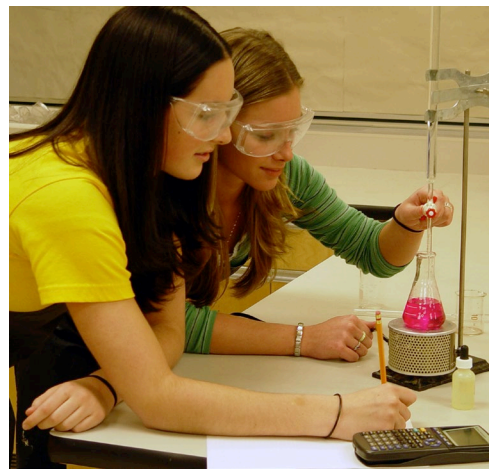




Operations Guidelines for Summer Camps, Programs, and Child Care

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!

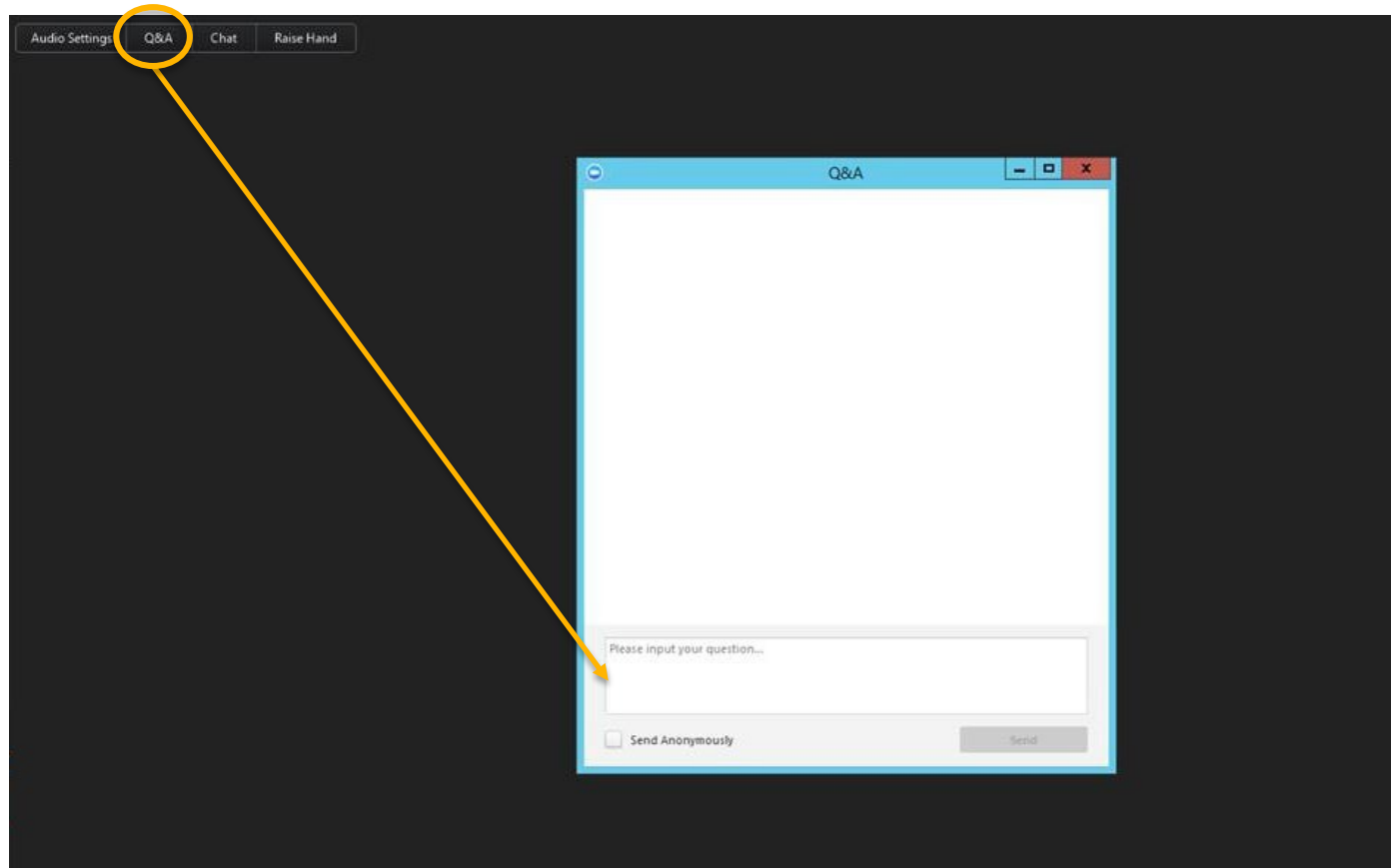


Leslie Gabay-Swanston
Director of Program and Systems Quality
National Summer Learning Association

Webinar Overview

- About NSLA
- Panel
 - ACA
 - NCASE
- Discussion
- Audience Questions
- Announcements & Follow-up

Welcome!



About NSLA

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.



Why Summers Matter



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

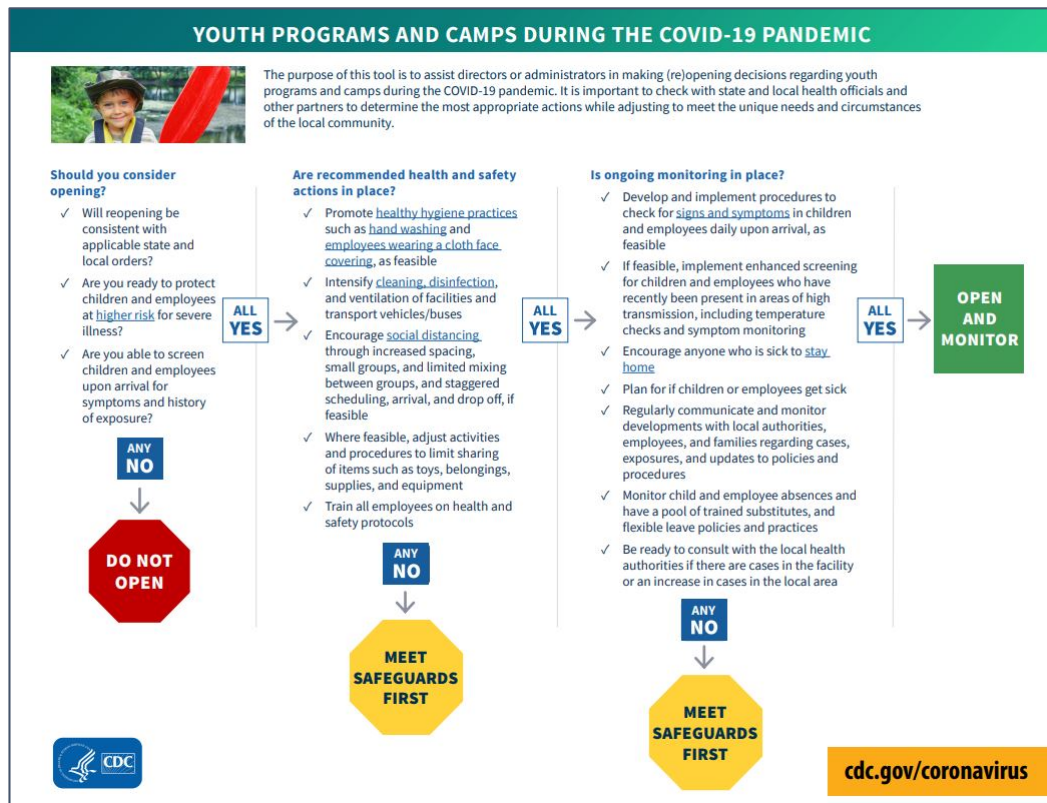


Henry DeHart
Chief Operating Officer
American Camp Association




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association®

Resources for Youth Programs



Resources for Youth Programs



Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

Search

Coronavirus ▾

Advanced Search

Coronavirus Disease 2019 (COVID-19)

CDC > Coronavirus Disease 2019 (COVID-19) > Communities, Schools & Workplaces > Schools & Child Care

Coronavirus Disease 2019 (COVID-19)

Symptoms

Testing +

Prevent Getting Sick +

If You Are Sick +

Daily Life & Coping +

People Who Need Extra Precautions +

Pets & Other Animals +

Travel +

Frequently Asked Questions

Considerations for Youth and Summer Camps

Other Languages ▾ Print Page

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.

