Nita M. Lowey 21st 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 21st CCLC Program Objectives

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

- FY20: Georgia received the 7th largest federal allocation for 21st CCLC funding: $40,741,699
- FY20 student participation: 25,441
- 134 21st CCLC subgrantees with more than 240 program sites in six geographic regions
21\textsuperscript{st} 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
Planning for Impactful Summer Learning & Comprehensive Afterschool Programming

Presented by:
Katie Landes, Director
Georgia Statewide Afterschool Network

April 29, 2021
Afterschool & Summer Learning: Critical Components of Recovery
Georgia is a Top 10 State for Afterschool

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

327,853 or 18% of Georgia’s school-aged children participated in afterschool programs in 2020¹

but

633,481 or 42% more children would enroll if a program was available in their community²
Parent Satisfaction on the Rise

GEORGIA PARENT SATISFACTION WITH AFTERSCHOOL PROGRAMS

2004: 82%
2009: 87%
2014: 90%
2020: 94%
Parents Report a Range of Benefits

- 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

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

77% of 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**: 87%
- **Independents**: 87%
- **Republicans**: 83%
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?

- 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
Planning for Impactful Summer Learning
Summer Matters

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
Critical Program Elements

- 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

- **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

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

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

Osher, Cantor, Berg, Steyer, & Rose (2018); Anderson-Butcher (2010)
Adults Matter

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

Relationships Matter

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

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

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!)

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

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

• 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

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

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

- 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
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

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?

- 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?

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

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
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
Planning for Impactful Summer Learning

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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