

## AB104: Overview and Planning Tool For Expanded Learning Programs

**AB104:** ([https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB104](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB104))

This overview and planning tool was developed in response to AB104 and its effort to address student learning loss during the COVID-19 pandemic. The purpose of this resource is to provide expanded learning programs with an understanding of AB104, provide a strategy to advocate for potential partnerships with an LEA, and recommend topics and questions to consider prior to and during conversations with the LEA.

### **AB104: Breakdown** (Based on AB104's January 21, 2021 Amendment)

- SEC 4, Article 11 // COVID-19 Pupil Learning Recovery Act of 2021
- 54810 – Article Name
- 54811 – Why?: Context and Summary
- 54812 – Definitions
- 54813 – Funding Profile: Block Grant Program to Local Educational Agencies (LEAs)
- 54814 – When?: Funding Timelines
- 54815 – What? And How?: Supplemental Instruction Design
  - 54815 (c)2 : Strongly recommends LEAs to partner with ASESs and 21<sup>st</sup> CCLC programs in the design and implementation of supplemental instruction and support
- 54816 – Who?: Target Student Population
- 54817 – How?: State Posting Process and Potential Application Process
- 54818 – Administrative Costs
- 54819 – Reporting
- 54820 – Funding Structure and Expenditure Requirements

## **AB104: Key Points for Expanded Learning Programs (ASES/21<sup>st</sup> CCLC)**

Note: For programs **without** ASES/21<sup>st</sup> CCLC Supplemental funding, securing AB104 funding would allow you to operate supplemental programming during summer 2021 and school year 2021-2022.

### **COLLABORATIVE PARTNERSHIPS BETWEEN LEA AND EXPANDED LEARNING PROGRAMS**

**54811(h)** Research by the RAND Corporation has shown that quality summer learning programs can combat learning loss when operated at least five consecutive days, six hours per day or more, in partnership with teachers and community partners. Additionally, a study of summertime experiences of youth by the National Academies of Sciences, Engineering, and Medicine found that **youth need a balance of structured and unstructured activities for optimal development.**

**54815(c)(2): Engage, plan, and collaborate on program operation** with community partners, including local public agencies and community-based organizations, leverage existing behavioral health partnerships, and partner with expanded learning programs such as the **After School Education and Safety Program** (Article 22.5 (commencing with Section 8482) of Chapter 2 of Part 6 of Division 1 of Title 1) and **21st Century Community Learning Centers** programs (Article 22.6 (commencing with Section 8484.7) of Chapter 2 of Part 6 of Division 1 of Title 1) in the design and implementation of the tiered program of supplemental instruction and support.

### **THE WHEN AND HOW AND ALLOWABLE ALTERNATIVES**

**54814. (a)** Commencing with the regularly scheduled school break in the summer between the 2020–21 and 2021–22 academic years and continuing through the 2021–22 academic year, a local educational agency shall, as a condition of receiving funding allocated by this article, offer supplemental instruction and support described in Section 54815 to eligible pupils described in Section 54816. Except as otherwise provided in subdivision (b), the local educational agency **shall offer the supplemental instruction and support to the eligible pupils in person and shall follow safety protocols as approved in the local educational agency’s school reopening safety plan.**

(b) The following are **allowable alternatives to the in-person** supplemental instruction and support described in subdivision (a):

(1) **If a public health directive or order prohibits a school campus from reopening**, the local educational agency shall provide supplemental instruction and support to eligible pupils returning to campus in **small cohorts**, as defined in current public health guidance published by the State Department of Public Health. If eligible pupils are unable to return to campus in small cohorts, supplemental instruction and support shall be provided in the form of **distance learning and support.**

(2) If an eligible pupil is unable to receive in-person supplemental instruction and support **due to the pupil’s health-related restriction**, a local educational agency shall provide supplemental instruction and support in the form of distance learning and support to that pupil.

### **SUPPLEMENTAL INSTRUCTION DESIGN**

**54812(d)** “Supplemental instruction” means the instructional programs provided **in addition to and complementary** to the regular instructional programs offered or provided by a local educational agency.

