READY TO REOPEN

A Toolkit to Help Out-of-School Time Programs Restart Strong

TULSA PUBLIC SCHOOLS

POPPORTUNITY PROJECT
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Acknowledgement

This toolkit was adapted from a resource developed by our partners at the Denver Afterschool Alliance (DAA). The DAA works at the intersection of quality and access to ensure that all Denver youth benefit from afterschool programming that keeps them safe, inspires them to learn, and prepares them for the future.

How to Use This Toolkit

This toolkit gathers a range of resources to support program reopening for the 2020-2021 school year after closure due to COVID-19. All resources provided, or linked to, are offered purely as examples and should not be considered advice, guidance, or requirements. Further, this toolkit does not attempt to interpret government orders. Rather, it connects you to the most current and relevant information from state and local governments.

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Throughout the toolkit, you will find links to checklists and example documents. The checklists with The Opportunity Project logo are designed to be editable templates. Use them freely to meet your needs – they are shared as Google documents to facilitate modification and personalization. To modify a checklist, make a copy of the Google document and edit that copy. Learn how in the video Google Drive: Make a Copy of a View Only (Master) File. Please do not remove the attribution information on the checklist. Any checklists without The Opportunity Project’s branding should not be modified unless there is a note explicitly allowing modification.

We do not recommend printing the toolkit in its entirety because much of its value comes from live embedded links. However, feel free to print any of the tools linked to in the document. Changes in national, state, or local orders or guidance, or development of new and exciting resources may necessitate periodic updates to this toolkit. If an updated version is available, we will send word via The Opportunity Project’s social media platforms, website, and newsletter.
How to Use This Toolkit

In addition to this toolkit, we encourage you to take advantage of two other learning resources we are keeping current for you:

- The **Opportunity Project Online Learning Platform** has a wide variety of professional learning opportunities. Additional modules related to this guide are coming soon. To sign up, go to theopp.nextthought.com and click “Get Started.” Fill out the fields to create your account. To add courses, click on the “+Add” option on the home screen to view the course catalog. From there, you can enroll in any open courses or redeem a code for a private course.

- **Professional Learning Webinar Opportunities for Youth Development Professionals** is a regularly updated webinar schedule with opportunities that keep connected to the field and further your learning.

Many of our national partners have curated helpful COVID-19 resources not included in this toolkit. To find resources beyond those suggested here, consider regularly visiting the COVID-19 pages from:

- **The Collaborative for Social Emotional and Academic Learning**
- **The Forum for Youth Investment**
- **The Weikart Center for Youth Program Quality**
- **Afterschool Alliance & National Afterschool Association**
- **Every Hour Counts**
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Out-of-school time providers across Tulsa are grounded in positive youth development and prioritize relationship building as part of creating a safe and supportive program environment. Additionally, programs in Tulsa have begun the important work of infusing social emotional learning (SEL) into program structures to ensure that students have the social emotional skills needed to thrive.

With this foundation in place, your programs are poised to address the need for SEL that is now greater than ever. As students begin going back to school, whether in person or virtually, it will look and feel different. Your staff, your participants, and participants’ families will need extra support to navigate their new normal.

The Collaborative for Academic, Social, and Emotional Learning offers Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening Schools as a helpful resource. Focusing on relationships between families, staff, students, and schools, the roadmap offers guidance on integrating SEL into reentry plans and collaborating with schools to give students the social emotional supports they need for a successful return to learning.
Communicating with Families

As parents and other caregivers consider the fall, they are balancing their need to work with concerns for where their children will be during the day and what will keep them engaged at home during hybrid or virtual learning. At the same time, you may not yet have answers about what your programming will look like in the fall and how it will help meet their needs. Keep parents informed of your decision-making process, provide updates on your timeline for making decisions, and share your decisions as soon as possible.

“The worst thing you can do from a customer service standpoint is just say nothing, go dark, under communicate. That just frustrates people.”
- Rich Fulop, Founder & CEO, Brooklinen

Sample letters can help you shape communication to families for four different scenarios:

- **While you are working to make a decision about fall programming**
- **When you’ve decided to offer virtual programming**
- **When you’ve decided to offer in-person programming**
- **When you’ve decided to offer hybrid programming**

The Centers for Disease Control (CDC) also created a sample letter that organizations can send to families to address COVID-19 procedures and concerns when opening in-person programming. Here is an editable version of the [CDC Sample Letter to Families to Address COVID Concerns When Reopening](#).

In addition, it may be valuable to use a [Provider to Parent Survey](#) to determine families’ interest in and expectations for programming.
Facilitating Orientations and Family Engagement Events

Many programs work to engage families in programming with orientations or family nights. While bringing families to an in-person orientation may present social distancing problems, even for in-person programs, engaging families virtually is a great option.

You can use virtual orientations to introduce families to staff, give an overview of your program logistics, give a virtual tour of your program space, and address questions and concerns about student safety. Consider families’ current connection to and understanding of your program when establishing a virtual orientation. If you are predominantly serving returning families, a prerecorded video orientation might be adequate. For new families or more complex programs, a live virtual orientation might be more appropriate to allow discussion.

