

# Afterschool Learning at a Distance: Key Themes and Promising Practices

SPRING 2020



# Contents

|  |    |
|--|----|
| Summary .....  | 2  |
| Evaluation Narrative .....                                 | 3  |
| What We Know .....   | 3  |
| New Questions.....   | 4  |
| Method .....   | 4  |
| Results.....   | 5  |
| Key Themes .....   | 5  |
| Promising Practices.....                                   | 6  |
| Discussion.....  | 7  |
| Use of this Report .....                                   | 8  |
| Recommendations .....                                      | 8  |
| Data Appendix A - Key Themes with Anecdotal Evidence ..... | 9  |
| Theme 1: Professional Uncertainty.....                     | 9  |
| Theme 2: Strong Culture .....                              | 10 |
| Theme 3: Address Inequity .....                            | 10 |
| Theme 4: Flexible Service.....                             | 11 |
| Theme 5: Whole Child.....                                  | 12 |
| Data Appendix B - Promising Practices .....                | 13 |
| Family-Centered Engagement.....                            | 15 |
| Household Learning Environment .....                       | 16 |
| Distance Programming.....                                  | 18 |
| Planning for In-Person Learning.....                       | 21 |

## Summary

Fifteen staff at the GISD Bridges to Success program were interviewed after two months of service delivery during circumstances of social distancing, school closure, and use of personally protective equipment. GISD staff maintained their focus on student socio-emotional skills and family well-being, despite the necessity of substantially redesigning afterschool programming. Key themes from the interviews include professional uncertainty, strong organizational culture, addressing inequity, flexible service, and a whole child, whole family approach. Staff described promising practices aligned to most of the 27 quality indicators for learning at a distance.

## Evaluation Narrative

The Genesee Intermediate School District (GISD) 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Bridges to Success Before and After School Programs team requested an evaluation of staff experience and learning during the transition from in-person programming to learning at a distance. Beginning March 16, 2020 (in the state of Michigan), afterschool learning at a distance was required in response to the COVID-19 pandemic and corresponding circumstances, such as school closing, social distancing, and use of personally protective equipment (PPE). For many families, the transition to learning at a distance co-occurred with other stressors and hardships that afterschool staff were also responding to. It has been a challenging moment for afterschool program staff, and we commend the GISD team for their efforts.

### What We Know

With the GISD team, we have already learned that 21<sup>st</sup> CCLC afterschool services can transition to a distance model and still meet some of the important socio-emotional and academic objectives of the program. We've also learned that learning at a distance requires more preparation and delivery time per student than the traditional 21<sup>st</sup> CCLC model. This increased preparation time makes sense because the new model is still being developed as a first iteration and, also, because these new services have become more fully individuated and personalized for each student and family. These lessons learned are validated in many other conversations in the afterschool field.

GISD has also completed some prior evaluation work that provides important context. First, using data from the 2016-2017 and 2017-2018 program years, we found support for the hypothesis that children and youth who enter the program with lower socio-emotional skills will grow those same skills as a result of participating in Bridges to Success programming. They were also more likely to transfer socio-emotional skills to school day settings, resulting in improved school performance ([www.qturngroup.com/21CCLC/GISD](http://www.qturngroup.com/21CCLC/GISD)). GISD is producing programs of sufficiently high quality to build students' socio-emotional skills and improve their school performance.

Next, during the fall 2019 evaluation cycle, observations were conducted at all GISD afterschool sites using the SEL Program Quality Assessment (SEL PQA), reflecting staff interest in doing continuous quality improvement (CQI) in the area of student socio-emotional skills. Results from SEL study ([www.qturngroup.com/21CCLC/GISD/CQI-2019](http://www.qturngroup.com/21CCLC/GISD/CQI-2019)) indicate that: GISD programs were meeting validated standards for instructional quality; GISD programs were mainly delivering emotion coaching supports during one-on-one interactions and empathy supports at the end of structured group activities.

What we know from the past two months is that GISD staff are connected with, and delivering afterschool services to, most of their students, and working to connect with families facing greater hardships. We also know, from the previous evaluation, that GISD staff use a “whole child, whole family, whole community” approach, are focused on defining socio-emotional skills and supports in the GISD context, and have been thinking about how to personalize these supports to child and family needs. These areas of expertise – family-centered practice, personalized instruction, and support for students' socio-emotional growth (e.g., emotion management, problem solving, empathy) – are in high demand during this first iteration of afterschool learning at a distance.

## New Questions

Building on the results of the prior program evaluation, the current evaluation focuses on the challenges, constraints, and opportunities that have emerged as a result of the ongoing COVID-19 pandemic (e.g., shifting from in-person to remote interactions with children and youth). Our first purpose in the evaluation was to understand how the transition was going for the staff and to get a feel for how staff were making sense of the many changes in the work. Most of interviewees were asked most or all of the following questions

- What is the experience of transitioning from in-person to distance programming?
- What are you hearing from student and families?
- What are the barriers to students' virtual learning?
- Where are you experiencing success?
- Where could you be successful with more support?

A second evaluation purpose was to document the promising practices that were emerging in real time at GISD sites. Given that Bridges to Success has achieved high levels of implementation fidelity and program quality, with a particular focus on socio-emotional skill growth, our objective was to document their approach to the COVID crisis and share internally, and with other 21<sup>st</sup> CCLC programs in the state, information about the promising practices they were using.

Finally, we were hoping to give Bridges to Success staff “voice,” as expert practitioners, to inform us about their developing approach to providing afterschool services at a distance and how they were feeling about the agile process of designing and delivering these required services. We wanted program staff to describe what was happening, in their own words, so that the meanings of new behaviors would be framed in their own words. We also wanted to let people relieve some stress so, when the conversation veered off topic, we let it.

## Method

Over the course of two weeks, May 11 through May 28, the QTurn team interviewed 15 afterschool staff, from 9 GISD afterschool sites, and 1 administrator from the GISD office. Interviews lasted between 35 and 75 minutes and were transcribed using the *Transcribe by Wreally* application. Transcribed interviews were coded in two ways.

First, thematic codes were developed to identify widely shared “key themes” in the data. Codes were developed by three reviewers reading all transcripts and coming to consensus around key themes. Next, text segments were extracted from the transcripts to support the themes. Reviewers again read the evidence, discussed, and made any final revisions to the wording of the key themes. Full results for the key themes, with anecdotal evidence, are presented in Appendix A. In general, the key themes appeared in most or all interviews and can be considered to represent near consensus across the 15 interviews.

