



BOYS & GIRLS CLUBS

COVID-19 PLANNING GUIDEBOOK: SUMMER



BOYS & GIRLS CLUBS
OF AMERICA

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BOYS & GIRLS CLUBS

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Executive Summary

While the coronavirus has posed challenges for the Movement, our Clubs have responded creatively and found ways to meet the needs of those who depend on us most while also **identifying opportunities during this crisis**. The pandemic has forced many to reimagine their business model, create various forward-thinking scenarios, and focus on continuity strategies. **Increased communication** with staff, board members and key stakeholders has resulted in improved engagement. All organizations, to safeguard their members, staff, volunteers and community partners, have had to enhance their safety protocols and related training to reflect quickly evolving standards. Youth Development Professionals, stretched beyond their traditional roles, now provide grab-and-go meals, ongoing wellness checks to Club members and their families and **wraparound services** to bridge the gaps amid growing social service needs. They have risen to the occasion, rolling up their sleeves to do whatever it takes to be responsive and relevant while helping their communities recover during these difficult times.

Organizations are **adapting their resource development**, marketing and government-relation strategies. They are relying less on fundraising events and focusing more on individual giving, donor cultivation and proposal writing to foundations and public funders. In addition, we have all become much more **technologically savvy** and virtually attuned to our new reality. All organizations report that digital engagement and distance learning will become a regular strategy, not just a stop-gap method for providing programming during the pandemic. As one would expect, Boys & Girls Clubs have taken lemons and made lemonade!

This Planning Guidebook is a collection of ideas, strategies, and resources informed by over 50 different Boys & Girls Club organizations representing the breadth of our Movement and numerous experts in the youth development field. For all organizations, how you respond this summer will be one of the most important decisions you will make to 1) keep youth, families and staff **safe and supported**; 2) strengthen your **organization's infrastructure**; 3) maintain your **relevancy** in your community; and 4) position your organization into the future to be the youth development provider of choice for your families, funders and community partners. What is abundantly clear from all our interviews, surveys and group discussions is that response strategies will vary depending on your **community's needs**, your organization's current and future circumstances and guidance you are receiving from your local authorities.

This Guidebook is designed to support all organizations regardless of size, complexities and community profile to think through various **questions**, provide practical **recommendations**, and highlight multiple **resources** so that your team (leadership team, board and key partners) are making the most informed decisions, with the most up-to-date tools to develop appropriate plans to ensure that all your members have a safe, fun, high-quality and memorable summer. The Guidebook covers four themes: **Business Continuity**, **Safety, On-Site Club Experience** and **Virtual Club Experience**.

Use the questions and recommendations in this Guidebook to help you decide if you will open on-site services, provide virtual programming or both. To get started, **assemble a cross-functional response team** of staff, board members and community partners to strategize how you will respond. By taking into consideration the following key themes (**themes are highlighted in orange**), questions, recommendations and resources (all hyperlinks highlighted in blue and underlined will lead you to more information and resources), you will be creating the blueprint to reimagine, recover and respond to those who need us most.

This guidebook will be updated regularly as new tools and updated guidance become available.

Business Continuity

Organizations must consider how they will operate and fund their organizations in this new environment. Regular communication with staff, board members, and key stakeholders will serve as the oxygen for change. Staff members will need to be cross-trained in multiple roles leading to business efficiency and greater job satisfaction. Organizations should also consider adapting resource development strategies—relying less on fundraising events and putting greater emphasis on individual giving, donor cultivation and proposal writing to foundations and public funders. Your cross-functional innovation team should answer the below questions related to Business Continuity to ensure your organization is considering all scenarios, budgeting accordingly and maximizing all operating functions to provide an optimal and safe Cub experience, both on-site and virtually.

Business Continuity Questions to Answer

1. Have we developed a **contingency plan** that details a cash flow analysis, capturing various scenario plans so that we are prepared for a variety of different business models/options? Are we prepared to pivot from one model to another quickly? Are board members and key stakeholders actively engaged in various stages of the decision-making process?

[BGCA Business Continuity](#)
[Business Continuity & Cash Planning](#)
[Sample Cash Flow Projection](#)
[Simple Cash Flow Projection](#)

2. Have we assessed the fiscal impact of COVID-19 on our organization's **fundraising timelines**? Are we adapting our resource development plans, including reaching out to current and expected 2020 donors now to solicit support, request reallocation of funds for unrestricted use, as well as learn about their priorities?

