

Program Year 2020-21 Guide for Nita M. Lowey 21st Century Community Learning Centers Grantees

Purpose

Support 21st Century Community Learning Centers (21st CCLC) grantees receiving funding from the Minnesota Department of Education as they provide programming during the COVID-19 pandemic.

Goals

1. Prioritize the health and safety of participants and staff
2. Support planning for safe program implementation
3. Clarify program requirements
4. Identify adaptations and flexibilities that meet program requirements and support local needs

21st CCLC Overview

The purpose of the 21st CCLC grant program is to provide academic and other enrichment opportunities during non-school hours or periods when school is not in session.

Grantees may use grant funds to provide a broad array of activities that advance student academic achievement and support student success, including:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity program
- Services for individuals with disabilities
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours

- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ('STEM')), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

The above uses of funds are designed to complement and reinforce the regular academic program of participating students. Grant funds may be used only to cover costs that (1) align with the approved grant application and budget and (2) are necessary, reasonable, allocable, allowable, and consistently treated, and (3) supplement and do not supplant other federal or state funds.

Programming During the COVID-19 Pandemic

21st CCLC programs play an integral role in supporting the social, emotional and academic learning needs of participants. These supports are needed now more than ever. When schools are implementing in-person learning plans, 21st CCLC programs are expected to operate during non-school hours or periods when school is not in session. When schools are implementing hybrid learning or distance learning plans, 21st CCLC programs may operate outside the core school day and/or school year (e.g., afterschool, during the summer, during school vacations, and during other non-instructional times).

School districts and charter schools are required by state law to provide a minimum number of annual instructional hours as well as a minimum of 165 instructional days for students in grades 1-11. The core school day can vary among schools within a district or charter school and among grades within a school. Grantees should work with the schools that their program participants attend to determine when 21st CCLC programming may be offered.

MDE recommends that 21st CCLC grantee organizations and partners follow the approach of their feeder school district or schools and align with the school day learning model. Schools have based the learning model on public health guidelines and community-level data to guide their decision-making, so MDE would expect that community partners serving students in the same communities would follow the same approach.

However, grantees may decide to deviate from the learning model being implemented by their feeder school(s). This decision must be made based on an assessment of student, family and community needs combined with careful consideration of public health guidelines and the ability to implement them.

Program Scenarios and Public Health Considerations

Being prepared for the start of the 2020-21 program year includes contingency planning for a variety of programming options. MDE recommends that grantees prepare plans for in-person, hybrid and distance

enrichment programming scenarios because it is possible that all three scenarios will apply during the 2020-21 program year. In each scenario, grantees must address how they will provide the program activities specified in their approved work plans as well as how they will ensure equitable access to programming for the students identified in their approved application. Grantees are not required to submit these plans to MDE.

The Minnesota Department of Health has developed guidance documents to address health considerations for navigating COVID-19 in a variety of settings. Use these tools during your program preparations to ensure that all required health practices are addressed in your plans for each program scenario.

- Grantees operating centers in non-school settings should review the MDH [COVID-19 Prevention Guidance for Youth and Student Programs \(PDF\)](#).
- Centers located in school buildings should follow the [MDH 2020-2021 Planning Guide for Schools](#).
- All grantees should also reference the U.S. Department of Education's [Family Educational Rights and Privacy Act \(FERPA\) and COVID-19 guidance](#) and the [U.S. Department of Health and Human Services \(HHS\) page on HIPAA and COVID-19](#) for more information on how to comply with applicable health privacy laws and regulations.

Scenario 1: In-person enrichment programming

- Provide in-person enrichment programs during non-school hours or periods when school is not in session.
- Grantees must follow appropriate health and safety guidelines.

Scenario 2: Hybrid enrichment programming

- All considerations in Scenarios 1 and 3.
- Provide in-person and distance enrichment program opportunities outside the core school day and/or school year, e.g., afterschool, during the summer, during school vacations, and during other non-instructional times.
- Access to in-person enrichment could apply to all program participants or tailored to address the specific needs of some participants and families. For example, you may decide to focus in-person programming on those participants and families who would benefit most from this model and provide distance enrichment programming for others.
- Grantees must follow appropriate health and safety guidelines.

Scenario 3: Distance enrichment programming

- Provide distance enrichment programs outside the core school day and/or school year, e.g., afterschool, during the summer, during school vacations, and during other non-instructional times.
- Program offerings should be provided in a format that can be equitably accessed by all students with appropriate enrichment materials and offer daily interactions with program staff.
- This does not necessarily mean programs must be offered online, but if they are grantees may consider how they will support participants and families with access and offer training on how to use platforms and online resources.

Targeted Services and 21st CCLC

Several 21st CCLC grantees leverage the State Approved Alternative Programs (SAAP) Targeted Services program for students to meet the educational enrichment requirements of the 21st CCLC grant. In those situations, the learning model of the primary feeder schools will impact the availability of Targeted Services during 21st CCLC programming.

