

Date of Hearing: April 15, 2026

ASSEMBLY COMMITTEE ON EDUCATION
Darshana R. Patel, Chair
AB 2430 (Muratsuchi) – As Amended April 6, 2026

SUBJECT: Expanded learning programs: high school pupils: After School Education and Safety Program Act of 2002

SUMMARY: Requires the California Department of Education (CDE) to increase the frequency and scope of the required report to the Legislature on expanded learning programs; establishes the High School After School Education and Safety (High School ASSES) program and redirects funding within the After School Education and Safety (ASSES) program to the program serving high school students; requires local educational agencies (LEAs) opting out of the Expanded Learning Opportunities Program (ELOP) to annually report to parents and students, and for the CDE to post a list of these LEAs on its website; requires the CDE to establish a stakeholder working group on expanded learning programs; and requires Resource and Referral (R&R) agencies to provide information on local ELOP programs when making childcare referrals. Specifically, **this bill:**

- 1) Increases the frequency to annually and expands the scope to include LEA level data, of the report CDE is required to provide to the Legislature on expanded learning programs, including the ASSES program, 21st Century Community Learning Centers (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens (ASSETS), and the ELOP, using data derived from the California Longitudinal Pupil Achievement Data System (CALPADS) at the aggregate level, including but not limited to, the following:
 - a) The distribution of enrolled students across LEAs;
 - b) Student expanded learning program participation and schoolday attendance, and rates of chronic absenteeism;
 - c) Pupil achievement as measured by standardized statewide testing;
 - d) Student demographics and characteristics, including but not limited to, aggregated information about student groups related to eligibility for free or reduced-price meals, multilingual learners, students in the foster system, students experiencing homelessness, as well as age, race, and ethnicity; and
 - e) Suspension and expulsion data.
- 2) Requires the CDE, beginning in 2027-28, to include in the report comparative metrics of the data noted above, and to make the data available and accessible to the public at the LEA level.
- 3) Adds to the authorization of items that CDE may include in the annual report, additional data points as established by the CDE's Expanded Learning Research and Evaluation Strategy Committee of stakeholders.

- 4) Requires the CDE to develop and deliver timely, user-friendly, and succinct summaries of the expanded learning report, including CALPADS data, for policymakers and the public.
- 5) Establishes the High School After School Education and Safety Grant Program (High School ASSES) and requires LEAs operating the program to operate for up to 210 days per program year, including 180 school days and 30 days during summer or intersession periods under the conditions specified for the ASSETS program.
 - a) Requires the program to be funded at a daily rate of \$16 per student;
 - b) Prohibits a student from being double counted for purposes of funding if the provider is awarded both a High School ASSES grant and an ASSETS grant;
 - c) Authorizes a student to be counted as attending twice if they participated in both a before school and after school component of a High School ASSES program; and
 - d) Beginning in 2027-28, requires the CDE to allocate funds appropriated for the ASSES program to the High School ASSES program, as specified, to existing ASSETS grantees, as well as to new High School ASSES grantees, and prohibits these provisions from resulting in a reduction of the daily funding rate of \$10.18 per student in the regular ASSES program.
- 6) Requires LEAs, beginning in 2027-28 and annually thereafter, before opting out of ELOP funding and programming for the year, to share with the CDE how they meaningfully engaged and notified those families and students that would have otherwise received ELOP priority.
- 7) Requires the CDE, beginning in 2027-28 and annually thereafter, to post on its website a list of the LEAs that do not intend to offer the ELOP.
- 8) Requires the CDE, or an LEA designated by the CDE beginning in 2026-27 through June 30, 2030, to convene a stakeholder workgroup which includes, but is not limited to, representatives from the CDE, the Expanded Learning Division within the department, the Statewide System of Support for Expanded Learning leads, the State Board of Education (SBE), the Assembly, the Senate, the office of the Governor, the Department of Finance, families, students participating in expanded learning opportunities programs, LEAs, community-based organizations, early care and education organizations, rural communities, and employees of ELOP programs. Authorizes the CDE to subcontract this responsibility.
- 9) Requires the workgroup to:
 - a) Submit recommendations to the Legislature by July 1, 2028 on funding rates that reflect the difference in the cost of providing quality care to transitional kindergarten (TK) and kindergarten students, the stabilization of Tier 1 and 2 rates, and minimum rate levels that allow quality programs; and
 - b) Post a report on the CDE website on the full cost of providing accessible and quality expanded learning programs.

