# School Needs and Potential Club Solutions Menu

Boys & Girls Clubs (BGCs) have the unique opportunity to serve as a bridge between home, school, and community, connecting these different learning ecosystems to best support youth to reach their full potential. The situation created by COVID further emphasized the importance for Clubs to work collaboratively with schools to meet the needs of youth and families. As a first step in deepening that collaboration, Clubs in multiple states held virtual forums with School District Superintendents and other District leaders. The purpose of the forums was to connect with District leaders to learn more about the needs of students, families, and schools and discuss how Clubs could offer support to address these needs.

The chart below includes a list of different youth, caregiver, and school needs identified by School District leaders in those forums. Each need is paired with one or more potential solutions that Clubs could propose along with supporting resources that offer additional information and guidance for implementing the proposed solutions.

For additional support, Clubs may schedule a consultation with BGCA at <https://programbasicsplanner.com/back/>.

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| **Needs** | **Club Solutions** | **Supporting Resources** |
| **Youth Needs** |  |  |
| **Academic Support**  *Learning Loss, Academic Remediation,*  *Challenges with time management in online learning* | * Implement Project Learn, BGCA’s holistic strategy supporting learning in Clubs. * Provide a structured schedule and daily routines to support youth with organization and time management. * Implement Power Hour, BGCA’s homework help and tutoring program * Connect youth to tutors who can provide targeted, personalized supports to help them improve in specific subject areas. * Facilitate BGCA targeted academic programs that build and reinforce academic skills aligned to the Common Core State Standards. * Facilitate in-person and virtual high-yield learning activities to provide opportunities for youth to use and practice academic skills in a fun and engaging way**.** * Communicate with educators about curriculum, learning goals, and youth strengths and needs to further reinforce and support academic skill-building. | * The *Project Learn Manual* outlines 5 different components to the strategy: homework help and tutoring, high-yield activities, family engagement, school partnership, and incentives. (<https://www.bgca.net/Programs/Pages/Project-Learn.aspx>) * The *Structure and Clear Limits* training is available on Spillett Leadership University ([https://slu.csod.com](https://slu.csod.com/ui/lms-learning-details/app/course/f87a00d9-5d7e-424b-adea-631585c12e66)) * The *Power Hour Resource Guide* provides an overview of the program and its components. (<https://www.bgca.net/Programs/ProgramDocuments/Power_Hour_Resource_Guide.pdf>) * The *Power Hour Program Guide for Middle School* includes sessions on topics such as how one learns, the power of cultivating a growth mindset, goal setting, and research. (<https://www.bgca.net/Programs/ProgramDocuments/Power%20Hour%20Program%20Guide%20for%20Middle%20School.pdf>) * The *Homework Help* training is available on Spillett Leadership University.([https://slu.csod.com](https://slu.csod.com/ui/lms-learning-details/app/course/f87a00d9-5d7e-424b-adea-631585c12e66)) * The *Facilitating Virtual Learning* training is available at <http://bit.ly/BGCABTS>. * The *Power Hour Resource Guide* provides information and guidance about tutoring (<https://www.bgca.net/Programs/ProgramDocuments/Power_Hour_Resource_Guide.pdf>) * *Spotlight on Tutoring* provides additional guidelines for tutors (<https://mybgca-my.sharepoint.com/:w:/g/personal/cbooth_bgca_org/EZSj7NP2DUtPlsYRdKT30joBEZ4XOxauIox0L9lN6GdHSA?rtime=iQKJNpuC2Eg>). * *Power Hour Activity Books* have Common Core-aligned activities in Math and Reading for all age groups to support practice and reinforcement of skills (<https://www.bgca.net/Programs/Pages/Power-Hour.aspx>) * A curated listed of helpful resources for tutors and learners can be found at <https://padlet.com/cbooth10/nslmtq0v2gwlox0e>. * *Mapping Our Programs to National Standards* outlines specific ways that BGCA targeted programs align with the Common Core State Standards and prepare young people for college and