21ST CCLC NTAC
National Technical Assistance Center

Legal Foundations for Including Students With Disabilities in 21st CCLC Programs

Legal Foundations for Including Students With Disabilities in 21st CCLC Programs

What to do: Use this resource as a tool for understanding the legal foundations for including students with disabilities in Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) programs.

Why it matters: Understanding legal requirements keeps programs in compliance and helps them ensure that all students can access and participate in 21st CCLC programs.

Contents

About This Resource 2
Introduction 2
The Individuals with Disabilities Education Act (IDEA) 4
The Americans with Disabilities Act (ADA) 9
Section 504 of the Rehabilitation Act 10
Practical Application of These Laws 11
Glossary 14
Resources 17

Want to Explore This Information in an Interactive Format?

To explore this information in a mini-course and receive a certificate of completion:

- Register or sign in to the 21st CCLC National Technical Assistance Center's (NTAC) Professional Learning Portal.
- Go to the Learning Management System.
- Select the mini-course titled Legal Foundations for Including Students With Disabilities in 21st CCLC Programs.

About This Resource

This resource was developed as part of the Collaborative Connections series by the 21st CCLC NTAC in collaboration with the U.S. Department of Education's (Department) 21st CCLC program office, the Office of Special Education Programs (OSEP), and the National Center for Systemic Improvement (NCSI). The purpose of this series is to help State and local program leaders understand the Federal laws that impact students with disabilities in Nita M. Lowey 21st CCLC programs — and to ensure that all students can fully participate in and benefit from these programs.

What's In This Resource

This resource provides information about how the Individuals with Disabilities Education Act (IDEA) and other Federal laws apply to the inclusion of students with disabilities in 21st CCLC programs.

- The three sections after the Introduction describe **three laws** relevant to programs that receive Federal funds and serve students with disabilities.
- The section after that gives **examples** of how these laws apply to 21st CCLC programs.
- The **glossary** defines key terms relevant to including and supporting students with disabilities.
- The closing section provides links to government **resources** you can use if you have questions about legal rights and obligations related to including students with disabilities.

How to Use This Resource

There are several ways to use the information in this resource, depending on your needs:

- Bookmark or download this document to use as a reference tool.
- Use the information and resources to provide customized training for your staff.
- Share this resource with other 21st CCLC staff members and let them know they can take the mini-course to explore this same information in an interactive format and receive a certificate of completion.

Introduction

Students' Legal Rights to Participate in 21st CCLC Programs

Students with disabilities have the legal right to participate in their schools and communities, including out-of-school time (OST) programs that receive Federal funding.

- The Elementary and Secondary Education Act of 1964 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), authorizes the 21st CCLC program and states that 21st CCLC funds "may be used to carry out a broad array of activities that advance student academic achievement and support student success, including … services for individuals with disabilities" (ESSA §4205(a)).
- Civil rights requirements apply to public and private organizations that receive a 21st CCLC subgrant. A 21st CCLC subgrantee that is a local educational agency (LEA) is also subject to the requirements in Part B of the IDEA (21st CCLC Non-Regulatory Guidance, Sections E-25 and E-27).

Three Laws, Different Purposes: Understanding IDEA, ADA, and Section 504

These three laws differ but work together to support access to programs and services in various settings, including education. You'll learn more about these laws in the other sections of this resource. Here's a snapshot of the focus area of each law:

- **IDEA:** providing access to a free appropriate public education
- **SECTION 504:** providing equal access to the same opportunities as peers in Federally funded programs; applies to schools and funded programs
- **ADA:** providing access in all settings, not just education; covers public and private programs