Second, text segments were coded for alignment to the 27 promising practices indicators described in *Guidance for Afterschool Learning at a Distance* (Smith et al., 2020). All text segments in all transcripts were coded for content alignment with one or more of the 27 indicators. Two coders conducted two paired codings for two of the interview transcripts. Consensus discussions were held following each paired coding session, and agreement in excess of 80% perfect agreement was achieved in each case. The two coders then completed the remaining transcripts.

Anecdotal evidence from coding of text segments to the Guidance indicators is included as Appendix B. Table B-1 shows the percent of interviewees who mentioned each the 27 promising practices indicators. The boxes highlighted in green indicate that 75% or more of the interviewees provided text segments relevant to that indicator, and the boxes highlighted in red indicate that 25% or less of the interviewees provided text segments relevant to that indicator. However, please note that our interview methodology was not designed to require every participant to answer every question (e.g., we allowed participants to take the conversation in whatever direction they were most interested in), so the frequencies reported in Table B-1 should be interpreted with that caveat in mind.

## Results

### Key Themes

Although each of the afterschool sites used their own approach to learning at a distance for students and families in their community, five key themes emerged from our analysis of their challenges and successes. The first two key themes, professional uncertainty and strong culture, reflect the vulnerability that GISD Bridges to Success staff have been feeling and the responsive supports provided by peers and managers. The next three key themes describe how GISD staff addressed the unique challenges resulting from the change from program sites to households (e.g., promoting equity through personalized access to “whole child/whole family” experiences). We next provide a synopsis of each theme, with a full presentation of each key theme, specific subthemes, and multiple supporting anecdotes provided in Appendix A.

*Professional Uncertainty.* Staff reflected a diminished sense of confidence about how to enact responsive practices to young people who are experiencing such a diverse set of the physical, socio-emotional, and academic challenges. Staff were often unsure about how to define and implement these aspects of program quality; in particular, how to most effectively monitor children’s (a) socio-emotional well-being, (b) academic effort and progress, and (c) attendance.

*Strong Culture.* The “strong culture” theme centered around how others responded to their feelings of ambivalence and vulnerability. GISD staff described how their colleagues and team members supported each other. For some staff, this kind of support was less typical prior to the COVID-19 pandemic. Across staff, the collaborative and supportive management style and organizational culture (e.g., share mistakes, flexible approach, keep trying) were important sources of support during uncertainty.

*Address Inequity.* GISD staff quickly realized that learning at a distance both exacerbates and clarifies inequities (e.g., the least well-resourced families experience the most difficulty getting and keeping their child connected to afterschool programming). This realization motivated the effort toward personalized learning (i.e., developing program services focused on home environments and the particular needs of each child) and options for (a) virtual communication and supports, (b) non-virtual communication and supports, and (c) additional supports for families with younger students.

*Flexible Service.* Related to equity concerns, staff also reported that efforts to provide and sustain program activities in home environments required scheduling flexibility in order to meet the diverse and

varying needs of students and families. Although staff all conveyed a commitment and sense of responsibility to students and families, each also reported a relatively unique set of challenges and successes. Flexibility of staff time was a common theme.

*Whole Child.* GISD staff also quickly realized that they were capable of providing program activities suitable for household learning environments for many, even if not all, students. Almost all of the sites described afterschool services (or curriculum) that included distance activities related to safety and hygiene information, fun activities, academic help, and socio-emotional skill-building supports. Nearly all sites were also combining activities with individual check-ins, at least weekly. Despite the transition to learning at a distance, GISD continued to deliver whole-child practices that were increasingly transformed into whole-family practices.

### **Promising Practices**

In addition to the key themes – which were selected because they represented consensus among GISD staff – we also coded the transcripts in a more fine-grained way; that is, in relation to the newly developed quality indicators for afterschool learning at a distance. We did this second coding for two related purposes. First, we wanted to better understand how the specific promising practices that GISD staff were developing were aligned with an emerging consensus about best practices for learning at a distance. Each text segment aligned to an practice indicator is the GISD version of the promising practice described by the indicator. Second, we hoped to identify areas of practice that were still “below the radar” and, consequently, ideal targets for technical assistance and redesign.

In Table 1, below, we summarize these results by identifying the specific indicators that were receiving attention from either (a) nearly all staff or (b) very few staff. In this case, a high percentage indicates that the issue is receiving attention from GISD staff while a low frequency indicates that the issue is receiving little attention from GISD staff.

In general, 10 of 27 indicators were mentioned by nearly all staff interviewed, and 5 of 27 were mentioned by fewer than 25% of staff. GISD staff were most focused on the Household Learning Environment domain (i.e., supporting and equipping their students’ work spaces). Other areas of intense focus included adult-child interaction practices (e.g., socio-emotional check-ins, opportunities for fun), from the Distance Programming domain. Importantly, staff were also focused on getting students good information about hygiene and personally protective equipment. Finally, per the third key theme above, 100% of staff were focused on equity issues. Again, a high percentage does not indicate that an issue is actually being addressed, only that the issue was in some way important to the staff at the time of the interview.

In terms of promising practice indicators that very few staff were paying attention to, on-line safety and security were not mentioned by any interviewee. The same was true for indicators related to planning for the return to in-person services and collaboration with school leadership. In general, indicators in the Planning for Return to In-Person Learning domain were the least mentioned. This omission may be explained by timing; that is, in mid to late May, when these interviews were conducted, these opportunities may not have been available yet. GISD staff will need to interpret this result.

Table 1. *Quality Indicators Mentioned by Nearly All Staff or Very Few Staff*

|   | <i>Indicators mentioned by nearly all staff</i>   | <i>Indicators mentioned by very few staff</i>  |
|---|---|--|
| <b>Domain I. Family Centered Practice</b>         | <u>2 of 6 indicators</u> <ul style="list-style-type: none"> <li>Hygiene and PPE</li> <li>Equity Data</li> </ul>   | <u>0 of 6 indicators</u>   |
| <b>Domain II. Household Learning Environment</b>  | <u>4 of 7 indicators</u> <ul style="list-style-type: none"> <li>Multiple Connections</li> <li>Child Centered Workspace</li> <li>Educational Supplies</li> <li>Virtual Access</li> </ul> | <u>1 of 6 indicators</u> <ul style="list-style-type: none"> <li>Online Safety and Supervision</li> </ul>   |
| <b>Domain III. Distance Programming</b>           | <u>4 of 9 indicators</u> <ul style="list-style-type: none"> <li>Socio-emotional Check-ins</li> <li>Modeling Skills</li> <li>Content Options</li> <li>Opportunities for Fun</li> </ul>   | <u>1 of 6 indicators</u> <ul style="list-style-type: none"> <li>Collaborative School Leadership</li> </ul>   |
| <b>Domain IV. Planning for In-person Learning</b> | <u>0 of 5 indicators</u>  | <u>2 of 5 indicators</u> <ul style="list-style-type: none"> <li>Social Distancing and PPE Guidelines</li> <li>Acquire and Maintain Supplies</li> </ul> |

Full results for the evaluation of promising practices is provided in Appendix B. In particular, anecdotal examples of GISD’s own promising practices are provided for all indicators that were discussed by interviewees. While this evidence may seem incomplete in some cases, staff reflection on their own words can generate a more complete understanding of how GISD might best meet quality standards for Genesee County’s unique mix of local contexts, needs and resources.

