I looked out the window this week and saw snow flurries in April! Instead of our daily walk, it forced my two-year-old to take her kid-sized Cracker Barrel grocery cart, and join me in my telework "fit time" doing laps around the kitchen. It also brought back memories to where my career began... as a high school paperboy in Cheyenne, Wyoming. There was a school closure because it was 33 degrees below zero, and drifting snow towered over my head. Yet, I still had my parent's old minivan full of rolled-up newspapers, and a 6:30 am deadline to deliver them to everyone's porch. That was the blizzard morning, where I decided to live my life south of that spot on the map. It is also, where a part of my mind fully developed... in the concept of front-porch delivery.

Since those by-gone days, I have worked around school systems designed from a factory system complete with bells and precise schedules around efficiency. Areas like Afterschool, Arts, STEM, Culinary Arts, and other engaging whole child disciplines have been islands where many students thrive in more innovative and individualized spaces. Although, even those activities still revolve around gathering students into one location for delivery of instruction. The COVID 19 Crisis has disrupted that model completely.

During this 21st CCLC Program parallel planning time of Plan A-H and beyond, many creative ideas have surfaced. From purchasing a portable outside movie screen to broadcast educational field trips to each neighborhood, to ordering and delivering devices and school supplies for students who don’t have those resources. Teachers are creating lesson plans involving a COVID 19 Time Capsule (for future grandkids with poetry and drawings from the student's time in self-isolation with their families) or looking at mobile summer program options delivered by a maker space trailer. The focus is away from traditional classroom structures and more to creative models of delivery. From broadcasting to building kits, the 21st CCLC instructors have become the student.

After a month into the crisis, this is what Churchill called "the end of the beginning." Where everyone - although from a distance - is looking out for everyone else, especially the disadvantaged. The lion's share of the work is ahead in the recovery time, where there will be a lot of working families and communities who need the 21st CCLC Program.
Dear Partners in Education,

The STEM Outreach Center at NMSU continues to explore options for supporting more teachers, students, and parents. We have added several online teacher and student resources to the RESOURCES tab on our website, which you might find helpful. We are averaging about 100 views per day on the website and 200 views daily on Facebook!

Please feel free to add our page to your District and/or Facebook pages. The link is https://stem.nmsu.edu/

Together, we can reach more families.

Stay well,

Sara Morales and the STEM staff

STEM Outreach Center/Math Snacks
New Mexico State University
P.O. Box 30001 – MSC 3 STEM
Las Cruces, NM 88003
smorales@nmsu.edu
Office: 575-646-7649
Cell: 575-621-5316

A Message from the New Mexico Teachers of the Year
HOPE Series: Free Online Programs for Resilience

Zumba Meets Social Emotional Arts
With Tessie Herrasti
Meets weekly on Tuesdays through May
Noon to 12:30 pm PT

Grounding Mind and Body to Quiet Anxiety: Guided Meditation with Live Music
With Stacie Aamon Yeldell, MA, MTBC, AVPT
Thursday, April 16, 2020
Noon to 12:30 pm PT
Beat the Odds® Drumming for Resilience
With Ping Ho, MA, MPH
Saturday, April 25, 2020
9:00 to 10:00 am PT

Mindful Movement as Medicine
With Fred Sugerman
Thursday, April 30, 2020
Noon to 12:30 pm PT

Art Games for Real or Virtual Connection
With Courtney Abruzzo & Julie Running
Meets every Thursday during the month of May
First Session: Thursday, May 7, 2020
5:00 to 5:30 pm PT

Rhythm Retreat: A Mother’s Day Celebration
With Diana Lynn Wallace
Friday, May 8, 2020
Noon to 12:30 pm PT

Honoring the Mom in Your Life through Art
With Amber Cromwell, LMFT, ATR-BC
Saturday, May 9, 2020
10:00 to 11:00 am PT

Transcending Stress through Awe & Gratitude
With Bonnie Harnden, MA, RDT
Friday, May 15, 2020
Noon to 1:00 pm PT

Mindfulness Break through Nature-Based Expressive Arts
With Julia Grace Vishnepolsky
Wednesday, May 20, 2020
1:00 to 2:00 pm PT

Helping Kids Manage Stress & Anxiety
With Erica Curtis, LMFT, ATR-BC
Saturday, May 30, 2020
10:00 to 11:30 am PT

Embrace the Shake/Phil Hansen/TED Talks
DrumFIT Family Fun: At Home Drum Program

We know how much you and your students love to drum and we wanted to design a program suitable for the whole family to have a blast and stay fit together, right from their own living room! 🎼

There are a lot of options for kids and families to participate in;

Kids can drum along to fun and engaging age-specific routines, partner routines, games and brain busters! To get the whole family moving to the beat together, choose one of our fun family routines! 🎵مجتمع️😊

We want to make physical activity as accessible to families as possible, so we are currently running a special deal on this new program

FREE 6 MONTH online video subscription with the purchase of any DrumFIT Kit (which are ALSO ON SALE!!)