- 10) Requires every R&R program, when making childcare referrals, to provide information about ELOP programs in their region, including information about the requirements for schools to offer and provide access to the programs, and how to get more information.
- 11) States that the amendments to the ASES section further the purposes of the After School Education and Safety Program Act of 2002.

EXISTING LAW:

- 1) Defines “expanded learning” as before school, afterschool, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. (Education Code (EC) 8482.1)
- 2) Expresses the intent of the Legislature that expanded learning programs are student-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year. (EC 8482.1)
- 3) Establishes the ASES program, passed by voters as Proposition 49 in 2002, which provides \$550 million annually for before and afterschool programs for K-9 students. Priority for funding is granted to schools where at least 50% of the students are eligible for free or reduced-price meals (FRPM). ASES programs receive direct grants, for which attendance is projected and grants are funded up-front, in three one-year increments. (EC 8482, 8482.4, & 8482.5)
- 4) Sets the maximum total direct grant awarded annually for an ASES program as \$112,500 for each regular school year for elementary schools and \$150,000 for middle or junior high schools. Specifies additional factors that may increase the maximum grant awards, subject to funding. (EC 8482.55, 8483.7)
- 5) Provides for a summer grant for ASES programs in excess of 180 days or during any combination of summer and intersessions.
- 6) Continuously appropriates \$550 million from the General Fund to the CDE for the ASES program. (EC 8483.5)
- 7) Expresses the intent of the Legislature that the federal 21st CCLC program (Public Law 107-110) complement the ASES program to provide year-round opportunities for expanded learning. (EC 8484.7)
- 8) Requires that at least 50% of the total amount appropriated for the 21st CCLC be allocated on a priority basis for programs serving high school students, and at least 40% for programs serving elementary and middle school students. (EC 8484.8)
- 9) Establishes the 21st CCLC High School ASSETS program to create incentives for establishing locally driven school enrichment programs that partner with schools and communities to provide academic supports and safe, constructive alternatives for high school students in the hours after the regular schoolday, and that support college and career

readiness and requires that the CDE implement the ASSETS program only to the extent that federal funds are available. (EC 8421, 8425)

- 10) Specifies that an ASSETS grantee receive a five-year grant of up to \$250,000 per year per site, pursuant to meeting specified conditions, and subject to the availability of federal funds for this purpose. (EC 8426)
- 11) Establishes the ELOP and allocates funding to school districts and charter schools based upon their unduplicated pupil (UPP) count and requires that an expanded learning opportunity programs that provide access to no less than 9 hours of combined in-person instructional time and expanded learning opportunities per instructional day on schooldays, and no less than 9 hours of expanded learning opportunities per day for at least 30 non-schooldays during intersessional periods be offered to pupils enrolled in kindergarten to grade 6, classroom-based instructional programs. (EC 46120)
- 12) Requires, commencing with the 2023-24 school year, as a condition of receipt of the ELOP funds, school districts and charter schools with an enrollment of 55% or more UPP, to offer the ELOP to all pupils in kindergarten through 6th grade and provide access to any pupil whose parent or guardian requests their placement in a program. For schools with an enrollment of less than 55% UPP, requires the school to offer the program at least to all UPP pupils and provide access to any UPP pupil whose parent or guardian requests their placement in a program. (EC 46120)
- 13) Defines “unduplicated pupil” as a pupil enrolled in a school district or a charter school who is either classified as an English learner (EL), eligible for a free or reduced-price meal, or is a foster youth. Specifies that UPP is calculated as the percentage of unduplicated pupils by dividing the enrollment of unduplicated pupils in the school district or charter schools by the total enrollment in that school district or charter school. (EC 42238.02)
- 14) Requires the CDE, beginning with the 2025-26 school year, to collect annual student enrollment data for each student enrolled in an expanded learning program, as specified, as part of the CALPADS system. (EC 60902)

FISCAL EFFECT: The Office of Legislative Counsel has identified this bill as a possible state-mandated local program.

