

# 21<sup>st</sup> CCLC Instructions for End of Year Reporting in Spring 2020 during COVID-19

This document contains updated instructions for each End of Year Report that is due in Spring 2020 for the 21<sup>st</sup> CCLC program. The reports are listed in order of due date. If you have additional questions, please reach out to your assigned program specialist.

## Summary of Classes- due June 5, 2020

### Normal school year procedures

Review the guidance for completing the report and complete the template for the Spring Summary of Classes by adding the spring course offerings to the report that was submitted in January.

### Under Arizona mandatory school closure

Review the guidance for completing the report and take note of the following areas that need additional attention due to the closure:

- ✓ In the Number of Regular Attendees to Date box, include the number of regular attendees the site had *prior* to school closure. Additionally, for sites who submitted the “How Instructional Hours Are Defined” form to their assigned program specialist and had that form approved, add any additional students who may have reached that goal from distance learning attendance after the closure.

<b>Regular Attendees Goal In Grant:</b>	100
<b>Number of Regular Attendees To Date:</b>	78 + 9 post closure

- ✓ In the Number of Days Open to Date box, include the number of IN PERSON programming days. Additionally, for sites who submitted the “How Instructional Hours Are Defined” form to their assigned program specialist and had that form approved, add the number of days that distance student services were offered.

<b>Number of Days Open Projected in Grant:</b>	120
<b>Number of Days Open To Date:</b>	91 + 11 days distance learning

- ✓ In the Number of Family Members to Date box, include the number of adult family members served by the site had *prior* to school closure. Additionally, add any adult family members who were served after the closure. Remember, family engagement can happen at any time so additional family engagement does not need a completed “How Instructional Hours Are Defined” form.

<b>Adult Family Members Goal In Grant:</b>	40
<b>Number of Family Members To Date:</b>	48 + 118 post closure

- ✓ For additional boxes that ask about Student Service Hours and Student Service Days per week this program year, consider only program averages prior to the closure.

<b>Student Service Hours per Week Projected in Grant:</b>	10	<b>Student Service Days per Week Projected in Grant:</b>	4
<b>Student Service Hours per Week this Program Year:</b>	10.5	<b>Student Service Days per Week this Program Year:</b>	4

- ✓ All spring classes prior to the closure should have an end date of the last day that classes were held in person.

Spring Term								
S	3rd grade reading- Blue Group	1.2	21st	SDT- Toni Morrison	1/6/20-3/13/20 (10 wks)	1	M,W,F	9
F	Where the Wild Books Are- Morning Book Club	1.2, 2.1, 3.1	21st, I, E	CM- Maurice Sendak SDT- Maya Angelou ONT- Grace Lin	1/6/20-3/13/20 (10 wks)	0.75	M,T,W,Th,F	18

- ✓ Offerings that were reinstated or created after the closures should be added separately below the pre-closure offerings. For sites who submitted the “How Instructional Hours Are Defined” form to their assigned program specialist and had that form approved, make sure to list the student services that were offered. Include family engagement activities that took place anytime after the closure. Begin and end dates for these offerings should reflect when they started and ended. If the event was one time, indicate the date of the event, as usual.

- For post-closure activities, some types of offerings can be combined. I.E. the example below adds all of the various tutoring sessions into one line- Distance Learning Sessions. This may have included online sessions, phone sessions, or other student connections with various classes or rosters. Combining classes post-closure is ok for clarity and brevity.

