

AN OUTREACH TOOLKIT FOR MICHIGAN

Connecting Out-of-School Time to Local Return-to-School Plans

JULY 2020



miafterschool.org

Prepared by the
Michigan After-School Partnership with
support from the Afterschool Alliance



Afterschool
Alliance

afterschoolalliance.org

Table of Contents

Introduction	3
Utilizing a Strong Community Convener	4
Utilizing Intermediaries to Directly Connect with Schools	6
Returning-to-School Chart: Role of Out-of-School Time	7
Tools Section	
Sample Email to OST Programs	
<i>English version</i>	8
<i>Spanish version</i>	9
<i>Arabic version</i>	10
Sample Email from Programs to Families	
<i>English version</i>	11
<i>Spanish version</i>	12
<i>Arabic version</i>	13
Sample Email Families Can Send to Their Child's Principal	
<i>English version</i>	14
<i>Spanish version</i>	15
<i>Arabic version</i>	16
Sample Sign-on Letter for School Officials	
<i>Talking Points Focused on Recovery</i>	17
<i>18</i>	

Out-of-School Time and School-Age Child Care Providers Eager to Support Students & Families; Stand Ready to Partner with Districts for Return to School

As Michigan schools work diligently to prepare for the reopening of schools for the 2020-2021 school year, they will be following Governor Whitmer's [Safe Schools Return to School Roadmap](#). They will also be faced with a myriad of unknown factors impacting the planning process. The development of a series of plans based on possible phases of reopening will be necessary to ensure that schools are successfully meeting the educational needs of all students while putting into place proper safety protocols. The most successful plans will be achieved when they are developed jointly by schools, community partners, parents and teachers.



We know that the impact of less than full time in-school learning will have a tremendous impact on the needs of working families. Parents need to feel confident that there are options for safe and supportive learning environments for their children during the time they are out of school or learning at a distance when they return to work. Standing ready to assist schools in their reopening plans are Out-of-School Time (OST) and school-age child care programs. They have operated across our state before and during the COVID-19 pandemic by supporting families with meal pick-ups, online/virtual academic enrichment, virtual meetings, calls to families to assess needs, referrals for mental health services, and connections to other community services. This communications toolkit has been created to assist program providers in their outreach to school decision-makers to offer their programs' support as ready assets in whatever direction local schools decide to take.

OST and school-age child care can be critical partners in helping to support local schools in achieving equitable plans that ensure all kids have access to learning opportunities and the supports they need to emerge from this crisis strong, resilient and hopeful. COVID-19 has exacerbated the disparate impact of system inequities, and OST programs will be critical partners to schools in providing the academic, social and emotional support to our most vulnerable students.

OST and school-age care programs have been proven connectors between school and home, and the relationships they have established with their students and families will be useful moving forward whether or not significant learning at a distance will be necessary to keep students and staff safe in these uncertain times.

The state of Michigan, while providing a return-to-school roadmap, has placed the decision-making for how local schools will reopen before their own superintendents, principals and school boards. Please review the content of this toolkit which outlines ways to leverage community assets such as OST and school-age child care programs for reopening plans, provides talking points, and sample templates for sending email communications to school-decision makers. The emails are provided in English, Spanish and Arabic.

**MARY SUTTON, EXECUTIVE DIRECTOR, MICHIGAN AFTER-SCHOOL PARTNERSHIP
JULY 2020**

Utilizing a Strong Community Convener to Connect OST and Child Care Providers with Key School Decision-makers

Planning for the reopening of schools requires local communities working together to support whole child needs and coordinate collaborations between schools and the many out-of-school time (OST) providers, community-based organizations as well as local health departments and child day care licensing staff.

Each local community is uniquely different and should utilize a strong community convener such as local United Way, community or private Foundation or other municipal leader. Once leadership for creating the opportunity for engagement and conversation has been identified, there are a number of steps that can be taken to engage the necessary stakeholders and create a flexible and responsive plan.