## Discussion

Discussion of the results must begin with our statement of appreciation for the hard work on behalf of children and families that the managers and staff at GISD have done and are continuing to do throughout the current moment of crisis. As evaluators, it is our job to understand their forms and levels of effort, and we speak from evidence: GISD continues to deliver high-quality services to at-risk children, despite substantial challenges.

With that said, this report is part of an annual program evaluation intended almost exclusively for critical, self-reflective use. Specifically, findings in this report – and the other two reports: impact evaluation and instructional process evaluation ([www.qturngroup.com/21CCLC/GISD](http://www.qturngroup.com/21CCLC/GISD)) – were designed as performance feedback for staff and stakeholders.

The overall story from this report might be summarized with a sentence: A strong organizational culture makes for a resilient staff and has great benefits for students because under the conditions of a supportive culture, staff are more able to pursue the old objectives using new means at lower stress.



The sub-story is that staff are feeling uncertain about how to be accountable, and this is likely a source of stress. There are, of course, policy consequence small and large that extend from these findings. We would welcome the opportunity to talk with GISD leadership and co-author further thoughts about what it means for afterschool policy – at a later date. Our further discussion is limited to use of this report for professional development and recommendations for program improvement.

### **Use of this Report**

The overall story from this report is very positive. However, it is the formative information about specific practices (e.g., the anecdotal evidence in both of the appendices to this report) that make the report useful for continuous quality improvement, or CQI, processes. Appendices A and B contain the performance feedback to be analyzed in a CQI process focused on one or many aspects of learning at a distance. For example, staff can examine the validity of the key themes, or evaluate specific GISD promising practices, and make recommendations for professional learning or program redesign.

### **Recommendations**

Our general recommendation is to keep doing what you are doing. Staff generally felt positive about management and peer supports, at a moment when it counts. Based on our review of the data, we make the following additional recommendations:

1. **Cyber-Safety Guidelines.** According to these data, cyber safety guidelines and training should be important areas of emphasis. Assuring that staff have appropriate knowledge to help children safely engage in online activities, and to help families supervise children during those activities, will likely become a high priority for the entire field.
2. **Training in Trauma-Informed and Strengths-Based Practice.** Although mentions of trauma-informed and strengths-based practices were not reflected in either the high or low groups of Table 1, almost all of the mentions that did occur, 38% and 25% respectively, were about wanting to learn more about trauma-informed and strengths-based practices. This seems like a substantial number of staff requesting additional support in an important area.
3. **Training in Social-Distanced In-Person Programming.** Return to in-person programming is obviously an important subject that staff seemed, understandably, unsure about. It might be a strategic time to locate or start developing staff training content for afterschool social distancing, PPE use, and acquiring and maintaining a stock of cleaning materials and PPE.
4. **Socially-Distanced School Success as Positive Youth Development.** Support for, and integration with, school is going to be an important part of the afterschool model during moments of social distancing. GISD staff are already experts at active-participatory practices that grow SEL skills and are currently developing new learning at a distance models. Can GISD Bridges to Success staff help students turn a social-distance model of schooling into team- or project-based learning (i.e., positive youth development) that increases motivation for school success and achieves 21<sup>st</sup> CCLC outcomes? Can the Bridges to Success program “brand” itself internally, and to families and community, as a valuable support for school success?

## Appendix A - Key Themes with Anecdotal Evidence

In this section, we summarize the interview data and the extracted anecdotes that best illustrate the key themes of GISD staff's transition into supporting learning at a distance.

### Theme 1: Professional Uncertainty

**Staff were unsure about how to define some aspects of program quality, particularly how to most effectively monitor children's (a) socio-emotional well-being, (b) academic effort and progress, and (c) attendance.**

The transition to distance learning has been difficult for all staff and has resulted in some professional self-doubt around achieving program objectives in novel ways. Most staff started their program with socio-emotional check-ins to hear how children were doing. However, most staff reported that although they effectively used appearance, behavior, and body language to gauge their students in-the-moment wellness, this was more difficult through a screen, phone, text, or other distance communications.

***Anecdote:** "Because you're just showing your head on the Zoom, sometimes you can't really tell what is going on. Or, if they are having other issues, and sometimes on Zoom, they aren't going to talk to you about it. But, if you were at school, they would say 'hey we need to talk,' or you can pull them aside and ask them what's going on. I think it's just that sometimes not physically being able to see their bodies, their body reactions, how they react to questions, you don't see them if you're not being there in person."*

Each afterschool program offered homework help, as required by 21st CCLC grant funding. However, many students did not need, or did not want, homework assistance; presumably, mainly because of the grading structure adopted after school closures. Most staff found it difficult to track and support student academic effort or progress for the remainder of the school year.

***Anecdote:** "We do homework help, and the kids are using the district packets, so we can pull them up if they need help. But, they [the students] usually are done or tell us they finished or don't need help. I think a lot of them are already on summer break mentally. I mean, we have two girls who already had straight As, and their grades actually can't get any lower. So, they aren't very motivated, and I don't know if they are doing anything, schoolwise."*

Finally, in shifting from the "organized chaos" of 20-40 students a day to an average of 2-10 students a day, almost all staff worried about how to engage and connect with students when learning at a distance. Most program staff reported that they were not interacting with over half of their students per-week, and staff also expressed concern about the well-being of those students.

***Anecdote:** "Well, it kind of depends on the day, [laughs] what the weather is like. I think we have had up to eight at once. A lot of them pop in for a couple minutes, but they will say, 'I have to get off my brother needs the device' for something, or 'oh, I have to go to the store, I can't stay home by myself'... I just worry about the ones who don't hop on, who I haven't been able to talk to. I know someone at the school has because I ask the secretary to make sure I have the right information."*

## Theme 2: Strong Culture

**GISD Bridges to Success leadership style and organizational culture were important sources of support for staff.**

Leadership flexibility about defining quality, socio-emotional acknowledgement, and encouragement from peers was mentioned repeatedly by staff a source of support and resiliency for the many challenges that have come with the transition to learning at a distance.