COMMENTS:

Need for the bill. According to the author, “California has made significant investments in afterschool and expanded learning programs, but high school students have largely been left out. AB 2430 addresses this gap by expanding access to safe, enriching, and academically supportive programs for adolescents. This bill strengthens existing investments, improves transparency, and supports working families without requiring new ongoing funding.”

This bill makes significant changes to the scope and funding distribution of expanded learning programs through the establishment of a high school program; increases the amount of data on expanded learning programs to be collected; increases the frequency of the required reports; requires greater transparency on LEAs choosing not to offer the ELOP; and establishes a workgroup to develop recommendations on funding rates for expanded learning programs.

Value of afterschool programs. According to a 2016 report by the Afterschool Alliance, “Research has found that when children from low-income families take part in quality afterschool programs, they see positive gains. Consistent participation in high-quality afterschool programs has been shown to help students improve their work habits and demonstrate higher levels of persistence and helps to close the achievement gap that exists between children from low-income families and their more affluent peers.”

A 2019 report by Fight Crime, Invest in Kids, *From Risk to Opportunity: Afterschool Programs Keep Kids Safe when Juvenile Crime Peaks*, notes that the hours immediately after school lets out, when parents are not likely available to supervise, are the prime time for juvenile crime. Juvenile arrest rates have decreased by 70% nationally since 2000 due in part to increased access to high-quality afterschool programming. Not only do high-quality programs provide youth with a safe and stable environment that can help keep them from engaging in dangerous behavior or becoming the victim of a crime, but these programs also contribute to positive outcomes such as improved attendance, improved classroom behavior, better academic outcomes, and increased graduation rates. The positive impact that high-quality afterschool programs have on high school graduation rates is particularly important to law enforcement leaders because they know that six in 10 inmates nationwide do not have a high school diploma.

A 2023 U.S. Department of Education report on 21st CCLC programs nationally found that nearly half of students (49%) who were chronically absent the previous year improved their school-day attendance in the current school year. A 2021 evaluation of California’s ASSETS and ASSETS programs found that, on average, students attending the afterschool programs had higher rates of school-day attendance, up to 1.5% more school days than their non-participating peers. (Afterschool Alliance, 2024)

Afterschool programs benefit high school students. A large body of research demonstrates that older youth benefit from attending afterschool programs. A study on the impacts of the ASSETS program for high school students in California found small but positive effects on English-language arts and math scores, school attendance, and suspension rates (National Center for Research on Evaluation, Standards, and Student Testing, 2012).

A 2021 WestEd study, *Promoting Protective Factors in California’s Afterschool Programs*, looked at how afterschool programs promote “protective factors” (e.g. adult supports and positive environments), which protect against or mitigate against risk factors (e.g. poverty and adverse childhood experiences), and increase the likelihood of resilience and successful outcomes. In many respects, afterschool programs are a more effective venue for fostering protective factors than the school system due to their emphasis on the importance of promoting positive adult relationships, youth engagement, and social-emotional learning. The study found that students who participated in afterschool programs had higher levels of meaningful participation in school and reported greater levels of school connectedness, academic motivation, and caring adult relationships than non-participants. Across all of the indicators measured, the positive effects were greater among high school students than students in younger grades.

A 2012 independent statewide evaluation of high school afterschool programs in California, by the National Center for Research on Evaluation, Standards, and Student Testing, found that:

- High School students who attended ASSETS programs performed slightly better than non-participants did on their English-language arts and math assessment scores;

- Program sites that were observed as high in quality features of youth development impacted students' positive perceptions of academic competence, socio-emotional competence, future aspirations, and life skills;
- Participation in an ASSETs program had a small positive effect on school attendance;
- Frequent participants at the afterschool programs were found to be less likely to be suspended than students who did not participate at all; and
- All stakeholders (parents, teachers, students) felt that the programs helped students' academic attitudes, cognitive competence, socio-emotional competence, and future aspirations.

