Afterschool & Summer Programs Support Learning & Recovery Town Hall:
Your Questions Answered

We received lots of questions during our Town Hall on May 28. Here, we've gathered responses and resources where we have them. There are still more unanswered questions that we've posted on our COVID Slack channel to see if your peers have wisdom or perspectives to share, and we will add responses to this document. We encourage you to join our Slack channel and check out our COVID resource site, including our new page focused specifically on re-opening at www.3to6.co/covid.

RECORDING & SPEAKER INFO

Link to the Town Hall recording and resources

Could a link to the Y's video be posted with the after-meeting notes? And, the printed material for parents?
The Y video can be viewed here: https://vimeo.com/424191915 and you can see their safety protocol fact sheet for parents here: http://afterschoolalliance.org/documents/Safety-Protocol-documnet-YMCA-Rico-Nashville-06082020.docx

Will there be links to the programs that the guests are speaking from?
Links to the organizations represented by our speakers:
- Mila Flowers, Afterschool Youth Ambassador, 21st Century Community Learning Center, Walla Walla, WA - https://wallawallaafterschool.com/mila
- Dr. Deb Moroney, Managing Director, American Institutes for Research - https://www.air.org/topic/education/afterschool-and-expanded-learning
- Laveta Wills-Hale, Director, Arkansas Out of School Network – www.aosn.org
- Michael Wilson, PhD, Principal, Magic City Acceptance Academy, Former Principal, Glen Iris Elementary School, Birmingham, Alabama - https://www.magiccityacceptanceacademy.org/
- Rico X, Vice President of School Age Services, YMCA of Middle TN - https://ymcamidtn.org/
- Tony Smith, CEO and Founder of Whyspeople and the Former State Superintendent of Education for Illinois - www.whyspeople.com

Is there a space for afterschool providers/agencies/organizations/schools to share their thinking, ideas, strategies for school reopening? (Written forum that is accessible all of the time?)
Yes! Please join our learning community on Slack. Exchange ideas with other afterschool and summer learning program professionals on how to connect with youth during COVID-19 shutdowns, as well as how to safely reopen programs.

SUMMER

What are agencies planning for summer?

- Our new brief reviewing common elements from several states plans for summer: http://www.afterschoolalliance.org/covid/reopening-programs.cfm
- Recognizing the role of afterschool and summer programs and systems in reopening and rebuilding - AIR blog post - includes number of reopening frameworks: http://www.afterschoolalliance.org/afterschoolsnack/Recognizing-the-role-of-afterschool-and-summer-programs-and_05-26-2020.cfm
- ACA guidance: https://www.acacamps.org/resource-library/coronavirus/camp-business/camp-operations-guide-summer-2020
- CDC Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html

For summer programs in which kids normally go on field trips, I assume this year there are no external field trips. Are programs like YMCA and other youth programs seeking any in house field trips? Is that an option? A special program/activity comes to your location.

That is correct. We are completely avoiding external field trips. We had actually booked some in house field trips already (prior to Covid-19). Several of those options are no longer available, due to the entities not being in operation right now. However, we still will have a couple of entities that will come in house (i.e., STEM, magic, art vendor). These entities would have to go through the same pre-screening as staff and children. However, the sessions will have to be shortened due to having to do the activities multiple times because of the smaller groupings on site.

What do parents say they want from camp this summer? Is academics/curriculum higher on the list than normal for summer? Or do parents really want outdoor time and time for kids to be kids? What is the right balance?

We have not seen a poll specifically asking parents about summer, but the data we have seen before and during the pandemic suggests that parents are concerned about both -- and that afterschool and summer programs should not try to replicate school, as programs are valued for the complementary but different experiences, social interaction, and growth opportunities they provide. Further, parents, educators and health professionals are concerned about the mental health of youth following the pandemic, and afterschool programs should use their expertise to support the well-being of youth, with a focus on social emotional learning and trauma-informed approaches.

Two polls that may be of interest:

Parents are equally worried about loss of learning time at school as they are about loss of afterschool experiences: 69% are concerned or very concerned about the loss of instruction time, and 61% are concerned or very concerned about the loss of afterschool programs. https://www.edchoice.org/engage/polling-american-k-12-school-parents-about-covid-19/

Learning Heroes recently released a parent survey that found: Parents are most worried about their children missing social interactions (59%), the prospect of someone in their family getting COVID-19 (57%), academic losses (54%) and too much screen time (48%), more than food (30%) and financial security (40%). https://r50gh2ss1ic2mww8s3uvjvq1-wpengine.netdna-ssl.com/wp-content/uploads/2020/05/Parents-2020-Press-Release-1.pdf

RECOVERY FUNDING

What recovery funds, if any, are available now to support summer and afterschool programs?

- To date, no recovery funding has been dedicated to afterschool & summer, but programs are listed as allowable uses for funds provided to states via the CARES Act. See our COVID-19 Policy page for an overview of federal recovery funding opportunities, and tips for reaching out to local and state leaders to encourage them to use the funds for afterschool & summer: http://www.afterschoolalliance.org/covid/policy-regulation.cfm#advocate
- Its important to let your members of Congress know that support is critical for recovery: www.3to6.co/Congress
- CCDBG dollars from CARES Act: http://www.afterschoolalliance.org/afterschoolsnack/How-federal-government-funding-is-supporting-child-care-in-the_05-12-2020.cfm
- Paycheck Protection Program: http://www.afterschoolalliance.org/covid/policy-regulation.cfm#v-pills-messages

PROGRAM FINANCES, STAFFING & COSTS

How do programs plan for all the possible operating scenarios?

