Scenario #1

Total Attendance Reported in ASSIST for this student					
	Mon.	Tues.	Wed.	Thurs.	Fri.
ASES Before School Base	#	#	#	#	#
ASES After School Base	#	#	#	#	#

Total Attendance Reported in CALPADS for this student					
Expanded Learning Attendance	#	#	#	#	#



Attendance Reporting Activity – Scenario #1

Separately Operated Program

Total Attendance Reported in ASSIST for this student					
	Mon.	Tues.	Wed.	Thurs.	Fri.
ASES Before School Base	1	1	1	0	0
ASES After School Base	1	0	1	1	0
Total Attendance Reported in CALPADS for this student					
Expanded Learning Attendance	1	1	1	1	1



Attendance Reporting Scenarios

Scenario #2: A fourth grade student attends a school site that has a Before School Program (ASES Before School Base Grant) and After School Program (ASES After School Base Grant and ELO-P funding). The School Day operates from 8:30 a.m. – 3 p.m. on Mon., Tues., Wed. and Fri. and 8:30 a.m. – 1 p.m. on Thursdays.

	Monday	Tuesday	Wednesday	Thursday	Friday
ASES Before School	7 – 8:30 a.m.	7:15 – 8:30 a.m.	7:45 – 8:30 a.m.	Did not attend	8 – 8:30 a.m.
Single, Comprehensive After School	3 – 4:30 p.m.	3 – 4:30 p.m.	3 – 5:15 p.m.	1 – 5 p.m.	3 – 5 p.m.



Attendance Reporting Activity – Scenario #2

Total Attendance Reported in ASSIST for this student

	Mon.	Tues.	Wed.	Thurs.	Fri.
ASES Before School Base	#	#	#	#	#
ASES After School Base	#	#	#	#	#

Total Attendance Reported in CALPADS for this student

Expanded Learning Attendance	#	#	#	#	#
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Attendance Reporting Activity – Scenario #2

Single, Comprehensive Expanded Learning Operated Program

Total Attendance Reported in ASSIST for this student					
	Mon.	Tues.	Wed.	Thurs.	Fri.
ASES Before School Base	1	1	1	0	0
ASES After School Base	1	1	1	1	1
Total Attendance Reported in CALPADS for this student					
Expanded Learning Attendance	1	1	1	1	1





California Department of Education Expanded Learning Division



Use this QR Code to submit questions that you have
during the CDE presentation.
Please pose questions that apply to the larger group.



GOOD NEWS: Tier 2 | SB 105 – Signed 9/17/25

SEC. 201. Item 6100-110-0001 of Section 2.00 of the Budget Act of 2025 is amended to read:

6100-110-0001—For local assistance, State Department of Education (Proposition 98), Expanded Learning Opportunities Program 4,606,827,000

Schedule:

(1) 5200010-School Apportionment 4,606,827,000

Provisions:

1. The funds appropriated in this item shall be allocated to school districts and charter schools to increase access to comprehensive before school or after school and intersessional expanded learning opportunities, in addition to expanded learning opportunities on nonschooldays pursuant to Section 46120 of the Education Code.

2. It is the intent of the Legislature that local educational agencies that receive funding from this item pursuant to subparagraph (D) of paragraph (1) of subdivision (d) of Education Code Section 46120 have a per-unit rate of no less than \$1,575.



ELO-P Tier 2 LEAs will receive a per-unit rate of no less than \$1,575.



**Los Angeles County
Office of Education**

CDE-EXLD Updates: Expanded Learning Wide

Expanded Learning – ASEs, 21st CCLC, 21st CCLC ASSETs and ELO-P



Some General Reminders...

1. We appreciate your presence!
 - Attendance is important whenever possible for Region 11 events such as this Advisory Meeting and trainings
 - Do not delegate to subordinates, but invite them to attend with you
 - Important information and discussions are provided at these events
 - Absences can lead to a lack of knowledge about critical legal requirements and guidance
2. Please update your California School Directory information, if your superintendent or chief business officer is new.
 - Go to [CDE's School Directory](#)
 - Search for your school or district
 - Scroll near the bottom to find the "Request Data Update(s)" link
3. Grantees should keep your current contact information up-to-date in [ASSIST](#) to ensure you receive all necessary information and updates.





CDE-EXLD Updates: Expanded Learning Wide

Expanded Learning – ASES, 21st CCLC, 21st CCLC ASSETs and ELO-P

DUE DATES ARE HERE!

