Learning Recovery:
Best Practices and New Models

July 22, 2021

NITA M. LOWEY 21ST CCLC GRANT PROGRAM
2021 SUMMER SYMPOSIUM

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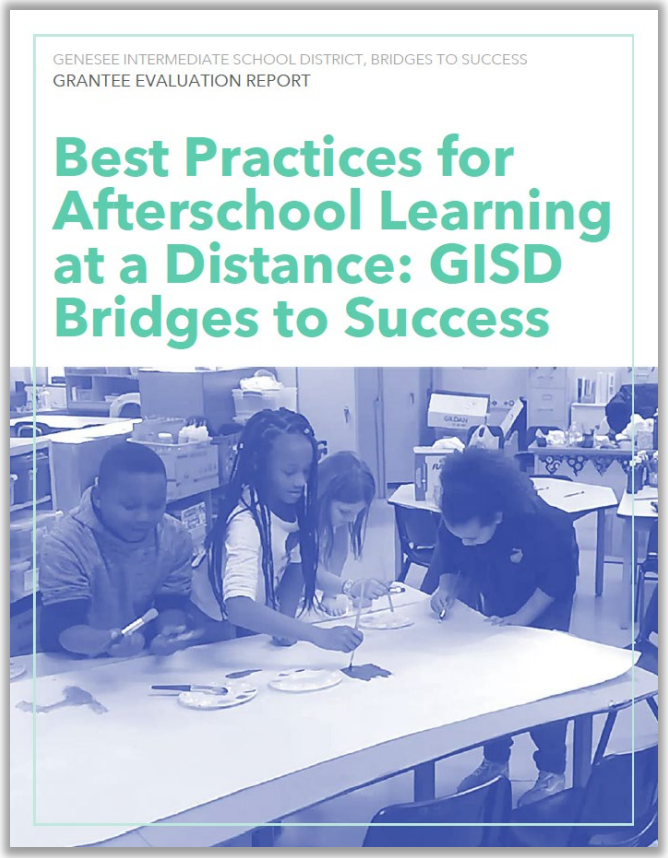
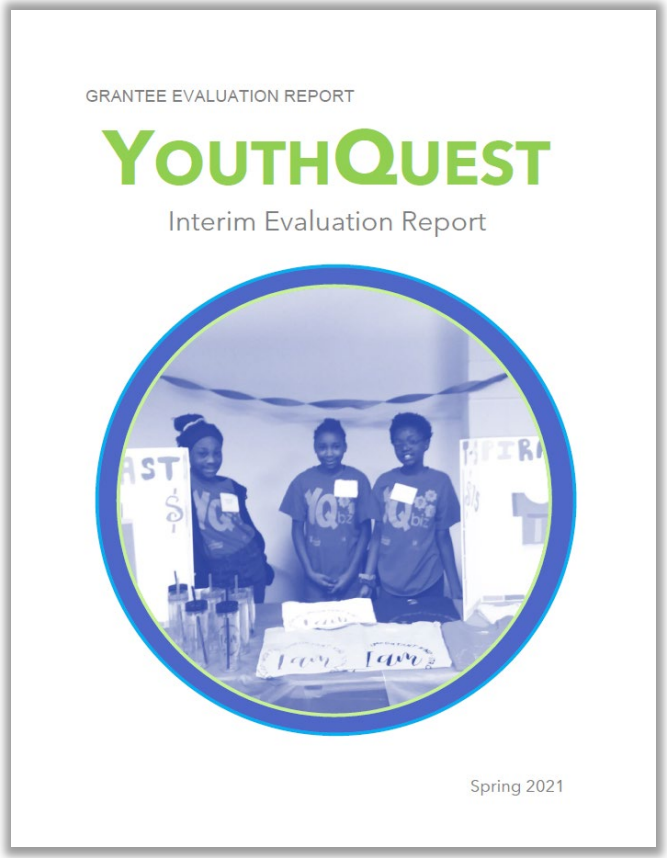
PART I.
welcome

Big Questions

What can afterschool do well during the moment of crisis, during a pandemic or other circumstance that dislocate families and schools?

How best to document what we learned about what worked?



