

Advancing Equity through Summer and School-Year Partnerships Transcript

June 10, 2020

Ian Faigley (00:01):

Good afternoon, again, everyone. We've got looks like what's a critical mass of people on today's call. It's a pretty impressive number, it's getting close to 300 participants and still rising. Thank you very much for joining us this afternoon. My name is Ian Faigley. I'm the Director of Outreach and Engagement here at the Forum for Youth Investment in Washington DC. The Forum for Youth Investment was founded in 1998 with the tagline of Moving Ideas to Impact because we help leaders think differently about what it takes to manage and sustain change, whether they're in the process of planning and partnering for impact, improving and aligning policies, or strengthening practices and programs.

Ian Faigley (00:40):

Speaking of managing change, we're all working and adapting in a time of unprecedented change. What came as a shock to me when looking at the calendar is that we're 11 days away from the actual beginning of summer, it feels like it was March 13 the last time I was here in the offices. In a timely and important conversation for today's time, we have a wonderful group of presenters gathered today to discuss Advancing Equity Through Summer and School-Year Partnerships. Karen Pittman, our CEO and co-founder, has been writing and blogging on this time, and how we can build back better and broader. Her most recent blog, Summer. Learning. Loss. Leadership., challenges all of us to think carefully about the language we're using during these times. Due to the many COVID-19 disruptions our young people are experiencing learning and experiencing loss in profound ways. As we head into summer and start to plan for fall reopenings, we can't let justifiable concerns about academic learning loss limit our ability to craft broader responses like the ones being discussed today. We will be sharing the link to that resource as well as many others during the call, as well as afterwards.

Ian Faigley (01:53):

So I'd like to introduce our esteemed faculty for today. First Aaron Dworkin joined the National Summer Learning Association as Chief Executive Officer on June 3rd 2019, having most recently served as president of the After-School All-Stars national network, a nonprofit organization providing free after school and summer programs to 90,000 low-income students and more than 450 Title 1 schools in 20 major cities across the United States. Over the last 12 years, Aaron led the organization through tremendous growth significantly increasing the number of students served, doubling the After-School All-Stars national footprint and annual revenue while opening a national office in Washington DC to expand its advocacy efforts.

Ian Faigley (02:36):

Daniel Hatcher is the Director of Community Partnerships at the Alliance for a Healthier Generation where he has served since 2008. Daniel has a BA in international relations and a Master of Public Health both from Western Kentucky University. You can follow Daniel as he speaks across the country on the topic of children's health via @hatchdw on Twitter. Third, we have Brodrick Clarke, Director of Technical Training at the National Summer Learning Association. Brodrick has extensive experience working with the K-12 student population primarily in and out of school time setting. He's recruited and trained hundreds of youth workers and volunteers, and as a seasoned professional development trainer, he incorporates research and best practices with interactive simulations to engage his audiences in dynamic learning experiences, and you should be able to see that from his beautiful space that he's in today.

Ian Faigley (03:28):

This session is being recorded later this week, it will be sent to everyone who registered and also posted to the forum website along with any additional resources that are mentioned. All lines are muted to avoid background noise, but we strongly encourage you participating as much as possible via the chat. So it's now my pleasure to turn it over to Aaron.

Aaron Dworkin (03:52):

Thank you, Ian. And hello to everyone out there. And just wanted to say how wonderful it is to be with the Forum for Youth Investment and especially Karen Pittman who you referenced, who is such a huge leader for all of us in the youth development education field, and really wrote a critical essay right when this COVID-19 outbreak started about is Out-of-School Time now All the Time? And it's this great morphing of all the domains of education where we're all coming together trying to figure out how to support families, schools, communities. Where there were more clear lines before, we've always wanted to integrate but now there's forced integration which is wonderful about how we all can collaborate, and be hyper-creative. So I'm going to share a bit more about what NSLAs has been up to, summer is coming upon us. And I am very fortunate also to be with Daniel Hatcher a longtime partner and Brodrick Clark, who not only works with that NSLA but has worked with Weikart Center and a million other groups, American Camp Association, and has so much great experience and expertise down on the ground, working with families and students. So [crosstalk 00:04:59].

Brodrick Clarke (04:58):

Shout out to NIOST. Again, shout out to NIOST.

Aaron Dworkin (04:58):

Yeah. Shout out to NIOST as well. Okay. As all of you might know, National Summer Learning Association has been around for more than 25 years. And basically, our mission has always been to leverage summer as a time to not only support students but to combat summer learning loss. If you know that phrase, summer learning loss, that comes out of research NSLA did more than 25 years ago, and also like all of you trying to focus on how do we use summer to help close achievement and opportunity gaps which we know from research also grow over the summer months.

Aaron Dworkin (05:37):

But right now we're in a moment where summer is almost a metaphor for in equity. We always talk about summer as one of the most inequitable times in all of education, but if students are out of

school at other times of the year, and what we just saw, we saw that those with more resources are able to do more and those with less can suffer more. So, I think what we've learned from the summer learning field over the past few years, is something there are lessons that can be applied to the state that we're all in. So we go to the next slide, Daniel. I don't know if it's shifting. Okay.

Aaron Dworkin (06:15):

So I'm just going to state a few obvious things here that people may know, and I know we're posting in the chat box, and after I go through a few points and Daniel does I think we really want to hear from all of you who are working more closely and trying to navigate what does this summer look like, what is the fall and reentry and kind of reemergence back into school look like that could be very different, and what do we do even if there is another outbreak and students are out of school for an extended few months later.