***Anecdotes:** “Um, I’m going to tell you that there are some challenging days. When I talk to my team and other leads, it’s really hard to meet [the students’ and families’] needs.”*

*“We are always encouraged to just try something, and Aimee said, ‘Try it, and if it doesn’t work, try something else’.”*

*“We have a very good team. Yeah, we all have these great strengths that are the same but different. Everybody brings something else to the table, and I’m very grateful to have you know that team. I mean, on challenging days, there’s always one or more of my team members I can connect with and say ‘hey, talk me up because today was rough,’ and I always have that support and, you know, I always support everybody that needs it...”*

## Theme 3: Address Inequity

**Learning at a distance both exacerbates and clarifies inequities. GISD Bridges to Success staff have responded by differentiating (a) virtual communication and supports, (b) non-virtual communication and supports, and (c) supports for adults caring for younger children.**

All GISD staff voiced concern about their students not being able to participate in programming due to lack of a device or internet accessibility. Some schools offered to loan devices to families, but the available Chromebooks were only as useful as the apps loaded on to them and the internet speeds required to use them (e.g., for streaming Zoom sessions or other video content).

***Anecdotes:** “I mean, it’s all over the map. Some are using phones, but if they don’t have a phone, some are using Chromebooks. I know the school did offer the Chromebooks to people, but from my experience, for whatever reason, Zoom does not agree with Chromebooks very well. It’s not real fluid. ... I’ve talked to the parents, and they have internet, but their connection isn’t fast enough to support Zoom, which is entirely possible. And, I’ve had kids get on and then their phones died because Zoom just eats up a whole battery.”*

*“I think it’s tougher for the kids in our community to be able to access the program online because some don’t have computers at home; some don’t have Chromebooks, laptops; some don’t have phones. If there is a phone in the house, it’s the one that their parent has. Their parent could be at work, or they have other siblings who have to go on and try to do regular classroom stuff at that same time. So these are some of the dilemmas we run into. Mostly, it’s just no internet access and no abilities to have time to have conversations to work our programs. We are running into [problems] in that area.”*

Students' households differed in terms of having useful materials and resources on hand. Staff reported that this inhibited participation. In response, GISD staff intentionally differentiated the content of activities, the materials required for activities, and the mode of delivery, all to maximize individual student participation and the total number of students engaged.

**Anecdote:** *"I don't want to choose materials that like, okay, one or two students might have, you know, like cornstarch, or, I don't know, anything really. I was thinking about doing paper-mache tomorrow. Okay, and we can make it out of flour and water, or you can make it out of glue and water. So, I always ... try to make alternatives so that, hopefully, if they don't have the one, they'll have the other."*

For younger children, their ability to participate in Zoom calls, and on Google Classroom, was dependent on an adult being able to help them set it up. However, not all students had access to a tech-savvy adult to help them navigate the different software programs and apps used for afterschool programming.

**Anecdote:** *"I have, like I said, a lot of grandparents that are raising their grandchildren, and it's almost like they shut down as soon as you say anything. You know like 'oh, no, I don't know how to do that. It's just too scary, and we're quarantined.' It's not even the same as if we were going virtual without quarantine, where they could have a family member or a niece or a nephew come home to help them. This is different. They're trying to figure it out by themselves and still raise, you know, a kindergartener or first grader, so I think that there's a real challenge with that."*

## Theme 4: Flexible Service

### **Increased flexibility in schedules has been necessary to meet the needs of more students.**

All staff noted the challenges that scheduling and technology presented when trying to meet the needs of their students and families. Site leaders were creating databases for families' communication preferences and consistently striving to be in touch with the children in a flexible way, realizing that many children's and families' lives have been disrupted by the pandemic and that multiple members of each household also often need access to the technology.

**Anecdotes:** *"...and I am sure [when school was closed] they kind of felt abandoned. Where other schools had class on that Friday, and got to tell their kids, you know 'we aren't coming back to school, but doing this and this is our plan,' we weren't able to tell them that. I think that was tough for some of our kids. I think some of our kids will ask at the end of today, 'are we coming back tomorrow?,' and I always tell them, 'I don't work on Wednesday, I'll be back on Thursday, but if something comes up, somebody contact me, somebody message me, and I'll stop doing what I am doing and come on [Zoom].'"*

*"... and, we moved a half hour of homework help up so that, you know, family members or students can join early and talk just to us if they want."*

*"I have one little girl who will call me every day, and I pick up, because what else am I doing. And, she'll tell me about the bird she saw on the walk, or a drawing she did, or a video. And, she just loves to check-in and say hi, and then I see her on the Zoom calls too."*

*“We had to change the time of our Zoom calls to an hour later because our kids were still sleeping. Yeah, they sleep real late in the afternoon, up all night playing video games. So we pushed our calls... And, if they need anything, and they know because I’ve done it. I tell them, ‘I have a wife and house full of children, but if you want to talk, you just message me, and I’ll get on Zoom with you. Because you are my family too. That’s how important you are to me.’ And, I think that’s important. If we aren’t seeing their faces on Zoom meetings, if they say they wanna talk, and it’s the middle of the day, I’ll get on with them. Things are all in limbo. But, I want to be consistent.”*

## Theme 5: Whole Child

### **GISD is providing a whole-child curriculum that provides safety, fun, academic help, and socio-emotional skill building.**

All staff emphasized the importance of being in touch with all enrolled children, maintaining the structure and relationships from the in-person afterschool program, and making sure that children are, on a daily basis, if possible, having some fun and showing some behaviors like smiling and laughing.

**Anecdotes:** *“It’s like, I tell kids, you know, ‘I didn’t choose my home family. I have my wife and my children, and they are mine. But we chose to come to afterschool every day,’ well kind of, but at the same time, a lot of them have nowhere else to go. So, these friends at the program, we chose them but, at the same time, we didn’t choose them. So, we are a family too, a different family, but we are a family. And, we always check-in, and we always show up.”*

*“I feel like [our] afterschool program looks very similar to what it used to look like but, yet, very different. I don’t know if that makes any sense. I know we’re trying to keep as much, you know, stability as what we did have: keeping schedules for the kids, meeting at the same times with the kids, running our virtual program as much as we can like what we used to run our program like when we were in person.”*

*“It’s a break from school and parents and being stuck inside. It’s a break. It’s fun. We laugh so hard. It’s an escape for me too, you know?... We start every day with a joke. We all tell jokes and, sometimes, they are really funny. I mean, really funny.”*

As school work is delivered in the household learning environment, the traditional afterschool focus on homework support will only grow in importance. Homework help can be delivered virtually, using active-participatory methods (e.g., teamwork, student choice, problem solving) that increase student engagement and build SEL skills.