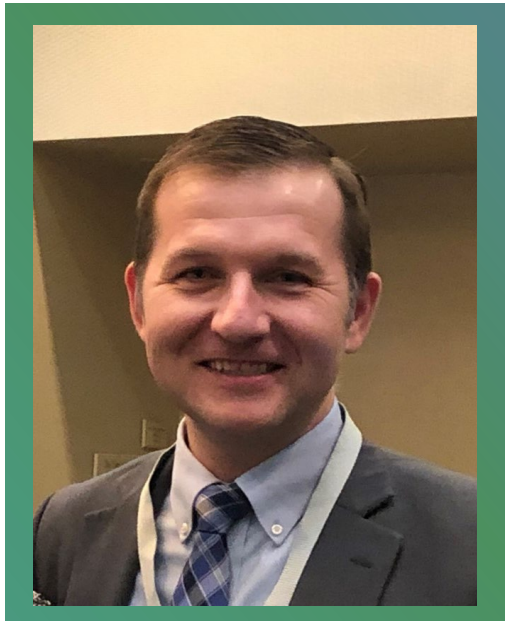


Two reports from the Flint Region document what worked in specific communities…

Speaker Introductions

Charles Smith
Managing Consultant,
QTurn

Nefertari Jones
Program Director,
YouthQuest



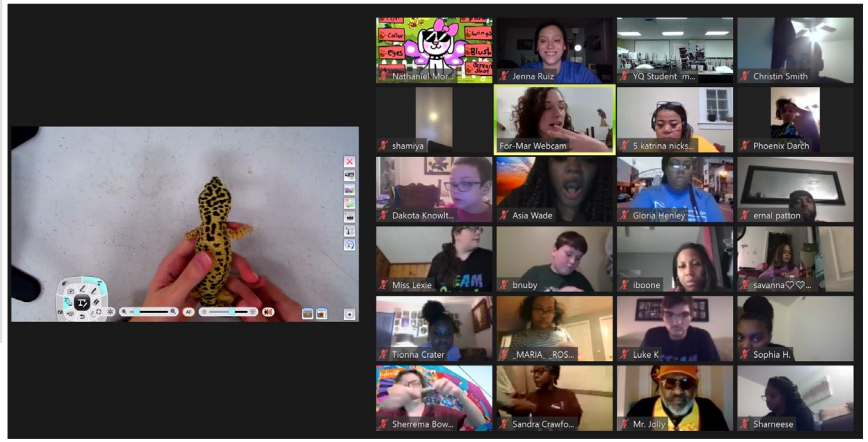
James Yake
Director of Health,
Safety & Nutrition,
GISD

Lorraine Thoreson
Manager of Michigan 21st
CCLC, Michigan Department
of Education

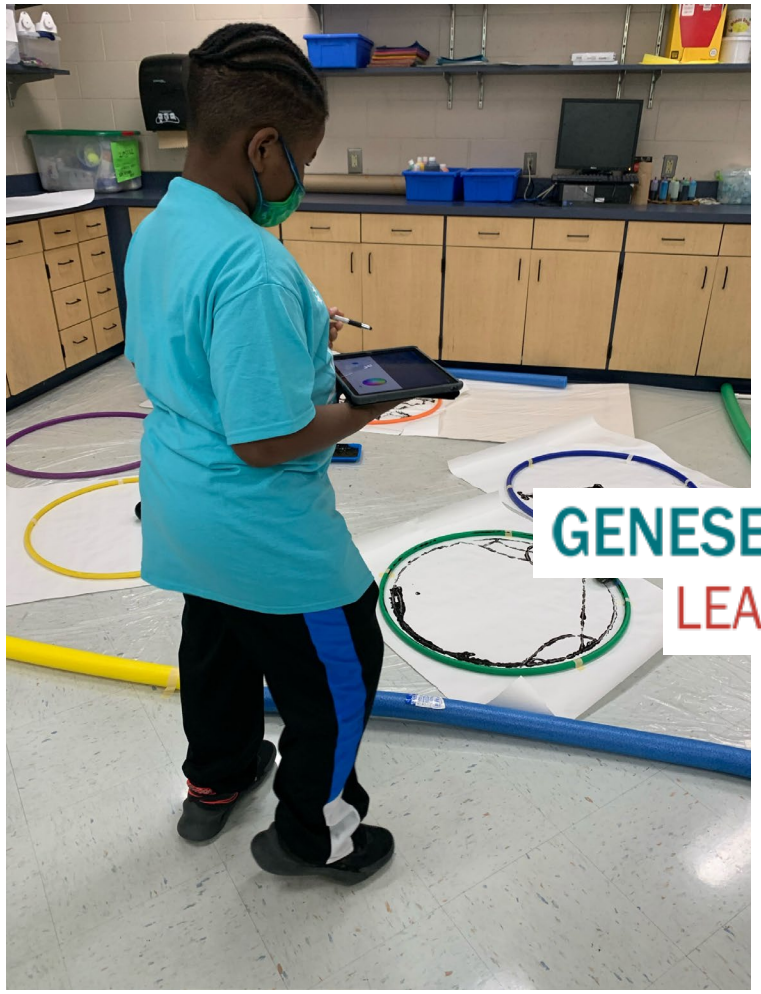
About...

