



## Title IV, Part B – 21<sup>st</sup> CCLC

# DATA COLLECTION during Distance Learning Services

May 19, 2020

We are grateful for all of the Title IV, Part B - 21<sup>st</sup> CCLC distance learning services you and your teams have provided students and their families during these unprecedented times. We want to assure you that we fully understand that based on the adjustments you have had to make due to COVID-19 and the subsequent closing of school buildings across the state, we fully expect that your Spring and Summer required federal data submission will look different. Be assured that reporting your data with fidelity during this time will not be viewed negatively. We ask you to do your best, given the shift to virtual and other mediums you are using to provide services at this time.

When reporting this federal data, it is important to remember grant guidance requires that those students most in need of services be recruited, enrolled and served first and foremost. Three main areas to carefully consider when reporting your program data are enrollment, participation and days of service.

## ➤ ENROLLMENT

How do we know which students to consider enrolled?

The first point to consider is that **enrollment does not equal participation**. Enrollment alone is not a valid indication that a student has actually ever participated in services or benefited from a specific offering. However, if families have requested or taken “packets” or “packaged activities,” they can be considered enrolled. Likewise, families or caregivers who have responded to a poll or phone call to indicate a preference for an electronic medium (Facebook, Zoom, etc.) or paper medium could also be considered enrolled.

Many programs are distributing program-related materials to students and families. While distribution is a stronger indicator of potential participation, we cannot say with fidelity that every packet resulted in actual participation. Moving forward into summer, we encourage you to think about how you can put a deeper measure in place that would help your team know who is actually participating by utilizing the materials.

Additionally, it is important to remember that the federally required data collection does not collect nor consider enrollment numbers, but instead focuses on actual participation at both the individual student and activity levels.

## PARTICIPATION

### What does count as actual participation?

Determining actual participation will require you to dig deeper into your enrollment and distribution numbers to identify the number of times individual students are connecting or logging into services or utilizing provided materials and the number of family members benefitting from the program-related services. These are the participation numbers that should be recorded in your Data Management Spreadsheet, if available.

Here are some of the methods shared by Oklahoma 21CCLC Directors in collecting participation numbers for their current distance offerings:

- Some online platforms have data collection features available. Some are using registration features, tracking views and log-ins, soliciting comments, shares, or reactions about activities, tracking individual tutoring sessions, keeping attendance on ZOOM sessions and Google meetings, using survey or feedback features, awarding badges, and utilizing remind features.
- Some programs are consolidating their participation data from multiple collection sources through Google Docs that are accessible to all staff members working remotely to enable staff to work more efficiently to reach students most in need of services.
- Most programs shared that they are using contact logs to record services during this time. Specific log types have included, meal/packet distribution, phone calls, tutoring/helpline contacts, bus routes and mail counts. Consider the following items when creating logs:
  - Where are you logging contacts and what information are you collecting? If this information contains identifiable student level data, is it in a secure location?
  - Are you logging participation, communication and responses?
  - Is it possible to enhance a distribution of materials or program activities by adding feedback opportunities to meals/packets that could provide participation data or resources as you move forward?
- Some programs are encouraging parents/caregivers to share pictures/videos of program projects to show participation. This intentional design provides solid participation data and communication becomes two-way with students and families, as well as, yielding solid information about who is participating in services.



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- Surveys and feedback about individual projects and provided materials are also yielding solid information about who's actively benefitting from services. We would encourage your team to consider the following questions:
  - Are we providing tangible opportunities for students and families to share the results and benefits of our services at this time?
  - What are the best and most accessible ways we can listen to families and students amid physical distancing?

### ➤ DAYS OF SERVICE

What days can be counted as days of service?

Your ending day of spring programming and data collection should coincide with the last day of school for your district. Any programming beyond that date will be recorded in the new 2020-2021 data spreadsheet. There was a period of time that no programming (or school services) could take place, per the State Board of Education order, so those dates should not be included in either your overall days of services (Column T in the Participation and Outcomes tab) or individual student attendance (Column S) for the spring term.

Communicating program schedules, bus routes and connecting families to resources is essential, but it is not actual participation in services or days of service. Consider that when your services are in-person, you wouldn't say your program was in session on a Sunday because there was a static resource noted on your website that might be accessed on that day. However, tracking meal-packet delivery, online learning or attendance within specific virtual offerings can likely be tied to actual dates with some level of reliability, and those days would be counted in your overall days that programming was offered.

### ➤ QUESTIONS?

Our 21<sup>st</sup> CCLC team is here to help. For further guidance or questions specific to your grant reporting please contact our office at 405.522.6225 or email [Katy.Smith@sde.ok.gov](mailto:Katy.Smith@sde.ok.gov) or [Shante.Fenner@sde.ok.gov](mailto:Shante.Fenner@sde.ok.gov).