

Learning Pods: How We Responded, What We Are Learning and What's Next

March 30, 2021



Panelists



Joi Chester, Ed.D.
Program Officer
Children's Opportunity Fund
Greater Washington Community
Foundation, Maryland



Barbara Hubbell
Senior Director, Strategic Initiatives
United Way of the Southern Tier,
New York



Ken Livingston
Director, Get Delaware Reading
United Way of Delaware

Panelists



Cierra Hall-Hipkins
Co-Founder and Director of
Program and Partnerships
Network Connect



Karen Mann
Program Manager
First State Community Action Agency

Panelists



Maria Juarez-Stouffer
Chief Programs Officer
Children's Services Council of
Broward County



Tammy Malich, Ed.D.
Social Innovation Director
Las Vegas Department of Youth
Development

Educational Equity & Enrichment Hub (EEE) Hub Website

Educational Equity & Enrichment Hubs

Montgomery County, Maryland

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Educational Equity & Enrichment Hubs

Child Care and Distance Learning Support for Children in Need



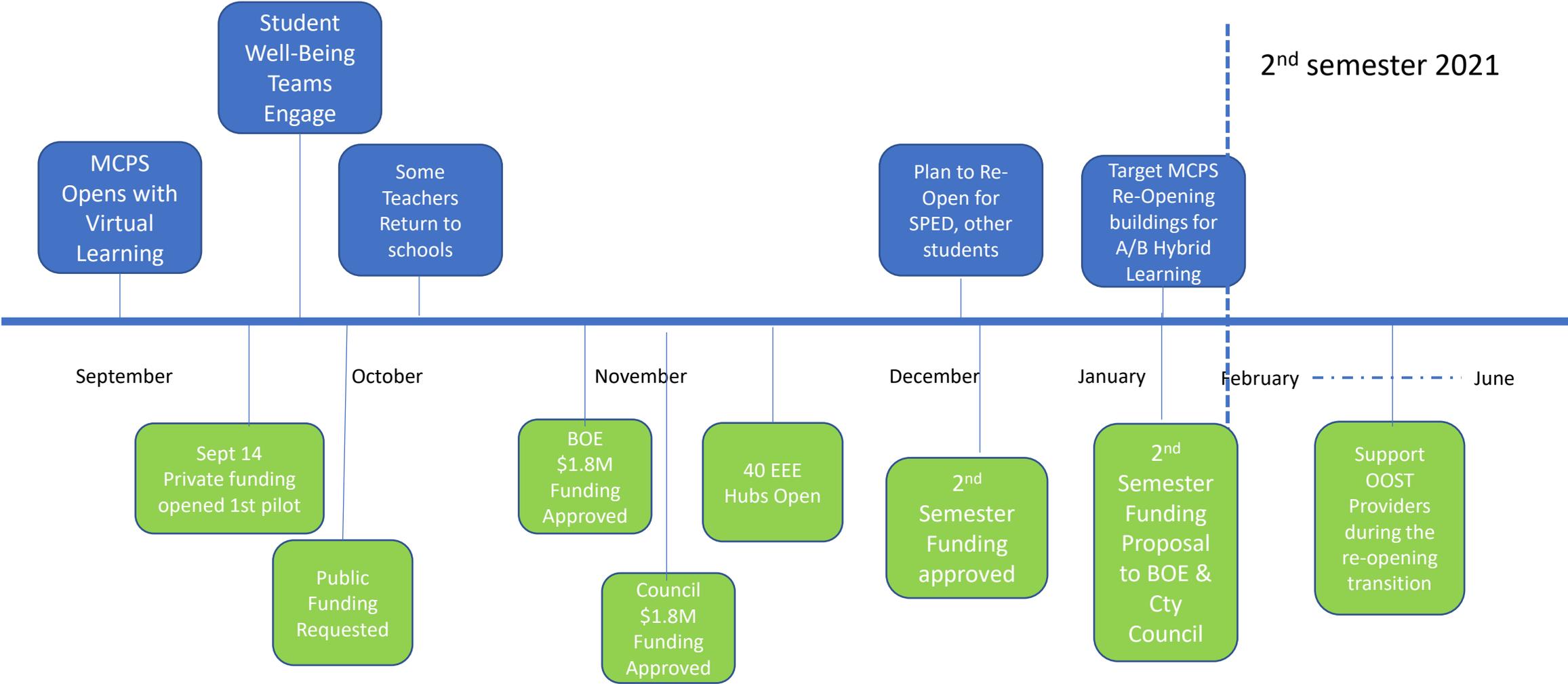
Educational Equity & Enrichment Hubs

Demographics

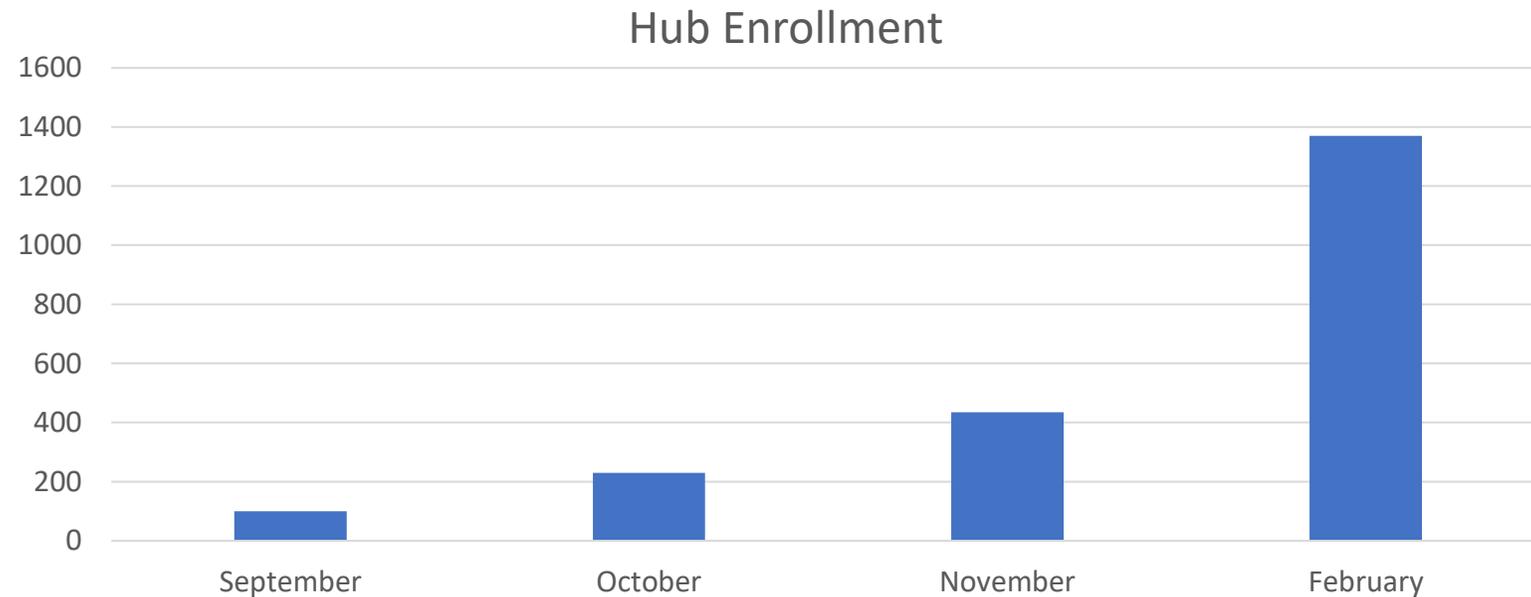
• *DEMOGRAPHICS*

- **Average Income:** \$24,000/Year
- **Student Gender:** 57% Male, 43% Female
- **Grade Levels:** K-2nd 59%, 3rd – 6th 41%
- **Student Race/Ethnicity:** 51% Hispanic or Latino, 32% Black or African American, 11% Multiracial, 3% White, 1% Asian, 1% American Indian or Alaskan Native
- **Language Spoken at Home:** 51% English, 49% Spanish
- **Parent/Caregiver Employment:** 86% applicants are working outside the home
- **Distance Learning Supervision at Home:** 73% applicants indicated that their child is unsupervised, alone at home, or without capable adult support or supervision during Distance Learning.
- **How did they find us?** 62% families heard about EEEH through a contact at the school

Educational Equity & Enrichment Hub Timeline



Educational Equity & Enrichment Hubs Enrollment Data



“Providing reliable supports and resources so students can access their classes and continue their learning despite tremendous odds is imperative.” - Council Member Craig Rice

Educational Equity & Enrichment Hubs

Next Steps & Lessons Learned

Next Steps

- Continue supporting OOST providers with advocacy & direct service scholarships
- Create parent focus groups to determine current needs and resources
- Create an OOST map of resources and services
- Integrate more businesses in community OOST solutions

Lessons Learned

- Collaborating between stakeholders is key to breakdown the silos
- Scaling up requires organization
- Using public funds require more documentation and rapid response to requests
- Providing support as an intermediary to a new process requires specialized personnel
- Continue to learn from the experience