S	Distance Learning Sessions	1.1, 1.2, 2.1	21st, I	SDT- Jane Goodall SDT- Rosalind Franklin SDT- Malala Yousafzai SDT- Bill Nye	4/20/20-5/8/20 (3 wks)	1	M,T,W,Th,F	41
S	21st CCLC Take-home learning kit distribution	1.1, 1.2, 2.1, 2.2	21st	AD- Dwayne Johnson ONT- Will Smith	4/23/20, 4/30/20		Th	80
F	21st CCLC Family Check-ins	3.1	21st, I	AD- Dwayne Johnson ONT- Will Smith	3/23/20-5/15/20 (8 wks)		M,T,W,Th,F	118
F	Virtual Family Zumba	2.1, 3.1	21st	SDT- Misty Copeland SDT- Jennifer Lopez	4/23/20-5/7/20 (3 wks)	1	Th	30

# Continuing Application- due June 5, 2020

## Normal school year procedures

The 21<sup>st</sup> CCLC Team uses the continuing application to collect 3 critical categories of information:

1. Contact information about the site: This includes the location and site leadership at the time of continuing application submittal.
2. Budget information for the next fiscal year: The 21<sup>st</sup> CCLC Team reviews each site’s budget to ensure they are using 21<sup>st</sup> CCLC funds in necessary, allocable, reasonable, and allowable ways in accordance to their grant application and the regulations of the 21<sup>st</sup> CCLC grant. Guidance is available on our Required Reporting page to help develop Budget Narratives.
3. Any changes to the 21<sup>st</sup> CCLC grant in the next program year. There is one question in the Program Plan section of the Continuing Application and it states:
  - Describe any changes in the 21<sup>st</sup> CCLC program for the upcoming year. All changes must be pre-approved by your assigned education program specialist. If there are no changes then enter, “No changes for the upcoming year.”

## Under Arizona mandatory school closure

This Program Plan question will be used to describe any changes in the summer program design that are a result of the closure. **More information and instructions will be forthcoming about this requirement.** We included this here to give sites a heads up that this will be the location of that documentation.

<p><b>Program Plan</b></p> <p>21st CCLC Data will be collected in the other required reports (Summary of Classes Report, Annual Performance Report, Site Evaluation Report, etc.). The Continuing Application will collect information about the next fiscal year. Enter budget information in the Budget section of the Continuing Application. Be sure to utilize your business office and internal auditors when developing the budget. Enter any proposed changes to the 21st CCLC program in the Program Narrative Questions section of the Continuing Application.</p> <p>* 1. Describe any changes in the 21st CCLC program for the upcoming year. All changes must be pre-approved by your assigned education program specialist. If there are no changes then enter, "No changes for the upcoming year."</p> <div style="border: 1px solid gray; height: 150px; width: 100%;"></div>
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# Site Evaluation- due June 12, 2020

## Normal school year procedures

Review the guidance for completing the report and complete the template for the Site Evaluation, including all three components. Keep in mind that it is a useful tool for planning for the following year to ensure no momentum is lost.

## Under Arizona mandatory school closure

Review the guidance for completing the report and take note of the following areas that need additional attention due to the closure:

- ✓ Self-Assessment Compliance Worksheet
  - There may be questions that you answer “No” to because of mandatory school closures. In the comment box, indicate why the school closure prevented you from being able to complete this requirement.

1. Direct Student Services		
Requirement	Compliant	Comments
a. Program services are provided for the number of hours and days per week proposed in original approved application.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
b. Student services are provided for the number of days and to the projected number of regular student attendees as proposed in the application funding formula.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This requirement was not met because the mandatory school closures in Spring of 2020 prevented the program from being open the proposed number of days.

- Many of the requirements, including required narratives, can be answered based on when the program was open for in person services since they are requirements that apply to the entire program year.
- ✓ SMART Objectives Checklist
  - Outcome objectives are based on data that is collected at the end of the program year and we know most programs were not able to collect that data this year. Many Family Engagement Process objectives also use data from entirety of the program year. Therefore, sites are **NOT REQUIRED** to add their data to the data findings portion of the worksheet for *any* objective for this program year 2019-20 Site Evaluation.
    - Instead, please add this language: ***“The program is not able to complete the Data findings for this objective due to the lack of data available because of the mandatory school closures in spring of 2020.”***

