

Enterprise Community Partners

Transcript of Webinar

2021 ConnectHomeUSA

Resources for Overcoming the Summer Slide

Tuesday, June 29, 2021

*Transcript by
Noble Transcription Services
Menifee, CA*

Dina Lehmann-Kim: Thank you so much, Caila and thank you everybody for joining us today. I am really excited about our, I think all-star lineup today from the department of education and from Common Sense Media. They will be sharing really rich resources that they took a lot of time to prepare for us. And I know we've all been through the pandemic over the past -- more than a year, and our children have gone to school online and now it's summertime, how can we continue to keep them engaged, to keep learning over the summer when school is out.

You will hear a -- you will receive a lot of great information from our speakers about the resources that are online but that are still engaging for our residents. So please stay tuned just for this wonderful presentation. And with that, I see the agenda here we have probably a record number of speakers for us and we're really thrilled about that.

So without further ado, let me introduce our first speaker, Danielle Smith, who serves as the director -- I'm sorry. My screen is being covered. I apologize. Serves as the Director for the Office of Program and Grantee Support Services in the Office of Elementary and Secondary Education or OESE [inaudible] department of education.

Danielle oversees technical assistance programs serving all states and U.S. territories, including the comprehensive centers program, the equity assistance centers and other national technical assistance centers. With that, I will pass the baton over to you, Danielle, and thank you so much for being with us today.

Danielle Smith: Wonderful. Thank you, Dina and hello everyone. Good morning and good afternoon. As Dina mentioned, my name is Danielle Smith and I work in the Office of Elementary and Secondary Education at the U.S. Department of Education. My office helps coordinate some of the many technical assistance resources and services that the U.S. Department of Education funds and provides to our many stakeholders across the country to support education delivery.

We serve states, school districts, individual schools, regional education agencies, tribal educational authorities, and parents, and communities alike. The department of education provides support in a number of different ways; through our technical assistance programs and the centers that we fund, we also provide one-to-one support to individual states and school districts that receive federal funds from the department.

We provide opportunities for peer collaboration across states through conferences and peer-to-peer interactions. We provide research and dissemination of evidence-based practices and resources, some of which you will hear about today. And we also provide training and implementation support and develop practical tools and resources and research on evidence-based practices that we hope our stakeholders can take and use in their work to bring about better outcomes for our nation students.

Next slide please. Today, you'll hear from a number of our technical assistance centers about resources that they have developed to support parents with supporting their children's learning at home, particularly resources that may be useful to parents as they think about supporting summer learning and making sure that students aren't subject to the summer slide.

The U.S. Department of Education, technical assistance activities, support implementation of state and local education programs that improve instruction and provide support to schools, teachers, parents, families on a multitude of education issues. What you see on your screen here is the ways in which various parts of the department work together to both fund and provide technical assistance to our different audiences.

My office is located within the office of elementary and secondary education. Today, you will also hear from programs in our office of special education programs, as well as the Institute of Education Sciences which also fund additional technical assistance programs and centers that support education nationwide.

We're excited to share with you some of these resources that our centers have created, supported by the department and hope that they'll be useful to you in your work. In addition to the resources that you will hear about today, we also have included a handout that you can distribute to your clients and members that highlight additional resources from the department that are free, available online.

Many are videos or others that can be printed out for use in the home to support learning at home in a multitude of ways. I'll also be including some links in the chat today so you can explore some of these resources on our website. That's just a brief overview of what we'll be sharing with you today and I want to say a thank you in advance to our technical assistance centers who have joined us today to share a little bit more about the resources that they provide to support parents with learning at home. Thank you.

Dina Lehmann-Kim: Thank you so much, Danielle, and we'll be sending the flyer out after the webinar is over. So now, I think we can move to the next slide. And while that is happening, I'll introduce our next speaker, who is Sarah Sayko. She is the Deputy Director of the National Center on Improving Literacy or NCIL and leads and [inaudible] parent and family strand of work. She has over 20 years of experience in education including as a technical assistance provider, adjunct professor and teacher. With that, I'll pass it over to you, Sarah. Thank you.

Sarah Sayko: Thank you so much, Dina. I'm very pleased to be able to be here with you and share some of the resources we have for families from NCIL. And the first resource that I would like to share with you is called the Kid Zone. And the Kid Zone was created with kids in mind. But it is also a space where families can connect with one another and it's a place where parents and caregivers can participate as their child builds literacy skills in a fun and interactive way.

The Kid Zone is located from NCIL's main website page. Our website is improvingliteracy.org and from that home page, you can access the Kid Zone. In the Kid Zone, elementary age children can access free eBooks, audio books, and streaming videos of stories read aloud. They can follow the adventures of Caila, a girl with dyslexia in our original comic series. Or they can find cool games that focus on different literacy skills.

The Kid Zone is particularly popular during the summer and has been especially beneficial to families and educators alike during disrupted instruction students experienced because of the

pandemic. And that's the resource or set of resources that I like to share with you. Our NCIL's online implementation toolkit. And you see on the screen, six of those toolkits that are particularly relevant for families.

These online implementation toolkits include an array of resources related to each topic. Most toolkits include an online self-study, on-demand, interactive tutorial for families. They also include literacy briefs and infographics written just for families, associated tools and resources that illuminate the ideas and concepts in the toolkit and a facilitators guide for how organizations or individuals can take the information in the tutorial and turn it into a workshop delivered directly to parents and caregivers.