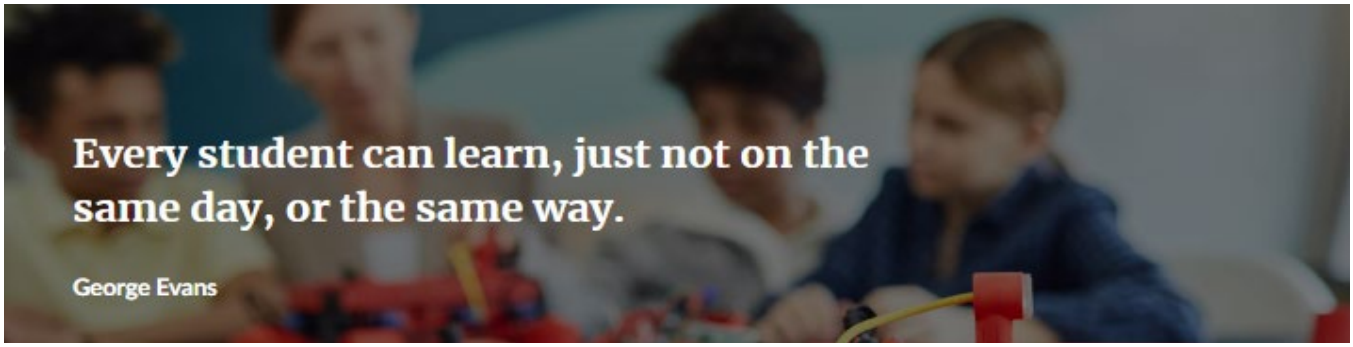
Why Understanding These Laws Matters for 21st CCLC Programs

Students with disabilities may have written plans in place (under IDEA or Section 504) that specify what types of supports they need in order to participate in educational activities. 21st CCLC programs must provide access and supports for these students.

Understanding legal requirements keeps programs in compliance and helps them ensure that all students can access and participate in 21st CCLC programs. This understanding helps program leaders:

- Communicate effectively with schools and families about students' needs and strengths — and ways the program can help support student success.
- Access (with permission) information about the specific types of supports required to ensure students with disabilities can participate in program activities.
- Design and implement activities that enable all students, including students with disabilities, to participate.

The Individuals with Disabilities Education Act (IDEA)



IDEA is Federal law that ensures that children with disabilities receive a free appropriate public education (FAPE).

Title 34 of the Code of Federal Regulations (34 CFR) contains the official Federal regulations that implement IDEA. According to 34 CFR § 300.1, the purposes of IDEA are:

- To ensure that all children with disabilities have available to them a free appropriate public education [FAPE] that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living
- To ensure that the rights of children with disabilities and their parents are protected
- To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities
- To assess and ensure the effectiveness of efforts to educate children with disabilities

Learn More About IDEA

To view the IDEA statute and regulations issued by the U.S. Department of Education, go to: sites.ed.gov/idea/statuteregulations/

Here are some important things to know:

- IDEA ensures that special education programs address academic and functional areas, including maximum participation in extracurricular activities (as discussed in 34 CFR § 300.107 and 34 CFR § 300.117).
- Each State educational agency (SEA) is required to develop policies and procedures for the implementation of IDEA requirements.

- IDEA requires public schools to provide FAPE in the least restrictive environment (LRE) to eligible students with disabilities so that they have the same opportunity for education as nondisabled students.
- Students who are eligible for special education services under IDEA receive Individualized Education Programs (IEPs) that describe the services and supports they need to participate in the educational setting.

IDEA Recognizes 13 Disability Categories*

- Autism spectrum disorder
- Deafness
- Deaf-blindness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Visual impairment, including blindness
- Orthopedic impairment
- Traumatic brain injury

* Although "developmental delay" isn't one of the 13 general categories named in IDEA, children ages 3-9 may alternatively qualify under that disability category if the State defines and includes it.

Key IDEA Terms and Concepts

Here are some key IDEA terms and concepts you need to understand as you work to support students with disabilities.

Free Appropriate Public Education (FAPE)

Under IDEA, FAPE, as defined in 34 CFR § 300.17, consists of special education and related services that "(a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the SEA, including the requirements of this part; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with an individualized education program (IEP)."

Individualized Education Program (IEP)

An IEP is a written statement for a child with a disability that is developed, reviewed, and revised by a team of education professionals, along with the child's parents and others with relevant expertise, in accordance with IDEA's implementing regulations (34 CFR §§ 300.320-323 and § 300.324).

