

Guidance for Out-of-School Time Learning at a Distance (GOLD):

Workbook for BLOCs Assessment Use Training + Intensive Scoring Workshop



BLOCs
BUILDING A BETTER LIFE
FOR YOUNG PEOPLE
BLOCK BY BLOCK

Reference: QTurn (2020). *Guidance for Out-of-School Time Learning at a Distance (GOLD): Workbook for BLOCs Assessment-Use Training + Intensive Scoring Workshop.*

<http://www.qturngroup.com/GOLD/BLOCSTraining>

Privacy Assurance: Data recorded in this workbook will be protected according to QTurn's draft data privacy policy (www.qturngroup.com/draft-privacy-policy). The name you may optionally include on your rubric form will not be extracted as part of any data files; we only send your report to the email address you give us; and we aggregate all data we receive from your network to produce norms and report to the training organizer, such that no individual information is ever shared.

September 17, 2020

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Contact and Submission Information

Contact Information for Participant
Information about program

Participant name (optional)

Participant title

Participant email

Confirm email

Organization name

phone number

Submission Information for Completed Workbook

Please complete and submit this training workbook at
<https://www.dropbox.com/request/YE7Obmp3kkLtCGHaR9kO>.

Once we receive your workbook, we will create a site report and send it back to the email you entered on this page of the workbook.

If you have any issues or questions, please contact Lucy Smith at Lucy@qturngroup.com, or 734-221-5780.

PART I. Tool Story

Guidance for Out-of-School Time Learning at a Distance (GOLD) is a set of program standards and self-assessment questions for out-of-school time (OST) program managers and staff who are responsible for delivering OST services to young people in their new individual learning environments (Smith, C., Roy, L., Smith, L., Sutton, M., Peck, S. C., & Porter, K. (2020). *Guidance for Out-of-School Time Learning at a Distance: Standards and Self-Assessment Manual*. Lansing, MI: Michigan Afterschool Partnership and QTurn LLC. Available for download at: www.QTurnGroup.com/ourtools/GOLD). The standards described in the GOLD apply to a diverse range of program delivery models, including 21st Century Community Learning Centers (21st CCLC) and other community-based programs (e.g., school-age childcare, YMCA, 4-H, Boys & Girls Clubs). Objectives for the GOLD include:

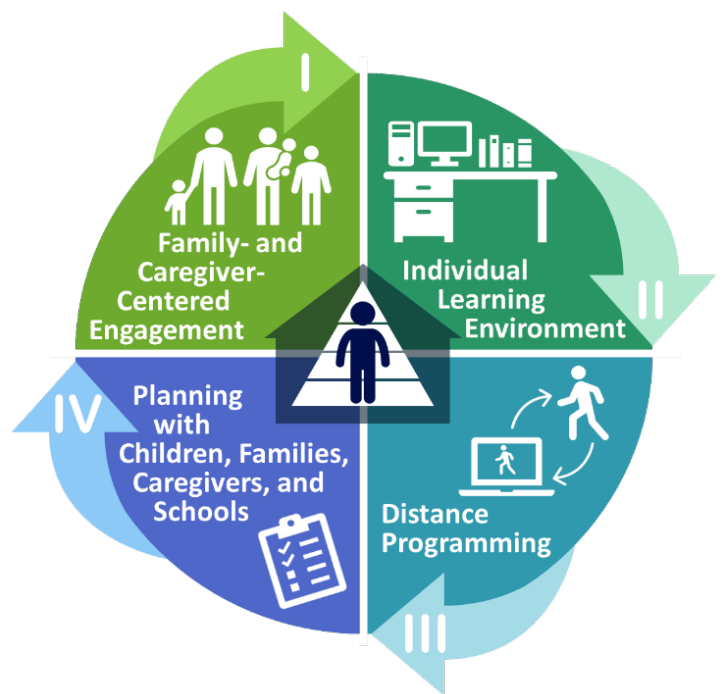
- Help program managers and staff adjust their mental models for “point of service (POS) quality” located in the new individual learning environment;
- Disseminate promising practices for OST learning at a distance that harmonize with other field-level standards and competencies;
- Support OST leaders to assess program readiness and provide responsive training and technical assistance;
- Guide funders and intermediaries toward identification of systems-level supports for achieving high POS quality in the individual learning environment.

The GOLD framework includes 4 domains, 10 standards, and 27 indicators. The self-assessment rubric requires approximately 1.5 hours to complete. Figure 1 shows four domains of optimal OST supports for young people’s development during circumstances of learning at a distance; that is, the OST practices that help produce optimal POS quality in the individual learning environment. These domains represent a whole-child approach to OST learning at a distance: By explicitly engaging family or caregiver strengths, assuring flexible supports, and sharing accurate information about the future (e.g., plans for school and OST in the coming months), the GOLD was specifically designed to address both the young person’s socio-emotional wellness and the conditions of academic learning.

