

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

Navigating Newsletter

Issue 3

21st CCLC Programming Questions & Answers

Dear 21st CCLC Leaders:

The Arizona Department of Education (ADE) is here to help answer your questions and find solutions to program implementation, fiscal, and program compliance issues during the COVID-19 pandemic. We hope this Navigating Newsletter provides you answers and clarity to some of the questions you have. As new topics emerge, please continue to reach out to your ADE Program Specialist to discuss your specific situation. We look forward to connecting with you soon.



Stay healthy & well!



Join us for our next Lunch & Learn session!
1pm Wednesday, April 29th – End of Year Reporting

Link: <https://us.bbcollab.com/guest/5d8bfd8c892649c399531e2e5ce1df7a>

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visit: <http://www.azed.gov/21stcclc/>

Letter from Arizona's 21st CCLC Director

Serious Times

In her School Closing address with Governor Doug Ducey on Monday, March 30th, our Arizona Superintendent of Public Instruction Kathy Hoffman, remarked that in spite of the heartfelt efforts we are all making to provide support to our students through virtual and take-home learning opportunities, these efforts come with many frustrations, anxiety and even sorrow. Superintendent Hoffman recognizes, as we all do, that many of our students don't have internet, electronic devices, phones or even electricity. This digital and economic divide can widen inequities and place greater burdens on students and their families.



The students served by our 21st CCLC programs come from Arizona's lowest income schools and serve the children who have the most difficulty achieving academic success in those schools. It can be daunting trying to plan how to provide accessible and equitable services when we can't give students access to our physical school facilities.

We know that when our kids are in school, they are safe, they are fed, and they are connected with the many educational supports we can offer them in the buildings. **We know** that your 21st CCLC staff is primarily made up of schoolteachers and support staff who are occupied right now with trying to do all they can for every one of your students in so many creative ways. **We know** that your students' parents and guardians are also doing all that they can to provide the best possible opportunities for the children they (and you) care so much about.

We share your concerns with how difficult it is to serve special education students, English language learners, people without digital or phone access; and the parents/guardians who are stressed by not working or those who are stressed by working in critical employment sectors who can't be at home with their children and others. We understand that many parents can't read flyers and letters sent home or understand instructions that are written out for them because even if we send materials home in the parent/guardian's first language, 1 in 5 adults in Arizona are functionally illiterate.

We can't avoid the adverse effects of COVID-19 school closures. But we can minimize them.

The 21st CCLC program gives school communities a powerful tool to address these inequities. Our mandate is to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students; and to offer families of students served by 21st CCLC programs with opportunities for active and meaningful engagement in their children's education.

I can't imagine a time when it would be more important to offer students what they need to complement their regular academic program. Our students and our families need your help navigating these difficult times. Our program has that flexibility. The entire school community needs the help of its 21st CCLC programs now more than ever. 21st CCLC time can be spent reaching out to the students who are hardest to reach and connecting with our families who are struggling to understand how they can help their kids during these times. Your friendly voice, your guidance, your many attempts to reach out and connect will make a difference now as never before.

Schools and students are working hard to learn during COVID-19 closures. But some have extra hurdles to conquer, Arizona's Superintendent of Public Instruction Kathy Hoffman says. In closing, I would like to share a recent op-ed of hers I hope it inspires you. [Kathy Hoffman Op-ed/ \(www.azcentral.com\)](https://www.azcentral.com/story/news/politics/election/2020/04/01/kathy-hoffman-op-ed-education-covid-19/5144212002/)

Arizona's future starts with our school communities- and with every one of us.

The 21st CCLC team at the Arizona Department of Education stand ready to help you navigate these challenging times. Please do contact your ADE 21st CCLC program specialist to discuss your issues in serving your students and their parents. We are here to help.