On This Page

[Guiding Principles](#)

[Reduce Spread](#)

[Healthy Environments](#)

[Healthy Operations](#)

[When Someone Gets Sick](#)

[Overnight Camps](#)

[Other Resources](#)

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

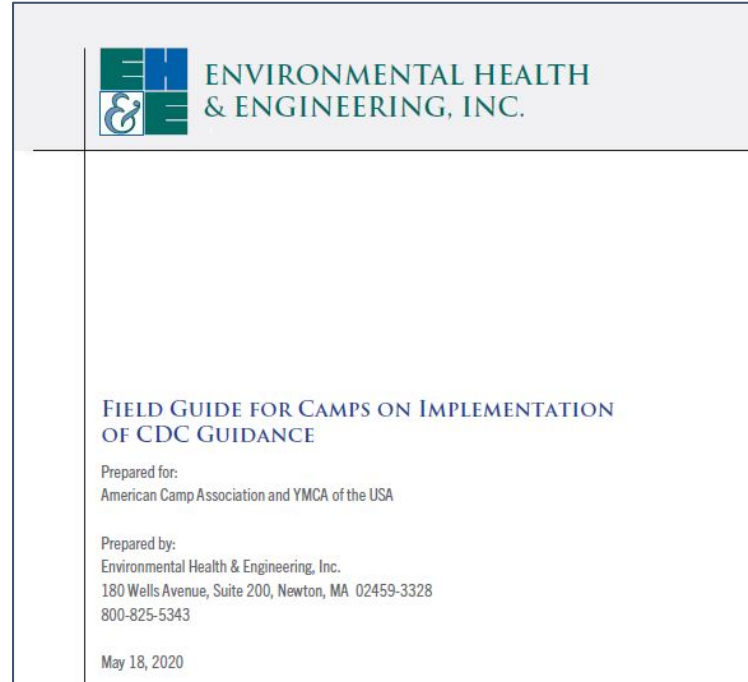


Mental Health
Resources



Marketing and
Communications

Resources for Youth Programs




Resources for Youth Programs

Update: 6/03/2020

| State | Day Camp Permitted | Day Camp Rules | Overnight Camp Permitted | Overnight Camp Rules | Supporting Documents | Region |
|-------------------|-------------------------|--|--------------------------|---|---|---------|
| Alabama | Not yet | | Not yet | | | Central |
| Alaska | Yes | Alaska Phase II Day Camps COVID19 Update: Summer Programs and PPE AZED | Not yet | | | Western |
| Arizona | Yes | | County based | | | Western |
| Arkansas | Not yet | | Yes | Executive Order | | Central |
| California | Not Yet | | Not yet | | | Western |
| Colorado | Yes | Guidance for Children's Day Camps and Youth Sports Camps | Not yet | | | Western |
| Connecticut | Yes | Specific Guidelines | Not Permitted | Overnight Camp Can't Operate | | Eastern |
| Delaware | Yes | Reopening Guidance | Yes | Reopening Guidance | | Eastern |
| Dist. of Columbia | Yes | Summer Camps | Yes | Summer Camps | Summary of Recommendations to ReOpen DC | Eastern |
| Florida | County Based | | County Based | | | Eastern |
| Georgia | Yes | Day Camp Rules | Yes | Overnight Camp Guidelines | DECAL Guidance for Day Camps | Eastern |
| Hawaii | Not Yet | | Not yet | | | Western |
| Idaho | Yes | Idaho Guidance for Child and School Age Care | Yes | | Stage 1 protocols youth | Western |
| Illinois | Yes - begins 6/26/2020 | Day Camp Guidelines | Not yet | | Restore Illinois | Central |
| Indiana | Yes | Guidance - | Yes - begins, 7/4/2020 | Executive Order | Overnight Camp Projected Opening | Central |
| Iowa | Yes | Guiding Principles | Yes | Guiding Principles | | Central |
| Kansas | Not yet | | Not yet | | | Central |
| Kentucky | Not yet | | Not yet | | | Central |
| Louisiana | Not yet | | Not yet | | | Central |
| Maine | Yes | Day Camp Guidelines | Yes | Overnight Camp Guidelines | | Eastern |
| Maryland | Yes | Day Camp Rules | Not Permitted | Overnight Camp Can't Operate | Executive Order | Eastern |
| Massachusetts | Yes | Day Camp Guidelines | Not Yet | | Reopening MA | Eastern |
| Michigan | Yes | Day Camp Guidelines | Not yet | | | Central |
| Minnesota | Yes | Executive Order | Not yet | | | Central |
| Mississippi | Not yet | | Not yet | | | Central |
| Missouri | Not yet | | Not yet | | | Central |
| Montana | Yes | MONTANA CORONAVIRUS PHASE ONE REOPENING FAQ | Yes | MONTANA CORONAVIRUS PHASE ONE REOPENING FAQ | | Western |
| Nebraska | Not yet | | Not yet | | | Central |
| Nevada | Not Yet | | Not yet | | | Western |
| New Hampshire | Yes - begins, 6/22/2020 | Reopening Guidance | Yes - begins, 6/28/2020 | | | Eastern |
| New Jersey | Yes - begins, 7/6/2020 | Being Developed | Not Permitted | Overnight Camp Can't Operate | | Eastern |
| New Mexico | Yes | New Mexico Guidance for Summer Youth Programs | Not yet | | | Western |