That's 15% off your own DrumFIT kit PLUS 6 months of online videos - which means students and families can do DrumFIT Family Fun: At Home, throughout summer vacation as well!

FIVE EASY STEPS TO GET STARTED:

1. Visit our DrumFIT Store.
2. Select the kit option that best fits your family (single or multiple).
3. Purchase through the store.
4. Receive your unique code and link to access your online video library.
5. Receive your DrumFIT kit and GET DRUMMING!
SAVE THE DATE

21st Century Community Learning Centers (CCLC) Program

Technical Assistance Webinar

June 3, 2020 - 2:00-3:30 p.m. (EDT)

Promoting Family Engagement Practices in 21st CCLC

This webinar will discuss potential ways 21st CCLC State Directors can help grantees build family engagement strategies and approaches for their programs and school districts. State directors and other experts will share a variety of tools to measure family, school, community partnerships and examine the role that family engagement plays in children’s learning, development, and success in school.

Who Should Attend:

21st CCLC State Coordinators and/or SEA 21st CCLC program staff

Additional details and registration information to follow.
Extending Social and Emotional Learning at Home

Research shows social and emotional learning (SEL) is an important part of child development. SEL can help children and adolescents learn skills they need to recognize and manage emotions and build and maintain positive relationships. When schools engage families and communities in SEL initiatives and activities, it can support students’ health and academic performance.

Visit our website for information, resources, and tools on social and emotional climate in schools, including resources to support nutrition education, physical education, and out-of-school time. Below are a few resources listed on our website to help you assist families with extending social and emotional learning at home during this time.

- SEL in Homes and Communities
- Boosting Social and Emotional Development in and Out of School

“We need to first be limited in order to become limitless.” - Phil Hansen
Speaker's Forum Webinar
with Stu Semigran

Growth Heart set: Establishing a Culture of Caring

As we navigate through the current COVID-19 pandemic, it is essential to take care of ourselves and advance the positive connection between youth. Growth Heart set provides practical skills for deepening our kindness and empathy within our programs, while learning how to turn our current challenges into learning opportunities. This interactive session focuses on shaping successful learning environments that thrive upon a foundation infused with caring, connectivity, and proven SEL practices. It is an experience of bringing the human connection into our digital connection.

Friday, April 24, 2020
online via Zoom!
9:55am - 11:30am
FREE

For more info and to register, click below.

www.howkidslearn.org
In these busy days, moving and nourishing our bodies can rapidly improve our outlook. Healthier Generation’s COVID-19 resource hub has ideas for everyone to eat healthy, get active—and stay mindful of what we can do to feel better.

**Featured Resources**

**Kohl’s Healthy at Home Toolkit**
10 resources with quick, inexpensive ideas to boost family well-being

**A Week of Simple, Healthy Meals**
Easy recipes with a few ingredients that kids and adults will love

**April 9: LIVE Virtual Training**
Remote Physical Education Instruction
15-minute session showcases best practices to keep kids active and engaged

**Pro Athlete Fitness Break Videos**
Short activity breaks to energize and alleviate stress
As a leading children’s health non-profit, Healthier Generation recognizes we’re better able to support our children’s well-being once we take time to nourish our own physical, social and emotional health. Below you’ll find credible resources designed to help you manage stress and prioritize self-care during this challenging time.

**Loving Kindness Meditation**
2-minute guided meditation to combat stress with mindfulness and compassion.

**Filling Your Cup: Comprehensive Self-Care Strategies**
Four-part training series on reducing stress and finding balance in your everyday life.