Yours in service,



Catherine Land Evilsizor
Arizona Department of Education
DAS, 21st CCLC Director

21st CCLC Questions & Answers

QUESTIONS:	ANSWERS:
1. Can we pay some or all of our 21st CCLC teachers to call students/families as a type of family engagement?	Yes. Family Engagement outreach may be supported in the 2100 line (activities to support students). Teachers would be paid out of 2100 and timesheets and time and effort would align to time worked.
2. I was told Coordinators can still be paid if we work our regular hours and not school hours. For example, I'm wondering if teachers who are wanting to help plan for our summer program can be paid for that work.	Yes. Curriculum Planning may be supported in the 2200 line (support services activities for instructional staff). Teachers would be paid out of 2200 and timesheets and time and effort would align to time worked.
3. Can activities be pre-recorded and sent out? Or do we have to do live videos after our instructional hours?	Yes. Activities can be pre-recorded and sent out. The design of activities are site specific. Staff may only be paid for the time spent to plan and record the videos. This would be coded in 2100 line (activities to support students). If a two-way instructional & lesson format are being implemented, then lessons could be coded in 1000 line for direct student services. Again, timesheets and time and effort would align to time worked. Remember, staff salaries may not be paid out of 1000 line until the How Instructional Hours Are Defined form has been submitted and approved by your ADE Program Specialist.
4. What is an acceptable way to track attendance for participation? Who logs into the Zoom meetings? Who picks up packets?	<p>Please refer to Questions 6 & 7 in the Navigating Newsletter Issue 2 for a complete answer to attendance tracking and packets/take and learn kits: https://cms.azed.gov/home/GetDocumentFile?id=5e95d39c03e2b317b0b647f8T</p> <p>If your site submitted the “How Instructional Hours are Defined” document and it was approved by your assigned program specialist, then your site is eligible to pay instructors out of the 1000-Instruction Function Code. If an instructor is paid out of the 1000-Instruction Function Code, then student attendance records must be kept to align with fiscal record keeping.</p> <p>The design to collect attendance is site-specific. For example, for a Zoom Meeting attendance can be collected right from the Zoom platform. Have each participant put their name in the chat box and then print the chat box or view the participant list. A screen shot can also document participants for reference. Someone could record participants on an attendance sheet.</p>
5. Do we need to submit the <i>How Instructional Hours Are Defined</i> form for the summer?	No. School day instructional hours do not need to be defined for the summer because <u>all</u> summer programming is considered out of school time hours.
6. Do we still need to have Teachers complete the Teacher Survey for the Annual Performance Report (APR)?	Yes. This survey should be completed for every student who reached 30 days of programming (regular attendee) by the end of the program year. Information on the Teacher Survey, including the two questions required for each regular attendee, visit the APR section of the Required Reporting website: https://www.azed.gov/21stcclc/required-reporting/

Restarting Programs: Health & Safety Resources



USDOE - U.S. Department of Education

“COVID-19 (“Coronavirus”) Information and Resources for Schools and School Personnel”

Link: <https://www.ed.gov/coronavirus>

USDOE provides updated information for schools highlighting K-12 resources for navigating the pandemic.

CDC - Centers for Disease Control and Prevention

“Interim Guidance for Administrators of US K-12 Schools and Child Care Programs”

Link: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#guidance>

Interim guidance from the Centers for Disease Control and Prevention (CDC) relevant for childcare program directors, school district superintendents, principals, and assistant principals.

REMS – Readiness and Emergency Management for Schools

“School EOPs In-Depth: Planning for Infectious Diseases”

Link: <https://rems.ed.gov/trainings/CourseInfectious.aspx>

REMS course shows participants how to incorporate infectious disease planning into a school emergency operations plan (EOP) as part of a recommended six-step planning process.

PBIS - Positive Behavioral Interventions & Supports

“Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive”

Link: https://assets-global.website-files.com/5d3725188825e071f1670246/5e6bf89e521250f6911564d_Back%20to%20School%20after%20Disruptions.pdf

Plan to help students cope with upsetting experiences such as public health crises, unpredictable schedules, inconsistent supervision, or food insecurity. Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students during school closure and when coming back to school.

Arizona Department of Education (ADE)

Social Emotional Support Resources
Management for Schools

Link: <https://docs.google.com/spreadsheets/d/1H8zuZtINOCsZnp2gvj0WJroBEnq2PmmbSPkYltjPE90/edit#gid=0>

ADE shares resources for caregivers, educators, parents, and teens that address mental health and social wellness topics including mindfulness, movement, virus anxiety, and coping skills. This live document is frequently updated, and many resources are in English and Spanish.



Program Planning & Implementation Resources



Virtual Learning Resources



Link:

https://docs.google.com/spreadsheets/d/1jSYo9IJ6jTU8866xNyriSj8Sf3A3k0AJFWjw_M4lj0o/edit#gid=0

ADE's Virtual Learning Hub is a resource for teachers and families to assist them as they plan for non-traditional instruction and should be used with discretion and in the way that best fits with their school/district curricula. This is a living document that is updated frequently.

Educator & Family Resources



Link:

[https://www.azed.gov/communications/2020/03/10/guidance-to-schools-on-covid-19/-](https://www.azed.gov/communications/2020/03/10/guidance-to-schools-on-covid-19/)

This page contains guidance and resources for Arizona's public district and charter schools as they navigate COVID-19 response. The situation around COVID-19 is rapidly changing, so please continue to check this page for updates and guidance.

AZ ADE 21st CCLC Resources



Link:

<https://www.azed.gov/21stcclc/2020/03/12/corona-virus-covid-19-and-21st-cclc/>

This page houses all guidance and documents related to the pandemic and 21st CCLC programming in Arizona.

Summer Learning Resources



Link:

<https://www.wallacefoundation.org/knowledge-center/summer-learning/toolkit/pages/default.aspx>

Provides free evidence-based research and resources to enhance your summer learning programs.

REMINDER:

The Arizona Department of Education announces that the "NEW" Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Title IV-B Grant Application for Fiscal Year 2021 (FY21) **closes on May 1, 2020 @ 11:59 pm** in the Grants Management System (GME). An application is fully submitted when it is "LEA Authorized Representative" approved in GME.

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), Title IV-B, 21st CCLC FY21 Grant Application (Word Version) can be downloaded along with the Guidance and Resources located at the following link: [New Application Information](#)