



Supporting Our Kids' Education

Tools to Strengthen Resident Families and Students During COVID-19 and Beyond

U.S. Department of Housing and Urban Development
Choice Neighborhoods
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Introduction

Why Focus on Education?

COVID-19 has exacerbated the stark disparities between low-income housing residents and their higher-income peers. This impact is perhaps most striking in children's education. With remote and hybrid learning, children living in public housing and U.S. Department of Housing and Urban Development (HUD)-assisted housing often face a variety of hurdles, from increased food insecurity and spotty internet service to challenges with student engagement and disruptions in specialized education supports. HUD housing providers and their partners may be in a unique position to reach resident families and ensure that these children are not left behind in the aftermath of COVID-19. This toolkit provides resources and information to equip you and your partners to provide targeted educational services and strengthen the ability of families to support their children's learning.

Who Should Use This Toolkit?

The resources included in this toolkit can be used by public housing authorities and HUD-assisted housing providers, supportive services staff, resident leaders, and education and service provider partners. Although the toolkit was developed in partnership with staff, partners and residents from Choice Neighborhoods grantees, the information gathered and presented here responds to the educational challenges experienced by all HUD families and children.

How Was This Toolkit Developed, and What Does It Include?

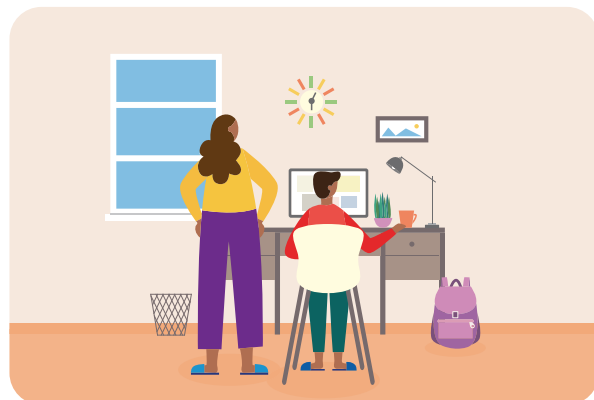
In response to COVID-19, Choice Neighborhoods grantees—including staff from public housing authorities, HUD-assisted housing providers, local governments, and supportive service providers and partners—convened for five peer exchanges from August 2020 to March 2021 to identify how best to support children and families who live in public and HUD-assisted housing with their education needs. The interactive sessions elevated peer-to-peer promising practice sharing and problem solving and were structured around the most pressing education topics identified by grantees.

This toolkit is the end product of those sessions that highlights open source, research-based tools and resources as well as promising practice case studies. While these resources and tips were designed in response to COVID-19 and its aftermath, these promising practices and parent resources are also applicable well beyond the pandemic. Please note that HUD does not endorse any particular practice, agency, or group that is linked to or featured in this document.

The toolkit includes the following resources and tools:

Supporting the Role of Parents in Their Child's Education – Parents will play a critical role in addressing the aftermath of COVID-19 learning losses and in supporting ongoing bouts of hybrid/remote learning. This section contains ready-to-use parent flyers and ideas for how to disseminate and use these resources. It includes:

- **A “how-to” guide:** A brief discussion of the content and resources contained in the family flyers, ideas for disseminating flyers, and ideas for encouraging parents to use flyer resources that can be incorporated into existing programming and outreach.



- **Ready-to-use family tips and resources flyers:** These family flyers respond to identified resident needs and contain evidence-based resources and tips in family-friendly, plain language. Organized by key themes, these flyers can be used as-is. The following flyers are included:
 - *Quick Tips Guide* (contains top resources across all flyers).
 - *Setting the Stage for At-Home Learning.*
 - *Keeping Your Children Motivated and Engaged in Learning.*
 - *Communicating With Teachers.*
 - *Helping With Schoolwork and Learning.*
 - *Handling Increased Stress.*



Helping Kids Catch Up – This section of the toolkit contains information and resources on how HUD housing providers and their partners might help resident families and children overcome learning loss due to the pandemic, especially during the summer. This section outlines strategies identified by national experts and key summer learning resources.

Developing Out-of-School Time Programming and Tutoring – Out-of-school time programs and tutoring can be a powerful tool to help children catch up on lost learning and reconnect with other people and their own interests. This section of the toolkit provides promising practices on how to develop effective programming, whether it is in-person or virtual. Highlights include:

- Key elements of effective tutoring programs.
- Insights into what parents value most in out-of-school time programming.
- A case study of an in-person-turned-virtual tutoring program led by the Atlanta Housing Authority and its partners.

Learning Hubs as an Alternate to At-Home Learning – When COVID-19 shut down schools across the United States, many communities began to create “learning hubs,” or safe, physical spaces for children to participate in remote/hybrid learning. This section of the toolkit includes case studies on how public housing authorities and community organizations either created learning hubs or partnered with others to expand and secure learning hub slots.



Supporting the Role of Parents in Their Child's Education

Supporting the Role of Parents in Their Child's Education

Parents and caregivers have always been critical to their children's learning. However, remote hybrid learning and its aftermath have made the need to empower parents' role in their children's education even more pressing. Parents will be key to addressing and stemming the tide of learning losses caused by the pandemic.

This section of the toolkit provides evidence-based resources and tips to help residents support their child's education, including a series of ready-to-use family flyers. Written in family-friendly language, these flyers respond to identified resident needs. The following flyers are included:

Family Tips and Resources Flyers

Quick Tip Guides

This quick guide highlights top resources and tips for parents and can include references and links to the other, more in-depth flyers.

Setting the Stage for At-Home Learning

This one-page flyer focuses on how parents can set up an at-home learning environment. Tips include how to create a learning space (even in small spaces with multiple children), set routines, and manage learning time.

Keeping Your Children Motivated and Engaged in Learning

One of the top challenges voiced by parents is how to keep their children engaged in learning. Resources include parent/teacher videos on keeping kids engaged, tips on encouraging children's progress and practical techniques for getting children to listen.

Communicating With Teachers

This flyer provides parents with tools and tips on what they should share with and ask of teachers.

Helping With Schoolwork and Learning

This flyer includes links to a quick "Readiness Check" tool that can pinpoint a child's key math and reading skills gaps and provide targeted resources to help students catch up. It also contains a variety of learning resources, such as tips on using everyday activities for learning and Spanish-language resources.

Handling Increased Stress

This one-page flyer contains resources and tips for how caregivers can identify and help manage their child's increased stress, as well as their own.

Content from these flyers can be both shared with parents and incorporated into your programming and outreach. The following are some ideas for how to get the most out of these resources.

Ideas for Sharing Flyers

Flyers can be used as they are. Public housing authorities, other HUD housing providers, and their partners may want to consider starting by sharing the Quick Tips Guide widely, then sharing additional flyers and information based on families' specific needs. Here are ideas for where flyers and/or specific tips and resources may be shared:

- Digitally through your **website, newsletters, mailings, emails, texts, social media** or **virtual meetings**.
- **In-person** at onsite **housing offices**, educational programming or other services that parents might frequent.
- At **COVID relief events**, resident meetings, or other community events.
- Through **partners' offices**, services and websites.

Ideas to Help Parents Use Learning Resources

While sharing information is the first step, parents are more likely to use resources when they are shown them and become familiar with them. Here are some simple ideas for your consideration to encourage the use of these materials, many of which can be incorporated into your or your partners' existing programming and outreach:



- **Equip partners and resident councils:** Parents may seek help or ask questions in different places. These one-page flyers can be shared with resident councils, other resident groups, education partners and/or other service provider partners to arm them with tools to assist parents. You may want to consider walking through flyers and demonstrating a few resources so that the groups are ready to share relevant information, and then inviting them to promote the materials at their meetings and events.
- **Identify tips that are relevant to individual parents:** Find out what topics parents need help with regarding their child's education. You or your partners can do this through an informal survey or through conversations during regular touchpoints, such as case management check-ins, COVID relief drop-offs, or interactions during virtual or in-person service provision. From there, you can share specific flyers and resources with parents by emailing them or texting the tips and resources that are most relevant.
- **Host a demo session for parents:** Host "Parent Academy" virtual or in-person sessions to show families how to use some of the interactive resources shared in this toolkit. Use these sessions to provide families with multiple opportunities to practice and receive feedback about the new skill.
- **Encourage family social media posts:** Invite families to post videos of themselves successfully practicing new social, emotional or academic skills at home with their child. Consider a celebratory "badging" or recognition for those who share videos to build a sense of community among parents.
- **Promote family support groups:** Establish virtual or in-person family support groups so that families can share ideas, questions, and celebrate when they are successful.

Ideas for Having Education Conversations With Families

Parents take their children's education very personally. When having conversations with parents, it is helpful to consider how you will continue to establish trust with parents so that they feel comfortable talking to you about their child. Here are some simple ideas for your consideration to help you and your partners become trusted messengers:

- **Share something about yourself:** Share a bit about yourself first (such as why you are excited to work with parents, or your own experience as a parent) before asking parents to share a bit about themselves (e.g., asking what their hopes and dreams are for their child).
- **Recognize parents' expertise:** Ask parents for their expertise and insights about their child (e.g., ask parents to share their child's interests, hobbies, etc.). Recognizing parents' expertise helps parents build confidence and connect the dots between their child's passions and academics.
- **Acknowledge that this can be hard:** Acknowledge that families are balancing a lot between new school models and managing children's education needs in the midst of a pandemic, and let them know you are here to help. Be mindful that parents might be relying on older children or extended family to help younger children with remote/hybrid learning.
- **Ask for the best way to keep in touch:** Ask parents about the best method to be in touch with them (phone calls, texts, emails, etc.), and confirm when/how you will stay in regular communication. Discuss any concrete expectations related to your program.