So some of those toolkits that you see on the screen there focus on topics such as supporting your child's literacy development, learning about reading development and then we also have a series that is topical focused and those include three toolkits. One is on phonological and phonemic awareness.

The second one is on alphabetic principle and phonics, and the third is on fluency with text. And all of those topics represent key reading skills that research has shown are important to their future reading success.

Another resource that I'd like to share with you is our literacy skill checklist. This tool is designed to help guide parents, caregivers, and professionals, and recording the presence of important reading, writing, and language skills in kindergarten through second grade. At the completion of the checklist, individuals will receive recommended resources based on their answers to those questions.

It is important to note this tool is not intended to be used as a former -- formal screener or diagnostic tool for learning disabilities, but rather it's a tool that would provide an individual with a list of personalized resources that are freely available in the public.

Next slide please. So I just want to thank you very much for listening today. And again, all of the resources I overviewed for you are available from our main website, improvingliteracy.org and are based in research evidence and teaching children how to read and supporting the learning of children in their reading skills at home, and are already vetted for their relevance and their usefulness, and their evidence-based, and are free for you to use. Thank you very much.

Dina Lehmann-Kim: Thank you so much, Sarah. I really appreciate that. And it's amazing how many wonderful resources there are and thank you again for highlighting such great ones. Now, I'm very pleased to introduce Dr. Jennifer Dombek and also Dr. Sarah Herrera. Let me introduce each of them. Dr. Jennifer Dombek is a senior research associate with the Regional Educational Laboratory Southeast. She's coordinated multiple large-scale, randomized control trials focused on improving language and literacy skills in at-risk students in pre-kindergarten through grade five.

In addition, she has also coauthored several tools for improving literacy instruction and academic interventions in kindergarten through grade 12. And Dr. Sarah Herrera is a senior research

associate also with the Regional Educational Laboratory Southeast where she uses principles of research design and applied statistics to study educational issues.

She has designed large-scale randomized control trials to examine the effects of interventions focused on improving the language and literacy skills of at-risk students in kindergarten through grade five. And she has published research review that summarized decades of experimental research on evidence-based literacy instruction for preschool students and students through grade six through 12. With that, I will pass it to you. Thank you so much.

Jennifer Dombek: Thank you so much for the introduction. So this is Jennifer speaking. I'm really excited to be able to share an online resources for families developed by the Regional Educational Laboratory Southeast that is focused on supporting your child's reading at home.

Next slide please. So here you see a little bit about how and why the supporting your child's reading at home website was developed. Our goal was to create a very family friendly website that provided families with evidence-based activities they could use to help support their child's literacy.

It was important for us to include activities that families could enjoy together. To do this, we pulled activities from teacher guides that we had already developed and also activities that were still being developed. We use family friendly language for the activities and how to engage in them would be really easy to follow.

We wanted to be sure that the experience would be positive for families. The information and activities on the website are based on the foundational reading skills to support reading for understanding in kindergarten through third grade practice guide. So just a note about practice guides. A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms in school. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

Next slide, please. Thank you. So in the next few slides, I'm going to walkthrough some examples of what is available on our website and I've also provided a link to the resources in the chat so please feel free to check out our website as well. So let's see on this slide what are the components of the website.

This image shows the home page. The grade levels, kindergarten through third grade are listed across the top and a bit of narrative that tells you about the website is also provided. The grades and recommendations are listed below the narrative. You can click to view each grade level and see the recommendations from the practice guide written in family-friendly language.

When you click on the recommendations, you'll see the how-to-steps to implement the recommendation; videos that show activities being conducted in a home environment and the family activities. So families are encouraged to use the website to engage with their children and are reminded that the activity should be fun, not frustrating.

So if an activity seems too difficult for a child, [inaudible] try something else that's a little more appropriate. Or if an activity seems too easy, they can move forward and find an activity that's a little more challenging for the child. Go back one, please. Thank you. The screenshot shows at the top -- the screenshot at the top left shows that I've clicked on kindergarten [inaudible] recommendation 1: developing language.

The recommendation encourages families to talk with their children while they read to them and provide them with some instructions on how they can do that. So there are two videos in our resources here to help parents understand how to do this. They can do the videos that can [inaudible] a caregiver and a child reading together and engaging in conversation so they get that real live example of what it should look like when you're doing this in your home.

And key points are listed for the videos so the caregivers don't have to watch it and wonder what they're looking for. Those key points will be provided to them. And there are two other resources that accompany this section. So the first is a talking while you read [inaudible], that includes this overview of how to use with peer and that's the tri-fold [inaudible] evaluate, expand, and routine. And so that's to help caregivers talk with their children while they read.

Using the peer strategy while reading with your children can increase their vocabulary and understanding what's being read. The tri-fold also includes a short text and examples of questions to ask children while reading with them. Though it's nice to have this tri-fold is it can just be printed off and almost use a bookmark in the book and the parent always has easy access to it.

The second resource that accompanies this section is shown here in yellow and as the principal bookmark that can be used as a quick reference for caregivers when using the care strategy. This bookmark includes a brief explanation up here and example questions for prompting during book reading.

So here is another example of other types of family activities that can be found on our website. For each family activity, you'll find step-by-step directions and examples that you can visualize the activity. The materials needed to complete the activity and there is always a key that provides the caregiver with answers. So this particular activity can be found in first grade recommendation 2, which is about linking sounds to letters.

It's called say and slide individual sounds in words. For this activity, the child would practice separating and putting together the individual sound and spoken word. If a child can hear the individual sounds in a word and put those sounds together, they will be better able to connect those sounds to letters when they read and when they spell.