Field Guide for Camps

| | |
|--|---|
|  | ENVIRONMENTAL HEALTH & ENGINEERING, INC. |
| 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 | |

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 CENTER ON Afterschool and Summer Enrichment



**National Summer Learning Association
Voices of Summer Webinar
June 4, 2020**

- 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



Office of Child Care



NATIONAL CENTER ON
Afterschool and Summer Enrichment

The screenshot shows a web browser window with the URL `childcareta.acf.hhs.gov`. The page title is "COVID-19 Resources | Early Childhood Training and Technical Assistance System". A prominent orange banner at the top reads "View COVID-19 resources for CCDF Lead Agencies, policymakers, child care providers, and families". Below this, a navigation bar includes links to "U.S. Department of Health & Human Services", "Administration for Children & Families", "Office of Child Care (return to main site)", and "Office of Child Care (TA Network)". The main header features the "Early Childhood Training and Technical Assistance System" logo and a search bar. A blue navigation menu contains tabs for "FOR FAMILIES", "RESOURCES", "FOR GRANTEES & PROVIDERS", "CENTERS & PARTNERS", "PROFESSIONAL DEVELOPMENT", and "STATE DATA & STATISTICS". The "RESOURCES" tab is selected, leading to a page titled "Home > COVID-19 Resources". The main content area is titled "COVID-19 Resources" and contains a paragraph stating that resources are compiled for CCDF grantees and categorized by audience focus. A blue button labeled "View Additional Office of Child Care CCDF Policy Resources" is positioned below the text. At the bottom, there is a featured section with a blue-tinted image of a virus particle and the title "COVID-19 Information for CCDF Lead Agencies and Other Policymakers", followed by a brief description of the resources.

childcareta.acf.hhs.gov

COVID-19 Resources | Early Childhood Training and Technical Assistance System

View COVID-19 resources for CCDF Lead Agencies, policymakers, child care providers, and families

U.S. Department of Health & Human Services Administration for Children & Families Office of Child Care (return to main site) Office of Child Care (TA Network)

Early Childhood Training and Technical Assistance System

FOR FAMILIES

RESOURCES FOR GRANTEES & PROVIDERS CENTERS & PARTNERS PROFESSIONAL DEVELOPMENT STATE DATA & STATISTICS

Home > COVID-19 Resources

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.

U.S. Department of Health & Human Services Administration for Children & Families Office of Child Care NCASE (main site)

 **NATIONAL CENTER ON**
Afterschool and Summer Enrichment

RESOURCE LIBRARY



The NCASE Resource Library connects you with tools, profiles, and information on a range of key topics in Out-of-School Time.

FEATURED RESOURCES

State Early Care and Education Updates for 2015

This brief provides a state-by-state update on budget changes that will impact access to affordable, high quality early care and education.

Afterschool Programs Close Achievement Gap

This infographic summarizes Dr. Vandell's research that shows afterschool is linked to narrowing the gap in math achievement by Grade 5.