Additional Supports for Families with Children with Disabilities

The need to support families in the face of learning loss is especially critical for the over 7 million children with disabilities and their parents. Children with disabilities are eligible for early intervention services or special education and related services under the Individuals with Disabilities Education Act (IDEA) and have specific rights and protections under the IDEA. These include rights for parental involvement in developing a child's Individualized Education Program, generally referred to as the "IEP." The IEP and the special education and related services described in it would be the fundamental means of assessing and addressing learning loss and any issues related to remote learning.

Information about IDEA on the US Department of Education website may be found at:

- <https://www2.ed.gov/about/offices/list/oseers/index.html?src=oc> (including COVID-related resources), and
- <https://sites.ed.gov/idea/>

Further, the Office of Special Education Programs supports nearly 100 centers to assist parents. There is at least one center in every state. Centers can be located through this website:

- <https://www.parentcenterhub.org/find-your-center/>





Family Tips and Resources Flyers

Helping Your Child Learn During and After COVID-19: Family Tips and Resources – Quick Tips Guide

Keeping children engaged and motivated with learning after this past year can be challenging, but there are big and small ways that families can help kids be ready and excited to learn. Here are top tips and resource links to help support your child's education:



Identify a space for learning at home and create a daily schedule

For remote/hybrid learning at home, having a designated [learning space](#) (such as a place at the table or pillows for a reading nook) and a [regular schedule](#) can help your child be ready for learning.

Help your child feel like they can be successful at what they are learning

Check out these [ask-a-teacher videos](#) to get practical advice on keeping up your child's motivation to learn, assisting with schoolwork, and more. Also, focus on [praising your child's effort](#) (not just success) so that your child will keep trying new and challenging tasks.

Keep calm and repeat directions

[Keeping a calm tone, repeating directions](#), being silly or calling for a break all help avoid tantrums and challenging situations.



Focus on your child's grade-level needs

Use this [Readiness Check](#) to see how your child is doing with key math and reading skills, pinpoint their needs, and get targeted resources or make a plan with their teacher.

Communicate with your child's teacher

[Ask your child's teachers](#) about what skills your child needs to learn, and share your insights about what your child likes and needs help with.



Identify and talk about feelings

Caregivers and children are stressed, but [sharing those feelings](#) can help diffuse them and help your family deal with the impact of the pandemic.

Take simple actions during the summer

[Turn everyday routines into learning moments](#), find summer resources, and lean into your child's interests. Spanish speakers can also find learning resources at [Colorín Colorado](#) and [Wide Open School](#).

Helping Your Child Learn During and After COVID-19: Setting the Stage for At-Home Learning

Balancing your child's hybrid/remote learning at home with your other responsibilities can feel overwhelming. Small changes, like identifying a learning space and setting routines, can make this burden a little easier:



Identify a space for learning at home

A [learning space](#) can be anything from a desk, a place at the table or counter, or a large box with pillows to create a reading nook. You can use a shoebox, plastic bag or shower caddy to store the materials your child needs. Try to limit distractions as much as you can. Some children have found that headphones help them focus.

Create a consistent daily schedule that includes school classes

Having a regular schedule can help your children know what to expect and be ready for the next activity. Aim for a solid [2 to 3 hours](#) total of academics per day (more for older children) and include short breaks between activities. [Khan Academy](#) has sample home learning schedules by grade, and this [brief article](#) has ideas for helping your child stay focused. Here are two more quick tips:

- **Help with time management and goal-setting:** Find time for a family huddle at least once each week. Talk about who will help your child join virtual classes and complete work. Involve your child in [setting goals](#) to practice self-control—they can write a list or draw pictures of their goals. As goals are completed, celebrate with a high-five or a sticker to keep them motivated.
- **Change it up with [brain breaks](#) and physical activity:** When possible, alternate schoolwork with physical activity breaks (short walks, exercise), hands-on learning (reading, art, play, home science experiments), educational screen time (virtual museum tours, online activities) and social connections (such as playing games like Roblox or Minecraft—make sure that functions like chatting with strangers are turned off).



Model self-control (self-regulation) skills by sharing your own strategies

An example is: "I'm having trouble focusing today. I'm going to take a break. Do you want to take a walk together? When I come back, I'm going to make a list of the things I need to do." Check out [these tips](#) for using music games to help with [self-control skills](#).

Find screen time tips based on your child's age

Check out this [resource](#) for tips on setting screen time limits and helping your child develop positive habits with technology.



Helping Your Child Learn During and After COVID-19: Keeping Your Children Motivated and Engaged

Keeping children motivated and engaged in learning after this past year can be challenging, but there are big and small ways that families can help kids be ready and excited to learn. You are the expert on your children—lean into their interests and how they are feeling. Here are tips, videos, and other tools to help:



Help children feel like they can be successful at what they are learning

Check out [these parent/teacher videos](#) to see that you are not alone and get great advice. Find resources to help with motivation [here](#), and explore these [additional tips](#) for keeping kids interested, especially during online learning.

Make learning relevant and meaningful

Lean into your child's interests and let them show off what they know. After they read or finish an activity, ask your child to teach what they've learned to you, a family member, or a friend, either in-person or virtually. That way, your child can review important skills, build confidence and bond with others.

Focus on your child's effort and progress

Try language like, "You worked really hard on that," or "Writing is hard, but I can see how much you are improving with practice!" [Praising effort will help your child keep](#) trying new and challenging tasks.

Help your child learn by engaging them in different ways

Interest is kept alive by trying different ways of learning, not just looking at textbooks all day. As long as the new activity informs your child about the academic subject—[like clapping or drawing a math lesson](#), sketching in science class, or acting out a story—it can help your child learn and have fun.



Support life skills that help your child in and out of school

[Show your child](#) how to solve problems and learn from mistakes, especially during hard moments. To encourage responsibility, ask your child to help out with age-appropriate chores, like setting the table, cleaning up after an activity or feeding a pet.

Try these practical tips when your child isn't listening

While it can be hard to stay calm when your child isn't listening, [simple strategies](#) like repeating clear directions, calling for a break, or even getting silly work better over time and help avoid yelling. For younger children, check out [these videos](#) to help with common challenges, such as [transitioning](#) from playtime to work time, [accepting](#) when a parent says "No," and [avoiding/stopping](#) tantrums.

Helping Your Child Learn During and After COVID-19: Communicating With Teachers

You may be wondering what questions you should ask your child's teacher or how you can know how your child is doing, especially given the learning loss that many students have experienced this year. These resources can help you communicate with your child's teacher:



Make a plan together

[This Parent-Teacher Planning Tool](#) can help you share your insights about your child and create a plan with their teachers. This tool also links to a quick "Readiness Check" that can help you pinpoint your child's needs and discuss them with his/her teacher.

Think about what you will ask your child's teacher

[This guide](#) can give you ideas about the types of questions you may want to ask your child's teachers. You might ask about your child's learning goals and how you can support them, changes due to COVID-19 that might impact learning, and how your child's social and emotional skills will be supported.



For older children, check in on graduation plans

Check in with teachers and counselors regularly on a plan for graduation. [Here are more tips](#) for ensuring that high schoolers are on track.

Not sure where to start given COVID-19 learning loss?

[These grade-by-grade family guides](#) can also show you what key skills look like, how to help at home, and questions to ask the teacher.



Helping Your Child Learn During and After COVID-19: Helping With Schoolwork and Learning

Let's be honest, keeping up with schoolwork can often feel difficult or even impossible. You are not alone. Sometimes it's hard to know which skills are important and how you can help. These resources can help you support your child's learning in a more manageable way:



Identify and focus on your child's needs

Did you know that national surveys show 90% of parents believe their child is at or above grade level? Yet national test scores show just over one-third of students are at grade level. Use this [Readiness Check](#) to see how your child is doing with key math and reading skills, pinpoint their needs, and get targeted resources:

- [This video](#) shows you how the Readiness Check works: Like a game, your child answers three to five short questions. It takes about 10 to 15 minutes and is mobile-friendly.
- This quick check saves you time and stress because it helps you see exactly where to focus efforts, and it connects you to videos and activities that can help your child learn and review key skills (meaning you don't have to worry about whether you know how to teach the skill yourself).



Help your child learn through everyday moments

There are resources to help you assist your child with [math](#) and [reading](#) schoolwork. But it's also important to know that you have the skills to help your child learn just by creating a love of reading and interest in learning new things:

- **Read every day at any time!** Encourage your child to explore new interests and hobbies by [reading or listening to books](#) that are both [nonfiction](#) and fiction. As much as possible, read with younger children for at least 20 minutes every day. Older children can read books, magazines or graphic novels independently for at least 30 minutes a day. Ask your library about free digital or audio books.
- **Boost vocabulary and knowledge of the world by talking with your child.** For example, after watching a TV show or reading a book, ask your child questions about the main idea, the characters, what they learned and what surprised them.
- **Turn everyday routines, activities and materials into learning moments.** For younger children, practice fractions and measurement while cooking, [make bubbles](#) or [playdough](#), write songs together, or explore outdoors. For older children, support life skills by making food from family recipes, talking about history or current events, or practicing public speaking for presentations.

Support your child's learning in your home language

Research suggests that bilingual children tend to show greater empathy than students who are only exposed to one language, more self control, and other [beneficial skills](#). Bilingual websites, including [Colorín Colorado](#) and [Wide Open School](#), provide learning activities for Spanish speakers. Talk, [read books](#), share family stories and sing together in your home language.