**54815(a)(1):** For all eligible pupils: academic instruction based on pupil needs, with **specific supports** for English learners and pupils who are individuals with exceptional needs; behavioral and social-emotional support; and meals and snacks pursuant to paragraph (1) of subdivision (b). **It is the intent of the Legislature that this instruction be provided in an active and engaging manner in a positive school climate, integrating instruction in subjects such as** visual and performing arts, science, technology, engineering, world languages, physical education, and career technical education, and instruction through outdoor and environmental education, project-based learning, career exploration and work-based learning, service-learning, opportunities for organized physical recreation, and enrichment activities.

### With AB104 Integration in Mind

These questions should be considered **prior to meeting with an LEA** regarding the potential of using AB104 funds to operate supplemental programming during summer 2021 and school year 2021-2022.

1. Vision: How will the program meet the requirements of AB104 addressing pupil learning recovery in collaboration with the LEA (including summer and beyond)?
2. Provide an Impact Statement that illustrates the influence of your program and/or expanded learning programs overall (consider using data to convey this message)
  - a. Resources:
    - i. [Summer Learning – A Smart Investment for California School Districts](#)
    - ii. [Afterschool Alliance: Making the case for afterschool](#)
    - iii. [State of the State of Expanded Learning in California](#)
3. Theme: Provide examples of themes that students might find engaging and would support enrollment and academic improvement.
4. How will the program support students in their academic achievement by using an active and engaging framework in the following areas: ELA, math, STEAM, etc.?
5. Positive Environment: How will the program foster a positive learning climate?
6. How will the program address mental health and well-being including SEL and trauma informed care?
7. How will the program grow students' agency and intrinsic motivation to do well in school (inquiry based learning, exploration, engagement, collaborative group work, etc.)?
8. How will the program provide opportunities for youth to practice and improve 21<sup>st</sup> Century Skills (collaboration, creativity, critical thinking, and communication)?
9. Explain the readiness of the program to operate:
  - a. **In-person programming (see public health directive)**
  - b. **Virtual programming**
  - c. **Hybrid programming**
  - d. MOU and or Contract
  - e. Staff recruitment
  - f. PPE
  - g. Logistics for operating: facilities, custodial, etc.
  - h. Technology and connectivity (staff and students)
  - i. Professional development
  - j. Complimentary content (curriculum/lesson planning)
  - k. Distribution process for supplies, resources, etc.
10. Community Partnership: Provide examples of existing or potential community partners (mental and behavioral health, museums, libraries, fire department, police department, Girl Scouts) that will contribute to program goals.

## Program Design Team Discussion Considerations

### A Collaboration Between LEA and Expanded Learning

These questions should be considered **during the planning meeting** with the LEA regarding the potential of using AB104 funds to operate supplemental programming during summer 2021 and school year 2021-2022.

Mindset: Cultivate the relationship with the instructional day to meet student needs per AB104.

1. Who will be part of the Program Design Team that designs summer programming, and what will be their role/contribution?
2. What is the common purpose of the Design Team and program?
3. What are the program goals? (SMART Goals)
4. How will you identify the target student population and their learning needs?
  - a. “The determination of appropriate services may be informed by current research, the use of formative assessments, grades, surveys, existing data, teacher and counselor insight, and other tools.” (AB104: 54817(c)(2))
5. What is the communication plan? (collaborative, clear, consistent, on-going; pre, throughout, & post)
6. How will meals and snacks be acquired and provided to students?
7. What is the plan for professional development and planning time for associated staff?
8. Technology Software: What type of software/program will be used to support student learning (iReady, ST Math (Jiji), etc.). What staff and student access is needed?
9. How will the program utilize student voice and choice?
10. Parent Engagement: How will the program connect with parents and guardians regarding their student’s participation, academic success, resources that support family bonding, mental health and well-being, etc.
11. Budget considerations for AB104:
  - a. **54820(c): A local educational agency shall expend at least 50 percent of allocated grant funds received pursuant to this article before the commencement of the 2021–22 academic year.**
  - b. Professional development (cap of 15%)
  - c. Administrative costs (cap of 5%)
  - d. Staffing
  - e. Cost of operating program (curriculum, materials, supplies, technology, etc.)
  - f. Cost associated with outreach to pupils and parents