Michigan
21st Century
Community
Learning Centers
Soaring Beyond Expectations
FLINT & GENESEE
Chamber of Commerce
YouthQuest
excel excite explore
Funded by
CHARLES STEWART
MOTT FOUNDATION

THE
SAND



About...



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ◆ SERVICE ◆ INNOVATION

Partnering for success!

Please Submit a Question to Lucy or Lorraine:

What would you like to learn in this session?

1. Select Lucy or Lorraine for private chat
2. Type in question: *What is the definition of learning recovery?*

Anonymity assured – but we might read them without mentioning your name

Meeting Objectives

1. **Clarify** mental models for the new individual learning environment during and post-pandemic.

2. Learn to **Diagnose** successes and barriers during crisis response and lockdown phases

3. **Document** local best practices and service models for emergency preparedness.

Compassionate Evaluation

Doesn’t require a lot of time

prioritizes local expertise in relation to standards

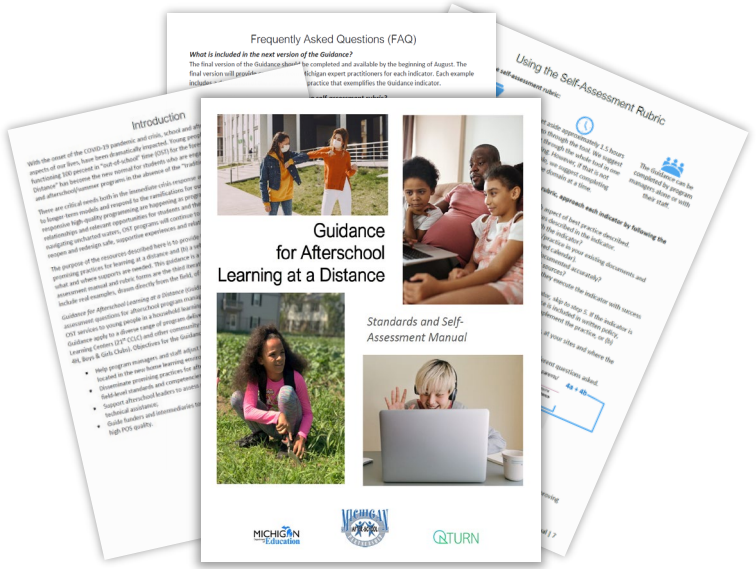
asks generative questions about what’s changed and how stakeholders are responding

supports documentation local practices and models

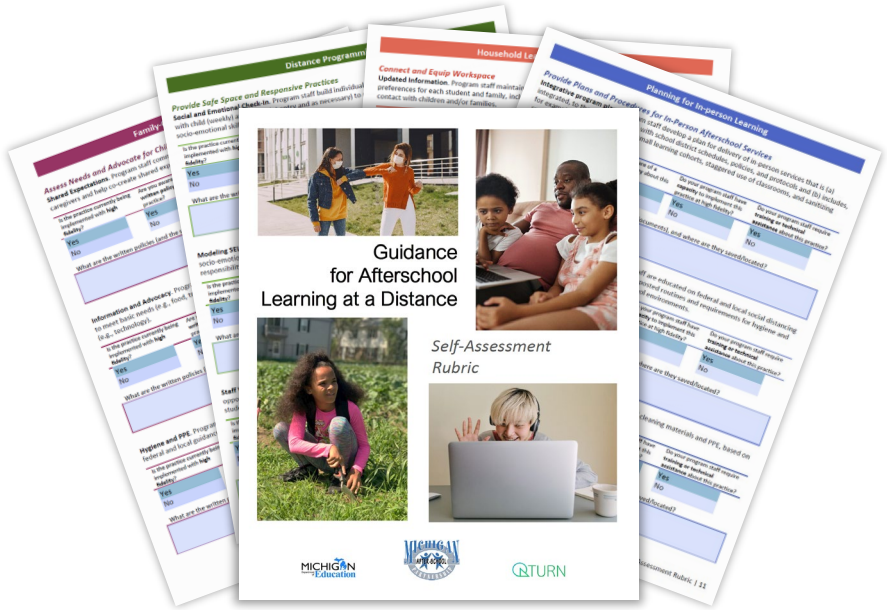
PART II.