career. (<https://www.bgca.net/Programs/ProgramDocuments/Mapping%20Our%20Programs%20to%20National%20Standards.pdf>) * A full list of BGCA programs and the specific academic skills they develop can be found in the *Youth Development Resource Catalog*. (<https://www.bgca.net/Programs/ProgramDocuments/Youth%20Development%20Resource%20Catalog.pdf>) * The *Active Learning, Programming in Your Space, Programming in Boys & Girls Clubs*, and *Planning and Reflection* trainings are all available on Spillett Leadership University. ([https://slu.csod.com](https://slu.csod.com/ui/lms-learning-details/app/course/f87a00d9-5d7e-424b-adea-631585c12e66)) * The *Back Pocket Program Hints from the Learning Center* provides a collection of high-yield learning activities (<https://www.bgca.net/Programs/Pages/Power-Hour.aspx>) * MyFuture is BGCA’s online learning platform and includes a wide variety of activities. Education programs include *Computer Science*, *Digital Literacy Essentials*, *DIY STEM*, *Lyricism 101*, *Media Making*, *Summer Brain Gain*, and *Ultimate Journey*. (<https://myfuture.net/>) * Parent letter allowing staff to communicate with school administrators and access school data *(in School Partnership Start-Up Guide to be published in May)* |
| **Social-Emotional Support**  *Need for structure and security,*  *Lack of social connectivity,*  *Dealing with and appropriately expressing emotions,*  *Managing anxiety and depression,*  *Grieving losses (loved ones, sense of normalcy, important childhood events)* | * Create a safe, positive environment that fosters a sense of belonging in youth. * Provide access to caring adult role models and mentors who can develop strong, supportive, trusting relationships with youth. * Provide formal and informal opportunities for youth to connect with their peers and feel a sense of community. * Integrate trauma-informed approaches that recognize and respond to the different trauma youth may have experienced, whether COVID or otherwise. * Provide mental health first aid for youth dealing with mental health or substance use problems. * Conduct regular check-ins with youth to ask how they’re feeling, create space for them to process their thoughts and emotions, and find out what support they might need. * Facilitate BGCA targeted programs that build and reinforce social-emotional skills aligned to the Collaborative for Academic, Social and Emotional Learning (CASEL) Standards. | * The *Program Basics BLUEprint* is a set of resources that support Clubs in developing an Outcome-Driven Club Experience that supports positive youth development. (<https://www.bgca.net/Programs/ProgramDocuments/FINAL%20Program%20Basics-BLUEPrint-WEB.pdf>) * The *Positive Club Climate Toolkit* provides guidance and tools for building a positive emotional climate in a Club. (<https://www.bgca.net/Programs/ProgramDocuments/PCC_Staff_Toolkit.pdf>) * The *Bullying Prevention Toolkit* provides guidance and tools for creating a judgment-free culture in an afterschool setting. (<https://www.bgca.net/Programs/ProgramDocuments/STOMP_OUT_Bullying_Prevention_Toolkit.pdf>) * The *Serving Youth with Autism Toolkit* and *Disability Inclusion Webinar Series* provide training and support resources for Clubs working with youth with disabilities. (<https://www.bgca.net/Programs/Pages/Embracing-Inclusion.aspx>) * The *Staff-to-Youth Interactions* and *Ask, Listen, and Encourage* trainings are available on Spillett Leadership University ([https://slu.csod.com](https://slu.csod.com/ui/lms-learning-details/app/course/f87a00d9-5d7e-424b-adea-631585c12e66)) * The *Behavior Support Toolkit* includes tools to gather information from caregivers to be able to better connect with and support youth. (<https://behaviorsupporttoolkit.org/>) * BGCA targeted programs include opportunities for youth to engage and collaborate with their peers. A full list of programs can be found in the *Youth Development Resource Catalog*. <https://www.bgca.net/Programs/ProgramDocuments/Youth%20Development%20Resource%20Catalog.pdf> * The *YD Toolbox App* includes community builders, collaborative activities, energizers, and conversation starters. (Available on Google Play or the Apple store) * The *Building Community* training is available on Spillett Leadership University ([https://slu.csod.com](https://slu.csod.com/ui/lms-learning-details/app/course/f87a00d9-5d7e-424b-adea-631585c12e66)). * *Responding to COVID-19 