Throughout your session, consider how you can connect parents to their child’s experiences virtually rather than hosting in-person family engagement events. Consider recording a video (with attention to student media releases) you can share with families where students highlight their achievements and learning. Or consider asynchronous family activities that can build on participant experiences in your program.

Providing Resources and Support to Parents

Parents may look to you, as a trusted member of their community, for ideas on how to best support their child’s social and emotional growth during this time. Here are a few places to look for resources and ideas you can share with parents:

- The Opportunity Project’s Resources for Remote Learning includes at-home learning resources for students and families.
- Tulsa Public Schools has compiled a list of Wellness and Mental Health Resources for families. They also provide broader COVID-19 Resources and regular updates on plans for returning to school in the fall on their page Back to School 2020-2021.
- Marc Brackett, the author of “Permission to Feel” and creator of RULER, has shared a process for creating an Emotional Intelligence Family Charter that helps families think about how they want their home to feel.
• Stay Active OK provides fun games and activities for families through its website and the Stay Active OK YouTube Channel.

• One of our partners, Denver Public School’s Extended Learning and Community Schools (ELCS), has created a YouTube channel with ELCS at home tips for supporting youth that offers positive youth development strategies.

• Through Relate918, our partnership with Tulsa Public Schools, we have created an Interactive Virtual Calm Room that draws on the RULER curriculum and tools to bring together resources from Stay Active OK, community partners, and national organizations.

• Tulsa’s Community Service Council offers a COVID-19 Connection Hub for Resources that can also be accessed by dialing 211 from any phone.

Supporting Your Staff Through Closure and Program Relaunch

Whether you are preparing for virtual or in-person programming, or your team is still waiting to understand next steps, maintaining strong relationships and a sense of team is important. Staff may be dealing with fear and uncertainty around their job, dealing with personal experiences with COVID-19 illnesses or loss, or determining how to support their own children as they return to school. As you prepare to launch programming, make sure staff know they are supported and that teams continue to connect and stay strong.

Dedicate Time to Virtual Team Building

There are great ways to keep your team connected and even strengthen your bonds during this time. Watch the recording of Team Building In a Virtual World from our partners at the Denver Quality Afterschool Connection presented by Adam Kullberg, Director of Education at Pop Culture Classroom in Denver, for great ideas on virtual team building.

Track Staff Satisfaction

Now is a great time to show your staff your commitment to their success in your organization. Staff surveys and stay interviews are two options that can help. The Beyond the Bell Toolkit from the American Institute for Research offers a simple Staff Satisfaction Survey Tool with a sample survey and tips for developing and administering the survey.

The purpose of a stay interview is to find out what motivates your team members to stay with your organization. The HR experts at Insperity suggest 6 Stay Interview Questions you can ask to send the message that your staff member is valued and gather ideas on how to continue to support your team.
Plan for Daily Check-Ins

When our teams are together, we tend to naturally check in on how everyone is doing. While we are virtual, and in times of transition and uncertainty, it’s vital to check in consistently. These check-ins allow you to understand how your staff are showing up each day, to ensure they are in a place to support youth, and to identify how you can best support them. This Daily Check-In Agenda Template can be used for a quick, in-person or virtual daily stand-up meeting. If you are meeting with staff in person, make sure you continue to maintain all protocols for business reopening from national, state, or local orders and guidance.

Offer Staff Additional Resources

Your staff may look to you for additional support with self-care or finances. Here are a few places to look for resources:

- Our Resources for Remote Learning page includes self-care resources and we welcome your staff in our 5-Day Self-Care SEL Challenge.
- Our Professional Learning Webinar Opportunities for Youth Development Professionals not only provides great opportunities for ongoing staff learning and development, but also regularly includes self-care sessions.
- The Denver Quality Afterschool Connection has compiled a great list of COVID-19 Self-Care Resources for Youth, Staff & Orgs (scroll down to the second section).
- The Denver Afterschool Alliance and Denver Public Schools’ Social, Emotional and Academic Learning (SEAL) team has compiled a list of SEL-F Care Resources.
- Our partners at Prime Time Palm Beach County have created a Seven-Day Self-Care Challenge.
- If you have had to furlough staff, the Oklahoma Employment and Security Commission is working to process claims and answer questions as quickly as possible via an expanded call center and virtual agent.
- View the Supporting SEL Wellness for Staff & Colleagues webinar hosted by our partners at The Forum For Youth Investment’s David P. Weikart Center for Youth Program Quality.
- The CDC website Coping with Stress offers tips for coping and building resilience.
- “You Got This” is a series of webinars developed by Education First, Transforming Education, & Teach Plus. The google link provides access to the recordings, as well as notes, strategies, additional resources, and suggested apps discussed in the conversations.
- If your staff need supports beyond what you feel able to deliver, work with your human resources team or provider to find additional supports.
Building Relationships with Students

The children and youth in our community always look to out-of-school time providers as trusted and caring adults. During times of crisis and trauma, our efforts to build connections and relationships with students become even more critical. Though social distancing limits our ability to give hugs or high-fives, we can still ensure that our students feel seen and heard. The checklist Building Developmental Relationships During the COVID-19 Crisis from The Search Institute provides an overview of relationship building during this time, but you can find additional resources in the sections on virtual and in-person programs.

