

## **2020 ConnectHomeUSA - Wide Open School: An Online Platform for Summer Learning, 6/16/20**

Caila Prendergast: Okay. I'm going to go ahead and get started. So good afternoon again. And thanks for joining today's installment of the ConnectHomeUSA Webinar Series.

Today we have with us Sue Thotz, from Common Sense Media, to talk a little about their Wide Open School Online Platform for Summer Learning. My name is Caila Prendergast and I'm one of your hosts today along with Dina Lehmann-Kim, HUD's ConnectHome program manager. Before Dina introduces our speaker for the day, I have a few housekeeping items that I want to go over with everybody. The first item is how to ask questions.

There are two ways that you can ask questions. You can type your question in the chat box, and I will read the questions aloud in order received. Or you can type your question in the chat box and say, I want to be unmuted and ask that question out loud. That's an option too. If you do that, I'll unmute your line. You can ask your question directly to Sue or Dina. As you know, all webinar participants are muted upon entry. So if you're having any technical difficulties or anything like that, just send me a message in the chat box to the host.

Today's webinar is being recorded and will be available on HUD Exchange shortly following the webinar. Immediately following the webinar, you should receive a pop-up invitation to complete a survey. This is really helpful for us because we take your feedback into consideration and we're always looking to improve the webinar. So with that, I'll pass it over to Dina to get us started.

Dina Lehmann-Kim: Great. Thank you so much, Caila. And thank you all for joining us. I'm thrilled, thrilled, thrilled to have Common Sense Media here to speak to us. As I've said to many of you during our regional call, they are really a star in the space of evaluating online content and other media content for safety and quality as a guide for families. So I'm thrilled to have them on; and in particular, Sue Thotz, who is joining us today. And let me just quickly introduce her.

Sue is the senior program manager for Common Sense Education, which is a division of Common Sense. In 2011, Sue began working for Common Sense in Chicago by partnering with educators and parents to help them create a culture where students use technology in a meaningful, thoughtful, and respectful way.

Since moving to Los Angeles in 2014, Sue has provided educational leadership through key notes, professional development workshops, conference presentations, and consulting with districts on the West Coast. Sue holds a master's degree in public health and an undergraduate degree in zoology and chemistry.

And she lives in a small house with a 16-year-old poet, a 13-year-old gamer and a most clever musician. And so with that, I feel like we're on a journey to listen and hear from Sue in a very interesting way. So, Sue, I will turn it over to you, and thank you.

Sue Thotz: Thank you so much, Dina. It's a pleasure to be here. Thank you for that very kind introduction. Today we are going to be learning a little bit about Common Sense and how we try

to help parents and educators with things like screen time and trying to find resources for their kids at home.

So we're going to begin by just thinking a little bit about parenting specifically in this age of distance learning. And I'll tell you a little bit more about who we are. But as we begin today, I just want us to think a little bit about the challenges and opportunities that having all of our school-age population suddenly at home has brought to us. And with that comes an increase in screen time. I'm sure that at least it does in my household.

And we've been receiving a lot of questions at Common Sense about parents and educators who are looking for resources that they can use to engage kids at home. So that's really what we're going to be trying to share today. As Dina said, I live in Los Angeles now. I work with mostly educators and districts and administrators who are trying to figure out what all of this distance learning stuff means. But I also work with a lot of educators who are supporting parents. So we've been using this wide open platform and as many of our resources as possible to help out parents.

And as Dina said, my background is in public health. And how that relates to a lot of this age of screen time and a lot of work that we do at Common Sense is about setting expectations, and about creating a good relationship with your kids when it comes to things like media and technology in really trying to help them understand how they can best utilize these tools for their own personal growth and health. And so we hope that we are able to provide a lot of resources today to help the folks that you work with think about that.

A little bit more about Common Sense and who we are -- we are a national nonprofit organization. And the things that we do at Common Sense, they all vary. But Common Sense Media -- as a lot of folks know us for -- is the part where we provide parents and caregivers advice about things like when to get your kid a first cell phone or how to keep your kids safe online. Parents are saturated, and kids are saturated with media and technology today. So parents are always looking for unbiased, scientifically-based advice and resources that they can use to help guide their kids through this world of media and technology.