So in this activity, the dark blue circle serve as counters that are used to represent a single sound, sound and word depicted in each picture. The child is asked to say each sound in a word and slide and counter into a box for each sound said. So for example, the first picture is T. So you would slide a counter into the first box to represent the sound and a second counter in the next box to represent this E sound.

So just a quick note, this activity, we're not worried about spelling, it's really about getting students to hear sounds in words. So that's why for the picture of tea, you only have two boxes because tea is only made up of two sounds, T and E. So I just wanted to point that out because sometimes when people see this example, they might be a little bit confused at first. And that concludes my short presentation for you.

If you could go to the next slide please. And we've got our contact information here so if you're interested in getting any more information about our website or helping, just walk you through the resources that we do have available, please feel free to send me an email. I'd be happy to chat with you on the phone or through Zoom or through email to help you better understand the resources we have available and we hope that you can find them useful in the setting in which you're working. Thank you so much.

Dina Lehmann-Kim: Thank you, Jennifer and Sarah as well and folks [inaudible]. Please take Jennifer up on that offer. It doesn't happen every day that she gets such a direct contact and offer for it so thank you so much for your generosity. And so moving right along, we now have Carrie Germeroth. I hope I pronounced your name correctly, Carrie.

Carrie is Managing Senior Researcher at Marzano Research where she leads numerous projects such as program evaluations, applied research studies, data collection, and analysis and technical support for early childhood education. In addition, she is deputy director for the Regional Educational Laboratory Central overseeing work related to developing partnerships and disseminating information about projects. Carrie, I'll pass it on to you.

Caila Prendergast: Hi, Carrie. It seems like maybe you're on mute. We're not hearing you right now. Dina, are you able to hear Carrie?

Dina Lehmann-Kim: No. I can't hear her either.

Caila Prendergast: There, can you hear me now?

Carrie Germeroth: Yes.

Caila Prendergast: Yes, we can hear you.

Carrie Germeroth: Sorry about that. I was just having a technical problem on my side. All right, go into the next slide, please. Thank you. All right. So the resource I'm here to share with you all is focusing on math. And we know that in early childhood, between the ages of two and eight, it's a really important period for developing early math skills. Children begin learning math through really everyday routines in play from the time they're little babies and have routines throughout their schedule that start helping them to have predictable patterns.

Kind of the foundations of patterning later on is that, typical diaper routine. So we know there's a lot of support we can provide to young children to develop math skills. And we really wanted to support families and caregivers in fostering a love of math in children so RELs Appalachia, Central and Northwest, we've pulled together and developed a new web-based resource that

families and caregivers can use at home to support math learning for children ages two through eight.

And the new reports really supplements the What Works Clearinghouse practice teaching math to young children. Go on to the next slide, please. So in addition to the teaching math to young children practice guide, the webpages were adapted from a few other resources, but one in particular wanted to call out on the screen here is a community math night facilitator guide, which is developed by REL Appalachia. It's also free and available online.

And so you'll -- that's another great resource. It is aligned with research and evidence-based practices as well that the webpages draw from. You can also access videos up from the website. There's a playlist that shows a number of videos that have activities that families and caregivers can do online. We'll go onto the next slide.

So what specifically will you find on the web pages? So they -- again, they complement and extend the practice guide by providing resources and activities for families and caregivers to support around these specific math topics. So there's five sections from -- ranging from number and shape and patterns, measurement, and data analysis and also to provide information to support maps no matter where learning takes place.

As you see, we talk about how to view and describe the world magically and how to observe what your child knows and how to really build on what they're -- they know and what they're interested in. So to get started, a family might or a caregiver might review each of these different sections online.

And then think about areas that their child needs more support in. Maybe it's patterns, maybe it's counting, or maybe you want to start in an area that a child is most interested in, and really build on their engagement with math. So it's really open as to how you might use this information and what might work best within a particular family, or context, or where you may be engaging with the child and family.

We'll move on to the next slide. So in each of those slide map topics, you'll find quick tips to support the topics so number and shape pattern measurement and data analysis throughout the day. So this really isn't meant to be something that requires a lot of materials or can only be done at particular times.

It's really meant to provide support for families and caregivers to embed math in regular routines and play. So it's not an add-on, something that could easily be integrated. They're evidence-based activities and games with easy to follow directions and then material list; very simple material list.

Some require no materials at all to carry out the activities. And then you'll also find several videos to learn more about how children develop the foundational math skills and way to support them. So next slide. So videos on each math topic really share quick overviews and fun ideas to support math in everyday play and routine.

You'll also find information on the reasons why these math skills are important. So again, they provide really -- they're about five or six minutes, and they provide some very foundational information on why it's important to develop these math skills and some really quick ideas to integrate activities to support the development of that skill throughout day.

Next. So in addition to the videos as I mentioned already, each section of the website includes handouts. They can all be downloaded and printed. They're pretty short, one or two pages max that you won't use a lot of your ink, and the handouts really provide guidance on simple activities that support math skills.

They also share learning goals so you know exactly what your child is learning, what materials, and then we also provide some sample questions that you could ask children as they learn a way to scaffold if you will, if you want to make the activity a little harder, or maybe a child needs a little bit more support.

So using the activities we hope will be a really fun way for families and caregivers and children to spend time together. And I'm also happy, I think my contact information can be shared to talk with anybody further about how to use the activities or any questions they might have related to the practice guide or the videos. So we really want to encourage a love of math and hope that the activities do that. So thank you.