1. [ELO-P Expenditure Report](#) Due TOMORROW!
2. [2024-25 21st Century Extension Funds](#) must be Expended by TOMORROW!
3. [AOBDE Report](#) Due TOMORROW!
4. [APR Data Entry Window 1](#) Deadline is October 27
5. Any Voluntary Grant Changes will now be due January 31 of each year to help expedite GANs





CDE-EXLD Updates: Grant Funding

CDE-EXLD Grants – ASES, 21st CCLC and 21st CCLC ASSETs

1. 2025-26 21st Century GAN Update

The CDE is diligently working to create and disseminate the GANs. If you have not already, please begin 21st CCLC programming to avoid disruptions to our students' services and to ensure your programs can meet attendance targets and expend the allocated funds.

2. 2025-26 ASES GAN Update

Due to the availability of funding, the EXLD is able to fund all qualified sites. Those sites are listed on the Final ITA posting: [Funding Results: After School Education and Safety \(CA Dept of Education\)](#). GANs are being processed as quickly as possible. We will update as we can.

3. Supplemental Grant Application for All Current Grantees (ASES, 21st CCLC) \$50,000-\$150,000 awarded per site(s) applied for. Selection based on FRPM.





CDE-EXLD Updates: California Budget

2025-26 Budget

The 2025–26 statewide budget for Expanded Learning was signed by the Governor on June 27, 2025. It includes \$515.1 million ongoing for the full implementation of the ELO-P program by increasing the number of elementary/middle schools that offer universal access to students, from all those in LEAs with an unduplicated pupil percentage of 75 percent to all those in LEAs with 55 percent unduplicated students.

[Assembly Bill \(AB\) 121](#) and [AB 102](#)

CALPADS Attendance Reporting Reminder

Friendly reminder to follow the guidance ELTAU has provided on reporting your CALPADS attendance. Thank You!





CDE-EXLD Updates: Large Purchases

State Legislative Update:

1. AB 629 (Ward, Statutes of 2025) raised the threshold value for including equipment in a school district's inventory system from \$500 to \$1,500. Flexibility: Either threshold value can be used in FY25-26.

Implementation Timeline: January 1, 2026

Code of Federal Regulations (CFR) Updates:

1. The threshold for single audits increased from \$750,000 to \$1,000,000 (2.CFR 200.501).
Implementation Timeline: July 1, 2025
2. The exclusion threshold for sub-agreements has increased from \$25,000 to \$50,000 (2.CFR.200.1).
Implementation Timeline: July 1, 2025
3. Uniform Guidance Requirement: The threshold for determining the items that are considered equipment for federal awards increases from \$5,000 to \$10,000 (2.CFR.200.1).
Implementation Timeline: July 1, 2025





CDE-EXLD Updates: FPM and Audit Updates

- 2025-26 FPM Program Instrument: cde.app.box.com/v/fpmtraining2526/file/1920670292913

17.4 ELOP—If a pupil attends a school that is not operating an ELOP program, safe transportation is provided to attend a location that is providing an ELOP program (EC Section 46120(g)(6)).

- 2025-26 Audit Guide: eaap.ca.gov/wp-content/uploads/sites/281/2025/07/2025-26-Annual-Audit-Guide-July-1-2025.pdf

11. Review Expanded Learning Opportunities Programs that charge family fees by performing the following procedures:

- a. Verify programs that charged family fees, waived the cost of these fees for pupils who are eligible for free or reduced-priced meals, for a child that is a homeless youth, or in foster care pursuant to Education Code section 8482.6.





CDE-EXLD Updates: Audit Findings

2025–26 ASES and Expanded Learning Opportunities Program Audit Guide

Please be sure to review the [2025–2026 ASES and ELO-P Audit Guide](#), discuss with your Expanded Learning team and implement the steps required in the guide to avoid audit findings.

If you receive an audit finding from your annual independent auditor, immediately contact [Iyore Osamwonyi](#) or [Darrell Parsons](#) to make us aware.

We will discuss the finding(s) with you and can help you with next steps.

Please keep in mind there is a time limit on filing appeals for audit findings, so contact Iyore or Darrell immediately, if you receive notice of a finding. You can also CC the ELTAU staff.





CDE-EXLD Updates: Attendance Recovery

[Attendance Recovery FAQs](#) were revised on 8/29/25.

There are a number of new and edited FAQs that have just been approved by the CDE Legal Division. Please click [here](#) for a full discussion of these FAQ changes.





CDE-EXLD Updates: Important Dates

CDE-EXLD Grants – ASES, 21st CCLC and 21st CCLC ASSETs

September

- 2024–25 AOBDE and CQI Report due September 30 (ASES, 21st CCLC and ASSETs)
- ELO-P 2023–24 Expenditure Report due September 30
- FY 24–25 21st CCLC and ASSETs GAN extension to September 30

October

- ELO-P Annual declaration of intent correction deadline October 1
- APR Data Entry Window 1 closes October 27
- 2025–26 First Quarter Expenditure Report due October 31 (ASES, 21st CCLC and ASSETs)

November

- 2026–27 ASES Universal Request for Application posted
- Cycle B–ASES Renewal Application available





CDE-EXLD Updates: Important Dates (cont.)