21st CCLC Program SMART Outcome Objectives Worksheet				
The Objectives Worksheet is designed to collect information regarding progress made toward meeting SMART outcome objectives. From your own approved 21 <sup>st</sup> CCLC grant application, please report on <b>all</b> academic, youth development and family engagement SMART outcome objectives from your approved application or Specialist approved revisions. Report all information requested on the Objectives Worksheet for each objective.				
Area	SMART Outcome Objective	Data Source	Data Findings	Objective Met
Academics	1.1 Each year, 15% of students in grades 5-8 that regularly attend the 21st CCLC program will increase one level in Reading Proficiency as measured by “ABC” benchmark test.	“ABC” Benchmark Reading Test fall and spring results	“The program is not able to complete the Data findings for this objective due to the lack of data available because of the mandatory school closures in spring of 2020.”	<input type="checkbox"/> Yes <input type="checkbox"/> No
	1.2 Each year, 15% of students in grades 2-4 that regularly attend the 21st CCLC program will increase one level in Math Proficiency as measured by “ABC” benchmark test.	“ABC” Benchmark Math Test fall and spring results	“The program is not able to complete the Data findings for this objective due to the lack of data available because of the mandatory school closures in spring of 2020.”	<input type="checkbox"/> Yes <input type="checkbox"/> No

✓ Continuous Improvement Worksheet

- The objectives and findings should be entered as they were on the Objective Worksheet.
- The SWOT analysis that is a part of the Continuous Improvement Worksheet should be based on the entire program year, not just on the end of the year. Therefore, we expect to see sites focus on each of their objectives throughout the program year, keeping in mind that one of the many benefits of this section is that will be the building blocks of the programs starting up again in the fall.
  - Therefore, while mandatory school closures and the aftereffects will surely be mentioned throughout (for example, it is a Threat to every program for it interrupted programs across the state), it should not be the only focus of these pages.

21st CCLC Program Continuous Improvement Worksheet			
A Continuous Improvement Worksheet must be completed for each SMART outcome objective listed in the Objectives Worksheet (see page 7).			
<b>Academic Achievement Outcome Objective 1:</b> <u>Each year, 15% of students in grades 5-8 that regularly attend the 21st CCLC program will increase one level in Reading Proficiency as measured by "ABC" benchmark test.</u>			
<b>Findings<sup>1</sup>:</b> <u>"The program is not able to complete the Data findings for this objective due to the lack of data available because of the mandatory school closures in spring of 2020."</u>			
Strengths What helped our successes with the Objective?	Weaknesses What hurt our success with the Objective?	Opportunities What might help accomplish the Objective in the future?	Threats What might hinder our efforts to accomplish the Objective in the future?
<ul style="list-style-type: none"> <li>- Low teacher turnover</li> <li>- high attendance</li> <li>- new curriculum that aligned to student needs</li> <li>- students reporting that they liked the classes to other students which boosted attendance in the second semester</li> </ul>	<ul style="list-style-type: none"> <li>- students not attending consistently until the second semester, which was then interrupted by closures</li> <li>- inconsistent scheduling across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>- conversations with partnerships to add additional high interest activities</li> <li>- new teachers expressing interest in the fall</li> <li>- new capital purchases will allow for diverse teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>- site could not get a morning bus which hurt morning attendance</li> <li>- COVID-19 school closures stopped spring term momentum</li> </ul>
<b>Strategies for Improvement. What do we plan to do differently in the future?</b>			
<ul style="list-style-type: none"> <li>expand on partnership conversations with XYZ organization</li> <li>Staff discussions on how best to utilize capital purchases, especially focusing on grade-level data</li> </ul>			

## Annual Performance Report (APR)- due June 19, 2020

### Normal school year procedures

Review the guidance for completing the report and complete the template for the Spring APR, including Outcomes data for the students who reached 30+ days of attendance as reported to ADE in AzEDS.

### Under National mandatory school closures

**NEW** In these unprecedented times, the U.S. Department of Education (USED) is trying to find the best way to tell the 21<sup>st</sup> CCLC story to Congress. Therefore, the USED has asked that each program write a brief narrative to capture how the school closures may have impacted our state's programs in Arizona.