So we at Common Sense Media provide a lot of that advice, as well as we do ratings, reviews, and recommendations for movies, television shows, video games, apps. And we try to give parents the nitty-gritty. Like, what is it that a parent needs to know about this television show before they let their kid watch it? And we provide recommendations on what is going to be best for your kids. Right? Or at least we try to do our best to be able to give parents that advice. At Common Sense Education, we really try to help guide teachers and educators by giving them resources for the classroom and for the school.

And so this involves a full curriculum about all those same issues related to safety and privacy and digital footprint, what you're putting online about yourselves. And I also mention that all these parent resources, all of the teacher resources are provided free of charge. They're all available online. And in addition to all of that, we have a group called Common Sense Kids Action within our organization. And all of these things take place within a system of laws. So we need to make sure that our legislators are also informed when it comes to what is best practice

around privacy, or how do we get all kids connected to the internet when they need it, and what resources they need?

So together, Common Sense Media, Common Sense Education, and Common Sense Kids Action all make up this large entity called Common Sense. And we all work together to make sure that kids today are given everything that they need to thrive in a world of media and technology. And so now in particular at home, we are really experiencing a lot of challenges; parents are very concerned about managing screen time. And with school out, my kids -- I have a 13-year-old and a 16-year-old, and I'm sure a lot of parents with younger kids, their kids are learning online.

So all the rules for how much screen time they might have had are thrown out the window, because now your kid is no longer being limited to one hour a day or whatever you limited them to. Now I heard on the podcast the other day the one parent said, I'm limiting my kid to only about 60 minutes per hour. Right? And that felt about right to me. So our kids are now spending a lot of time. And we're trying to figure out how to manage that screen time. And then the other piece that they're asking about is what resources can help my kid learn at home?

So we're going to get into that first by answering this question about managing screen time. And how is it that you as a parent know whether or not you're doing okay when it comes to screen time and the way that your kid is able to be healthy in all of this? If any of you attendees are parents, I want you to think about your own kid. And if you're concerned about the amount of screen time that your kid is experiencing these last couple of months, just ask yourself these questions. Is your kid physically healthy? Are they getting enough exercise and getting enough sleep? And if you can check off that box, you're doing well.

And then is your kid connecting socially with family and friends either in person? Or my son loves to talk on the phone. He's gone to talking on the phone and face-timing with his friends. He's also using other forms of social media to connect with family and friends. I see him on the phone, but he is connecting with his family and friends.

Are they pursuing interests and hobbies -- not just in real life, but possibly also online? Right now what's keeping one of my kids motivated is he's still skateboarding. I live in Southern California and there's a lot of concrete here, so he's a skate border.

And one of the things that he's doing is -- we're making sure that he's going out skating. Even though he is making TikToks all day long -- making videos of him and his one friend that we are isolating with -- they're going out and they're skating. Whenever they can, they're making videos around that. Are they pursuing interests and hobbies in any form and keeping themselves busy?

And are they having fun and learning in their use of digital media? When they get off of their phones or off of the computer, did it seem like that was something that contributed well to their well-being? Or did it seem like they are sad every time they get off? Was that a bad experience? So just think about those kinds of questions and those kinds of benchmarks as you think about your kid and screen media use.

And though my kids' media use, both of them, as [inaudible] learning online, just like you guys are learning online right now. You're sitting here looking at a screen. But you're trying to gather information. You're trying to learn something new. And my own screen time has shot up significantly as well.

So when folks ask about what counts as screen time, I want you to remember that not all screen time is equal. And I'll admit my own screen time has shot up significantly as well. So when folks ask what counts as screen time, I want you to remember that not all screen time is equal. You used to maybe do physical activity by going to the gym. But now I might watch a YouTube yoga video. And even though that is me watching a screen, I am doing something that is being replaced by my physical activity going to the gym with a teacher. Or my drumming class is now online instead of the one that I would go to in person.

It's different than sitting around and binging on Netflix. That's a different type of screen time where I'm consuming instead of being active and participating in something, or I'm learning something, or where I am socializing with other folks. So learning and school-day screen time is not necessarily something that the American Academy of Pediatrics called out as part of what they used to call their screen time limits. So I have a hyperlink here, and these slides will be sent to you if they haven't been already. It has recommendations that the American Academy of Pediatrics makes when it comes to -- they used to say ages 2-5 get one hour a day.

