21st Century Community Learning Centers
Summer Learning and Enrichment Support Guide

OCTOBER 2021

Ohio | Department of Education

Introduction
Summer is an amazing time to offer programming for students who are in the most need of academic and youth development support. The Ohio Department of Education is committed to improving and expanding the opportunities for student success. Beginning FY22, all newly awarded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant programs will offer summer programming for students. All continuing grantees are encouraged to host summer programs.

While summer is an opportune for students to grow, program providers must base their program activities and curriculum on research evidence. Keep in mind, the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act, requires schools and districts to adopt evidence-based interventions when those interventions are supported by certain federal funding streams.

Out-of-school time/afterschool programs have been required to rethink their delivery services, enrichment, and parent and family support. In today's environment, with changing access to school buildings and virtual learning, students and staff must engage differently. The 21st CCLC programs, like schools and districts, must strive to connect with students and families in ways that are beneficial and meaningful. 21st CCLC programs remain an important component in supporting the families and students who need it most.

Purpose
The purpose of the 21st Century Community Learning Centers (CCLC) summer learning expansion is to increase access of quality summer learning experiences for low-income students and their families focusing on academic and social and emotional enrichment.

Our Priority
The Office for Improvement and Innovation prioritizes the support of summer learning and enrichment for 21st CCLC programs and is committed to:
- Addressing student needs and interests by expanding access to innovative programs that serve both the academic and social emotional learning needs of students.
- Developing systems of support that are culturally relevant, and leverage the knowledge, strengths, and assets of students, families, educators, and the community.
- Providing a blended approach of hands-on academic learning and enrichment that will support reengaging and increasing student motivation to learn.
- Supporting the successful entry and reentry of students back into in-person elementary (including Kindergarten), middle and/or high school.
- Developing strong collaborations and partnerships for planning and implementation to align and leverage resources, improve program quality, and develop shared outcomes for success.
- Supporting the well-being of all students, staff, and families.

Planning summer learning programs
Often, grantees spend very little time planning summer programming. Planning for a quality summer learning program might be the most important characteristic of a strong 21st CCLC program. In 2020, the Rand Corporation conducted research and found have a good planning process reduces logistical problems and increases instructional time for students. They recommend:

1. *Conduct early, robust planning.*
   - **Commit to having a summer program (in your application).** Program managers who decided on a summer program in the fall and began planning no later than January ran a smoother summer program with less disruption to instruction.
   - **Dedicate a director to manage summer program planning who has influence, authority, and committed time.** The quality of summer programs was better when there was a director who had decision-making authority, project management experience, and at least half of his or her time reserved for summer program planning and management.

- **Determine which students to target and plan accordingly.** Decide whether the summer program will be open to all grade-appropriate students enrolled in the district or restricted to certain students, such as English language learners or those in high-poverty schools.
- **Consider a cross-departmental planning team.** The summer programming lead should work with staff from relevant departments, including curriculum, transportation, facilities to host summer sites, human resources for hiring staff, procurement for enrichment partners, information technology for attendance-taking and for use in the summer program, and communications for recruitment materials.
- **Create a calendar that stipulates task deadlines.** Set clear deadlines to anchor planning and use a shared calendar to signal who is required at meetings. This promotes efficient use of staff time.
- **Use meeting time wisely.** Hold regular meetings and use the meetings to focus on developing clear procedures and logistics for the summer program.
- **Engage both community-level and site-level staff in the planning process.** Planning worked best when a summer program director in the district central office ran the planning and involved site-level leads in some of the decision-making, such as creating site-specific master schedules or conducting site-specific professional development.

2. *Plan for both enrichment activities and academics.*

3. *Engage in a continuous improvement process.*
Plan to administer pre- and post-tests, observe instructors, collect staff, student, and parent views about the summer program and share evaluation data after the summer ends to improve the program over time and to reinforce community stakeholders' commitment to supporting the summer program.

Grant Requirements and Expectations
Grantees shall offer students 80 - 100 hours of summer programming. The program activities should focus on additional support in academic and social and emotional development needs and enrichment opportunities.

At the beginning of the school year or earlier, grantees should develop a well thought out summer plan to ensure effective programming that will increase student achievement and maximize student outcomes.

Funds may support training, planning and professional development for families. Summer programming may not exceed 30 percent of a program's total annual grant amount.

Priority for enrollment for summer programming shall be given to students enrolled in regular school year programming.

All current recipients of the 21st CCLC grant are asked to provide summer programming.

