



# Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers

## Supporting Students Through Innovative Title IV, Part B Afterschool Programming

Georgia Department of Education  
Federal Programs Division  
April 29, 2021

Deirdre Smith, Program Manager

# Title IV, Part B Statutory Purpose

- Authorized by Title IV, Part B, of the Every Student Succeeds Act (ESSA) to provide **out of school time** services (core academic and enrichment) to students from high-poverty and low performing schools, **and families of participating students**
- Out of school time includes afterschool, before school, summer, weekends, and holidays
- Discretionary funding awarded to Local Educational Agencies (LEAs) and Community Based Organizations (Non-LEAs) through competitive Request for Proposals (RFP) process

# Implementing 21<sup>st</sup> CCLC Program Objectives

- 21<sup>st</sup> CCLC provides opportunities for academic enrichment and tutorial services and mentoring programs
- 21<sup>st</sup> CCLC programs provide students with a broad array of additional services, programs, and activities to reinforce and complement regular academic programs
- 21<sup>st</sup> CCLC offers families of students meaningful opportunities to be actively engaged in their child's education





# 21<sup>st</sup> CCLC Subgrantee Eligibility

- 21st CCLC subgrants are currently awarded by GaDOE for five-year funding cycles in award amounts up to \$350,000 per year via competitive RFP process
- Examples of agencies and organizations eligible for 21st CCLC grant awards include, but are not limited to:
  - Local Educational Agencies
  - Non-profit organizations
  - City or county government agencies
  - Faith and community-based organizations
  - Institutions of Higher Education
  - For-profit agencies
  - Charter schools





S.Wells/Life Pieces to Masterpieces

# Planning for Impactful Summer Learning & Comprehensive Afterschool Programming

Presented by:  
Katie Landes, Director  
Georgia Statewide Afterschool Network

April 29, 2021



1.

**Afterschool &  
Summer Learning:  
Critical Components  
of Recovery**

# Georgia is a Top 10 State for Afterschool

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**TOP  
10**

## Key Takeaways:

- Afterschool participation has increased, but unmet demand has skyrocketed
- Increase in demand as parents see major benefits
- Cost and access are the major blocks in participation
- Parents and people across the political spectrum show support for afterschool

Based on survey responses from 30,000 American households, including 996 in-depth interviews in Georgia



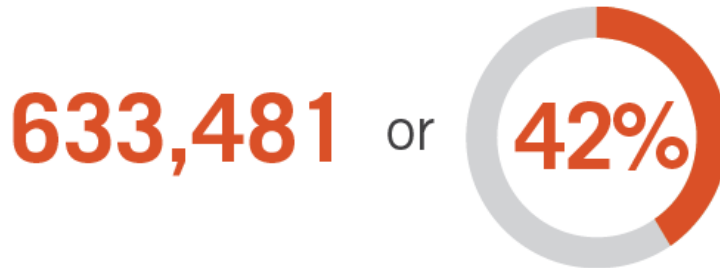
# Increased Participation & Unmet Demand



of Georgia's school-aged children participated in afterschool programs in 2020<sup>1</sup>