And I think they're kind of relaxing that a little bit, given that kids are using screen time in different ways, especially in this time. So I think overall, I want parents to understand that they should not be feeling guilty about that "screen time." And what's really important is that good content for your kids is what is key. And finding good content for your kids doesn't have to be hard. And it's also about being creative. And in this time when my kids are home more than ever before, for better and for worse I'm seeing their faces all day long, where they used to be at school all day long.

We have to be creative about the ways in which we're using screens. And I want to make sure that as a parent I try to advise other parents. Are you using that screen time and using media and technology to bond? We always say, play the video game with your kid. If you're watching the news together or watching a movie together, you're going to be talking about what it is that you're seeing in the news or in that movie, depending on the age of your kid. So especially now up and down and watching documentaries, or I'm reading a book with my kid about race and about racism. This is not a new thing. But we're having these conversations about the things that we're seeing.

And I'm asking questions about the things that he's seeing and asking how you feel about this? What is your understanding of this? It allows us to have a conversation. Media allows us to have a conversation that maybe would not have been otherwise prompted for some households. And so all that, you still have to have balance in your life. In our household, you try to establish areas where technology is not available, such as at the dinner table. We don't have our phones at the dinner table. Some households say, you do not have phones in your bedroom or in your bed. Or some folks create no-phone zones all the time. So at bedtime you're not allowed to have your phone.

You still establish areas where you can say, this is a limit here that we are establishing. And we are making sure that everybody gets outside at least an hour a day. And then that content that they do consume when they are consuming media is something that we are also paying attention to. So with that content and trying to find good content and activities, we at Common Sense have created a separate website that we call Wide Open School.

So Common Sense has their own website. We have our own commonsense.org website where we have all that advice and all those ratings and reviews. But we also have what we've creative as Wide Open School. So at this point, I'm just going to share a quick introductory video with you all. So pardon my desktop. I am going to share. It'll also give my voice a break. I'm not so used to chatting to myself.

I just want to mention that I didn't realize there wasn't going to be video for this today and I put on lipstick. And I look really good today. You'll just have to believe me. When I say that I look fabulous today, you'll all have to trust me. I'm going to try to present here, and I'm going to try to play this video that I have embedded. So I'm going to play this video that is embedded in the slide show that I present. And I will have to turn on the closed captioning and unplug this. Here we go.

[video] Making sure that kids, families, and educators have the tools they need to thrive is more important now than ever. That's why we've launched wideopenschool.org. Wide Open School is a free online resource designed to support families and educators making the shift to distance learning, not to mention restructuring their at-home routines as a result of the Coronavirus pandemic. Curated by the experts at Common Sense, Wide Open School features the very best resources from publishers and education companies, and offers grade-based solutions to keep kids learning and engaged while they're at home.

To get started, just click educator or family on the site landing page, and then choose the grade range of the kids in your class or home. From here parents can dig deeper into links to high-quality lessons, fun electives, virtual field trips, dance routines, and other activities to keep kids engaged and moving, as well as important tips and advice to help with the transition to remote learning. There's even a daily schedule to help plan interesting projects and fill a busy day.

Families can use these tools to support distance learning initiatives outlined by their schools. For educators, Wide Open School offers a collection of high-quality math, reading, and writing, and emotional well-being resources easily searchable by grade or subject. Dive in to discover tips and resources for special needs, ELL, and access for all students to help build a distance learning practice. New lessons and activities are added every day. Together, we'll continue to learn, grow, and even have fun. Get started now at wideopenschool.org.

Sue Thotz: Okay. All right. Let's get out of this one. All right. I think I'm back. So that was a bit of an introduction about Wide Open School and what it is. And it's also a video that if you needed it, it's just available on YouTube if that's the kind of thing you would use to share with some of your families or some of the folks that you work with -- just a brief, one-and-a-half-minute explainer on what it is.