CDE-EXLD Grants – ASES, 21st CCLC and 21st CCLC ASSETs

December

- Winter CDE Expanded Learning Newsletter release

January

- Fiscal Agent Change form due annually by January 31 (if applicable)
- Partnership Restructure form due annually by January 31 (if applicable)
- School Site Substitution form due annually by January 31 (if applicable)
- Voluntary Site Cancellation form due annually by January 31 (if applicable)
- AB 629 provisions go into effect January 1, 2026 (large purchase threshold)
- Cycle B-ASES Renewal Program Plans Due
- Cycle B-ASES Renewal Applications Due
- 2025–26 First Semiannual Attendance Report due (ASES, 21st CCLC and ASSETs)
- 2025–26 Second Quarter Expenditure Report due (ASES, 21st CCLC and ASSETs)
- 2026–27 ASES Universal Request for Application due



CDE-EXLD Updates: Questions and Answers



Use this QR Code to submit questions that you have during the CDE presentation.

Questions that apply to the larger group are encouraged.



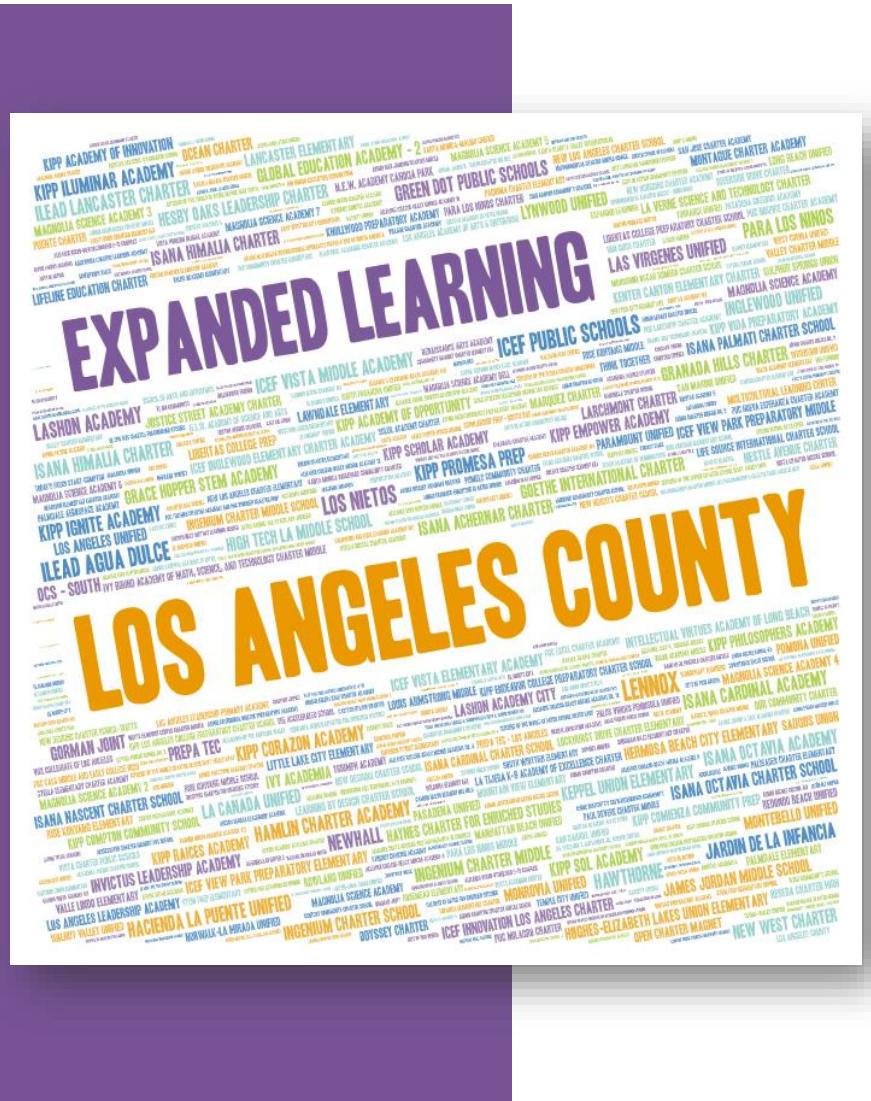
Iyore Osamwonyi
Education Programs Consultant
LEAs and Grantees (A-Li)



Darrell Parsons
Education Programs Consultant
LEAs and Grantees (Lo-Z)