What makes a quality summer reading program?

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs. It includes basic tips on summer reading and links to related research.

SEARCH FOR RESOURCES

Apply

Reset Selections

TOPICS/SUBTOPICS +

RESOURCE TYPE +

RECENTLY ADDED

Can After-School Programs Help Level the Playing Field for Disadvantaged Youth?

This journal article explores afterschool access and program outcomes for youth from disadvantaged backgrounds. It outlines recommendations for policymakers, administrators, and staff on ways to increase access and improve program quality for this population. It includes an extensive literature review and outlines a research agenda for the future.

Visit the NCASE Resource Library:
<https://childcareta.acf.hhs.gov/ncase-resource-library>

FEATURED RESOURCES

Summer by the Numbers

This infographic provides useful information about the significant impact to school-age children during summer months, in the absence of quality summer programs.

Promising Practices for Out-of-School Time Licensing and License-Exempt Systems

This brief is the result of a collaboration between the National Centers on Afterschool and Summer Enrichment (NCASE), Early Childhood Quality Assurance (NCECQA), and Child Care Subsidy Innovation and Accountability (NCCCSIA). Thirty-three s

SEARCH FOR RESOURCES ?

Apply

Reset Selections

TOPICS +

- ☐ Culturally Responsive Practice & Inclusion (23)
- ☐ Family and Community Engagement (23)
- ☐ Health and Safety and Licensing (14)
- ☐ Professional Development (28)
- ☐ Program Design and Management (32)
- ☐ Quality Improvement (57)
- ☐ School & Community Partnerships (13)
- ☐ Subsidy Innovations (12)
- ☐ Summer Learning (19)
- ☐ Supportive Learning Environment (36)
- ☐ Systems Building (47)

RESOURCE TYPE +

PUBLISHER +

RECENTLY ADDED

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 content 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.

Practice & Research Briefs



NATIONAL CENTER ON
Afterschool and Summer Enrichment

Voices from the Field



NATIONAL CENTER ON
Afterschool and Summer Enrichment

January 2019

This Research Brief is published by the National Center on Afterschool and Summer Enrichment (NCASE) to build awareness of research and promising practices in the field of school-age child care.

The goal of NCASE is to ensure that school-age children in families of low income have increased access to quality afterschool and summer learning experiences that contribute to their overall development and academic achievement. For more information, contact us at ncase@ecetta.info.



Adverse Childhood Experiences and the School-Age Population:

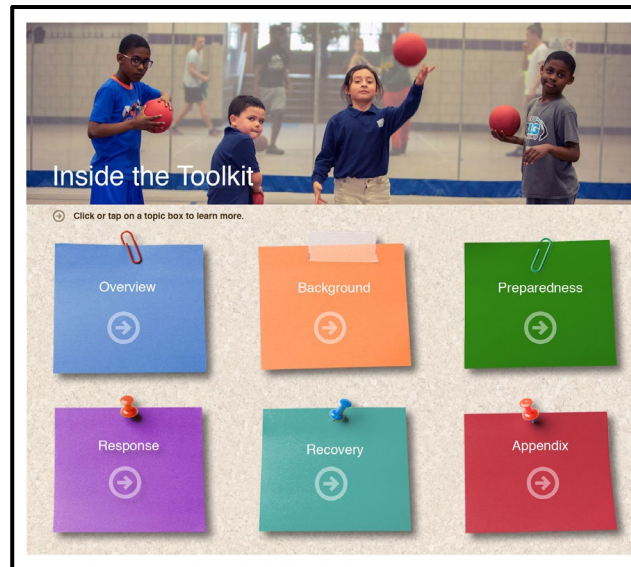
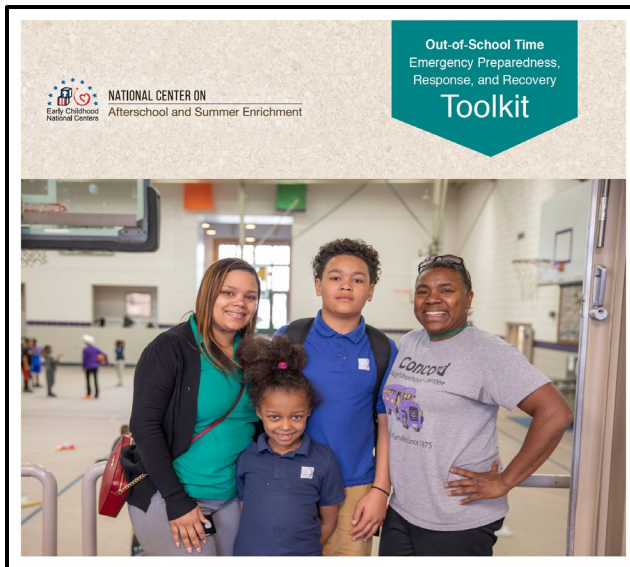
Implications for Child Care Policy and Out-of-School Time Programs

