

# Out-of-School Time

## REENTRY GUIDANCE



## Federal Guidance for 21st Century Learning Centers (CCLC)

### 21st CCLC Program is for out-of-school time. Services are defined in [Title IV Part B](#).

The Nita M. Lowey 21st CCLC program provides students attending low-performing schools opportunities for academic enrichment through a broad array of additional services during “non-school hours or periods when school is not in session (such as before and after school or during summer recess)” per section 4201(b)(1)(A) of the Elementary and Secondary Education Act of 1965 (ESEA). Therefore, a 21st CCLC Program may provide services to students before school, evenings, weekends, holidays, summers, or other school vacation periods.

**When School is “In Session”:** This term appears in language of the law around Federal programs like Title IV Part B (21st CCLC Program). This determines when services can be reimbursed for 21st CCLC services. However, it does not necessarily apply to any other programs offering out-of-school time services.

**State Guidance:** [New Mexico Public Education Department Reentry Guidance](#) document offers instruction and strategies for reopening in 2020–2021 for all programs working with local education agencies.

## Definitions

**Agency:** Refers to the New Mexico Public Education Department (NMPED)

**Licensed Child Care Providers:** Providers who are licensed by the New Mexico Early Childhood Education and Care Department (ECECD) to provide childcare services for children, birth through kindergarten entry and for school-aged children younger than age 13. Funding may come from payments by parents, the Federal Child Care and Development Block Grant, or state funding. Childcare services are defined as the care and supervision of children by persons other than the child’s parent or guardian. [Guidance specific to childcare can be found at this link.](#)

**Child Supervision:** Sometimes used broadly as an umbrella term of “child care” for the care and supervision of students while parents are at work. Many out-of-school time providers offer specific licensed childcare services. However, other providers focus on more academic enrichment for school-aged students. There are three major categories providers fall under:

- Licensed Child Care Services
- Out-of-School Time Services
- Extended Learning Time Services

One of the major goals of all three categories is to provide engaging, safe spaces for children during gap times between traditional school hours and when their parents/guardians are at work.

**Out-of-School Time:** Services provided during the times outside of the traditional school day and during breaks

**Extended Learning Time:** A strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.

**Community Venues:** Quasi-educational venues for during out-of-school time service

**Collaborative Leadership:** This practice is encouraged between districts/charter schools and Community Based Organizations (CBOs) when developing needs assessments and asset maps for their community.

**Braided Funding:** This practice pools multiple funding streams towards a single purpose while separately tracking and reporting on each source of funding.



Reentry Support Guidance

## Questions & Answers from Federal Guidance

### 21st CCLC Programs

**Q: In or Out of Session? How do we determine when school is in session or out of session with a variety of schedule designs? Some innovative models include:**

- Delivery of Supplemental Meals (paid by ECECD or other grants) and supplemental instructional kits when schools are not in session (evening meals, weekends, etc.)
- Help with staggered drop-off/pick-up space when school is technically not in session (before or after school, on weekends, etc.)
- Group B student's school time is not in session during Group A in-school days and vice versa.

**A:** This is a local decision that requires collaboration between the districts/charter schools and CBOs when scheduling and problem-solving other logistics of out-of-school time programs. It is part of the revised schedule submitted to [Tyson.Ledgerwood@state.nm.us](mailto:Tyson.Ledgerwood@state.nm.us) by August 6.

**Q: Center Location Change: What is the process for changing a location of a center before the next Request for Proposal?**

**A:** This process is at the State level. It is part of the revised schedule submitted to [Tyson.Ledgerwood@state.nm.us](mailto:Tyson.Ledgerwood@state.nm.us) by August 6. This is flexible throughout the year. If schools are able to reopen fully, providers can change their location back to the school. At all times, the Agency requires an accurate location of the program throughout the 2020–2021 school year.

**Q: Program Reconfigure: Will the 21st CCLC Program be utilized for emergency services for first responders and essential workers during this reentry period?**

**A:** First responders & essential workers are prioritized during this reentry period.



### Main Federal Guidance Foci for 21st CCLC Programs:

1. Before/after school, Saturdays, etc. are referenced in the guidance, but there are many designs to consider. Chosen program designs must be allowable for the 21st CCLC Program.
2. Prioritize at-risk (which, by definition, is the 21st CCLC target student) by providing additional learning time when school is not in session.

