Operations Guidelines for Summer Camps, Programs, and Child Care

Voices of Summer Webinar Series
Welcome!

- Your phone line is muted.
- The webinar is being recorded.
- A link to the recording and slides will be made available.
Welcome!

Leslie Gabay-Swanston
Director of Program and Systems Quality
National Summer Learning Association
Webinar Overview

• About NSLA
• Panel
  – ACA
  – NCASE
• Discussion
• Audience Questions
• Announcements & Follow-up
Welcome!
NSLA is a national, non-profit organization focused on the powerful impact of one achievable goal: investing in summer learning to help close the achievement gap. NSLA uses the power of research, advocacy, training, and policy to transform America’s neighborhoods and communities, one child at a time.

Our work is based on the simple idea that summer—a time that is easily overlooked yet critical to educational development—is bursting with possibility, and instrumental in closing the achievement gap between privileged children and our most vulnerable children.
Summer is the time of greatest inequity for young people. When schools are closed, many low income young people lack access to meals, books and other learning resources, and physical activity.
Panelist

Henry DeHart
Chief Operating Officer
American Camp Association
Resources for Youth Programs

YOUTH PROGRAMS AND CAMPS DURING THE COVID-19 PANDEMIC

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 other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?
- Will reopening be consistent with applicable state and local orders?
- Are you ready to protect children and employees at higher risk for severe illness?
- Are you able to screen children and employees upon arrival for symptoms and history of exposure?

Are recommended health and safety actions in place?
- Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible.
- Intensify cleaning, disinfection, and ventilation of facilities and transport vehicles/buses.
- Encourage social distancing through increased spacing, small groups, and limited mixing between groups, and staggered scheduling, arrival, and drop off, if feasible.
- Where feasible, adjust activities and proceed to limit sharing of items such as toys, belongings, supplies, and equipment.
- Train all employees on health and safety protocols.

Is ongoing monitoring in place?
- Develop and implement procedures to check for signs and symptoms in children and employees daily upon arrival, as feasible.
- If feasible, implement enhanced screening for children and employees who have recently been present in areas of high transmission, including temperature checks and symptom monitoring.
- Encourage anyone who is sick to stay home.
- Plan for if children or employees get sick.
- Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures.
- Monitor child and employee absences and have a pool of trained substitutes, and flexible leave policies and practices.
- Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area.

DO NOT OPEN

MEET SAFEGUARDS FIRST

OPEN AND MONITOR

cdc.gov/coronavirus
Considerations for Youth and Summer Camps

Updated May 19, 2020

As some communities in the United States begin to convene youth camps, CDC offers the following considerations for ways in which camp administrators can help protect campers, staff, and communities, and slow the spread of COVID-19. Camp administrators can determine, in collaboration with state and local health officials, whether and how to implement these considerations, making adjustments to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which camps must comply.
Resources for Youth Programs

- Camp Operations Guide Summer 2020
- Health and Wellness
- Camp Business Resources
- Online Learning and Events
- Virtual Program Resources
- Staffing and Human Resources
- Mental Health Resources
- Marketing and Communications
Resources for Youth Programs

FIELD GUIDE FOR CAMPS ON IMPLEMENTATION OF CDC GUIDANCE

Prepared for:
American Camp Association and YMCA of the USA

Prepared by:
Environmental Health & Engineering, Inc.
180 Wells Avenue, Suite 200, Newton, MA 02459-3328
800-825-5343

May 18, 2020
# Resources for Youth Programs

**Update: 6/03/2020**

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Field Guide for Camps

FIELD GUIDE FOR CAMPS ON IMPLEMENTATION OF CDC GUIDANCE

Prepared for:
American Camp Association and YMCA of the USA

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May 18, 2020
Key Concepts of the Field Guide

- Protecting the most vulnerable people
- Screening and monitoring:
  - Pre-screen prior to camp
  - Screen upon arrival
  - Monitor all day
- Camp as a bubble
- Organize into program cohorts:
  - Household – smallest group
  - Neighborhood – group of households
  - Entire camp
- Communicable Disease Plan
Resources for Youth Programs

ACA COVID-19 Resource Page

Field Guide for Camps

CDC Decision Making Framework for Camps

CDC Considerations for Youth and Summer Camps

50 State Rules for Camps Listing
Panelists

Tony Streit
Senior Project Director
Education Development Center
• National Training and Technical Assistance (TTA) Center funded by the Administration for Children and Families, U.S. Department of Health & Human Services

• TA Centers support states, territories, and Tribes in implementing the federal Child Care and Development Fund (CCDF)

• CCDF provides subsidies for child care to low-income families working or participating in education/job training
• NCASE’s goal is to help increase families’ access to, and the quality of, afterschool and summer child care

• 45% of those served through CCDF subsidies are school-age

• School-age care takes place before and afterschool, on weekends, and throughout the summer, in centers, family child care and homes
COVID-19 Resources

The following resources have been compiled for Child Care Development Fund (CCDF) grantees in states, territories, and tribes to ensure that information is accessible regarding the Coronavirus Disease 2019 (COVID-19). Resources are categorized by audience focus: CCDF Lead Agencies and policymakers, child care providers, and families. Topical resources include, but are not limited to, subsidy information, business practices, health and safety, social and emotional well-being, trauma-informed care, and resources to support the children and families in your care.