Additionally, our participants will look to us to see how we respond to the COVID-19 pandemic and may ask us questions about the current situation. Consider how you can talk about the pandemic in ways that are understandable and supportive for participants.

• Malaka Gharib, an NPR editor, author, and illustrator, has created A Comic Exploring The New Coronavirus to help kids understand coronavirus.

• The World Health Organization offers a Talking About COVID-19 tip sheet. Though geared toward parents, it can serve as a resource for your conversations with participants.

• Our partners at the Greater Tacoma Community Foundation have compiled Guidelines for Addressing the Coronavirus Outbreak.

• Colorado and King County Washington offer resources designed to fight stigma related to COVID-19 including tips to Stop the Spread of Racism and an info sheet about Coronavirus and Stigma. Be aware of the stigma associated with coronavirus, reference CDC tips for Reducing Stigma around COVID-19, and think about how you can create a safe and inclusive environment for your students.

• The National Association of School Psychologists regularly provides resources on talking to kids during times of crisis and offers advice for Helping Children Cope With Changes Resulting From COVID-19.

As an organization, identify professionals such as counselors, psychologists, and social workers from the schools you partner with who can step in if your students need support beyond what you can provide.
Building Relationships & Communicating with Families

“After-school needs to be at the table when figuring out reopening schools.”

- Jodi Grant, Executive Director, Afterschool Alliance

Building Relationships with Schools

For many youth programs, schools are more than partners in supporting participants – they are also the facilities from which we deliver our programs. The Afterschool Alliance is elevating the conversation about why Afterschool and Summer Learning Programs Are Essential for COVID-19 Recovery. We have an incredible opportunity to strengthen, and even redefine, the relationship between schools and out-of-school time programs.

The American Institutes for Research has reviewed a variety of reopening guide for schools and offers an analysis of COVID-19 and Whole Child Efforts. This review can serve as guide for discussing how your program can support schools. Further, their brief, Recognizing the Role of Afterschool and Summer Programs and Systems in Reopening and Rebuilding, provides six concrete ways to support schools that you can discuss with your school partners.

For programs offered in schools, the School Site/Learning Partner Checklist for In-Person Programming can serve as a guide for discussing your program’s needs with your host school and ensuring alignment on expectations, communication, and protocols.

As you work more generally to continue to strengthen your partnerships with schools, reference the School & Community Partnership Toolkit from the Youth Development Executives of King County for a robust set of tools to improve coordination between schools and partners.
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Deciding Between Virtual, In-Person, or Hybrid Programming

Each organization is unique, and the decision to offer programs in-person or virtually depends on myriad factors. Throughout your decision-making process, you should consider local, state, and national order mandates, and should consult with your insurance provider and legal counsel.

You can use the following checklists to help guide your discussion and decision-making. Additionally, these checklists can help you gather notes you can reference when creating your justification and messaging regarding your decision.

The CDC has also created a decision tree for **Youth Programs and Camps During the COVID-19 Pandemic** and a **Suggestions for Youth Programs and Camps: Readiness and Planning Tool** to help guide programs through reopening decisions. These resources include a general readiness assessment, a daily/weekly readiness assessment, a tool to help with preparations should someone get sick, and special considerations and resources.

![Image of decision tree]

**Youth Programs and Camps During the COVID-19 Pandemic**

CDC offers the following resources and planning tool to help reopen youth camps: Readiness and Planning Assessment Tool.

- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources
- Highest Risk
- More Risk
- Lowest Risk
- Camp and youth programs should not open during high risk. Check local orders.
- A minimum of two weeks’ worth of missed revenue is recommended.
- Camp and youth programs not yet open should prepare for opening.
- Camp and youth programs that are currently operating should plan for potential closures.

**Guiding Principles to Keep in Mind**

- The more people a camp or youth program interacts with, and the longer the interactions, the higher the risk of COVID-19 spread.
- The risk of COVID-19 spread increases in youth camp settings as follows:
  - **Highest Risk:** Campers mix between groups and do not remain spaced apart. All campers are from the local geographic area (e.g., community, town, city, or county).
  - **More Risk:** Campers do not share objects. Outdoor activities are prioritized. All campers are from the local geographic area (e.g., city, town, county, community).
  - **Lowest Risk:** Campers do not share objects. Outdoor activities are prioritized. All campers are not from the local geographic area (e.g., community, town, city, or county).

- Be ready to consult with the local health department.
- Monitor child and employee absences and identify someone who may have been exposed.
- Plan for if children or employees get sick.

**Suggestions for Youth Programs and Camps: Readiness and Planning Tool**

The purpose of this tool is to assist directors or administrators in making reopening decisions regarding youth programs and camps during the COVID-19 pandemic. It is important to check with state and local health officials and tribal, territorial, or federal officials when making initial preparations.