Considerations:

- Identify the stakeholders that need to be a part of the planning process. Suggestions include:
 - Local School District and Intermediate School District Leaders
 - Health Department and Child Day Care Licensing staff
 - Community-based organizations and OST providers, school-age child care providers such as YMCA's, Boys & Girls Clubs, 4-H, Girl Scouts, etc.
 - Parents
 - Business leaders
 - City and County municipal leaders
 - Libraries
 - Parks and Recreation departments
 - Museums
 - Sports organizations
 - Arts organizations
- Assess what types of child care and OST programs currently exist in the community and determine opportunities to expand access. Traditional available spaces may need to be modified to comply with safe social distancing and adherence to CDC and local health department and child care licensing guidelines. Identify potential additional spaces or shared use of space for expansion within other community buildings that can be licensed and utilized safely.
- Update local, regional and state databases and connect available resources to local 211 call centers.
- Conduct a family needs assessment in collaboration with schools, OST providers and parent organizations.
- Ensure that school-age child care and OST programs are included in district planning not only to ensure family child care needs are met but to create strong links between in school and out of school to support educational plans.
- Involve parents and consider transportation needs and opportunities to coordinate possible to and from school and OST locations if possible. Assessing the needs of working families and mapping out potential needs against existing programs will help to identify areas of need for increased availability and potential opportunities for expanded sites or capacities.
- Work closely with health department and child care licensing to ensure safety protocols and guidelines are followed and to expedite the licensing process where possible.

- Funding is a critical component and while school, community-based organizations and municipalities have all been devastated financially, there are some federal dollars that can be used to support the redesign of expanded learning outside of the classroom.
 - [CARES Act Elementary and Secondary School Emergency Relief \(ESSER\) Fund](#)
 - CARES Act Governor's Emergency Education Relief (GEER) Fund
 - [21st CCLC Funds](#)
 - ESSA Title I and Title IV Part A funds
 - Temporary Assistance for Needy Families (TANF) funds for older youth programs
 - Corporation for National and Community Service AmeriCorps and VISTA
 - [USDA Afterschool Meals and Snacks](#)
- Staff – Schools, OST programs will need to make adjustments to staff plans to comply with safety guidelines in the various reopening scenarios. Some additional sources of staff options who can help to supplement and work with school-day staff to complement and reinforce learning:
 - OST program staff
 - AmeriCorps, and AmeriCorps VISTA service members
 - College students and older high school youth
 - Community volunteers



Utilizing Local OST Intermediaries and Providers to Directly Connect with Local School Decision-makers

Out-of-school time (OST) intermediaries and regional partners across Michigan have established relationships with scores of local providers of OST programs and community partners. Utilizing their experience and connections for outreach efforts to engage in school reopening plans is another option.

Here are some steps for engaging Intermediaries:

- Identify local community school districts and school board leaders and groups to engage.
 - Local Intermediate School Districts (ISD) and/or local school district superintendent.
 - School board or community education council.
- Consider prioritizing:
 - High-need and high-poverty areas.
 - Districts where you have good working relationships with the district or area OST programs.
- Identify contacts/programs to partner with to reach your targeted local superintendent/school boards.
- Contact targeted districts and other education stakeholders. Share materials that show how OST can support schools for reopening and throughout the year. Request a meeting where feasible.
 - **TOOL:** [Sample email and letter](#) from a network or provider to superintendent/school board.
 - **TOOL:** [National 4-page factsheet](#) to help you show why OST programs are critical to recovery, what support programs need to do their work, and how different stakeholders can help.
 - **TOOL:** [Michigan-specific factsheet](#) that can be tailored by networks or providers to show how OST programs can support different scenarios for reopening schools.
- Consider using an open letter to gather signatures of partners, supportive schools and education leaders, programs, and parents/guardians to share with school boards and superintendents.
 - **TOOL:** [Sample Sign-on Letter](#): Gather signatures, share with school officials.
- Engage providers and parents in contacting school leaders. Contact OST programs, asking them to email their local school leaders and engage parents in contacting their child's principal. You can also reach out personally to coordinate and support programs in your priority districts.
 - **TOOL:** Sample email (English, Spanish and Arabic versions) from networks to providers, with tools for engaging parents and school leaders. (See letters in toolkit, pages 8-13.)
 - **TOOL:** [Sample email from providers to families](#), with letter (English, Spanish and Arabic versions) from parents to principal.
 - **TOOL:** [Sample email and letter](#) from providers to superintendent/school board.
- Utilize your social media channels to promote the role of OST programs in reopening and tools for programs to use.
 - **TOOL:** [Sample posts and tweets](#).
 - **TOOL:** [Graphics](#) (download from the COVID-19 Resources section)