**Anecdotes:** *“We offer homework help twice a week. The kids get on to Zoom and do it, but they don’t need help most of the time. I did just talk to one of my students, and he was saying this has been a great time for him to make up on a class he failed. He can do Plato and get back on track to graduate.”*

*“You know, it’s funny, some of my kids who are really active in the program, and always playing, aren’t coming to the homework calls. And, they both, the two I am thinking of, have siblings, so I just think they are playing at home. But, then, the students I thought would really not do well, or just the Zooming might be too much, are engaged and talking. I think they like being at home, and participation is totally on their terms. We do ask that all the kids keep their cameras on, but we tell them they can turn it off if they really need to.”*

*“We are really getting to see who some of our students are. We have them come in Cosplay as anime or whatever.”*

## Appendix B - Promising Practices

Table B-1. *Percent of Interviewees Who Mentioned Each Quality Indicator*

|  | <i>% who discussed indicator</i> |
|--|----------------------------------|
| <b>Family-Centered Engagement</b>  |                                  |
| <b><i>Standard 1. Assess Need and Advocate for Children and Families</i></b>   |                                  |
| <u>Shared Expectations.</u> Program staff communicate benefits of program participation to parents/caregivers and help co-create shared expectations for each child’s engagement.  | 67%                              |
| <u>Information and Advocacy.</u> Program staff provide information and advocacy to support families trying to meet basic needs (e.g., food, transit, housing, health, mental well-being) and connect with school (e.g., technology).   | 31%                              |
| <u>Hygiene and PPE.</u> Program staff provide critical health knowledge (e.g., how viruses spread) and share federal and local guidance for hygiene and personal-protective equipment (PPE).   | 88%                              |
| <b><i>Standard 2. Use Family-Centered Approaches</i></b>   |                                  |
| <u>Trauma-Informed.</u> Program staff have training to understand the experience of families and communities (e.g., trauma informed) and design programming to optimize child and family engagement.   | 38%                              |
| <u>Strengths-Based.</u> Program staff are trained to be strengths-based and nonjudgmental when virtually entering children’s households (e.g., cultural agility).  | 25%                              |
| <u>Equity Data.</u> Program staff strive to use objective data and information to address inequitable access and/or outcomes (e.g., access to technology, school performance, housing status).   | 94%                              |
| <b>Household Learning Environment</b>  |                                  |
| <b><i>Standard 3. Integrate with Family Resources, Routines, and Priorities</i></b>  |                                  |
| <u>Multiple Connections.</u> Program staff offer multiple options to connect with children and families, using a variety of methods (e.g., “afterschool inbox”, virtual programming), technologies (e.g., phone, internet video apps, email/text, mail), times, and languages. | 94%                              |
| <u>Flexible Calendar.</u> Program staff use a flexible calendar of programming (e.g., virtual sessions, check-in calls, drop-off packets) that balances the availability of children and families with the capacities of program staff at specific sites.                      | 69%                              |
| <b><i>Standard 4. Connect and Equip Workspaces</i></b>   |                                  |
| <u>Updated Information.</u> Program staff maintain updated contact information and communication preferences for each student and family, including language, technology, and best times for program contact with children and/or families.                                    | 31%                              |
| <u>Child-Centered Workspace.</u> Program staff coach students and families to set up a workspace that is designed to support the student’s learning needs and preferences (e.g., work surface, storage, lighting, sound, privacy).   | 81%                              |
| <u>Educational Supplies.</u> Program staff equip students with tools for learning, if they are not available in the household learning environment (e.g., markers, storage, electronic tablets).   | 94%                              |
| <b><i>Standard 5. Support Access to/through Technology</i></b>   |                                  |
| <u>Virtual Access.</u> Program staff provide tech/app recommendations and support families’ access to internet, tech, and apps, along with limited helpdesk support for program-selected tech/apps.  | 100%                             |
| <u>Online Safety and Supervision.</u> Program staff provide cyber-safety training and have appropriate knowledge to assure children’s and families’ safety and supervision when interacting online with program staff.   | 0%                               |

|   | <i>% who discussed indicator</i> |
|---|----------------------------------|
| <b>Distance Programming</b>   |                                  |
| <b>Standard 6. Provide Safe Space and Responsive Practices</b>  |                                  |
| <u>Socio-Emotional Check-Ins.</u> Program staff build individual relationships through regular check-ins with child (weekly) and family (at entry and as necessary) to monitor well-being and reinforce the use of socio-emotional skills.  | 100%                             |
| <u>Modeling Skills.</u> Program staff explicitly and intentionally model and promote children's use of socio-emotional skills (e.g., emotion management, teamwork, initiative, problem solving, empathy, responsibility) during distance programming.   | 88%                              |
| <u>Staff Wellness.</u> Staff well-being practices (e.g., effective program design, multiple staff per offering, opportunities to debrief programming, feedback loops) are the foundation for high-quality instruction and student socio-emotional skill building.   | 50%                              |
| <b>Standard 7. Blended Learning</b>   |                                  |
| <u>Content Options.</u> Program staff include options for children to receive content that is (a) both non-virtual (e.g., packets) and virtual (e.g., online), (b) both guided and open-ended, and (c) both individual- and group-centered.   | 100%                             |
| <u>School Day Alignment.</u> Where possible, program staff intentionally emphasize alignment with school day requirements (e.g., content, time of day, workload, technology) for the enrolled child and other students in the household.  | 56%                              |
| <u>Opportunities for Fun.</u> Program staff incorporate opportunities for fun (e.g., family SEL games, outdoor activities) and informal social interaction (e.g., supervised Zoom hangouts).  | 100%                             |
| <b>Standard 8. Support School Success</b>   |                                  |
| <u>Connect Families to K-12.</u> Program staff support each family's capacity to meet school day requirements and connect with K-12 services.   | 31%                              |
| <u>Afterschool and School Day Partnership.</u> Where possible, program staff communicate regularly with school day staff regarding each student's academic and SEL progress, individual education plan (IEP) status, or referral to services under multi-tiered systems of support.   | 56%                              |
| <u>Collaborative Leadership.</u> Program leaders join school district planning sessions.  | 6%                               |
| <b>Planning for In-person Learning Environments</b>   |                                  |
| <b>Standard 9. Provide Plans and Procedures for In-Person Afterschool Services</b>  |                                  |
| <u>Integrative Program Plan.</u> Program staff develop a plan for delivery of in-person services that (a) is integrated, to the extent possible, with school district schedules, policies, and protocols and (b) includes, for example, temperature checks, small learning cohorts, staggered use of classrooms, and sanitizing surfaces. | 25%                              |
| <u>Social Distancing and PPE Guidelines.</u> Program staff are educated on federal and local social distancing guidelines (e.g., CDC, YMCA), and each site has posted routines and requirements for hygiene and use of PPE during the return to school and afterschool environments.  | 0%                               |
| <u>Acquire and Maintain Supplies.</u> Program staff maintain a stock of cleaning materials and PPE, based on federal and local guidelines, for return to in-person services.  | 0%                               |
| <b>Standard 10. Plan Supports for Re-Entry to Schooling</b>   |                                  |
| <u>Afterschool and School Day Partnership.</u> Program staff are informed of, and collaborate with, local districts' planning for in-person schooling and the daily/weekly transitions between the household learning environment, school buildings, and afterschool programs.  | 25%                              |
| <u>Transitional Support.</u> Program staff provide supports for students' preparation for, and socio-emotional well-being during, the transition back to in-person schooling and/or continued learning-at-a-distance in fall 2020.  | 13%                              |