Helping Your Child Learn During and After COVID-19: Handling Increased Stress (For Both Children and Parents)

How we are feeling affects how we get along with others and our ability to learn, work and manage daily activities. Here are some strategies and resources for parents to support both themselves and their children through periods of increased stress:

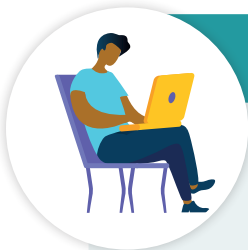


Learn the signs of your child's level of stress

Changes in routine, such as school closures and being away from friends and family, can cause [increased stress](#). Your child may show signs of this through tantrums, excessive reactions to minor situations, changes in sleep patterns, regression (such as bathroom accidents) or withdrawal.

Identify and talk about feelings

Let your child know that all feelings are okay. Talk about what to do when they are overwhelmed (such as taking breaks, asking for help, or looking at problems in different ways). Help your child manage their emotions by [talking about feelings](#), taking deep breaths, listening to music, participating in hobbies, exercising, eating healthy, getting enough sleep and/or staying connected with family and friends. Find time to laugh, talk about what you are grateful for, and play games your child enjoys.



Plan ahead (as much as possible)

When juggling hybrid/remote learning with other responsibilities, be creative about supporting your child. Find moments that fit your schedule to read together and talk about what your child is learning. Older children may be able to do schoolwork on their own, but they still benefit from talking about what they are learning.

Manage your own stress in healthy ways

If you react in a way you do not feel good about, offer an apology ("I'm sorry that I yelled earlier, I shouldn't have done that."). When calm, [share how you were feeling](#) ("I felt really frustrated when I asked if you finished your schoolwork. When you didn't answer, I thought you were ignoring me."). Let your child know what you plan to do differently next time, and ask what your child can do differently, too.



Remember that you are not alone, and help can be just a short phone call or text away. **Text HOME to 741741 to text with a counselor from Crisis Text Line, or call 1-800-985-5990, a U.S. Department of Health and Human Services disaster distress hotline that assists people affected by COVID-19.** Reach out to local families to support each other.



Helping Kids Catch Up: Learning Loss and Summer Supports

Helping Kids Catch Up: Learning Loss and Summer Supports

Parents, teachers, out-of-school time program staff, and service and housing providers overcame unprecedented challenges last year. However, given all of the disruption to the school year, low-income children and children of color have experienced deep learning loss. For example, researchers projected that Black and Latino students will have experienced 12 to 16 months of learning loss by the end of the 2020-2021 school year because of school closures during COVID-19. [\[1\]\[2\]](#) To ensure that resident families and children are not left behind, this section of the tool-kit outlines top strategies for addressing learning loss and provides summer learning resources.

Key Strategies to Combat COVID-19 Learning Loss

National experts have identified five key strategies to combatting learning loss over the summer. While one strategy—extending the school year—will be a decision made by schools, the other strategies can be potentially supported by HUD housing providers and their partners:

- **Tutoring** – When done well, tutoring can be a highly effective tool to accelerate learning. The next section of this toolkit (*Developing Out-of-School Time Programming and Tutoring*) outlines key components of effective tutoring (both virtual and in-person) and provides a promising practices model from the Atlanta Housing Authority and their partners.
- **Grade-level reading exposure** – Reading grade-level books can be supported by parents, public housing authorities, other HUD housing providers, and partners such as libraries and community organizations by providing access to engaging fiction and nonfiction books and grade-level texts throughout the summer. It can also be supported by encouraging parents to read to their children or encouraging older students to read.
- **Partnerships with community organizations** – Collaborations can be focused on tutoring, enrichment activities, reading exposure, or all of the above. The objective of these partnerships is to utilize whatever resources are available in the community to encourage learning throughout the summer.
- **Supporting literacy at home** – Parents and families play a critical role in supporting their child’s learning, now more than ever. Every day is an opportunity to bring literacy to life, whether through talking, singing, audiobooks, reading out loud, or writing letters to friends and family. See *Supporting the Role of Parents in Their Child’s Education* section and the family flyers for resources and tools to help parents support their children’s learning.

Free Summer Learning Resources

In addition to these five strategies, simple steps such as encouraging staff and parents to turn everyday routines, activities and materials into learning moments can also help. The following are some free summer resources that can be shared with families and integrated into any of the strategies listed on page 15:

[Summer Stride Parent Flyer](#)

This parent-facing flyer from [Learning Heroes](#), an educational nonprofit, provides ideas and resources about how families can help their children learn during this summer.

[WideOpenSchool](#)

A virtual resource for field trips, offline activity ideas and more for kids in grades K–12. It is curated by Common Sense Media and offered in English and Spanish.

[Springboard Collaborative](#)

This site trains parents on how to be literacy coaches and provides online out-of-school time programming and remote learning options.

[Camp Kinda](#)

This resource posts weekly online and offline adventures for children who are at home during the pandemic. They also have a summer program for parents with weekly schedules and “camps” for kids throughout the summer.

[Unite for Literacy](#)

Resource for multilingual open-source books and free digital access.

[RemakeLearningDays](#)

This site offers access to events hosted by a variety of organizations, including schools, museums, libraries and tech startups. The events are hands-on and provide engaging experiences for pre-k through high school students on a variety of topics, from art to science and technology to youth voice.

[Camp Khan](#)

Resource with courses on all topics to help bridge the unlearned or under-learned math and reading content, as well as social and emotional support.



Developing Out-of-School Time Programming and Tutoring

Developing Out-of-School Time Programming and Tutoring

Out-of-school time (OST) programs and tutoring can be a powerful tool to help children catch up on lost learning as well as to reconnect with other people and the activities they are passionate about. It's now more important than ever to provide kids with a safe space to socialize with friends, engage with mentors, learn, and explore new topics through hands-on, creative methods.

This section of the toolkit provides promising practices on how to develop effective OST/tutoring programs, including both in-person or virtual programs. Highlights include key elements of effective tutoring programs, insights into what parents value most in OST programming, and a case study of an in-person-turned-virtual tutoring program led by the Atlanta Housing Authority and its partners.

Key Elements of an Effective Tutoring Program

The most important aspect of effective OST and tutoring programming is to understand the desires and needs of the resident families and children in your community. In addition, there are several key elements that are associated with [effective tutoring that can accelerate learning](#):

Frequency:

When possible, tutoring offered in [high doses](#) of three or more sessions per week has been shown to be more effective than less frequent sessions.

Training for Volunteers/Staff:

With adequate training and ongoing support, a wide variety of tutors (including volunteers and college students) can successfully improve student outcomes.

Group Size:

While one-on-one tutoring tends to be most impactful, trained tutors can effectively instruct up to three or four students at a time. However, moving beyond this number can quickly become small group instruction, which requires a higher degree of skill to do well.

Relationships:

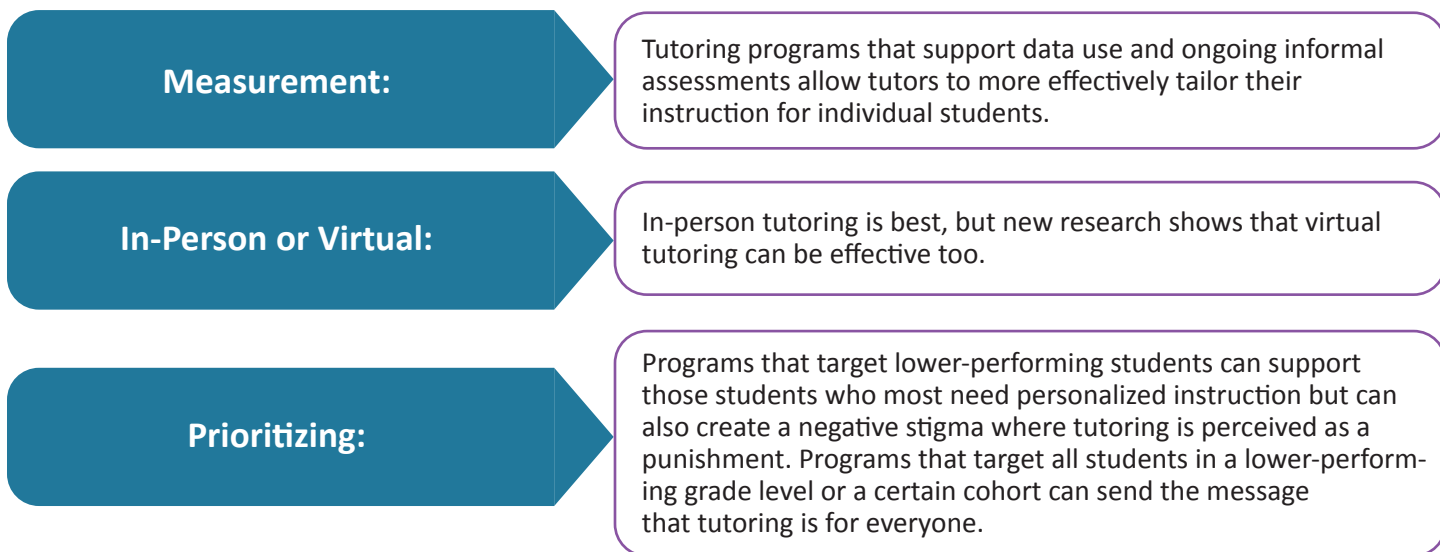
Having a consistent tutor over time can allow tutors to identify individual students' needs and build a bond that helps establish trust.

Curriculum:

Using high-quality instructional materials that are aligned with classroom content allows tutors to reinforce and support teachers' classroom instruction. Communicating with local schools or school districts can help you ensure that content is aligned.

Grade Levels:

Tutoring can be effective at all grade levels—even for high school students who have fallen quite far behind. The evidence is strongest for reading-focused tutoring for students in early grades (particularly kindergarten through grade 2) and for math-focused tutoring for older students.



