Georgia's K-12 Restart Working Group: Supplemental Learning

Georgia's K-12 Restart: Supplemental Learning Working Group Members:

Shaun Owen, GaDOE Deputy Superintendent of Federal Programs (Chair)

Deirdre Lynch Smith, GaDOE Program Manager for Nita M. Lowey 21st Century Community Learning Centers

Amy Barger, Assistant Superintendent of Teaching & Learning, Fulton County Schools

Emily Carter, Vice President, Resource Development, Boys & Girls Clubs of Metro Atlanta

Katrina Cook, Director of Special Education, Hart County Schools

Lauren Holcomb, Executive Director, State Charter Schools Commission

Katie Landes, Director, Georgia Statewide Afterschool Network

Ernie Lee, 2016 Georgia Teacher of the Year, Savannah-Chatham County Public Schools

Dr. Lori Rodgers, Assistant Superintendent of District Effectiveness and Federal Programs, Bibb County Schools

Michele Sherman, Assistant Superintendent, Columbia County Schools

Dr. Randell Trammell, President & CEO, YMCA of Georgia

Dr. Kenneth Zeff, Executive Director, Learn4Life

Georgia's K-12 Restart Working Groups provide considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.

General Considerations for Local Educational Agencies (LEAs)

Supporting Student Achievement and Supplemental Learning Program Objectives

Coordination and communication between local school districts and school- and community-based Supplemental Learning programs are essential to ensure youth have safe and enriching places to go when they are not at school and their parents or caregivers are working. LEAs are encouraged to engage Supplemental Learning programs in planning sessions to identify the best ways to assess and meet student and family needs, share resources and facilities, and support student learning.

Targeted Topics for LEA Consideration When Coordinating and Supporting School- and Community Based Supplemental Learning Programs Include:

- Assessing family and student needs
- Providing environments to support distance learning (if/when applicable)
- Creating opportunities for shared professional development that include LEA and Community-Based Agency staff and program administrators
- Alignment of Social Emotional Learning (SEL) and Trauma-Informed Practices with Supplemental Learning program objectives
- Coordination and streamlining of meal delivery if/when students are not in school buildings (see GaDOE's K-12 Restart Guidance on School Meals)
- Dissemination and utilization of technology resources to support student participation in Supplemental Learning programs

General Considerations for Supplemental Learning Providers

Overarching Themes for Local Educational Agency (LEA) and Community-Based Programming

Digital Equity for Students. Local Educational Agencies (LEAs) and Community-Based Agencies (Non-LEAs) should prioritize digital equity for Supplemental Learning Programs and participants. Providers should develop internal policies and strategies to address potential deficits that may impact student participation in Supplemental Learning settings due to lack of internet or technological devices.

Key Questions for Additional Consideration
- What additional supports are needed to facilitate student access to virtual learning platforms and technological devices when planning for participation in Supplemental Learning programs?
- What steps have been taken to inform families, students, and community stakeholders about resources to enhance digital equity and access to virtual learning opportunities?

- **Supplemental Learning Program Planning and Policy Development.** Supplemental Learning Programs are critical for providing additional academic support and enrichment opportunities for students and can fill essential gaps during periods of LEA closure or virtual learning. LEAs and Non-LEAs offering out-of-schooltime programming should incorporate policy and program planning for Supplemental Learning into internally developed strategies for student and family engagement.

Key Questions for Additional Consideration
- What collaboration exists between LEAs and Community-Based agencies to ensure that strategic plans prioritize Supplemental Learning when developing frameworks for student engagement and academic support?
- How can internal agency policies and procedural protocols be enhanced to include strategies, best practices, and guidelines that incorporate Supplemental Learning programming?

- **Distance and Virtual Learning Instructional Models.** LEA and Non-LEA Supplemental Learning providers should integrate plans for distance learning and virtual instruction into programming models to enhance student academic progress. Providers should develop communication and operational plans that facilitate transparent communication with families, staff, and community-based stakeholders to ensure that the needs of all students are considered and supported.

Key Questions for Additional Consideration
- How can plans for agency professional development regarding Virtual Learning be crafted to integrate LEA and Community-Based Supplemental Learning staff and administrators?
- Which identified best practices for virtual instruction can be shared with families to support the engagement of students with diverse learning needs?

