Learning Hubs, Pods and Other Distance Learning Supports
County-wide Summary - Who's Doing What & Why
(as of 8/27/20)

WHY ARE ADDITIONAL SUPPORTS NEEDED NOW MORE THAN EVER?

Regardless of race, ethnicity or income, we know that both in-person learning <u>and</u> safety are important to <u>all</u> families, teachers, and school administrators. Unfortunately, only some families and some schools will be able to afford the technology, small-group in-person cohorts, or virtual enrichment support needed to mitigate the impact of COVID-19. As students head into Distance and then Hybrid learning environments with such a disparate range of support infrastructure, the equity gaps will widen and the very families who are already most affected by the economic and health impacts of this pandemic (BIPOC, essential workers, low-income families, and students with challenging life circumstances) will also be hit the hardest by these new education-related structural inequities.

[Wealthier Marin families are securing individualized private solutions](). Many are looking at forming small, in-person, learning pods, in their homes, supervised by paid private teachers/tutors to complement the instruction provided by their school. Some are opting out of their public neighborhood schools altogether and are forming homeschool pods.

[Some less privileged families](), **however, are still struggling to just resolve basic digital connectivity issues and child supervision needs, let alone being able to afford the education enrichment support of pods or tutors.** New daily and weekly class schedules, the lack of external organizing forces (like bells, peers, and hall monitors) and new unfamiliar technology platforms (like Canvas and Google Classroom) will be larger barriers for some students. Kids with challenging life circumstances may simply lack the support their peers are getting to stay organized and work independently. And some just don't have an appropriate, quiet, and safe space in their house for Distance Learning.

Digital Connection Considerations - Some families, especially in West Marin and the Canal, are still struggling with just the basic digital infrastructure needed to engage with Distance Learning. Under the new [state Distance Learning guidelines]() schools are required to "ensure that all students have the devices and connectivity necessary to participate in Distance Learning." While most students who need it have been supplied with chrome books and hotspots, some families are still having challenges using devices and accessing high speed bandwidth.
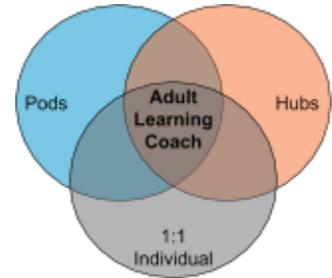
Distance Learning Engagement & Supports - Schools and teachers are working hard to provide new forms of on-line engagement, including daily synchronous/"live" sessions. [Some schools]() who have the space, staff and equipment will be requesting waivers to open school classrooms to in-person "learning pods" (i.e. small stable classroom cohorts). And, [Learning Hubs](), virtual pods, and 1:1 tutoring supports (both virtual and in-person) are being organized by a variety of collaborative efforts across the county.

WHAT KINDS OF SUPPORTS ARE NEEDED AND HOW ARE THEY PROVIDED?

MPP Working Definition - Distance Learning Support Services: The purpose of Hubs, Pods and other Distance Learning Support Services is to mitigate the disparate impact COVID-19 is likely to have on students of color, English Language Learners, low-income students and others with special learning needs. At the most basic level, Learning Hubs would be physical locations, with high speed internet and adult supervision, where students who need additional support, can come (either in a Pod or 1:1) to do school work.

Understanding Pods vs Hubs vs 1:1 - not all kids need the same kind of support
- **Pods** are small, stable, cohorts of students (virtual, in-person or hybrid; location agnostic).
- **Hubs** are physical locations to support out-of-class learning (could be for pods or 1:1 learning, could be at a school site, CBO facility or other public space)
- **1:1** is individualized support either for academic subjects (tutors) or for staying organized and on track with school work (Learning Coaches) (could be virtual or in-person)
- All three learning modes involve adult supervision that support students in doing their school work and in connecting with their online Distance Learning.

Scaled Approach to Distance Learning Hubs

Basic Space
- Safe, Healthy Facility
- Wifi Access
- Adult Site Supervisor

With Support
- Basic Space
- Tech Support
- Distance Learning Coaches

& Enrichment
- Basic Space
- DL Support
- Subject Tutoring + Enrichment

3 Key Considerations
1. **Student Criteria, Registration/Attendance Logistics & Guidelines**
   - Focus student populations (BIPOC, ELL, Homeless/Foster, FRL/Low-income) and specifically identified students (by school or CBO) should have priority access to services. Note: some services are already offered on an "open registration" low cost "first-come-first-serve" basis. However, to affirmatively further equitable access to educational opportunity, a targeted "by referral" approach that supports specific student populations is needed.
   - Accountability Data - In order to ensure that the right services are reaching the right kids and to coordinate resources across multiple Partners and schools, MPP is exploring the development of a Distance Learning equity dashboard that identifies which students need which kinds of support (tech support, academic, supervision, assistance staying on track etc.) so that Learning Hub coordination teams can coordinate access to different kinds of support, put together Pods, and prioritize, if needed, limited in-person space.
   - For each specific Pod, Hub or 1:1 service, a lead agency will need to be responsible for coordinating a site/service team, providing a site supervisor, tracking registration, and monitoring/tracking/reporting attendance.