Camp and youth program administrators may review and completeCamp and youth program administrators may review and complete this tool to share ways camp administrators can help protect campers, staff, and communities, and slow the spread of COVID-19.
## Virtual Program Decision Checklist

<table>
<thead>
<tr>
<th>Questions to Consider for Virtual Programming</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>☐ Do you have programming that is appropriate to offer in/can be adapted for a virtual environment?</td>
<td></td>
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<tr>
<td>☐ Does your financial model allow for the operation of a virtual program?</td>
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<tr>
<td>☐ If your program will require supplies, do you have a mechanism to get them to participants? Or can your program be modified so supplies are not needed?</td>
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<tr>
<td>☐ Do staff members have access to the technology and IT supports needed to run virtual programming?</td>
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<tr>
<td>☐ Have you met with legal counsel and addressed liability matters such as ensuring youth protections and the implications of the Children’s Online Privacy Protection Act? Have you developed an appropriate consent for participation?</td>
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<tr>
<td>☐ Do your participants have access to the technology needed for the program?</td>
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<tr>
<td>☐ Do you have adequately trained staff to run virtual programming and to ensure two (2) staff members are online during each program?</td>
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<tr>
<td>☐ Have you determined families’ need for and interest in virtual programming?</td>
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</tbody>
</table>

Based upon the American Camp Association resources Considerations for Youth Protection in a Virtual World and Creating a Plan to Start and Operate a Virtual Summer Camp: A Step-by-Step Guide.

**Make it your own**

- get an editable Virtual Program Decision Checklist.
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## In-Person Program Decision Checklist

<table>
<thead>
<tr>
<th>Questions to Consider for In-Person Programming</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>☐ Do current state and local mandates allow for programs of your type to be offered in person?</td>
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<tr>
<td>☐ Does your financial model allow for the operation of an in-person program including any additional costs related to health and safety?</td>
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<tr>
<td>☐ Are you able to offer programming in your typical location or have you secured a new location? (Example: Can you use local school buildings?)</td>
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<tr>
<td>☐ Does your location allow for adequate space to meet physical distancing requirements?</td>
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<tr>
<td>☐ Do you have control over the cleaning of a space, or do you have agreement from your facility partner to ensure all cleaning requirements are met?</td>
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<tr>
<td>☐ Are you able to establish a system for daily screening of participants and employees?</td>
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<tr>
<td>☐ Do you have access to all needed personal protective equipment (PPE) and additional safety equipment required for operation?</td>
<td></td>
</tr>
<tr>
<td>☐ Have you met with legal counsel to address liability matters and needed waivers for an in-person program for staff and participants?</td>
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<tr>
<td>☐ Have you determined whether funders have indemnified the program?</td>
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<tr>
<td>☐ Have you met with your insurance carrier and addressed liability matters?</td>
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List continued on next page
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### In-Person Program Decision Checklist Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do you have an adequate number of staff, currently employed or on furlough, who are properly trained and covered by health insurance, to staff in-person program operation and provide an adequate substitute pool?</td>
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</tr>
<tr>
<td>Are you able to modify your programming to allow for proper social distancing and limit sharing of materials?</td>
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<tr>
<td>Do you have a plan in place to protect high-risk individuals?</td>
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<tr>
<td>Do you have capacity for the ongoing monitoring necessary once programs are in operation (coordination with local health authorities, absence monitoring, etc.)?</td>
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<tr>
<td>Have you determined families’ need for and interest in in-person programming?</td>
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**Make it your own**

- get an editable [In-Person Summer Program Decision Checklist](https://www.surveymonkey.com/s/5URD8M3).
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Preparing for Virtual Programming

Considering Technology Access and Supports

As you consider transitioning to a virtual program, it is important to confirm your participants will have access to the technology they need to participate. Consider families’ access to devices and to the internet. If you find participants will not have a computer, you might also consider how to make programming accessible from a mobile device.

Navigating Online Platform Selection

There are many platforms that you can use to facilitate virtual programs. Assess which program makes sense based on whether or not your programing will be synchronous (students log in at the same time) or asynchronous (students can view any time). Additionally, review organizational policies and data privacy requirements with your legal counsel, particularly when selecting a social media platform.

The American Camp Association has compiled a list of Online Tools for Running a Virtual Program and has assessed the Virtual Program Platform Pros and Cons for several popular platforms.

The Denver Quality Afterschool Connection compiled a list of Positive Youth Development Virtual Resources that includes tutorials, tricks, and tips for some commonly used platforms.

Addressing Data Privacy and Consent for Virtual Programming

As you work with your legal counsel to determine your approach to the risk and liability of virtual programming, ensure you have carefully reviewed the requirements of the Children’s Online Privacy Protection Act.

The American Camp Association webinar Virtual Camp, Real Risk: Legal and Risk Management Considerations for Online Programs provides additional considerations.

The list of Elements to Consider for a Consent for Virtual Programming can serve as a starting point for you and your legal counsel to review and consider.
Selecting the Right Programs to Offer Virtually

As you begin to plan for virtual programming, focus on delivering a great experience for your participants. Consider how you will bring the traditional out-of-school time program flair to everything you offer so that learning and skill building can also be engaging and fun.