[Short Term COVID 19 RD Plan & Checklist](#)
[COVID-19 Crisis Case for Support](#)
[Club COVID-19 Impact Report Template](#)

3. How are we keeping the public, **donors** and stakeholders regularly informed of the essential work our organization is doing and will need to do to continue to meet kids' and families' needs, especially due to COVID-19? Are we connecting with our **top donors and seeking large gifts** to maximize our return on investment? Are we engaging our policymakers, **corporate partners** and local businesses for support and joint fundraising opportunities? Have we developed a **communications strategy** to inform parents/caregivers and the community?

[Video Script for Board Members](#)
[Phone Scripts for Board Volunteers & Staff](#)
[COVID-19 Reopening Communication Templates English and Spanish](#)
[COVID-19 Letter Template to Donors or Stakeholders](#)
[COVID Nonprofit Op Ed Template](#)

4. Have we investigated **public funding opportunities** that are available to help our organization provide services? What partnerships and advocacy engagement strategies are we undertaking, including working with school districts?

[COVID-19 School District Partnership Toolkit](#) – includes a sample advocacy plan
Virtual Advocacy Engagement Tool – **COMING SOON**

5. What measures should we take to **minimize legal risks** and public relations issues? Are we providing warnings/waivers to parents, staff and anyone involved that there is no guarantee there will not be exposure to infectious disease? Have we updated registration/application documents to reflect current warnings?

[Legal Considerations for Serving Youth During COVID-19](#)
[Legal Considerations for Recalling or Rehiring Employees](#)
[COVID-19 Legal Warning for Employees & Volunteers](#)
[COVID-19 Legal Warning and Waiver for Parents](#)
[COVID-19 Indemnification Language for Agreements](#)

Business Continuity Recommendations to Consider During Planning

- **Forecast cash flow** for the next four to six months. Identify which expenses are mission critical and when they are scheduled to be paid. Prioritize which costs can be cut back, suspended or postponed.
- Organizations should ensure they have at least **60 to 90 days cash on hand** to run programs. Contact funders and discuss if restricted dollars can be repurposed. Also, consider if there is any possibility to receive committed revenues in cash before planned. Determine if there is an available credit line.
- Ensure enough staff are available for operations. Organizations may need to consider **additional training** necessary regarding coronavirus and trauma-informed practices.
- **Create scenarios** (best case, worst case, hybrid, etc.) for at least the next six months. Scenarios should consider various staffing structures, increased operational costs from the current environment (i.e., cleaning supplies, new staff to accommodate recommended staff-to-member ratios) and impacts on revenue lines including dues and fees from families.
- **Partner** with Boys & Girls Club State Alliances, local agencies, childcare licensing boards/bodies, childcare accreditation bodies, school districts, parents, universities, insurance providers, legal counsel and other community partners to identify best practices and learn from their experiences.
- During times of change, people need **more communication**. Meet with staff and board regularly. Be transparent and share what you know. Also make sure to find time to celebrate and communicate successes. **Communicate regularly with Club families, the public and donors** to keep them informed; focus on how the Club is responding to needs of youth, families and the community with safety as your number one priority. Let your external stakeholders know you are part of the solution and providing the most vulnerable youth with essential services.
- While you can be transparent with public/donors regarding lost revenue and new costs for service in this environment, don't request help based solely on lost revenue – **ask for specific funding** for the critical work you are doing now and need to do in the future to respond to the needs of kids and families.
- **Focus on major gifts** to maximize your fundraising return on investment. Seek major gifts from your top donors (individuals, corporations and foundations, etc.), investing time where you can expect the greatest return. Pursue larger asks. For example, ask for a gift to serve 50 kids who can't afford Club membership (e.g., 50 x \$500 = \$25,000). Find out what 2020 funding priorities are for your current and expected donors given the crisis; ask if they have shifted, if they are willing to remove restrictions and allow current gifts/grants to be used for COVID-19 response operations.
- **Invest time reaching out and thanking donors** personally, including acknowledgements through personal emails and phone calls. Board members should also be engaged in this work. Corporate donors should be engaged and thanked; help them reach their goals by publicizing your thank-you on social and other media. Post thank-you videos for corporate donors that feature the impact of their donation, send personal thank-you emails from the CEO to donors and/or use services such as the app ThankView.

- Leverage **Virtual marketing and advertising** (e.g., Facebook, Instagram, videos, emails, newsletters, podcasts) as well as in-person marketing and advertising (e.g., letters, flyers, program packets with information, newspapers, billboards) to share the essential services you are providing.
- **Pursue government funding opportunities** through **CARES Act** provisions and other local, state and federal government sources. This includes funding from Child Care Development Block Grant (CCDBG), USDA Child and Adult Care Feeding Program (CACFP) and Summer Food Service Program (SFSP), AmeriCorps, and 21st Century Community Learning Center, Community Services Block Grant (CSBG) and Elementary & Secondary School Emergency Relief Fund partnerships. Make sure you are at the table when local and state leaders discuss ways to respond to the crisis and propose solutions your organization can provide.
- **Develop a local advocacy plan** to address your Club's needs during this time of recovery and beyond. Execute your plan using advocacy engagement to expand partnerships, including with your school district, city, county and other community organizations and discuss how to coordinate and share resources or partner to apply for new funding.
- **Leverage relationships with your board and local business partners.** Board members are ready to assist the organization during this crisis. In addition to personal donations, find multiple ways to engage their help, such as securing their assistance to prepare CARES Act and other funding requests, reaching out to local businesses and potential donors to ask for gifts, and serving as advocates on behalf of these requests.