Map of GOLD Domains, Standards, Indicators

The GOLD is best understood as a structure used for classifying different types of practices in logical ways. The structure of the GOLD goes from more abstract to more specific; that is, from domains to standards to indicators to promising practices. Promising practices are specific examples of an indicator implemented at high fidelity. Figure 2 represents the GOLD from “top to bottom,” with the more abstract domain level appearing at the top of the figure and the more granular and

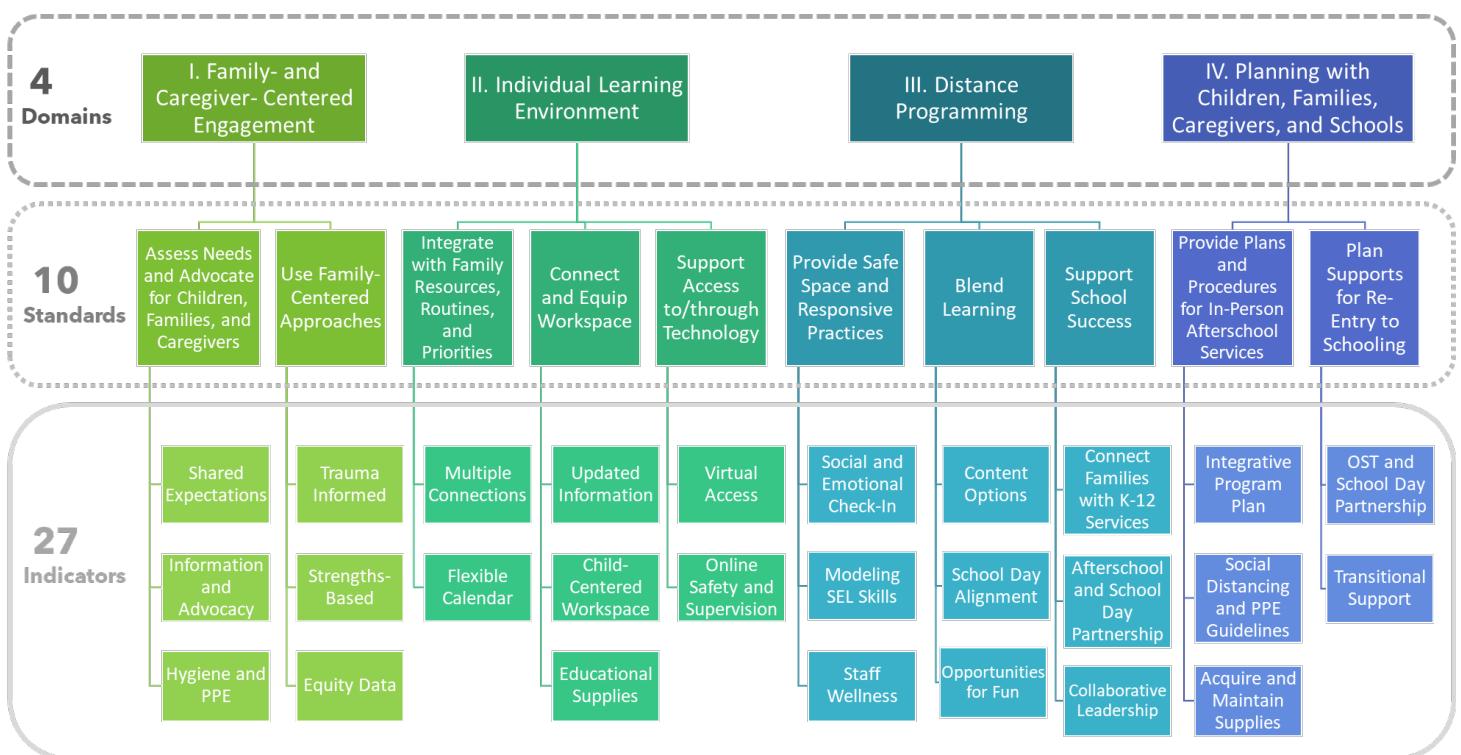
Figure 1. Quality Wheel for Afterschool Learning at a Distance



specific indicator level appearing at the bottom of the figure. Promising practices are even more specific examples of an indicator from a single program.

The GOLD is also structured according to the new circumstance of child development and learning, where external providers use technology to teach and support students from a distance, and where everything about the students’ and adults’ prior educational experience is changing. In response to these new and changing conditions, the four GOLD domains represent both the context (1 and 2) and person (3 and 4) parts of the new place where afterschool services happen. The first domain, *Family- and Caregiver-Centered Engagement*, refers to the broader context of child development and supporting families to meet basic needs. The *Individual Learning Environment* refers to the actual moment-to-moment circumstance of children as they interact with OST staff, materials, and plans. *Distance Programming* describes the flow of socio-emotional skill supports and academic enrichment content that flows from providers to the student and their caregivers (and the reverse). Finally, *Planning with Children, Families, Caregivers, and Schools* is focused on supporting each individual child to feel less uncertain about their circumstances because they have been informed and, to the extent developmentally appropriate, engaged in decision making about their own educational and enrichment plans. Figure 2, when read from left to right, demonstrates an increasingly specific focus on students’ experiences, with the wider family and communication context to the left and the specific experiences and thinking of the student to the right.

Figure 2. Map of GOLD Domains, Standards, and Indicators



Key Concepts and Terms

Mental model: A mental model is your way of seeing the world or your impression of how things works. For an item on an assessment, having the same mental model means having a shared understanding of what that item is intended to measure.