Dina Lehmann-Kim: Thank you so much, Carrie. And yes, we definitely want to encourage a love of math and reading so I'm so glad this presentation covered both topics and we have more to go. And I'm very pleased to introduce Carmen Sanchez, who is an Education Program Specialist in the Office of Special Education Program at the Department of Education.

She is the program lead for the Parent Training Information Center Program which is comprised of parent training and information centers, community parent resource centers, and parent technical assistance centers. She also manages the grant with the Center for Alternative Dispute Resolution and Special Education. Carmen, thank you so much for being with us.

Carmen Sanchez: Thank you. I'm happy to share some of the resources we have here in the Office of Special Education, programs to support families. Next slide. So in OSEP, we fund grants to nonprofits to provide training information to families with children with disabilities, but also to families who think their child may have a disability or families who think that their child may be inappropriately identified as having a disability.

So as was already mentioned, those centers are parent training information centers; there's one in every state and the big states have several parent training information centers and community parent resource centers in selective communities. But we also have this national center called the Center for Parent Information and Resources. It's essentially a one-stop shop for getting information about what -- related to disabilities and also all the information is directed at families.

It's also housed in not only resources that they develop, but also resources that others such as we've been hearing today develop. So that it points families to a whole host of resources

available for many places. And your one stop shop, that URL is parentcenterhub.org. That's parentcenterhub.org so that makes it really easy.

Next slide. Within the parentcenterhub.org, you can go to find your center, see you a problem there, the parent centers, and then the -- the find your parent center, you can go to your state and find the parent training information center that serves your state or the part of your state that you live in.

You will also see there a listing of the community parent resource centers within that state, but may be very specific to some communities. For example, there's a community parent resource center that serves primarily Korean speaking families in Queens, in New York. So if you're -- if you know that that's what your family needs, then, you know, to refer them to that. Let me also emphasize that the parents centers will answer questions from anyone, whether they be professionals or families, and they will help families navigate special education, early intervention, and also navigate other resources that might be available to them.

Some parent centers also will match families with other families from experiencing similar issues so that they can get that kind of peer-to-peer support. Much of it differs from center to center but that just gives you some idea of what kinds of information and resources they might provide to families.

Next slide. We have the part of the parentcenterhub.org page that I really want to draw your attention, is a super resource library. And in here, there have a lot of different kinds of resources like webinars, articles, standalone pages from either them or from like I said, other resources. Notice on the right, that the question is posed in Spanish. Are you looking for resources in Spanish?

Because we also based a lot of the resources that are available in Spanish. All parent centers have a language access plan in place so that if they don't have a staff member who speaks a particular language, they can certainly get in contact with interpreters so that they can help the family regardless of the language that they speak at home.

So again, I just want to emphasize parentcenterhub.org as a one-stop shop. If you believe that the family could benefit from answering questions that may be related to their child's disability or any other kind of special needs. Thank you very much. And please feel free to reach out to me and my email will be sent on to you. Thanks again.

Dina Lehmann-Kim: Thank you, Carmen. I believe there's one -- yeah, are you going to cover this slide or maybe Danielle?

Danielle Smith: Hi. This is Danielle. I can jump in here. This is just a snapshot of the handout that we've been referring to which links to all the resources that you've heard about today, including our centers, websites, and some of the specific resources on those sites that we thought would be most useful to your target audience.

Also contains information about additional resources that we didn't get to today, but that are provided at no cost to you or to your stakeholders, and are publicly available online as well. So we've created this handout to make all of this information easily accessible to you. We have a version with active live links as well as the links spelled out in case they will be printed and distributed within community centers or other settings.

And finally, we also wanted to alert you that many of these resources we have available on our website. At the link here, we have a resource collection for learning at home and specifically resources that are geared towards parents and families. So just wanted to say a big thank you to all of our centers for presenting these great reading, literacy, math, and parent engagement resources.

We hope that these are useful to your stakeholders. Please do let us know if you have any questions and take advantage of the opportunity to connect directly with our presenters today. Thanks for having us and we'll be here for questions.

Dina Lehmann-Kim: Thank you so much, Danielle. Really appreciate it. And just as a quick note to our presenters so far, if you didn't have your email and you were willing to share it, please feel free to drop it in the chat, and thank you so much again. With that, let me now introduce our next speaker. Sorry.

Vicki Saylor, who is the Manager of Family and Community Education at Common Sense Media. Prior to this role, Vicki served as the Arizona Regional Manager for Common Sense Education and spent over 25 years as a bilingual elementary school teacher and University College of Education student advisor. With that, I will pass it over to you, Vicki. Thank you.

Vicki Saylor: Thank you for the warm welcome and introduction. Hi everybody. Thank you for having me. Really excited to be here and share some of our resources. Before we get started, on the next slide, you'll see that we -- I've kind of highlighted what Common Sense is.

Many of you know us, but just to kind of give you an overview of what our mission is at Common Sense. We are a leading independent nonprofit and we are dedicated to helping kids thrive in a world of media and technology. So we work really hard to empower parents, caregivers, teachers, and work with policymakers to provide that unbiased information, trusted advice and innovative tools to help them power that -- to help them harness that power of media and technology to be a positive force in kids' lives.