Safety

Safety is a core value of Boys & Girls Clubs. As with other risks that must be managed, Clubs can make efforts to assess and control the spread of infectious diseases, like COVID-19. Before re-opening or transitioning into summer programming after an outbreak, Clubs should review and **update safety and emergency operations plans** to incorporate the latest information on coronavirus and infectious disease prevention and management. Health and safety information will vary by jurisdiction and type of operation, and Clubs can continue to monitor guidance provided by federal agencies, like the Centers for Disease Control and Prevention (CDC), the Occupational Safety and Health Administration (OSHA), state health departments, education departments, school districts, and tribal, county and local authorities.



Boards, with direction from their board-led safety committees, should remain engaged and continually update safety plans, as guidance is likely to change as the situation develops. As staff transition back to Clubs, or new staff are hired, **training in health and safety protocols will be essential**, and staff may require additional support as they navigate unfamiliar and changing environments. Additionally, transparent communication to families and the community about Club safety plans will ensure that everyone understands and is confidently involved in efforts to protect the health and safety of Boys & Girls Club members, staff, volunteers and visitors. Answering the following questions will help strengthen safety polices and emergency plans at all Clubs and Youth Centers.

Safety Questions to Answer

1. Has the board conducted a risk assessment to determine your organization’s vulnerabilities, the risk of transmission and how to reduce it? Risk factors to consider include legal and insurance requirements, level of community transmission and current trends, types of activities performed and the nature of interactions between people.
2. Has the board approved a **coronavirus or infectious disease** plan that is informed by the latest information from the CDC, federal, state, tribal, local and expert guidance? Has the board developed a process to update and revise the plan on an ongoing basis?

Sample plans and other materials provided below. Create your own in accordance with current local, state, tribal, and federal guidelines.

[Boys & Girls Clubs of Central Orange Coast COVID -19 Response Plan](#)

[Boys & Girls Clubs of Greater Tarrant County - Essential Care Model](#)

[Boys & Girls Clubs of Snohomish County - COVID-19 Safety Plan Staff Training](#)

Boys & Girls Clubs of Metro South - [Our Commitment to Clean Safe Clubs Flyer](#), [Hand Sanitizing Station Sign](#)

3. Can we continue to obtain adequate **supplies** to support proper hygiene behaviors and cleaning/disinfection of objects and surfaces in our facilities? Supplies may include masks, gloves, thermometers, personal protective equipment (PPE), soap, hand sanitizer with at least 60% alcohol, EPA-registered disinfectants, bleach and paper products.

[Safety Supply Options](#)

[Association of Camp Nursing \(ACN\) Thermometer Comparison and Analysis](#)

4. Does our local jurisdiction require the use of **cloth face coverings/masks** in our facilities and/or operations? Who will be responsible for supplying and regularly washing cloth face coverings?

[OSHA Guidance on Wearing Procedural Masks](#)

[How to Wear a Cloth Face Covering](#)

5. Have we developed a schedule and hired and trained staff to perform **routine cleaning and disinfection**? Have we limited access to toys and equipment that cannot be easily cleaned and sanitized? Have we identified frequently touched surfaces and objects that will need routine disinfection?

[Handwashing in Community Settings](#)

[How to Clean and Disinfect](#)

[Guidance for Cleaning and Disinfecting Decision Tool](#)

[Reopening Guidance for Cleaning and Disinfecting](#)

6. Are staff, volunteers and members receiving **up-to-date education and training on COVID-19 risk factors**? **This includes** how to recognize symptoms of COVID-19 in yourself and others, and preventive actions to prevent the spread of illness, such as 1) proper handwashing; 2) how to clean and disinfect frequently touched surfaces; 3) how to cover coughs and sneezes; and 4) how to wear a cloth face covering. Are we in compliance with the OSHA requirement that all workers be trained in information about COVID-19 exposure, hazards and workplace protocols?