Fidelity: A program or practice is said to achieve high fidelity when its carried out as planned or as intended for all participants.

Reliability: When scoring a program or practice using an assessment, reliability means that your scores are consistent, and two people scoring the same practice give similar ratings on the same item

Maslow's pyramid: Maslow was a psychologist interested in human needs and motivations. He arranged needs in a pyramid or hierarchy to show that some needs (like food and shelter, at the bottom of the pyramid) must be met before other needs, like belonging and respect (higher on the pyramid).

Cultural agility: Cultural agility means having the knowledge and skills to work effectively with children and families from different cultures.

Cyber-equity: Equal access to technologies (e.g., high-speed internet, computers, and software).

Anything else you want to keep in mind? You can keep enter it below!

PART II. Reliable Data

In this section, the objective is to review every indicator on the GOLD and to think about the many variations of real-world practice that each indicator describes. In our experience, this is the fastest way to improve the reliability (accuracy and consistency) of ratings produced using the Gold. This makes your rating more accurate and, therefore, more valuable to all users.

For each domain, the participant (1) completes a matching task in order to become familiar with the language in each indicator and (2) completes a three-item checklist about how well the practices in that domain are documented. Results for the completed form will be returned within 24 hours of your submission via the email address entered earlier on this form.

As a final note, the rubric used to create the GOLD rating requires the users' local definition of the term "fidelity." Information about where the practice may be documented provides a prompt to thinking about how fidelity is defined for that indicator. Because many learning-at-a-distance practices are new, some may not yet have been documented, and many tweaks will likely be needed for existing handbooks, manuals, quality standards, licensing regulations, etc.

Save me!! We will be reminding you to save your work throughout the training.

Practice Match 1

Instructions: Please review the three GOLD indicators listed in the Table of Indicators below. Complete the sorting task by entering the indicator number next to the practice example that the indicator best describes in the Practice Examples table at the bottom of the page.

Table of Indicators		
1	2	3
Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.	Information + Advocacy. Program staff provide information and advocacy to support caregivers trying to meet basic needs (e.g., food, transit, housing, health, mental well-being) and connect with school (e.g., technology).	Hygiene and PPE. Program staff provide critical health knowledge (e.g., how viruses spread, how to safely get physical activity) and share federal and local guidance for hygiene and personal protective equipment (PPE).

Practice Examples	
	For questions about the virus, staff explain how to stop the spread of germs (e.g., handwashing) and connect parents with information on how to talk about the virus with children.
	Staff distribute activity boxes with “unboxing” videos. When families have something in their hands that they can touch and see, it helps them understand the value of the program.
	The program is connected to all of the school district resources and staff relay relevant information (e.g., plans for mental health services) to caregivers and advocate for families to access them.

Pause! we are going to check-in as a group. If you have any notes you want to jot down, you can enter them here:

Practice Match 2

Instructions: Please review the four GOLD indicators listed in the Table of Indicators below. Complete the sorting task by entering the indicator number next to the practice example that the indicator best describes in the Practice Examples table at the bottom of the page.

Table of Indicators			
4	5	7	10
Trauma Informed. Program staff have training to understand the adverse experiences of children, caregivers, and communities (e.g., trauma informed) and design programming to optimize child and family or caregiver engagement.	Strengths-Based. Program staff use a strengths-based and nonjudgmental (e.g., cultural agility) approach when virtually entering children's individual learning environments.	Multiple Connections. Program staff offer multiple connections with children and caregivers using a variety of methods (e.g., "Afterschool Inbox," virtual programming), technologies (e.g., phone, internet video apps, email/text, mail), times, and languages.	Child-Centered Workspace. Program staff coach children and caregivers 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).

Promising Practice Examples	
	During virtual meetings and calls, staff talk with students about the importance of setting up a space that is good for learning and makes them feel safe in mind and body.
	Program staff receive training on how to help children cope with stress (including trauma), reset their nervous system, and be resilient.
	Program design provides online activities as well as home delivery of materials, live meetings, and limited in-person, socially-distanced activities.
	When uncomfortable events are observed during video meetings with children, staff come together to reflect on how to address, prevent, and learn from challenges in a non-judgmental way.

Pause! we are going to check in as a group. If you have any notes you want to jot down, you can enter them here:

Practice Match 3

Instructions: Please review the four GOLD indicators listed in the Table of Indicators below. Complete the sorting task by entering the indicator number next to the practice example that the indicator best describes in the Practice Examples table at the bottom of the page.

Table of Indicators			
15	17	18	27
Modeling SEL Skills. Program staff intentionally model and promote children's use of socio-emotional skills (e.g., emotion management, teamwork, initiative, problem solving, empathy, responsibility) during distance programming.	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-oriented.	School Day Alignment. Where possible, program staff intentionally emphasize alignment (e.g., content, time of day, workload, technology) with school day requirements for the enrolled child and other students in the individual's learning environment.	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.