Start and End Dates
The Department requires that all subrecipients commence summer programming after their afterschool program has ended. Summer begins once the school year ends for the school/school district where 21st CCLC summer enrichment will take place. There are no set dates as to when summer begins and ends. Summer learning shall be no less than 5 weeks long.

Hours of Operation
All 21st CCLC programs serving students and parents during the summer must operate Monday – Saturday beginning no earlier than 7:30 am and no later than 6:00 pm.

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Attendance

In summer handbook materials, grantees should make clear that the program's expectations are that students attend every day. Enact a policy that students who miss more than a set number of days might be asked to leave the program. Summer programming shall consist of a total of 80-100 hours per summer.

Programs shall be available to students and families in the summer at least five weeks at four days a week.

The goal is to meet families where they are and support and encourage excellence in education. Keep in mind, sometimes parents aren't aware of the amount of time it may take to offer support needed. Regular attendance for summer shall be at least full attendance of

- **Site-based or school-based programs** that serve any elementary school students (K-5, K-6 or K-7-8) shall operate at least 15 hours per week. Middle and high school programs are required to operate at least 12 hours per week.
- **Remote and blended learning programs** that serve elementary school students (K-5, K-6 or K-7/8) operate at least 12 hours per week. Middle and high school programs are required to operate at least 9 hours per week.

Programs must maintain records of attendance in case of a future audit. Please save all virtual attendance records for four years. Consider using one of these methods to organize and record attendance:

1. Require all students to register and receive permission from parents/guardians for programs online before joining any virtual meeting (Some 21st CCLC programs use Google Forms).
2. Make sure students use their first and last names upon registration/logging in instead of using nicknames. If students are unable to change their own names in a platform, use name games/icebreakers to capture who is participating in the program.
3. Set up a web conference system to collect attendance automatically. The following tools allow for this approach:
   a. Zoom
   b. WebEx
   c. GoToMeeting
   d. Google Hangouts
4. If the system does not have the ability to collect attendance data, have students leave a comment in the chat box and save the conversation.

- All programs should strive to reach their estimated daily student attendance provided in the Fall Restart
- Program Plan. Programs should work to offer innovative and engaging activities to recruit and retain
- students in the targeted population. Depending on the needs of students and families, attendance may
- fluctuate. For more information, see the Data Collection section.

Professional Development

The Center for Out-of-School Advancement (COSA) serves as Ohio's professional development support for 21st CCLC programs. COSA will continue to offer regional virtual training and mentoring. For more information about COSA visit its website at www.cosaohio.org. For direct support, please contact the appropriate regional mentor listed below:

Dorothy Moulthrop, Chief Executive Officer – Open Doors Academy, dmoulthrop@odacle.org
Mark Noftz – Director - COSA, mnoftz@cosaohio.org
Theresa Barnett - Northwest Regional Mentor, tbarnett@cosaohio.org
Jamond Foree - Southwest and Southeast Regional Mentor, jforee@cosaohio.org
Sheila James - Central and Southeast Regional Mentor, sjames@cosaohio.org
Stacy Ward-Braxton - Northeast Regional Mentor, sward-braxton@cosaohio.org

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Data Collection
Reporting for the U.S. Department of Education within the 21APR Data Reporting System is required for all 2ˢᵗ CCLC grantees. In general, grantees must collect information related to attendance and participation, hours of operation, staffing and implemented program activities.

Supplement not Supplant
Adherence to the supplement, not supplant, provision is still relevant for all program configurations. Grantees should be aware that awarded funds must be used only to supplement, not supplant, any federal, state or local dollars available to support programs and activities allowable under the 21ˢᵗ CCLC program. This means that funding may not be used to replace existing funding for the same activity or service targeting the same population.

Nutrition
Students look forward to a nutritious snack, and for some programs, a meal after school. The expectation remains that 21ˢᵗ CCLC grantees must make nutritious snacks available daily to students during summer programming time, including remote and blended learning programs. Program staff should think of safe, creative and innovative ways to provide a daily snack to students. Although a nutritious snack is a program requirement, **the cost of the snack and any other food items is not an allowable expense under the 21st CCLC grant.** This includes food items served during family activities. For more detailed information regarding the After School Care Snack Program or summer meal programs, visit the [After School Care Snack Program webpage](#).

Child and Adult Care Food Programs provide meal reimbursements for licensed or approved child and adult care centers to help promote understanding of nutrition in overall health and develop positive food-related attitudes and behaviors. For more detailed information, visit the [Child and Adult Care Food Program webpage](#).