**Practice Gratitude, Boost Your Mood**
Short video tips to incorporate self-care practices into your new routine.
Office of State Grant and Program Support Newsletter

Letter from Ruth Ryder, Deputy Assistant Secretary for the Office of State Grant and Program Support

Dear Partners and Stakeholders:

I write at a time when I know you are facing unprecedented challenges due to the outbreak of the novel coronavirus disease 2019 (COVID-19). The U.S. Department of Education (Department or ED) and my office are committed to supporting you as you deal with widespread school closures. Over the last few weeks, the White House, the Department, and other federal agencies have released a significant amount of guidance to support schools, educators, and families regarding COVID-19. For updated information, please visit Coronavirus.gov, CDC.gov/coronavirus, and USA.gov/coronavirus.

For education-related information, the Department has established a dedicated coronavirus webpage (ed.gov/coronavirus) that includes resources for institutions of higher education (IHEs) and for K–12. The Department has provided information for families and communities including:

- A letter from the Office for Civil Rights that addresses potential discrimination associated with coronavirus;
- Information regarding certain flexibilities under Every Student Succeeds Act (ESSA);
- Broad flexibilities provided to states to bypass ESSA mandated testing for the 2019–20 school year due to the COVID-19 national emergency. State education leaders can find the waiver application here;
- Information regarding services to children with disabilities;
- A fact sheet from our Office for Civil Rights on addressing the risk of coronavirus in schools while protecting the civil rights of students, and a short webinar on online education and website accessibility;
- Information on the Family Educational Rights and Privacy Act, or FERPA, as it pertains to K-12 and higher education students; and
- Information for accrediting agencies regarding temporary flexibilities provided to coronavirus impacted institutions or accrediting agencies.

The Department has set up a mailbox for questions related to coronavirus issues. Please direct education related questions to COVID-19@ed.gov. We have a team working to respond to questions received in the mailbox. Finally, the Department will continue to update its web page, ed.gov/coronavirus.

Thank you for your extraordinary efforts to ensure continuity of learning during this unprecedented event. My office will continue to be available to support you during this challenging time!

All the best –

Ruth Ryder
Managing Teams Remotely--ASAP!

You’ve been managing a team, but have always been able to see them in person. People have always been able to pop into your office when they need a quick response. You all have chatted in the hallway or at the coffee maker. And now you don’t. If you’re scrambling to effectively manage your team when everyone is working from home, here are five strategies to help you now:

1. **Clarify goals and roles.** With your leadership team, define your goals and priorities. Certainly, there are things that no longer rise to the top of the priority list in this new context. So, take time to identify:

   - *What is priority? What can wait?* If your program has been focused on youth programming, that field trip or school STEM night is no longer pressing. What is?
   - *What are things you’ve been wanting to accomplish?* Operations manual? Family handbook? Curriculum updates? What are those tasks that have consistently been pushed to the back burner? Now is an opportunity to dig into those.

Once you have a set of current organizational priorities, figure out roles. Be aware that staff roles may differ from what they have been doing. Maybe it makes more sense for the program coordinator to take the lead on curriculum revision or a dynamite staff member works on revising the staff training. Decide who should do what. Then, communicate that with the whole team.

It’s helpful to have a cloud-based project management tool. At the very least, try Google Sheets. Other project management tools we like are:
• Avaza (has a free option)
• Asana
• Basecamp
• Trello (has free option)
• Monday.com

2. Make sure everyone can work remotely. You may have already realized this, but device and internet access are an equity issue. Not everyone has access and that includes staff. So, have one-on-one meetings with each staff member. Find out about their home situations and what kind of support they may need in order to work remotely. Who needs devices, webcams, internet, data plans? And what can your organization provide? Once everyone is set up with ways to connect, choose a tool that will allow you all to be in communication. Email is fine, but consider a supplement like Zoom, GoogleHangouts, Skype, Slack, etc.

Tech companies are offering free remote working tools. So, check out:

• Microsoft Teams
• LogMeIn “Emergency Remote Work Kits”
• Google Hangouts Meet
• Zoom
• CiscoWebEx

3. Focus on outputs rather than time. This is may require a shift of mindset. But, really. If you’ve been homeschooling your children, you understand—the number of hours you have to devote to work are difficult to pin down. As a leader, focus your team on what it is you need them to get done—not on counting their hours.