*but*

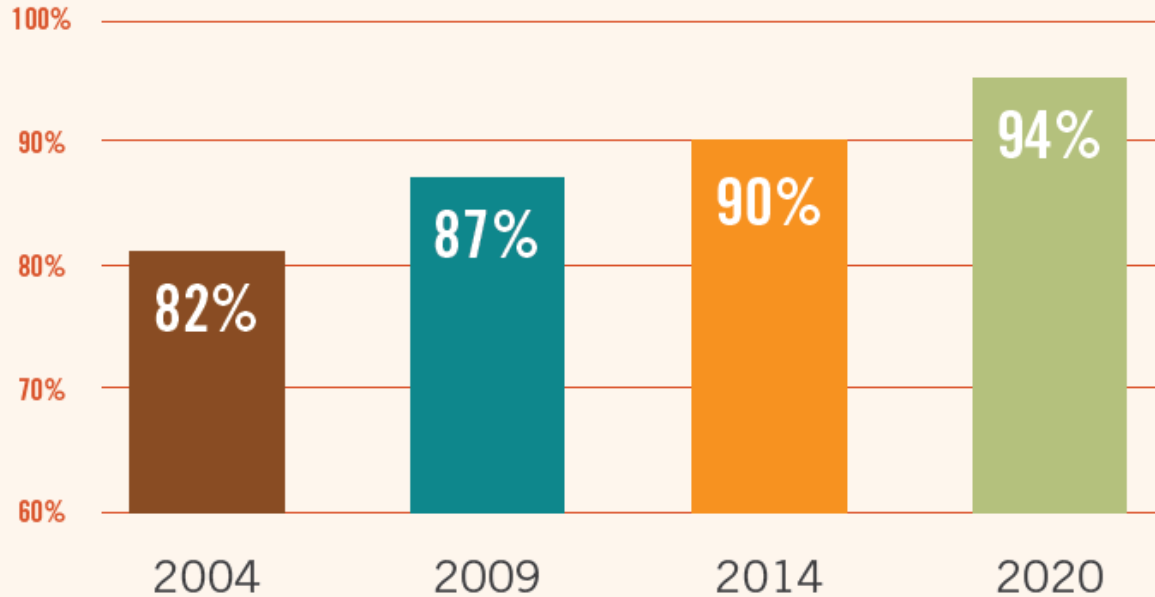


more children would enroll if a program was available in their community<sup>2</sup>



# Parent Satisfaction on the Rise

## GEORGIA PARENT SATISFACTION WITH AFTERSCHOOL PROGRAMS



# Parents Report a Range of Benefits

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91%

Interacting with peers  
and building social skills



70%

Building life  
skills



71%

Engaging in STEM or  
computer science learning  
opportunities



79%

Peace of mind for  
working parents



83%

Receiving healthy  
snacks and meals

# Cost and Access are Barriers

## TOP 3 ROADBLOCKS TO AFTERSCHOOL PARTICIPATION



Programs are too expensive

55%



No safe way to get their child to and from programs

52%



Lack of available programs

35%

Percentage of parents reporting why they did not enroll their child in a program

# Strong Support

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**86%** of parents in Georgia support public funding for afterschool programs

**77%** parents agreed nationally that Congress should provide additional funding for afterschool programs to operate during virtual school days due to the COVID-19 pandemic

Strong support for public funding for afterschool across the political spectrum

DEMOCRATS




INDEPENDENTS



REPUBLICANS



A group of children are playing on a green lawn in front of a large, light-colored building with the name 'ATHERTON HOUSE' visible at the top. The children are wearing face masks and are reaching up towards colorful balloons that are floating in the air. Some balloons are on the ground, and others are being held by the children. The scene is bright and festive.

**Billions of dollars are coming to Georgia to combat learning loss. This is an opportunity to expand access, build partnerships, and increase equity.**

# How Can EESER Funds Address Learning Loss?

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Support Out-of-School Time Programming

Assess Learning Loss and Support High Quality Virtual Programming

Increase Access for Special Populations

Support Social-Emotional Learning Programming

# 2.

## **Planning for Impactful Summer Learning**



# Summer Matters

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Key program elements of high-quality summer learning:

- Broadens kids' horizons
- Includes a wide variety of activities
- Helps kids build skills
- Fosters cooperative learning
- Promotes healthy habits
- Lasts at least one month

Summer Matters Campaign. Definition of high-quality summer learning programs. Campaign operated from 2010-2015.



# Critical Program Elements

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- Voluntary, full-day programming that includes academics and enrichment
- Five days a week for at least five weeks
- Increased dosage and hands-on learning provided by a certified teacher for students struggling in the basics
- Small class sizes
- No fees to families
- Free transportation and meals

Learning from Summer: Effects of Voluntary Summer learning programs. (2016) Rand Corporation





**School-community partnerships  
provide a vehicle for aligning  
services and leaning on and  
utilizing the expertise, resources,  
and capacity that exist in  
multiple sectors.**

# Partnerships require commitment to a shared vision

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- **Shared professional development** to ensure evidence-based practices are implemented across agencies and locations
- **Delivery of wraparound services** and youth enrichment
- **Space sharing** to expand opportunities for learning and engagement
- **Shared staff** to maximize capacity and tap into varied expertise
- **Coordinated services** to meet youth and families' economic, health, food, and other needs

# 3.

## What the Research Says

# Comprehensive Programming

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Comprehensive programming is critical.