Multiple funding sources support expanded learning programs in California. Expanded learning programs in California include the following:

- 1) ***ASES program.*** The ASES program, passed by voters as Proposition 49 in 2002, provides a minimum of \$550 million annually from Proposition 98 for expanded learning programs for kindergarten through grade 9 students. The 2017-18 Budget Act increased ongoing funding to the ASES program by \$50 million for a total of \$600 million. According to the CDE, the current maximum grant amount is \$152,612 per year for elementary schools and \$203,483 per year for middle/junior high schools, and a rate of \$10.18 per student per day.

School districts, county offices of education (COEs), state special schools, and charter schools are eligible for funding. Local governments and nonprofit organizations working in partnership with LEAs may also apply for funding. Afterschool programs must commence immediately following the end of the school day and at least until 6 p.m. for 15 hours per week. Grants are provided in three one-year increments. Priority for funding goes to schools where at least 50% of the students are eligible for FRPM. Each program is required to provide a match equal to not less than one-third of the total grant. Facilities may count towards 25% of the local contribution.

Participating afterschool programs are required to have an educational and literacy component in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or sciences; and an educational enrichment component, which may include, but is not limited to, fine arts, career technical education (CTE), career exploration, recreation, physical fitness and prevention activities. ASES grantees are able to apply for summer/supplemental funding in order to operate for more than 180 days, including during summer, intersession, or vacation periods.

- 2) ***21st CCLC Program.*** The 21st CCLC program is a federally funded competitive grant program. The purpose of the program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can

complement their regular academic programs; and offers educational services to the families of participating children. Programs must operate during every regular school day and may operate during summer, weekends, intersession, or vacation periods.

This program is federally funded and makes up the smallest portion of California's afterschool funding. Federal law allows this funding to be used to serve children in any grade (TK-12), but California reserves 50% of the funding for high school students in the Afterschool Safety and Enrichment for Teens (ASSETS) program.

- 3) ***21st CCLC High School After School Safety and Enrichment for Teens (ASSETS)***. The purpose of the ASSETS program is to provide local flexibility in the establishment or expansion of community learning centers that provide students in grades 9 to 12 with academic enrichment opportunities and activities designed to complement the student's regular academic program and that support college and career readiness, assist with literacy and related educational development services for families of these students, and provide a safe environment for students participating in their programs. This is the only dedicated expanded learning funding currently available in California for high school students.
- 4) ***Expanded Learning Opportunity Program (ELOP)***. The ELOP program, established in 2021, provides funding for afterschool and summer school enrichment programs for TK-6th grade students. The state provided \$1.8 billion Proposition 98 funding in 2021-22 to establish this program, with a goal to reach \$5 billion annually by 2025-26. The Budget Act of 2025 provided \$4.6 billion in ongoing funding for ELOP. LEAs serving students in classroom-based instruction in these grades are required to offer at least nine hours of combined in-person instructional time and expanded learning opportunities during the school day and nine hours on each of 30 days during the summer or other intersession periods. The program must include educational and enrichment components with maximum student to staff ratios of 10:1 for programs serving students in kindergarten or TK and 20:1 for older students.

Funding for ELOP is apportioned on a formula basis rather than through a competitive grant process. Funding is based on the LEA's number of English learners, foster youth, and low-income students (UPP) in grades TK-6th grade. In 2025-26, LEAs with a student body that is equal to or more than 55% UPP received \$2,750 per UPP enrolled in TK-6. LEAs with concentrations of UPPs less than 55% receive funding based upon the number of UPPs and the remaining funds available in the appropriation. There is a minimum apportionment of \$100,000 per LEA.

Beginning in the 2023-24 school year, as a condition of ELOP funding, LEAs with a student body that is equal to or more than 55% UPP must offer the program to all TK-6th grade students in classroom-based settings and provide access to any student whose parent or guardian requests their placement in a program. LEAs with less than 55% concentrations of UPP must offer ELOP to at least all TK-6th grade UPPs attending classroom-based programs and must provide access to any UPP whose parent or guardian requests their placement in a program.