Table B-2. *Promising Practices in GISD Bridges to Success Programming*

---

## Family-Centered Engagement

---

### **Standard 1. Assess Needs and Advocate for Children and Families**

---

**Shared Expectations.** Program staff communicate benefits of program participation to parents/caregivers and help co-create shared expectations for each child’s engagement.

**Summary of Evidence:** *Staff tried to create programming expectations, but this occurred informally as a conversation. Staff from elementary sites shared that parents are hesitant to let their young children spend two hours on a device.*

**Anecdote:** *“I started with a parent Zoom, just to kind of explain how things were going to look. And, that went over. I haven’t had another parent Zoom, but I’m always group emailing them and reminding them of what is coming next.”*

---

**Information and Advocacy.** Program staff provide information and advocacy to support families trying to meet basic needs (e.g., food, transit, housing, health, mental well-being) and connect with school (e.g., technology).

**Summary of Evidence:** *Only two sites mentioned sending information to parents and families, and a few more mentioned the GISD/school sending information.*

**Anecdote:** *“Our school is really good about that. They pass meals out twice a week, and I think they are giving that information out there too. We’ve passed on some information about getting one of the laptops, Chromebook from the school district, too.”*

---

**Hygiene and PPE.** Program staff provide critical health knowledge (e.g., how viruses spread) and share federal and local guidance for hygiene and personal-protective equipment (PPE).

**Summary of Evidence:** *Staff from the three sites serving high school students answered questions and discussed best practice. Staff from the sites serving elementary and middle school students seemed less certain about how to talk about the current pandemic. They expressed concern about not wanting to frighten children, and they seemed unsure about how family members from each student’s household were responding to the COVID-19 pandemic and associated circumstances (e.g., social distancing, hygiene habits, wearing masks).*

**Anecdotes:** *“But some of our parents can watch it on the news and not understand a word of it. Some of our parents don’t read real well, so if they read about it, they are not understanding it. They need someone to be able to explain to them, maybe in different terms, so where it’s understandable for them, and explain it to the kids at home.”*

*“We’ve talked about it. We did a little thing when the, the order, the stay at home order was announced, about washing hands and staying distant and staying home. But the really big learning experiences come up. We have a little girl who joins our Zooms every day, no matter where she is. She’s been outside, the park, the woods one time. She’s taken us to the store with her mom, car rides. Whatever she is doing, she remembers to check-in. There was this one day she Zooms, and she’s on her way to the store with her dad. And she, you know, has a mask, has her gloves, and when she walks to the door, the store attendant tells her she can’t go in because she isn’t 16. So, dad walks her back to the car and has her wait there. And, she didn’t understand. She was so upset, crying. She didn’t understand, why 16? Why could dad go in, but she couldn’t? She thought she was doing everything right: the gloves, a mask. Dad even had a hat on her so she didn’t touch her hair. And, the attendant, he wasn’t mean, but he didn’t explain, didn’t really help her understand. So,*

---



*Mr. Bauer and I kind of talked her through it. We talked about how some places are limiting the number of people in a space and, sometimes, keeping kids safe means she has to stay in the car. And, she understood, but it was an opportunity for us to talk about how things are changed, and that's okay. We just have to do what is right for us and our families."*

---

## **Standard 2. Use Family-Centered Approaches**

---

Trauma-Informed. Program staff have training to understand the experience of families and communities (e.g., trauma-informed) and design programming to optimize child and family engagement.

**Summary of Evidence:** *Staff discussed the experiences of families, and were sensitive to their situations (e.g., access, living/family situation, sick family members), but did not mention formal training around trauma-informed care.*

**Anecdote:** *"I mean, their sleep schedules are just way off. I mean, you know, my boys are sleeping until two, three in the afternoon because they were playing video games or playing games on the computer. And, I worry. I worry about the. I mean, are they okay? Are they just not used to the freedom, like no structure? Or, is all the sleeping something else? You know, depression or something mental. Maybe it's just an escape, but I worry. You know, I encourage them to go to sleep earlier, and I encourage them to keep a schedule, but I don't know. I don't know what it is about video games at 4:00am that is so much fun."*

---

Strengths-Based. Program staff are trained to be strengths-based and nonjudgmental when virtually entering children's households (e.g., cultural agility).

**Summary of Evidence:** *Program staff mostly demonstrated a nonjudgmental approach during Zoom calls.*

**Anecdote:** *"We play show and tell. The kids love that because they get to give us a tour. We see new cats and siblings' rooms and the back yards. They love showing everyone around."*

---

Equity Data. Program staff strive to use objective data and information to address inequitable access and/or outcomes (e.g., access to technology, school performance, housing status).

**Summary of Evidence:** *There was no discussion of formal data collection, although staff tried to make activities available with a range of available materials, technology access (e.g., phone vs. computer), and times (e.g., when students were able to access a computer).*

**Anecdote:** *"Something I take pride in: knowing all of our kids, and knowing what goes on in other lives at home, how their lives are done at home, what their life looks like at home. So, I pretty much know, you know, kind of know who the haves and have not are, who would be able to get to it because of the internet, who wouldn't be able to, who we have to go out and visit at their house to give them stuff when we can, or who we contact through via phone, have them come pick up stuff."*

---

---

## **Household Learning Environment**

---

### **Standard 3. Integrate with Family Resources, Routines, and Priorities**

---

Multiple Connections. Program staff connect with children and families using a variety of methods (e.g., "afterschool inbox," virtual programming), technologies (e.g., phone, internet video apps, email/text, mail), times, and languages.