Many of you know us from our ratings and reviews. Others may know us from our K-12 Digital Citizenship Curriculum. And I'm happy to report that we are now used in more than 70 percent of our public schools, and then last but not least, we have a very strong, Common Sense kids action team that works hard to help provide equal access to digital devices and Internet access too. So just a little bit about our organization.

On the next slide, I wanted to just begin with a little temperature check with you all. I don't know if you're able to respond in the chat, but let's just talk about our feelings for a little bit. I know we all work on the front lines with families. We also may have families of our own, but today I will

be speaking a little bit about the social, emotional health of our students and the importance of bringing light to this topic and ways in which we can help our families find ways to help with the healing in this pandemic.

So since many of us work on the front lines and have families of our own, I'd just like to provide this space right now for you to express how you're feeling today. So if you're able to respond in the chat, please do so. If not, just take a few moments to just reflect. A lot of times, it's easier to go about our day if we know how we're feeling and then we can tackle the day as it goes.

So on the next slide, you'll see that, as I mentioned before, we talk about learning; we really have to meet the social and emotional realities of our kids. And a really great place to start is when we are talking with our families to kind of check in with them and have that assessment. On the next slide, you'll see that there are ways that we can help identify those gaps.

So these are some things that when you're talking with your families, these are some things to keep in mind. We know families have just wrapped up probably the hardest year in their schooling year with their kids and as many teachers and parents or caregivers are concerned for the gaps in learning and missed learning opportunities as they're calling them, we are also noticing the negative effects on their social, emotional health.

And we want to make sure that we draw attention to this and we provide families with some tips and advice on how to move forward. So here are just quick, easy things you can keep top of mind when you're checking in with your family, are they physically healthy and sleeping enough? Are they connecting socially with family and friends? Are they engaged with play and learning and not just for school?

We know that a lot of learning takes place during play so we want to make sure that our kids are still finding enjoyment in those day-to-day play activities as well. Are they pursuing interests or have they shut down, and are they having fun and learning in their use of digital media?

And that's another thing that I will obviously be focusing on today is how we can leverage the use of media and tech for learning. So while checking in with those families, these are just some -- just an easy things to keep top of mind. And if families feel that they can answer three or more of these questions, then they're probably okay, but you just never know.

And it's always good to take those -- pick that time to really assess their kids and so encourage that. On the next slide, it's just a cute little picture of a mom or a caregiver and two kids and just watching them use their technology together. And that's one of the most important things we can recommend at Common Sense is, use tech to make connections. We know that executive functioning is very important especially in the early years.

And so how are some ways that we can develop those life skills when using media and tech. On the next slide, it's just another little cute graphic and I have -- you'll see that I have the word time crossed out and that's because a lot of times parents come to us and they're worried about the amount of time, the amount of screen time that their kids are using, or spending time on.

And so rather than focus on the amount of screen time, we want to shift our focus to screen quality. We know that kids are using tech more and more. You know they're not able to maybe venture out into the world just yet and some families are still not comfortable with that. A lot of kids still spent the year online school only so we know that they have been spending more time with screens. So rather than focus on the time, let's focus on the quality.

And on the next slide, I just want to point out our website. So many of you might know it, but for those of you who don't, we do have a website, commonsensemedia.org, or you can also find us at commonsense.org. And this is just a really great place to start looking for those high quality media resources and encouraging your family to visit this site.

Everything from ratings and reviews to parenting articles with tips and advice on how to have more media balance. Also other topics such as data and privacy, cyber bullying. We also have resources on news and media literacy and social justice. We know that that is a very important topic and it has been brought to light in recent months because during this pandemic, it's gotten even more light than it should. And so we do have some new resources for that as well.

Another one of our more popular areas on the website is the section that is titled, what parents need to know. A lot of parents want information on how to adjust the parental controls. They need help learning how to use schooling platforms like Google Classroom or I think the other one is Meets, I think something like that, Meets maybe, and also want to keep up on current and social media apps or video games.

So this is another really great resource to find really high quality content. Again, if parents want to watch a show or a movie, if they want to read a book, play a video game, find education app, we have those ratings and reviews so that parents can make informed decisions. We also have our Common Sense Latino site which is also, you can get there through our Common Sense site and we offer Spanish resources, but they're not only linguistically relevant, they're also culturally relevant.

So we want to make sure that our families, that their needs are met and sometimes they have specific needs that we want to speak to. So be sure to share those resources with your families as well. When it comes to learning, on the next slide, you'll see a picture of a mom or caregiver and her child, and it looks like they're having lots of fun. And that's another thing that we really want to encourage; how to be cool with school tools, right?

Who doesn't want to be the cool parent? But we often hear parents and caregivers say things like, I don't know what I'm doing, or my kids are the techie ones not me. But we want families to feel confident and staying engaged in their kids' digital lives. And we want, parents to find things together and encourage them to ask their kids, to teach them something.

Research show that this is a really great way to elevate, to boost that self-esteem in our kids. So when they're able to teach us something that can also encourage bonding, that can also bring families closer together. So on the next slide, how can we choose apps? There are so many to choose from.

So one way you can encourage your family to do that is just to find things that are high quality and that they really encourage educating their kids on something. So we know there are times for entertainment, but after this year, we know that families are looking for more educational resources.

So find out, were educators involved in creating this app? Is it age appropriate? For the little kids, we want to make sure that there are no in-app purchases, no ads. We want to make sure that info is not being collected, that there's not [inaudible] content. Again, as I mentioned, co-viewing helps kids learn letters and numbers. As we heard previously during this webinar, reading and math is so important especially during the summer months, we know that kids lose some learning in those areas.