Promising Practice Examples	
	Staff talk how they are dealing with their own feelings and emotions during the pandemic - during lessons that revolve around healthy coping strategies.
	Staff meet virtually with children daily and update the Google Classroom so that activities can be repeated with the caregiver or completed at a better time.
	The program is integrated with schools that need a literacy-focused program and gets teacher referrals based on children's literacy assessments.
	Most support staff received Mental Health First Aid training to help recognize students struggling during the return to school and connect them to help.

Pause! we are going to stop here for a brief group discussion. If you have any notes you want to jot down, you can enter them here:

Now would be a great time to re-save!

Practice with Fidelity Documentation

Instructions: *Please review each of the six indicators shown below, and answer the questions about where practices in that indicator are documented for your program's use.*

3. Hygiene and PPE.

Program staff provide critical health knowledge (e.g., how viruses spread, how to safely get physical activity) and share federal and local guidance for hygiene and personal protective equipment (PPE).

These issues are addressed, at least partially, in the:

Staff handbook or manual

Parent handbook or manual

Licensing requirements

Statewide quality standards
staff competencies

Integrated program plan

These issues are not currently
addressed in writing for our
program

I don't know

Other (Please Describe)

6. 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).

These issues are addressed, at least partially, in the:

Staff handbook or manual

Parent handbook or manual

Licensing requirements

Statewide quality standards
staff competencies

Integrated program plan

These issues are not currently
addressed in writing for our
program

I don't know

Other (Please Describe)

8. 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 caregivers with the capacities of program staff at specific sites.

These issues are addressed, at least partially, in the:

Staff handbook or manual

Parent handbook or manual

Licensing requirements

Statewide quality standards
staff competencies

Integrated program plan

These issues are not currently
addressed in writing for our
program

I don't know

Other (Please Describe)

Pause! we are going to check in as a group. If you have any notes you want to jot down, you can enter them here:

Practice with Fidelity Documentation

Instructions: *Please review each of the six indicators shown below, and answer the questions about where practices in that indicator are documented for your program's use.*

13. Online Safety and Supervision.

Program staff provide cyber-safety training and have appropriate knowledge to assure children's and caregivers' safety and supervision when interacting online with program staff.

These issues are addressed, at least partially, in the:

Staff handbook or manual

Parent handbook or manual

Licensing requirements

Statewide quality standards
staff competencies

Integrated program plan

These issues are not currently
addressed in writing for our
program

I don't know

Other (Please Describe)

20. Connect Families and Caregivers with K-12 Services.

Program staff support the family's or other caregiver's capacity to meet school day requirements and connect with K-12 services.

These issues are addressed, at least partially, in the:

Staff handbook or manual

Parent handbook or manual

Licensing requirements

Statewide quality standards
staff competencies

Integrated program plan

These issues are not currently
addressed in writing for our
program

I don't know

Other (Please Describe)

24. Social Distancing and PPE Guidelines.

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

These issues are addressed, at least partially, in the:

Staff handbook or manual

Parent handbook or manual

Licensing requirements

Statewide quality standards
staff competencies

Integrated program plan

These issues are not currently
addressed in writing for our
program

I don't know

Other (Please Describe)

Pause! we are going to stop and have a brief discussion. If you have any notes you want to jot down, you can enter them here:

Now would be a great time to re-save!

PART III. Self-Assessment “How To” and Do

Four Step Method

Step 1: Prepare before starting the self-assessment rubric:



Have knowledge about policy manuals, communication with families/caregivers, program and grantee calendars, and other official documentation or shared folders.



Set aside approximately 1.5 hours to go through the tool. We suggest going through the whole tool in one sitting. However, if that is not possible, we suggest completing one domain at a time.



The GOLD can be completed by program managers alone or with a staff team.

Once you are ready to begin the self-assessment rubric, approach each indicator by following these three additional steps:

Step 2: Compare practices. Read the indicators and examples, and compare with local practices. Ask fidelity questions, such as: Are we doing these kinds of things, and are we doing them well and completely?

Step 3: Rate fidelity

- Are you implementing these practices at high fidelity? If actual practices align with the indicator, select **high fidelity**.
- If the practice is definitely implemented sometimes but not consistently, or not well enough to be effective, or not to all of the children/families/caregivers who need it, select **moderate fidelity**.
- If the indicator is not currently in practice, or not a desired practice in this setting, select **non implementation**.

Step 4: Rate Capacity, TA, and describe barriers. Does the site team have the **internal capacity** to implement the practice? Is **technical assistance** required? If you answered moderate fidelity, or non-implementation due to barriers keeping your program from attaining high fidelity, please describe those barriers briefly in the field below.

Figure 3 provides the GOLD rubric and designates the part of the rubric related to each protocol step provided above.

Figure 3. Diagram of Tool Instruction

2 Shared Expectations. Program staff communicate benefits of program participation to parents and primary caregivers and help co-create shared expectations for each child's engagement.			
3	Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
	Yes, for most children and families	Yes	Yes
	Yes, for some children and families	No	No
4 What barriers are keeping you from implementing these practices at high fidelity?			
<div></div>			

PART IV. Wrap-up

Submit Completed Form and Receive Personal Report

Please complete and submit this training workbook at

<https://www.dropbox.com/request/YE7Obmp3kkLtCGHaR9kO>.