[COVID-19 Online Safety Training](#)

7. Does our plan include **steps we will take if someone is or becomes sick**, including 1) informing staff and members/parents/caregivers to stay home if they start to feel sick; 2) having an isolation room to separate sick individuals at our facility; 3) having a process for sending home sick individuals; 4) closing off areas or entire facilities for cleaning and disinfection; 5) notifying our health department; 6) notifying our board; and, 7) in consultation with the health department, communicating exposures to individuals who may have had contact with the sick person?

[Guidance for COVID-19 Exposure](#)

[Guidance for COVID-10 Positive Test](#)

8. Does our plan include measures to ensure individuals are **practicing social distancing** at the Club? Social distancing strategies include 1) keeping groups together with the same individuals each day; 2) creating separate spaces for children of essential workers; 3) keeping groups in separate rooms; 4) staggering activities in common areas and disinfecting the areas between group transitions; and 4) having individuals remain six feet apart. Are we prepared to meet **staff-to-child ratios** and group size restrictions required by local, state or federal guidelines?

[CDC Social Distancing Strategies](#)

[Social Distancing Calculator](#)

9. Have we modified our **pick-up and drop-off procedures** to promote social distancing and wellness practices? Pick-up and drop-off procedures may include 1) staggering arrival and drop-off times; 2) having staff walk members to and from cars as they arrive and depart; and 3) asking that the same parent/caregiver drop off and pick up members each day. Are we limiting **visitor access** to our facilities?

[CDC Parent Drop-Off and Pick-Up Guidelines](#)

10. If staff are conducting **wellness screenings**, have they had adequate training? Are staff using methods to stay protected during wellness screenings, such as practicing social distancing (maintaining a distance of six feet from others), utilizing physical barriers, such as glass or plastic windows or partitions, or using PPE such as facemasks, eye protection and disposable gloves? Are staff using no-contact (temporal) thermometers and following disinfection and hygiene practices between screenings?

[CDC Screen Children Guidelines](#)

Sample materials provided below. Create your own in accordance with current local, state, tribal, and federal guidelines.

BGC Snohomish County - [Daily Health Screen Process](#), [Daily Health Screen Log](#), [Illness Log](#)

11. If our facilities have been closed, or if we are considering locating to new facilities, have we performed **quality facility safety checks**? Have we checked for standing water, including in the HVAC system, a factor that increases the risk of Legionella growth? If we have closed water recreation facilities, have we sought guidance on how to safely re-open? BGCA will provide guidance on use of new facilities soon. Inform your Director of Organizational Development if you will be running on-site programming outside your chartered units, extensions and community impact program sites. All operating sites must meet established BGCA safety requirements and local regulations.

[BGCA Facility Safety Check Tool](#)

[COVID-19 Guidance for Legionella and Building Water System Closures](#)

[CDC Guidance for Childcare Programs that Remain Open](#)

12. Does our plan include measures for **safely preparing and serving food** according to Food & Drug Association (FDA) guidelines? Measures may include 1) serving meals in classrooms rather than cafeteria/large group settings; 2) serving individual rather than family-style meals; and 3) washing hands before and after eating.

[FDA Food Safety and the Coronavirus Disease 2019](#)

[CDC Food Preparation Guidelines](#)

13. Have we developed a plan to implement social distancing and intensified disinfection/cleaning practices in our **pool/aquatics program**? Examples include closing off locker rooms and limiting the number of swimmers per lane.

[Guidance for Shutting Down and Reopening Water Recreation Facilities](#)

14. Are we providing resources to support the **mental and emotional health** of our members, staff and community?

[Parent & Caregiver Emotional Well-Being Resource Library](#) – this version serves as a library from which Clubs can pull resources to provide to families based on their specific needs.

[Parent & Caregiver Emotional Well-Being Handout](#) – this version formatted as a handout/attachment that Clubs can provide to parents.

[Mindfulness Basic Training App](#)

[Wellness Process & Planning Worksheet](#)

[CDC Caring for Children in a Disaster](#)

[National Association of Schools Psychologists Helping Children Cope with Changes Resulting from COVID-19](#)

Safety Recommendations to Consider during Planning

- **Make decisions locally**, based on the current guidance of local, state, tribal and federal officials.
- **Establish partnerships** with health departments, school districts, childcare licensing boards/bodies, health consultants and other community partners to inform safety policies and protocols. Some Clubs have successfully engaged health experts – such as nurses and doctors – to facilitate staff trainings or sit on ad hoc committees. Schools or hospitals may also be able to provide critical supplies, such as masks and disinfectants, that are difficult to acquire at this time.
- **Involve parents/caregivers** in the prevention of infectious disease. Ask parents/caregivers to monitor children for signs and symptoms of illness, take temperatures before arrival at the Club and notify you of other important health considerations. Communicate your health and safety protocols to parents, be prepared to answer their questions and assure them of your commitment to keep your Boys & Girls Club safe.
- **Involve staff and board in your safety plan** by asking for their feedback and empowering them to develop solutions. Develop supports for staff members' mental and emotional safety and check with your insurance provider to see if they offer an Employee Assistance Plan (EAP). Plan to cross-train staff in critical job functions in case of absenteeism and designate individuals responsible for responding to potential COVID-19 concerns.
- Assign staff to be the **quality assurance and safety point person** in each site.