Resources for Strengthening and Developing Tutoring Programs

While tutoring programs are most effective when they are tailored to the community’s needs and aligned with school curriculum, here are some general resources that can be adapted to develop or strengthen tutoring programs:

Program Design	This quick starter guide by Reading Rockets outlines the key steps to develop an effective tutoring program.
Training for Volunteers/Staff	Free tutor training resources for Pre-K to 3rd Grade: <ul style="list-style-type: none"> ◦ Literacy Guide – Training guide and sample tutoring plans for Pre-K to 2nd grade students. ◦ Foundations for Early Reading – Make the most of tutoring by getting a quick overview of evidence-based foundational literacy skills for early readers and tips for supporting literacy at home.
Curriculum	Free tutoring lessons and activities for math and reading: <ul style="list-style-type: none"> ◦ Literacy Lesson Plans – Lesson plan templates and samples for literacy tutoring. ◦ Math Academy – Math activity lessons created by teachers for grades 4–8.
Measurement	Brief guide on how to assess and measure tutoring program outcomes.

What Parents Value in OST Programming

OST programming is important not only for its academics, but also for connecting with caring adults and other children, engaging in activities children are passionate about, and developing the social and emotional skills that are critical to learning. Understanding what parents value most in OST programming can help HUD housing providers and their partners be conscious of these equally important elements and develop programming that will attract parents and children. Learning Heroes, a national nonprofit whose mission is to inspire and equip parents to help support their children's education, recently completed a set of extensive focus groups with teachers and parents. They found that:

- Parents place enormous value on OST programs and the distinct support they lend to students' social and emotional skills. Pursuing a child's individuality and supporting children with their purpose and their passions was something that parents felt these programs could uniquely provide compared to school and home. The ability for their children to take risks, learn from their mistakes and get messy in their learning were also highly valued by parents.
- The unique relationship that OST providers can forge with children—more of a mentoring role—was seen as extremely valuable.
- Parents also noted that these programs can expose children to diverse people, experiences, and ideas in a safe and supportive environment.
- Parents would like to see greater communication between OST programs and their child's home school. Specifically, parents felt that it would be beneficial to identify the short-term needs and long-term developmental priorities for students across these settings.
- Most parents evaluate a program's effectiveness by a child's happiness and desire to participate. Parents look for some of the following cues from their children: Does their child seem happy? Do they want to go to the program? Do they want to talk about it at home? Does the OST experience help them do better at school?

"These programs are especially important for children who don't excel in traditional school subjects."

Focus Group Teacher

Case Study: Atlanta's In-Person/Virtual Tutoring Model

In Atlanta, the Housing Authority of the City of Atlanta (AH) and its partners have developed a tutoring program that has produced impressive academic and behavioral results for Choice Neighborhoods housing residents. The tutoring program has shown a 73-percent increase in pre- to post-test grade-level standards and a 44-percent increase in in-school attendance. In addition, when the pandemic struck, the team was able to pivot to virtual tutoring in less than 1 month. These successes can be attributed both to the design of the program and the strong collaboration between Atlanta Housing (AH), United Way of Greater Atlanta (United Way) and the Atlanta Public Schools (APS).



Background

As a part of the Choice Neighborhoods grant awarded in 2015, AH contracted with United Way using a United Way contractor, Curry Davis Consulting, to serve as the lead partner for education services. Their goal was to provide education services to resident families who had formerly lived in Atlanta's University Homes development. United Way started by providing a list of several OST educational providers for students to choose from in the summer and during the school year. These providers were accessible to where students lived or attended school across Atlanta.

"One of the reasons this model works so well is we went through the process of interviewing providers and surveying families."

*Karen Davis, Curry Davis Consulting,
United Way Atlanta*

In 2019, they transitioned to a family-based model focused on meeting the needs of each individual student based on family choice. To implement this model, AH and United Way took the following steps:

- Implemented parent surveys that included questions on what parents felt their student needed, what worked best for them, and what type of service would best keep them engaged or meet their student's needs (see *Appendix I: 2019 Atlanta Choice Neighborhoods Student Survey*).
- Hired an AH Education Case Manager to work directly with families with school-age youth to identify their needs.
- Identified an APS Liaison to connect with students' school staff and programs and share student data.
- Developed a comprehensive list of school-based programs and other existing services.
- Determined gaps in programming and extensively vetted and hand-picked tutoring providers to make sure they were a well-suited match to the students and families they would be serving.

Partner Roles: Complementing Each Other's Core Competencies

Together, the team developed a three-way partnership that joined each of their areas of expertise and relationships with parents and students. These complementary roles maximize their efforts and ensure that support is individualized:

- **Education Case Manager, AH** – Ruby Jones, the Education Case Manager, primarily identifies family needs, including educational programming needs as well as any supportive services needed, so that children can effectively engage in learning. The Case Manager is the first line of communication with the family, connects families to relevant programming and helps ensure that students stay engaged.
- **APS Liaison, Atlanta Public Schools** – Gerri Sims, the APS Liaison, serves as the main connection to school staff, APS resources, and APS student data. The Liaison communicates with student's teachers, identifies existing APS OST programming and other resources, and regularly shares student-level data so that progress and concerns can be discussed in real time.
- **United Way** – Karen Davis and Randy LeDet of Curry Davis Consulting, a contractor for United Way, manage the education program overall and coordination among parties. Curry Davis Consulting is also primarily responsible for identifying tutoring, summer and mentoring providers and ensuring the progress and success of the programming.

Key Responsibilities of Atlanta Partners

AH Education Case Manager

- Regularly communicate with each family to understand their learning and supportive service needs.
- Measure levels of student/family engagement in programming. Remove barriers to engaging in learning programming and encourage consistent engagement.
- Identify family needs and secure permission for student data use through parent authorization form.
- Meet with United Way and APS Liaison on a biweekly basis to assess family needs and match available resources.
- Connect families to existing resources.
- Discuss resource gaps and work with United Way and others to meet individual needs.

APS Liaison

- Collect student data on a monthly basis, including attendance, behavior and academics.
- Monitor high-risk students weekly, including checking in with teachers when needed.
- Meet with Education Case Manager to review identified family needs and student data.
- Assess OST programming and other resources available through in-house APS services.
- Match family needs with identified APS resources for family referrals.
- Review gaps in services with team.
- Provide APS updates during Education Collaborative.

United Way of Atlanta

- At launch of model, met with AH Education Case Manager and APS Liaison to review student needs, gaps in services, and preferences and to discuss potential vendors.
- Conduct site visits/interviews with potential vendors to assess quality and flexibility to meet parent preferences, such as a choice of in-home or site-based locations.
- Identify vendors to address gaps in tutoring services and mentoring.
- Collect weekly reports from providers to assess students' progress and feedback.
- Convene an Education Collaborative of service providers who serve children and families, which meets monthly to share resources, best practices and training.

Communication: A Key for Success

Communication among these three team members, as well as with school staff and parents, has been critical. AH, APS and United Way meet biweekly to determine how best to meet the family's needs or identify gaps in services. The AH Education Case Manager also meets weekly with the APS Liaison to track behavior, academic and attainment indicators for all of the students who are active in the program. As part of this weekly meeting, they also closely track the progress of students on a "hot list," which is a list of students who may need extra support due to low attendance or other risk factors. While AH and APS are not able to share individualized student data with United Way, they communicate common needs and challenges, which United Way then shares with the tutoring providers.

The APS Liaison also has frequent communication with school staff. Prior to COVID, the liaison was physically in the students' schools, talking with their teachers and school staff about how individual students were doing and reporting back to the Education Case Manager. Now, this discussion is still going on, just virtually or through phone calls to teachers and staff. The APS Liaison also communicates with the school support staff to help connect students to additional services or resources, such as APS OST programming or specialized education supports.

"Understanding the entire needs of the student so that we are able to provide wraparound support to the student is important ... I can look and see that a student is failing, but why is the student failing? That requires a deeper reach."

*Gerri Sims, APS Liaison,
Atlanta Public Schools*

“[When talking with families] I share that I am a working mom myself. I know they want to advocate for their child and that is what I am there to do for them. A lot of parents were overwhelmed ... I assure parents that [out-of-school time programming] is a ‘benefit to you’.”

*Ruby Jones, Education Case Manager,
Atlanta Housing Authority*

The AH Education Case Manager’s continuous communication with families is also a key to the success of this model. This communication begins with the initial assessments and student data authorization form. The Case Manager then reaches out at least once every 4 to 6 weeks (more for students with greater needs) through home visits, calls and texts to build rapport with the family. During COVID-19, these conversations switched to Facetime, Zoom or anything else that could help maintain a personal connection. To increase engagement, the Case Manager emphasizes that she is here to partner with families and be an advocate for their child. She also identifies how each family

prefers to communicate (e.g., text, phone calls, in-person/virtual platforms). As part of these conversations, the Case Manager provides families with information, wrap-around services, parent resources and help with any additional needs.

Finally, AH, APS and United Way meet monthly with a broader range of service providers in an educational collaborative. This group problem-solves together and identifies relevant resources, training opportunities and best practices. During COVID-19, the collaborative also shared information through a semi-monthly newsletter and discussed issues such as APS reopening plans and meal distribution.



The level of communication within and outside of the Atlanta team has enabled them to respond quickly to student and family needs as well as to adapt to COVID-19. The relationships this communication has built with partners and families also allows the team to deliver quality services and maintain student engagement.

Measuring Impact and Success

The Atlanta team has seen a significant impact on the families and students they are serving. This includes:

- With a median of about 15 hours of instruction and academic engagement, students mastered up to 8 grade level standards, resulting in a 73-percent increase from pre- to post-test grade-level standards.
- 44 percent of students had improved school attendance from semester 1 to semester 2.
- Behavior referrals were reduced by 37 percent from semester 1 to semester 2.
- While many other OST programs struggled with retention after COVID-19 closed schools, 70 percent of students retained tutoring/mentoring services for the remainder of the 2019–2020 school year after the onset of the pandemic.

