Cultivating Meaningful Education Support Strategies

21st Century Community Learning Centers
Georgia Department of Education
Federal Programs Division
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Georgia’s Systems of Continuous Improvement
Content

- Introductions
- Statistical Data: 2018-2019 21st CCLC Programs
- Cultivating Meaningful Support
- A Closer Look at Equitable Services
- Strategies and Tactics for 21st CCLC Coordination and Support
- Questions and Discussion
Examining 21st CCLC Statistical Data
Georgia’s 21st Century Community Learning Center (CCLC) Students

<table>
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<tr>
<th>Grade Level</th>
<th>Pre-K</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
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<tr>
<td>Students</td>
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<td>1280</td>
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<td>3035</td>
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<td>1474</td>
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Georgia’s 21st CCLC Programs

**SUB-GRANTEES**
- LEA: 82
- Non-LEA: 42
- IHE: 4

**SITES**
- Elementary: 163
- Middle: 73
- High: 51

FY19 Grant Awards: $38,909,903
21st CCLC Program Objectives

<table>
<thead>
<tr>
<th>Met</th>
<th>FY18</th>
<th>FY19</th>
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<tr>
<td>76%</td>
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<td>4%</td>
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<tr>
<td>Other</td>
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</table>
Questions for Consideration

- How do these data points help us to begin thinking about addressing student needs?
- How does your program use, or plan to use data to plan for student needs?
Cultivating Educational Support
Questions for Consideration

- What common support does your program see when faced with student educational needs?
LEA and Non-LEA 21st CCLC Programs

**LEA Organizational Culture**

- Present in all communities
- Immediate access to student academic data
- First point of contact with families and students
- Often viewed as a matrix of services
- May be perceived as an intimidating environment due to policies and protocols

**Non-LEA Organizational Culture**

- Community-Based
- Access to academic data and student records may be challenging
- Varied sizes, structures, financial stability
- Perceived as “fun and games”
- Perceived as lacking highly-qualified staff
Promising Practices for Understanding Educational Support Needs

- Assessment
- Communication
- Collaboration
- Engagement of Parties

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Cultivating Educational Support
Assessment of Academic Needs

- Cultivate data sharing agreements and MOAs (Internal for LEAs and Collaborative between Non-LEA and LEA partners)
- Utilize local DFCS and Health Department resources to address/train staff on student mental health and trauma
- Facilitate sessions and prioritize Social Emotional Learning
- LEAs: Consider creating office space for 21st CCLC staff/teacher conferences
- Non-LEAs: Consider written “newsflash” progress updates to be shared with LEAs
Cultivating Educational Support
School Administrators and Personnel

- Engage all levels of school personnel in annual training sessions for supporting 21st CCLC (Principals; Classroom Teachers; Registrars; and Support Staff)

- Utilize your 21st CCLC Advisory Council for focus group/structured feedback

- Utilize webinar and online training sessions to enhance communication

- Share your 21st CCLC recruitment, academic support, and relationship cultivation strategies early and often
A Closer Look at Equitable Services
Equitable Services

Equitable Participation of Non-Public and Private Schools

Sections 1117 and 8501 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), require participating local educational agencies (LEAs) to provide eligible non-public and private school students, their teachers, and their families with services that are equitable to those services provided to eligible public school students, their teachers, and their families.
Equitable Services

Equitable Participation of Non-Public and Private Schools

- 21st CCLC sub-grantees must provide equitable services to non-public or private students, teachers and families
- Equitable participation applies to private and non-public schools that reside within the attendance area of the targeted school(s)
- Potential eligibility may be determined by the student needs identified as part of the grant application
- 21st CCLC sub-grantee must provide timely and meaningful consultation
Equitable Participation of Non-Public and Private Schools

Consultation Requirements

• The goal of all parties should be to reach an agreement on how to provide equitable and effective programs for eligible non-public and private school children.