Program Quality

COVID-19 has presented new challenges that Clubs and Youth Centers have never faced. During this time, a focus on program quality is essential to ensure the physical safety and emotional wellbeing of youth and staff and address potential gaps in Club members' education because of the disruption to the academic year.

Whether you will be running programming on-site, virtually or using a hybrid approach, [use this special, condensed version of Program Basics for COVID-19](#) to guide you in creating a quality Club experience. You can also visit the [CQI Toolkit](#) to find tools to help you assess and improve your program quality.

On-Site Club Experience

All Club and Youth Center sites in all communities, including on Native lands and U.S. military installations, will have the ability to adapt, modify and create new avenues for programs and services this summer and beyond. While challenging, this situation will provide organizations with the opportunity to stretch their creative wings, to envision and execute in new ways, to explore deeper engagement with community partners and to secure new support in achieving our goals for members. By answering the following questions and exploring all of the resources below related to traditional on-site programs in our new reality, you can support and train your staff to be creative in **intentionally delivering fun, safe, high-quality and supportive programs/services** that meet the needs and interests of your members and community.



On-Site Club Experience Questions to Answer

1. Given potential limitations on facility capacity and distancing requirements, how will your organization address who to serve and how to recruit?
2. Who will conduct **needs assessments** with your members and families? When will you conduct them? How will you ensure the program plan meets young people and families where they are?

[Screeners for Emotional Wellbeing](#) - Surveys for youth, teens, families/caregivers and staff, along with step-by-step instructions for checking in on emotional well-being.

3. What will be your organization's approaches to staff recruitment, orientation, assignments, training and support while **motivating and recognizing your Youth Development Professionals**?

[Staff Positive Club Climate Toolkit](#) – A guide for creating a staff Club Climate Collaborative, a tool to help build a positive emotional climate in Clubs.

Staff Training for COVID-19 – **COMING SOON**

4. How will you approach providing an **orientation** and ongoing communications to members and families to help them acclimate to new policies and procedures?
5. Routines give youth a sense of comfort and stability that, in turn, allows them to develop a sense of personal control and understand what behavior is expected of them. Which **routines and procedures** will be impacted by the current situation? Consider rules or behavioral expectations, arrival, departure, transitions, snack/mealtimes, backpacks and personal belongings, restrooms, supplies, equipment, clean up, etc. How will you introduce and reinforce new and different routines or procedures?
6. Summer is all about **fun** and traditions! Given regulations concerning staff-to-youth ratio and **social distancing**, how will you adapt your typical programming and spaces to align with safety regulations, while still delivering engaging programming? Under the current environment, what are you doing to ensure culture is still part of your summer experience with youth? Can you bring cultural experiences and field trips to the Club through the numerous online resources?

[Social Distancing in the Club](#)

[Asphalt Green Games for Social Distancing](#)

[YD Toolbox App](#) – Activities now note their appropriateness for social distancing

[28 Free Virtual Field Trips and Activities for Families in Quarantine](#)

7. How will you support the **emotional wellbeing** of members and their families? Are you building group agreements with staff and youth?

Managing Change: Activity and Discussion Guides ([ages 6-9](#), [10-12](#)) - Activities and discussions to help youth process changes they have experienced, explore and name their feelings, and gain tools to manage their emotions.

Managing Change: Discussion Guides ([ages 13-15](#), [16-18](#)) - Conversation starters to help teens process life changes they experience and understand and manage their feelings.

[Youth Positive Club Climate Toolkit](#) – A guide for creating a youth Club Climate Collaborative, a tool to help build positive emotional climates in Clubs.

8. Members and staff may be experiencing **grief and loss**. What support will you provide to address grief and loss?

[Responding to COVID-19: Providing Support for Grief & Loss](#) – A guide for Clubs and Youth Centers supporting and caring for grieving youth, families and staff during this difficult time.

9. To be responsive to the growing needs (mental health, medical, etc.) of children, teens and families, how are you **utilizing your volunteers and community** to prepare for this summer, knowing this community involvement might look different with their engagement?
10. What are the opportunities/experiences you want to provide **teens**? Are there academic opportunities you can provide, skill sets you can enhance, job training or community service ideas to offer? And what does fun for teens look like in your program?