Aaron Dworkin (06:42):

But just a few things that we do know, the summer can be very difficult and right now we are all entire country, not just students, are going through real trauma that needs to be addressed in programs. First and foremost, your staff, your families, we have more than 40 million people unemployed, we've had people home for months with all the challenges that that leads to. And then you see what's going on and the other challenges in our society and the protests across the country and the great inequities that are driving to be addressed right now.

Aaron Dworkin (07:14):

So, all of this is compounding we're really in a traumatic state, and any summer program really needs to focus on how do we address that first and foremost. There's physical and emotional safety issues that we always want to address over summer, there's hunger and security issues that are being addressed, nature deficit disorder, how little access to parks and playgrounds some young people have and some do. Lack of physical activity over the summer if you're not in a structured program. And so we see weight gain, and we see like we would know people eating healthier foods that they might get through their school program. Learning loss, of course, and we talked about it earlier but I missed that, lack of health care which we're seeing now in the COVID crisis. And just if you're older, just to make this point that summer programs and summer learning programs look like summer jobs and summer youth employment, summer internships, a lot of those have gone away. And then if you're a student with special needs who relies on a lot of support services during the year, you don't have access to that over the summer. So if you can go the next slide.

Aaron Dworkin (08:22):

So just again there's more research on this this is just one slide about the achievement gap. And you can imagine we know that during the course of a school year, middle and upper middle class kids, all students actually, are increasing their learning, maybe not at the same rate, but they're learning and they're doing better and they're making gains. It's over the summer that you see the big drop off and then they go. Some students have access to great opportunities to keep learning in fun, creative ways, others do not and then the gap grows and that gap is cumulative by the fifth grade. So this was just on a reading chart, you see it is actually much worse in math because math is something that usually families aren't as able to provide support around over the summer months, reading a little bit more. But, let's go to the next slide, Daniel.

Aaron Dworkin (09:12):

So the next slide talks about the opportunity gap. Again, these are all just the things I think we all know we understand just from our experience, and this is old data already so this is increasing. But the amount of money, typically, pre-COVID that a middle and upper middle class family will spend on their out-of-school time experiences and then especially over the summer, and then what some folks have what they could do with trips and SAT prep and all these other experiences, so it's just this huge gap again that grows from a financial gap and also we've talked about the achievement gap. Next slide.

Aaron Dworkin (09:53):

So, to spin it though, one of the reasons I think entrepreneurial educators always appreciate summer is that you do have more flexibility. And while there are these negative consequences that can happen, it's also this amazing, amazing time for opportunity, and to be creative. And one of the things we like to say about why summer can be so special and life-changing, is it's time for improvement, targeted improvement, not just for students with summer learning loss, but to think about your staff as a chance for professional development. Most education professionals get the majority of their professional development over the summer, summer programs are a chance to kind of both train your staff for things you want them to learn and do in the coming year, while helping students that same time.

Aaron Dworkin (10:37):

Also, time for innovation as we say so there are a lot of projects and programs you want to start you want to test them out, you might try them out in the summer before you scale them, and a lot of national organizations schools and programs have started out as summer programs. It's also a time for integration, and this is something we're seeing now during COVID, which is everyone always wants to work together the folks who are working more during the school day, the folks out-of-school time, after school, summer but once the school year starts everyone's very busy and it's sometimes harder to do. Summer gives you a little chance, a little flexibility, to actually bring all those stakeholders together in a real tactical, tangible way but now that's something that we're seeing all across the country and we could talk more about that.

Aaron Dworkin (11:21):

Finally, it's a time for long-term impact. There's so much experiential learning happens over the summer and in the programs all of you represent, and what's great about that is that the learning is both immediate and lasting. You learn something right now, it's a hands-on team-based, project-based experience, you learn something a new skill right there and then, but 25 years from now you can remember what you learned, and that when it was that you didn't learn it. And overall, it's a chance for us to make a huge impact and summer learning loss is something that collectively is in our grasp to actually solve as a country. Next slide.

Aaron Dworkin (12:01):

So, again, I would just say I think all of us, hopefully, are feeling this, but there is an empathetic aha moment that we are going through right now where all of us who work day in, day out, especially working with low income students, know some of the struggles we see it more over the summer, for sure. But the rest of the country those with other resources and others who are not thinking about

our issues and our students day in, day out, they are struggling at home, they're trying to balance work, they're trying to figure out how to feed their kids and get them online and figure out how to manage their school schooling and it's a real struggle. And a lot of folks are calling us saying, "Hey. Is this what happens over the summer? Are these are the challenges that lower-income folks might have, or people of less resources?" And we said "Yes. This is exactly." So for all of us, this is a chance to reach out to a broader swath of the public and bring them into our work because I think people are caring and seeing and experiencing the challenges we're all trying to address.

Aaron Dworkin (13:00):

I don't need to go through all the examples again, but it's also a time to be hyper-creative, because if there's limited resources and the need has gone up, none of us can do these do this work alone and we have to find unlikely partners, and connect the dots. And all of you if you're in out-of-school time especially, you're great bridge builders and you're great to kind of be in the middle and bring all the different stakeholders together. So, being creative, being collaborative, understanding and we could talk more about this later Brodrick especially has been doing a lot of this. While we were in this race to be in virtual and we have to for safety reasons and social distance reasons, that you need both, you still need the real-world relationship building that all of us are so focused on, and it's not enough to just say show up online and expect students are going to come or the family is going to be there and how do you still check in other ways that makes sure that relationships are happening, so the relationship and trust base. Could you go to the next slide, please. I don't if it's freezing. This is just a one-

Brodrick Clarke (14:04):

Aaron, could I-

Aaron Dworkin (14:06):

Yeah. Go ahead, Brodrick.