method

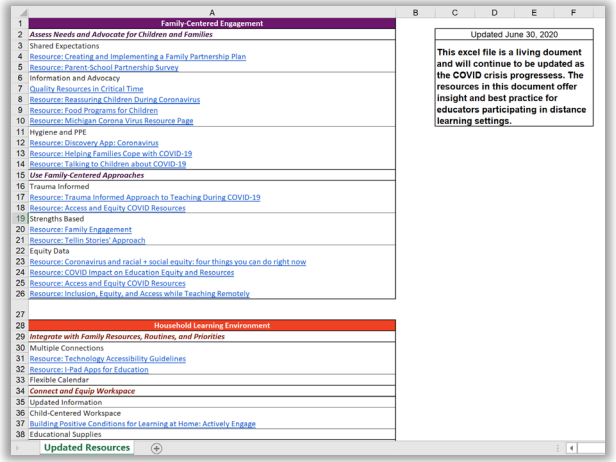
GOLD Materials



Assessment Manual



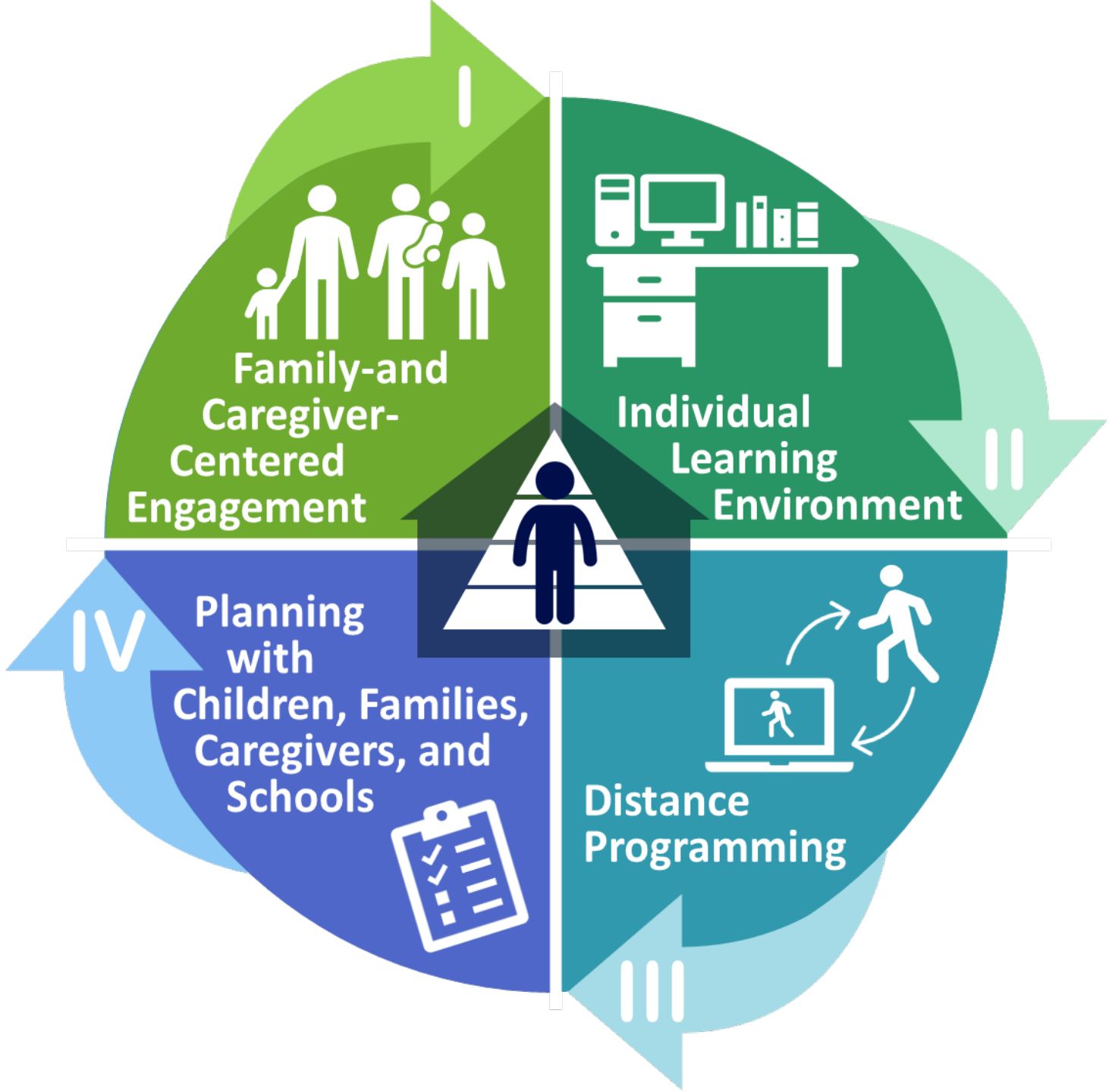
Self-Assessment Rubric



Itemized Database

Available for download online

Guidance for **O**ST **L**earning at a **D**istance



4 Domains

27 Indicators

I. Family- and Caregiver-Centered Engagement

1. Shared Expectations
2. Information and Advocacy
3. Hygiene and PPE
4. Trauma Informed
5. Strengths- Based
6. Equity Data

II. Individual Learning Environment

7. Multiple Connections
8. Flexible Calendar
9. Updated Information
10. Child-Centered Workspace
11. Educational Supplies
12. Virtual Access
13. Online Safety and Supervision

III. Distance Programming

14. Social and Emotional Check-In
15. Modeling SEL Skills
16. Staff Wellness
17. Content Options
18. School Day Alignment
19. Opportunities for Fun
20. Connect Families with K-12 Services
21. Instructional Partnership
22. Collaborative Leadership

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

23. Integrative Program Plan
24. Social Distancing and PPE Guidelines
25. Acquire and Maintain Supplies
26. Service Planning Partnership
27. Transitional Support