2. **Site Criteria, Safety Logistics & Guidelines**
   - Sites will need to follow the [Marin Recovers] health guidelines for Childcare and Youth programs that outlines health procedures, testing, distancing, small stable student/teacher cohort ratios etc. (most recent update 8/17/20)
   - Sites should be located so as to be accessible to the students who need them the most (see Student considerations).
   - They will need high speed internet access with enough bandwidth to support a large number of simultaneous users.

- MCOE, given its prior experience with popup childcare centers, is coordinating start-up logistics for K-8 locations with schools and CBOs.
- MPP Success Network and WM Ready, Set Succeed Teams are working to support High School Hubs to complement the K-8 efforts.
- Liability, insurance, janitorial, food, supplies and expense reimbursement logistics TBD

3. **Staff Criteria, Roles & Guidelines**
   - **Site Supervisor/Project Manager** - there should be a designated person managing the site, the equipment and the budget as well as compliance with the Site Specific Protection Plan.
   - **Success Team** - to coordinate the use of the facility, the CBO services provided, and the alignment with the school's Distance Learning each team should be composed of: the Site Supervisor, CBO staff managing the support services, and school representatives from the students' schools). The Team should help collect student data (such as attendance at school and at the Hub) and should meet regularly (weekly) to track/adjust and align services provided with evolving student needs.
   - **Learning Coaches (paid & volunteer)** - MCOE is considering developing a roster of trained, screened, & fingerprinted individuals that can be assigned to Pods of students attending Hubs (like a sub roster).
   - **Janitorial/Cleaning** - TBD
   - **Training & Support** - Learning Coaches should be provided with additional professional development in culturally responsive mentoring and virtual school technologies (i.e. Google Classroom, Canva, Zoom etc.)
   - **Access to Students' Digital Classroom Tools** - Adults who are assisting kids with Distance Learning may need to have account access to the digital tools and platforms used by the student's at the Hubs so that they can help students navigate their learning within those platforms. TBD

WHO'S CURRENTLY DOING WHAT? (as of 8/27)
- **MCOE** - Coordinating funding support and start-up logistics for K-8 Learning Hubs
- **CBOs, Libraries, Schools** - Organizing hubs, providing space, staff resources, Site Team coordination (TBD)
- **MPP Backbone Staff** - Exploring how the Data Team can support and help coordinate all types of Distance Learning supports with equity-based accountability data tools that will help partners hold each other accountable. Action Team facilitators will help teams allocate funding from the Marin Educational Equity Fund. High School level College & Career Readiness Teams will explore how to help with High School level Hubs (perhaps as the Site Coordination Team)
- **K-6 Marin City** - Willow Creek Board members leading launch development; Assumes Bayside/MLK operates in person under a waiver; Location - Community Center; CSD provides Site Supervisor.
- **7-8 grades Marin City** - Willow Creek Board members leading launch development; Bridge the Gap provides Site Supervisor; Students are from WC and MLK as the MLK Waiver may not cover ⅞ grades, Felecia/Performing Stars can help with parent outreach & communication; Location - Shopping Center.
- **9-12 grades Marin City** - Performing Stars/Hannah Project leading launch development and parent outreach & communication; Bridge the Gap provides location and Site Supervisor; Tam Success network facilitates Team coordination with Tam
- **West Marin K-8** - West Marin School identifies students; CBO partners identify Learning Coaches; Site TBD (possibly: MW Free Library, St. Columbo, EAH Locations, Tomales Town Hall, Marconi Center, SUSD Outdoor Space); Site Supervisor and Team coordination - TBD,
- **West Marin High School (Tomales)** - West Marin Community Collaborative to coordinate, Location TBD (see above)
- **Other Districts/Areas (TBD)** - **SRCS** is working with BACR/LEAP at school sites; **NUSD** is possibly working with North Bay Community Services or North Bay Children's Center? **MCOE** is assisting with coordination and funding, and community outreach (flyer/interest survey) for other low cost, open registration sites like White Hill or YMCA locations.

Other Distance Learning Supports
- **Virtual Early Grade Literacy Pods** for San Pedro, Bahia Vista, and Loma Verde schools.
- **1:1 Virtual Volunteer Tutoring** - 10,000 Degrees is coordinating this efforts
- **Digital Divide** team will be coordinating with other efforts in their tracking and distribution of Hotspots and perhaps working with sites to enhance on-site wifi as needed.