Scenario 1: In-person learning for all students

When the feeder school is operating in-person, centers offering Targeted Services programs are expected to follow state guidance for in-person learning to safely implement the approved work plan. 21st CCLC grant funds may be used to supplement, but not supplant Targeted Services funding.

Scenario 2: Hybrid learning with strict social distancing and capacity limits

When the feeder school is operating hybrid learning, centers offering Targeted Services programs are expected to follow state guidance to safely implement a hybrid model of Targeted Services. For each scheduled hour of instruction a student receives in-person, they may also attend an equal number of hours of synchronized distance learning time with the teacher while the student is off-site. Attendance is taken for each hour of scheduled participation that generates membership including both the on-site and off-site instructional days and times. 21st CCLC grant funds may be used to supplement, but not supplant Targeted Services funding.

Scenario 3: Distance learning only

When the feeder school is operating distance learning only, there is no requirement for centers to offer Targeted Services programs when the primary feeder school implements a fully distance learning model. 21st CCLC funds may be used for alternative academic enrichment without worry of supplanting SAAP Targeted Services funds.

More information about Targeted Services may be found in the [MDE 2021-21 Safe Learning Plan](#). If you have questions, please email MDE.21CCLC@state.mn.us.

COVID-19 Program Coordinator

The Minnesota Department of Health (MDH) [2020 – 2021 Planning Guide for Schools](#) requires that each school building identify a COVID-19 program coordinator. This person will communicate concerns, challenges, and lessons learned related to COVID-19 preventative activities as needed with staff, students, families, school and district leadership, and local health officials.

Each 21st CCLC grantee should also designate a COVID-19 program coordinator to connect with school coordinators to ensure continuity and communication between the 21st CCLC program and school/district. We recommend designating the Grant Coordinator to serve in this role. Additionally, the COVID-19 program coordinator should engage existing staff, students, families, school and partner leadership and advisory board(s) in creating a safe and healthy program environment and ensure their perspectives are reflected in decision-making.

21st CCLC Program Requirements under COVID-19

The U.S. Department of Education (ED) has not waived any of the federal 21st CCLC program requirements, including the requirement to collect data on program attendance for reporting in the 21APR data system. However, below are considerations for how Minnesota 21st CCLC grantees can comply with these requirements during COVID-19.

Attendance and Participation

Grantees must track attendance and participation information to meet state and federal reporting requirements. The federal 21APR system will require grantees to report how program attendance was impacted by COVID-19 in the “COVID-19 Impact Statement” textbox. 21st CCLC staff will review this information. You will be asked to provide information about participation of student in in-person activities, online learning activities, and activities facilitated by the delivery of learning materials or supplies.

Minnesota requires that grantees provide at least 420 hours of programming throughout the program year, including at least 300 hours during the school year. Research shows that regular participation in high quality programs like the 21st CCLC programs offered by grantees has a positive impact on social, emotional and academic outcomes for students. We encourage grantees to strive to provide at least 420 hours of programming during the 2020-21 program year, and to document the hours of operation during this time. However, we recognize that this may be difficult or impossible to achieve. MDE will be flexible on this requirement, provided grantees can justify that reasonable efforts were taken to provide robust, accessible programming while keeping students safe.

Work Plan and Budget Revisions

Operating programs during the COVID-19 pandemic will be challenging. We recommend that grantees prepare plans based on in-person, hybrid and distance enrichment programming scenarios because it is possible that all three scenarios will apply during the 2020-21 program year. As always, grantees are required to report significant changes to their work plans and budgets to MDE.

Please make sure budget revisions include a justification for the proposed changes. Budget revisions cannot be approved without a justification. If you want to propose a work plan revision, please schedule a consultation with 21st CCLC staff by sending an email to mde.21cclc@state.mn.us.

Resources and Supports

[MDE Safe Learning Plan Overview Page](#)

Bookmark this page, as it has links to many of the other guidance linked to below, and will be the page that gets updated as the guidance documents are updated.

[MDE 2021-21 Safe Learning Plan](#)

Describes the process for schools to decide which learning model to choose for the school year, and how to

reopen safely. For a high-level summary of the main points, see the [PowerPoint slide deck](#) the Governor used to present the Safe Learning Plan.

[Schools and Child Care COVID-19 Resources from MDH](#)

This page includes guidance on health considerations when navigating reopening as a childcare center or school. Will not directly targeted to OST programs, the guidance in here is relevant for OST.

[Data for K-12 Schools: 14-day COVID-19 Case Rate by County \(PDF\)](#)

This document provides data that can be used by schools in making decisions about their safe learning model.

[COVID-19 Prevention Guidance for Youth and Student Programs](#)

A practical guide that considers how to apply the prevention strategies recommended by MDH in youth and student programs, including 21st CCLC sites.

[New York Public Library Internet Safety Tips for Teens and Children](#)

Concise internet safety tips, not only for teens and children but for adults as well. For guidance that is directed more at the general public - including adults, children, and parents - see the [FCC Internet Safety Tips](#).