A few helpful resources:
- National Afterschool Association Scenario planning tool - help for programs to think through and plan for various operating scenarios
- Overdeck financial planning tool: an Excel template and guide
- Financial planning tools on www.strongnonprofits.org

Going forward, we need to consider that funding is currently at 1:20 level for only 3 hours a day. How do we continue in the future under different group sizes and program day?

This is the fundamental issue facing many afterschool programs heading into the fall, including ours. It is critical that we maintain close communication with school districts to collectively come up with afterschool solutions that maintain safety but also meet the needs of parents who need it the most. School partners must also be aware of the funding constraints that may be caused due to the need for

more staff, and be comfortable around adjustments that providers may need to make in terms of reduced program time, offerings, etc. Advocacy to state and local level licensing is needed as well.

SCHOOL RE-OPENING & THE ROLE OF AFTERSCHOOL

Will afterschool programs change if we see spilt or half days? Have any other school districts that you work with talked about staggered learning? And how are people planning SACC around that? What would afterschool look like with a rotating school schedule ? Out-of-school time will be broadened beyond the typical 3 to 6 p.m. and school breaks. How do we broaden our scope of services to include the time that students/youth would "normally" be in school?

In late May, a 21st CCLC program in Missouri re-opened in conjunction with their school district summer school to offer full day programming on a split schedule so that half of the students are doing enrichment with afterschool staff in the morning while the other half is with classroom teachers doing their summer school classes. They then switch during the afternoon. So, where the 21st CCLC program normally serves 350 students daily before and afterschool, they are serving 750+ until the end of June. This may be a model moving forward.

A good read on the topic is this Hechinger Report article, Summer and after-school programs — five ways to provide for the other half of education amid the coronavirus

How can we leverage outdoor education programming that potentially provides a safer environment for distancing, rather than relying solely on indoor spaces and classrooms?

- ACA Guidelines - for examples on how to ensure safety between youth and staff - https://www.acacamps.org/resource-library/coronavirus/camp-business/camp-operations-guide-summer-2020 (specifically section 7)
- The National Center for Outdoor & Adventure Education has a resource on how to adapt outdoor learning experiences in the time of COVID. https://ncoae.org/adapting-outdoor-education-in-the-time-of-coronavirus/

As this pandemic exposes the need for social emotional education and engagement, are we anticipating the regular school day resourcing this need internally? Or will they lean on external partners for expertise?

The National Association of School Psychologists and the American School Counselor Association released School Reentry Considerations for Supporting Student Social and Emotional Learning and Mental and Behavioral Health. The guide does recommend that schools and districts connect with community providers as needed to address gaps in SEL support for students.

SAFETY

How have you paid extra staff to meet the licensing requirements? How are you cleaning the toys and materials between children? What about the wearing of masks around youth for the day?

The Centers for Disease Control and Prevention and the American Camp Association have guidance on how to reopen summer

learning programs and camps safely. Among the topics covered include wearing face masks, health screening upon arrival to the program, cleaning and disinfection, and what to do should a staff member or youth contract COVID-19.

How is the Y working with young children and COVID-19 safety precautions? How do we plan for a safe after school program if school opens in the fall? Our space is typically mixed ages. Elementary and middle school.

This has undoubtedly been one of the most challenging types of programming I have ever had to put together. 1) We run in small groups (up to 10 kids per group) based on age ranges and we never mix them. This can make all the difference in the world between a "case" and an "outbreak" 2) We ensure that health screenings are done. 3) We have had to ramp up on cleaning (both in frequency and supply) to ensure that we have the safest environment possible. This is a challenge that every afterschool program is going to have to creatively determine how to do. Whether it's leveraging those supplies with school systems or pooling together with state alliances, this has to be a critical element of safety going into the fall.

Are there kid-friendly videos and printed material that help show kids how distancing and cleaning, temperature taking are important? All the Sesame Street and other videos are geared toward distancing at home. Need something for an after-school or child care setting to show kids.

Cincinnati Children's Hospital has a series of videos for children on Covid prevention strategies.

PARENT SUPPORT

How do we support the parents who are struggling with the fact that they are now "teachers"?

If parents are looking for ways to engage their children while working from home, content strategist and editorial project manager, Anne Miller, developed a slideshow with ideas and activities for kids throughout the workday.

The Hechinger Report also has advice on effective strategies for parents who are temporarily homeschooling their children.

It is important for afterschool providers to serve as an avenue to distribute virtual learning resources to families that they normally serve. These resources come from a variety of places such as school districts, afterschool networks/consortiums, etc. Outside of providing programming (either on site or virtually) this is likely the best that we can do as afterschool providers.

MEETING NEEDS OF YOUTH

What should our staff look for in behaviors of children that indicate trauma in or programs at thi time?

NYU Langone Health released a resource to help parents navigate the trauma their children may experience during the COVID-19 pandemic. This resource does include some guidance on reactions children might have as a result of trauma.

The National Child Traumatic Stress Network also has a guide for parents which includes a chart identifying reactions children may have, as well as ways to help children cope.

VIRTUAL PROGRAMMING

What kind of activities are your programs doing that are engaging but not academic?

I believe that "academic" was meant to communicate a teaching style similar to that of formal school settings. However, all activities that we do, provide some form of experiential learning. We do rotation based programming that includes art enrichment, STEM, literacy, virtual learning/tours, and structured physical activity.

There are a number STEM-focused activities that provide engaging opportunities for youth. Please see the list below:

- Exploratorium Tinkering Studio activities- https://www.exploratorium.edu/tinkering/projects/
- eBird - https://ebird.org/home
- Merlin bird ID app - https://merlin.allaboutbirds.org/photo-id/
- Zooniverse - free online citizen science platform that hosts a variety of projects from labs and museums across the world - https://www.zooniverse.org/
- Nat Geo citizen science, a number of citizen science projects are included here - https://www.nationalgeographic.org/idea/citizen-science-projects/