Returning-to-School Chart: Role of Out-of-School Time

If students are ...	Returning to school for in-classroom learning	Participating in learning at a distance only	Participating in a mix of in-person and learning at a distance or have a staggered schedule
Out-of-school time can keep kids safe, engaged and learning when schools are closed or parents are working.	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide care after the school day, engaging kids in enriching activities that give them a chance to lead, explore and create without stress. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide a safe place for kids to go while parents are working, help with remote school requirements, and opportunities to engage in enriching activities that give them a chance to lead, explore and create without stress. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ ensure that families have consistent care for their kids on all days, including a safe place for kids to go while parents are working, help with remote school requirements, and opportunities to engage in enriching activities that give them a chance to lead, explore and create without stress.
Out-of-school time will be critical for helping kids catch up and keep up.	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide support with reading, math, tutoring and homework after the school day ends. ✓ coordinate with teachers to address specific areas of learning loss and to help students who are struggling. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide in-person support for students. ✓ connect with students at home to help with online assignments, homework and tutoring for trouble areas. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ ensure that kids have a safe place to learn every day, including in-person or virtual support to help with remote school requirements. ✓ coordinate with teachers to address specific areas of learning loss and to help students who are struggling.
Out-of-school time programs can help schools and community partners provide food to kids and families who need it most.	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide snacks and suppers after the school day ends. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ partner with schools to distribute grab & go meals to families. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ partner with schools to provide or deliver breakfast and lunch on days students do not attend school. ✓ provide snacks and suppers on days students do attend school.
Out-of-school time can provide social and emotional supports that kids need to emerge from this crisis strong, resilient and hopeful.	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide caring mentors who are trained to support healthy youth development and offer positive social engagement with peers. ✓ engage youth in activities proven to build life skills, such as problem solving, teamwork, and critical thinking. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ identify community resources and partners who specialize in trauma-informed care. ✓ develop case loads of students so staff can conduct informal check-ins. ✓ develop online learning modules and activities. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ use socially distant activities (outdoor preferably, on the in-person school days to reinforce SEL concepts). ✓ engage students in project-based or service learning activities that can be started and tracked in-person or virtual.
Out-of-school time can help provide connections and support to families.	Out-of-school time can: <ul style="list-style-type: none"> ✓ use drop-off and pick-up to share resources on food, health and unemployment resources ✓ ask parents and families what they need (and how they need supports to be delivered). 	Out-of-school time can: <ul style="list-style-type: none"> ✓ hold community calls with families using video platforms like Zoom or conduct weekly one-on-one calls with students or parents. ✓ distribute resources on food, health and unemployment resources. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ use drop-off and pick-up as well as platforms like Zoom, or conduct check-in calls with parents. ✓ distribute resources on food, health, and unemployment resources.
Out-of-school time can help families overcome technology challenges and ensure kids have access to learning platforms.		Out-of-school time can: <ul style="list-style-type: none"> ✓ provide internet connectivity and a place where kids can focus on their remote school requirements. ✓ connect with families to help ensure they can access learning at a distance. 	Out-of-school time can: <ul style="list-style-type: none"> ✓ provide internet connectivity and a place where kids can focus on their remote school requirements. ✓ connect with families to help ensure they can access learning at a distance.

Sample Email to Out-of-school Time (OST) Programs: Tools to Engage Parents, School Leaders

(ENGLISH VERSION)

Dear [PROVIDER],

Thank you for all you are doing to support our kids and families during these difficult times. Your program is an essential part of recovery and will be more important than ever during the unpredictable school year ahead.

We want to be sure families and schools are aware of the different ways your program can help during this crisis and engage them in supporting you. We've created some simple tools to help you show school leaders how they benefit from working with afterschool providers and how much families rely on your program.

- Here's an email you can send to parents, asking them to let their child's principal know afterschool matters to their family. We've included a sample email parents can send directly to principals.
- Here's an email and letter your program can send to the superintendent or school board, asking them to involve you as they plan and prepare for reopening and the 2020-21 school year.

We know how important your services are for helping our kids and families rebuild and emerge from this crisis. We hope these tools will make it easy for you to engage your families and schools in supporting your program.

Sincerely,

(NAME)

Sample Email to Out-of-school Time (OST) Programs: Tools to Engage Parents, School Leaders

(SPANISH VERSION)

Querido [PROVEDOR],

Gracias por todo lo que estás haciendo para apoyar a nuestros hijos y familias durante estos tiempos difíciles. Tu programa es esencial para nuestra recuperación y será más importante que nunca durante el impredecible año escolar que viene.