I'm just going to share with you the purpose of Wide Open School -- part of the point is that it's free. It's free. And it is open and available to families who are trying to find activities at home. So we've been doing this for the past couple of months and refreshing it every day with new activities. And it has experienced certain kids kindergarten -- actually pre-k through 12th grade. And I put on here that you can find it at [wideopenschool.org](http://wideopenschool.org).

And so one of the things that we think about for summer as we move into summer is how can you possibly use some of these resources for summer activities now that our kids are starting to transition to summertime? And so I just want to point out before we go into Wide Open School that some of these resources should be all open and available, not require log-ins, not require any barriers to folks who are trying to access these activities. And we're trying to make sure that all of it is high-quality, curated resources not just from Common Sense, but from other partners all across the web.

So there are all of these topics related to an activity list through the virtual summer camp and support for how to get started at home and start learning. And then there's all the topic areas related to health and social-emotional learning and core subjects like math and English and science and so on.

So I could sit here and show you a bunch of slides about it. But I think what's most important is that we go through and look. So I'm going to bring you here. And if you have your own computer and you're able to poke along with me and try to figure out what's interesting to you, by all means feel free. I'm just going to give you a brief tour. And I'm going to start with family. And in my household, we are grades 6-12. But you can choose whatever grades you like.

And the thing that I want to start with is I want to share this virtual summer camp. And when I say virtual summer camp, this gives you ideas and resources for your kid to do that are selected and refreshed every week.

So for example, these here are related to arts, music, and DIY. Step into Shakespeare. Watch modern interpretations of classic plays and dive into the bard's lasting legacy with this virtual exhibit on performing Shakespeare. So this one is just something for your kid to explore. This one actually has some directions here. Keep a month-long journal of the phases of the moon. Observe the moon and draw a shape. Can you predict what happens next?

So with these, you would click into this. This is from NASA. And you would learn a little bit about journaling the moon. There's a tutorial here and a sheet that you could use if you wanted to think about how you would journal the moon. Anybody can do this from anywhere provided you have access to the moon. So I just wanted to give you a couple examples. Those are kind of more academic -- core subject area. And then down here you have ones related to your well-being. These two are physical activities. And by the way, this is for grades 6-8. There's also a different tab for older 9-12.

And you can see down here this one is about creativity. After academics, physical well-being, and mental well-being, this one is about creativity. So these three activities that are

recommended are about being creative. And then there's more down here on math skills. So if your kid actually made it through, or if you made the recommendation to do which ever ones of these were most appealing to them, this is a curated way for your kids to start thinking about ways to keep busy and learn all summer long.

I also just want to point out that in the future you'll be able to access former calendars moving forward. And you can take it there. I just wanted to also point out this learning at home section where parents can kind of have an understanding. So it's kind of like your primer on learning at home. So this gives you a little bit of background on setting a routine, making sure that you have time for breaks, managing online time. And there are videos here for parents especially who are new to this idea of distance learning.

I don't think we're done with learning at home from schools and from teachers. I think more teachers are going to be using video chatting, Google Classroom, what you need to know about Zoom.

If your kids are now suddenly on Zoom when they were not before, you as a parent might want to open up this piece here, parents' ultimate guide to Zoom, and learn more about what is Zoom? What are five things parents should know? How does it work? What should I be worried about related to privacy? So this is a bunch of information for parents who are new to distance learning and new to the world of -- or even experienced, but maybe didn't know before. So there's tools here that teachers use, like Class Dojo, how to use Google Translate.

I also just want to point out that some of our parents are not English speakers, and they especially might need some of this kind of content as well -- how to use Google Translate, what is Zoom? So up here in the corner, we have these resources available in Spanish so I could translate this English if I wanted to.

Let me translate this to English real quick so you can see, in case you don't speak Spanish, that this first section is about connecting and using the internet for online learning. And those same pieces I just showed you about how to access Zoom or Class Dojo or YouTube are also available right here in the connecting and using the internet for online learning, how to use Google Translate.

So if Spanish-speaking parents were to go in here and access some of this content, they could watch this video in Spanish about how to turn Google Translate on, on your phone so that you may be able to use it as a parent. So in addition to some of the Spanish language content, obviously this page comes up in Spanish. I have just translated it to English. But there are still articles related to family well-being, academic learning, and then family services, including ones about federal programs and some related to unemployment, food, and so on. So I just wanted to make sure that you knew that these resources were available in Spanish as well as in English.