Brodrick Clarke (14:07):

Yeah. I just wanted to add that this is a real great time to lift up those practices that folks are engaged with and trying and doing many of us for the first time, particularly virtually. And those ideas I mean, on the last slide it referenced the work that is going on in North Carolina around re-imagining SYEP and the summer youth employment opportunity for young people. And just getting that information, I was able to turn that around in my local jurisdiction here, and while SYEP is still not happening, as a result it really began to influence the thinking around what's possible with distance-based workforce development. And so I just want to really encourage folks that we've all been on a billion webinars and there's a lot of things going, a lot of information, it can seem like overload. Just share it because you never know who that might touch and who it might influence.

Aaron Dworkin (15:04):

And there's so many resources that have been created and offered up and we have them and everyone's just trying to share them out and trying to aggregate them. This is one new book that's just come out, it's an E-book of activities for families to do that our founder, Matthew Boulay, put out and we're kind of making that available. But also, to all the Mott state afterschool networks, if you're close with them, have come together to create resources and activities for different age groups, plus

so many other curriculum providers are trying to do a lot and pretty supportive in our space it could be overwhelming. So I think a lot of people are looking to us to vet, and find the best kind of resources and activities that programs and families can use this is one example. Next slide.

Aaron Dworkin (15:51):

So you'll get access to all these slides, so I'm not going to go through them but this is, I just thought, interesting key points about what the book is mentioning and what families can do to make sure they support their students. Go to the next slide. There are great partners we have, as well as many others, have created different task forces and partnerships to create and aggregate all this expertise. One great group that's focused on families is called Learning Heroes, I encourage you to go to their website learningheroes.org. They've created not summer slide but summer strides and it's tools for families about how to support your students especially around their learning and around their reading, so we have a whole guide that we worked with them that's out there that we'll make sure people have access to. Next slide.

Aaron Dworkin (16:48):

And just, again, I think now push has come to shove, Ian said it. If your programs aren't running the way you need or your school district programs aren't, or the library, the public housing or Parks and Rec and people are like, "What can I do?" I mean, I would just say "Hey. Make sure that you recommend that we get healthy," and we'll hear from Daniel ways to do that, that's really important. Get ready for school, you can't do everything and make up everything you've just missed in school right now, but what is the weak spots or what is your teachers' recommending and what is the one area you can focus on that'll get you ready for next year? Get a skill, if you can, and when I said that you're not going to learn a career, but learn something that will be useful, that ties to a student's passion that could be fun. Apple just did a webinar with us about all their app developer curriculum that's free for folks, if students are interested in that. So, there's just a million different activities there that could kind of connect the dots between what a kid is passionate about, what a career opportunity is and how it ties back to their school.

Aaron Dworkin (17:50):

And then I would just say for the last two years about both of these reflect getting involved. Get involved as a mentor, become a mentee, leadership. There's so much we know in the world right now, students have a voice that they need to express and they need to be empowered, so if we could put them in position this summer to do that, that will be really helpful. Next slide please. I don't know if it's frozen. I can't see the next slide.

Daniel Hatcher (18:20):

[crosstalk 00:18:20].

Aaron Dworkin (18:20):

These are just some other resources. Sorry for this delay here. Brodrick was saying this, and a lot of folks are doing this Forum for Youth Investment's doing this, Afterschool Alliance, Every Hour Counts, all these wonderful groups, the National AfterSchool Association we're all doing webinars. We've been trying to do webinars and we've put the recordings on, anyone can look at on all these different topics that are trying to lift up examples of successful programs or models or new ideas that people

can learn from. So I'll just highlight that and all of this again will be available to everyone afterwards. Next slide.

Brodrick Clarke (19:05):

Okay. It's up. National Summer Learning Week.

Aaron Dworkin (19:06):

Brodrick, what is it?

Brodrick Clarke (19:07):

National Summer Learning Week.

Aaron Dworkin (19:09):

Okay. All right. Thank you. So just so you know, one thing that really matters here is for all of us who care about summer, it's summer has always been seen as a nice-to-have, not necessarily a need to have. I think this year with COVID, there's been a larger realization it's not something that just some students should have access to and others don't, so we want to make sure that everyone does and one of the ways we make that point is through National Summer Learning Week where we raise our awareness, and do a media campaign and we involve policymakers and media to come see your programs and see what creative work you're all doing. And we want to just highlight that and we could give you more resources to do so, but it's a big thing coming up and I think we need to take advantage of everyone's paying attention to what needs to happen over if, not just this summer, but summer next year as well. So thank you for that. I'll turn it over to Daniel.

Daniel Hatcher (20:01):

Thank you, Aaron. And I'll stop there, Brodrick. Anything you want to chime in with at this point before I revisit the goals for today?

Brodrick Clarke (20:14):

Just that there's a real robust conversation happening here in the chat box, I'll call people's attention to that. We're fortunate to have Karen here in the chat box sharing some words with us, particularly around the blog that Ian posted. The basic point of the blog is academic subject proficiency definitely slips into summer with gaps greater for lower-income.

Brodrick Clarke (20:37):

But this summer in particular we need to recognize the broader losses that are happening, the broader opportunities for learning if young people are encouraged to learn new skills and take on responsibilities, albeit not strictly academic. This brought a flexible approach to learning as to why summer has been so important for combating academic learning loss and increasing broader competencies, so that just really resonated with me as I'm sitting here looking at all the conversation in the chat box.