Those are the most common areas where they are losing some of that learning. So find ways to leverage technology, to help them learn -- to practice those reading skills, to practice those math skills. We also know that it helps kids bond, right? And it can also help with learning and also increase empathy if they are reading let's say an eBook and it can be interactive, but at the same time, understanding the story content.

Falling in love with those beloved characters where they can identify with and also like I've mentioned help with that empathy going back to those essential life skills. How do we maximize the learning potential of media when making the best choices? As I mentioned, make sure that educators were involved.

But also, the app should also provide feedback, right? And so you can find, again, as I mentioned on our website, you can find reviews of our apps and sometimes kids even leave reviews so that's a good way to involve kids as they're making those choices. Another really great idea is to find real world activities that you can do together that could extend that learning. So for little kids as I mentioned, choose a media friend, for example, like Daniel Tiger.

Since kids develop relationships with characters, this is a really great way to help kids learn from a trusted media friend. And unless it's for teens, it should not, as I mentioned, have apps -- in-app purchases or ads of any type. And that's another way they can use our website to make those informed decisions.

On the next side, you'll see that at Common Sense, we do have our Common Sense selections for learning so when you are visiting our website, you can find our little -- it's like a little badge next to the resource and that will let you know if it is a Common Sense selection for learning. And these are just best-in-class media resources in school that are exceptional learning experiences for our kids.

So make sure to take a look at that and I have included a full list there for later on you can explore that. The next page, you'll see that I am highlighting our YouTube page. Everything we do at Common Sense is rooted in research and we found that our Spanish speaking families really enjoy using YouTube and other social media channels. So this is just another great way to connect your families.

So please share the YouTube resource page with them. We're also on other media platforms like Facebook and Instagram, but here is a really great way to find resources via video. So a lot of times, parents don't have time to read a long article or they just want something a little more interactive. So the YouTube channel is a really great place to direct them so that they can find more tips on how to have more media balance, how to find educational content as well.

On the next slide, you'll see that we have our website, Wide Open School. So this is powered by Common Sense, but it is a separate website and this was created right around the time the pandemic started and it was in response to distance learning. But we quickly have found out that it's been a really great resource for families and educators alike to find high quality content.

Again, this is another free resource. It is really just a grab and go. So we have partnered with over 80 other educational partners to curate a library of high quality resources; resources anything from math and reading, social studies, science. We have activities for social, emotional learning. We have resources for learning differences. We also have resources for equity and social justice as well. As well as our resources in Spanish.

Some of our resources are offline so that's always very helpful too. And again, they are all free. On the next page, you'll notice that some of our highlights -- some of our partners have been highlighted. Partners like Amplify, National Geographic, TIMEKids, PBS. But they're like I mentioned, just a high quality content, curated library, easy to grab and just a wealth of resources for you to choose from.

On the next slide, I did highlight the social, emotional wellbeing tab. As you noticed, it is divided into different sections where you can just quickly find what you're looking for, whether it's math, reading science or something different, for example, social, emotional wellbeing, social justice, and digital citizenship.

So although this is a website, there are numerous, as I mentioned, offline activities. So parents and caregivers can find those activities with say, if they don't have access at home, if they're out and about, they can look up these activities and then take those ideas home with them for those offline activities as well.

On the next slide, you'll see that I've highlighted some of those. Music and movement, just ways that we can stay active. There are also videos as well as other activities like how to practice gratitude. So just a wealth of information and ideas ready for parents and caregivers to grab as well as educators.

On our next slide, you'll see that we do have a texting message offering called Tech Balance. And this is also a resource that does not require Internet access. So we are sending information straight to the palm of your hand through this texting offering and it's really easy to sign up. In fact, we encourage our teachers, our early childhood providers, other members of different organizations that we work with.

We encourage them to sign up as well because that way they are kept up to date on what their families are receiving. And it's really easy to sign up. You just text the word kids for English or

familia for Spanish to the number 21555, and you will begin to receive messages two to three times a week.

If you have unlimited texts, then it's completely free. We do ask that you check with your provider, but if you have unlimited texting service, you are probably fit to go. So this has been very, very positively received with our communities. Our Spanish speaking communities have really -- they've really appreciated getting the Spanish content as well. And so, as I mentioned, it is a bilingual texting offering and one that is just really easy.

I mean, even me as a mom, I mean, I do have Internet access but a lot of times I don't have time to look everything up and sometimes it just comes to my phone. It's a quick, little, friendly reminder on how to have media balance or maybe some ideas for an activity to do at home with my kids.

On the next slide, you'll see examples of what those look like. It could be a video, or it could just be a really friendly infographic with some ideas, for example, the one in the middle says nice, fun activities for kids, and those were examples of some offline and online activities.

So yeah, so check those out. Another really great component of this offering is that our Wide Open School content also is delivered via this texting offering. So for those families who might have limited access or no access to the Internet, they can still receive those resources from Wide Open School via our Tech Balance Program.

Again, on the next slide, it's just another graphic. If you are an organization that would like to share these resources with your families, you can visit commonsense.org/techbalance, and you can download digital resources. We have posters, postcards, and then digital banners for websites and social media as well.

So one last thing that I do want to share on the next slide is, we are very proud at Common Sense with our partnership, with the Endless Foundation. We know inequality of access to technology and connectivity is a longstanding issue, but it has been brought to the forefront due to pandemic.