Queremos asegurarnos que familias y escuelas sepan las diferentes formas que tu programa puede ayudar durante esta crisis – y involucrarte en apoyarte. Hemos creado algunas herramientas simples para ayudarte mostrarle a líderes escolares los beneficios de trabajar con los programas después de la escuela y lo mucho que familias dependen de tus servicios.

Aquí está un email que puedes enviar a padres, pidiéndoles que se comuniquen con los directores de sus hijos para que sepan lo que [afterschool] significa para su familia. Incluimos un email de muestra que padres pueden enviar directamente a directores escolares.

Aquí está un email y una carta que tu programa puede enviar al superintendente o comité escolar, pidiéndoles que te involucren mientras planean y se preparan para la reapertura y el año escolar 2020-21.

Sabemos lo importante que son tus servicios para ayudar a nuestros niños y familias recuperarse de esta crisis. Esperamos que estas herramientas te ayuden a solicitar apoyo de familias y escuelas para tu programa.

Sinceramente,

(NAME)

Sample Email to Out-of-school Time (OST) Programs: Tools to Engage Parents, School Leaders

(ARABIC VERSION)

أدوات الاستعداد لإعادة فتح المدارس

نموذج رسالة إلكترونية لبرامج ما بعد المدرسة : أدوات لإشراك الآباء ومديري المدارس
عزيزي [مقدم الخدمة] ،

نشكركم على كل ما تقومون به لدعم أطفالنا وعائلاتنا في هذه الأوقات الصعبة. برنامجكم يمثل جانباً أساسياً في جهود العودة إلى الحياة الطبيعية وسيكون أكثر أهمية من أي وقت مضى خلال العام الدراسي القادم بما فيه من تحديات غير مسبوقة.

نريد أن نتأكد من أن العائلات والمدارس على دراية بالطرق المختلفة من المساعدة التي يمكن أن يوفرها برنامجكم خلال هذه الأزمة – كما نريد أن نشركهم في دعمكم. لقد قمنا بتوفير بعض الأدوات البسيطة لمساعدتكم على تعريف مدير المدارس كيفية الإستفادة من العمل مع مقدمي الخدمات في برامج ما بعد المدرسة ومدى اعتماد العائلات على برنامجكم.

- هذا نموذج لرسالة إلكترونية يمكنكم إرسالها إلى الآباء والأمهات، حيث يمكنهم أن يستخدموها لتعريف مدير المدرسة مباشرةً أن برنامج ما بعد المدرسة مهم بالنسبة لهم. مرفق نموذج رسالة إلكترونية يمكن للأباء إرسالها مباشرةً إلى مدير المدارس.

- وهذا نموذج رسالة إلكترونية يمكن للبرنامج إرسالها إلى مدير المدرسة أو مجلس المدرسة، حيث يطلب منهم إدخال البرنامج في الخطة الدراسية واستعدادات إعادة فتح المدارس والسنة الدراسية 2020-2021.

نقدر مدى أهمية خدماتكم لمساعدة أطفالنا وعائلاتنا على إعادة التماسك والخروج من هذه الأزمة. نأمل أن تسهل لك هذه الأدوات إشراك عائلاتكم ومدارسكم في دعم برنامجكم.

مع خالص التقدير

(الاسم)

Sample Email from Program to Families: Ask Your Principal to Partner with Out-of-School Time (OST) for Reopening

(ENGLISH VERSION)

Dear [PARENT],

The upcoming school year will be challenging and unpredictable. Many of our Out-of-School Time (OST) families will need extra help with a staggered school schedule so parents can return to work. Some families will need help with remote school requirements. Others need support so their kids can catch up on the learning they've lost or reconnect after months of being isolated.

We want to be here to support your family and our community—to ensure that every child is safe, engaged and learning every day. But we can't do that without strong partnerships between our schools and afterschool programs.

Will you help us make sure our school leaders know how much families need OST programs?

If we work together, schools and OST programs can help meet our children's academic, social and emotional needs—and help parents get back to work.

Please email your child's principal to ask that your school include OST programs in their reopening plans. You may use the template below to email your principal today!

Thank you for your support,

(NAME)

Sample Email from Program to Families: Ask Your Principal to Partner with Out-of-School Time (OST) for Reopening

(SPANISH VERSION)

Querido [PADRE],

El próximo año escolar será desafiante e impredecible. Con horarios escolares dispersos, muchas de nuestras [nombre del programa] familias necesitarán ayuda adicional para que padres puedan volver al trabajo. Algunas familias necesitarán ayuda cumpliendo con los requisitos de educación remota. Otros necesitan apoyo para que sus hijos puedan ponerse al día con el aprendizaje que perdieron o reconectarse después de meses de estar aislados.