Brodrick Clarke (21:04):

And just really accurate echoing everything Aaron shared without, without question and we have a really great opportunity in this moment. Someone asked me the other day, "Do we stop doing the quality work because of all this that's going on right now and then when everything goes back to "normal" then we can go back to that?" And it's like, "No. No. No. No. No. Let's look at all that quality language and talk about how we can apply that in the current context that we're living in." Quality is quality. Young people need to be safe and supported and given opportunities to learn and lead, that's pre-COVID, during COVID, and beyond COVID. So, and of course with that I'll also share just it's great to see all the great organizations that's in the mix here in the chat box. Shout out to Stacy from the Weikart Center, and others who are joining us today.

Daniel Hatcher (21:56):

Thanks, Brodrick.

Brodrick Clarke (21:57):

Sure.

Daniel Hatcher (21:58):

So. Hi again, everyone. I'm Daniel Hatcher. I'm the Director of Community Partnerships at the Alliance for a Healthier Generation. We're great partners of the Forum and National Summer Learning Association, so just super grateful to be in this space with you all. If you're unfamiliar with Healthier Generation, we work with thousands of schools and community-based organizations across the country to help children eat healthy and move more, and create positive relationships with adults in their communities. So I'm going to revisit the goals for today. The first one, you can see if you're following along in the screen, is to "Acknowledge the importance of summer in school-year collaboration for equity," and Aaron definitely covered that.

Daniel Hatcher (22:43):

So the next three goals are focused on really sharing this space and lifting success stories and challenges and we want to hear from you, we want to know what resources are working in your community to support all children and their physical and social-emotional health. If you've ever been part of a Healthier Generation workshop or presentation, one of our key goals is to just create opportunities to connect and learn from what's happening on the grounds and doing that right now is more important than ever, so I am excited that we do have the webinar chat feature and the format for today will be a series of questions, and we want to really learn from you.

Daniel Hatcher (23:30):

And again, you're going to get a copy of this presentation, you can watch the recording, you'll get a list of the resources as well. So I hope you can use this time to take a deep breath, and share, and reflect on the last few weeks and where we're headed this summer and into the fall. So, again, the format for the next 35 minutes. We're going to post four discussion questions, would invite you to use the chat box and share. We do have the ability to pass the mic, so if you would like to share that way, you can indicate that in the chat box and we can see if that's feasible. And then, of course, all the links and resources will be shared in the follow-up.

Daniel Hatcher (24:23):

So I'm going to start with this first discussion question and Aaron and Brodrick deck will be weaving in and out with thoughts and reflections as well and I'll share some resources around how the Alliance for a Healthier Generation is approaching school and community collaboration right now and the resources that we have available. So the first question that I want you to reflect on is, "In your community, how are summer programs inclusive of out-of-school time and schools collaborating? How are these partnerships happening for you?" So in your community, how are summer programs, out-of-school, and schools collaborating? How are these partnerships happening for you?

Brodrick Clarke (25:13):

I have one I can share, Daniel. If that's cool.

Daniel Hatcher (25:19):

Absolutely.

Brodrick Clarke (25:23):

So inter-agency collaboration sometimes is very difficult, especially in systems that might be characterized as highly bureaucratic in their own right. It's tough working in that insulated environment then trying to connect to another institution, it's quite difficult, but these times that we're in right now really put us into a place. And so in Prince George's County the Department of Parks and Recreation is partnering with the Office of Community Relations within the county executive office to give young people a platform to talk about how they're feeling during this time. And one of the great tenets of that is that adults speak less and really just allow the young people the opportunity and the full platform to do that, and so I think it's showing us that true collaboration once it is truly intended to be such, and there's a desire to do that, that we can really do some really great things together in ways that we might not have had that success in the past, because of the silo building that we're so used to.

Daniel Hatcher (26:26):

Thanks, Brodrick. I appreciate you mentioning Parks and Recreation. There was a comment in the chat box about the lack of coordination. Healthier Generation has a strong partnership with the National Recreation and Park Association and they've really been an anchor in so many communities, and as we've worked to help children eat healthy and stay active, we will actually support about 2,000 recreation sites across the country. So I encourage if you're not connecting with your recreation agency right now, it's a really good opportunity to do that and find out how they're coordinating, many of those rec agencies are partnering with schools. I believe one I think number one partners of rec agency are schools. So as you're thinking about the next few weeks and months and if you feel uncertain, find one of those anchor partners like a park and rec that you can connect with. They've also played a huge role in helping kids get access to food this summer, so if that's a that is a need in your community. And we know it is and so many-

Brodrick Clarke (27:33):

Yeah. We have a partnership with the Capital Area Food Bank, where we're doing grab-and-go meals. And so any resident can just come up to one of our distribution locations in a socially distant responsible way pick up food. We also combine that with Grab N' Grow. And so recreation departments are about the rec centers, but it's also about the environment and the green spaces

and that kind of thing, so getting folks the materials that they need to do pollinate the gardens and getting them to understand what evasive species are and how to identify that on your property and that kind of thing and so it's a really good link for us. Especially when you talk about collaborating, these recreation agencies are charged with doing that, and so sometimes it's just an ask. Find out who that person is in that community outreach department or unit and get to know them, because they can give you that access you need.

Daniel Hatcher (28:28):

Yeah. Thanks, Brodrick.

Aaron Dworkin (28:28):

If I may, Daniel. I'll just add in there seen such great suggestions and ideas and examples in the chat box, but just again, I think the space limitations we all have are forcing collaboration as well. And even if we wanted to serve all the students you can't by the CDC guidelines and your local health. And so, people need to be more collaborative and looking at their local libraries who might have space, the parks and rec like you said, especially being outside for some learning opportunities.