What data is available on these programs? The following chart, provided by the CDE, illustrates the funding levels and students served by three of the expanded learning programs discussed above.

2023-24	21st CCLC	ASSETS	ASES
Total funding allocation	\$75 million	\$77.8 million	\$730 million
Total # of grantees	66	73	576
Total # students served – cumulative daily total	4,914,869	6,121,666	71,977,002

CDE data also demonstrates the demographic profile of the students served in these expanded learning programs, which illustrate that programs serve a greater proportion of socioeconomically disadvantaged students, those that are Black or Latino, English learners, and foster youth, compared to the statewide populations as shown below:

Characteristic	Expanded learning school average	State Proportion
Socioeconomically disadvantaged	81.5%	61.5%
Black	6.0%	4.7%
Latino	71.4%	56.1%
English learner	32.0%	19.0%
Foster youth	1.0%	0.5%

To date, there has not been a requirement for schools to report data on students participating in the ELOP program. AB 1113 (McCarty) Chapter 1003, Statutes of 2024, requires the CDE to collect in CALPADS, beginning in the 2025–26 academic year, annual pupil enrollment in any one of the following expanded learning programs at the LEA level: ELOP, 21st CCLC, ASSETS, and ASES. This information will include data which will allow the state to see how many UPP are enrolled in these programs, but the data will not distinguish which expanded learning programs students are enrolled in.

According to the CDE, “CALPADS was recently updated to collect new information related to student participation in expanded learning programs. However, the statute authorizing that collection did not specify reporting requirements or define the full set of data elements needed for broader reporting. As a result, it is likely that some of the data elements contemplated in this bill are not currently being collected. In addition, because this is the first year of implementation, more time is needed to assess data quality, consistency, and completeness before it can reliably support expanded reporting requirements.”

The CDE is currently required to report on the status of expanded learning programs biennially. This bill would require these reports to be submitted to the Legislature annually, as

well as to expand the scope of required data elements as noted above and require the public posting of the information beyond the formal legislative report.

According to the CDE, the bill also introduces expectations for summaries that are timely, user-friendly, and accessible. These changes represent a substantive increase in workload compared to current law and would require additional capacity to support data collection, analysis, reporting, and public dissemination. *The Committee may wish to consider* whether the data and reporting requirements of this bill are significantly beyond the capacity of the department without significant additional staffing and funding.

Redistributing funding from ASES program to provide funding for high school students. This bill proposes to redirect funding appropriated to the ASES program serving students in grades K-9th, beyond the original minimum of \$550 million designated in the proposition which established the program, to be redirected to the High School ASES program proposed to be established by this bill, at a daily rate of \$16 per pupil, with a priority given to those programs serving the highest percentages of students eligible for FRPM. The resulting reductions in the ASES grants for current grantees in the 2027-28, 2028-29, and 2029-30 fiscal years would be required to be distributed proportionally and specifies that nothing in this bill would authorize a reduction in the daily funding rate of \$10.18 per pupil for existing ASES programs.

This redistribution of funds within the ASES program would potentially reduce the number of ASES grantees and/or reduce the amount of the grants received by grantees. Given that the bill prohibits the reduction in the daily funding rate, grantees may have to reduce the number of K-9th grade students served in the regular ASES program. The author's office notes that many grantees may be receiving double or triple funding to serve these students from multiple sources, including ASES, ELOP, and 21st CCLC, while programs serving high school students account for 2% or less of overall expanded learning funding.

The original intent of the ASES program was to serve schools having an enrollment of 50% or more students eligible for FRPM. LEAs that do not meet the 50% FRPM threshold are currently being funded. The author's office has suggested that one possibility for funding for the High School ASES program would be to discontinue funding ASES grantees not meeting this threshold and redirect that funding to the High School ASES program. The bill does not specifically refer to this threshold in the authorization to reduce funding for existing grantees.

LEAs serving students in grades 9-12 do not currently receive funding from the ASES or ELOP programs, with the sole source of funding for programs serving these students being the ASSETS program, which is federally funded and which may be at risk for reductions in this funding.