If you can get a task accomplished via email or chat, do not have a meeting. Get it done via email or chat. Also, when you do have meetings with the team, plan to make your meetings efficient. This is a new normal. Staff meetings should not go too long. I’d recommend aiming for an hour. People don’t have the mental or emotional bandwidth to stay on calls that go longer. Set an agenda; get updates online in advance; get new meeting norms in place. If everyone is getting online at the same time, use that time wisely. In my opinion, wisely means that you use that time to discuss items that cannot be resolved over email. It also means ensuring personal connections to continue to build and maintain staff morale.
4. **Be clear on expectations.** When are staff expected to be online and available? How will they let you know that they are working? Do you have flexible working times? Set the expectations and communicate them.

If you don’t already, then use tools like #Slack, Teams, WhatsApp to be in dialogue regularly with your team. Make sure your team knows when you’re online and offline. Hold virtual office hours so they know when they can “pop-in” to meet with you. Because you’re not in person, it is critical, essential, vital to communicate, communicate, communicate. Even if you communicated once, communicate it again. Emails get lost. Texts are forgotten. Keep your team looped in by communicating. Do not fear over-communication. Staff will let you know if you’re telling them the same thing too much.

We really like this [Sample Organizational Communications Agreements](#) document that The Management Center shared. It models what clear communication looks like within an organization. You can make a copy of that document and revise it to meet your organizational needs.

5. **Promote personal interaction.** In our field, most of us are people-people—we are social, we have interpersonal skills and enjoy interacting with others. Not having the consistent feedback of young people or staff can feel like a big void for those of us who are used to receiving lots of input. We need to feed and support our own social-emotional well-being by connecting with others. In moving to a new, virtual reality, it’s important to have regularly scheduled meetings where staff know you will all be able to connect. During those meetings or just after, make sure to host a virtual water cooler time so people can talk about every day, non-work things. Many organizations are hosting Virtual Coffee Breaks or Virtual Happy Hours by simply designating a time when colleagues can visit via Zoom or Hangout and sending link to join the video conference.

Our colleagues at the Maine Mathematics and Science Alliance have a lot of [great tips and tools about maintaining positive personal interaction](#) with your team. We encourage you to check them out.

Yes, this is all weird and unsettling, but you do not have to do it alone. At DWL, many of us have been working and managing teams virtually for ten years or more. Some people on our team have never met in person, but work together closely and know each other well. So, if you need a thought partner or are feeling stuck on managing your remote team, please don’t hesitate to [reach out](#). We’re happy to help.
In response to the COVID-19 pandemic, Girls Who Code is proud to launch Girls Who Code at Home, a weekly series of resources to keep up your learning at home, and ideas on how to stay busy and—most importantly—brave.

**Download Girls Who Code at Home Activities**

We hope these resources provide support for parents who are busy working from home, options for educators in need of remote work and—of course—inspiration for our girls.

We’ve always known our girls to innovate and to use code to solve problems facing their communities. These resources are designed to inspire them to create solutions around the issues they care about, and enable them to continue working their bravery muscles through this tough time.

**Additional free coding curriculum through Girls Who Code Clubs**

If you know someone who may be interested in gaining access to our free Girls Who Code Clubs curriculum, they may apply at the link below. They do not need to enroll students or launch a Club. They’ll be able to access the full curriculum and prepare in advance if they decide to move forward once, we are back in session. In the application, please indicate you want to launch both 3-5th and 6-12th grade Clubs to gain access to both curriculums.

Apply to gain access to Girls Who Code Clubs full curriculum
The students in the Community for Learning program at Chelwood Elementary are having a blast, and Skillastics® is changing their attitudes about physical activity! This program is extremely easy for the staff to implement and ensure they are meeting a goal of moderate to vigorous physical activity each day. Students learn various fitness techniques like push-ups, jumping jacks and sit ups all while incorporating cooperative learning and team building skills. The program includes simple, step-by-step lessons and can be adjusted to fit any size group. Students at Chelwood Elementary range from kindergarten to 5th grade, and all participate in the Skillastics® Fitness program.
Students from Working Classroom began a long-term mosaic project. They began by creating black and white mosaic pictures from still life. As they learned more about mosaics, the students designed their following mosaic piece using glass tiles. As part of the lesson, students discussed how pollution and other factors in this world are destroying things around us. Their mosaics depict what they learned from their discussions. Such a fine example of how Community for Learning supports youth as agents of change by using contemporary artistic expression – visual art to create work that tells our communities’ stories with truth, nuance, beauty and power.

Perhaps the mission of an artist is to interpret beauty to people - the beauty within themselves.

-Langston Hughes