Aaron Dworkin (28:58):

There are also a lot of summer camps. Both Brodrick and I are very involved with the American Camp Association, and so for anyone who may have regional offices, there might be summer camps, day camps, or overnight camps that are not able to be used, but have resources for you. And then this importance of doing asset mapping, Brodrick mentioned an example to me in a separate conversation about our Parks Department might have 1,000 vans sitting idle right now that could be used for dropping off meals or homework packets and libraries have books and all these different places. And so thinking about what do you need, what services are you trying to provide to the students, and then who are all the unlikely partners you could bring together that can help contribute?

Brodrick Clarke (29:42):

Thanks, Aaron. Ian, do we have anyone who raised their hand who wants to take the mic?

Ian Faigley (29:49):

Yep. There are two people. I'll give Carmen Alexander the first option. So I'm going to turn on Carmen Alexander's mic. So, see if this works.

Carmen Alexander (30:03):

This is Carmen Alexander. How are you? I'm definitely enjoying this webinar. I have found that working through organizations like Jewish associations and my church, and the college where I'm an adjunct allows me the opportunity to network throughout the city of Baltimore, where I'm teaching through Zoom on preschoolers. And, as well the Jewish organizations come weekly and we distribute box lunches to schools, to centers, to nursing homes, to communities. So I'm finding that works. Also, donations are coming in for things like school supplies and art supplies to help me to distribute them throughout the community. So, that's my piece on everything. Thank you.

Daniel Hatcher (30:55):

Thanks, Carmen.

Ian Faigley (30:56):

Thank you. We have one more, it's Sandra Donlon. Sandra Donlon I will open your line now.

Ian Faigley (31:17):

(silence).

Ian Faigley (31:17):

Sandra's still muted. So.

Brodrick Clarke (31:18):

There's just amazing conversation happening in chat box, I'll just point people's attention to that. Really appreciate folks taking the time to really type all that out. We certainly won't be able to read all of it, but I'm sure we'll be able to capture this?

Daniel Hatcher (31:33):

Yes. Yeah.

Brodrick Clarke (31:35):

And turn that around. So, thank you. Thanks, Karen, for all your thoughts there.

Daniel Hatcher (31:41):

[crosstalk 00:31:41].

Brodrick Clarke (31:40):

Suzanne, Jamie, Jaime, Crystal, Felicia. We appreciate you all for contributing in chat box.

Daniel Hatcher (31:46):

So, I'm going to pivot to our second question, just for time, and thank you for commenting in the chat box. Again, don't forget to raise your hand if you would like to take the mic. So the second question I want you to share is, "How can summer and school-year collaboration support the physical and social-emotional health of all students, especially those experiencing adversity and trauma?"

Brodrick Clarke (32:20):

That's a big one.

Daniel Hatcher (32:22):

And as you're thinking, I can just share my one observation from the many partners Healthier Generation works with. We've done a lot of training this summer with the statewide after school networks, and one of the key requests that I'm hearing from program staff is really around self care and helping staff take care of themselves, model that for students, provide guidance and support to families. So I think as all of us are supporting young people, building opportunities and planning in our day to take some time to breathe and take care of ourselves, because we're certainly going to need all adults modeling that this fall, and like Aaron outlined we're going to be dealing with a lot of trauma and adversity the kids have experienced this summer, and that takes its toll. So I think there's huge opportunities for all of us to practice self-care, and then utilize that and bringing that into the spaces where we work.

Brodrick Clarke (33:33):

Thank you, Daniel. I think as we collaborate we have the same sort of ends and goals in mind that we can agree to just be mindful. So along those same lines of self care, and I'll share a piece that I've been using quite a bit, I don't know if you can see that. But it's mindfulness games activity cards, I tend to do a lot of training and things with cards. But it's really chock full of things that you can do and we have business that we have to take care of, of course. But taking that five minutes in a training or in a staff meeting just to breathe and recognize that we're in this space right now and how awesome that is that we're here right now in this moment and feel that breath just for a few minutes, I think would be huge and really set the tone as we continue to learn and grow together.

Daniel Hatcher (34:26):

Yeah.

Aaron Dworkin (34:27):

This is Aaron. I know we have a lot of great ideas again in the chat box and so many of you have expertise in this, I just want to lift up a few resources. We did a webinar on kind of using sports as a healing tool and Daniel I think was involved but also, if you're not familiar with Up2Us Sport, they are an organization that has funding through AmeriCorps to fund trauma informed coaches to work in sports programs for young people.

Aaron Dworkin (34:53):

And they're offering training, same with the Laureus Foundation is doing a lot, and also We Coach and Coaching Corps so these are all these groups out here that are using sports as a hook to do more, and it does help in times of trauma to create a regular rhythm and activities and a distraction but also we know all the different mind and physical health benefits, but that these coaches are now thinking themselves much more as mentors and how can they connect with students through sports and then help them navigate some of the challenges? So there are a lot of coaches, trained coaches, that are available for free to a lot of programs on this call so just to make sure you look for those.

Brodrick Clarke (35:34):

Yeah.

Daniel Hatcher (35:35):

Thanks, Aaron. And to that point thanking this link between summer and school-year, I think one opportunity we all have is to create space and plan for opening circles and reflection time. And I went through a coaches training with the US Soccer foundation and that was one of the key principles is before every practice and learning in soccer skill, having the opportunity to check-in and share how you're feeling in dealing with uncertainty which we know is going to be exacerbated this fall and even now. So bringing yourself to the table to work with schools and your school wellness council to share those resources that you've utilized this summer, and bring some of those coaching skills into the classroom. Ian, was there anyone with their hand raised?