with a Trauma-Informed Approach* explains what a trauma-informed approach is and how it looks when implemented in a Club setting. (<https://www.bgca.net/Programs/Back%20to%20Club%20Resources/Responding%20to%20COVID%20with%20a%20Trauma%20Informed%20Approach.pdf>) * The *Behavior Support Toolkit* helps Club staff assess their behavior support strategy, create new behavior support policies, and learn effective behavior support practices. (<https://behaviorsupporttoolkit.org/>) * The *Be There* toolkit, training, and podcast provide strategies and build capacity in staff to support youth who are grieving. (<https://www.bgca.net/Programs/Pages/Helping-Grieving-Youth.aspx>) * Mental Health First Aid teaches staff how to identify, understand, and respond to signs of mental illness and substance use disorders. (<https://www.mentalhealthfirstaid.org/>)   + A list of emotional check-ins can be found in the Emotional Wellness Planning Guide. (<https://www.bgca.net/Programs/Back%20to%20Club%20Resources/Emotional%20Wellness%20Planning%20Guide.pdf>) * *Mapping Our Programs to National Standards* outlines specific ways that BGCA targeted programs align with the CASEL Standards. (<https://www.bgca.net/Programs/ProgramDocuments/Mapping%20Our%20Programs%20to%20National%20Standards.pdf>)   + A full list of BGCA programs and the specific social-emotional skills they develop can be found in the Youth Development Resource Catalog. (<https://www.bgca.net/Programs/ProgramDocuments/Youth%20Development%20Resource%20Catalog.pdf>) >The *Smart Moves* suite of program resources includes *Smart Moves: Emotional Wellness* which focuses on building self-regulation, impulse control, and stress management; *Smart Moves: Emotional Wellness Teen Expansion Pack* which focuses on identifying emotions and self-regulation; and *Smart Moves: Core* which focuses on health decision-making attitudes and skills. (<https://www.bgca.net/Programs/Pages/SMARTMoves.aspx>) |
| **Technical Assistance with Online Learning**  *Support accessing and navigating online learning platforms* | * Provide technical assistance in accessing and using different learning platforms. * Teach foundational technology skills needed for online learning. | * Most learning platforms have tutorials videos that provide step-by-step instructions for use * The *Digital Literacy Essentials* badge on MyFuture builds skills like typing, web searches, and online collaboration (<https://myfuture.net/activities?programs=1&page=1>) |
| **Access to internet and digital devices for online learning** | * Open as a Virtual Learning Center during school hours so youth have access to internet and digital devices while doing online learning. | * The *Practical Guide to Learning Support Centers* includes helpful guidance on establishing a Learning Support Center for youth doing online learning (<http://bit.ly/BGCABTS>) |
| **Access to school supplies and materials** | * Coordinate distribution of supply kits for youth needing basic school supplies such as pencils, pens, paper, scissors, glue, etc. |  |
| **Workforce Readiness**  *Summer employment* | * Facilitate BGCA targeted programs that support youth with job readiness and career preparation. | * Clubs can facilitate job readiness and career preparation programs such as *Career Launch*, *Diplomas To Degrees*, and *Money* *Matters*. (<https://www.bgca.net/Programs/>) * The *Workforce Readiness Toolkit* includes tools, templates, and promising practices for conducting effective workforce programming as well as information about job opportunities. (<https://workforcetoolkit.org/>) |
| **Family & Caregiver Needs** |  |  |
| **A safe place for their child to go during the school-day**  *Parents and caregivers working outside the home during the day,*  *Limited to no connectivity* | * Open as a Virtual Learning Center during school hours. | * The *Practical Guide to Learning Support Centers* includes helpful guidance on establishing a Learning Support Center for youth doing online learning (<http://bit.ly/BGCABTS>) |
| **Support with online learning**  *Caregivers unfamiliar with technology,*  *Caregivers unfamiliar with academic content,*  *Households not adapted for online learning (space, connectivity)* | * Provide technical assistance in accessing and using the different learning platforms. * Provide homework help and tutoring for youth whose families may not be able to provide academic support. * Provide guidance for families on how they can best support youth with academics. | * See “Technical Assistance” under Youth Needs * See “Academic Support” under Youth Needs |
