

Instructions for Optional Tracking of Virtual or Remote Programming Offered by Wisconsin Nita M. Lowey 21st Century Community Learning Centers

The Wisconsin Department of Public Instruction (DPI) recognizes that many Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) have transitioned to serving their students, families, and communities virtually or remotely during the COVID-19 (Coronavirus) closures. This document provides instructions and guidelines for tracking such virtual or remote offerings, programming, activities, and related attendance. **During spring 2020 COVID-19 school closures, sites are *not* required to track virtual or remote programming.** If sites choose, they may use the Excel template provided by UWGB-Consortium of Applied Research to record activity-related data. It is not recommended that grantees enter virtual or remote programming into the Cayen system. If a grantee wishes to use Cayen to track virtual or remote programming, they should contact Michael Holstead at holsteam@uwgb.edu or 920-366-9805 prior to entering such information into the system.

Note: Providing programming during COVID-19 related closures is *optional*. Offering virtual or remote programming is a local decision and based on a number of factors in individual communities. If virtual or remote programming occurs, the DPI encourages you to track activities and participation *if possible*. DPI recognizes that attendance for virtual or remote programming may be limited or difficult to track. In many ways, the impact of virtual or other types of programming may be underreported because it is unclear how many students participate. This is okay! At this time, DPI is more concerned about what efforts and initiatives the programs are taking. Low participation rates during COVID-19 will not impact the site's average daily attendance (ADA) and will not be used to determine the continuation of funding. These decisions will be based on available data from the beginning of the year through March 18, 2020.

Two options for tracking data for virtual or remote programming are described in the following sections. If you have questions for tracking programming with either option, please contact Michael Holstead at holsteam@uwgb.edu or 920-366-9805.

OPTION 1: Excel Tracking Template

Sites may choose to document their programmatic information in the COVID-19 Tracking Template in Excel. The template asks for descriptions of program offerings, how many students and families were "invited" to participate, and the template tracks how many "engagements" (see below) of which program staff are aware.

Each staff member may complete a COVID-19 Tracking Template, and sites may track programming with more than one template. However, the information in each file should be non-overlapping (i.e., a specific virtual program activity should only be listed once across all files). Programs can use this template to document programming efforts during this time and may decide to use this information for advocacy purposes. Excel tracking

templates may also be shared with UWGB-Consortium of Applied Research (email to car@uwgb.edu). However, grantees are not required to share their tracking templates.

The COVID-19 Reporting Template is split into four sections:

1. Program information - Enter basic information about your program and who is completing the form.
2. Synchronous - This section documents programming that occurred in "real-time." That is, programming where participants and staff interacted with one another at the same time, synchronously. Examples of this might include Zoom calls or Google Hangouts, or Office Hours when program staff were available via phone or FaceTime.
3. Asynchronous - This section documents programming that occurred asynchronously. That is, staff sent activities to students or families through some medium (e.g., Seesaw, Google Classroom, mailed-packets, emailed activities, social media, etc.), and students or families completed the activity when they were able.
4. Other Outreach - This section documents all other efforts the program implemented during school closures. Newsletters, encouraging videos (that didn't involve an activity), sending supplies, or food to students are examples. Use this section to track anything else your program did to help families at this time.

Note: Some sections ask program staff to track "engagements." "Engagements" are defined as acknowledgments on the part of participants and families to have received and "engaged" in the virtual program activity. For example, a student who posts a response to an activity on Seesaw would be considered "one engagement." Or, having a video viewed 22 times on Facebook would be considered "22 engagements." Other examples of engagements may include emailed responses, amount of "likes," amount of pictures shared of projects, etc. Again, the amount of actual engagements will likely be lower than the number of students that completed the activity.

OPTION 2: Cayen System

Sites that serve students and families virtually or through other means during COVID-19 may choose to keep records in Cayen's AS21 system. Please keep in mind that the Cayen system is designed to handle synchronous in-person activities. Therefore, if you choose to track programming in Cayen during COVID-19 school closures, please contact Michael Holstead at holsteam@uwgb.edu or 920-366-9805.