Los Angeles County
Office of Education

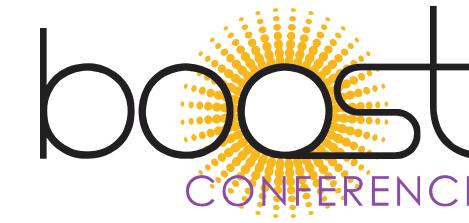


LACOE - ELTAU

Region 11 - Expanded Learning

Technical Assistance Unit

- BOOST Update & Student Artwork
- Attendance Recovery
- Lights On Afterschool
- Region 11 Upcoming Events and Professional Development
- ELTAU Publications



2026 BOOST Conference

Palm Springs, CA
April 28-May 1, 2026

YOU BELONG HERE!

Connect with 3,500+ Global Educators

In addition to over 200 workshops, you will also have access to:

- BOOST Live Podcast Lounge
- BOOST Nation: Town Hall meetings
- Inspiration Station Workshops
- Camp Inspire Workshops
- Panel Sessions
- Master Classes
- Meet the Authors book events
- BOOST Film Festival
- Networking Events & Off-Site Field Trips
- Exhibit Hall (largest in the industry!)
- Healthy Meals & Plenty of Sunshine

www.boostconference.org



Register Your Team Today

**Early-Bird Registration
now through October 31st**

**Standard Registration
Nov. 1st-March 31st**

**YOU CAN REGISTER TBDs AND UPDATE
THEIR INFORMATION BY APRIL 15th**

www.boostconference.org/registration



Partner Hotel Room Blocks

We currently have several BOOST
Partner Hotel room blocks!

Courtyard
Hilton
Renaissance
Rowan

www.boostconference.org/accommodations



Pre-Conference Academies

Tuesday, April 28th

Youth Mental Health First Aid **(8 hours)**

Heart-Centered Connections: Creating Inclusive Environments for Neurodiverse Children **(6 hours)**

Planning For Impact: Tips And Tools to Launch Evidence-Based Summer Learning **(5 hours)**

Navigating Grants World: A Practical Guide for Expanded Learning and OST Professionals **(4 hours)**



SAN JOAQUIN COUNTY
OFFICE OF EDUCATION



Mental Health
FIRST AID



University of San Diego®
SCHOOL OF LEADERSHIP
AND EDUCATION SCIENCES

Center for Embodied Equity and Neurodiversity



Wallace



BOOST Your Learning & Networking

Meet the
Authors

Off-Site Field Trips

Camp Inspire Workshops

Town Hall Meetings

BOOST Live Podcast Lounge

Workshops

BOOST Film
Festival

Special Events

Keynote Meet & Greet

Pre-Conference Academies

Inspiration Station Workshops

Student Artwork

THANK YOU TO LACOE &
STAR Education for your leadership!

Highlight your program at BOOST!