Highlighting a Success:

A student was failing his summer class with a grade of 8 percent. The APS Liaison saw that he was struggling and communicated it to the team. After he switched to summer tutoring and the team worked with his family, he passed his class with a grade of 70 percent.

Prepared for a Pandemic

An important lesson derived from the Atlanta model is that because they had already established a collaborative team and relationships with families, they were well poised to support families during the sudden shift to virtual learning caused by COVID-19. Steps to make the shift to virtual included:

- **Fast technical research:** The tutoring providers took 2 weeks to transition to virtual programming, which included time to research and identify the best virtual platforms to continue learning. Meanwhile, the APS Liaison was accessing data to ensure that students were not falling behind, and the AH Education Case Manager was engaging families.
- **Addressing the digital divide:** The APS Liaison worked with United Way and the AH Education Case Manager to get devices and internet to families quickly. All families who had students in Atlanta Public Schools received APS devices and/or hotspots.
- **Maintaining and building trust with families:** Before the pandemic, the AH Education Case Manager had worked to build trust and rapport with families through regular home visits, calls and/or texts messages based on the families' preferred mode of communication. When communication became all-virtual, the team shifted to Facetime, Zoom or anything else that could maintain that personal connection with families.
- **Responding to student needs:** Tutoring providers worked closely with families on how to log on to virtual platforms. They also transitioned their programming to focus on helping students with completing and understanding homework assignments.
- **Provider flexibility:** Because of the rigor the Atlanta team employed in their provider selection, they were working with tutoring providers that were flexible and responsive to student needs. From the beginning, providers were focused on having a personal connection with each student, so they knew how to motivate them and keep them engaged. They incorporated students' passions and interests into tutoring. One even devised fun projects to keep students engaged during the initial 2-week lull, such as providing terrarium kits and posting their progress on Facebook.





Learning Hubs as an Alternative to At-Home Learning

Learning Hubs as an Alternative to At-Home Learning

When COVID-19 shut down schools across the United States, some higher-income families began hiring private tutors and creating “learning pods,” while others were able to work from home while supporting their child’s education. At the same time, many low-income families were managing multiple children’s learning needs with limited resources or had to choose between going to work or helping their children with remote education. As a result of this disparity, communities began to create “learning hubs,” or safe physical spaces for children to participate in remote/hybrid learning. This section includes case studies on how public housing authorities and community organizations either created learning hubs or partnered with others to expand and secure learning hub slots.

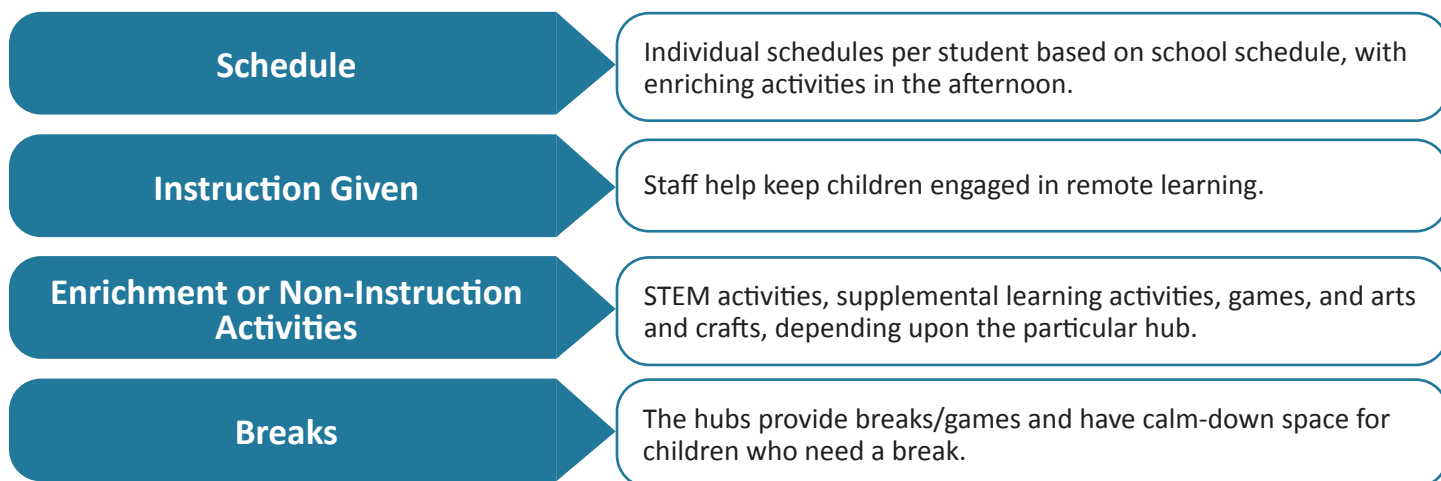
City of Phoenix Housing Department – Phoenix, AZ

The City of Phoenix Housing Department (Phoenix Housing), a Choice Neighborhoods grantee, transitioned six summer programming locations into learning hubs through their long-standing partnership with the Phoenix Department of Parks and Recreation (Parks and Rec). The hubs were designed to provide a safe, supervised place for kids ages 6 through 12 to attend school virtually and, in some locations, receive enrichment activities or arts and crafts following remote school instruction (see *Appendix II: Phoenix Housing Fall 2020 Housing Programs Distance Learning Centers*). Located on a number of public housing sites, including the Choice Neighborhoods site, and near local elementary schools, the hubs were convenient to students. By fall 2020, they were serving around 45 students, up to 15 per site.

Operations and Programming

The learning hubs are located at Community Centers and Parks and Rec centers and have been funded by Phoenix Housing’s CARES Act funding. Site-based Parks and Rec staff provide supervision and help keep students engaged in remote learning. Because it is challenging for students to learn remotely, sites have calm-down spaces for children who are having a tough time focusing, and staff regularly offer breaks and games. Depending on the site, additional activities are provided after remote instruction ends, such as STEM projects, arts and crafts, and games. Students come from multiple schools and school districts, so student schedules are dictated by their school schedules. The hubs adopted the same safety protocols put in place by the City of Phoenix. Students are socially distanced, everyone wears masks and washes their hands, and staff conduct ongoing cleaning as well as a daily deep clean.

To recruit students, Phoenix Housing relied on flyers as well as existing relationships with families. Their resident services team went door-to-door and made phone calls. They identified children who most needed the hub environment and support both through their own knowledge of the children’s needs and the school’s information on who was not logging in consistently.



Staffing and Organizational Roles

Phoenix Housing oversees the hub program and meets biweekly with Parks and Rec and key partners. Staff from these organizations, as well as school staff, support the program in a variety of ways:

- **Phoenix Housing Staff** – The Housing Supportive Services (HSS) Manager, along with Parks and Rec Supervisors, provide program oversight and coordination among partners. The HSS team regularly communicates with Parks and Rec staff and serves as a liaison to the families. Two Phoenix Housing school-based counselors also work with the students, families and schools to troubleshoot issues as they arise. For students with Individualized Education Programs, the counselors may have daily check-ins with school social workers and hub staff. The HSS team partnered with Grand Canyon University to initiate a program with education students who are volunteering as tutors.
- **Parks and Rec** – Parks and Rec Hub Coordinators are at each site, supervising the children and providing enriching activities. These staff collaborate with each other across sites as well as with a Parks and Rec technology staffer, who supports the hubs' technical needs. Staff meet regularly with HSS staff.
- **Phoenix School Staff** – The School Psychologist and Social Workers provide training to hub staff to help increase awareness and understanding of child behaviors and strategies for managing those behaviors. They periodically visit the hub sites and work with the school to provide one-to-one student support as needed.

“Continuous communication between the schools, our two counselors, and the Parks and Recreation staff to make sure we are meeting the kids’ needs is critical [and also keeps] participants and parents engaged.”

*Zona Pacheco, City of Phoenix
Housing Department, Housing*

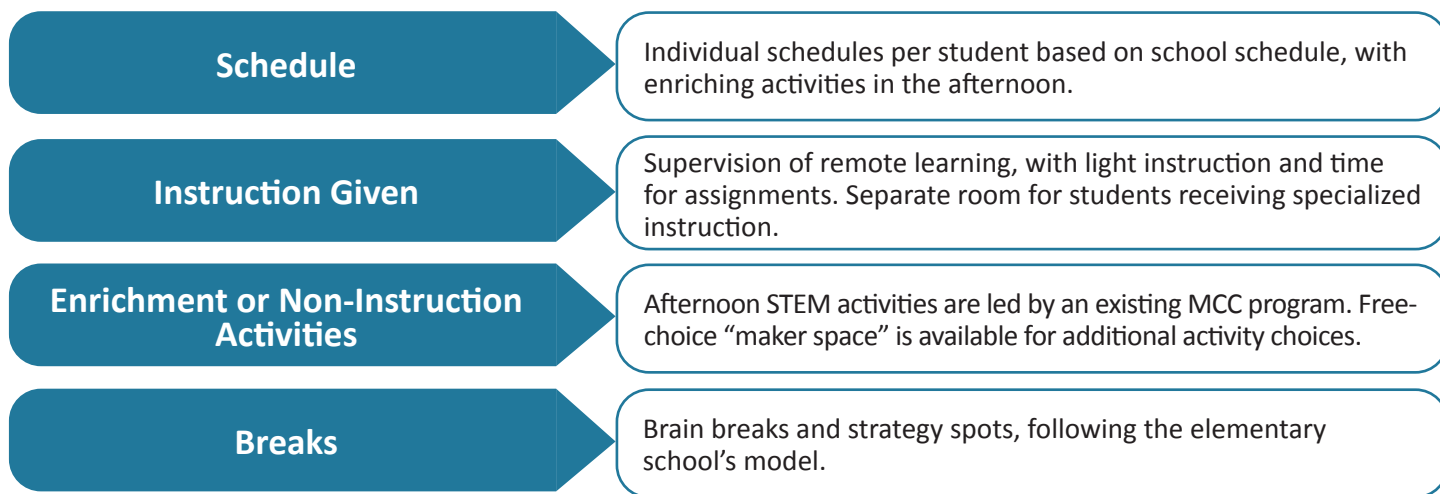
Seventy Five North Revitalization Corp. – Omaha, NE

Seventy Five North Revitalization Corp. (Seventy Five North), a neighborhood-focused nonprofit and the People Plan lead for Omaha’s Choice Neighborhood Implementation grant, collaborated with Metropolitan Community College (MCC) to launch a learning hub in the Highlander neighborhood (see *Appendix III: MCC Do School at North Express Flyer*). The hub was designed to target neighborhood children, including children living in a nearby public housing development, who did not have internet access, had multiple student learners in the home, or lacked a safe, quiet learning space. To ensure that students did not fall behind, Seventy Five North leaned on their existing partnerships with MCC and the Howard Kennedy Elementary School to create a hub and recruit students. As of fall 2020, the learning hub served over 80 students, providing support with remote school instruction as well as enriching activities.