Use of Funds
Funds allocated under this federally funded grant program may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for extended learning opportunities. Funding may not be used to support required summer school or summer school like models.

Materials and supplies should be limited to 20 percent of the total budget. This include funds to purchase Personal Protective Equipment (PPE) and other supplies that provide a safe and healthy in-person environment.

Students being served by these funds cannot be charged to participate.

Program Expenditures
In constructing the budget, please note that all costs must be *reasonable and necessary* to implement the program activities. Applicants must complete both a budget and a budget narrative that demonstrates clear and specific links to the project activity plan. Rental of space, cash stipends to students to attend the program, cell phones, telephone and utilities, overhead costs and the purchase of materials that are used during the school day are not allowable expenses under this grant. Note: If you plan to use funds to hire contracted providers you must include a detailed budget and narrative for each contractor.

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Summer Learning and Enrichment Support Resources
21st CCLC grantees can find help identifying quality curriculum, student and family engagement strategies, and innovative best practices on summer learning and enrichment by

- the Ohio Afterschool Network www.oanohio.org,
- Y4Y website www.y4y.ed.gov,
- National Summer Learning Association (NSLA) www.summerlearning.org,
- Summer Learning and Enrichment Collaborative https://compcenternetwork.org/national-center/summer-learning-enrichment-collaborative and
- Expanded Learning and Afterschool Project www.expandedlearning.org.

Programs should contact the appropriate Regional COSA Mentor for support.

Communication
Many continuing grantees will need to adjust plans and approaches of delivery. Please consult the appropriate regional consultant or our fiscal manager for program changes and support. Be sure to include all programmatic and fiscal changes within the Comprehensive Continuous Improvement Plan (CCIP) history log. The 21st CCLC regional consultants and fiscal manager are:

- Dr. Stacey Brinkley, Central Region
  Stacey.Brinkley@education.ohio.gov

- Charlotte Jones-Ward, Southeast and Northwest Regions
  Charlotte.Jones-Ward@education.ohio.gov

- Charmaine Davis-Bey, Northeast and Southwest
  Charmaine.Davis@education.ohio.gov

- Nina Pace, Financial Program Manager
  Nina.Pace@education.ohio.gov

Please refer to the regional map below to identify program locations and assigned regions.

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Nita M. Lowey 21st CCLC
Grant Recipients
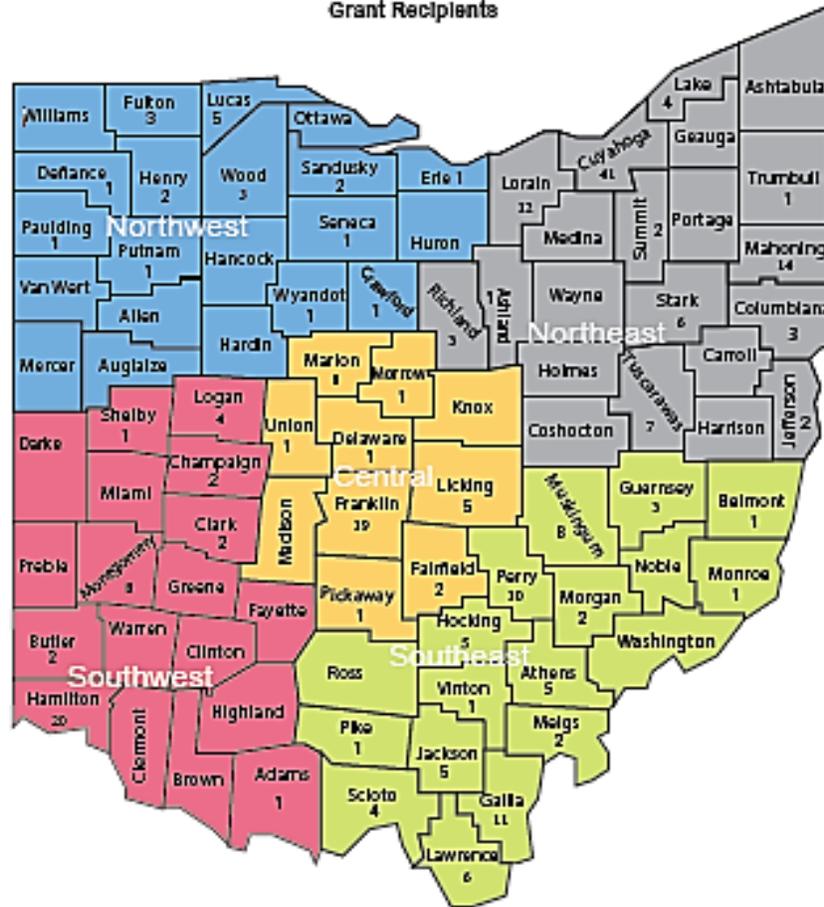
Government Performance and Results Act (GPRA)

The United States Department of Education has released new GPRA measures for all 21st Century programs. GPRA measures are designed to improve program management throughout the Federal government. Programs must align their program goals and objectives with the state performance objectives and GPRA measures.