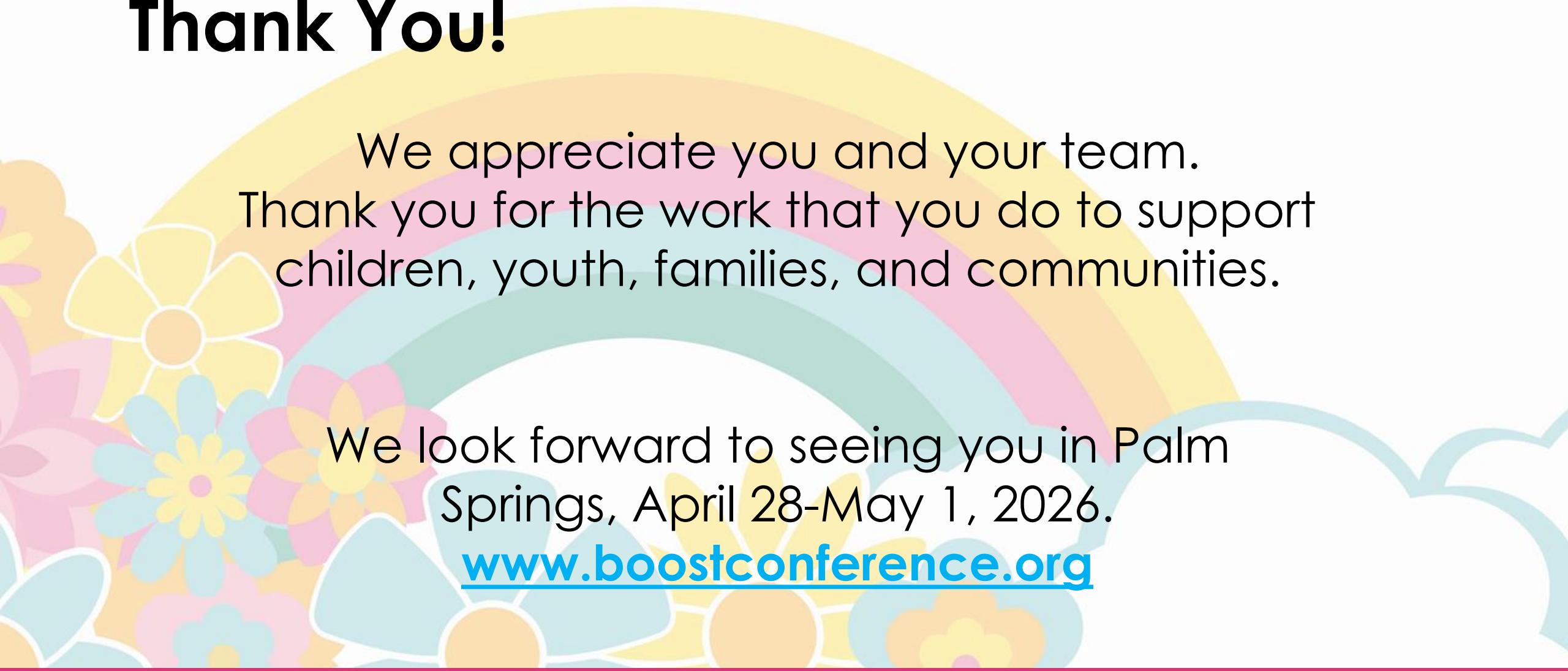
Digital artwork

Physical artwork

www.boostconference.org/student-artwork



Thank You!

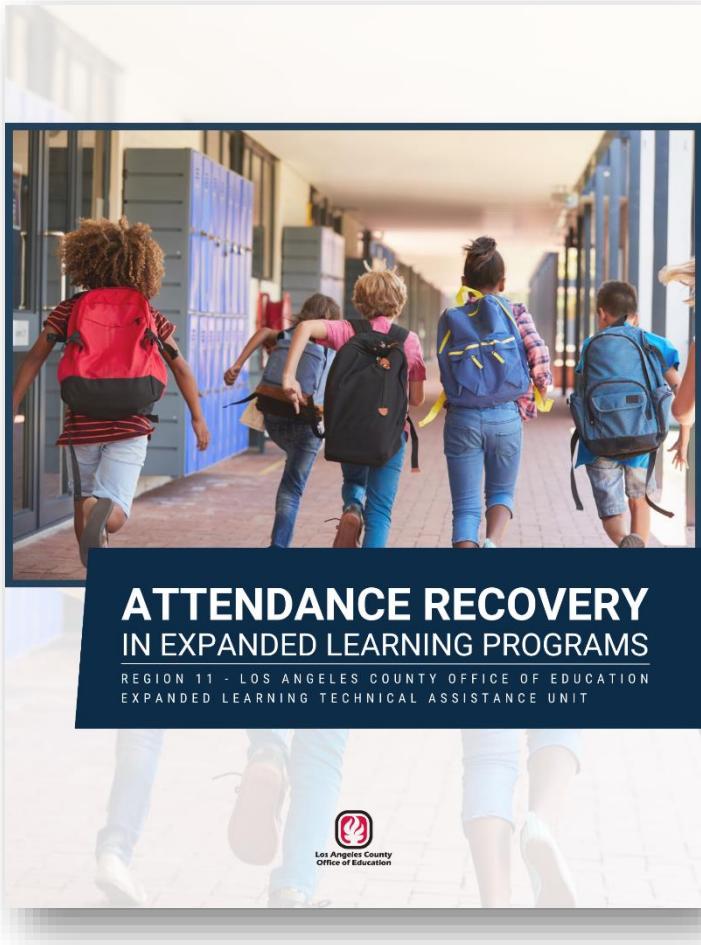
A vibrant, stylized graphic in the background. It features a rainbow arching across the frame in shades of yellow, orange, red, pink, and blue. Below the rainbow are several large, colorful flowers in shades of yellow, pink, and blue, with green leaves and stems. The overall aesthetic is bright and celebratory.

We appreciate you and your team.
Thank you for the work that you do to support
children, youth, families, and communities.

We look forward to seeing you in Palm
Springs, April 28-May 1, 2026.

www.boostconference.org

Attendance Recovery Updates



The program is in full operation this Fiscal year.