Operations and Programming

The learning hub is located in the “Accelerator,” a community-building space aimed at transforming all who enter. Students occupy Metropolitan Community College North Express, the Connect, the Dining Room and the Venue. Supported by CARES Act funding, the hub is open from 7:30 a.m. to 5:30 p.m. The students served are mostly on a hybrid school schedule, spending 2 to 3 days in school and the remainder in remote learning. At the hub, students are engaged online with their respective teachers, followed by light MCC staff instruction and time for assignments, then back to online lessons. A separate room is used for students who need specialized instruction. MCC staff provide enriching STEM activities, as well as brain breaks and activity choices at a free-choice “maker space.” Lunch and snacks are also provided to students. A Safety Coordinator was assigned to the learning hub and worked with the Dean of Health Sciences to implement protocols. MCC already had strict public health safety policies in place after the H1N1 outbreak in 2009 and adapted those protocols to COVID-19.

To recruit students, Seventy Five North leaned on its partnership with neighborhood schools. Their longtime Purpose-Built Community partner, the principal of Howard Kennedy Elementary School, advised them to recruit students based on both need and on who would serve as role models. With help from the elementary school and a local middle school, the team identified children who weren't able to connect to the internet, had lower attendance, or had fewer supports at home (e.g., grandparents who were not technological savvy, working parents, multiple children in a household with remote learning needs). Some parents had even called the schools seeking help. The team also identified students who could serve as role models to give their peers confidence that they too "can do" remote learning.



Staffing and Organizational Roles

MCC primarily staffs the hub and plays several roles:

- **Program Manager** – The Program Manager oversees the hub and has experience leading after-school programs at the elementary school with some of the same students.
- **Safety Coordinator** – The MCC Dean of Health Sciences is an expert in safety protocols and works with the Program Manager to ensure that safety protocols are met.
- **Classroom Monitors** – Monitors help students stay on task and work through technical challenges.
- **Tutors** – Tutors help students who need additional academic support.
- **Rovers** – Rovers are roaming staff who step in if a Classroom Monitor needs to step out.
- **STEM Instructors** – MCC staff from an existing College for Kids program provide enriching STEM activities.

Allegheny County Dept. of Health and Human Services – Allegheny County, PA

Rather than create their own learning hubs, the Allegheny County Department of Health and Human Services (DHS)—the supportive services lead for the Pittsburgh Choice Neighborhoods grant—focused on funding out-of-school time programs and child-care providers who were interested and willing to provide full daycare for school-age children during the school day when schools were closed. In partnership with Trying Together and United Way's Allegheny County Partners for Out of School Time, they released a funding opportunity for learning hubs (see *Appendix IV: Allegheny County School Age Programming Funding Opportunity* and *Appendix V: Allegheny County Community Learning Hubs Flyer*). Using CARES Act funds, providers received funding for either creating a new learning hub or, if a hub already existed, for providing new slots. All funded learning hubs and slots had to meet the programming and safety guidelines outlined in the funding opportunity, prioritize the children DHS served and other higher-need low-income families, and be provided to families for free. Through this process, the county created a network of over 60 learning hubs to help meet the needs of children and families during COVID.

DHS and its partners reached out in particular to their existing partner networks, especially out-of-school time program providers and licensed childcare providers who offered after-school services. Some of these providers had already pivoted to offering learning hub services for a fee, so DHS simply paid for new slots that would be offered to low- and moderate-income families for free. DHS found that providers who were new to learning hubs often felt more comfortable applying after they realized their staff would not be expected to take on the role of teachers but rather to provide support to students.





Appendices

Appendix I: 2019 Atlanta Choice Neighborhoods Student Survey

QUESTIONS	RESPONSE
1. Student name is pre-populated. If the student no longer resides in the household skip the student and put in the NOTES section "No longer in household."	
2. Head of Household is pre-populated. If the Head of Household is not the parent/guardian, put the parent name in the NOTE section.	
3. How old is the student? Enter number only.	
4. What school will the student attend for the 2019–2020 school year?	
5. In what grade is the student for the 2019–2020 school year? (PK, K, 1–12)	
6. Does the student currently have an Individual Education Plan and/or participating in special education program?	
7. Has the student been suspended or received disciplinary action during the 2018–2019 school year?	
8. How many days has the student missed due to absence during the 2018–2019 school year?	
9. What is the most challenging subject for the student or the subject with the lowest performance?	
10. Does the student participate in any extra-curricular activities at school or in their neighborhood? Select ALL that apply.	Sports Teams Clubs Enrichment Employment
11. What programs or areas would the student and/or parent have interest in the student participating? Select ALL that apply.	Mentoring STEM Programs Afterschool Programs Summer Programs Behavioral Intervention Tutoring (subject) Peer/Professional Counseling Vocational Training/Employment
12. What barriers has or may prevent the student from participating in a program or service offered? Select ALL that apply.	Transportation Location Time Commitment
13. What barriers or concerns does the household (student or parent) have or may have that could hinder participation in an activity or program? Other (Indicate Concern): _____ _____	Developmental/Occupational Personal Safety Transportation Housing Concerns Financial Concerns Mental Health Employment/Job Training Other (Indicate Concern)

Appendix II: Phoenix Housing Fall 2020 Housing Programs Distance Learning Centers

Program Overviews

The program will offer on-site guidance by part-time recreation staff, for participants ages 6-12 at Sidney P. Osborn*, Luke Krohn, Aeroterra, Foothills**, Vernell Coleman and Harmon Park (Marcos) who will be completing distance learning in lieu of traditional in-person school. Depending on the site, participants will have access to on-site computers and/or Wi-Fi for participants who have been provided their own learning device.

The program is proposed to run five days per week, Monday through Friday (8 a.m. – 3 p.m.) at Sidney P. Osborn*, Luke Krohn, Aeroterra, Vernell Coleman, Harmon Park and Foothills** sites. The program will start the week of August 10, 2020. The program will conclude by September 25, 2020 or when other options become available for the students or when in person school begins.

Registration will be limited to public housing site residents and will be a joint effort between the Housing Department and the Parks and Recreation Department. The Housing Department staff will verify residency of prospective residents and Parks and Recreation Department staff will input participants into the ACTIVE.Net system. Marketing will be provided through the Housing Department directly to their residents.

*With the distance learning program proposed to end at 3 p.m., Sidney P. Osborn is already funded for an afterschool program, which will allow that program to close at 5 p.m. The afterschool program has been offered through Choice Neighborhoods and provides a PAC-style program. The afterschool program would carry over the same registered participants and would incorporate traditional afterschool recreation and educational activities. The afterschool portion of the day would operate Monday through Friday, 3 - 5 p.m. (a schedule that would complement the required school times).

**Foothills distance learning capabilities will be based on WiFi availability/coverage. Also, note that recruiting and retaining participants during the summer months was difficult. This site may require further evaluation and/or efforts to become a viable community resource. If participation is not sustainable the site should be considered for elimination.

Objectives

- Provide daily opportunities for students to have access to a safe environment with technology that will enable them to complete their schoolwork while completing distance learning.
- Continue the partnership between the City of Phoenix Housing Department and Parks and Recreation Department to promote and operate programs.
- Provide an extended learning opportunity outside of the traditional classroom setting.
- Provide continuous communication with participants, staff and the community and responsiveness to requested changes to improve program performance/effectiveness.
- Provide youth ages 6-12 with a safe learning environment, including meeting all COVID-19 protocols as recommended.