Abstract

Theoretical

Context

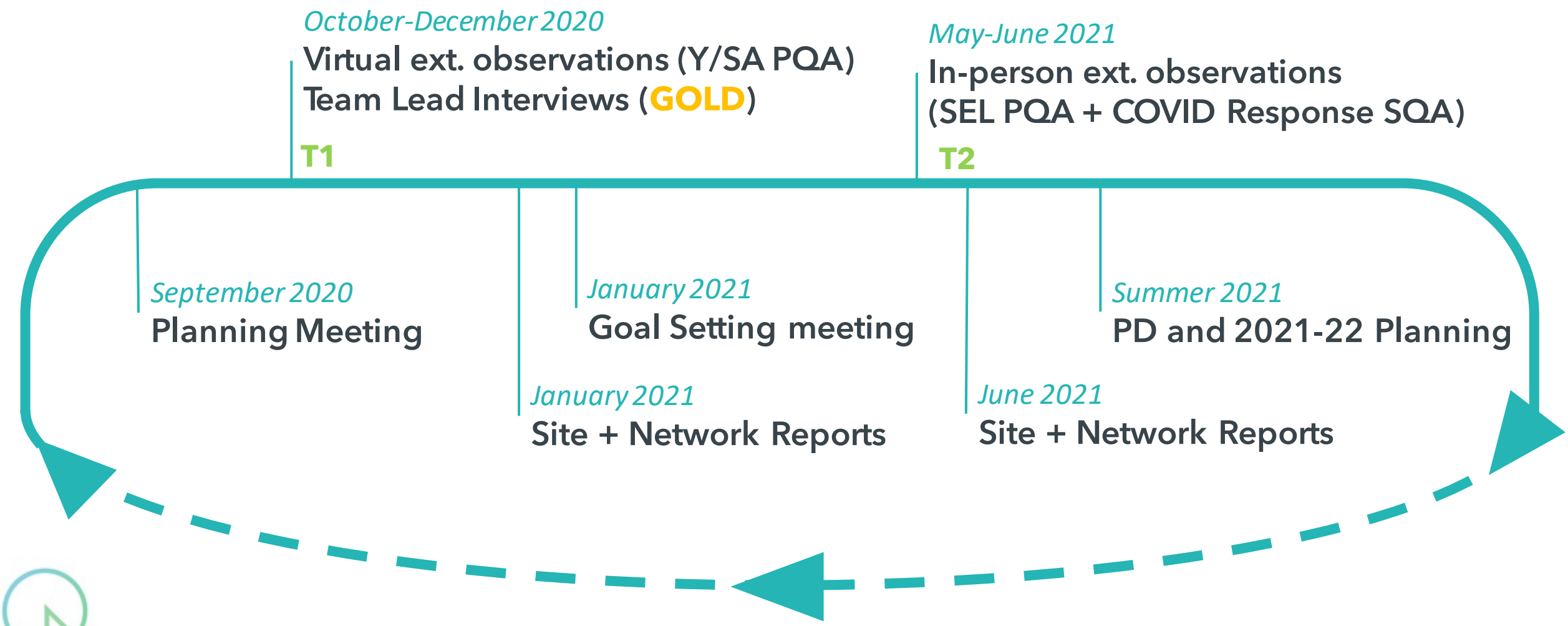
Person

Collecting Data

Interviews and coding by evaluator

Trained self-assessment by site coordinator (and others)

GISD CQI Cycle



Practice completing the Rubric

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

Examples from practice:

The primary caregiver survey includes questions about "other" needs that may be pressing for their individual learning environment (e.g. technology needs, mental health, etc.)…

The OST program role is to coordinate with district efforts around basic needs so that parents are not over-loaded with redundant calls and messages…

GOLD Rubric

Name/identify the local practice example(s) that align to this indicator:

What **barriers** are keeping you from implementing these practices?

Fidelity	Capacity	Technical Assistance
High	Yes	Yes
Moderate	No	No
Low		

YouthQuest Best Practices – Information and Advocacy (2)

School Connection. Staff are aware of district resources and language (Robocalls, Social Media, Information Mailed and Emails to students and parents) so that coordinators can relay relevant information to students and caregivers. Communication and collaboration with teachers, school leaders, support staff, community members is done in regular meetings and committees (e.g., success mentoring, attendance team, leadership team, covid response team, PBIS, events planning, etc.).

Family Information. Staff reach out to families using home visits, phone calls, text messages, emails, Internet, paper fliers, robo calls, posts on social media, and community engagement events (e.g., Halloween Movie drive-in). Program staff conducts virtual check-ins and refer caregivers to the appropriate resource (e.g., food distribution, housing resources, nutritional resources, Youth Quest services, programs and events).