Consider which of your traditional programs can be adapted to a virtual environment. To decide, think through things such as:

- Availability of materials needed for the program
- Level of support youth need to complete the program activities
- Ability to adapt interactive elements to a virtual environment

And never forget: your creativity can make more than the expected possible.

Members of the Denver Quality Afterschool Connection recently generated a master list of Virtual Activity Ideas that might help you think about how you can modify some of your own program offerings.

Considering Programming Materials

When developing your virtual programs, carefully consider the non-technological supplies participants will need. Ensure all materials will be items that participants have at home, or consider safe ways to distribute materials to students.

Throughout virtual learning and as part of Super Summer, The Opportunity Project has partnered with school meal sites to distribute activity kits. These kits have included necessary program materials, additional enrichment activities, fun swag from partners, and more. Consider what materials your program participants will need and how you might distribute them rather than assuming materials will be available at home.

You might choose to distribute materials via locations families will already be visiting (schools, meal distribution sites, community service centers) or through safe, socially distanced home visits.
Creating Engaging Online Programs

Once you have selected what program you will offer, focus on making the programs engaging for participants.

- The American Camp Association webinar *Exploring Virtual Engagement* provides a range of strategies for keeping your virtual programming engaging.

- While geared towards adult facilitation, the Denver Quality Afterschool Connection webinar *How to Host a Virtual Training/Meeting for Adults* has a number of techniques and strategies that you might find applicable to work with students.

- The Forum for Youth Investment’s David P. Weikart Center for Youth Program Quality webinar *High-Quality Practices in Engaging Youth Virtually* shares strategies, tools, and resources to support programs’ transition to virtual experiences.

- The Ability Challenge outlines *Ten Ideas for Keeping Students with Diverse Learning Needs Engaged At Home* from both the instructor and family perspective.

- The Georgia Statewide Afterschool Network put together a *Summer Activity Guide* with 150+ activities for youth ages 5-18. These activities are based in skill building and social emotional learning and can be adapted for both in-person and virtual instruction. While written for summer, these activities can easily be used in afterschool programs as well.

- The Denver SEAL Team created a resource with *strategies for creating engaging virtual program experiences* for a variety of online formats.

Additionally, a few simple tips and tricks can help support the success of your virtual programming.

- Consider purchasing a *ring light* for staff
- Film or stream in front of a solid white background, or add your logo to your background ([here’s how on Zoom](#))
- Find a quiet area for recording or streaming
- Have a physical component or hands-on activity for participants to complete
- Include a social aspect for participants
- Pre-record content for participants who cannot log in at a particular time, or record the session for later viewing
- Consider how you might incorporate virtual field trips ([find a great list on our Resources for Remote Learning page](#))
- Consider creating yourself as a “*Flat Teacher*”
Facilitating Relationship Building and SEL in Virtual Programs

Now more than ever, students need to feel connected to the adults in their lives. Including relationship building and SEL in your programs can help meet this need for students. Consider the length of your program and the length of each program session when determining just how to incorporate this focus, but work to include it in every session just as you would if you were working with students in-person. The Three Signature Practices are easily adaptable to virtual spaces and can be built into your lesson plans for each session.

Additionally, Denver Quality Afterschool Connection members recently brainstormed a wide range of Virtual Get-To-Know-You Activity Ideas.

Our partners at the Denver Afterschool Alliance and Denver Public Schools have created SEAL Digital Lessons. While the site’s introduction is geared toward classroom teachers, all resources were designed with school and out-of-school time partnership in mind and can be leveraged in both places.

The website includes:

- Resources for class meetings you can use to create a virtual camp rally
- Weekly lesson plans for more in-depth instruction in SEAL
- Tools for creating your virtual offerings through a culturally responsive lens
- Additional lesson plans in the three SEAL competency areas: Self Awareness & Self Management, Social Awareness & Relationship Skills, and Decision Making.
- Several SEAL-related Digital Read Alouds In Spanish.

Move this World has created a reentry guide that considers the different environments in which we might be interacting with students in the fall. Their Toolkit: SEL Planning for Reentry has discussion questions for kids about the return to school, ideas on maintaining school culture, ways to incorporate daily SEL practice, parent resources, and guidance on how to adapt to different environments. Move this World has also compiled a variety of activities, tips and resources to support social emotional learning that you can share with your students and their families.
Managing Groups in a Virtual Environment

As you work to build relationships and bolster students’ social and emotional skills, pay attention to how you are facilitating positive group management in a virtual environment. Beyond the Three Signature Practices, program partners have been including office hours to provide support to students, using breakout rooms for behavior-related conversations, maintaining weekly contact with families, leveraging older siblings for support, and pausing frequently to check for understanding and allow for clarification.

You might also consider how to include discussion of “netiquette” and how to establish virtual norms or group agreements, just as you would for an in-person program.

Consider sharing the Zoom Online Class Moderator Security Checklist with your team to help ensure safety and security for online programming.