| **Social-Emotional Support**  *Stress and anxiety* | * Conduct regular check-ins with families and caregivers to ask how they’re doing and find out what support they might need. * Share information and resources on emotional wellness and wellbeing. * Connect families to the appropriate supports (e.g. mental health professionals, social workers, etc.). |  |
| **Social Services (housing assistance, food, healthcare, employment support)**  *Challenges meeting basic needs* | * Provide meals for youth and their families. * Connect families with needed social services to ensure they get the appropriate supports (housing, transportation, employment, etc.). * Share information about relevant social services on a family resource board or in regular communications with families (newsletters, emails, social media posts). * Offer space to different social service organizations who can then promote their resources directly to families, host sign-ups, and even provide direct services (e.g. tax preparation help, health screenings). |  |
| **School Needs** |  |  |
| **Support with youth engagement**  *Lack of engagement during the summer,*  *Lack of regular class participation,*  *Low enrollment numbers* | * Conduct targeted outreach to youth who have not enrolled or have not been attending online classes to understand the challenges they’re facing and coordinate needed supports. * Survey youth about their interests to determine programming that could support engagement. | * The *Youth Voice* and *Getting and Using Youth Input* trainings are available on Spillett Leadership University. ([https://slu.csod.com](https://slu.csod.com/ui/lms-learning-details/app/course/f87a00d9-5d7e-424b-adea-631585c12e66)) |
| **Support with parent/caregiver engagement**  *Challenges with communication and coordination* | * Conduct outreach to better understand parent/caregivers’ concerns and challenges to be able to address them and coordinate the appropriate supports (internet connectivity, lack of school supplies, language barriers, safety concerns). |  |
| **Support with online learning**  *Costs of offering in-home connectivity to all families,* | * Open as a Virtual Learning Center during school hours. * Provide technical assistance and academic support for youth. | * The *Practical Guide to Learning Support Centers* includes helpful guidance on establishing a Learning Support Center for youth doing online learning (<http://bit.ly/BGCABTS>) * See “Technical Assistance” and “Academic Support” under Youth Needs |
| **Additional space to accommodate for social distancing**  *Limited space for students in the classroom* | * Open as a Virtual Learning Center during school hours. | * The *Practical Guide to Learning Support Centers* includes helpful guidance on establishing a Learning Support Center for youth doing online learning. (<http://bit.ly/BGCABTS>) |
| **Non-academic programming**  *Cuts to specials or elective classes such as arts, music, and physical education* | * Facilitate BGCA programs in areas such as Arts, Health and Wellness, Leadership and Service, or Sports and Recreation | * A full list of BGCA programs can be found in the *Youth Development Resource Catalog*. (<https://www.bgca.net/Programs/ProgramDocuments/Youth%20Development%20Resource%20Catalog.pdf>) |
| **Financial support**  *School and district budget cuts;*  *Increased expenses for adhering to health and safety protocols (hand sanitizer, disinfectant wipes, thermometers, rigorous cleaning, PPE), implementing online learning (additional devices, internet hotspots), and distributing food* | * Collaborate on funding proposals to secure additional resources. | * *Funding Toolkits* supports local resource generation and include a self-assessment, funding template, and a customizable pitch deck. Available Toolkit themes include Arts, Disability Inclusion, Education, Healthy Eating, LGBTQ Youth, Substance Use Prevention, STEM, Service Learning, Social & Emotional Skills Development, Sports Participation, and Summer Learning. (<https://www.bgca.net/Programs/Pages/Funding.aspx>) |
| **Staffing needs**  *Challenges with recruitment,*  *Reduced staffing numbers* | * Coordinate recruitment and share staff |  |