Site Location: Sidney P. Osborn – Allyson Pacini/Phil Moreno

- 1720 E. Adams St., Phoenix, AZ 85034
- Start Date: August 10
- Monday – Friday, 8 a.m. to 3 p.m. with the Afterschool program from 3 p.m. – 5 p.m.
- Facilities Available: PAC Room/Game Room/Computer Lab
- Staffing Needs: 3 – 4 part-time PAC staff
- Maximum participation = 15 participants total (one small room where social distancing only allows 5 kids and that room is in rotation, so three groups of 5 is all that's allowed at one time)

Site Location: Luke Krohn Housing Site – Allyson Pacini/Phil Moreno

- 1940 1/2 E. Villa St., Phoenix, AZ 85006
- Start Date: August 10
- Monday – Friday, 8 a.m. to 3 p.m.
- Facilities Available: Community Room/Computer Lab
- Staffing Needs: 3-4 part-time PAC Staff Maximum participation = 15 participants total

Location: Aeroterra Housing Site – Allyson Pacini/Phil Moreno

- 1725 E. McKinley St., Phoenix, AZ 85006
- Start Date: August 10
- Monday – Friday, 8 a.m. to 3 p.m.
- Facilities Available: Community Room/Computer Lab
- Staffing Needs: 3-4 part-time PAC Staff
- Maximum participation = 15 participants

Site Location: Vernell Coleman (Matthew Henson) – Tony Reynolds/John Mason/Iliana Mendoza

- 830 W. Tonto St., Phoenix, AZ 85007
- Start Date: week of August 10
- Monday – Friday, 8 a.m. – 3 p.m.
- Facilities Available: Rec Center
- Staffing Needs: 4 part-time Rec Staff
- Maximum participation = 16 participants total (2 rooms available Rec Room/Large Room)

Site Location: Harmon Park (Marcos) – Steve Colter/John Mason/Iliana Mendoza

- 1425 S. 5th Ave., Phoenix, AZ 85003
- Start Date: Week of August 10
- Monday – Friday 8 a.m. – 3 p.m.
- Facilities Available: Rec Center
- Staffing Needs: 4 part-time Rec Staff
- Maximum participation = 16 participants total (2 rooms available Rec Room/Gym)

Site Location: Foothills – Ben Zapien/Frank Ray/Iliana Mendoza

- 920 W. Alta Vista Rd., Phoenix, AZ 85041
- Start Date: week of August 10
- Monday – Friday, 8 a.m. – 3 p.m.
- Facilities Available: Headstart room and Community Room
- Staffing Needs: 4 part-time Rec Staff
- Maximum participation = 16 participants total (2 rooms available)

Pandemic Considerations

Protocol is currently being developed to ensure that any primary or secondary exposure is greatly minimized to staff and participants.

- Group size will be limited to 10 people per room. This will result in a participant-to-staff ratio of approximately 9:1
- Social distancing will be maintained to provide 6 feet between participants
- Shared items will be kept to a minimum by providing individual items to all participants (i.e., glue bottles, scissors, glitter)
- PPE will be recommended and available to all participants and staff to include:
 - Masks – all staff and participants will be required to wear a mask/face covering
 - Gloves – are encouraged whenever possible
 - Sanitizer – available to both staff and participants to be used throughout the day
- Groups rotation will be minimized with sanitation and cleanings done before and after a group leaves/enters the area
- Cleaning Logistics:
 - Wipe down tables, chairs and equipment prior to opening
 - Spot clean/sanitize equipment/areas of use after each activity
 - Clean/sanitize areas between sessions
 - Clean/sanitize areas after last session
- Participants will remain in their same group for the duration of the program
- Mandatory hand washing breaks will be provided frequently

DRAFT Protocol for when participants present symptoms while on site:

1. All staff present should have on gloves and a face mask/cloth covering.
2. The participant should be provided with a face mask, wash their hands appropriately.
3. The participant should be removed from the group and taken to an area not currently occupied by other staff or participants but somewhere they can still be observed from a safe distance (e.g., lobby, back office).
4. The participant should remain in this area until picked up by their parent/legal guardian.
5. The leader/supervisor shall immediately contact the participant's parent/legal guardian and notify them of their child's condition and let them know the participant needs to be picked up as soon as possible.
6. The leader shall contact their immediate supervisor as soon as possible or no later than the end of their shift to let them know a participant was sent home for COVID-like/related symptoms.
7. Upon arrival, the parent/legal guardian should be advised to contact their healthcare provider and seek any treatments recommended by said provider.
8. Instruct the parent/legal guardian that the participant cannot return to a city camp until:
 - a. If they do not get tested or test negative: 72 hours (3 days) after a fever (100.4° F or greater) or symptoms of respiratory infection have passed, without the use of medicine that reduces fevers.
 - b. If they test positive: the participant must remain home until 10 days have passed since their first symptoms started AND be symptom free, without the use of medicine that reduces fevers, for 72 hours (3 days) before returning to the program.
9. Sanitize the space(s) that the child occupied



MCC DO SCHOOL AT NORTH EXPRESS

LEARNING WITH PURPOSE.

Re-imagine this school year with MCC North Express and “Do” something different; on purpose, in a planned and deliberate approach. Returning to normal doesn’t seem likely in the near future. Every week seems to introduce a new challenge to our learning community. Due to COVID-19, many students have struggled with virtual learning environments and have not been able to maximize their learning potential. Lack of face-to-face interaction and support systems have had a profound impact on the learning process. Our community and youth need additional support. Thus, MCC North Express is extending its facility and technology resources to help meet the needs of youth, in grades K-8, who may not have otherwise had access to physical space, technology and a quiet study environment. This resource is free for all participants.

SCHEDULE

Mondays and Tuesdays—7:30 a.m.-5:30 p.m.

- 8 a.m.-noon—Synchronous Study
- Noon-1 p.m.—Staggered Lunch
- 1-5:30 p.m.—Engaged Learning

**Lunch, snacks and hydration stations will be provided.*

- **Synchronous Study:** Students will connect with their teachers through their virtual learning environment.
- **Engaged Learning:** Students will participate in STEAM related programming. Our STEAM programs include: STEAM Academy, Pampered Plant, Planetary Pathways, Build a Robot, and Build Your Own Drone.

RE-IMAGINE. RE-THINK. RE-SOLVE.



SAFETY PROTOCOLS

- **Masks required for students and staff.**
- **Consistent and ongoing sanitation.**
- **Advanced cleaning at the end of each day.**
- **Water fountains will be turned off.**
- **Enclosed plexiglass learning stations.**
- **Student specified learning resources.**
- **Social distancing.**
- **One-way traffic.**

ENGAGED LEARNING—STEAM PROGRAMMING

Kindergarten and First Grade *STEAM Academy*

Integrate art and technology. Use sandpaper, paint and other art supplies to customize a wooden template of a rocket or a flower. Then, incorporate technology into your artwork using programmable LEDs, a speaker and an Arduino micro-computer which controls these elements. As a final step, students will insert a proximity sensor that measures distances to objects and will code their artwork to come to life with sounds and lights of their choosing when someone approaches.

Second and Third Grade *Pampered Plant*

Combine electronics, sensors and Arduino micro-computers to build and code a plant monitoring station. You'll program your station to indicate the "happiness level" of your plant by measuring the moisture level in the soil and displaying a happy or sad face on the LED grid. Students will learn about plant science, how plants use energy from the sunlight, how factors such as humidity, temperature and the level of UV light affect plant growth.

Fourth and Fifth Grade *Planetary Pathways*

Create a rotating model of the Sun, Earth and Moon. Add and program electronics including a motor to drive the model and lights to illuminate the sun. Discover how the movement of the Sun, Earth and Moon affects what we see in the sky, how the relationship between our planet and other celestial bodies affect life on Earth and how those relationships change through the year.

Sixth and Seventh Grade *Build a Robot*

Create and customize your own robot by incorporating a variety of electronics components that enable movement and sensing. Learn about motors, sensors, LEDs, and Arduino minicomputers. Integrate these components together to develop a fully-functional robot. Learn how to program it to move, explore and interact with the environment. Discover the role of robotics in society today and solve challenges.

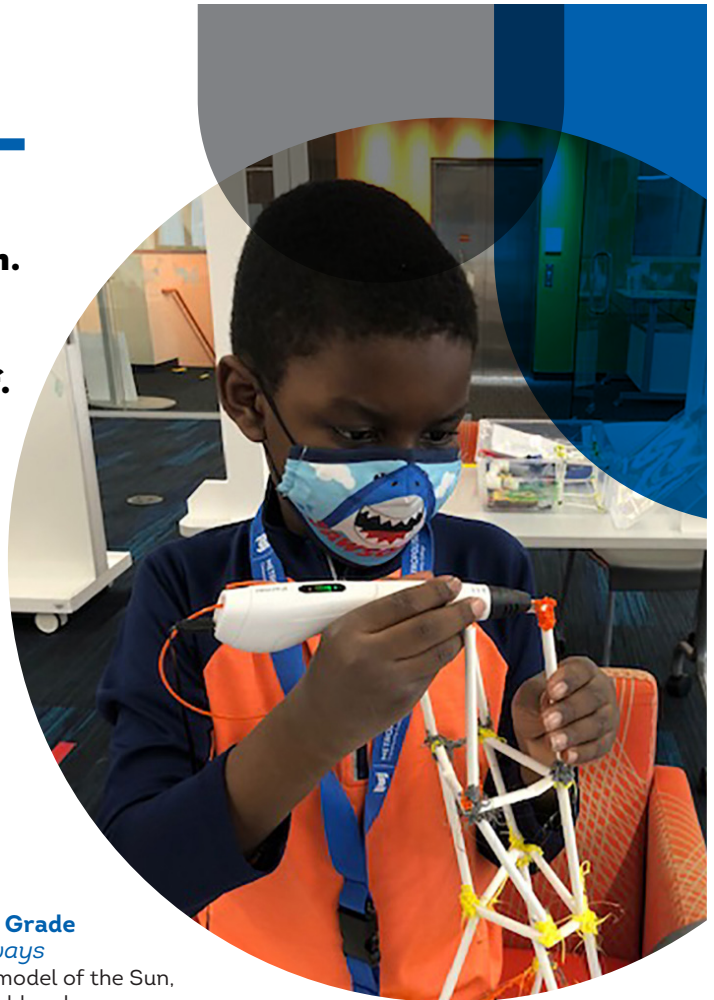
Eighth Grade *Build Your Own Drone*

Design, build and fly your own functioning quadcopter drone. Learn about the physics of flight and perform experiments to understand how flight is achieved. Customize your drone frame and integrate electronics into it. Experiment with different components needed to get your drone airborne, including the flight-controller board, motors, gearing system and propellers. Participate in drone games to develop your piloting skills.