Supplemental Learning Program Models	
	LEA and Non-LEA Models for Program Operation
	Supplemental Learning opportunities are provided through distance and virtual programming.
	Supplemental Learning opportunities are provided through on-site and virtual programming.
	Supplemental Learning opportunities are provided through on-site programming.
Foundational Support Strategies for Supplemental Learning Providers *(Suggested best practices, guidance, and recommendations for all program operation models)*	**General Strategies for Supplemental Learning Providers** • Consult internal LEA and Agency (Non-LEA Community-based) programming policies, as well as guidance from the Georgia Department of Early Care and Learning for licensed programs, to determine operational guidelines for Supplemental Learning programs • Utilize public health guidelines established by the Centers for Disease Control, the Department of Public Health, and local or regional municipal policies to establish program policies for Supplemental Learning • Develop plan for acquisition and distribution of Personal Protective Equipment (PPE) for onsite programming models (see working group guidance on Facilities, Equipment, and Transportation) • Create staff training protocol and guidelines for social distancing and student interaction to guide onsite Supplemental Learning activities (see working group guidance on Facilities, Equipment, and Transportation) • Programs receiving discretionary grant funds (i.e. 21st Century Community Learning Centers) should ensure that all activities, purchases, and schedules align with established grant administration requirements • Prioritize Supplemental Learning when discussing organizational strategies for student academic support • Facilitate surveys and focus groups with parents, students, and program staff to identify programming needs, concerns and outlying questions regarding Supplemental Learning program operation • Develop communication protocols and templates for sharing program guidance and operational plans with families, program staff and community-based stakeholders

Foundational Support Strategies for Supplemental Learning Providers *continued* *(Suggested best practices, guidance, and recommendations for all program operation models)*	• Consider all student subgroups when developing Supplemental Learning plans (ex: Special Education Students, Students Experience Homelessness, Youth Experiencing Foster Care) • Provide Supplemental Learning staff with professional development to support onsite, virtual, or hybrid instructional models • Integrate student mental health and Social Emotional Learning into planned academic and enrichment activities within Supplemental Learning programs **Suggested Strategies for LEA Supplemental Learning Providers** • Engage Supplemental Learning program administrators in LEA strategic planning sessions • Highlight Supplemental Learning programs in LEA communication updates with parents to enhance family engagement and program participation • Facilitate dialogue between regular day teachers and Supplemental Learning instructors to track student progress • Coordinate regular facility updates that review LEA-specific hygiene policies and protocols for Supplemental Learning administrators and staff • Create a facility use schedule to ensure that Supplemental Learning programs are integrated into LEA building use plans for onsite and hybrid programming models • Engage all LEA Support professionals when developing Supplemental Learning plans for student recruitment and engagement (School Social Workers; School Counselors; School Nurses; Academic Department Chairpersons; School Nutrition Staff) • Communicate with local community-based Supplemental Learning provides to share LEA operational protocols to facilitate collaborative partnerships for service delivery when feasible **Suggested Strategies for Non-LEA Community-Based Supplemental Learning Providers** • Engage local LEAs by sharing program updates, operational schedules, and services provided • Consider nontraditional partnerships with LEAs to support students and families during periods of extended virtual learning or closure • Collaborate with LEAs to facilitate student recruitment for program participation and identification of students in need of services • Consider partnerships with LEAs to support the dissemination of meals to students during periods of virtual learning or closure

	• Develop data sharing Memoranda of Understanding with local LEAs to enhance collection of student information and academic performance data • Communicate with area RESAs to provide Supplemental Learning program highlights • Develop multiple programming models that support hybrid scheduling frameworks that may be adopted by LEAs • Develop protocols and operational guidelines for facility use if hosting onsite programming in LEA-operated schools and venues • Collaborate with other community-based Supplemental Learning providers to create a communication pipeline for opportunity sharing (Professional Development, Agency Referrals, Programming Guidelines)

Digital Equity

	LEA and Non-LEA Supplemental Learning Considerations
	Suggested Strategies to Enhance Digital Equity for LEA Supplemental Learning Providers • Provide professional development for individuals required to implement virtual and distance learning (Include Non-LEAs/ Community-Based Agencies in sharing of guidance and best-practices that have been adopted by LEAs) • Collaborate with area RESAs to enhance communication with regional stakeholders offering Supplemental Learning programs • Identify and enhance messaging regarding technology resources that are available to enhance student access to virtual and distance learning opportunities (state-negotiated procurement contracts and digital equity partnerships) • Create meaningful alternate distance learning options for student participation and engagement when virtual connectivity is limited (see Connectivity working group guidance and Distance Learning working group guidance)

	• Utilize Supplemental Learning staff members to share updates with families regarding LEA-facilitated technology resources and virtual learning strategies • Include Supplemental Learning programs in LEA- facilitated plans for the purchase and utilization of technology devices for virtual instruction
	Suggested Strategies to Enhance Digital Equity for Non-LEA Community-Based Supplemental Learning Providers • Develop a communication plan that can be shared with LEAs to highlight virtual program offerings • Align Digital Supplemental Learning programming with virtual learning strategies developed by local LEAs • Craft strategies that incorporate local childcare providers that may serve as learning centers for students participating in hybrid school day programming (These providers may be serving students in lieu of their attendance in traditional classroom settings)
Digital Equity Resources	• Google Classroom • SeeSaw • Smart Mobile Education Technology • National Collaborative for Digital Equity • ClassDojo • Comcast Internet Essentials • National Afterschool Association: Afterschool Tech Toolkit • Georgia Department of Community Affairs- Wi-Fi Access Points