**IN THE BODY OF THE EMAIL SUBMITTING THE SPRING APR TO KIM LOGAN**, please include your narrative. We would like to receive 1-2 paragraphs from you. If you have more to say, we'd be happy to hear it.

Below are some guiding questions that may help you think about what you'd like to say:

- 1) What was it like for your school and school community when your school was mandated to close? What have been some of the specific challenges serving your students and families under closure?
  - Has families' tech/Internet/availability by phone been an issue?
  - Are your students getting food from your school? Is everyone who needs it getting it?
- 2) Were you able to offer 21st CCLC student services after the mandatory closure?
  - If **yes**, what did that look like? What were factors that went into you deciding on your model?
  - If **no**, why not? What are some of the factors that led you to make this decision?
    - o Was staffing a factor in whether or not you offered services? How?
    - o Was student enrollment a factor? How?
- 3) How did your Family Engagement change after the closure?

Additionally, review the guidance for completing the report and take note of the following areas that need additional attention due to the closure:

- ✓ For sites who submitted the "How Instructional Hours Are Defined" form to their assigned program specialist and had that form approved, include any additional virtual/distance learning activities offered in the **Activities** section. Follow the guidance for activities to help determine which activity, always aligning the activity choice to the site's individual objectives.
- ✓ **Staffing** should be completed following the guidance, adding any additional staff who may have worked after the closures in the 21<sup>st</sup> CCLC grant program.
- ✓ **Participation**- Make sure student attendance is up to date and accurate in AzEDS
  - o AzEDS attendance is what will be submitted for APR
- ✓ The **Outcomes** are still required, including the Teacher Survey and the Improvement in Grades data. Complete these to the best of your ability for all regular attendees indicated in the AzEDS Portal.
  - o If you planned to use benchmarks and have data to measure growth (i.e. 1<sup>st</sup> and 3<sup>rd</sup> qtr benchmark data), then you have data to report improvement and should complete the Improvement in Grades portion of Outcomes.
  - o If you planned to use benchmarks and don't have data, then you should consider using grades to report improvement.
  - o If the school's grading system stayed the same (used same scale throughout the year for grades), then you have data to report improvement and should complete the Improvement in Grades portion of Outcomes.
  - o If the school's grading system changed (ex: started the year with letter grades but moved to pass/fail due to the closure), then you do not have data to report improvement and should leave the Improvement in Grades portion of the Outcomes section blank.
    - *If you do not have data, please explain why in 1-2 sentences in the APR email, referencing one of the scenarios above or another that leaves the program without data to report.*

# Student Attendance upload to AzEDS- due June 19, 2020

## Normal school year procedures

Review the guidance for uploading Student Attendance to AzEDS and ensure complete and accurate attendance numbers in the AzEDS Portal that align to program record keeping. Complete 21<sup>st</sup> CCLC reports for regular attendees based on regular attendees reported in the AzEDS Portal, including Teacher Surveys for the APR.

## Under Arizona mandatory school closure

Review the guidance for uploading Student Attendance to AzEDS and take note of the following areas that need additional attention due to the closure:

- ✓ Ensure all student attendance prior to the mandatory school closure is uploaded to AzEDS and accurate.
- ✓ **Keep in mind, 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 taken to align with fiscal record keeping and attendance must be uploaded to the AzEDS Portal.**
- ✓ Review the 21<sup>st</sup> CCLC Navigation Newsletter Issues 2 & 3 for answer to common attendance related questions- both can be found here: <https://www.azed.gov/21stcclc/2020/03/12/corona-virus-covid-19-and-21st-cclc/>
  - In Issue 2, questions 6 & 7 address attendance taking procedures (like aligning student attendance with fiscal record keeping during COVID-19) and Issue 3, question 4 gives examples of how to collect attendance for a virtual meeting.