- Check out CDE's Website for guidance and updated FAQs: cde.ca.gov/fg/it/aarecovery.asp
- Key Reminders:
 - Must Operate Every Term
 - Summer does not count as a “term”
 - Consider using this year as a planning year
 - Must not negatively impact Expanded Learning
 - Waitlists may not be superseded



Lights On Afterschool – Afterschool Alliance



Thursday, October 23, 2025
Twenty-Sixth Annual

afterschoolalliance.org/loa.cfm

CDE and the California Afterschool Network (CAN) will host a *Lights On Afterschool Event* via CAN's YouTube Channel on October 23, 2025, from 10 a.m. - noon



Los Angeles County
Office of Education

ELTAU Events and Professional Development



OCTOBER

Deeper Dive: Behavior Plan	October 3	(A)	(PD)	(SC)	
Site Coordinator Series: FISH Philosophy and Leadership	October 7		(PD)	(SC)	
Social Emotional Learning Series: Self-Awareness and Self-Management	October 9		(PD)	(SC)	(FS)
Funding Orientation: Single, Comprehensive Expanded Learning Program	October 15	(A)	(PD)	(SC)	
Foundations for Positive Relationships and Emotional Growth	October 16		(PD)	(SC)	(FS)
Deeper Dive: Comprehensive Safety School Plan	October 17	(A)	(PD)	(SC)	
Site Coordinator Series: Supporting New Expanded Learning Staff	October 22		(PD)	(SC)	
Social Emotional Learning Series: Decision-Making and Relationship Skills	October 23		(PD)	(SC)	(FS)
STEAM Learning Series (In-Person)	October 28		(PD)	(SC)	(FS)
Site Coordinator Series: Leadership 2.0	October 29		(PD)	(SC)	



ELTAU Events and Professional Development



NOVEMBER

TK/K Learning Series : Part 2- Bringing DAP to Life	November 5	(PD)	(SC)	(FS)
Foundations for Positive Relationships and Emotional Growth Series	November 6	(PD)	(SC)	(FS)
Social Emotional Learning Series: Self-Awareness	November 13	(PD)	(SC)	(FS)
Site Coordinator Series: Student Engagement	November 19	(PD)	(SC)	
LACOE Expanded Learning Advisory Meeting (Virtual)	November 21	(A)	(PD)	

DECEMBER

STEAM Learning Series (In-Person)	December 2	(PD)	(SC)	(FS)
TK/K Exploration Session #1: Designing Intentional Learning Spaces	December 5	(PD)	(SC)	(FS)
Site Coordinator Series: Student Engagement - Leadership Roles	December 10	(PD)	(SC)	



TK/K Events and Professional Development

For the Fiscal Year (FY) 2025-26, professional development opportunities for Transitional Kindergarten (TK) and Kindergarten (K) educators and practitioners will be organized into two complementary domains:

The **TK/K Learning Series** and **TK/K Exploration Sessions**.

These two domains are designed to work together, much like the "lecture and laboratory" components of a traditional instructional curriculum, blending theoretical knowledge with hands-on application.



Expanded Learning
TK/K Program Quality Self-Assessment Tool



Los Angeles County
Office of Education

Register for our TK/K Sessions: ExpandedLearningR11.com

TK/K Learning Series



The [TK/K Learning Series](#) serves as the foundational "lecture" component, offering structured learning sessions **online**, focused on understanding key frameworks, standards and best practices for creating intentional learning environments. These sessions provide educators with the tools, strategies and insights they need to design high-quality, developmentally appropriate Expanded Learning programs for TK/K students.

Part 1	Foundations First: High-Quality Learning for TK/K in Expanded Learning	Wednesday, September 3, 2025
Part 2	Joyful Minds in Action: Bringing Developmentally Appropriate Practice (DAP) to Life	Wednesday, November 5, 2025
Part 3	Intentional Program Design: Creating Meaningful TK/K Experiences in Non-Traditional Spaces	Wednesday, January 7, 2026
Part 4	Building Resilience: Trauma-Informed Practices for TK/K Students In Expanded Learning Programs	Wednesday, March 18, 2026
Part 5	Supporting School Readiness: Weaving Language, Literacy, Math and Science into Everyday Moments	Wednesday, April 15, 2026



Los Angeles County
Office of Education

Register for our TK/K Sessions: ExpandedLearningR11.com

TK/K Exploration Sessions



[**TK/K Exploration Sessions**](#) function as the "lab" component, providing **in-person** opportunities for educators to engage in interactive, practice-based experiences. These gatherings allow participants to test ideas, collaborate with peers, and explore how to bring the concepts learned in the Learning Series to life in real-world settings.