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



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Afterschool and Summer Enrichment



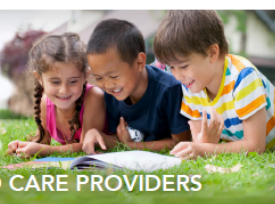
<https://childcareta.acf.hhs.gov/resource/ost-emergency-preparedness-response-and-recovery-toolkit>

Summer Learning & Enrichment

TIPS FOR SCHOOL-AGE CHILD CARE PROVIDERS



NATIONAL CENTER ON
Afterschool and Summer Enrichment



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 equivalency in math and reading skills over the summer months.¹ 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.



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' cultural heritage and traditions in your programming, and strive to be inclusive of children of different backgrounds and abilities.

- Their child having a library card. If not, consider helping them obtain one.
- Needing assistance with accessing healthy meals and snacks during the summer. Does their child need transportation to and from your program? If needed, help families obtain transportation vouchers and share information about summer meal programs.

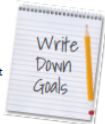
Create a plan for the summer months:

- 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 skill building. Seek 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 do during the summer months that's different from the school year. How will you make use of the longer full-day 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 will 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.



MAY 2019

<https://childcareta.acf.hhs.gov/centers/ncase>

BEFORE SUMMER:

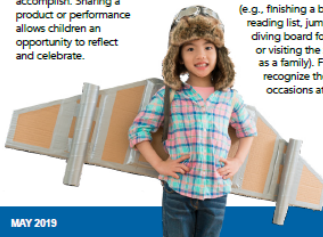
Continued

- Collect information on fun, family-friendly summer activities and events in your community. Share this information with families on an ongoing basis so they know when something is coming up.
- Collaborate with family child care networks, libraries, museums, and other organizations in your community. Work with these partners to generate ideas for enriching summer activities and opportunities. Identify ways to share resources to help you achieve your summer goals.



- The summer months are a great opportunity to build activities around special themes! Is it an Olympics year? If so, consider a one- or two-week theme related to the Olympics. Other popular summer program themes include space, superheroes, or the ocean. Weave the theme throughout as much of the day as possible—books, games, activities, and even snacks. This helps the theme come to life! Themes make summer child care feel special and different from school-year routines and activities.

- Plan a project that children can work on over the summer—something that will showcase what they learn, which topics they explore, and what they accomplish. Sharing a product or performance allows children an opportunity to reflect and celebrate.



MAY 2019

<https://childcareta.acf.hhs.gov/centers/ncase>

DURING THE SUMMER MONTHS:

Build a relationship with parents, caregivers, and children:

- Share news about your activities and themes with families on a weekly basis—via email, a handout, or online through a parent communication portal. Also invite parents/caregivers to share noteworthy accomplishments or events that their child experiences (e.g., finishing a book on their reading list, jumping off the diving board for the first time, or visiting the zoo together as a family). Find a way to recognize these 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 pick one thing about the day to discuss with their families. Make this part of a pre-pickup routine 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 final book from their summer reading list.

- Consider organizing a family potluck or picnic dinner so families can meet other parents/caregivers and see what the children have been working on. Help children organize games or put on a performance for their families.

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!



NATIONAL CENTER ON
Afterschool and Summer Enrichment

This document was developed with funds from Grant #90TA00001 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, by the National Center on Afterschool and Summer Enrichment. This resource may be duplicated for noncommercial uses without permission.

Questions



Voices of Summer Webinar Series



www.summerlearning.org/webinars



National Summer Learning Week



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