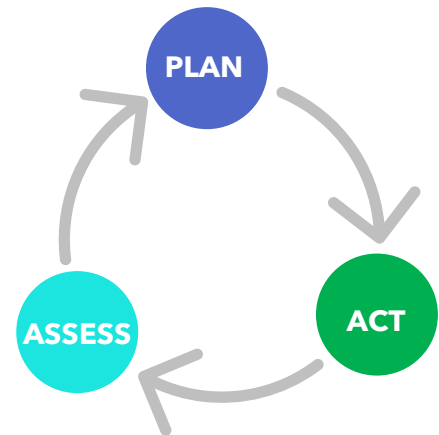
Once we receive your workbook, we will create a site report and send it back to the email you entered in the Contact and Submission section of this workbook.

If you have any issues or questions, please contact Lucy Smith at Lucy@qturngroup.com, or 734-221-5780.

Continuous Quality Improvement

After you complete and study the results of the GOLD, it's time to set goals for improvement! Determine which indicators you want to focus on, and set action steps for improving practice and updating policies, as relevant. If you need technical assistance to implement an indicator and/or update your policies please connect with Felicia Williams Young, Senior Manager of Education, Training and Program Development, Metro United Way at Felicia.young@metrounitedway.org or (502)292-6116.

Figure 4. Assess-Plan-Act CQI Cycle



Training Evaluation

We are always trying to improve the services we provide. Please take a few moments to answer the questions below about your experience during the training and scoring workshop.

Was this training a good use of your time?

Does the GOLD fit the needs of your program?

Does your supervisor support your use of the GOLD?

Intensive Scoring Workshop

I. Family- and Caregiver-Centered Engagement

Standard 1. Assess Needs and Advocate for Children, Families, and Caregivers

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>Program staff ask the primary caregiver about their comfort level receiving packages and preferred delivery options.</p> <p>Program leaders reach out to caregivers with resources from the school districts, provide a recommendation list from OST program staff, and encourage participation in virtual OST program offerings. Several different platforms (e.g., Remind, Google Classroom, and packets with multiple materials) are used to engage children and caregivers, plan, and set expectations for programming.</p> <p>Staff distribute to children and caregivers (a) boxes that include all materials needed for program activities and (b) “unboxing videos” that create interest and clarify how the boxed programming works. The materials help caregivers set shared expectations. With the materials in front of them, caregivers and children are more likely to look at and respond to aligned online tools (e.g., Remind, Google Classroom, Class Dojo, the school website).</p>

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Caregivers are sent child self-care activities and materials (e.g., reflective journaling, mindfulness practices, positive affirmations). Caregivers are provided with the behavior charts used in the program that the children enjoy and are familiar with.
The OST program role is to coordinate district efforts around basic needs to minimize overload (e.g., redundant calls and messages from school district and OST staff trying to assess communication preferences, inform about programming, etc.).
The OST program is connected to the school district and aware of all the district resources so that coordinators can relay relevant information (e.g., plans for mental health services).

3. Hygiene and PPE. Program staff provide critical health knowledge (e.g., how viruses spread, how to safely get physical activity) and share federal and local guidance for hygiene and personal protective equipment (PPE).

Is the practice currently being implemented with **high fidelity**?

Does your team have the internal **capacity** to move this practice to high fidelity?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

Staff model social distancing and the use of PPE for children and caregivers.

When staff get questions about the virus from students, they respect the role of the parent to teach their child but also talk about the things that are required. For example, students are required to do handwashing to stop the spreading of germs. Staff also give feedback to caregivers and connect caregivers with information on how to talk about the virus with children. This conversation provides an opportunity for education and connection with caregivers and children.

Staff are trained to use CDC tips for talking with children that include:

- Remain calm. Remember that children will react to both what you say and how you say it.
- Reassure children that they are safe.
- Make yourself available to listen and to talk.
- Avoid language that might blame others and lead to stigma.
- Pay attention to what children see or hear on television, radio, or online.
- Provide information that is truthful and appropriate for the age and developmental level of the child.
- Teach children everyday actions to reduce the spread of germs.
- If school is open, discuss any new actions that may be taken at school to help protect children and school staff.

Adapted from the online resource: [CDC Guidelines: Talking to Children about COVID-19](#)

Now would be a great time to re-save!

Standard 2. Use Family-Centered Approaches

4. Trauma Informed. Program staff have training to understand the adverse experiences of children, caregivers, and communities (e.g., trauma informed) and design programming to optimize child and family or caregiver engagement.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Site Coordinators and support staff participate in Adverse Childhood Experiences (ACEs). Many staff also watch movies, such as Paper Tigers, as a professional development experience during the shutdown.
The program has dedicated SEL specialists who work with sites to implement SEL curriculum and provide additional support and coaching.
Staff do check-ins with caregivers when new CDC recommendations or school plans come out and follow-up with school partners to inform them about the reactions of the parents and how to frame programming to engage caregivers’ immediate needs.
Program staff complete a training aimed at helping children cope with chronic stress, reset their nervous system, and develop resiliency.

5. Strengths-Based. Program staff use a strengths-based and nonjudgmental (e.g., cultural agility) approach when virtually entering children’s individual learning environments.

Is the practice currently being implemented with **high fidelity**?