[Workforce Readiness](#)

[Teen Programming Resources](#)

Recommendations to Consider During On-Site Club Experience Planning

- **Leverage Partnerships and Volunteers** – Look for donated indoor and outdoor space to expand your operation in partnership with municipalities, recreation centers, schools, corporations or other entities not expected to open in the next few months. Partner with community social services agencies, hospitals and/or universities for mental health support, e.g., Tribal Health Centers, Military Life Consultant, community health services, and the USO.
- **Design Orientations and Professional Development for the Club Community** – Create orientation videos to help Club members and parents acclimate to new expectations and safety guidelines. Produce training videos for Club professionals to review before on-site training. Focus on introductions to COVID-19 regulations and guidelines, cleaning procedures and new expectations.
- **Modify, Adapt, Create** – List everything that makes your program fun and identify programs/activities you can adapt to fit the new COVID-19 safety guidelines. Incorporate mental health support activities and guidance into your programming. Create a calm space for kids and staff to go to decompress and relax. You can bring experiences to the Club through the numerous online resources.
- **Engage Teens** – Look at this summer as an opportunity to set a new tone for teen programming. Create a robust Jr. Staff experience. Do not assign Jr. Staff (or any Club members) as the cleaning crew. **Jr. Staff** should not be considered part of regular staff-to-youth ratios and there should always be a staff member and one other individual present with them. Explore opportunities both on-site and online for job training, career exploration, college fairs/tours/prep, peer mentorships, skill building, mental health support and be sure to include fun.
- **Supply Materials and Monitor Sharing** – Make individual supply bags for members with materials such as markers, scissors, glue and craft supplies and similar materials they will need. Partner with volunteers or companies who can donate supplies and assemble bags.

Virtual Club Experience

A summertime virtual Club will look different depending on the needs of your community. Delivery via a combination of activity packets, pre-recorded video and/or live interactive sessions will depend on what your Club members and families have access to, what they need and what they are interested in. Start by reviewing the questions below, which will strengthen your protocols and procedures for a virtual Club experience that aligns with overall organizational policies. Take time to identify what your members and families want and need and begin communicating. Use tools such as the [Program Basics Planner](#) and [YD Toolbox](#) to help you plan, as you would for an in-person session. Leverage the [MyFuture platform](#) for activities and to track program data. Join the [Youth Development Professional Facebook group](#) to get ideas and feedback from other Clubs.



You and your staff know how to deliver great youth development experiences. Think about it as moving regular programming from your building to delivering it at a distance, leveraging technology if it is available to your members. Engage, see what is working and continue to make changes based on what members want and need. What works at the beginning of summer may not work at the end, so continue to watch attendance, see what's working and what's not. Lastly, don't forget to have a healthy mix of needs- and interest-based content, but start with an emphasis on interest-based to help you recruit youth and build attendance.

Virtual Club Experience Questions to Answer

1. What do families and members need from your Club during the summer months? What does **access** to internet at home, as well as computer or mobile devices, look like for your Club's Youth Development Professionals, Club members and families? If your local school district provided youth with devices during the year, are they allowing them to keep those devices over the summer?

[Needs Assessment Template for Virtual Programming](#)

[BGCA.net/Technology](#) – more information on hardware, software, and internet discounts and donations that are available to Clubs and Club staff

2. What will **virtual staffing structures** be at your Club? What is the plan to train, observe, and supervise staff who are delivering the program/activity? What are your virtual staff requirements? Will you engage volunteers virtually?

[Live Training Calendar for Clubs](#)

3. How is your Club currently engaging or planning to engage members virtually? Virtual program delivery can include activity packets, pre-recorded videos, live interactive sessions or a combination of any of these. **Which delivery model(s) will work best for your members?** Will there be an age requirement for virtual Club participation?

4. What kind of **activities/programs** will you run? Where will you get activities from?

[Facilitator Led Programming Schedule for Ages 10 and up - Week 1](#)

[Facilitator Led Programming Schedule for Ages 10 and up - Week 2](#)

[Facilitator Led Programming Schedule for Ages 10 and up - Week 3](#)

[Facilitator Led Programming Schedule for Ages 10 and up - Week 4](#)

[Facilitator Led Programming Schedule for Ages 10 and up - Week 5](#)

[Facilitator Led Programming Schedule for Ages 10 and up - Week 6](#)

[Facilitator Led Programming Schedule for Ages 10 and up - Week 7](#)

[At Home Club Sessions Ages 6 and up – Weeks 1-2](#)

[At Home Club Sessions Ages 6 and up - Weeks 3-4](#)

[MyFuture.net](#) - BGCA's mobile-friendly platform that provides access to over 185 Boys & Girls Club program activities designed especially for Club members age 9 and up, with program sessions and schedules linked above and a variety of curated resources from other content providers.