The IEP states the child's present levels of academic achievement and functional performance, includes annual goals for the child and how progress toward those goals will be measured, and describes special education and related services and supplementary aids and services to be provided to the child.

An IEP is required for every child who receives special education services.

Accommodations

IDEA doesn't formally define the word *accommodations* but uses other terms (i.e., *special education*, *related services*, and *supplementary aids and services*) to describe student supports, which often include what are commonly called accommodations.

Accommodations are changes to how the student learns the material and meets grade-level expectations.

Examples: Large-print materials, extra visual or verbal cues, additional time to complete a task, personalized examples, a distraction-free workspace

Modifications

IDEA doesn't formally define the word modifications, but IDEA allows individualized changes to learning expectations through a student's IEP when appropriate. Educators commonly refer to such changes as modifications.

Modifications are changes to what is taught or expected of the student.

Examples: Lower-level book, video instead of text, modified task, simplified content, reduced workload

Supplementary Aids and Services

Supplementary aids and services, as defined in 34 CFR § 300.42, means "aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§ 300.114 through 300.116."

These terms (and others) are included in the Glossary section, which you can use as a quick reference anytime.

What This Law Means for 21st CCLC Programs

Student Access to Extracurricular Activities

IDEA includes language that requires LEAs to ensure that students with IEPs have equal access to participate in nonacademic and extracurricular services and activities to the maximum extent appropriate. This requirement applies to 21st CCLC programs, including those operated by organizations other than the LEA. See IDEA Section 300.117.

Supports for OST Activities

21st CCLC programs should be aware that supports for OST activities can be written into a student's IEP if they are required for the student to have equal access to the program. A student's IEP will specify any supplementary aids and services determined appropriate and necessary for the student to participate in the OST setting.

Note: In general, the provision of such supplementary aids and services is the responsibility of the LEA, though program funds may be used for this purpose. Even if your program is separate from the school district, the supports written into students' IEPs can provide guidance for supporting them in the OST program. See Sections E-25 through E-27 in the 21st CCLC Non-Regulatory Guidance for additional information.

Access to IEPs

OST staff can ask families for a copy of a student's IEP but cannot require them to provide it. Also, OST staff can ask families for permission to review the IEP and communicate with school-day personnel who support the student about accommodations, modifications, and other supports specified in the IEP that can be implemented in the OST program. This, in turn, can enhance student participation, engagement, and outcomes.

Ways to Support Students' IEP Goals

IEPs are developed by the LEA — not by or for the 21st CCLC program — but a student's IEP may be updated by the school-based IEP team to include the 21st CCLC program if it's deemed necessary for the student to receive FAPE. Here are examples of IEP goals and ways 21st CCLC programs can provide support.

Academic Support and Accommodations

IEP Goal	21st CCLC Program Support
The student will increase reading fluency to 110 words per minute with 90 percent accuracy.	During tutoring sessions, the program provides a quiet space and a staff member to work one-on-one with the student on reading fluency as outlined in the IEP.
The student will follow multistep instructions without verbal redirection.	Program staff members present instructions in a clear, step-by-step format and provide a graphic organizer or checklist.

Behavior Goals and Modifications

IEP Goal	21st CCLC Program Support
The student will use a break card to de-escalate.	The student's break card is honored during program activities, allowing the student to take a break in a designated, quiet area with a trained staff member.
The student will follow multistep instructions without verbal redirection.	Program staff members present instructions in a clear, step-by-step format and provide a graphic organizer or checklist.

Physical and Health-Related Supports

IEP Goal	21st CCLC Program Support
The student will independently follow a prescribed dietary plan by making appropriate food choices and seeking adult support when needed.	The program's meal service accommodates the student's documented dietary restrictions. Staff are informed about the student's dietary plan and are trained to provide support as needed to ensure the student's safety.
The student will independently use scheduled movement breaks across educational settings to meet documented physical needs.	The program accommodates the student's need for scheduled movement breaks. Program staff are trained to provide prompts and coaching as necessary to ensure the student's safety and support independent decision-making.