In an analysis of Expanded Learning Programs in the 2022-23 Budget, the Legislative Analyst Office (LAO) noted the following in their recommendations:

Given ELOP may, in some cases, be duplicative of ASES and the 21st CCCLC program, the Legislature may want to consider modifying these programs in light of ELOP expansion. The Legislature would need to carefully craft these changes given its limited control of these programs. The Legislature could modify programmatic aspects of ASES with a two-thirds vote, but could not shift funding into ELOP without approval of the voters. The 21st CCLC program is governed by federal rules. Even with these restrictions, the Legislature has several options for improving alignment of its programs. Given that ELOP is primarily intended to

serve elementary schools, one option would be to shift ASES and 21st CCLC program funding to be used exclusively for middle and high schools. Another option would be to direct ASES and 21st CCLC program funding to provide a higher level of funding per student in schools with the highest need. This approach could be used to provide higher levels of service or other wraparound supports for students in higher-poverty schools.

Increasing transparency for ELOP availability. As noted earlier, funding for ELOP is distributed to all LEAs serving students in K-6th grade and requires schools, as a condition of the receipt of funds, to offer access to either all students (for high UPP schools) or at least all UPPs (for lower UPP schools). LEAs have the ability to decline to receive the funds and thereby remove the requirement that they offer ELOP to their students.

This bill requires that, beginning with the 2027-28 school year, before an LEA opts out of ELOP funding and programming, they share with the CDE how they meaningfully engaged and notified families and students that would have been prioritized for enrollment in the program. It would also require that the CDE annually post on their website a list of LEAs that do not intend to offer ELOP. ***The Committee may wish to consider*** how LEAs would functionally demonstrate meaningful engagement and notification of students and families that would have been prioritized.

Arguments in support. The California High School Coalition writes, “California has made important investments in expanded learning, but high school students remain underserved. AB 2430 directly addresses this gap by establishing a High School After School Education and Safety Grant Program aligned with the ASSETs model. The bill strengthens program delivery by increasing the per-pupil rate to \$16 and extending programming to 210 days, including summer school and intersession periods.

The measure directs resources to students with the greatest need by prioritizing schools serving higher proportions of low-income students. It also builds on existing program structures, allowing for efficient expansion without creating additional administrative burden.

We recognize the bill reallocates funding within ASES. In practice, this represents a targeted rebalancing of existing investments to better serve high school students, where significant unmet need remains. Demand for structured after-school and summer opportunities continues to grow, and the inclusion of summer programming is especially important to sustain engagement and prevent learning loss. AB 2430 advances a clear policy objective: ensuring high school students have access to consistent, high-quality expanded learning opportunities throughout the year.”

Recommended Committee Amendments. Staff recommends the bill be amended as follows:

- 1) Reduce daily rate for new High School ASES to \$13.81;
- 2) Remove requirement for High School ASES operate for up to 210 days;
- 3) Prohibit renewal of ASES grants to those with less than 55% FRPM starting in 2027-28;
- 4) Authorize reallocation of any available ASES funds (grant reductions, unspent \$) starting on January 1, 2027

- 5) Priority for High School ASES to those with highest FRPM and to LEAs only serving high schools

Related legislation. AB 2107 (Pellerin) of the 2025-26 Session would require LEAs to prioritize offering access to the ELOP for students who are low income, English learners, or in foster care, collectively known as unduplicated pupils.

AB 1113 (McCarty) Chapter 1003 of the 2024 Statutes, requires that the CDE, beginning in the 2025-26 school year, collect data on students enrolled in expanded learning programs, including but not limited to ELOP, ASES, and 21st CCLC. Also requires the CDE to ensure the collection of data is integrated with existing LEA reporting requirements for the California Longitudinal Pupil Achievement Data System (CALPADS). Requires the CDE to identify and reduce data reporting redundancies and to provide guidance and recommendations to LEAs in the collection of student data, including student participation in expanded learning programs.

SB 141 (Committee on Budget and Fiscal Review) Chapter 194, Statutes of 2023, established the ELOP to serve students in TK-6th grade enrolled in classroom-based instructional programs for at least 9 hours per schoolday and for 9 hours on at least 30 non-schooldays with a priority for serving unduplicated pupils.