Young people will not see short-term gains or long-term thriving unless we ensure that we are building on their strengths and fully meeting their needs.

# Context Matters

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## What the Research Says:

- Learning does not happen in isolation
- Context is a key driver of development
- Connection to families and culture should inform practice

## Impact on Implementation:

- Program model, activities, and plans take context into consideration
- Gather data
- Elevate family, youth, and community voices

# Adults Matter

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## What the Research Says:

- Caring, well-trained adults can create supportive spaces, a sense of belonging
- Educator well-being is essential
- Foster youth social and emotional development

## Impact on Implementation:

- Addressing needs of professionals must be a priority
- Build in opportunities for staff meetings, discussion and wellness
- Ongoing professional development

*Newman (2020), Garst, Weston, Bowers, & Quinn (2019), Deutsch (2017), Starr & Gannett (2017), Vandell & Lao (2016), Mahoney & Warner (2014), Eccles & Gootman (2002); Newman (2020), Jennings & Greenberg (2009)*



# Relationships Matter

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## What the Research Says:

- Create a sense of safety, build trust and foster resilience
- Mitigates stress and trauma
- Enables better learning and development

## Impact on Implementation:

- Design and plan for an environment and activities that foster strong relationships
- Consider relationships among staff, between staff and youth, and among youth

# Safe & Supportive Environments Matter

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## What the Research Says:

- Programs provide developmentally rich, identity-safe, and supportive environments
- Consider the many needs of youth – from basic needs to social-emotional

## Impact on Implementation:

- Promotes safety and creates warm, welcoming spaces for all
- Support positive relationships, behavior and engagement

# Attendance & Engagement Matter

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## What the Research Says:

- The more youth participate, the more they benefit
- At least 60 days for afterschool; at least 20 days each summer for at least 2 years
- Engagement is critical

## Impact on Implementation:

- Encourage strong participation, but also remain flexible
- Enrich learning in fun, innovative, hands-on ways
- Creativity and alignment across learning settings

# Learning AND Development Matter *(and are not separate!)*

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## **What the Research Says:**

- Improved engagement in school and school-day attendance
- Improved academic performance and social skills
- Reduced behavior problems

## **Impact on Implementation:**

- Connection between program/activities and desired outcomes
- Intentional program design

*Durlak, Weissberg, & Pachan (2010), Vandell, Reisner, and Pierce (2007), Naftzger, Nistler, et al. (2013), Naftzger, Vinson, Liu, Zhu, & Foley (2014), Vinson, Marchand, Sparr, & Moroney (2013), Wisconsin Department of Public Instruction (2014), Vinson, Shuqiang, & Liu (2019); Lauer, Akiba, Wilkerson, Aphthorp, Snow, & Martin-Glenn (2006), Naftzger, Shields, & Diehl (2020)*

# 4.

## **A Conversation: Best Practices for Afterschool & Summer Learning**

**Lisa Billups,**

Thomasville Community  
Resource Center

**Carlos Daniels,**

Boys & Girls Clubs of CSRA

**Janice Flowers,**

Bibb County School District

**Kristin Hiler,**

New American Pathways

**Questions?**

# 5.

## **Strategies for Success**

# **Reach out to your community-based partners!**

**What are you offering this summer  
or school year?**

**What can we do to support your program and  
the youth you serve?**



# Key Considerations

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- How can we bring supports and services to where the students already are?
- Look to programs that offer a variety of enriching opportunities
- How can you maximize the skills, expertise, and capacity of multiple sectors?
- How can we extend these partnerships into the school year and beyond?

# Aligning Workforces

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Can districts support bringing more certified teachers to community-based organizations to target interventions for students within camp environments?

# Expanding Access Through Transportation

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How can districts utilize existing transportation infrastructure to increase access to summer learning opportunities? Consider:

- Supporting student transportation to and from summer camps with community-based partners
- Providing transportation from summer school to community-based summer learning partners
- Extending partnerships through the school year

# Shared or Creative Spaces

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- Expand school-based programming to 5:00 or 6:00pm to meet family needs by bringing in community-based partner to manage enrichment
- Bring programming and intervention to where the students are
- Think outside the box/building, consider partners like the STE(A)M Truck

# Shared Professional Development

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Can districts include summer learning and afterschool professionals in their staff development and learning (including academic interventions) for improved and aligned services across spaces?