Infusing Positive Youth Development Practices

A move to virtual programming doesn’t prohibit you from doing what you know best: delivering great youth development content. As part of the Denver Quality Afterschool Connection Series, the webinar Infusing Positive Youth Development and Continuous Quality Improvement into Virtual Offerings with Youth and the accompanying list of Positive Youth Development Virtual Resources outline and support best practices in a virtual space from a youth development lens. Participants list Virtual Program Quality Assessment Ideas that suggest ways to apply elements of program quality in a virtual environment.

Measuring Program Quality and Impact in a Virtual Environment

Even as we move to a virtual environment, it is important to track metrics for evaluation and continuous improvement. This Cheat Sheet outlines metrics to consider tracking and tips on how to track them.

BellXcell, a national partner for program quality, has released this Research Base for the Quality Framework, and Remote Quality Checklist Tool to guide quality for virtual programming.

In response to organizations moving to virtual platforms, The Forum for Youth Investment’s David P. Weikart Center for Youth Program Quality is beginning to provide guidance on how versions of its Program Quality Assessment (PQA) can be applied to virtual programming. The list of Youth PQA Adaptations for Virtual Program Observation provides suggestions. Versions for the School Age and SEL PQA will be added.
This toolkit gathers a wide range of resources to support program relaunch. Your organization must decide when and how to offer programming by reviewing national, state, and local orders with your legal counsel. Use of this toolkit does not constitute compliance with any national, state, or local public orders. This toolkit is not advice from The Opportunity Project regarding compliance with public orders.
Preventing for In-Person Programming

Considering National, State, and Local Orders and Guidance

Consider the following guidance and orders as you plan for in-person programming.

Centers for Disease Control

CDC has issued a decision tree for Youth Programs and Camps During the COVID-19 Pandemic and Suggestions for Youth Programs and Camps: Readiness and Planning Tool.

Occupational Safety and Health Administration

OSHA has issued Guidance on Preparing Workplaces for COVID-19.

State of Oklahoma

The latest orders and guidance from the state can be found as part of the Open Up & Recover Safely (OURS) Plan.

The Oklahoma State Department of Health has provided Reopening Guidance for Child Care.

The Oklahoma State Department of Education has provided Return to Learn Oklahoma: A Framework for Reopening Schools.

City of Tulsa

The City of Tulsa’s current COVID-19 orders, including FAQs and updates, can be found on the city’s COVID-19 Resource Center.

Tulsa Public Schools

Tulsa Public Schools is providing regularly updated plans for the return to school on their Back to School 2020-2021 page with a calendar, schedule, and FAQ section.

Consider Your Target Population

You may find that at the point of program relaunch you are unable to serve as many students as you have in the past. With this in mind, carefully consider your program’s target population and how you might focus or prioritize program participation. Considerations could include participant age, caregiver’s work role, or school-provided information about individual needs.

Focusing Action With Helpful Checklists

The sections that follow provide ideas and strategies for launching programming in a manner that complies with governmental orders and guidance.
## Facilities and Social Distancing Preparation Checklist

Before you launch your program, use this checklist to track and address guidance and recommendations related to facilities and social distancing.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Identify an available facility with adequate space for maintaining cohorts of students in one space (such as groups of 10 participants per room) and an isolation room for sick children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Set up each program space to allow for the recommended social distance between participants (currently 6 feet apart when possible). Consider the following strategies:</td>
<td></td>
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</tr>
<tr>
<td>☐ Use the biggest classrooms and gymnasiums available.</td>
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</tr>
<tr>
<td>☐ Reduce capacity of each area to no more than 50% of the international building code capacity.</td>
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<tr>
<td>☐ Determine spots at tables that maintain social distancing and mark with painters’ tape.</td>
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<td></td>
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<tr>
<td>☐ Talk to kids about standing an arm’s length away and allowing for personal space. Pause during the program to conduct distancing checks.</td>
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<td></td>
</tr>
<tr>
<td>☐ Use hula hoops, pool noodles, or painters’ tape to mark socially distanced spaces during circles or afternoon meetings.</td>
<td></td>
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<tr>
<td>☐ Mark the floor anywhere children or parents will line up to ensure 6 feet of space.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Choose activities that allow for more physical space.</td>
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<td></td>
</tr>
<tr>
<td>☐ Do not play sports that require close team play.</td>
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<td></td>
</tr>
</tbody>
</table>

Based upon The Y of Metropolitan Denver COVID-19 Child Care FAQ and Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic from the Institute for Child Preparedness.