Communication and Family Engagement

IEP Goal	21st CCLC Program Support
The student's family will receive a weekly update on student progress.	Program and school-day staff collaborate to update families weekly on the student's progress on homework completion and engagement in academic enrichment activities.
The student will use an augmentative and alternative communication (AAC) device to communicate.	Program staff are trained to use the student's AAC device and encourage its use during program activities to facilitate communication.

The Americans with Disabilities Act (ADA)

The ADA is a Federal law that prohibits discrimination against people with disabilities.

Key Information About the ADA

Focus

The ADA is a Federal civil rights law that prohibits discrimination against people with disabilities in everyday activities.

Guarantees

The ADA guarantees that people with disabilities have "equal access, opportunity, and treatment across various aspects of life," including opportunities to enjoy employment opportunities, purchase goods and services, and participate in State and local government programs.

Definition of Disability

The ADA defines disability more broadly than IDEA, which specifies categories of students with disabilities. The ADA defines disability as the condition of having a "physical or mental impairment that substantially limits one or more major life activities." Under the ADA, anyone who has, has a history or record of having, or is perceived by others as having such an impairment is considered to have a disability.

Public entities (run by State or local governments) and public accommodations (businesses, including nonprofits, that are open to the public) must make reasonable modifications to ensure people with disabilities have equal opportunity to participate and benefit from the services provided. Reasonable modifications are made based on information about individuals, not their diagnoses.

Note: The Federal government is covered by different laws, such as the Rehabilitation Act of 1973 (Sections 501, 504, and 508), which addresses accessibility and non-discrimination for Federal agencies and programs.

Definitions of Other Terms

The ADA doesn't formally define "modifications" but uses the term broadly to apply to multiple settings, not just education. Also, it uses the term *accommodations* to mean businesses that are open to the public. In the context of education, "modifications" are changes to what is taught or expected of the student and "accommodations" are changes to how the student learns the material and meets grade-level expectations. See the Glossary section for additional information and examples.

Learn More About ADA

To view the ADA statute, along with links to guidance and resource materials, visit ada.gov/law-and-regs/ada/.

What This Law Means for 21st CCLC Programs

Here are some important things to know about the ADA:

- 21st CCLC programs must adhere to the ADA.
- Students with disabilities cannot be excluded from the program — or any services or activities it offers — because of their disability.
- 21st CCLC programs must ensure physical access to buildings, classrooms, playgrounds, and other areas used by students and make reasonable modifications to policies, practices, and procedures to accommodate students with disabilities. This may involve altering routines, allowing service animals, or modifying instruction.
- Reasonable modifications should not "constitute an undue burden" or "fundamentally alter" the program (21st CCLC Non-Regulatory Guidance, Section E-25).

Section 504 of the Rehabilitation Act

The purpose of Section 504 of the Rehabilitation Act is to protect the rights of individuals with disabilities and prohibit discrimination based on disability.

Key Information about Section 504

Here is some key information about Section 504 of the Rehabilitation Act:

- **Section 504 of the Rehabilitation Act:** Section 504 of the Rehabilitation Act (commonly referred to simply as "Section 504") protects the rights of individuals with disabilities. It prohibits discrimination based on disability in Federally funded programs, mandating that no one be excluded from participation in or denied the benefits of any program or activity on the basis of their disability (34 CFR § 104.4).
- **Definition of Disability:** Section 504 of the Rehabilitation Act uses the same definition of disability as the ADA (see glossary).
- **Student Needs:** Section 504 ensures that students with disabilities have equal access to education and are provided with necessary accommodations to fully participate in educational programs and activities.
- **Section 504 Plans:** A student who qualifies as having a disability under Section 504 will receive a Section 504 plan, which details the student's needs and accommodations to

meet those needs. Section 504 plans differ from IEPs. See the glossary for additional information about these two types of plans.

- **Enforcement**: Enforcement of Section 504 is managed by the Department's Office for Civil Rights (OCR). While the Section 504 plan is developed at the LEA level, it is enforced by OCR. Contact information can be found at ed.gov/about/ed-offices/ocr#ctonact-us.