The other thing that I wanted to point out here is if you go to any site on any part of the Wide Open School site, down here at the bottom we have this little piece that says, are you interested in receiving these tips? So we're going to talk about this in a minute, but I just wanted to point this out while I'm here.

At the bottom of Wide Open School, we have this piece here that says, would you like to receive tips about media and technology on your mobile phone for your kids ages 3-8? Here's how you sign up -- you text the word "kids" to 21555. This is part of our Tech Balance program, which I will point out in a minute. But I just wanted to share that with you that that information is available down there.

I am going to take a pause here. And I'm going to make this smaller and stop sharing, jump back into the slides here, and make sure that we covered everything that was in here. All of the same content I just went over is also available in the slides that I shared with you, including those resources in Spanish. This is some testimonial that we've received from parents related to how they have been able to use Wide Open School. And I just wanted to also make sure that I thought -- I made this up. I made up this use case thinking about the parents that you are going to be interacting with or that you might share this with.

And I said, what if I'm parent who has three kids with one smart phone -- can I access Wide Open School? I don't have a laptop at home. And so I thought Wide Open School, I just want to let you know is optimized for smart phone use. I took some screenshots here from my own smart phone. And I went to wideopenschool.org and I selected, we are a family. And then I selected the grade level for my kids. And then I went to the virtual summer camp. And those same things that I just showed you from the website can also be accessed here from their phone. There's my screen shot of my phone.

I did not point out that a lot of these activities are not online. Actually, I did show you the moon one. You read the idea of the moon. You watch the video for two minutes about the moon. And then the rest of the activity is your kid journaling the moon for that month, and that is pretty much offline. A lot of these -- for example this one that I'm looking at right here -- you can't read it -- but the first young kid activity, that virtual summer camp this week is about being what's called a letter detective. Your pre-k kid has an activity that it lays out where they walk around the house and they look for letters. They find all of the As in the house and they find the Bs in the house.

And so that is the kind of thing that you don't need a phone for, you don't need a device for. This is just the idea. The next one down here is about making petal potions, finding leaves and flowers outside and making a petal potion. These are offline activities. They are not necessarily online, even though you get the idea online. My other use case that I put in here was about I run a resource center or an activity center that provides summer activities for kids. Can I use Wide Open School to create a schedule? Why, I'm so glad you asked. Yes, you can.

So what I would do is go to the virtual summer camp. And I would scroll down to the bottom where there is a section called my weekly planner. Or you could do my daily planner. And it comes up and it shows you a PDF. I used to teach. I taught summer camp for so long, like for eight years of my life. And so if I were to try to find resources for my kids to do activities, could I go and fill out this weekly planner with ideas for various grade levels, and then post my weekly planner or share my weekly planner in some way where I could kind of do the work for the kids?



If they don't have access to Wide Open School, could I find those resources and ideas for offline activities, or possibly share an online activity that they then could use and schedule out a week for them? So that might be one way that I might be able to use it. I just want to point out that Wide Open Schools does not collect any user data. It adheres to the Children's Online Privacy Act, COPPA, and the California Consumer Privacy Act, of course, which we passed here in California. But each of the participating partner activity websites that we have linked on there, they each have their own privacy and data policies that are on there.

For kids who do not have access to the internet, that's one thing that Common Sense does is we really try to advocate to connect all students -- #Connect all students. And so if you have students or kids that do not have access, we of course would like to hear from you. There is a website here. If you want to tell your story to help us legislate and advocate for your students who do not have access, that's one of the things that we do. And we love to make sure that we tell your story as part of our efforts to get more kids connected.

If they don't have access in that way, the other thing that we have available, as I mentioned, was this Tech Balance program where it is based on text messaging. And so this is a text message program that is intended for parents of 3-8-year-olds. But even I as a parent of teenagers also receive these text messages. And rather than making parents go to a website to find the resources and advice and ideas that we share -- because a lot of parents don't have access to getting a website -- but a lot of parents do have access to texting -- we created this program here.