**Make it your own**

– get an editable Facilities and Social Distancing Preparation Checklist.
### Staffing Preparation Checklist

Before you launch your program, use this checklist to track and address guidance and recommendations related to staffing.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>□ Ensure necessary staff training related to COVID-19 orders and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Institute for Childhood Preparedness outlines areas in which staff should receive guidance or training within 48 hours of their first shift (Page 7): • Prevention of infection and spread of COVID-19 • Hand washing • Hygiene • Personal protective equipment • Signs and symptoms of COVID-19 • Guidelines for program operation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Ensure adequate staffing and scheduling for the ratio required to meet your cohort and group size requirements.</td>
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<td></td>
</tr>
<tr>
<td>For example, the CDC recommends a minimum of 1:10 ratio, but an ideal ratio of 2:8 for groups of 10 per room.</td>
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<tr>
<td>□ Work to keep staff with the same group of students each day.</td>
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<td></td>
</tr>
<tr>
<td>□ Determine which staff members are at increased risk of severe illness or have increased risk of exposure and implement a plan for their absence or return to work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, the Institute for Child Preparedness recommends allowing vulnerable staff to take a leave of absence until the pandemic is over (Page 7).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Implement daily health screening protocols for staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This sample wellness screen can serve as a basis for your screening tool. It expands beyond just COVID-19 signs and symptoms to ensure an overall healthy environment.</td>
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</tbody>
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List continued on next page
### Staffing Preparation Checklist Continued

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>☐ Consider establishing additional onsite positions to support programming during the COVID-19 pandemic. The Institute for Child Preparedness recommends the following positions: • Safety Officer (Page 8) • Nurse (Page 8) • Infection Control Staff (Page 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Create a communication system for staff to report illnesses and exposures. The CDC offers guidance on creating a communication system. Local public health agencies may outline additional reporting protocols.</td>
<td></td>
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</tr>
<tr>
<td>☐ Establish protocols for outside play that promote distancing.</td>
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<td></td>
</tr>
<tr>
<td>☐ Ensure that lesson plans allow for engaging outdoor activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Do not play sports that require close team play.</td>
<td></td>
<td></td>
</tr>
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</table>

Based upon The Y of Metropolitan Denver COVID-19 Child Care FAQ and Proposed Guidance for the Establishment of Emergency Child Care During the COVID-19 Pandemic from the Institute for Child Preparedness.

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The toolkit gathers a wide range of resources to support program relaunch. Your organization must decide when and how to offer programming by reviewing national, state, and local orders with your legal counsel. Use of this toolkit does not constitute compliance with any national, state, or local public orders. This toolkit is not advice from The Opportunity Project regarding compliance with public orders.

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**Make it your own**
- get an editable Staffing Preparation Checklist.
Preparing for In-Person Programming

Health and Safety Protocol Checklist

The protocols outlined in this section are designed to slow or prevent the spread of COVID-19 in your programs. The CDC has created a *Stop the Spread of Germs* poster you can hang throughout your program space as a reminder for staff, families, and participants.

Before you launch your program, use this checklist to track and address guidance and recommendations related to health and safety.

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>☐ Establish access control protocols that limit visitors and ensure screening of any necessary visitors. The Institute for Child Preparedness recommends suspending visits to programs (Page 9). In the case of shared facilities, the space used for programs should not be used by others in the building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Establish pick-up and drop-off protocols that limit contact including curbside drop-off and pick-up, staggered pick-up times, and online sign-in and sign-out. Watch a video that show an example of a check-in process from a program in Denver. The American Camp Association and the YMCA provide additional strategies for communicating with families about drop-off and pick-up (Page 70).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Establish daily wellness check protocols for staff and students. Ensure there is available staff trained to conduct daily wellness checks. Secure thermometer appropriate for wellness screening. This Sample Wellness Screen can serve as a basis for your screening tool. It expands beyond just COVID-19 signs and symptoms to ensure an overall healthy environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Establish cleaning, disinfecting, and sanitizing protocols for frequently touched surfaces, tables, toys, food preparation items, and laundry. Include daily cleaning and cleaning when someone is sick. The Institute for Child Preparedness recommends wiping down hard surfaces at least four times a day and tables before and after every use (Pages 18 and 26). The CDC offers Guidance for Cleaning and Disinfecting that includes a cleaning and disinfecting decision tool.</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>☐ Secure any needed cleaning and disinfecting supplies, including items needed to ensure staff safety when cleaning.</td>
<td></td>
<td>The American Camp Association and the YMCA outline a list of suggested quantities of program cleaning supplies and materials to have on hand before opening (Pages 81-82). Reference the EPA’s List N: Disinfectants for Use Against SARS-CoV-2 when selecting disinfectants and determining the needed contact time for proper disinfection.</td>
</tr>
<tr>
<td>☐ Ensure a plan is in place to minimize unnecessary contact and promote good hygiene.</td>
<td></td>
<td>The Institute for Childhood Preparedness recommends that unnecessary contact not be permitted. This includes hugs, handshakes, high-fives, pats on the back (Page 11). Institute for Childhood Preparedness also recommends that staff and students avoid touching their eyes, ears, mouth, and face and should cover coughs and sneezes (Page 11).</td>
</tr>
<tr>
<td>☐ Establish protocols for frequently washing hands for at least 20 seconds.</td>
<td></td>
<td>Post handwashing instructions at all handwashing stations. See the CDC handwashing posters for children and teens and the American Camp Association handwashing poster 1 and poster 2. When soap is not available, you can use hand sanitizer with at least 60% alcohol, but licensed child care facilities should follow all related licensing guidelines regarding hand sanitizer. The American Handwashing Association and YMCA outline handwashing misconceptions (Page 23).</td>
</tr>
<tr>
<td>☐ Determine how to incorporate learning about the spread of germs, handwashing, and not touching your face into programming.</td>
<td></td>
<td>The America Camp Association offers ideas on ways camps have made this learning engaging and fun with the article Handwashing: Make It Really Effective.</td>
</tr>
<tr>
<td>☐ Establish protocols for the use of masks by staff, families, and participants.</td>
<td></td>
<td>The CDC provides a wide range of resources about Use of Cloth Face Coverings to Help Slow the Spread of COVID-19. Tips include how to make, wear, and wash face coverings as well as considerations for wearing them.</td>
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</tbody>
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### Health and Safety Protocol Checklist Continued