Ian Faigley (36:32):

There are two people. I'm going to try Kimberly Wimbush first. So, Kim, your line should be live now.

Kimberly Wimbush (36:43):

Can you hear me now?

Daniel Hatcher (36:44):

Yes.

Kimberly Wimbush (36:46):

Okay, so I have a organization that is directly responsible for trying to reach the high school youth that are foster, guardian, or kinship care children. I work at PIW Psychiatric Institute, but I've also worked with kids all my life and I'm in my 50s. And this community doesn't get the benefit of all the resources that you are speaking about because many of them are in homes that are not doing anything but providing them a roof and food and clothing, but not the nurturing and the help they need and the resources they need to move forward once they come out. And the statistics are clear, 50% of foster kids across the United States over the last 50 years have not graduated, at one point it was at 70%.

Kimberly Wimbush (37:44):

And with this pandemic, some of them school is their only family, that's their only home where they have any normality. And being in foster care with that kind of mentality, they're traumatized, and not having the resource of being able to get to school to have interaction with the people that they can blend with and bond with, we have a lot of kids out here that are just becoming PTSD for the trauma of not knowing what tomorrow is going to hold for them because they're in homes where they're not stable anyway. And the resources that we need is, what can we do to reach them to say, "You're not alone. We can help you get through school. We can help you get to the next level of education if that's where you want to go. We can help you get the sense that you need to get a vocation, a skill, if you don't want to go to college?"

Kimberly Wimbush (38:46):

But not think that, "I'm at this age and when I come out I have nothing because I have no skills, I'm not educated the way I should be. I'm not anything, and I need you." But who do you rely on? So my

organization was actually launching trying to partner with PG County Schools, one of the high schools, just to do a pilot to see how can we make this work, can we build a program that can reach foster kids across the board but just start to see how we build this resource so they can graduate and come out to something? Because they don't know that they have resources, because nobody's ever told them that they have resources that will carry them through to the next level. And because of that, they drop out, they get pregnant, they join gangs, or they just live in limbo waiting for the next day to see when the ball is going to drop. So that's my organization, now I don't know how to reach them, because I have no avenue to them-

Daniel Hatcher (39:48):

Thank you for-

Kimberly Wimbush (39:48):

... and I don't know how to get the resources.

Daniel Hatcher (39:50):

Thank you for lifting that up, folks in the chatbox definitely feel free if you have thoughts or resources to respond. On the partnership front, I'll definitely encourage you to connect with School Nurses, I think there's a common thread between supporting children from adversity and supporting kids who have chronic health conditions. We have a partnership with the National Association of School Nurses and we just put together a roadmap document. It's about three pages, with resources on supporting kids with chronic health conditions. I know that's not a perfect fit for what you're speaking of but I'd highly encourage you to think about School Nurses and look into the resources that they have available. I'm sure others do too as well.

Brodrick Clarke (40:40):

I think she said that she was in Prince George's County, Maryland. If that is the case, I'm going to go ahead and put my email in the chat box and encourage Kimberly to reach out to me offline.

Daniel Hatcher (40:51):

Thanks, Brodrick.

Brodrick Clarke (40:52):

Sure.

Daniel Hatcher (40:54):

So, for time, I'm going to move best to the next question. Thank you again for your feedback in the chat, hopefully you're finding this process helpful and useful to connect with others and see what's going on. So the third discussion question is, "How can partnerships help children get ready for the school-year?" And in particular, if anyone has ideas around, "collaboration to encourage young people in developing essential workforce skills."

Brodrick Clarke (41:41):

I mean, we have the Summer Starts in September Guide at the National Summer Learning Association, and I mean I love the book in general, but two of the sections that I tend to gravitate to a lot are this idea of partnerships and making sure that they are indeed true partnerships where the goals are shared and that the burden of the work is shared and that kind of thing. But also there are just so many opportunities for workforce skills during the summertime, particularly for our teenagers and converting some of those traditional experiences that we have into opportunities to learn a workforce skill I think is huge. I mean, the Summer Youth Employment Program would not be possible in Prince George's County, Maryland without partnering with folks like Six Flags, and the corporate community, the faith based community.

Brodrick Clarke (42:30):

It just has to be this realization that we can't be all things by ourselves but together we're stronger. So, I have a kinship with a librarian, let's go. You want young people to read, I want young people to read, so let's figure it out. I got all these vehicles sitting on the lot that staff have to go and start just to make sure they do start when all this is over. Well, let's start them and take some books across town and set them in a park in a socially distant way and get young people reading with librarian staff present.

Brodrick Clarke (43:01):

So I think this moment, like I said earlier, really puts us in a place it's almost like it's a necessity to collaborate. It was very much a necessity before, I believe, but now is really putting us into that place where we really have to do it so I'm just hoping that the good that comes out of this is that we don't forget these light bulbs that are going off around things like collaboration and what is possible when we come together, and carry those in to our post-COVID world.

Aaron Dworkin (43:27):

And Brodrick, if I can just echo that and give you a one example I think it's interesting. I think that some of us have read and know that some cities quickly canceled their Summer Youth Employment Program. New York City, I think, they're trying to address it but they at one point announced that 75,000 teenagers were not going to have their jobs. It's a big program they're dependent on the money for many of them, it's great resume building experiences, and teaches them a lot of life lessons and connects to school as well.