We know that over 15 million students lack the access they need to learn. We're really excited with the Emergency Broadband Benefit. But nonetheless, super excited to partner with Endless Foundation for the Endless Key. And what this is, is a solution especially created for students and families as an offline resource. So it's a high performance USB drive that is designed to provide learning activities and it's uploaded with high quality and engaging learning materials.

So resources, apps that can be accessed offline and using Mac or Windows. So you'll notice some of the partners that are providing the high quality content; Blockly, TEDEd, Khan Academy again, [inaudible], PBS. And if you are interested, this will be available for distribution in late August so if you're interested in learning more about this solution, I have provided some links on the next slide and they are included on that slide.

So anyway, I hope you enjoyed learning a little bit about all of the resources we have at Common Sense. And on the next slide, you'll see I have listed some of our resources. Hopefully

those can be shared with you. And again, if you need any other assistance, I'm happy to assist you. My email is the vsaylor@commonsense.org. You can also find assistance on our website or on social media, you can find me at Victoria K. Saylor. Also you can find us on social media at Common Sense.

So thank you for having me. And as I mentioned, we're going to educate the whole child. We're going to start with their social emotional wellbeing, and we're going to find high quality resources to boost that learning this summer. Thank you.

Dina Lehmann-Kim: Thank you so much, Vicki. And as a reminder to folks, we did a webinar with Common Sense last year on Wide Open School when it first launched and it's a fantastic resource. So thank you again for bringing that and all the other amazing resources and apps that you produce.

Vicki Saylor: I know it's a little much but I want to make sure that you are all aware of all the stuff we have and it's all free. And so, yeah, feel free to, again, if there are any other questions, you can contact me directly. Thank you.

Dina Lehmann-Kim: Yeah. Well, no, thank you. And let's see, actually, speaking of questions, if there are any questions that the audience has or any of our presenters.

Caila Prendergast: Yeah. So we had a few come in but also just want to remind folks, we can put them in the chat or use the raise hand function and I can unmute your line and you can ask your question verbally. But I'll go ahead and get started with the few that we have. And also Vicki, I just wanted to follow up that we got -- I got a lot of ones and twos in response to your -- check in about where everyone was at today. So I'm happy that everyone is [inaudible].

Vicki Saylor: Yes. That's a great sign. Things are looking better and I hope everybody continues to stay safe out there.

Dina Lehmann-Kim: Okay. Thanks. So this is a question I think for Danielle and maybe others in the TA centers. Do you know if there are resources available specific to different states or local locations related to the department of education? And they followed up with, it's okay, if not, just wanted to check.

Danielle Smith: Hi, this is Danielle. And I'll take a first stab at that question. So the department serves all states and we do have some of our technical assistance centers that serve specific states within regions. So for example, one of the programs that I manage in my office, the Comprehensive Centers Program funds centers that serve regions, each region contains about two to five states.

So there is a specific center that works directly with each state. Similarly, our equity assistance centers and our regional educational labs are regionally focused so they each support a group of states. Some of the routes that you've heard from today, the regional education labs, for example, the Southeast, support a group of states within that region. So we do have some state specific

support, as well as the national support that we provide that's available to all parents, families, communities, schools, regardless of what state they're located in.

Carmen Sanchez: And this is Carmen Sanchez. I'll just add that, if you contact the parent training information center in your state, they can also connect families to resources that may be from the state or from the localities that they may not be aware of specifically to support families of kids with disabilities or with special needs.

I'm not sure if that's the kind of question you were asking. But they're good conduits for the kinds of resources might be developed -- might be available at the state and local level.

Dina Lehmann-Kim: Carmen, this is Dina. Can I ask you a question about those parent centers? Are they -- I mean, now that we've been working in a virtual space for so long, are they brick and mortar spaces as well?

Carmen Sanchez: They are brick and mortar spaces and some of them are opening up depending on what's in their communities, in their state, what the requirements are, but they are brick and mortar and some of them will have brick and mortar like, for example, they hold clinics to look at the individualized education programs with families and provide them direct the systems in person then. So yes, they are brick and mortar.

Dina Lehmann-Kim: Great. Thanks so much.

Caila Prendergast: Yeah. Thanks. Well, so next question is for Vicki. How do we apply to the Endless Key program when it becomes available in August?

Vicki Saylor: Yes. Thank you. On the resources, there's a link and I think if you visit Endless Foundation, there is information on that there. I'm not sure somebody can put that into the chat if they can include the Endless Foundation's website, but I believe there is some information on there.

Dina Lehmann-Kim: Yeah. I'll find it and put it in the chat.

Vicki Saylor: Thank you.

Caila Prendergast: Thanks, Dina. And in that same regard, just a reminder that this presentation was sent around prior to the presentation and will be sent around to all participants again tomorrow where you'll have direct access to these links for your records. Okay. So next question. Given many of our public housing tenants do not have Internet access, they rely heavily on our library to get online, do the organizations of any of the presenters have partnerships with any library networks to provide easy access to your resources?

Carmen Sanchez: This is Carmen Sanchez. Some of our parent training information [inaudible] they could be called if you can't go there in person. Some of them, perhaps [inaudible] people can access some of those online resources. Some also have actual physical landing libraries so

they will mail out materials or have people pick them up and borrow them to take them with them.

And or again, if the family doesn't have Internet resources, we'll arrange to download some resources and mail them to the families. So there's ways in which they work with the family in order to figure out how to best keep their needs if they don't have Internet resources.

