



## 21<sup>st</sup> CCLC OPERATIONAL BLUEPRINT FOR REENTRY 2020-21

### Lincoln Elementary

#### SECTION 1: PROGRAM OVERVIEW

*This section must be completed by all 21<sup>st</sup> CCLC program sites/centers.*

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Grantee Program Name	Corvallis School District
Program Director	Clay Higgins
Center or Site Name	Lincoln Elementary
Location	110 SE Alexander Ave., Corvallis, OR 97333
Feeder Schools	N/A
Center Coordinator Name	Noemi Salsa
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements (on-site and hybrid models only)	Noemi Salsa
Program Start Date	10/12/20
Attendance Goal (from original application)	100
Projected number of students served	100
Total number of weeks of programming	33

2. Indicate which instructional model will be used.

*Select One:*

- On-Site Learning       Hybrid Learning       Distance Learning

3. Complete the table below with the planned schedule for your program. Include hours of operation (both AM and PM), location, and delivery method.

**Reminder:** programs must operate a minimum of 12 hours in a typical week, or equal four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.

Center or Site Name:			
Day	Hours	Location	Delivery Method (In-person or Virtual)
Monday	11:45am - 12:30pm	School – lunch	In-person
	2:15-5:00 pm	BGCC	Virtual

<b>Tuesday</b>	11:45am - 12:30pm	School – lunch	In-person
	2:15-5:00 pm	BGCC	Virtual
<b>Wednesday</b>	11:45am - 12:30pm	School – lunch	In-person
	2:15-5:00 pm	BGCC	Virtual
<b>Thursday</b>	11:45am - 12:30pm	School – lunch	In-person
	2:15-5:00 pm	BGCC	Virtual
<b>Friday</b>	11:45am - 12:30pm	School – lunch	In-person
	2:15-5:00 pm	BGCC	Virtual
<b>Sat/Sun</b>			

4. Describe how students will be selected/admitted/recruited to your 21<sup>st</sup> CCLC program. Please include how the program will prioritize services to foster better and more equitable opportunities for students who are:
- historically underserved;
  - differentially impacted by the virus (technology barriers, isolation, etc.); and/or
  - In need of additional support (academic, social and emotional, etc.).

The Program will work with the school day teachers and administrators to identify students who are most in need of the afterschool academic program based on a variety of criteria, including but not limited to, being part of an underserved population, requiring additional supports due to Covid-19 or other extenuating circumstances.

5. Describe any modifications to your communication plan with families that will allow you to reach caregivers quickly and efficiently if changes to programming are required.

The Program will utilize both the CSD listserv communication system as well as a commercial group texting application to send both emails and text messages to families regarding any changes to the program.

6. Describe any program modifications intended to help meet the academic and social/emotional needs of students who attend your program. This may include remediation, an SEL curriculum, hiring additional staff, etc.

The Program will continue to focus on academic support activities and programs, enrichment activities, and family support programs. For academics, we will pay particular attention to ensuring that our students are able to keep pace with their distance learning curriculum, and provide mentoring and proctoring supports. We will need to add staff training so that we are knowledgeable on the systems and applications used in each school. For enrichment, we plan on focusing on social and emotion leaning activities to ensure a whole child development, and to keeps our students connected to peers. We will need to add a series of externally procured resources to help us achieve this goal. Lastly, for family support, our plan is to develop activities that the whole family can participate in, while allowing our students to have a leadership role. Again, we will lean on partner organizations for content, while our staff facilitates the activity.

7. 21<sup>st</sup> CCLC programs are expected to provide snacks/meals through USDA Child Nutrition Programs during regular program operations. Describe plans and any modifications in providing access to meals.

The Program will partner with CSD to support their grab and go lunch process, but we will not be offering an additional daily meal as part of our distance learning model. We do plan to develop a family cooking program, whereby we will provide supplies and instructions to each family to enable them to cook a weekly meal together.

## SECTION 2: DISTANCE LEARNING

*This section must be completed by any 21<sup>st</sup> CCLC program that is seeking to provide services through Distance Learning.*

**Describe why you are selecting Distance Learning as the 21<sup>st</sup> CCLC program's Instructional Model for the effective dates of this plan.**

The Corvallis School District has limitations due to the complexity of OHA guidelines on health and safety with respect to cleaning school spaces before and after student use. They also have as part of their Operational Blueprint a rule regarding not exceeding four cohorts of connectivity relating to students. An in-person after-school program most probably would exceed the districts cleaning capabilities and cohort requirements. The collective view of the strategic steering committee is that a distance learning program is the best approach at this point in time.

**Programs are required to take attendance for virtual programming. Describe the criteria that will be used to determine "attendance" for virtual program days. In addition, describe how you will assess the engagement levels of students during virtual programming.**

Attendance will be determined through active participation in a project, activity or small group meeting. Active participation will be measured by communication of an attempt or completion of project – posting a picture or worksheet in the on-line classroom, an email with completed steps, a phone call with completed information, or attending an on-line check in meeting. Any level of communication from the student or student's family that active participation occurred.

Initial attendance will also be taken when a project kit is dropped off or picked up by the student and/or family member. This will ensure that we know who to follow up with relative to attempt or completion. If an attempt is made, staff will check in with the student to determine their needs to move to completion.

**If a program site will be serving students partially or entirely through Distance Learning, to what extent will you be able to meet the following 21<sup>st</sup> CCLC hourly requirements?**

Our program will design a typical week with mixture of short virtual instruction then student driven projects (the program will supply all necessary materials), video's with action requests, worksheets based on additional academic support needs determined by school day teacher, and on-line small group check-ins. Each type of activity will have a modeled time to complete value. The program will measure the total time to complete measures along with face-to-face check-ins to meet the weekly 21<sup>st</sup> CCLC hourly requirements.

**What precautions will be taken to ensure that the Distance Learning content is delivered safely and securely?**

All physical project materials will be picked up during the grab and go lunch period or dropped off at the student's house. Staff will follow all safety and health guidelines prescribed by the OHA.

All on-line content will be delivered through the individual schools online classroom software – either Google Class rooms or Seesaw, or a mixture of both. In this fashion students will be securely logged onto their schools network space and access 21<sup>st</sup> CCLC programs as another classroom in their school.

**21<sup>st</sup> CCLC Program Director Signature:**



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