5. What is the **best way to communicate** to families? How will you get information out about your virtual program offerings? What expectations will you set for parent/guardian supervision and involvement? What **parent/guardian education** needs to be in place for your participants to use a virtual platform? For example, are parents/guardians aware of online safety? Do they know how to use meeting software? Are they able to facilitate activities provided in take-home packets?

6. What safety guidelines are in place? What is your plan for **ensuring youth safety** in a virtual setting (“rule of three,” mandated reporting, etc.)? Have you considered best practices regarding youth online safety and privacy? Are you incorporating online safety and digital literacy and citizenship? Do members have a way to share with an adult if they have concerns or problems in a live session or at home?

[Creating a Safe Live Virtual Club](#)

[Safety and Virtual Technology Training Slides](#)

7. What **risk management** guidelines will be in place? Are you using the latest software and applying all necessary security settings, such as passwords, recording chats and preventing screen sharing? Are staff using official Club

accounts rather than personal ones and trained to respond to and report behavioral problems? What permissions will you require from parents for youth participation?

[Sample Virtual Programming Parent Letter and Consent Form](#)

8. How do you **plan to measure** your virtual program? How will you measure participation (number of participants, completion of activities, etc.)? The MyFuture Staff Dashboard allows you to track completion of activities, including your own local activities that aren't hosted on MyFuture. How will you gather youth feedback? This might include questions about likelihood to attend another virtual event, what members liked most and least and recommendations for the future.
9. How will you assess the **quality of your virtual programs**? How will staff encourage a sense of belonging, meaningful choices and appropriate challenges? How will you assess what is working for Clubs?

[Virtual Club Quality Standards](#)

What adjustments to your **personnel policies/staff handbook** need to be addressed for a virtual setting? What policies and procedures will be needed to ensure consistent program delivery by staff? Do you need to revisit your existing participant code of conduct and information provided to parents/guardians? Do social media policies need to be revised for considerations related to the program/activity?

Virtual Club Experience Recommendations to Consider during Planning

- **Start with a needs assessment.** Identify what resources your members and families have access to, what they need and what interests them. Select your delivery model(s) of at-home activity packets, pre-recorded videos or live engagement based on the results from your needs assessment.
- Create policies and procedures and build your staffing model. We suggest **group sizes of five to 15** for live virtual engagement. If you have been engaging members virtually, take a look at what has worked and what has not worked so far.
- **Reassure and check in with staff regularly.** Staff will be nervous to try new delivery models at first but reassure them – they know how to be great youth development professionals, and a successful virtual program relies on the same quality youth development practices an in-person program does. Check-in with staff about their experiences facilitating live or pre-recorded virtual programming, and work with them to incorporate feedback into future sessions. Encourage staff to ask questions of the BGCA Youth Development community and see what other Clubs are doing.
- **Utilize as many communication** channels as possible – supervised calling, group texting that incorporates your safety policies, posting on your website and social media, and providing information consistently and continuously.
- Use platforms families already use, **focus on fun**, take it back to youth development basics and engage members with age-appropriate content. What works for elementary and middle school members will not work for teens.
- **Track your data.** Have your staff use the MyFuture.net Staff Dashboard to create member accounts, track MyFuture and other activity data for your at-home, pre-recorded and live sessions. This will allow you to pull reports and use the data to see what activities have more engagement or less. Use Facebook “Insights” to measure “Reach” and “Engagement” (post clicks, comments, likes and shares) for your Facebook Live events, posts and videos. Use YouTube “Analytics” to measure “average view duration” and “views.” For MyFuture, Facebook and YouTube, you can select different time frames in which to view results. See which activities, videos and posts seem to generate more reach and engagement and make changes to programming based on your results.

Appendix

Appendix items are based on conversations/interviews/surveys and will supplement the organization's ability to move forward in the new environment and are benchmarks of excellence or will otherwise enhance the work of the Club.

BUSINESS CONTINUITY

- [Redwoods COVID-19 Resource Packet](#)
- [Federal Level Updates, Resources, Guidance](#)
- [State Level Updates, Resources, Guidance](#)
- [Guidance on various grants, stimulus packages and other public offices](#)

