Lessons from the Field

Safe and Supportive Early Learning: Lessons Learned for the New School Year

SEPTEMBER 9, 2021
3:00 – 4:15 PM ET
NCSSLE Website
HTTPS://SAFESUPPORTIVELEARNING.ED.GOV

To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-safe-and-supportive-early-learning-lessons-learned-new-school-year

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
Initial Polling Questions

1. **What is your role?**
   - Center-based caregiver/educator (e.g., infant/preschool teacher, teacher’s assistant, childcare worker, special education teacher)
   - Child care center/program administrator
   - Home-based caregiver
   - Social worker
   - Local education agency personnel
   - State personnel
   - Family member/guardian
   - Community agency provider
   - Pediatrician/public health personnel
   - Other (Please post in Q&A Pod)

2. **Which of the following changes have you made to your physical environment in response to COVID-19 realities?** (Choose all that apply.)
   - Alterations to our own outdoor space
   - Using additional public outdoor spaces in our community
   - Partnering with other community organizations to utilize additional space or resources
   - Expanding program space to allow for more physical distancing
   - Altering drop-off and pick-up procedures
   - Other (Please post in Q&A Pod)
Introduction and Logistics

Welcome from the U.S. Department of Education

Guidance for Operating Early Childcare and Early Education/Childcare Programs

Q&A and Panel Discussion

Wrap Up & Closing
Speakers

Miriam Calderon
Deputy Assistant Secretary, Early Learning, U.S. Department of Education

Lara Robinson
Behavioral Scientist, Child Development Studies Team, Centers for Disease Control and Prevention

Ron Herndon
Director, Albina Head Start, Portland, OR

Jenny Le
Director, Early Childhood Education Programs, Azusa Unified School District, Azusa, CA

Christina Weiland
Associate Professor, School of Education, University of Michigan

Sarah Walzer
Chief Executive Officer, ParentChild+

Bios for the speakers are archived at the following location:
Disclaimer

▪ This presentation is meant to outline strategies for ECE programs to reduce the spread of COVID-19 and maintain safe operations.

▪ CDC guidance is meant to supplement—not replace—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which ECEs must comply.

▪ The information covered in this presentation is not exhaustive.

▪ For access to CDC's full suite of materials and resources for youth settings, please see https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

▪ The information in this presentation is current as of August 25, 2021.
Overview

- Key Takeaways
- Prevention Strategies to Reduce Transmission of SARS-CoV-2 in ECE programs
- Additional Considerations for ECE
- CDC Resources for ECE
Key Takeaways
Key Takeaways

- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic.
- COVID-19 prevention strategies remain critical to protect people, including children and staff who are not fully vaccinated.
- Masks should be worn indoors by all individuals (ages 2 and older) who are not fully vaccinated.
- Most ECE programs serve children under the age of 12 who are not yet eligible for vaccination at this time. This guidance emphasizes implementing layered COVID-19 prevention strategies (e.g., using multiple prevention strategies together) to protect children and adults who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
Prevention Strategies

- Promoting vaccination
- Consistent and correct mask use
- Physical distancing and cohorting
- Screening testing to promptly identify cases, clusters, and outbreaks (K-12)
- Ventilation
- Handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Contact tracing, in combination with isolation and quarantine
- Cleaning and disinfection
Some Additional Considerations for ECE Programs
Physical Distancing and Cohorting

- **Cohorting** is an important strategy to limit the spread of COVID-19, in ECE settings. These practices include:
  - Placing children and early care and education providers in distinct groups that stay together throughout the entire day.
  - Limiting mixing and maintaining social distance between groups.
  - Providing physical guides to help maintain distance between cohorts in common areas.
  - Staggering use of communal spaces, arrival, drop-off, pick-up times, or locations.
  - Prioritizing outdoor activities.
Holding, Washing, or Feeding Children

- Wash hands frequently.
- Wash hands and anywhere that have been touched by a child’s body fluids.
- Avoid touching eyes while holding, washing, or feeding a child.
- If body fluids get on the child’s clothes, change them as soon as possible, and rewash hands.
- Wash hands before and after handling infant bottles prepared at home or in the facility.
Toothbrushing can cause droplet spatter and potential contamination of surfaces and supplies. Steps for hygienic toothbrushing in group settings include:

- Having fully vaccinated and mask-wearing staff helping children with brushing teeth.
- Ensuring each child has their own labeled toothbrush.
- Using pea-sized amounts of toothpaste dispensed onto a piece of wax paper before dispensing any onto the toothbrush.
- Encouraging children to avoid placing toothbrushes directly on counter surfaces, rinse thoroughly with water, and store them in upright positions away from other toothbrushes.
- Staggering the use of bathrooms or other communal spaces used for toothbrushing, cleaning and sanitizing the area between cohorts.
- Ensuring that children and staff wash hands with soap and water for at least 20 seconds.
CDC Resources for ECE Programs
Web Resources: COVID-19 Guidance

- **K-12 Schools**

- **Early Care and Education/Child Care**

- **Guidance for Direct Service Providers**

- **Caring for People with Developmental and Behavioral Disorders:**
Back To School Transitions for Young Children

CDC’s new web feature and podcast on school transitions for the youngest children

Feature:

Podcast:
https://tools.cdc.gov/medialibrary/index.aspx#/media/id/424704

Spanish feature:
Other Web Resources

- **Children’s Mental Health**
  - [https://www.cdc.gov/childrensmentalhealth/index.html](https://www.cdc.gov/childrensmentalhealth/index.html)
  - [https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Building-Resilience-in-Children.aspx](https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Building-Resilience-in-Children.aspx)

- **Learn the Signs. Act Early.**
  - [https://www.cdc.gov/ncbddd/actearly/index.html](https://www.cdc.gov/ncbddd/actearly/index.html)

- **Healthy Schools**
  - [https://www.cdc.gov/healthyschools/index.htm](https://www.cdc.gov/healthyschools/index.htm)

- **Adolescent and School Health – Mental Health**
  - [https://www.cdc.gov/healthyyouth/back-to-school/feature.htm](https://www.cdc.gov/healthyyouth/back-to-school/feature.htm)
COVID-19 Parental Resources Kit


- Door Hangers
- Activity Book
- Scavenger Hunt
- Board Game

- Postcards
- Shareable Graphics
CDC’s Early Care and Education Portal

As an early care and education provider (such as a childcare provider, Head Start teacher, early intervention provider, home visitor, or other educator of young children), you are on the frontlines of public health. Thank you for the important work you do each day. You are a valuable partner in promoting and safeguarding the health and wellbeing of our nation’s children and families.

To help you in your important role, the Centers for Disease Control and Prevention (CDC) offers many resources—from free training courses to educational materials you can share with families.

This online portal is your access point to the latest early childhood resources from the CDC. The categories below include tools and resources to help implement many early childhood health and safety standards included in Caring for Our Children: National Health and Safety Performance Standards and key federal programs such as the Head Start Performance Standards and Child Care Development Fund Health and Safety Requirements. Please explore the pages below to learn more about how these resources can help you.

- Prevention and control of infectious diseases
- Safety, health, and injury prevention
- Nutrition and physical activity
- Child development and screening
- Emergency preparedness
- Mental health and well-being

https://www.cdc.gov/earlycare/index.html
For more information, contact CDC
1-800-CDC-INFO (232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Brief Q&A
Panel Discussion

LESSONS FROM THE FIELD
Number of Diapers and Wipes Given to Families by Month 2020-2021

From May 2020 to April 2021 each family received 1 box with between 102-180 diapers and 3 packs of wipes. For all families this represents a total of between 394,332 and 698,880 diapers.

<table>
<thead>
<tr>
<th>Rounds</th>
<th>Packets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1 (May)</td>
<td>277</td>
</tr>
<tr>
<td>Round 2 (June)</td>
<td>359</td>
</tr>
<tr>
<td>Round 3 (July)</td>
<td>376</td>
</tr>
<tr>
<td>Round 4 (September)</td>
<td>324</td>
</tr>
<tr>
<td>Round 5 (October)</td>
<td>423</td>
</tr>
<tr>
<td>Round 6 (November)</td>
<td>496</td>
</tr>
<tr>
<td>Round 7 (December)</td>
<td>518</td>
</tr>
<tr>
<td>Round 8 (Feb/Mar)</td>
<td>541</td>
</tr>
<tr>
<td>Round 9 (April)</td>
<td>552</td>
</tr>
<tr>
<td><strong>Total Diapers</strong></td>
<td><strong>394,332 - 698,880</strong></td>
</tr>
</tbody>
</table>

Each Family also received 3 packets of wipes for a total of 11,598 Packets

Communication to parents for diaper delivery and pick up.

Delivery Test/E-mail sent to Parents
Hello this is Nicole from Albina Head Start. Your diaper delivery is scheduled for Friday, April 30th. When the delivery driver begins your route, you will receive a text/e-mail with a tracking number with real time delivery information.