Advocacy for Basic Needs. Program collaborates with key partners (e.g., Flint Schools, CRIM, DHHS) to register encourage students to participate in afterschool and intercession and to provide resources to families depending needs. We provide technology support to families, for example by delivering computers and hot spots and picking up and replacing non-functioning devices; drop off groceries; host food giveaways; provide winter gear, holiday food, and gifts.

Proportion implementing at high fidelity:	Proportion not implementing this practice:	Proportion that want TA:
40%	0%	50%

Practice completing the Rubric

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.

Examples from practice:

Staff and mentors are trained on building SEL skills and use an SEL framework to guide conversations with children and caregivers.

Small group sessions start with check-ins, (e.g., "What emotional color are you today and why?" or "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.

GOLD Rubric

Name/identify the local practice example(s) that align to this indicator:

What **barriers** are keeping you from implementing these practices?

Fidelity	Capacity	Technical Assistance
High	Yes	Yes
Moderate	No	No
Low		

YouthQuest Best Practices – Social Emotional Check in (14)

Student Check-in. Staff provide social and emotional check-ins daily with students during live and virtual programing, e.g., sharing whatever is on their minds, doing emotional temperature, rose/thorn reflections, etc. Students are invited to stay at the end of program to talk to staff and parents are contacted if students are absent for more than 2 days and offered a more intensive mentoring program.

Family Check-in. Staff reach out to families regularly, from bi-weekly to monthly depending on needs. Staff are assigned the same families for familiarity and connection. We send home social emotional tools and activities for students and caregivers.

Skill Focus. Staff plan activities that cultivate specific skills e.g., mindfulness, physical fitness, small group collaboration, emotion words, planning, leadership, affirmation, reflection, building relationships on a more personal level with emotional, encouraging engagement.