Queremos estar aquí para apoyar a tu familia y a nuestra comunidad - para asegurar que cada niño esté seguro, empeñado y aprendiendo todos los días. Pero no podemos hacerlo sin una alianza firme entre nuestras escuelas y los programas extracurriculares.

¿Nos puedes ayudar a asegurar que nuestros líderes escolares sepan lo mucho que familias necesitan los programas después de la escuela?

Si trabajamos juntos, escuelas y programas después de la escuela pueden ayudar a satisfacer las necesidades académicas, sociales y emocionales de nuestros hijos - y también ayudar a padres a volver al trabajo.

Por favor envía un correo electrónico al director de la escuela de tu hijo y pide que incluyan los programas después de la escuela en sus planes de reapertura. ¡Puedes usar la plantilla a continuación para enviarle un email a tu director hoy!

Gracias por tu apoyo,

(NAME)

**Sample Email from Program to Families:
Ask Your Principal to Partner with
Out-of-School Time (OST) for Reopening**

(ARABIC VERSION)

نموذج رسالة إلكترونية من البرنامج للعائلات: اطلب من مديرك أن يكون شريكاً مع برامج ما بعد المدرسة أثناء إعادة فتح المدارس
عزيزي [الوالد] ،

ستكون السنة الدراسية المقبلة صعبة بما فيها من تحديات غير مسبوقة . هناك العديد من العائلات في برنامج ما بعد المدرسة(OST) لدينا سوف يحتاجون إلى مساعدة إضافية في ظل الجدول المدرسي المرتبط حتى يتمكن الآباء من العودة إلى العمل. ستحتاج بعض الأسر إلى المساعدة في متطلبات التعلم عن بعد. وسيحتاج آخرون إلى الدعم حتى يتمكن أطفالهم من استعادة ما فاتهم وإعادة التواصل مع التعليم بعد شهور من العزلة.

نريد أن نكون هنا لدعم أسرتك ومجتمعنا - لضمان توفير الأمان والمشاركة الفعالة وفرص التعلم اليومي لكل طفل. ولكن لا يمكننا أن نفعل ذلك دون شراكات قوية بين مدارسنا وبرامج ما بعد المدرسة .

هل ستساعدنا في التأكيد على أن مدير مدارسنا يعرفون مدى احتياج العائلات لبرامج ما بعد المدرسة؟

إذا عملنا معاً، يمكن للمدارس وبرامج ما بعد المدرسة أن تساعد في تلبية احتياجات أطفالنا الأكademية والاجتماعية والعاطفية. ومساعدة الآباء على العودة إلى العمل .

يرجى مراسلة مدير طفلك عبر البريد الإلكتروني لطلب من مدرستك تضمين برامج OST في خطط إعادة فتحها. يمكنك استخدام النموذج أدناه لمراسلة مديرك اليوم!

شكراً لدعمك

(الإسم)

Sample Email Families Can Send to Their Child's Principal

(ENGLISH VERSION)

Dear [PRINCIPAL],

Thank you for your hard work supporting our children and school community during this difficult time. I know you face a great challenge in planning for reopening, and appreciate your efforts to help keep students and staff safe while supporting learning. As a [mom/dad/other], I too am struggling with what may come ahead. I worry about my child's health, education, and [his/her/their] social and emotional well-being. I am also very concerned about our family, and what we will do if there are limited days or times in school. We can't afford to be home.

We need help, and schools need help. That's why I am asking you to speak with Out-of-School Time (OST) programs [or insert specific program] about reopening plans now so that they can better prepare to support our families and children. For our family, OST programs have been a lifeline, keeping [my child] safe while I am at work, and helping my child learn and grow.

As a partner, OST programs can offer academic support to help kids catch up, provide staff who are focused on helping kids heal and reconnect, and keep our kids safe while parents work.

I know we all share deep concerns for our children. Please, let's involve OST partners to help provide the support our children need to emerge from this crisis hopeful, confident, and resilient.