SAFETY

- [Coronavirus Guidelines for America](#)
- [Caring for Our Children Cleaning, Sanitizing, and Disinfecting](#)
- [Routine Schedule for Cleaning, Sanitizing, and Disinfecting](#)
- [National Database of Child Care Licensing Regulations](#)
- [Directory of Local Health Departments](#)
- [Association of Camp Nursing \(ACN\) Sample Communicable Disease Plan](#)
- [U.S. Department of Education Managing an Infectious Disease Outbreak in a School](#)
- [Readiness and Emergency Management for Schools Technical Assistance Center Infectious Disease Planning](#)
- [Child Trends Ways to Promote Children's Resilience to the COVID-19 Pandemic](#)
- [SAMSHA Disaster Distress Helpline](#)
- [SAMHSA Tips for Social Distancing, Quarantine, and Isolation during an Infectious Disease Outbreak](#)
- [Crisis Text Line](#)
- [National Association of School Nurses Coronavirus Disease 2019 Federal Guidance for Students with Disabilities](#)

CLUB EXPERIENCE AND PROGRAM QUALITY

- [BGCA Youth Development Resource Catalog](#)
- [Youth Development Facebook Page](#)
- Program Basics: [BLUEprint](#)
- Program Basics Playbooks: [Gamesroom](#), [Assemblies](#), [Transitions](#) and [Gym & Field](#)
- [YD Toolbox App](#)
- [Virtual Club Showcase w/ BGC of Dundee Township](#)
- [MyFuture.net – At Home Activities for Youth](#), [At Home Activities for Teens](#)
- [MyFuture.net – Resources for Youth Development Professionals and Families](#)
- [Playworks Game Library](#)
- [Playworks Play at Home](#)
- [Virtual Field Trips - Zoos - National Parks - Museums](#)
- [Virtual Tour of National Museum of American Indian Exhibitions](#)
- [Military Child Education Coalition](#)
- [National Child Traumatic Stress Network online training](#)
- [Mental Health America](#)
- [American Camp Association COVID-19 Resource Page](#)
- [Project Zero – At Home Activities from the Harvard Graduate School of Education](#)
- [UNICEF Kid Power](#)
- [YouVisit – Virtual College Tours for Teens](#)

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Boys & Girls Clubs of Adair County Schools, Oklahoma
Boys & Girls Clubs Alaska
Boys & Girls Club of Bay Mills, Michigan
Boys & Girls Clubs of Bend, Oregon
Boys & Girls Clubs of Capistrano Valley, California
Boys & Girls Clubs of Central Wyoming, Wyoming
Boys & Girls Club of Chelsea, Oklahoma
Boys & Girls Club of Clifton, New Jersey
Boys & Girls Clubs of Dundee Township, Illinois
Boys & Girls Club of East Providence, Rhode Island
Boys & Girls Club of Elgin, Illinois
Boys & Girls Clubs of Greater Houston, Texas
Boys & Girls Clubs of Greater Sacramento, California
Boys & Girls Clubs of Greater Salt Lake, Utah
Boys & Girls Clubs of Greater Tarrant County, Texas
Boys & Girls Clubs of Greater Waterville, Maine
Boys & Girls Club of Hawthorne, New Jersey
Boys & Girls Clubs of Kern County, California
Boys & Girls Clubs of King County, Washington
Boys & Girls Club of Lac Courte Oreilles, Wisconsin
Boys & Girls Club of Lansing, Michigan
Boys & Girls Club of Manchester, New Hampshire
Boys & Girls Club of McAllen, Texas
Boys & Girls Club of the Muskegon Lakeshore, Michigan
Boys & Girls Clubs of the Northtowns, New York
Boys and Girls Club of Ottawa County, Oklahoma
Boys & Girls Club of the Ozarks, Missouri
Boys & Girls Clubs of Paterson and Passaic, New Jersey
Boys & Girls Club of Pharr, Texas

Boys & Girls Club of the Prairie Band Potawatomi Nation, Kansas
Boys & Girls Clubs of the Red River, Texas
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Boys & Girls Clubs of Snohomish County, Washington
Boys & Girls Clubs of Springfield, Missouri
Boys & Girls Clubs of Toledo, Ohio
Boys & Girls Club of Truckee Meadows, Nevada
Boys & Girls Clubs of the Virginia Peninsula, Virginia
Boys & Girls Clubs of Wayne County, Indiana
Boys & Girls Club of Western Benton County, Arkansas
Boys & Girls Clubs of Western Lane County, Oregon
Joint Base Pearl Harbor-Hickam, Hawaii
Kings Bay Naval Submarine Base, Georgia
Naval Base Ventura County Port Hueneme Youth Center, California
Pascua Yaqui Clubhouse, Boys & Girls Clubs of Tucson, Arizona
RAF Mildenhall Youth Programs, United Kingdom
Travis AFB Youth Programs, California
Union League Boys & Girls Clubs, Illinois
USAG Baumholder CYS Services, Germany
USAG Vicenza CYS Services, Italy
Waltham Boys & Girls Club, Massachusetts
Woodland Boys & Girls Club, Wisconsin