Does your team have the internal **capacity** to move this practice to high fidelity?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

Strengths-based organizational culture work is done during weekly group meetings to explore how staff are experiencing the pandemic, how children need to be supported, and how to create a safe, comforting space. This work is also about setting realistic expectations because staff are passionate; for example, affirming that staff are providing a valuable service by checking in with caregivers and children, even if this service cannot be the cure all.

When uncomfortable events are observed, staff come together to reflect on how to address, prevent, and learn from challenges.

Program staff adapt practices they have been trained on to fit the new situation, but that does not mean that they always succeed on the first try. In the new situation, staff must spend more time talking about equity, about cultural agility.

6. 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).

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>The district and program collaborate to make sure that caregivers who do not have internet access get it, including purchasing hotspots. Information from district surveys (e.g., do children have scissors?) is used to determine what goes into the supply packs for homeless students, who are often living in motels.</p> <p>The program surveys caregivers and supplies caregivers and children who need it with technology, refer caregivers to cheaper internet service, and put Wi-Fi in parks so that caregivers can access internet outdoors to get set up.</p> <p>Staff estimate how long it takes to complete activities, on the computer and off, to meet the required 2.5 hours per day of programming time. Staff check back with each child to see how the activities went.</p>

Now would be a great time to re-save!

II. Individual Learning Environment

Standard 3. Integrate with Family and Caregiver Resources, Routines, and Priorities

7. Multiple Connections. Program staff offer multiple connections with children and caregivers using a variety of methods (e.g., “Afterschool Inbox,” virtual programming), technologies (e.g., phone, internet video apps, email/text, mail), times, and languages.

Is the practice currently being implemented with **high fidelity**?

Does your team have the internal **capacity** to move this practice to high fidelity?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

The OST program uses Seesaw to provide virtual programming and supplements this with activity packets delivered to students without internet access. Follow up phone calls and email/texts ensure the activities are understood and completed.

Programs provide caregivers and children with staff check-ins, remote learning, and virtual programming. Staff also try to engage caregivers and children in the language that they are most comfortable with when using text, Zoom, etc.

Program design provides online activities as well as home delivery of materials, live meetings, and limited in-person, socially-distanced activities.

8. 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 caregivers with the capacities of program staff at specific sites.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>The program’s virtual camps for secondary students are self-paced, non-virtual club activity kits, dropped off at homes. "Office Hours" and club connections are delivered via videoconferencing. Parent meetings are held via Zoom calls.</p> <p>Program staff are flexible to scheduling impromptu video calls with caregivers or children. If children’s faces are not seen during Zoom meetings, check in with them. I</p> <p>Because caregivers must sometimes choose who can use the computer during a scheduled activity, programming is not all live, and there are activities that children can do on their own.</p> <p>Program times are staggered, with elementary earlier. Secondary students are sleeping in, so adolescent programming is offered later.</p> <p>Staff check in with caregivers weekly to learn what they want and talk about how to improve responsiveness to kids who are tired of sitting at computers. Parents are tired too.</p>

Standard 4. Connect and Equip Workspace

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Program staff use a special app to track attendance and store contact information for all participants.
Licensing binders are kept up-to-date at each site. Caregivers are asked to update changes.
Program staff have strong relationships with the school principal. Program staff have access to school contact information, are on all school email chains, and can reach out to the secretary to check if a child’s address or phone number has changed or if a child is temporarily staying at a different address.

Now would be a great time to re-save!

10. Child-Centered Workspace. Program staff coach children and caregivers 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).

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Staff are developing programming for caregivers that focuses on setting up an individual learning environment (e.g., workspaces, supplies). The objective is to empower caregivers to be successful with children’s learning at a distance.
During virtual meetings and phone calls with students, staff talk with students about the importance of setting up a space that is conducive to learning and makes them feel safe in mind and body.
Program staff send home tips for setting up good learning environments for home learning (e.g., removing distractions, having comfortable seating, making sure that all materials needed are ready and available).
Program staff use a behavioral program where the kids take ownership of activities delivered in a kit, which includes a packet for self-care and a child behavior chart for parent use at home.

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Activity boxes have all necessary materials for activities, and are linked to virtual platforms that provide “unboxing” videos that generate a lot of interest.
Program staff purchase and package supplies for the activities that have been put online, post times for pick up, and make home deliveries for caregivers who need it.
Program staff send home supplies that are needed for any activity we ask students to complete (e.g., pencils, sharpeners, papers, markers, scissors, glue).

Now would be a great time to re-save!

Standard 5. Support Access to/through Technology

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Site coordinators created a "How to Use Google Classroom" for parents, which includes efforts to obtain low-cost high-speed internet for caregivers with students in the district who do not have reliable access.
Program staff ask questions during phone calls with caregivers to ensure that they are able to access and use any apps that the school district or OST program is using.