What This Law Means for 21st CCLC Programs

Because 21st CCLC programs receive Federal funds from the Department, 21st CCLC programs must adhere to Section 504 of the Rehabilitation Act. With permission from parents or guardians, schools can share information from students' Section 504 plans. This information can help your program comply with statute and customize supports for students. This, in turn, can enhance student participation, engagement, and outcomes.

Learn More About Section 504

Read the statute: dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973

Get additional information about Section 504: ed.gov/laws-and-policy/individuals-disabilities/section-504

Practical Application of These Laws

Here are some ways 21st CCLC programs can help ensure they are following legal requirements and providing a supportive environment for all students, including students with disabilities.

Ensure Accessibility and Non-Discrimination

21st CCLC programs must:

- Adhere to these laws by providing necessary modifications and accommodations and by ensuring accessibility for all students and families, regardless of the setting (school day or OST).

- Ensure that all programs and activities are accessible to students with disabilities and do not discriminate based on disability status.
- Ensure that each child with a disability participates with their peers without disabilities to the maximum extent appropriate to the needs of the child.

Provide Individualized Support

- 21st CCLC programs must collaborate with students' families and school staff to provide any customized supports and supplementary aids and services specified by the student's IEP team to ensure equal participation opportunities.
- 21st CCLC programs can develop systems for gathering information about individual students (e.g., strengths, needs, communication preferences, sensory sensitivities, existing modifications they use in other places) and use that information to implement accommodations and modifications.

Coordinate Supports and Services

- 21st CCLC programs must take the lead in coordinating with LEAs to ensure that necessary and appropriate supplemental aids and services outlined in IEPs and Section 504 plans are implemented appropriately in OST program settings.

Respect Parental Rights

- 21st CCLC programs must respect and protect the rights of parents and guardians of students with disabilities as outlined in the IDEA.

Train Staff

- Program staff must be adequately trained to support and implement accommodations, modifications, and services for students with disabilities.

Disability Protections Aren't Just for Students

Programs must be in buildings or locations accessible to all people, including children and adults (e.g., family members or others attending meetings or events, families picking up children).

Including Students With Disabilities in 21st CCLC: Four Scenarios

Explore these scenarios to deepen your understanding of the practical application of the laws you've been learning about.

Scenario 1: Leo

Leo is a student with asthma who's eligible for a Section 504 plan. He wants to participate in the 21st CCLC program. The program director says Leo won't be able to participate because of liability issues.

Is the program director correct?

No. This is disability discrimination because the program director didn't consider what actions to take (or if any actions are necessary) to provide the student with an equal opportunity for participation in 21st CCLC programming. Additionally, any determinations regarding accommodation must be made by the school-based Section 504 team, not by one individual.

Scenario 2: Ella

Ella has a visual disability, and she has an IEP. She wants to participate in a 21st CCLC program, but she needs text in an alternate format. The program director says the student's parents must pay for the alternate formats for 21st CCLC written materials.

Is the program director correct?

No. This is improper cost-shifting to the parent. Costs must be paid for by either the 21st CCLC program or by the LEA (from IDEA funds), depending on the content of the IEP. If Ella uses equipment during the school day (such as a braille reader) to assist in accessing and assimilating information, then that equipment must be accessible in the 21st CCLC program as well.

Scenario 3: Destiny

Destiny has an IEP that provides a 1:1 paraprofessional to assist with health and behavioral needs. The IEP team determines that she needs the 1:1 paraprofessional to participate in 21st CCLC programming. The team says the LEA is required to cover the cost.

Is the student's IEP team correct?

Yes. A 21st CCLC program operated by or with an LEA meets the IDEA definition of "extracurricular and other nonacademic activities," and LEAs must provide the accommodations, modifications, and supports listed in the IEP.

Scenario 4: Michael

Michael has an IEP because of a diagnosis that includes emotional disturbance. Participation in the OST program has been written into the IEP. During an attempt to participate in 21st CCLC programming in which all anticipated IEP supplementary aids and services were documented, provided, and implemented (including a specifically trained 1:1 paraprofessional), Michael injures a staff member and two other students. The program director notifies Michael's parents and his IEP team that per the behavior policy documented in the OST program's handbook, he's no longer eligible to participate in the 21st CCLC program.