# Supporting Mental Health

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Can districts support expanding mental health services in school-based and community-based programs this summer?

# 6.

## **How GSAN Can Support Your Efforts**

# How can we help?

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- Resources:
  - Planning for Impactful Summer Learning
  - Supporting Student Learning with ESSER Funding
  - A Summer for Learning & Recovery
  - Evidence-based Considerations
    - Evidence Based Interventions
    - Summer Learning with Academic and Non-Academic Activities
    - Importance of Adult Skills in SEL
    - Afterschool Coordination Systems



# How can we help?

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- Connection to community programs
- Training and planning support – *Upcoming Summer Series in May*
- Georgia Afterschool & Youth Development Initiative
  - Quality Standards
  - Webinars
  - Virtual Conference (September 14-16)
- Activities & Curriculum
  - Summer Activity Guide
  - Mizzen by Mott

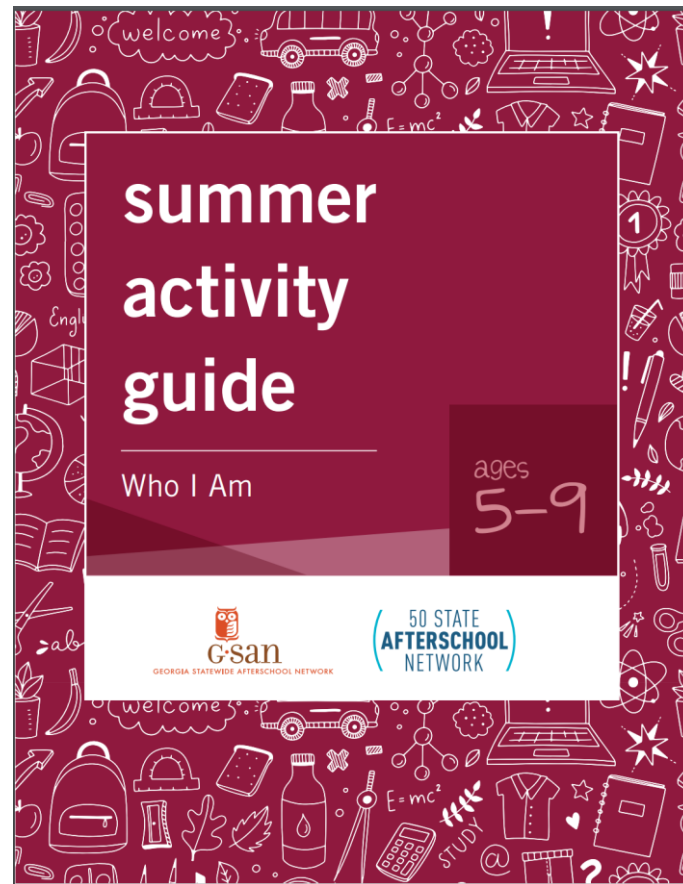
# Summer Activity Guide

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150 activities and challenges designed with summer in mind!

- Segmented by age and theme
- Adaptable for in-person or virtual
- Low materials, high engagement
- Some units available in Spanish
- Implementation videos, supply lists and more!

[www.summeractivityguide.org](http://www.summeractivityguide.org)



# Mizzen by Mott

Get hands-on activities that foster well-being and learning in arts, STEM, storytelling, music, yoga and youth voice.

Supported by the Mott Foundation, Mizzen is free to download from your favorite app store.

[www.mizzenapp.org/meet-mizzen-by-mott/georgia](http://www.mizzenapp.org/meet-mizzen-by-mott/georgia)



# Planning for Impactful Summer Learning

<http://bit.ly/SummerImpactPlan>

# Georgia Statewide Afterschool Network

<http://afterschoolga.org/resources>

<http://afterschoolga.org/resources/covid19>

# National Summer Learning Association

<http://summerlearning.org>

# Afterschool Alliance

<http://afterschoolalliance.org/covid/American-Rescue-Plan.cfm>

# Evidence Based Interventions

<http://bit.ly/EvidenceBasedAfterschoolandSummer>

# Thanks!

**Contact us at:**

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