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Program staff take steps to make sure that all video meetings are as secure as possible and also that there is a policy in place to make sure there are two adults online with the students at all times.
When OST program A offers virtual club offerings that are joined by children enrolled at OST program B, staff members from program B must also join the club with their children so that students are never "alone" with adults they don’t know.
The program created a Youth Safety Protocol that includes instructions to (1) secure all virtual instructional sessions with a password, (2) do not publicize the session, and (3) ensure all online programming links are only provided for intended participants and their parents or caregivers.
Whenever possible, staff turn off private chat box options, screen sharing, file transfer features, and other features that allow participants to communicate in an unmonitored fashion.
At least one adult should help monitor the chat box, Q&A, body language, and emotions of participants as well as what is going on in the background of the participants.
Deactivate screen sharing for all participants when the feature is not being used for an activity to prevent unauthorized interruptions.

Now would be a great time to re-save!

III. Distance Programming

Standard 6. Provide Safe Space and Responsive Practices

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
Staff and mentors are trained on building SEL skills and use an SEL framework to check in and guide conversations with children and caregivers.
Program staff openly encourage the feeling that the children “belong” at the program and that the program is something in their life that is their own. We want it to look cool and be fun too. These two emphases – belonging and fun – are also very positive on staff morale in these difficult circumstances.
Program partners with Wings for Kids, which is a language and approach to help kids identify their SEL skills. Small group sessions start with “check-ins” using a Wings approach. “What emotional color are you today and why? What is the emotional temperature of the room?” At the end of the session, students do “check-outs” to see if the group ends with the same emotional tone. Staff track if someone is “red” coming in and frustrated going out so that they can do real-time follow-up with the caregiver.

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

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16. 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.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

Program staff embrace and develop collaboration skills and find ways to respond to the pandemic that are engaging, don't require internet access, and maintain involvement in the decision-making process.

The Director of Learning does weekly individual check-ins with staff and reports to the Executive Director. The full group meets monthly. During the individual sessions, we do a check-in and check-out (i.e., Glowing and Growing) that helps facilitate the conversations but also models the behavior for working with the students. Glowing is what is exciting, and growing means an area of struggle where professional development is needed, or the item needs to be highlighted in a full group meeting. The team is very clear on decisions (e.g., about how to move forward, partnerships, or what fall is going to look like), so those are collaborative decisions. Staff come together to decide what makes sense, what is feasible, and what staff are hearing in their check-ins with children’s caregivers and in their own personal families. It gives the staff a voice and ownership of what is happening.

Staff have paid time off, and feel supported to use it, within reason, when they need a break. Staff are working so hard, and this allows them to unplug and take time out. Site Managers also try to avoid micromanaging staff. Staff know the hours they need to do check-ins and group meetings and, otherwise, things can be flexible.

Going virtual was a turnoff to the program’s outdoor and ecological focus. Staff decided that socially-distanced in-person meetings at the sites would be a good way for staff teams to connect. This is good for staff morale and eliminates some of the challenges of working remotely.

Now would be a great time to re-save!

17. 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-oriented.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

The program offers a subscription box style delivery, in -person pick up, staff delivered, or through the mail. Each box has about \$30 of materials and 20 hours of activities. Most are self-directed, screen free, ecology based, and get kids outside. Virtual daily check-ins are offered at many sites. There is a dedicated OST Facebook page, web page, and YouTube page. Digital content is linked to the physical materials delivered in the boxes and, in some cases, provided through a Google Classroom group.

Every day, program staff video-meet with children and update the Google Classroom so activities can be repeated with the caregiver or at a better time.

Staff choose materials that most students are likely to have at home. For example, when planning for papier-mâché, it can be made from flour and water, or glue and water, and newspaper or any kind of paper. We are always thinking of alternatives so that, hopefully, if they do not have the one, they will have the other. Staff do not want to suggest an activity that only one or two students can do.

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>Parents and students say they were overwhelmed and maxed out on screen time, so in addition to virtual homework help, the OST program design emphasizes outdoor screen-free activities and time for virtual social connection and hanging out. Program delivery times (in person and digital) are informed by parent and student input.</p> <p>Each OST site’s Google Classroom pages are synched with the school’s Google Classroom pages, so there is never an overlap of a virtual club occurring at the same time as a school-based event or meeting.</p> <p>Program staff create a safe space for caregivers to talk about their relationships with the school districts. If a caregiver is struggling, program staff advocate on behalf of the caregivers. Then, as program leaders, they advocate for families or other caregivers at the state level. This includes cultural agility training for school day staff, providing equitable opportunities for all students and ensuring that schools are held accountable in their hiring process.</p> <p>The program design is integrated with school sites through formal partnerships with schools that need a literacy-focused program. The program gets teacher referrals based on children’s literacy assessments.</p>

19. 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).

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>The program design includes daily, informal hangout times with the students to talk, share hobbies, play games, and play trivia using physical cards.</p> <p>The program design includes supervised video hangouts, mini-games/engagement opportunities at delivery times, emphasis on fun creative outdoor activities with a lot of physical materials to accompany them. The program emphasizes hands-on tactile experiences despite learning at a distance.</p> <p>The beginning and end of each program session includes peer social time to connect with friends in an informal way. Student voice drove the decision to include supervised informal time, and the students are now reaching out to each other to join so they can "hang out," which drives attendance in a positive way.</p> <p>In the school, there was a group that really wanted a D&D game club, but not enough students wanted to do that. Now, staff and students have copied and shared D&D materials to generate interest, and there are enough students. They play on Fridays, on one of our video channels, and they play for hours.</p>

Now would be a great time to re-save!