Please review diaper delivery COVID-19 Safety Practices here:
English: [http://ow.ly/4NF30rfJAz](http://ow.ly/4NF30rfJAz)

Pick-Up Test/E-mail sent to Parents
Hello this is Nicole from Albina Head Start. Your April diapers are ready for pick-up. All pick-ups are at our Owen Blank Center located at 909 NE 52nd, 97213.
Pick-up day: Wednesday, April 21st 3-5PM
Please review diaper pick-up COVID-19 Safety Practices here:
English: [http://ow.ly/GKA70rIdP4C](http://ow.ly/GKA70rIdP4C)
If you are unable to pick up or have any questions or concerns, contact your Family Advocate or Home Visitor as soon as possible.
Message to parents: For infants, you will receive one infant food box per month. The amount of food you are receiving is as a replacement for the food your child would receive if they were in the classroom for 3 meals, 5 days a week, per CACFP/USDA recommendations. This is the total number of boxes provided to families:

October: 44
November: 46
December: 36
February/March: 28
April/May: 22

Totals: 10,560 Meals
FOOD DISTRIBUTION AND MORE...

Hopscotch Food Boxes:
In July, 2020 Albina Head Start began a Partnership with Hopscotch to provide weekly food boxes to Albina families. The Partnership continued through December, 2020 and distributed over 3,500 food boxes. (Please See Below). This Partnership came at a very crucial time during the COVID-19 Pandemic providing much needed food security for families. We were able to provide our families with Thanksgiving and Christmas food boxes. Albina also provided our Foster Grandparents and residents at Rosemont Court with food boxes. Along with volunteers from Hopscotch, there were five Albina staff members who helped distribute food boxes on a regular basis. Unfortunately, because of the Pandemic we were not able to involve community volunteers.

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals</td>
<td>300</td>
<td>600</td>
<td>600</td>
<td>500</td>
<td>750</td>
<td>850</td>
</tr>
</tbody>
</table>

**TOTALS** 216,000 Meals
In addition to the partnership with Hopscotch, Albina partnered with PPS to provide families with meals. This partnership began in September, 2020 and continued through December, 2020 and provided Albina families with over 3,000 meals.
Azusa Unified School District
Early Childhood Education Programs

Longfellow School

<table>
<thead>
<tr>
<th>CSPP</th>
<th>Special Education (mild to moderate)</th>
<th>Special Education (moderate to severe)</th>
<th>Dual Immersion Preschool</th>
<th>Dual Immersion ETK/TK</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Classes AM/PM</td>
<td>4 Classes AM/PM</td>
<td>4 Classes AM/PM</td>
<td>1 Class PM</td>
<td>1 Class Full Day</td>
</tr>
</tbody>
</table>

Other AUSD Early Childhood Education Classes

<table>
<thead>
<tr>
<th>Dalton CSPP</th>
<th>Lee CSPP</th>
<th>Magnolia CSPP</th>
<th>Murray CSPP</th>
<th>Paramount CSPP</th>
<th>Powell CSPP</th>
<th>Valleydale CSPP</th>
<th>Valleydale DI PS</th>
<th>Valleydale DI ETK/TK</th>
<th>Regular ETK/TK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Class AM</td>
<td>1 Class PM</td>
<td>1 Class PM</td>
<td>2 Classes AM/PM</td>
<td>2 Classes AM/PM</td>
<td>1 Class AM</td>
<td>1 Class AM</td>
<td>1 Class AM</td>
<td>1 Class Full Day</td>
<td>9 Classes Full Day</td>
</tr>
</tbody>
</table>
Our one-on-one home visiting model works with parents and children who are available for twice-weekly home visits.

Families with work schedules that do not allow for home visits, often rely on family child care with limited access to quality supports and may have no access to school readiness programming or materials.