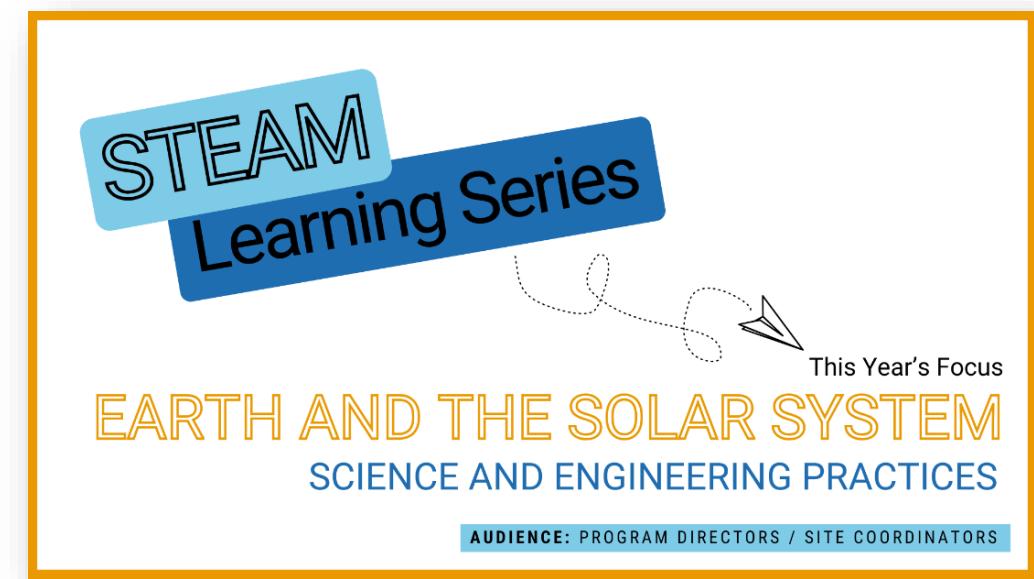
Part 1	Bringing Frameworks to Life: Designing Intentional Learning Spaces for TK/K	Friday, December 5, 2025
Part 2	Learning Through Play in TK/K Expanded Learning Programs	Friday, February 13, 2026
Part 3	Intentional Program Design: Creating Engaging and Supportive Learning Experiences	Wednesday, March 4, 2026
Part 4	Designing Resilient Spaces: Trauma-Informed Practices for TK/K Students in Expanded Learning	Friday, April 17, 2026
Part 5	Making Learning Magical: Math, Science and Literacy Through Play Based Activities	Thursday, May 14, 2026



STEAM Events and Professional Development

Why attend the STEAM Learning Series?

- Hands-on learning activities
- Learn facilitation techniques
- Connections to the Point-of-Service Quality Standards
- Make Science and Engineering Practices fun!
- Literature and Art Connections
- Material take-a-ways



The STEAM Learning Series is held in-person at LACOE from 10 a.m. - noon

- September 30, 2025
- October 28, 2025
- December 2, 2025
- January 27, 2026
- February 24, 2026
- April 14, 2026



Notice and Wonder,
Paper Airplanes and
Engineering Practices

Changing Variables
and
Straw Rockets

Life in Space
and focus on
Astronauts

Asking Questions,
Various Airplanes and
Engineering Practices

Art and
Space
Activities

Stomp Rockets
and Engineering
Practices



Los Angeles County
Office of Education

STEAM Learning Series: Learning Progression



EXPANDED LEARNING PUBLICATIONS

LOS ANGELES COUNTY OFFICE OF EDUCATION | EXPANDED LEARNING TECHNICAL ASSISTANCE UNIT

All ELTAU publications are based in California Education Code (EC), Policy, Legislation and CDE-Expanded Learning Division guidance.

EXPANDED LEARNING COMPLIANCE PUBLICATIONS

PROGRAM AND FUNDING REQUIREMENTS



SCAN HERE



SCAN HERE



SCAN HERE



These three requirement documents provide Expanded Learning Programs foundational knowledge and information for ELO-P, ASES, 21st CCLC and 21st CCLC - ASSETS funded programs.

REPORTING REQUIREMENTS



SCAN HERE



Expanded Learning reports and important deadlines from multiple sources are compiled into one centralized document.



SCAN HERE



Learn about the NEW annual Enrollment and Attendance Report for every Expanded Learning Program funded with ELO-P, ASES, 21st CCLC and 21st CCLC - ASSETS.