Sincerely,

(NAME)

Sample Email Families Can Send to Their Child's Principal

(SPANISH VERSION)

Estimado Director de la escuela,

Muchísimas gracias por todo lo que usted hace apoyando a nuestros niños y niñas y a la comunidad escolar en estos tiempos tan difíciles. Todos sabemos que tiene que sobrellevar muchos desafíos planificando cómo reabrir la escuela, y estamos muy agradecidos por todo el esfuerzo que hace para proteger a los alumnos y el personal de la escuela mientras continúa apoyando el aprendizaje de los alumnos.

Como (madre/padre/otro), también me estoy enfrentando a las dificultades que vendrán. Estoy preocupado/a por la salud de mi hijo/a, su aprendizaje y su bienestar y salud mental. Y la verdad es que no sé qué es lo que nuestra familia hará si mi hijo/a no va a la escuela todos los días o durante todo el día. Nosotros no tenemos los recursos para quedarnos en casa y dejar de trabajar.

Por eso me gustaría que se comunicara que el programa de después de la escuela (nombre del programa) acerca de los planes para abrir la escuela, así ellos pueden apoyar a nuestras familias y niños y niñas. Para nuestras familias, los programas después de la escuela han sido una enorme ayuda porque sabemos que nuestros hijos e hijas están seguros mientras los padres están en el trabajo.

Sé que todos tenemos nuestras preocupaciones acerca de nuestros niños y niñas. Por eso le pedimos que incluya a los programas extra curriculares, porque con ellos la comunidad educativa recibirá el apoyo y el acompañamiento que les permitirá a los menores salir de esta crisis con renovadas esperanzas y mayores deseos de continuar sus aprendizajes.

Saluda muy atentamente

(NAME)

TOOLS FOR REOPENING

Sample Email Families Can Send to Their Child's Principal

(ARABIC VERSION)

عزيزي المدير الإداري،

نحن نعلم أنك كم التحديات التي تتعاملون معها في إطار مجهودات إعادة طلبنا إلى مبني مدرستنا بأمان، ونحن نقدر منكم هذا العمل العظيم. وباعتبارنا شريكاً مجتمعياً طويلاً الأمد يخدم العديد من نفس الأطفال والأسر التي تخدمها في مدارسكم، نود أن نضع مواردنا في خدمتكم - بما في ذلك مرافقتنا وموظفيها واتصالاتنا - للمساعدة في مواجهة التحديات اللوجستية وتحديات الميزانية التي تواجهها المدارس.

العديد من برامجنا المحلية بعد المدرسة هدفها أن تبقى مفتوحة، وأن تستمر في خدمة الطلاب والأسر اليوم، وعلى استعداد للمساعدة في جهودكم لإعادة البناء والعودة أقوى مما كانت عليه قبل COVID-19. نطلب منكم أن تكون مدعوين إلى مناقشات التخطيط الخاصة بكم وأن تأخذوا في الاعتبار الطرق التالية التي يمكننا تقديم الدعم بها:

• الوقت - تقدم برامج ما بعد المدرسة والصيف دائماً الدعم الأكاديمي الهام وخدمات تنمية الشباب لطلاب مراحل K-12 وأسرهم خارج ساعات الدراسة التقليدية. وبالنسبة للمدارس التي تتعامل مع جدول مدرسي مرتبك، فإن هذه الخدمات التكميلية تعتبر أكثر أهمية من أي وقت مضى .

• المكان - تعمل برامجنا في أماكن متنوعة، وغالباً ما تنتقل بين الفصول الدراسية والأماكن المجتمعية. يمكننا مساعدة المدارس على توسيع نطاق التعلم والمشاركة لتشمل المراكز المجتمعية والحدائق والمكتبات والجامعات والأماكن الدينية وغيرها.

• فريق العمل - يمكننا توفير المزيد من الموظفين، بما في ذلك المهنيين الذين يتم تدريبهم على التنمية الإيجابية للشباب، والتعلم عبر الإنترنت والرعاية المستنيرة للصدمات. إن التعامل المباشر مع واقع الطالب أمر بالغ الأهمية لمساعدتهم على التعافي من فقدان التعلم والعزلة الاجتماعية التي فرضها عليهم الوباء في الفترة السابقة.

• إشراك الآباء والأمهات والأسر - العديد من الأسر في أزمة، وتحتاج إلى دعم إضافي، حيث أنهم يعانون من أجل البقاء على اتصال بشكل مستمر فيما يتعلق بالبروتوكولات والجدوال المدرسي الجديدة التي يتم وضعها وإجراءات التعليم والنقل والسلامة. سوف تحتاج المدارس إلى أن تكون أكثر تواصلاً من أي وقت مضى مع الأسر وبرامج ما بعد المدرسة يمكن أن تساعد. لدينا علاقات عميقة مع الأسر والشركاء في المجتمع المحلي، وتاريخ طويل من تنسيق الخدمات لتلبية احتياجات الأسر الاقتصادية والصحية والغذائية وغيرها من الاحتياجات.