- Families rely on home-based family child care (FCC) or family, friend, or neighbor care, particularly during the ongoing pandemic, because it is: More affordable, flexible, convenient, and trusted
- FCC providers often have not had access to education and training supports or critical resources to enrich early development, school readiness, and family engagement

Working with FCC providers, ParentChild+ also reaches the families in their care, supporting family engagement and at-home school readiness activities.
Solving the Puzzle: the ParentChild+ One-on-One Model

- **30 MIN. 2Xs/WEEK 46-WEEKS/92 VISITS**
- **46 BOOKS/TOYS – LEARNING MATERIALS FOR FAMILIES TO KEEP**
- **LANGUAGE, COMMUNITY, & CULTURAL MATCHES**
- **AT HOME/VIRTUAL, CONVENIENT FOR FAMILIES**
- **CUSTOMIZED RESOURCE REFERRALS & CONNECTIONS TO OTHER SERVICES/NEXT ED STEP**

**COMMUNITY-BASED, FAMILY ENRICHMENT EVENTS**
Solving the Puzzle: ParentChild+ FCC Model

- Communities of Practice & Resource Referrals
- 1 Hour 2Xs/Week 24-weeks/48 Visits
- Language, Community, & Cultural Matches
- Age Differentiated Activities
- 12 Books/Toys for Providers
- 6 Books for Families
- In home/virtual, during the work day
COVID-19 IMPACT

500,000 virtual visits with families and family childcare providers

200,000+ books and toys delivered

75,000 diapers sent to families

20,000+ pounds of food accessed for families in need

Since March 2020, ParentChild+ has supported over 10,000 families
Effects on children’s educational experiences and outcomes

Note: Our review also included 14 national studies and 2 local studies in unspecified locations (1 study in a large U.S. city and 1 study in 5 districts in the South, Southwest, and West).
Enrollment Drops

COLORADO ENROLLMENT
AUGUST 2020

- INFANTS: 42%
- TODDLERS: 32%
- PRESCHOOL: 41%

LOUISIANA ENROLLMENT
JANUARY 2021

- 0-5 ENROLLMENT: 22%

FLORIDA ENROLLMENT
FALL 2020

- PRESCHOOL: 34%

VIRGINIA ENROLLMENT
FALL 2020

- PRESCHOOL: 20%
- KINDERGARTEN: 13%
- GRADES 1-5: 4-6%

Teachers Were Overwhelmed and Stressed

**FINDINGS**

60% OF EDUCATORS IN SCHOOLS AND CHILD CARE CENTERS SAID COVID WAS NEGATIVELY IMPACTING MENTAL HEALTH

29% OF EARLY EDUCATORS IN SCHOOLS, CENTERS, AND HEAD START EXPERIENCED CLINICALLY RELEVANT DEPRESSIVE SYMPTOMS

70% OF EDUCATORS IN FAMILY CHILD CARE HOMES AND CHILD CARE FELT NEGATIVE OR ANXIOUS ABOUT THE FUTURE


Source: Daro and Gallagher, 2020; Hanno et al., 2020; Markowitz, Bassok, and Kiscaden, 2021.
Panel Discussion

LESSONS FROM THE FIELD
Brief Q&A
Selected Resources

Centers for Disease Control (CDC) Updates
- COVID-19 Guidance for Operating Early Care and Education/Child Care Programs
- Parents and Caregivers – What Is Your School Doing to Protect Your Child from COVID-19?

Office of Head Start
- COVID-19 & the Head Start Community

Centers for Medicare & Medicaid Services (CMS) Updates
- Medicaid and CHIP Guidance Targeting Vaccination and Testing for COVID-19 (CMS)
- Back-to-School Initiatives Page –
  - Back-to-School Initiatives
  - Outreach Tools Library
- Indian Health Service - Back-to-School Checklist (August 2021)
  - Flyer: CMS Back-to-School PSA Ad
  - Flyer: My Health – Children’s Vaccinations
Selected Resources

Maternal and Child Health Bureau
- Child Health (HRSA)
- Important Home Visiting Information During COVID-19 (HRSA)
- Expand Pediatric Mental Health Care Access

Substance Abuse and Mental Health Services Administration (SAMHSA)
- Back to School During COVID-19

Child Tax Credit
- Simplified Tax Filing to Claim Your Child Tax Credit

Office of Special Education Programs (OSEP) at U.S. Department of Education
- Early Childhood Technical Assistance Center COVID-19 Webpage
- Emergencies and National Disasters: Helping Children and Families Cope
3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Mental Health and Wellness for Faculty and Staff
- Mental Health for Students
- Allowable Uses of ARP Funds
- COVID-19 Prevention and Safe Operations Strategies
- Vaccinating Students, Faculty and Staff
- Re-engaging Students
- Early Childhood
- Higher Education
- Nutrition and Wellness
Lessons from the Field Webinar Series

SCHEDULE AND TOPICS FOR BACK-TO-SCHOOL SUMMER SESSIONS

September 22:
Nutrition and wellness
Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTFSESSION12
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/