## Q&As from NMPED's State Guidance Document and Supplemental Remote Learning Guidance Document

### 21st CCLC Program, Community Schools—Expanded and Extended Learning Time and Other Out-of-School Time Programs

School Reentry: At this time, with Public Health Order 7/30/2020, the state is in a remote-only model until after Labor Day. The only exceptions are PreK, special education, and other academically high-risk student populations who can participate in limited, onsite services. The teacher-to-student ratio is determined by the most current health order.

The following are a few important guidelines on the PreK and special education small-group instruction, based on some questions we have received:

- The student-to-adult ratios are:
  - ▶ Private licensed child care providers PreK = 20:2
  - ▶ Licensed public child care providers PreK = 5:1
  - ▶ Unlicensed child supervision service providers in a school building or community based venue = 5:1
  - ▶ K–3 = 5:1
  - ▶ Special Ed = 5:1
  - ▶ Other at-risk = 5:1
- It is a local decision as to prioritizing students for small-group instruction. You may choose to pull identified students in twice a week or simply focus on one group. The only requirement is restricting small groups to a single space to minimize transmission. Consider maintaining records of students in the small groups so that contact tracing is easier.
- We continue to discuss the feasibility of pulling in small groups of students across grades K–12 with the Medical Advisory Team (MAT). If guidance changes, we will let you know ASAP. Note: Students with disabilities, PreK–12, qualify for small group instruction.

**NOTE:** Background checks are required for any staff serving students either virtual or limited onsite.

**PAGE 12: Regarding needs assessment tasks**

**Q:** Could a school-wide, community-wide needs assessment and asset mapping be a task that the out-of-school time providers participate in?

**A:** Yes, the needs assessments involves a wide range of community stakeholders.

**PAGE 13: Regarding guidance around eliminating field trips except those conducted by New Mexico Activities Association (NMAA) guidelines**

**Q:** Does this elimination pertain to the non-sports afterschool programs like the 21st CCLC Program? Does it matter if field trips are in or out of state?

**A:** All field trips are discouraged. Out-of-state trips include a Department of Health requirement of a 14-day quarantine, removing students from onsite instruction and enrichment programs for two weeks.

**PAGE 14: Regarding restricting non-essential workers and volunteers**

**Q:** How do we request waivers of State policy deliverables for the Intergovernmental Agreements Professional Service Contracts, such as volunteer requirements?

**A:** Any waiver will need to be requested of the Agency, and the Agency will approve/disapprove.

**Q:** Since this reentry program will be more expensive to operate, is there additional COVID-19 emergency funding available for community based organizations who provide services during this reentry period?

**A:** Yes. Contact your district/charter school about enhancing partnerships and programs for at-risk student populations with additional emergency funding throughout the crisis and reentry periods.

**PAGE 16: Regarding consideration of teachers rotating to set groups of students**

**Q:** Is it required that these student cohorts continue intact in the out-of-school time space?

**A:** This is a local decision. Cohorts ideally would not mix. Hub formats complicate controlling the tracking and spread of COVID-19.

**PAGE 17: Regarding identifying community spaces as alternative center locations**

**Q:** Health Guidance: How would an approved community venue be cleared to run programs under the health guidance?

**A:** This is a decision between the districts/charter schools and CBO, while ensuring compliance with ECECD licensing requirements.

**Q:** Training: Is there training for community organizations with community venues who want to be alternative venues for 21st CCLC Programming?

**A:** The two organizations working at the national level to provide training for COVID-19 and out-of-school time are the [Boys and Girls Club](#) and the [Alliance for a Healthier Generation](#). A wide variety of collaborations between the districts/charter schools and CBOs are encouraged during this reentry period. For help connecting to an districts/charter or CBO, contact May Sagbakken at New Mexico Out-of-School Time (NMOST) [msagbakken@explora.us](mailto:msagbakken@explora.us).

**PAGE 19: Regarding A/B schedule considerations**

**Q:** Are B student's school time considered "not in session" during A days and vice versa?

**A:** This is a local decision.

**PAGE 19: Regarding additional online support for at-risk students when school is not in session & providing targeted interventions with remote, hybrid, and full entry planning and other extended learning**

**Q:** At every level of planning, should the subgrantees be prepared for a potential remote option at any time?

**A:** Yes.

**PAGE 24: Regarding professional development for staff and parents**

**Q:** Is professional development virtual only for the 2020–2021 school year?

**A:** Yes.