Tabitha Palmer, Data Coordinator, will be communicating with all grantees throughout the fiscal year about data needs and reporting for school year and summer.

She will be utilizing the 21st CCLC Blog and emails to share resources, updates and announcements pertaining to program needs around data collection. All program managers should be signed up to receive notifications from the 21st CCLC Blog. Those who currently are not receiving notifications may sign-up here . For additional support, please contact Tabitha Palmer at Tabitha.Palmer@education.ohio.gov.

Health and Safety Best Practices

General best practices for program operations should be considered by all 21st CCLC grantees. These guidelines are for consideration and are not requirements. Grantees are encouraged to consider these practices as part of planning process.

- Create a plan to monitor supply inventory to thoroughly clean and disinfect all buildings, buses, equipment, and other surfaces prior to students and/or staff returning and after return, using Centers for Disease Control, Environmental Protection Agency, and Occupational Safety and Health Administration guidelines.
- Review and revise safety plans and drills: fire, man-made, tornado and bus evacuation.

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- Review personal wellness inventory and order necessary supplies, such as:
  - Touch-free thermometers;
  - Sanitizers/cleanser, hand soap and tissues;
  - Touch-free trash cans, receptacles and other supplies.
- Review an alternative command structure if administrative and/or key employees are unable to work.
- Review policies and procedures included in handbooks to provide more flexibility and remove punitive measures for absences when there is determined illness, a localized outbreak or exposure to a contagious disease.
- Review staff daily schedules to provide adequate time for handwashing, sanitizing desks and other good hygiene practices.
- Review and revise relevant human resource policies and handbooks for clarity to address attendance issues related to potential COVID-19 exposure, illness and concerns. Keep in mind any emergency laws that are in effect and are applicable to schools.

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Frequently Asked Questions

1. **What dates define summer for 21st CCLC programs?**

   Summer begins once the school year ends for the school/school district where 21st CCLC summer enrichment will take place. There are no set dates as to when summer begins and ends. Summer learning shall be no less than 5 weeks long.

2. **Can classroom teachers be hired for 21st CCLC programs?**

   Yes. At least one certified teacher is required to oversee the quality of the 21st CCLC academic curriculum. Responsibilities may include, but are not limited to, the development of lesson plans, alignment to the school day curriculum and/or Ohio's Learning Standards, student progress monitoring and development of differentiated instructional plans individualized to student needs. The needs of students with disabilities should be addressed by the individualized education program (IEP) team, in cooperation with the school. The teacher need only be certified in one subject at the grade span served.

3. **What data will grantees be required to collect in the summer?**

   Grantees must collect information related to attendance and participation, hours of operation, staffing and implemented program activities. More information about the format and method of reporting data is forthcoming. Program managers shall ensure all students are in the proper sessions by taking regular attendance.

4. **May 21st CCLC programs continue to pay summer staff who are working remotely?**

   Yes, all 21st CCLC program staff working remotely and in-person may continue to be paid with 21st CCLC grant funds for work aligned to their approved program goals, including remote work. Grantees must maintain records of the hours worked and the work performed. Hours should remain commensurate to program needs. In addition, keep in mind, the federal "supplement, not supplant" provisions apply to all expenditures (for example, 21st CCLC funds may only be used to supplement existing federal, state, and local sources of funds, and should not be used to supplant/replace them).

5. **Where can programs find help with curriculum, student and family engagement strategies, and innovative best practices on summer learning and enrichment?**

   Programs should contact the appropriate Regional COSA Mentor for support. Other resources include the Ohio Afterschool Network www.oanohio.org, Y4Y website www.y4y.ed.gov, National Summer Learning Association (NSLA) www.summerlearning.org, Summer Learning and Enrichment Collaborative https://compcenternetwork.org/national-center/summer-learning-enrichment-collaborative and Expanded Learning and Afterschool Project www.expandedlearning.org.

6. **Where can programs find answers to questions not listed here?**

   Please send additional questions to the appropriate Ohio Department of Education Regional Consultant.