Proportion implementing at high fidelity:	Proportion not implementing this practice:	Proportion that want TA:
70%	0%	40%

Questions?

Best practices

PART III.

Big Picture

Whole child

Multi-partner

Flexible

Percentage of YouthQuest Program Sites Reporting Successes and Barriers for Each Indicator (Table 1)

Indicator	Success	Barrier
Multiple Connections (D2)	85%	38%
Socio-Emotional Check-ins (D3)	85%	38%
Flexible Calendar (D2)	85%	54%
Opportunities for fun (D3)	77%	23%
Educational Supplies (D2)	69%	8%
Instructional Partnership (D3)	69%	8%
Trauma Informed (D1)	62%	15%

Manager's Lens

New models

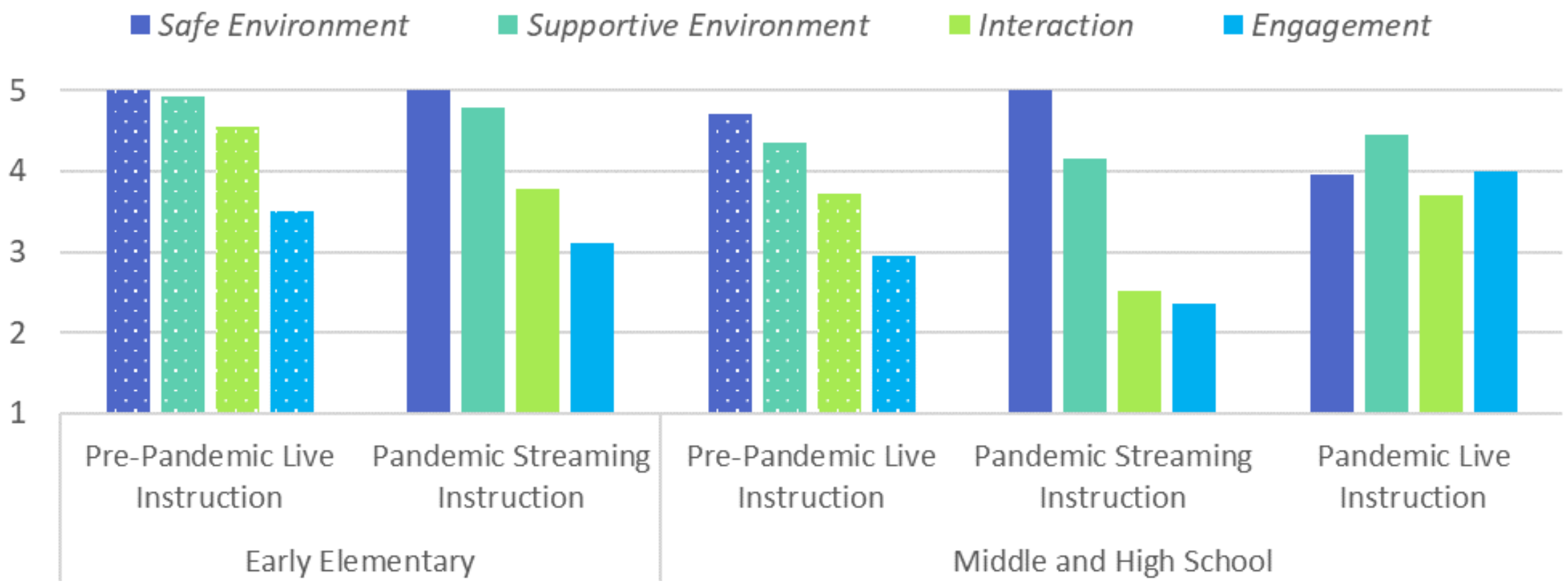
PART IV.

Blended Learning

Crisis Response

Casework School-Support

Blended Learning



Crisis Response

7. Multiple Connections

1. Shared Expectations

14. SEL-Check-ins

23. Integrated Program Plan

Casework School Support

8/17. Flexible calendars and content

14. SEL check-ins for individual students and families

7/10. Active family engagement

26. Ongoing alignment and advocacy for the student and caregiver with the school

Manager's Lens

GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ◆ SERVICE ◆ INNOVATION

Partnering for success!

reflection

Thank you for all your hard work.

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