RE-IMAGINE.
RE-THINK.
RE-SOLVE.

**For more information, call 531-MCC-5000
or visit mccneb.edu/ce/doschool.**

Metropolitan Community College affirms a policy of equal education, employment opportunities and nondiscrimination in providing services to the public. To read our full policy statement, visit mccneb.edu/nondiscrimination.



Appendix IV: Allegheny County School Age Programming Funding Opportunity

With many Allegheny County schools starting the year full or partially remote, families with school age children will face several challenges this fall. The critical work of Out of School Time programs in supporting children and families is more important now than ever.

The Allegheny County Department of Human Services, Trying Together, and United Way's Allegheny County Partners for Out of School Time (APOST) have joined forces to support your work. Funding is available to support both in-person Community Learning Hubs, as well as Virtual Pods and Programming.

Interested applicants should review the information below and apply by Friday, August 14 (additional details below). Please review the requirements carefully and only apply if this is something you are committed to pursuing. If this is not the right fit for your program, there are many other ways to support children and families this year.

Opportunity #1: Community Learning Hub

Requirements to become a Community Learning Hub:

Program must be:

- Open for set hours each day that students are out of school:
 - Mornings will support school districts' online learning expectations
 - Afternoon will offer enrichment activities (could be academic, arts, sports, etc)
- Serve breakfast and lunch (will work with school district and Food Bank to get food)
- Have an explicit focus on facilitating student learning during virtual learning hours. This does NOT mean that the program staff needs to have TEACHING expertise, but they do need to be able to:
 - Maintain a schedule that is built around school instruction time (may vary by district)
 - Help children get online each morning
 - Troubleshoot throughout day as necessary (leveraging Pitt and school district IT support)
 - Keep kids motivated to engage virtually
 - Check in with children on completion of assignments
 - Facilitate connections to teacher office hours and other instructional supports
 - Note: while learning is a focus, programs are also expected to meet children's social and emotional as well as basic needs

Spaces must:

- NOTE: if programs are interested in running a program but do NOT have an available space, applications will be considered if a public space can be identified. We are willing to support in recommending locations.
- If program does have a space available, it must:
 - Have adequate wifi for all children to be online + headphones (children should each be assigned their own pair) for computers
 - Have food storage for breakfast and lunches
 - Have adequate spaces, desk/chairs, etc for physical distancing
 - Children will bring their own technology and masks (with extras available)

Health and Safety precautions must be followed AT ALL TIMES:

- All staff trained on health and safety protocols before welcoming children
- Program must conduct daily screening (temps and symptom check required for children and staff)
- Child student ratios cannot exceed 10:1
- Children must be grouped in pods of 10 or fewer and be able to spend the entire day with that pod
- Program must follow all health and safety guidance issued by CDC, state, and Allegheny County re: covid + children and staff, cleaning, etc at all times
- Program must submit health and safety plan detailing plans (template will be provided)

Enrollment

- Programs can do their own recruitment, but programs must also be willing to serve:
 - Children with families who need childcare
 - Referrals from school social worker/counselor and community-based programs
 - CYF active families (providing safe space to those families)
 - Families in homeless system
 - (will define processes for referrals)
- Programs will complete enrollment paperwork that includes learning expectations (will be online when expected) for each family

Staffing

- Program must have a manager-level staff on site at all times
- Program must have back up staff available to ensure staffing for adequate distancing is available at all times and for any COVID related quarantine of staff
- Staffing plan must deliver reliable, responsible consistent staffing
- All staff have all required clearances on file

Fees

- Programs who are licensed can continue to offer private pay and subsidy
- All programs applying for funding must offer free programming

Transportation

- Program may choose to provide transportation, if all health and safety guidelines are followed (preference is to ONLY provide transportation when necessary (i.e. parent/guardian does not have transportation) because of public health concerns)

Reporting

- Monthly KIDS roster upload
- Description of program highlights in the monthly report
- DHS monitoring visits for DHS-contracted providers

Funding can be requested for community hub programming through Dec 31, 2020 for:

- Staffing
- Learning materials (headphones, furniture if necessary, etc)
- PPE (masks)
- Cleaning supplies
- Technology for staff only (students should each have device)
- Building upgrades (wifi)
- Additional partners (universities, museums, other community-based organization, etc) to provide enrichment activities and/or tutoring support
- Transportation

*note 1: depending on funding available and covid/school status at end of 2020, additional funding MAY be available.

**note 2: current available funding should be leveraged first, funding requested for programming needs above and beyond current budget

Priority for programs that are:

- Serving low income K-5 students
- Are successful in connecting with hard to reach families
- Have an established connection to school district
- Are located in high need communities (note: looking to for broad geographic representation)
- Can serve at least 20 children with appropriate social distancing
- Have been running programs this summer following necessary health and safety precautions

Opportunity #2: Virtual Pods and Programming

Program must be:

- Facilitated by individuals who have all clearances required to work with children.

Programs may be:

- Focused on academics, encouragement, social emotional support, or other as determined to be critical by your team.
- Able/ willing to incorporate professional trained volunteers that will be recruited by United Way.

Enrollment:

- Programs can do their own recruitment.

Staffing:

- Staffing plan must deliver reliable, responsible consistent staffing
- All staff have all required clearances, etc on file

Fees:

- All programs applying for funding must offer free programming

Reporting:

- Monthly roster of students served
- Description of program highlights in the monthly report

Funding not exceeding \$50,000 per program for programming through Dec 31, 2020 for:

- Staffing
- Learning materials or online learning platforms
- Technology for staff and/ or students
- Additional partners (universities, museums, other community-based organization, etc) to provide enrichment activities and/or tutoring support

*note 1: depending on funding available and covid/school status at end of 2020, additional funding MAY be available.

Priority for programs that are:

- Serving low income K-10 students
- Demonstrate an established connection to or partnership with a school district
- Located in high need communities
- Can serve at least 20 children
- Are APOST Quality Campaign Members

School districts plans are posted [here](#).

Note: There is no guarantee that funding will be available for all agencies who are interested in providing this service. DHS, Trying Together, and the United Way will review all applications submitted and assess how to best match interested agencies with specific needs and available funds. Funding will be provided for both in person and virtual offerings, but priority will be given to in person requests given childcare needs.

Application Requirements:

If your agency is interested in providing this expanded service, please answer the questions below by completing this survey and submitting budget by Friday, August 14.

1. **Organization:**
2. **Key Contact Information:**
3. **Which opportunity are you applying for?**
 - a. Community Learning Hub
 - b. Virtual Pods and Programming
4. **Please provide a short description of program**
5. **Describe target population:**
 - a. # children served overall, # served thru funding requested
 - b. Grades
 - c. District(s) Served
 - d. Recruitment efforts to identify high need students
6. **Facility (No need to answer if pursuing Virtual Pods and Programming):**
 - a. Do you have a facility?
 - b. What is the location?
 - c. If available, would you prefer using a different facility?
7. **Requirements:**
 - a. Do you have any concerns about ability to meet the requirements? Please describe.
8. **Priority Preference:**
 - a. Do you meet any of the priority preference criteria? Please describe.
9. **Budget:**
 - a. Budget
 - b. Budget narrative
 - c. Other funding sources
 - d. Cost/student

[illegible]

Safe places for kids to go to do schoolwork and participate in enrichment activities during COVID-19.

Learning hubs are a great option for parents who need childcare when in-person school is not in session. Learning hub staff will help facilitate the virtual curriculum from your child's school district in the morning and conduct fun activities with them in the afternoon.

Most learning hubs are open all day on weekdays (check with the hub you are interested in for exact times). Free Wi-Fi is available, but your child should bring their own technology device (laptop computer, tablet, phone). Each child will get headphones for online work.

- Help children get online each morning and keep them motivated to engage virtually
- Troubleshoot throughout the day and check in with children on completion of assignments
- Facilitate connections to teacher office hours and other instructional supports
- Be attentive to your child's social and emotional needs

Each learning hub must adhere to the COVID-19 health and safety guidance issued by the Centers for Disease Control, the Commonwealth of Pennsylvania and Allegheny County.

- Daily screening including temperature and symptom checks for children and staff
- Children will be grouped in pods of 10 or fewer and will spend the entire day with that pod
- Adequate spaces, desk and chairs are available to maintain physical distancing
- Children must wear their own mask at all times, except when eating or drinking

There are more than **50 learning hubs in Allegheny County**. Most locations are open Monday through Friday during normal school hours. Contact a hub near you to enroll and to find out more.

Every learning hub has free spots available for low-income families, with priority for families experiencing homelessness, families involved in child welfare or other human services and children of essential workers. Some learning hub locations offer flexibility with payment including private pay, subsidies and free options. Most hubs serve elementary age children, many also serve middle school, and a few serve high school students too. Families should contact hubs for exact details.

The easiest way to enroll is to contact the Community Learning Hub of interest directly. To discuss which Learning Hub is best or for assistance, contact Early Learning Resource Center (ELRC) Region 5 by calling 1-888-340-3572 or emailing elrc5@alleghenycounty.us.

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- Atlanta Housing: Ruby Jones, Education Case Manager
- Atlanta Public Schools: Gerri Sims, APS Liaison

Omaha

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- Metropolitan Community College: Gary Girard, Stacy Ocander, Daphne Cook and Ramone Cesone
- Howard Kennedy Elementary School: Tony Gunter

Phoenix

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- City of Phoenix Housing Department: Vanessa Rainwater and Kimberly Hartwell
- City of Phoenix Department of Parks and Recreation: Michael Frances

Allegheny County

- Allegheny County Department of Human Services: Amy Malen, Assistant Deputy Director

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For more information about
Choice Neighborhoods,
visit www.hud.gov/cn