Aaron Dworkin (43:56):

So, a different example that was a little bit inspiring around the same time was a woman named Dawn Hill in North Carolina in Charlotte, and she instead of canceling the program, decided to reach out to all her corporate sponsors of the students who are going to be working. And she said, "If we can't come to your office right now, can you at least pay them to get certified in some Microsoft skills from home?" Because they do have access to technology. And A lot of companies that were struggling and scrambling themselves said, "We don't even know what to do with the students if they came here. We don't have an office for them to come to," said, "Yes. We want to keep helping them. We'll pay for them to get certified."

Aaron Dworkin (44:35):

And then thinking even further outside the box she said, "Well, how about we'll get LinkedIn, which has some certifications and LinkedIn Learning, so they can get certified in some other skills, and when the time is right, we will then pay them to come work for you on a project now that they have these other skills and you can even extend it maybe a little bit into the fall?" And everyone bought into that, the whole city, the whole business community, the nonprofit community, to make that program keep going. So just I lift up that as an example of when things feel really rough, you can reach out, create some unlikely partnerships and new ideas, and make things still work for students.

Brodrick Clarke (45:11):

Yeah. Priscilla Little in the chat box also lifted up Boston and Detroit, they doubled down on their summer youth employment efforts as well this summer.

Aaron Dworkin (45:19):

Great examples.

Daniel Hatcher (45:21):

Ian, were there any hands raised that we could go to?

Ian Faigley (45:26):

At the moment, no. I know Karen Pittman is available and will share thoughts kind of when we reach the concluding part of the session. So.

Daniel Hatcher (45:36):

Awesome. [crosstalk 00:45:41].

Brodrick Clarke (45:40):

Usually I run to see webinars with Karen and Priscilla and others. It's interesting to be the facilitator and they're the participant, it's awesome. This is a star-studded participant group that we have here, so looking forward to hearing Karen a little bit today too.

Daniel Hatcher (45:57):

So I'll shift us to the fourth discussion question, that way we have a little bit of extra time at the end. So I wanted to make the space to talk about youth voice, "What resources are working in your community to give young people a voice?" And then, "How has collaboration helped support youth voice and helping young people take action?" So youth voice, what's working, maybe what's not working? Feel free to share.

Brodrick Clarke (46:33):

Sure. I mean, big up to Prince George's County Department of Parks and Recreation. I'm working on a collaboration with the Office of Community Relations to offer a platform for young people to speak about, it's called Youth Speaks. And that's going to be actually this Saturday, where the platform is

literally a space for young people in the county to talk about where we are and to help try to pathway forward, given all the context that we're living in right now.

Brodrick Clarke (47:01):

The staff has intentionally talked and said, "Look. We need to talk less, and let those young people speak." So we will be the guide by the side. Thanks NIOST for giving me that guide by the side reference there, and Ellen Gannett, but we will be guides by the side facilitating that conversation alongside of them. So. Some of our structures and government agencies, while some of it might seem quite municipal depending on where you are, the intention is still very pure to engage with residents in a positive way and there's an acknowledgement and recognition that young people's voice is needed, wanted, and to see a government agency seeking that voice out is really inspiring, so we're partnering with them to get that done.

Daniel Hatcher (47:47):

Thanks, Brodrick. In the chat box I'm seeing listening sessions, giving young people a chance to write blogs, using social media and things like TikTok, leveraging online platforms to share opinions and an art and anything young people are writing. I also see local PBS station, radio [crosstalk 00:48:15].

Aaron Dworkin (48:14):

Let me just echo that, Daniel. I think there's a great organization and some of you might know it nationally but also in Baltimore called Young Audiences. They created a TV channel also where students can put their work and express themselves. I think if you don't have a Student Youth Advisory Board already it's never too late to create one, but as we're all shifting to technology-based programming, Georgia Hall just made this great point, "Young people understand technology better than any of us on this call, and they know what works and what's more effective to be engaging or not and so figuring out asking them to take the lead."

Aaron Dworkin (48:53):

And I also just lift up this idea that we are yes we are in a traumatic time, but students are aware of that time, and they want to be part of solutions on all the different issues. And you're seeing, whether in Black Lives Matter, which I recently learned I didn't know, but that they have a requirement that all their rallies have student voices and be student-led, and so that you're putting a premium on that and so that's really interesting.

Aaron Dworkin (49:16):

But as well as thinking about COVID and who's being impacted most on that and all the different issues related, are there hands-on project-based, team-based actions that can be taken by students? Let students create that work they want. They don't want to sit by and just be affected by all these issues, they want to be the leaders that we know they are, and come up with some solutions. And so if we can give them a space, it's a chance to learn, to take action, and to engage them all at the same time.

Brodrick Clarke (49:44):

Well, the young people in New York are not sitting down, apparently. Karen let us know that young people in New York organized to get the decision to cancel SYEP reversed and so they are listening and they are taking action.

Daniel Hatcher (49:57):

And one thing I would encourage everyone listening to do is to find out more about your school wellness council, and encourage young people to have representation on that council and share their voice related to physical health, social-emotional health, the trauma they've experienced during the summer. And I would love to know if you know of examples of young people serving on school wellness councils, definitely would love to lift that up, so I'll put my email in the chat box here too. So please [crosstalk 00:50:35].

Aaron Dworkin (50:36):

And, Daniel, I just want to also just highlight again an obvious point but it's a resource for all of us. There are a million plus college students who are home right now, whose plans have been altered for the summer whose semester plans, some may not be able to go back, and they want to be put to work. And they want to take a lead, and they could be great mentors, Near Peer Mentors, youth development professionals. There are hundreds of thousands of college kids who were supposed to work in camps this summer who are not able to, overnight camps, who want to be put to work so and a lot of summer jobs that have evaporated. So here they are, they're in our communities, there are a lot of great role models and examples to tap into, and have them be a support to our younger students as well.