ExpandedLearningR11.com



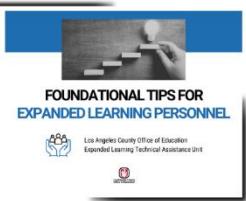
EXPANDED LEARNING QUALITY PUBLICATIONS



SCAN HERE



SINGLE, COMPREHENSIVE EXPANDED LEARNING PROGRAM TOOL
Los Angeles County Office of Education
Expanded Learning Technical Assistance Unit



SCAN HERE



FOUNDATIONAL TIPS FOR EXPANDED LEARNING PERSONNEL
Los Angeles County Office of Education
Expanded Learning Technical Assistance Unit



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ATTENDANCE RECOVERY IN EXPANDED LEARNING PROGRAMS
Los Angeles County Office of Education
Expanded Learning Technical Assistance Unit

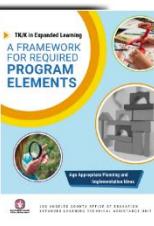
TRANSITIONAL KINDERGARTEN AND KINDERGARTEN (TK/K) PUBLICATIONS



SCAN HERE



Expanded Learning TK/K PROGRAM QUALITY SELF-ASSESSMENT TOOL
Five Focus Areas for High-Quality Programming
Los Angeles County Office of Education
Expanded Learning Technical Assistance Unit



SCAN HERE



TK/K A FRAMEWORK FOR REQUIRED PROGRAM ELEMENTS
Los Angeles County Office of Education
Expanded Learning Technical Assistance Unit

SCAN HERE



Provides Expanded Learning staff with five focus areas that support high-quality TK/K Expanded Learning programming implementation.

CONTACT ELTAU



Los Angeles County
Office of Education

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Los Angeles County
Office of Education

ELTAU Publications

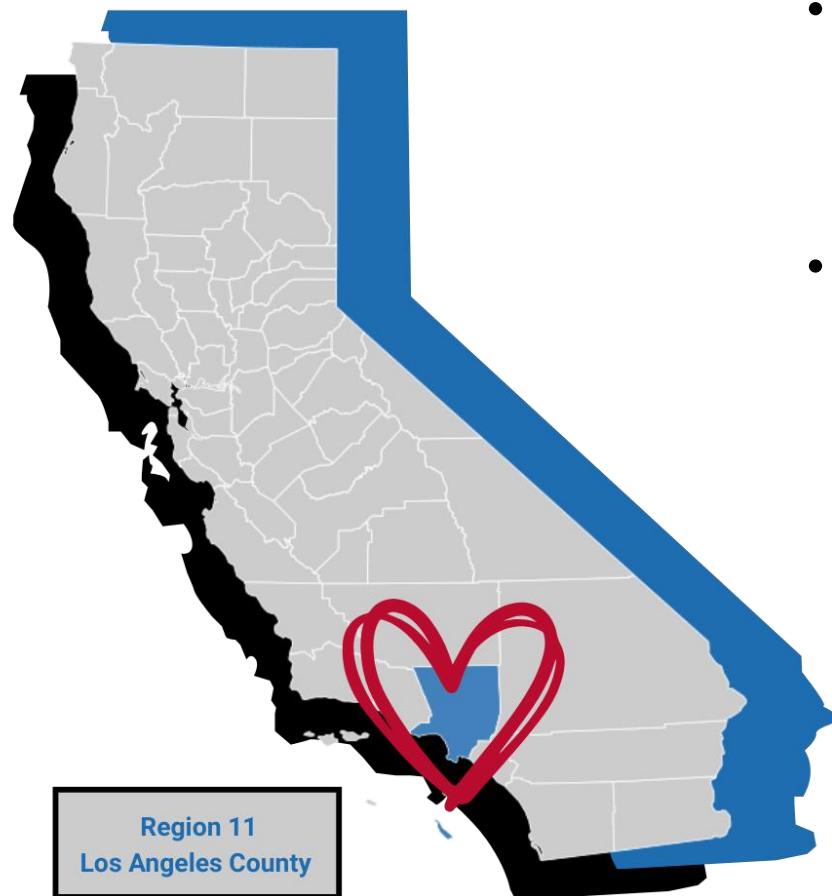


Our Website has:

- Events and Professional Development
- Resources
- Contact Information for ELTAU and Region 11 CDE-EXLD Staff



LACOE Expanded Learning Advisory Meetings



- This meeting is a countywide gathering for all Administrators, Grant Managers, Program Directors and other Expanded Learning leaders who oversee funding and/or administration of ASES, 21st CCLC, ASSETs and ELO-P programs.
- The meeting will include presentations, resource sharing, networking and peer-learning, local, state and federal updates and much more.

Register Now: ExpandedLearningR11.com
All meetings are scheduled from 9 a.m. – noon

• Friday, November 21, 2025	Via Zoom
• Friday, January 23, 2026	In-Person
• Friday, March 13, 2026	In-Person
• Friday, May 29, 2026	Via Zoom

Email notifications will be sent from the
ExpandedLearning@lacoed.edu email account.



**Los Angeles County
Office of Education**



Meeting Closure

- Snapshot-in-Time and Meeting Feedback
- Contact Information



Snapshot-in-Time and Meeting Feedback

Q5. Choose: 9/29/25: In-Person LACOE Expanded Learning Advisory

Region 11: LACOE-ELTAU Contact Information

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Los Angeles County
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Thank You



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