Is the program director correct?

No. In this case, Michael's participation in 21st CCLC programming must be reviewed by his IEP team to determine contributing factors to the incident, whether the behaviors were a result of the diagnosed disability, whether the identified supplementary aids and services were appropriate and/or sufficient to support Michael in the 21st CCLC environment, and whether future participation is appropriate. During the review period, removal of the student from the program is appropriate and may be maintained if there is an imminent threat to staff and other students.

Glossary

Accommodations

Changes to how the student learns the material and meets grade-level expectations; may be categorized as presentation (changes to how students receive information), response (changes to how students show what they know), setting (changes to make the environment accessible for instruction and assessment), and scheduling (changes to time demands and schedules).

Examples: *Large-print materials, extra visual or verbal cues, additional time to complete a task, personalized examples, distraction-free workspace*

Disability

IDEA defines a "child with a disability" as a child who has been evaluated as having a condition that aligns with one of 13 specified disability categories (and in some States, a child age 3-9 experiencing developmental delays, as defined by the State) and who, as a result, requires special education and related services. See 34 CFR § 300.8.

The ADA and Section 504 of the Rehabilitation Act define disability as a physical or mental impairment that substantially limits one or more major life activities; having a record of such an impairment; or being regarded as having such an impairment. For additional information, see this page on the ADA.gov website: Introduction to the Americans with Disabilities Act.

Free Appropriate Public Education (FAPE)

Under IDEA, FAPE consists of special education and related services that "(a) are provided at public expense, under public supervision and direction, and without charge; (b) meet the standards of the SEA, including the requirements of this part; (c) include an appropriate preschool, elementary school, or secondary school education in the State involved; and (d) are provided in conformity with an individualized education program (IEP)." See 34 CFR § 300.17.

Inclusion

The term *inclusion* is not explicitly defined or used in IDEA, ADA, or Section 504. The term is generally used in education to mean ensuring that all students, including students with disabilities, have access to and can participate in the general education environment, given the appropriate supports.

Individualized Education Program (IEP)

A written statement for a child with a disability that is developed, reviewed, and revised by a team of education professionals, along with the child's parents and others with relevant expertise, in accordance with IDEA's implementing regulations (34 CFR §§ 300.320-323 and § 300.324). The IEP states the child's present levels of academic achievement and functional performance, includes annual goals for the child and how progress toward those goals will be measured, and describes special education and related services and supplementary aids and services to be provided to the child. An IEP is required for every child who receives special education services.

Least Restrictive Environment (LRE)

An educational principle under IDEA that requires children with disabilities to be educated with their non-disabled peers to the maximum extent appropriate. The LRE is determined by an IEP team for each student. LRE requirements are described in 34 CFR §§ 300.114-300.120.

Modifications

Changes to what is taught or expected of the student.

Examples: *Lower-level book, video instead of text, modified task, simplified content, reduced workload*

Public Accommodations

Businesses, including nonprofits, that are open to the public. For additional information about how the ADA defines this term, see this page on the ada.gov website: Businesses That Are Open to the Public.

Examples: *Recreation centers, licensed child care centers, community-based organizations, faith-based organizations*

Public Entities

Places run by State or local governments. For additional information about ADA requirements, see this page on the ADA.gov website: State and Local Governments.

Examples: *Public schools, public libraries, parks and recreation departments*

Note: The Rehabilitation Act of 1973 (Sections 501, 504, and 508) addresses accessibility and non-discrimination for Federal agencies and programs.

Reasonable Modifications

Modifications to policies, practices, or procedures that must be provided to avoid discrimination on the basis of disability and which do not cause a fundamental alteration or undue burden as defined by law.

- A **fundamental alteration** is something that changes the nature of the program.
- An **undue burden** is a significant difficulty or expense. To determine whether a modification would pose an undue burden, the program must consider the nature and cost of the modification and the overall financial resources of the subgrantee organization or agency.

Note: The term *reasonable modification* is used in the ADA and Section 504 of the Rehabilitation Act. IDEA doesn't use this term but addresses the underlying principle. *See least restrictive environment (LRE)*.