• Must provide “timely and meaningful” consultation with appropriate non-public and private school officials.

• The sub-grantee is responsible for planning, designing and implementing the Federal program and shall not delegate that responsibility to the non-public or private school.
Test your knowledge

What is timely and meaningful consultation?
Equitable Participation of Non-Public and Private Schools

Timely Consultation
- Before the subgrantee makes any decisions
- During the design and development of the program
- Throughout the implementation and assessment of services

Meaningful Consultation
- Genuine opportunity for parties to express their views
- Views seriously considered
- The subgrantee may initiate consultation with a proposal for services
- Final decisions made by the subgrantee after consultation
Equitable Services Consultation Regulatory Requirements under ESSA

Regulatory requirements for consultation include eight topics that MUST be included on the initial agenda and are topics that must be addressed in planning throughout the year.

1. How the sub-grantee will identify the needs of eligible non-public and private school students.

2. What services the sub-grantee will offer to eligible non-public and private school children, their teachers and parents.

3. How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the non-public and private school officials on the provision of services;
Equitable Services
Consultation Regulatory Requirements under ESSA

Regulatory requirements for consultation include eight topics that must be included on the agenda (cont.):

4. How, where and by whom the sub-grantee will provide services to eligible non-public and private school children.

5. How the sub-grantee will assess academically the services provided and how the grantee will use the results of that assessment to improve services.

6. The size and scope of the equitable services that the sub-grantee will provide to eligible non-public and private school children.
Equitable Services
Consultation Regulatory Requirements under ESSA

Regulatory requirements for consultation include eight topics that must be included (cont.):

7. The services the sub-grantee will provide to teachers and families of participating non-public and private school children.

8. The method, or sources of data the sub-grantee will use to determine the number of non-public and private school children from low income families residing in participating public school attendance areas.
Equitable Services

Consultation Documentation

**Initial consultation**
- Agendas with required **8 topics** included
  - Must hold meeting unless ALL non-public and private school officials decline invitation (maintain documentation of declined response)
- Sign-in sheets
- Letters mailed with return receipts, responses from non-public and private schools
- Meeting minutes

**On-going meaningful and timely** consultations addressing the 8 required agenda topics for planning
- Agendas
- Sign-in sheets
- Minutes
Equitable Services Updates

- GaDOE is in its final stages of developing an online platform for the implementation of equitable services in Georgia.
- The online Platform is housed in the GaDOE State Longitudinal Data System (SLDS).
- The Online Platform will maintain non-public and private school contact information, issue consultation invitations, and verify receipts of consultation.
- Participating non-public and private schools will complete the information virtually.
Equitable Services Updates

- Updated Non-regulatory Guidance- 2019
- GaDOE will not be hosting statewide meetings.
- Consider: Scheduling one program meeting for all private schools to attend or meeting with private schools one-on-one.
- Additional training resources will be released in 2019-2020.
Strategies and Tactics for 21st CCLC Coordination and Support
Questions for Consideration

- Non-LEAs: How do you engage your local school district to build collaboration?
- LEAs: How do you engage community partners to address the needs of your students?
Planning for Program Implementation

Goal Setting

Implementation

Team Building

Communication

Identifying Milestones and Roadblocks
Educational Coordination and Support: Planning for Assistance

- Provide immediate assistance to students and parents in obtaining IEP records
- Develop an Academic Needs Assessment that can be completed by parents and students if not already being utilized
- Provide parents with strategies for effective advocacy and communication to support academic needs
- Create a resource guide and include 21st CCLC in part of your program handbook to highlight administrative policies and LEA contacts
Educational Coordination and Support: Planning for Assistance

- Develop an LEA advisory committee to address student academic needs with stakeholders, staff, parents, Advisory Council Members
- Create an LEA communication protocol or MOU with local child welfare agencies and other community partners
- Participate in GaDOE technical assistance sessions
- Facilitate professional development sessions addressing Special Education
Questions and Discussion
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