Sample Email Families Can Send to Their Child's Principal

(ARABIC VERSION – CONTINUED)

• الابتكار – برامج ما بعد المدرسة قادرة على التدخل بمرونة وتركيز بسرعة في ظل ارتباك الجداول المدرسية ونظم تقديم التعليم. يمكننا توفير بيانات آمنة وغنية بالتعلم والتي تشرك الطلاب في مشاريع وأنشطة ذات مغزى ترتبط بالتحصيل الأكاديمي.

ما نطلب منه:

دعوة برامج ما بعد المدرسة إلى مناقشات التخطيط الخاصة بكم، وإشراكهم في وقت مبكر حتى يتمكنوا من تحديد أفضل السبل لتبادل الموارد والمرافق.

• التعاون مع أولياء الأمور والمعلمين والطلاب والمنظمات المجتمعية لدعم تقييم الاحتياجات.

• وضع إطار توزيع مدروس للموارد بين المدارس وبرامج ما بعد المدرسة المساعدة في تخفيف قيود الميزانية وضمان تلبية الاحتياجات الأكاديمية والاجتماعية والعاطفية للطلاب.

الطلاب على استعداد للمشاركة بشكل كامل في المساحات الأكاديمية والاجتماعية والمادية مرة أخرى، وأولياء الأمور (بما في ذلك المعلمين) بحاجة إلى العودة إلى العمل لحفظ على قوة اقتصادنا. الشراكة الحقيقية بين وقت المدرسة والوقت خارج المدرسة أصبحت أهم من أي وقت مضى. معا يمكننا بناء نموذج أكثر تنسيقاً، وبساطة، وكفاءة من حيث التكلفة للخدمة المدرسية ويوم العمل الكامل. وأفضل نتاج لذلك هو أن طلابنا سيستفيدون أكثر.

يمكنكم التعرف على المزيد عن شبكة برامج ما بعد المدرسة هنا: ([رابط الموقع لمزيد من المعلومات](#))

يمكنكم أيضاً التواصل معي عبر البريد الإلكتروني الخاص بك أو (XXX) XXX-XXXX. سأسعى أيضاً للمتابعة مع مكتبك عبر الهاتف الأسبوع القادم.

مع خالص التقدير

(الإسم)

Sample Sign-on Letter: Gather Signatures and Share with School Officials

Join us in urging school officials to partner with OST programs this fall. These programs can provide critical resources – facilities, staff, expertise, connections – to help schools expand learning opportunities for students and support parents who need to return to work. Please add your name and email to the sign-on letter below.

SIGN-ON LETTER: REOPENING MICHIGAN SCHOOLS WITH OST PROGRAMS

Schools across our state are grappling with the massive, uncharted task of bringing students back into school buildings safely. Many will reopen with staggered schedules and remote learning. This creates overwhelming challenges for students who have already lost months of learning and parents who are struggling to manage kids' online learning from home while trying to keep up with the demands of work and family responsibilities.

OST programs stand ready to partner with schools to ensure that kids have a safe place to learn every day and parents are able to work.

OST program staff, facilities, and connections can help schools address logistical and budget challenges, no matter which strategy schools use to reopen. These programs also are uniquely qualified to support students who have experienced social disconnection, trauma and significant learning gaps. Decades of research shows that OST programs keep kids safe, engaged, and learning.

OST providers across Michigan are seeking partnerships to help schools reopen and rebuild stronger than before COVID-19. Please involve afterschool leaders in our schools' reopening plans. We need them to help our kids recover from this period of academic, social and emotional loss—and without these programs, many parents, including teachers, will not be able to return to work.

ADD YOUR NAME



Out-of-School Time (OST) programs are essential to America's economic recovery.