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</table>
| □ Secure any additional PPE necessary for staff conducting temperature checks, working with sick children, or cleaning.  
The CDC tips for Screening and Triage at Intake recommend putting on an N95 or higher-level respirator, eye protection, and a pair of gloves before performing a temperature check. A gown may also be necessary if extensive contact is needed.  
The American Camp Association and YMCA provide more details on when to don additional PPE (Page 78) and instructions for donning and doffing PPE (Pages 79–80). | | |
| □ Consider discouraging participants from bringing food from home and instead secure catering or adjust food preparation protocols.  
The Institute for Child Preparedness offers helpful information about food safety and eating options (Page 15). | | |
| □ Secure disposable plates and utensil in addition to other needed food service supplies.  
The Institute for Child Preparedness recommends that utensils and plates not be shared by participants and notes that disposable, single-use plates and utensils are ideal (Page 15). | | |
| □ Establish protocols for all toys, including providing individual toys and supplies when possible.  
The Institute for Child Preparedness further recommends that multi-person games and supplies be limited in favor of individual toys and items such as crayons (Page 18). This is reinforced by the CDC (Page 44).  
The American Camp Association and YMCA provide good, better, and best practices for equipment based on activity type (Page 63). | | |

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Preparing for In-Person Programming

Health and Safety Protocol Checklist Continued

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</thead>
<tbody>
<tr>
<td>☐ Designate and prepare a space for isolation of sick children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Institute for Childhood Preparedness recommends that staff members or participants who show signs or symptoms of COVID-19 during programming should be sent home as soon as possible. An isolation room (ideally with a cot) should be set up while children are waiting for their parents. If a staff member attends to the participant by taking a temperature or providing other care, he or she should wear PPE as outlined above (Page 12).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Establish protocols for notifying staff and families of potential exposure and ensuring any participants or staff exhibiting signs and symptoms of COVID-19 do not return until after a period of self-isolation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>According to the American Camp Association and YMCA, those who have had close contact with a person diagnosed with COVID-19 need to be informed and should stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation. To protect patient privacy, contacts should only be informed that they may have been exposed to a patient with the infection. They should not be told the identity of the patient who may have exposed them (Pages 20-21).</td>
<td></td>
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</tr>
<tr>
<td>☐ Establish a communication protocol with parents to use in the event of a facility closure.</td>
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Make it your own
Modifying Programs

Getting Consent for Programming During COVID-19

As you work with your legal counsel to determine your approach to the risks and liabilities of offering programming during the COVID-19 pandemic, develop a waiver or consent for participation unique to the current situation.

The list of Elements to Consider for a Consent for In-Person Programming can serve as a starting point for you and your legal counsel to review and consider.

Facilitating Relationship Building and SEL

Now more than ever, students need to feel connected to the adults in their lives. You can help meet this need for students by focusing on including relationship building and SEL in your programs. Consider how to modify your afternoon meetings or check-ins to allow for intentional focus on relationship building and SEL. All of the SEL activities and resources in the Virtual Learning section are also applicable to and appropriate for in-person sessions.

Adjusting Activities to Allow for Social Distancing

As outlined in the Facilities and Social Distancing Section, activities should be designed to facilitate social distancing. This includes eliminating team sports and modifying activities that require physical contact. The Aspen Institute Project Play has released Return to Play, a risk assessment tool that analyzes a wide range of sports and physical activities. This can be used to help determine the relative risk of including specific activities in your program.

Rethinking Virtual Partner Activities

While you may be unable to bring in additional partners and activities as you did in the past, consider using virtual programming established by local and national partners to create exciting virtual field trip experiences. Consider the virtual tours and wide range of content-specific activities on our Resources for Remote Learning page.
Next Steps and Additional Resources

No one knows what the future holds, but gathering resources to address different situations can help you stay agile and effective. In addition to this toolkit, we encourage you to take advantage of two other learning resources we are keeping current for you:

• The Opportunity Project Online Learning Platform has a wide variety of professional learning opportunities. Additional modules related to this guide are coming soon. Sign up at theopp.nextthought.com.

• Professional Learning Webinar Opportunities for Youth Development Professionals is a regularly updated webinar schedule with opportunities that keep connected to the field and further your learning.

Uncertainty is challenging but by planning strategically, thinking creatively, and sharing our resources, we can collaborate to improve quality, access, and delivery of expanded-learning opportunities for Tulsa youth.