Daniel Hatcher (51:22):

Thanks, Erin. Ian, any hands raised?

Ian Faigley (51:25):

Yeah. Danielle Frisby, I've unmuted your line. And I've-

Danielle Frisby (51:29):

Thank you so much. First of all, I just appreciate this conversation, it's so right on time, especially with all the uncertainties. So, with my business Unboxing Change, we work with youth turning them into event planners and activists. So that has really helped with giving them a voice because we already have weekly ongoing series where they can just come via Zoom and just communicate about how they're feeling. Primarily, it was focused on COVID-19 but now we've been included all that's been going around globally with the protests. With that being said, turning students into event planners allows them to exercise their voice, but also calls them to action.

Danielle Frisby (52:12):

So, creating projects where they're creating their own personal protests, as well as combining with other like-minded students to keep them socially distant and safe by using online platforms for them to protest but then, more importantly, having them break down, "What does that mean? What is a protest?" has been great talks as well. So we're able to touch on what's going on in the world but then also how they're showing up in it and then also providing them an opportunity to plan, so even if

we don't make it out in the world signs ablazing, they will understand the mechanics and the bones behind what these things mean and it invites them to think larger about after the protest. How do we get to policy? How do we make sure that we are igniting everybody to exercise their voice as well?

Brodrick Clarke (53:06):

Thank you, Danielle.

Daniel Hatcher (53:11):

All right. So thank you all so much for your feedback and ideas and resources, the chat box lit up with amazing ideas and thank you all for sharing this space with us. We have about five minutes left, so first I'll see if Aaron, Brodrick, do you have any final words before I turn it over to Karen to close this out?

Aaron Dworkin (53:37):

I'll just say thank you to everyone. Everyone who's on this call, who's ever closest to the ground to students and families, which I'm further removed, we work for you. And we want to support you however you need this summer and through the year and going forward. So, please reach out. But thank you for letting us be part of this, I'd love to hear from Karen.

Brodrick Clarke (53:55):

And I'm just overwhelmed with gratitude for everyone on this call. Many names and faces that I've seen in my mind's eye as I read through the chat, I'm glad to know that we're still in the mix, in the trenches, getting this done. So, if I can be of any support to you personally, if NSLA can be any support to you, or the other great institutions like Weikart, and NIOST, and Recreation, and others, if I can be a connector, please don't use me in that way. Thank you.

Karen Pittman (54:28):

Great. Can you guys hear me?

Brodrick Clarke (54:29):

Yes, Karen.

Karen Pittman (54:30):

Okay. I'm talking. So, first of all, Brodrick, you did a great job. It's fun to not be the facilitator, so I just want to appreciate the opportunity to just be a listener and type into the chat box. But this has just been such an important conversation, I appreciated just being able to focus on you all and focus on the chat. And I think having been on a lot of these calls and been on calls with K-12 folks and been on calls with funders. I just want to acknowledge I think we are really at a pivot point, and something that you said Aaron about it's not just this summer, it's next summer, I think it really is the next 18 months continuously. I think we have an opportunity to not just say, "We know how to do summer, and we'll get them ready for school," but we actually know how to engage young people in interest-driven, diverse opportunities to be healthy, be successful, use their skills, contribute to their communities, and that needs to go on year-round.

Karen Pittman (55:33):

And what we are going to have is an opportunity to do that, because we're not going to go back to you show up in your building 9:00 to 3:00 and then you come out and go to afterschool. Schools are going to be doing split schedules, young people are going to be in and out of school depending on whether they need to be quarantined. This whole conversation about understanding the ways in which learning can happen everywhere and different kinds of settings, with different kinds of adults, can be leveraged in different ways to support a more robust and generous definition of learning. We need to carry that conversation all the way through, and be planning together with our schools, with our community organizations, with our faith organizations, with our libraries, and Parks and Rec, and museums to really understand what a healthy ecosystem for learning looks like, so that when one piece shuts down the other pieces pick up naturally.

Brodrick Clarke (56:33):

Thank you for that, Karen. Appreciate you very much.

Daniel Hatcher (56:36):

Yeah. Thank you.

Aaron Dworkin (56:39):

Ian, is there are other folks you want to bring on or how would you like to wrap?

Ian Faigley (56:45):

Doesn't look like there's any more hands raised and we're reaching the top of the hour. So really want to thank you deeply, Brodrick and Aaron, and our partners at the National Summer Learning Association, and Daniel with the Alliance for a Healthier Generation for a conversation on partnerships. I was remiss at the beginning for mentioning some of our other partners who joined us in promoting this session and getting it ready, and that includes Every Hour Counts as well as The Afterschool Alliance and I also want to thank the Wallace Foundation for making this possible today.

Ian Faigley (57:20):

And lastly wanted to mention that we have another session similar to this one, another session that was supposed to be at the Ready by 21 National Meeting coming up on June 30, and that'll be on system building beyond the bell, it'll feature Fausto Lopez of American Institutes for Research and Amy Anderson of the Tulsa Opportunity Project. I will be saving all the chat and compiling it and organizing it, I definitely see that I have a lot of work to do over the next few days. And we'll share the recording and resources and everything else that was mentioned today, so very much appreciate not only the presenters time, but everybody for really engaging in this and having a wonderful and rich conversation. So thank you to everyone.

Brodrick Clarke (58:04):

Thank you, Ian, for your leadership. Appreciate you, brother.

Aaron Dworkin (58:06):

Thank you, everybody.

Daniel Hatcher (58:07):

Thank you all, very much.

Brodrick Clarke (58:09):

Take care.