View Additional Office of Child Care CCDF Policy Resources

COVID-19 Information for CCDF Lead Agencies and Other Policymakers

Resources about health and safety topics such as temporary operating standards, mental health, and trauma.
Global Family Research Project

The Global Family Research Project is an independent, entrepreneurial nonprofit organization that supports all families and communities through connecting research, policy and practice, and fostering collaboration among child- and family-serving organizations. The organization works with early childhood programs, schools, afterschool programs, digital media, libraries, museums and others.

Navigating Social and Emotional Learning (SEL) from the Inside Out: Looking Inside and Across 25 Leading SEL Programs—A Practical Resource for Schools and OST Providers (Elementary School Focus)

This report provides a framework for understanding social and emotional learning (SEL). Out-of-School Time (OST) Programs can use it as a reference to compare the context and evidence of effectiveness of 25 SEL programs for elementary-age children. It includes a section on how to adapt SEL resources for Out-of-School Time Programs.

The Future of Children: Social and Emotional Learning

Amid increasing interest in the topic of social and emotional learning (SEL), this special issue of the journal "The Future of Children" explores SEL in schools and after-school settings. There are nine articles that can be read separately.
Adverse Childhood Experiences and the School-Age Population:
Implications for Child Care Policy and Out-of-School Time Programs

Adverse Childhood Experiences (ACEs) produce trauma that triggers adaptive behaviors which can disrupt a school-age child’s academic and social worlds. Out-of-school time (OST) programs can play a role in mitigation and prevention of ACEs. Often, state policies and initiatives are the catalysts that support OST programs in this critical work.
EPRR Toolkit

Summer Learning & Enrichment

TIPS FOR SCHOOL-AGE CHILD CARE PROVIDERS

Summer is a time for sun and fun, but children's learning is too important to take a vacation! Many school-aged children lose up to 3 months of grade-level equivalence in math and reading skills over the summer months. This phenomenon is known as the summer slide. As a summertime child care provider, you can help school-age children and their families make the most of the summer months and avoid the summer slide. Here are some things to think about as you plan for summer.

BEFORE SUMMER:

Get to know your families!
Talk to parents/caregivers about:

• What they are looking for in summertime child care programming. What experiences do they hope their child will have?
• Their child’s special skills and interests. Any ideas from their child’s teacher about summer activities? Any concerns that you can help to address?
• Any aspects of their cultural or linguistic background they would like you to know. Think of ways to honor families’ culture heritage and traditions in your programming, and strive to be inclusive of children of different backgrounds and abilities.
• Their child having a literacy card. If not, consider helping them obtain one.
• Needing assistance with accessing healthy meals and events during the summer. Does their child need transportation to and from programs? If needed, help families obtain transportation vouchers and share information about summer meal programs.

Create a plan for the summer months:

• What do you hope to accomplish with the children you’ll be serving? Write down goals related to academic learning, social and emotional development, and other areas of child development. Send input from children and families about what they hope to get out of your summertime programming, and include with your own goals.
• If you are a year-round provider, think about what you will be doing during the summer months that’s different from the school year. Maybe you will make use of the longer summer program time? Think of ways to engage in more extended hands-on learning activities, such as inquiry-based projects.
• Create a list of activities in support of your goals to inspire you and the children you serve. Determine which resources, materials or supports you need to carry out those activities. Identify professional development and training opportunities that can help you deepen your understanding of how to support children’s learning and development in different areas.

DURING THE SUMMER MONTHS:

Build a relationship with parents, caregivers, and children:
• Share news about your activities and theories with families in a healthy, upbeat, energetic, and positive way. Also invite parents/caregivers to share noteworthy accomplishments or events that their child experienced. Caring, positive news, and good conversations at special occasions at your program.
• Explore ways to share pictures with families. Photos can help parents feel connected to what their children are doing and spark conversations about their day.
• Have children keep a journal about the day to discuss with their families. Make this part of a printout or another time when children come together before heading home.
• Find ways to celebrate children’s reading successes. For example, let children place a special sticker next to the name of each book they read on their book list, and recognize milestones such as a child completing the first book from their summer reading list.
• Consider organizing a family picnic or a game day at your facility that lets children interact with other parents/caregivers, and see what the children have been working on. Help children organize games or put on a performance for their families.

MAY 2019 https://hildacentra.ac.uk.gov/summerinncase

MAY 2019 https://hildacentra.ac.uk.gov/summerinncase
Contact Information

Visit the NCASE website at:

https://childcareta.acf.hhs.gov/national-center-afterschool-summer-enrichment

To contact NCASE, please email us at:

ncase@ecetta.info

Thank You!
Voices of Summer Webinar Series

www.summerlearning.org/webinars
National Summer Learning Week is a national advocacy day aimed at elevating the importance of keeping kids learning, safe and healthy every summer – all so students return to school ready to soar!

www.summerlearning.org/summer-learning-week
FOLLOW US

Find NSLA on social media to keep updated on #summerlearning

@SummerLearning  @SmarterSummers

Join our Community!

https://www.summerlearning.org/join-our-list/
Thank you!

www.summerlearning.org