Photo credit: San Diego Tribune

UWST Distance Learning Expansion

CGLR Webinar – March 30, 2021

United Way of
the Southern Tier



The challenge

- Rural communities – limited or NO internet connection
- Parents that could not work from home
- Children needing care WITH connectivity
- A system already under duress
- Children at risk of falling behind
- Community eager for a solution

How we responded

- Engaged all stakeholders – CBOs, school districts, local unions, corporations
- BASIC NEEDS were met FIRST
- UWST board committed \$100,000 specific to distance learning
- Secured spaces that were DOH compliant
- Staff & volunteers - safety, supervision and tutoring assistance
- Ensured connectivity – internet, hardware, software, headsets
- Opened registration

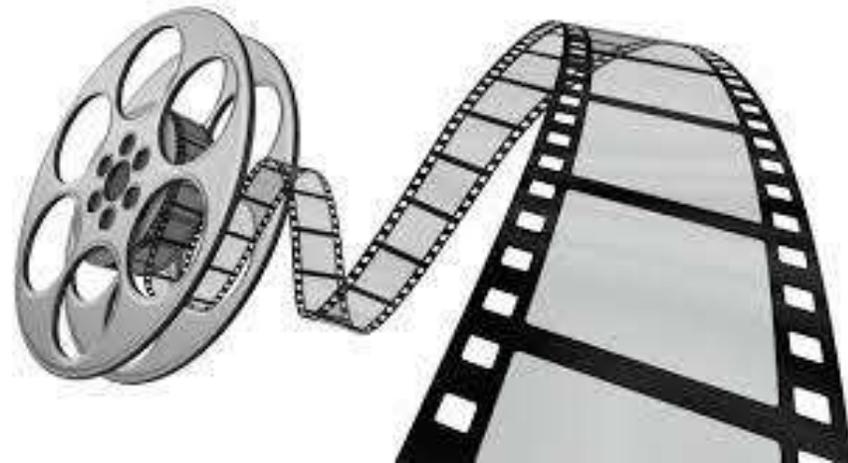
Results

- 8 sites open across 2 counties
- 1 small, community-based, pod-like (7 children)
- Others were much larger in size, compliant with OCFS/DOH regulations
- Increased the school-age “slot” capacity by 325
- Upon initial opening, 151 slots were reserved
- Remaining slots were filled/nearly-filled over the following weeks
- Secured 5 additional “stand-by” locations for potential wait lists



Lessons learned

- “*Houston, we have a problem.*” ... (capacity in a pandemic)
- “*If you build it, they will come.*” ... (assumptions vs. reality)
- “*I’m walking here! I’m walking here!*” ... (transportation in rural communities)
- “*You’re gonna need a bigger boat.*” ... (sustainability)
- “*I’ve got a feeling we’re not in Kansas anymore.*” ... (moving forward)



Apollo 13 (1995)

Field of Dreams (1989)

Midnight Cowboy (1969)

Jaws (1975)

Wizard of Oz (1939)

THANK YOU.

Contact:

Barbara Hubbell

Senior Director, Strategic Initiatives

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January
2021



Learning Pods

Powered by DRJC and
UWDE



DELAWARE LEARNING POD COMMUNITY OF PRACTICE AT-A-GLANCE

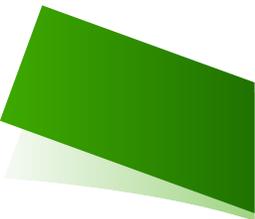
The Delaware Learning Pod Community of Practice began in October 2020 as a forum for Learning Pod organizations to share best practices, network with community stakeholders, and to support one another in obtaining vital resources.

- **Community of Practice**
- Over 20 organizations hosting learning pods
- Delaware School District and Charter School administration
- restorative activities Delaware Department of Education
- City of Wilmington and County Community Partners



Resources and Professional Development

- Trauma Informed Training for staff
- Mental Health and Abuse and Neglect identification and referral training for staff
- Comcast agreement to partner and provide Lift Zones for site remote learning access
- Continuation of UWDE and DRJC's 211-Press-4 services
- Distribution of 400 Chromebooks
- Ongoing referrals for free virtual tutoring
- Family referrals for mental health and other social services
- Learning Pod referrals



Learning Pods

United Way of Delaware and The Delaware Racial Justice Collaborative (DRJC) are enabling Learning Pods within Delaware's Promise Communities:

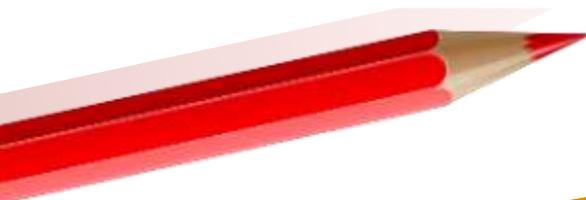
- 27 Learning Pod locations with varied student demographics
- 71.3% students attend district schools
- 27.5% students attend charter schools
- 1.2% students attend parochial schools
- 719 total students
- 126 additional students engaged in extended academic and mentorship programs
- 68% Pre-K - Grade 5
- 16% Grades 6-8
- 16% Grades 9-12

Learning Pods

United Way of Delaware and The Delaware Racial Justice Collaborative (DRJC) Learning Pod Outcomes

Measurable Goals and Outcomes

<ul style="list-style-type: none">• Goal 85% attendance	<ul style="list-style-type: none">• Average 88% daily attendance
<ul style="list-style-type: none">• Goal 80% assignment completion	<ul style="list-style-type: none">• Average 82% assignment completion
<ul style="list-style-type: none">• Goal 50% participation in social emotional and learning	<ul style="list-style-type: none">• Average 91% participation in social emotional and learning



Next Steps

Contact: Michelle Taylor and Orrin White





Children's Services Council

of Broward County

Our Focus is Our Children.

Learning Pods: How We Responded, What We Learned and What is Next?

Maria Juarez Stouffer, Chief Program Officer

March 30, 2020

Who is CSC?

The Children's Services Council of Broward County (CSC) is an independent taxing authority established by the voters in 2000.

The CSC's mission is to provide leadership, advocacy and resources necessary to enhance the lives of the children of Broward County and empower them to become responsible, productive adults.

The organization funds over one hundred programs that serve children and families, advocates for policies that protect the interests of future generations and provides leadership that brings the child-serving community together.

Challenges During the Pandemic

Identifying How To Support Children and Families

- Academic Support
- Social and Emotional Support

Identifying How to Support Community Agencies

- Program redesign for virtual environment
- Flexible reimbursement methodology

CSC Out Of School Time Programs

- \$39 million supporting out of school time programs
- Maximizing Out of School Time (MOST) – elementary school age students
- Positive Youth Development (PYD) - middle and high school age students

Maximizing Out Of School Time (MOST) Programs

- CSC funds over 90 afterschool sites serving children in the general population attending elementary school and, also youth ages 3-22 with special needs
- Serve children who live in economically disadvantaged neighborhoods
- Schools with 80% or more Free and Reduced Lunch Schools
- Allocated \$24 million in 2020
- Serve over 12,000 children per year

Positive Youth Development (PYD) Programs

- We fund over 60 afterschool sites serving youth attending middle and high schools
- Serve children who live in economically disadvantaged neighborhoods
- Schools with 80% or more Free and Reduced Lunch
- Allocated \$13 million in 2020
- Serve over 2,500 youth per year

Response Beginning March 2020

- Afterschool programs shifted to providing virtual services
 - Help with navigating online learning system
 - Offer Virtual homework assistance
 - Made Wellness Calls to Families
 - Link to Community Resources (utility payments, rental assistance)
 - Deliver Fun Activity Boxes to Families
 - Offer Virtual enrichment activities such as arts and crafts
 - Distribute Food
 - Amend Provider Agency Reimbursement Strategies

Response When School Sites Did Not Open August 2020

- 7 private and public funders collaborated to fund Learning Pods
- 48 community agencies were awarded funds
- Services began August 2020 – October 2020
- Over 1,500 children from low-income families were served while school sites were closed and school was conducted virtually

Result for CSC and Community Collaborators

- Parents and Children reported being very satisfied with the Learning Pods and preferred these smaller environments.
- Families appreciated ongoing support provided by amended CSC afterschool programs.
- CSC Funded providers were able to adjust services to continue supporting children and families
- Community agencies were able to continue to employ their staff in meaningful work.
- Overall increased Community Collaboration

Lessons Learned & Unfinished Community Infrastructure

- Challenges locating most vulnerable children
- Community agencies are positioned to offer support to families, but they need to be provided with information.
- Need legal support for facilitating safe and secure data sharing that is necessary to support our youth made vulnerable by systems.
- We have the technology and infrastructure to safely and securely share data.

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Why Shattering the Wall Between Home and School is a Good Thing

Tuesday, March 30, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Student Assessment and Learning Recovery: Options to Inform Differentiated Instruction

Tuesday, April 6, 3:00 p.m. ET/12 p.m. PT

CRUCIBLE OF PRACTICE WEBINAR

Our Story: Early Childhood Matters with Story County Reads

Tuesday, April 13, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Maximizing K-3 Opportunities in The American Rescue Plan

Tuesday, April 13, 3 p.m. ET/12 p.m. PT