Supplemental Learning Policy and Program Planning

LEA and Non-LEA Supplemental Learning Considerations

Suggested Strategies to Enhance Policy and Program Planning: LEA Supplemental Learning Providers

- Include community-based afterschool programs and childcare providers when considering strategies for the operation of Supplemental Learning programs (Professional Development Opportunities, Virtual Programming Models, Policy Coordination)
- Ensure that Supplemental Learning Administrators from LEA and Non-LEA providers are represented in strategic discussions and policy development
- Update program manuals and communications templates to reflect LEA plans for Supplemental Learning Programs
- Develop policies and procedures that support digital and non-digital options for distance learning
- Create protocols that specify operations standards for Supplemental Learning programs that align with established grant administration and LEA guidelines

Suggested Strategies to Enhance Policy and Program Planning: Non-LEA Community- Based Supplemental Learning Providers

- Create organizational protocols for sharing program updates with internal stakeholders, families, and LEA leaders
- Engage LEA administrators in identifying preferred virtual learning platforms and suggested best practices for student engagement that can be integrated in LEA instructional and enrichment planning
- Participate in data and information sharing with LEAs related to virtual instruction models and distance learning plans
- Consider partnerships with LEAs to support the dissemination of meals to students during periods of virtual learning or closure
- Develop internal agency policies and procedures for distance learning and family engagement.

Program Planning and Policy Resources	• Afterschool Is Essential for COVID-19 Recovery • Afterschool Alliance: Reaching Out to School Leaders about Reopening • Afterschool Alliance: Blueprint for How Afterschool Programs & Community Partners Can Help • National Afterschool Association Core Competencies Toolkit • Collaborative for Academic, Social, and Emotional Learning (CASEL) • Collaborative for Academic, Social, and Emotional Learning (CASEL): "Reunite, Renew and Thrive: SEL Roadmap for Reopening Schools" • Charles Stewart Mott Foundation • Consortium for School Networking: "Video Conferencing Tools in the Age of Remote Learning: Privacy Considerations for New Technologies."

Supplemental Learning Virtual and Distance Learning Instructional Models

	LEA and Non-LEA Supplemental Learning Considerations
	Suggested Strategies to Enhance Virtual and Distance Learning: LEA Supplemental Learning Providers • Include community-based afterschool programs and childcare providers when considering strategies for the operation of Supplemental Learning programs (Professional Development Opportunities, Virtual Programming Models, Policy Coordination) • Ensure that Supplemental Learning Administrators from LEA and Non-LEA providers are represented in strategic discussions and policy development • Update program manuals and communications templates to reflect LEA plans for Supplemental Learning Programs • Develop policies and procedures that support digital and non-digital options for distance learning • Create protocols that specify operations standards for Supplemental Learning programs that align with established grant administration and LEA guidelines • Include supplemental learning professionals in professional development offered at LEA level and distance learning resources provided to families

	Suggested Strategies to Enhance Virtual and Distance Learning: Community-Based Supplemental Learning Providers • Create organizational protocols for sharing program updates with internal stakeholders, families, and LEA leaders • Engage LEA administrators in identifying preferred virtual learning platforms and suggested best practices for student engagement that can be integrated in LEA instructional and enrichment planning • Participate in data and information sharing with LEAs related to virtual instruction models and distance learning plans • Develop internal policies and procedures for distance learning and family engagement. • Consider opportunities for shared professional development with LEA
Virtual and Distance Learning Resources	• You for Youth: Professional Development for 21st CCLC Programs • Scholastic Publishing Virtual Learning Resources • "How Teachers Can Build a Growth-Mindset Classroom, Even at a Distance" • Boost Cafe: Resource Center for Virtual Learning • Afterschool Alliance: Virtual Programming Resources

General Guidance	Statewide Partners to Consider
• GaDOE Nita M. Lowey 21st Century Community Learning Centers Program • Georgia Statewide Afterschool Network • Georgia Department of Early Care and Learning • Afterschool Alliance • National Afterschool Association • US Department of Education Nita M. Lowey 21st Century Community Learning Centers Program • Centers for Disease Control Guidelines for Schools and Childcare Centers • Michigan Afterschool Partnership: "Guidance for Afterschool Learning at a Distance. "	• Georgia Department of Community Affairs • Georgia Department of Family and Children Services • Georgia Department of Public Health • Georgia Department of Early Care and Learning • Georgia Statewide Afterschool Network (GSAN) • Georgia Family Connection Partnership • Local Chambers of Commerce • Local Departments of Public Health • Local Departments of Parks and Recreation • Local Library Systems • Local United Way Chapters • Local Faith-Based Agencies • Regional Educational Service Agencies (RESAs) • Georgia Alliance of Boys & Girls Clubs • Georgia Alliance of YMCAs

For additional information, go to:

GaDOE.org/K12recovery