



Distance Learning Convening

Overview

Purpose of Convening

Members of the Marin Promise Partnership Executive Committee and superintendents from multiple K-12 and high school districts came together as distance learning plans were being developed and released. They shared and compared shifts in programming and services by schools and nonprofit organizations and discussed emerging and existing inequities for our focus population. Partners from ECE met separately and also discussed distance learning and emerging practices.

What are the plans?

CDE defines “distance learning” as “instruction in which the student and instructor are in different locations.” Typically, and in the case of Marin County plans, it includes a combination of virtual and print materials, synchronous and asynchronous learning, and office hours. Plans can vary in expectations concerning participation and schedule. Plans can also include protocols for students who might have additional needs, such as those with IEPs, EL students, or students with extenuating circumstances. The MPP Backbone Team provided an optional “[Distance Learning Plan Information Collection Form](#)” to capture the differences in plans and partner services due to COVID-19.

What might get in the way of student success?

Partners shared additional factors they felt would get in the way of students successfully learning from a distance and some of the practices their organizations had put in place to mitigate the potential negative impacts of those factors. There were many common practices between organizations and some emerging practices from individual organizations. An overview of practices and themes are below. For a more detailed report click [here](#).

Distance Learning Practices that Support the Whole Child	
Common Practices <i>(being used by multiple partners)</i>	Emerging Practices <i>(being used by 1-2 partners)</i>
<ul style="list-style-type: none"> ● 100% student contact tracking ● Flexible platforms for attendance and coursework ● Combination synchronous / asynchronous instruction ● Utilizing multiple communication channels (robocalls, text remind) ● 1:1 case management & mentoring ● Office hours ● Telehealth & counseling ● Resource websites ● Referral to partners ● Narrow instructional focus & hours per day 	<ul style="list-style-type: none"> ● Utilizing new social media platforms for communication (instagram & snapchat) ● Flexible “attendance” criteria ● Weekly family check-ins ● Communications sent in home language (without request) ● Wellness website ● 2-week rotating social / emotional learning topics <p><i>*Partners discussed the need for more non-academic strategies to promote community and connectedness for students and families.</i></p>



Below are expanded common and emerging practices from ECE and K-12, organized by category.

Category	Factor	Common Practices	Emerging Practices
Basic Needs	<ul style="list-style-type: none"> Physical health Food Safety Financial health 	<ul style="list-style-type: none"> Local distribution sites Referral to partners Resource website 1:1 case management 	<ul style="list-style-type: none"> School bus delivery Materials in spanish Wellness apps New social media platforms
Mental Health	<ul style="list-style-type: none"> Wellness Counseling Community Connection 	<ul style="list-style-type: none"> Wellness website Telehealth 1:1 case management Office hours Referral to partners 	<ul style="list-style-type: none"> Wellness apps New social media platforms Video content Online games
Home Environment	<ul style="list-style-type: none"> Home learning space Family Parental capacity Work Tech proficiency 	<ul style="list-style-type: none"> 1:1 case management Packet availability Surveys Narrow instructional focus Limit hours of school work 	<ul style="list-style-type: none"> Parent Ed videos Afternoon class options Parents teaching parents Flexible “attendance” criteria New social media platforms
Instruction	<ul style="list-style-type: none"> Platform access Individual needs Academic expectations Language Instructional challenges Resources & Materials 	<ul style="list-style-type: none"> Tech distribution Packet options Office hours 1:1 case management SPED collaboration Professional Development Resource website Narrow instructional focus 	<ul style="list-style-type: none"> Breakout rooms for differentiated instruction 1:1 check-ins with elective teachers
Learning	<ul style="list-style-type: none"> Classroom environment Online community behavior Executive & organizational skills Maturity Concentration Connection 	<ul style="list-style-type: none"> Continuing connective school routines Direct virtual instruction Recorded lessons Narrow instructional focus Office hours 	<ul style="list-style-type: none"> New social media platforms Online brain breaks “No screen” work Virtual feedback tools Contextually & culturally relevant work