And parents are able to text the word "kids" to 21555. Or if you want them in Spanish, you can text the word "familia" to 21555. And you will receive tips about twice a week, 2-3 times a week. To sign up, you answer some questions related to your own personal life. You don't have to answer, but there are some so that we can try to customize resources for you. And you get about 2-3 messages a week. You can opt out any time by texting "stop" or get a break by texting "pause."

And the kind of content that you'll receive are these colorful images that you will then use to find great apps at home. So this one is specific to -- they change every week -- related to Coronavirus. Or this one is about here are five meditation apps that you can use to make sure that everybody stays sane in your household. Add bilingual marketing apps. I'm sorry. These are all marketing assets that you could use to share all of this content with your families. So if you wanted posters, if you wanted videos, they are available at commonsense.org/techbalance if this is something you want to promote to your families. We also have black-and-white flyer images and then YouTube videos as well.

I'm going to stop there. And I hope that has been some good information. And if you have any questions or you want to reach out in any way, these are ways in which you can access us on Twitter and on Facebook, on email. And here is our website at commonsense.org. And it is time for some questions and answers.

Caila Prendergast: Thanks a lot, Sue. That's great. I'm not seeing any questions in the chat box just yet. So Dina, why don't you get us started while also send their questions in.

Dina Lehmann-Kim: Okay. So I was going to say normally I have lots of questions. But, Sue, you did such a great job covering all of the resources that you have. And also the fact that they're in Spanish is amazing.

So I guess in terms of a question, "Do you have any best practices that you've been seeing for families with kids," I would say, especially maybe younger children -- pre-k to maybe early elementary in terms of setting a schedule or guiding the children and helping the parents not feel overwhelmed? Any best practices you could share?

[talking over each other]

Sue Thotz: That's an excellent question. And I said, oh, my God, it's overwhelming, isn't it? I haven't had little kids in a really long time. I do have friends and families who we know, and colleagues who have little kids who are also trying to work. And as far as best practices go, everybody had these great ambitions to use the daily schedule and make sure that their kids had some sort of routine.

When we designed Wide Open School, at first we did do a daily schedule where in the morning - - and from my household I know that this is true even though I don't have little kids -- the kind of academic work that our kids are being asked to do was something that we put on the schedule for the morning to do some sort of activity and then plenty of breaks.

And then by early afternoon, everybody might be burned out and you might need to do some of that physical moving. So on the daily schedule we had physical activity or creative activities that were for afternoon, because that's kind of when everybody's got lots of wiggles, lots of energy.

And if I was learning in the morning, I want to be physical in the afternoon. And on the daily schedule, we also had some sort of family bonding entertainment in the evening, some way for everybody to reconnect in the evening. And we made recommendations on what kind of entertainment you could do in the evening that got everybody back together again after a long, hard day.

I know that's very vague when it comes to the time of the day. But listening to your kids, following your kids' lead when it comes to -- we can't push them to learn, learn, learn all day. And it's not going to be good sitting around. If your kid goes to first grade and they're in school from 9:00 to 3:00, you cannot expect for them to be learning from 9:00 to 3:00 at home. There's just no sitting in front of the computer and doing that.

And I think a lot of parents quickly ditched their fancy schedules and their expectations and tried to understand the rhythms of their own family, given whatever circumstances they had. If you're trying to work from home or if you now suddenly lost your job and you have time with your kid -- we're all just doing the best that we can, given our own circumstances.

Dina Lehmann-Kim: Yeah. Definitely. I think that's really helpful what you just shared about maybe starting off with a morning learning activity and then breaking up the day. That makes a lot of sense. And the kids shouldn't be expected to learn for the whole time that they would have

been in school, which when they were in school, they were taking breaks anyway like recess and lunch. Yeah. That makes a lot of sense. Thank you so much.

So I'm going to ask Caila if there are any questions for you from the chat box or if anybody wants to ask a question verbally.

Caila Prendergast: I had one that came in. Let me read it out. "Do you all partner with public education systems to help guide them through distance learning? The public system has struggled this past spring semester and are currently trying to figure out how to navigate the fall."

Sue Thotz: Yeah. This is mostly what I do, actually. This is a lot of my job. I work with public education systems primarily. And we really try hard to target low-income populations here. I work in Southern California and so I partner a lot with, for example, Los Angeles Unified School District. So we as a team are often trying our best to make sure that we are working hard to support our public education system not just with the resources that we have, but also with training and online support and trying to be responsive to what's going on related to distance learning and provide tools that they then would need in order to be able to get through and do all the professional development they need for distance learning specifically.