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>The OST program's secondary sites collaborate with schools in credit recovery, supporting students to complete assigned work and meet deadlines.</p> <p>Parents are asked to share IEP, assessments, report cards, or other data from schools, so we can help understand children's needs and then provide them resources for where they need assistance. Fall planning is reframing how we reach caregivers, help them to advocate in a more high-quality way, and provide guidance on building a good routine and structure for the student's school day.</p> <p>Caregivers are surveyed to learn about school and district struggles and to suggest tools to advocate for their own families and children within the school and district.</p>

21. Out-of-School Time 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.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
<p>Some program sites are seeing staff from their respective school weekly, during distribution times, and having opportunities to do general check-ins. In instances where the program has reported to DHHS for a specific caregiver, we also notify the school administration.</p> <p>Site Managers communicate with the school Culture and Climate Coaches about what managers learn when speaking with caregivers.</p> <p>The summer program staff are school day teachers, so our partnership comes through staffing. The summer program is providing training to these teachers on inspiring change, trying to provide supports not only for students but for our staff as well. Staff are meeting as teams and collaborating on what may work best for summer programs and in the transition to the school year. Morale is still there because they love children, but many report that the situation is overwhelming.</p>

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

The associate director of the OST programs sits on the District Improvement Team for one school district where several of the program’s OST program sites are located.

Program leaders reach out to school districts that they have partnered with in the past and ask them to join the OST re-opening committee.

Now would be a great time to re-save!

IV. Planning with Children, Families, Caregivers, and Schools

Standard 9. Provide Plans and Procedures for In-Person Out-of-School Time Services

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

Note: At the time of this writing, many programs had begun to draft plans based on LARA and CDC guidelines, but most were also waiting to hear more about school district plans. We will improve these examples in the future.

Previously, there were four 3rd grade classrooms, and we got three children from one, four from another, and five from another; and, then, this whole group of children rotates rooms during the program with their grades. This will be difficult if the school is organized in cohorts, so we are considering models that serve a smaller number of kids, for a short number of weeks, then rotate groups, etc.

We are balancing guidelines and protocols, while serving fewer kids, whereas using virtual methods we can serve far more students. Staff are brainstorming these scenarios. Staff are considering using Google Live, where one staff is on the computer monitoring chat and two more staff are demonstrating an activity, and children can watch and interact. They can ask questions and be part of the actual program in real time. Our best engaging activities are our live programming rather than the activities we send to homes. We also record it and post it for later for those who could not attend.

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

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices
The district has put out guidelines on some of this. All staff are required to wear masks all day long. We already have hand -sanitizer stations in every classroom. Additional sanitizer and hand washing stations are installed in the hallways because there is one bathroom in the building. Hand washing every two hours was recommended in the roadmap for return to school. This can be difficult for the building when there is only one bathroom, and it requires a lot of hand sanitizer and regularly reminding kids to use it. This is something that we did prior to COVID because of licensing. We have dinner right in the middle of programming, so children sanitize right after school, hand wash before snack, then do homework time and activities, and then handwash on the way to dinner. That routine will not change much when we do get back in person.

25. 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.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

Our program is a member of the Regional Chamber, which identified a local group that has disposable masks and negotiates reduced prices so that members can benefit from that contract.

Right now, we have one-month worth of supplies, and the recommendation is four months. The cleaning supply cost is much larger, and we have been writing that into the grants and trying to move the funds around. We are not providing transportation right now because we cannot socially distance, so we have moved our transportation funds to cleaning supplies. We are being diligent about including cleaning supplies in every grant that we write. The program lead is including the cost of cleaning supplies in grants as program supplies and not general operating supplies, because the program would not be able to operate without it.

Now would be a great time to re-save!

Standard 10. Plan Supports for Re-Entry to Schooling

26. Out-of-School Time 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 individual learning environments, school buildings, and afterschool programs.

Is the practice currently being implemented with high fidelity ?	Does your team have the internal capacity to move this practice to high fidelity?	Does your team require training or technical assistance about how to implement this practice at high fidelity?
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What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

The Executive Director is planning with building principals for different ways of partnering. Buildings with similar populations have opportunities to share live virtual programming and collaborate in ways that were not possible with in-person programming at different buildings. We can find strengths within certain people and share. OST programs serving similar populations (e.g., grades 3-5) might look different from the programs delivered to different populations (e.g., high school).

Districts and OST programs coordinate to provide virtual programming for children whose parents are not comfortable sending them to in-person classes.

27. 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.

Is the practice currently being implemented with **high fidelity**?

Does your team have the internal **capacity** to move this practice to high fidelity?

Does your team require **training or technical assistance** about how to implement this practice at high fidelity?

What **barriers** are keeping you from implementing these practices at high fidelity?

Promising Practices

Most support staff received Mental Health First Aid training to help recognize struggling students and connect them to help.

We have addressed how we interact and connect with each other as the adults and professionals in the building. Of course, we all are struggling with anxiety about coming into a building that we are not sure is entirely safe.

You've reached the end - save and submit!