**Summary of Evidence:** Staff used phone calls, google classroom, Zoom, the Remind app, and mail to get in touch with families and students.

**Anecdote:** “I use Remind to send daily reminders of programming and say what we are doing. Our google classroom has all our activities and tutorials, or projects. Parents and students can both go and look there...”

---

**Flexible Calendar.** Program staff use a flexible calendar of programming (e.g., virtual sessions, check-in calls, drop-off packets) that balances the availability of children and families with the capacities of program staff at specific sites.

**Summary of Evidence:** Most sites had a flexible calendar. Staff used a variety of methods and activities to engage with kids. Staff at five sites reported regularly talking to students throughout the day via phone, text, and Zoom.

**Anecdotes:** “I have one little girl who will call me every day, and I pick up, because what else am I doing. And she’ll tell me about the bird she saw on the walk, or a drawing she did, or a video. And, she just loves to check-in and say hi, and then I see her on the Zoom calls too.”

“We have our google classroom set up so parents can do the activities with the kids and then upload a video or a picture. Or, we have extra activities for the weekends, virtual field trips.”

---

#### **Standard 4. Connect and Equip Workspace**

**Updated Information.** Program staff maintain updated contact information and communication preferences for each student and family, including language, technology, and best times for program contact with children and/or families.

**Summary of Evidence:** Staff tried to update contact information. However, some sites reported more success than others.

**Anecdote:** “I’ve been able to connect with most my parents, the ones who are able to connect.... And, I get my contact information from the school. I am on all their email chains. The principal and I have a really great relationship. So, it’s great to know I can reach out to his office, the secretary, and she can check if the kid’s address or phone number has changed or if they are staying with a grandma or grandpa or friend.”

---

**Child-Centered Workspace.** Program staff coach students and families to set up a workspace that is designed to support the student’s learning needs and preferences (e.g., work surface, storage, lighting, sound, privacy).

**Summary of Evidence:** Staff did not mention helping families set up work spaces for students. They reported, especially for elementary-age children, that students move around and siblings and family members would come in and out of Zoom calls.

**Anecdote:** “I mean, our kids are older so, generally, they just go in their room or turn their camera off after we have done our greeting.”

---

**Educational Supplies.** Program staff equip students with tools for learning, if they are not available in the household learning environment (e.g., markers, storage, electronic tablets).

**Summary of Evidence:** GISD staff were getting ready to send out materials for students so that all youth could participate in activities. Without the materials, staff expressed difficulty finding enough activities that all kids could participate in and that would also be engaging.

**Anecdote:** “It’s just all the things you don’t think about at program. Like tape, or glue, or staples. Or, even markers, pencils, crayons, you know? Oh, and paper: Kids don’t have paper they can just draw on or, you know, is just plain. They have lined paper.... We’re getting ready to send them a packet with materials. I think, this week.”

---

### Standard 5. Connect and Equip Workspace

**Virtual Access.** Program staff provide tech/app recommendations and support families’ access to internet, tech, and apps, along with limited helpdesk support for program-selected tech/apps.

**Summary of Evidence:** All staff reported access as a problem for learning at a distance. Staff expressed concerns that students were not joining because of internet speed issues, no access to a computer or phone for Zoom meetings, and having to share a device with other family members. For younger students, staff reported that parents were hesitant to let their children be on the device for extended periods of time.

**Anecdote:** “You know, we had one student who hadn’t been coming and, then, we finally got him to come to a Zoom call. But, the technology was glitchy, and there was only one other kid on. And, after, he messaged me and said, you know, he probably wasn’t going to come back, and that stinks.... Tech access is a huge issue. You know, they can rent a Chromebook from their schools, but it’s pretty limited what they can do on those. I don’t know [the number of kids with school computers/or no computer], but I think it’s a high percentage. I think a bigger issue is kids not having internet access/fast wifi, you know? It makes it really hard to participate when it’s all jumpy and laggy.”

---

**Online Safety and Supervision.** Program staff provide cyber-safety training and have appropriate knowledge to assure children’s and families’ safety and supervision when interacting online with program staff.

**Summary of Evidence:** This topic was not raised by the interviewer during the interviews, and staff did not mention internet safety training or norms.

---

---

## Distance Programming

---

### Standard 6. Provide Safe Space and Responsive Practices

**Socio-Emotional Check-Ins.** Program staff build individual relationships through regular check-ins with child (weekly) and family (at entry and as necessary) to monitor well-being and reinforce the use of socio-emotional skills.

**Summary of Evidence:** Most staff talked about daily SEL check-ins with youth. Staff had mixed responses. Some programs reported successes when discussing students’ coping and well-being. However, other programs reported that the students were less inclined to share. Staff mentioned check-ins with parents, every couple of weeks, to discuss family well-being. All staff shared a desire to do more SEL work but were unsure of their ability to do this work on virtual platforms.

**Anecdote:** “So, we always do the same thing and, at the beginning, we do like a Hello Time. We do our greeting and, then, we do jokes for the kids. I love that. We try to theme the jokes but, sometimes, we can’t find a joke that goes with our theme. Then, we do our SEL check-in because I want I know how they’re feeling. It’s visual. I don’t know if they’re really visual, or I’m visual, and I’m forcing that on them. I don’t know. So, I ask each kid how they feel, and then we have little emojis

---

*that I hold up: good-happy, sad-frowning, you know. So, they kind of get to talk about their feelings, and I'm really surprised to see that they are so open about their feelings."*

---

**Modeling SEL Skills.** Program staff explicitly and intentionally model and promote children's use of socio-emotional skills (e.g., emotion management, teamwork, initiative, problem solving, empathy, responsibility) during distance programming.

**Summary of Evidence:** *Staff always conducted socio-emotional check-ins and participated in activities with youth. Most online Zoom calls involved small numbers of participants (<10).*

**Anecdote:** *"We do a warm-up. We pick a planet, and it has a color, and it has emotion words, and so we say what planet or planets we are and then say why. It's good for them because they can hear that even us, the teachers, we have hard days when we are frustrated we can't go outside, or sad because we miss our friends."*

---

**Staff Wellness.** Staff well-being practices (e.g., effective program design, multiple staff per offering, opportunities to debrief programming, feedback loops) are a foundation for high-quality instruction and student socio-emotional skill building.