AB 2501 (Carrillo) of the 2021-22 Session would have established the California Universal Afterschool Program Workgroup to develop recommendations and proposals to reduce impediments and to develop a roadmap for providing universal access to afterschool programs for all school-age children. This bill was held in the Senate Appropriations Committee.

AB 1112 (Carrillo) of the 2021-22 Session would have required the CDE to conduct a statewide cost study, utilizing an expanded learning stakeholder group, to determine adequate funding levels for expanded learning programs and make associated recommendations. This bill was held in the Senate Appropriations Committee.

AB 2507 (McCarty) of the 2021-22 Session would have established priorities for the allocation of funds appropriated for the ASES and 21stCCLC programs and specified that these provisions would only go into effect if the Legislature appropriated at least \$5 Billion in a fiscal year to fund the Universal Afterschool Program and Expanded Learning Opportunities Program. Would have also provided a cost-of-living (COLA) adjustment for the ASES program. This bill was held in the Senate Appropriations Committee.

AB 130 (Committee on Budget) Chapter 44, Statutes of 2021, established the ELOP and appropriates \$753 million for allocation to specified school districts and charter schools serving a high proportion of UPPs. Requires, upon receipt of funding for this purpose, specified schools serving pupils in kindergarten through grade 6 to provide at least 50% of UPPs with expanded learning opportunity programs for a minimum of 9 hours of combined in-person instruction and expanded learning opportunities on school days and no less than 9 hours of expanded learning opportunities per day for at least 30 non-schooldays during summer and intersessional periods.

AB 1725 (Carrillo) of the 2019-20 Session would have increased funding for the ASES program by \$112.8 million, beginning in the 2019-20 fiscal year, and specified conditions for ongoing increases. This bill was held in the Senate Education Committee.

AB 1085 (McCarty) of the 2019-20 Session would have encouraged ASES programs, the 21st CCLC programs, and the ASSETS programs to educate about and prevent substance use disorders or to prevent harm from substance abuse; would have required the State Department of Health Care Services (DHCS) to enter into interagency agreements with the CDE to administer those programs; and authorizes DHCS to consider selecting those programs for funding from the Youth Education, Prevention, Early Intervention, and Treatment Account (YEPEITA) portion of the Control, Regulate and Tax Adult Use of Marijuana Act. This bill was vetoed by the Governor with the following message:

This bill would authorize the DHCS to redirect cannabis tax funds generated under Proposition 64 to afterschool programs administered by the state. I support increased access to afterschool programs, which is why I worked with the Legislature to provide an additional \$50 million to support these programs. This bill, however, attempts to change the funding allocation process specified by Proposition 64, which does not authorize the Legislature to modify the fund allocation process prior to July 1, 2028.

SB 78 (Leyva) of the 2017-18 Session would have appropriated to the ASES program an additional \$99 million in the 2017-18 fiscal year and each fiscal year thereafter, and commencing with the increases to the minimum wage implemented during the 2018–19 fiscal year, and every fiscal year thereafter, required the Department of Finance (DOF) to adjust the total ASES program funding amount of \$654 million by adding an amount necessary to fund an increase in the daily pupil rate of 50% of each increase to the minimum wage. This bill was held in the Assembly Education Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

After-school All-stars, Los Angeles
Aim High
Arc
Bay Area Community Resources
California Afterschool Advocacy Alliance
California Association for Bilingual Education
California High School District Coalition
California School-age Consortium
California Teaching Fellows Foundation
Children Now
Clare Rose Center for Creative Youth Development
Culturethrive
Educare Foundation
Elevo
Envisioneers
Expanded Learning Alliance
High Performance Academy
LA Conservation Corps
LA's Best After School Enrichment Program
Para Los Ninos
Partnership for Children & Youth

Sacramento Chinese Community Service Center
The Children's Initiative
Woodcraft Rangers
YMCA of Greater San Francisco
YMCA of Metropolitan Los Angeles
YMCA of San Diego County

Opposition

None on file

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