Section 504 Plan

A written document developed under Section 504 of the Rehabilitation Act that outlines specific accommodations, supports, or services provided in general education settings to a student with a disability to ensure access to a free appropriate public education (FAPE) and prevent discrimination based on disabilities, as described in 34 CFR Part 104. Section 504 plans are typically developed by a team that includes school teachers and others who are familiar with the student, a parent, and sometimes the student. Each school district may develop its own format for documenting the plan.

Supplementary Aids and Services

Aids, services, and other supports that enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate and could include ensuring that all materials are in an accessible format, based on the student's individual needs as determined by the IEP team. For the IDEA definition, see 34 CFR § 300.42.

Examples: *Audio description, braille, captioning, noise-reducing headphones, special software, one-on-one aide*

Resources

Resources on Disability Legislation

The following resources provide technical background information and address questions about legal rights and obligations related to including students with disabilities.

ADA Title III Regulations
ada.gov/law-and-regs/regulations/title-iii-regulations/
This webpage provides the direct language of the ADA and supplemental information that fleshes out implications of this broad-sweeping legislation.

Disability Discrimination
ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination
This Department webpage provides information and resources on protecting students with disabilities from discrimination under Section 504 of the Rehabilitation Act and ADA Title II. The webpage includes answers to frequently asked questions about providing FAPE to qualified students with a disability.

ESEA Title IV, Part B Reference Guide With Full Text
https://online.flippingbook.com/view/439539800/
This 21st CCLC NTAC job aid includes the full text of ESEA Title IV, Part B, as amended by ESSA, which authorizes the 21st CCLC program. It includes links to relevant sections of the 21st CCLC NRG.

IDEA
sites.ed.gov/idea/
This Department website offers a wealth of information and resources on IDEA and supporting infants, toddlers, children, and youth with disabilities, including an IDEA by State subpage that directs users to State-specific legislation and policies.

Legal Foundations for Including Students With Disabilities in 21st CCLC Programs
21stcclcntac.org/learn/
The content in the document you are reading is also available from the 21st CCLC NTAC as a mini-course. To take the free mini-course on demand, go to 21stcclcntac.org, register and sign in to the Learning Management System, and select the mini-course title.

National Center for Systemic Improvement (NCSI)
ncsi.wested.org/
NCSI supports efforts by SEAs related to implementing strategies for effective instruction and meeting legal requirements for students with disabilities.

Office of Special Education Programs (OSEP)
ed.gov/about/ed-offices/osers/osep

This office within the Department is dedicated to improving results for people with disabilities ages birth through 21 by providing leadership and financial support to assist States and local districts.

U.S. Department of Education Office for Civil Rights (OCR)
ed.gov/about/ed-offices/ocr
OCR enforces Federal civil rights laws in schools and other recipients of Department funding throughout the nation. This website provides information about OCR, recent updates to policies and regulations, and where to file a civil rights complaint.

Technical Assistance Center Websites and Contact Information

21st CCLC NTAC	NCSI
21st CCLC National Technical Assistance Center (NTAC) 21stcclcntac.org Helpline (Monday-Friday, 9-5 p.m. ET) info@21stcclcntac.org) 833-732-NTAC (6822)	**National Center for Systemic Improvement (NCSI)** ncsi.wested.org **Find/Contact Your SEA's NCSI TA Liaison** ncsi.wested.org/find-your-state-liaison/

U.S. Department of Education Program Pages and Contact Information

21st CCLC Program	OSEP
21st Century Community Learning Centers Program ed.gov/grants-and-programs/formula-grants/school-improvement-grants/nita-m-lowey-21st-century-community-learning-centers-title-iv-part-b#home **Contact Information** 21stCCLC@ed.gov Dr. La' Shawndra Scroggins, 21st CCLC Group Leader	**Office of Special Education Programs** ed.gov/about/ed-offices/osers/osep IDEA@ed.gov **Find/Contact Your SEA's OSEP Staff Member** ed.gov/about/ed-offices/osers/osep/MSIP-State-Leads

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