So I'm going to share a resource in the chat box that's for Coronavirus support as we have it. And this is resources for educators and this is what we do to try to help provide public school educators with resources during this pandemic. So I think I can put it in the chat box. Does that make sense? So the Q&A box?

Dina Lehmann-Kim: Yep. Chat box. Perfect.

Sue Thotz: Okay. So I just put in there a link to all of our Coronavirus resources that we have from Common Sense. Additionally, we were doing twice a week webinars with educators to try to help them hear from each other and connect with each other and figure out how to best navigate this time. So we have what we call distance learning with Common Sense.

I don't know how many of you guys are former educators or work with educators on a regular basis, but I also added to the chat box a YouTube play list of all of the webinars and conversations that we have had as they relate to the Coronavirus distance learning related to special Ed, related to social-emotional needs, related to young learners like pre-k learners, equity, no tech resources, and so on. That is where I live. That is what I do all day long.

And then do I have a contact person for a potential partnership in the D.C. area? You bet you. We've already put it in there. Her name is Barbara. And she is my counterpart. She does the same thing I do, except she's East Coast and I'm West Coast, and she lives in D.C.

Caila Prendergast: Excellent. Great. I had a question come in, in the chat box. "Is there any way of knowing standards the activities address?"

Sue Thotz: That is a good question. Right now, I did not show you the educator side of Wide Open School. But by the way, Wide Open School was put together very quickly. It was trying to

fill this need. And our first priority was to give this to families. And right now we are in the process of working through a lot of the Common Sense resources that are on Wide Open School to make sure that we are catering towards educators as well. And so the discussion is trying to figure out how educators can use those resources. And associating them with standards would be one good way to help them figure that out.

So currently, no. There is no standard associated with some of the core subject matter. But we're thinking about it right now what we're doing for educators to use some of that Wide Open School content is by sharing resources related to classroom steps and support resources for professional development and curation of professional development. And we're just now starting that process right now. Those two things are available right now already, but we're starting the standards.

Caila Prendergast: Okay. Great. Another question that came in to just me was, "Do you have a point of contact in New Mexico or a region close by?"

Sue Thotz: We have a person in Phoenix. And I will put her information. I might have it handy. But please provide the website flyers. So here is our Victoria Saylor in Phoenix. And then here is the website for the flyers for Tech Balance would be at commonsense.org/techbalance. That is where you would get the flyers for the Tech Balance program for promotion.

Caila Prendergast: Awesome. Thanks. So that's all I'm seeing for questions on my end. Any last words?

Sue Thotz: That's fine with me. We are here as a nonprofit to be able to support families through media and technology. And it is absolutely our pleasure to be able to present to all of you, who I know are working hard to try to support your families who are also overwhelmed with media and technology. So if any of these resources -- whether it be Wide Open School, whether it be the Common Sense resources or any of the Tech Balance programming -- if that's helpful to you and your families and the folks that you know, I am so happy and so pleased, and appreciate all of you doing the work to support those families and to share these resources with them.

So I really appreciate your time today, and want to thank you all for attending and being willing to learn and to share and support the folks that really need it. So thank you.

Dina Lehmann-Kim: Thank you, Sue. This is Dina. And thank you also to Common Sense Media for putting together Wide Open School, as you said, so quickly. That was something I forgot to mention. I noticed how fast you all rallied to curate all of this great information in response to COVID. So thank you so much for doing that and having that vision.

I want to thank Farhad Asghar also, who has been a partner with us for a long time, has supported the work of ConnectHome. Thank you so much, Farhad, for helping us out with this.

And I also want to thank all of our communities for being on today. As Sue said, thank you for the work that you do every day to support our families and the children living in public housing.

So thank you so much. And we look forward to speaking with you again next month for our webinar with PCs for People. Thank you so much, everybody. And thank you again, Sue and your team.

Sue Thotz: Thank you. And have a good day.

Dina Lehmann-Kim: Thanks. You too. Bye-bye.

Sue Thotz: Bye.

(END)