- Our country will emerge from this pandemic in a different place. The losses are shattering, the stability and economic security of millions of families have been undermined, and many of our children - our most precious resource - have been shaken or traumatized. Our number one priority as we emerge from this crisis must be to build or rebuild their resilience and hope for the future.
- That begins with the realization that OST programs have long been key to students' success, and will be even more so in the months ahead.
- They also are key to economic recovery. As towns, cities, and states seek to restart local economies, many parents will be unable to go back to work if their kids are still home and without supervision during the after school hours.
- Where they can, OST programs have been supporting students and families who are at risk, and supporting essential workers by providing engaging activities and safe places for their children. These programs, especially summer learning programs and camps, will need to be expanded with enhanced safety protocols as more parents leave home to get back to their jobs.
- As we look toward fall, school schedules may look very different, perhaps with staggered schedules for students to attend classes and some continuation of remote learning. We will need to reimagine students' days - and how programs could support youth during expanded out-of-school hours.
- Before the pandemic, 3 in 4 parents said OST programs provided peace of mind so that they could work. The need to support parents will be even more essential going forward. [\(See supporting data.\)](#)



OST programs are critical to help students catch up and keep up.

- The coronavirus crisis has closed schools nationwide and millions of students have already experienced learning loss. A report by NWEA (Northwest Evaluation Association) found that "students may return in fall 2020 with less than 50% of typical learning gains and, in some grades, nearly a full year behind." (See <https://www.nwea.org/blog/2020/covid-19-school-closures-could-have-devastating-impact-student-achievement/>)
- Polls show both kids and parents are worried about learning loss. In the U.S., 52% of children are worried that they will not learn enough to be ready for school in the fall, while 51% report spending only 2-3 hours per day on school work. Among parents, 66% want to ensure their child does not fall behind in school. ([See April 2020 national poll by Save the Children.](#))
- Before the pandemic, OST programs were helping students reach their full potential. Students in programs earned better grades, were more engaged in school, and more likely to graduate. ([See supporting data.](#))
- During the crisis, OST providers have been innovating to keep youth engaged, active, and connected with remote support and virtual programming, including help with school work and hands-on activities that complement school lessons.
- As we move ahead, whether virtual or in-person, students will need even more robust support from OST providers to catch up and keep up. And programs will need to expand their offerings to cover more hours, to meet adjusted school hours and schedules.



OST programs were a lifeline for underserved communities before the pandemic; now they are more important than ever.

- OST programs bring opportunities to youth to learn, to grow, and to reach their full potential.
- The importance of OST is especially pronounced in low-income communities and communities of color where historically participation in and demand for afterschool programs have been much higher than in higher income communities. Demand also has long been higher among African-American and Hispanic than Caucasian children.
- Programs provide underserved youth with snacks and meals, expanded learning, and skills to thrive in school and life. Many partner with schools, churches, and other local organizations to offer services for free, including daily snacks and suppers, and connect families with health care, employment, and other resources.
- OST program staff develop close relationships with the families they serve. Not surprisingly, many families are turning first to their OST programs for help and information in this national emergency.
- The gaps in opportunity that already disadvantage students from low-income families experience are likely to grow, with many more families struggling from job losses and fallout from the pandemic.
- OST programs are uniquely positioned to help youth and their families through this crisis.



OST programs support students' social and emotional well-being, and can help youth reconnect and re-engage after this period of loss and isolation.

- Programs are uniquely positioned to help kids learn and grow—and that includes helping them manage stressful, traumatic experiences.
- OST programs provide a safe place where caring and supportive staff connect with kids, engage them in hands-on learning, help them navigate challenges, and talk about how to make good decisions. Students who struggle in school get the extra help they need; children who struggle to fit in find safety and a place to belong; kids who are experiencing a difficult situation at home get time with friends and mentors, hands-on projects, a chance to lead, explore and create without stress.
- The OST field has long focused on the whole child and staff are trained professionals who stand ready to provide the necessary supports kids need to emerge from this crisis strong, resilient and hopeful.
- These supports are more critical than ever as life under COVID-19 lockdowns creates tremendous stress for children and has parents concerned about their kids' well-being. In the U.S., 67% of parents are worried about their child's emotional and mental well-being because of the virus. When asked about their feelings, kids reported being bored (51%), worried (49%), scared (34%), anxious (27%), stressed (23%). [\(See April 2020 national poll by Save the Children.\)](#)



Now is the time to invest in OST programs.

- OST programs stand ready to help parents return to work – and keep kids safe and learning.
- But without support from state and local government, 3 in 4 programs are in jeopardy of closing permanently or laying off staff.
- Additional funding will be needed to help programs operate safely and cover the costs of lower staff ratios, longer hours, and enhanced cleaning protocols and equipment.