**Summary of Evidence:** *GISD staff reported daily morning check-ins, during which they shared their gratitude for their site team and grantee team.*

**Anecdotes:** *"We are always encouraged to just try something, and Aimee said, 'Try it, and if it doesn't work, try something else'."*

*"I know I can always call someone when I have a hard day."*

---

## **Standard 7. Blended Learning**

**Content Options.** Program staff include options for children to receive content that is (a) both non-virtual (e.g., packets) and virtual (e.g., online), (b) both guided and open-ended, and (c) both individual- and group-centered.

**Summary of Evidence:** *Staff reported that programming was primarily online, but offline options were becoming available. Some staff provided a mix of individual - and group-centered activities. One strategy often utilized was making these activities available on google classroom for students who could not join the group Zoom.*

**Anecdote:** *"We Zoom every day. But, then, we also update the google classroom so they can do activities again with family or at a better time for them. And, we do virtual field trips. Different museums and stuff. And, they can access that and do the activities whenever. The material bags also have a ton of printed-out activities. So, I really hope we start seeing more kids on the Zoom or at least on the google classroom."*

---

**School Day Alignment.** Where possible, program staff intentionally emphasize alignment with school day requirements (e.g., content, time of day, workload, technology) for the enrolled child and other students in the household.

**Summary of Evidence:** *Although staff reported offering homework help, and having access to school day packets, most were not aligning weekly work to school work. For the staff that offered homework help, they reported that most students were not taking advantage of it. Most staff reported not being in contact with school day teachers.*

**Anecdote:** *"We're trying. I'm trying to put stuff on there [Google Classroom] that can support their packets and support what their teachers are doing, you know? Like, with the hundred charts and,*

*like, I know there's a little girl who struggles with counting. So, I put flash cards on there, so her mom can print them for her. So, I mean, just whatever they need."*

---

**Opportunities for Fun.** Program staff incorporate opportunities for fun (e.g., family SEL games, outdoor activities) and informal social interaction (e.g., supervised Zoom hangouts).

**Summary of Evidence:** Every staff member reported fun as a main focus or purpose of their program activities.

**Anecdotes:** *"Actually, there is a group of students who play D&D.... Yeah, there just weren't enough kids to do it. And, it doesn't quite fit the requirement of 21<sup>st</sup> century. But, now, they play on Friday nights using a program Zoom channel"*

*"It's a break from school and parents and being stuck inside. It's a break. It's fun. We laugh so hard. It's an escape for me too, you know?... We start every day with a joke. We all tell jokes and, sometimes, they are really funny. I mean, really funny."*

*"We do a couple of, like, educational type things there but, like, when you follow it up with a Pictionary, or Kahoot. Like, we do the important work. But, I also think we can't take it too seriously, and you have to allow the kids to have some fun."*

*"We are working on a Tiktok dance next week. I don't know how it's going to work, but they have it all planned out."*

---

## **Standard 8. Support School Success**

**Connect Families with K-12 Services.** Program staff support the family's capacity to meet school day requirements and connect with K-12 services.

**Summary of Evidence:** Every afterschool program reported offering, twice a week, homework help to students. Staff also had direct access to the student work packets that were provided by the district.

**Anecdote:** *"If there's a student that's having a problem with the packet, I can pull it up on my computer. I can Zoom with that student, and we can work through the packet together. So, that's been how I kind of met with a few of the kids, because they are able to get on Zoom every day, because of their parent's schedule. So, that's been really, really helpful, you know, to be able to do kind of like a one-on-one with them. Even if it's just for 10 or 15 minutes, and they knock out a few pages of their packet, and it kind of relieves a stress from the parents. So that's a blessing to be able to do that."*

---

**Afterschool and School Day Partnership.** Where possible, program staff communicate regularly with school day staff regarding each student's academic and SEL progress, individual education plan (IEP) status, or referral to services under multi-tiered systems of support.

**Summary of Evidence:** Most staff were not in contact with school day teachers. The few afterschool staff who appeared able to partner with school day staff seemed to have some kind of special relationship with those school day staff.

**Anecdote:** *"I have a teacher on staff, and I am on the teacher email list. So, I know what they are doing."*

---

**Collaborative Leadership.** Program leaders join school district planning sessions.

**Summary of Evidence:** This question was not asked, and staff did not mention this standard.

---

---

## Planning for In-Person Learning

---

### Standard 9. Provide Plans and Procedures for In-Person Afterschool Services

---

Integrative Program Plan. Program staff develop a plan for delivery of in-person services that is (a) integrated, to the extent possible, with school district schedules, policies, and protocols and (b) includes, for example, temperature checks, small learning cohorts, staggered use of classrooms, and sanitizing surfaces.

**Summary of Evidence:** *Staff were concerned about plans and procedures for the return to delivery of in-person services, but they appeared to lack information about if, when, or how school would function in the fall or what implications that functioning would have for afterschool programs.*

Social Distancing and PPE Guidelines. Program staff are educated on federal and local social distancing guidelines (e.g., CDC, YMCA), and each site has posted routines and requirements for hygiene and use of PPE during the return to school and afterschool environments.

**Summary of Evidence:** *Staff were concerned with social distancing and PPE guidelines, but they did not appear to know enough about how school will function in the fall to have a plan.*

Acquire and Maintain Supplies. Program staff maintain a stock of cleaning materials and PPE, based on federal and local guidelines, for return to in-person services.

**Summary of Evidence:** *Staff were concerned about access to cleaning materials and PPE, but they did not appear to know enough about how school will function in the fall to have a plan.*

---

### Standard 10. Plan Supports for Re-Entry to Schooling

---

Afterschool and School Day Partnership. Program staff are informed of, and collaborate with, local districts' planning for in-person schooling and the daily/weekly transitions between the household learning environment, school buildings, and afterschool programs.

**Summary of Evidence:** *Staff were interested in district planning processes, but they did not appear to have any information about the status of those planning processes.*

Transitional Support. Program staff provide supports for students' preparation for, and socio-emotional well-being during, the transition back to in-person schooling and/or continued learning-at-a-distance in fall 2020.

**Summary of Evidence:** *Staff were concerned about students' preparation for, and socio-emotional well-being during, the transition back to in-person schooling and/or continued learning-at-a-distance, but they did not appear to know enough about how school might function in the fall to have a plan.*

**Anecdote:** *"They ask, 'when we are going to go back?,' and I don't really have an answer. So, I just say: 'when it's safe, we will be together. But, until then, we have to be safe at home'."*

---