Dina Lehmann-Kim: Carmen, if I could piggyback, this is Dina. Everyone, there's a huge grant program that Congress funded as part of the American Rescue Plan. It's called the Emergency Connectivity Fund and it's \$7.1 billion. It's going to reimburse schools and libraries to provide free broadband service and connected devices to students and library patrons that they can take those devices and connect it an Internet service to their homes.

How it's going to look exactly, I don't know? It's basically a large influx of money to expand the E-rate program but certainly reach out to your public library and your school or school districts to find out more about it. And I will put information about the final rule in the chart.

Carmen Sanchez: I can speak a little bit about what we're doing in Arizona. I am based locally here in Phoenix, and we did partner with the Arizona State Libraries for Connect Arizona where we created a free Wi-Fi map and they were also instrumental in getting some of that access to our Arizona residents.

I believe in other states, we also have partnerships and we're currently working on other partnerships with libraries. So please check with your local libraries. I know we have a partnership also with the Brooklyn Public Library and the San Francisco Public Library but we don't have a national program currently. But yes, I agree, check with your local libraries and ask what they have. Ask if they have any Common Sense resources and any ways they can help you with that as well.

Caila Prendergast: Okay. Thanks everyone. Next question is for Common Sense. Do you have resources available in languages other than Spanish?

Vicki Saylor: That's a great question. Thank you. We do have some resources under our Common Sense education tab. If you go into where it says Common Sense education, and you go into our digital citizenship lessons, we have some family engagement tips and advice worksheets, and we also have a family activity sheet.

The family tip sheets come in 10 languages and the family activities, I believe come in just English and Spanish right now but we aren't currently working on adding more languages. And again, through our family and community engagement resources, you might be able to find those there as well. So look for those family sheets and family activity sheets. Those are designed to go with our digital citizenship curriculum but they don't have to be used with them.

Parents and caregivers can also use those activities to encourage digital citizenship and their kids, or to help with media balance as well so we'll look for those as well. I will see if I can find that direct link and send it to our host and then they can get that to you as well.

Caila Prendergast: Another question for you all. Specifically Common Sense. Others feel free to jump in, I think, yeah? Do you have any tips for how to keep your kids safe online?

Vicki Saylor: Yes. And that's probably one of the most popular questions we get at Common Sense. Families are really concerned and they should be. We always encourage them to check their privacy setting, to check their parental controls. But most importantly, I think is establishing that communication with their kids and to have those regular check-ins with them to play -- like when I was talking about co-viewing, that's another really great way to just get a little glimpse into what your kids are using, what they're viewing, even video games.

A lot of times there are chat features on video games and parents aren't aware of that. Some of these video games even for eight-year-olds might have a chat feature. So we always encourage families to check their devices. We do have our family media agreement available on our website as well and that's a resource that can encourage families to begin having those conversations and to establish what those rules and boundaries look like in their home.

Also encourage them to have designated areas for using technology so maybe establishing what those zones are in their house. We also know that there's a [inaudible] clean disrupted sleep when it comes to media. So when kids are taking those devices into their rooms, that can also interrupt their sleep which also interrupts learning.

So having those conversations with your kids, establishing those rules that work for your family, using something like our media, our family media agreement but above all, having those -- having that communication with your family and your kids, and really involving them in what this media use is going to look like for your family and that way you can follow your family values because all families are different and there's no right or wrong answer but really just establishing what works for your family.

Caila Prendergast: Okay. Thanks Vicki. Okay. Next question is for the department of ed. And this is sort of a big question so feel free to jump in all of you. This is more about -- not as much about resources but more about partnerships. So the question is, we've heard of some housing authorities partnering with local school districts. Do you -- do you have any tips on how I could make this happen in my community?

Carmen Sanchez: Can you repeat the first part of the question, please? Yeah, can you repeat that for me?

Caila Prendergast: Yeah. Sure, yeah. We've heard about some other housing authorities partnering with their local school districts to bring resources to students and families. Do you have any tips on how I could make this happen in my community?

Vicki Saylor: I can share something that might be helpful. As I mentioned, we have our digital citizenship curriculum that has a strong family engagement component to it. So seeking out those key stakeholders in your districts, whether it is somebody at the district, for example, your

curriculum director, or working with somebody in your family engagement team in those districts to implement a whole community approach to digital citizenship.

So that's how we work with schools and you don't have to be a teacher to teach our resources. Members of the family and housing department and you have programs that help your families, providing workshops and other types of resources. It would be very relevant for you to reach out to them and see how you can partner together for that whole community approach. That's my advice.

Carmen Sanchez: Thanks, Vicki. I think that's great advice. And we would echo that many school districts have community engagement offices or offices that are responsible for engaging with parents and families. And that would always be a good place to start for local housing authorities who may be interested in partnering and learning ways in which the school resources could benefit and work with local housing authorities. So I think that's a great suggestion, Vicki, and thanks for sharing your experience as well for how you did that through your organization.

Caila Prendergast: Okay. Thanks both of you. That's all that had come in to my queue. So Dina, I just want to check in with you to see if you had any.

Dina Lehmann-Kim: I actually did have a question and that is, a lot of our audience members are probably not residents themselves with children, but work with our residents and their families. So wondering if you all had any ideas around best practices or just tips that you might share with our audience about how to bring this wealth of information you have shared to our housing authority staff, to then share with families? Is there a tip or two or best practices that you might be able to share? Thank you.

Carmen Sanchez: This is Carmen Sanchez. What I've heard from many of the centers is that families sometimes feel very overwhelmed. So it may be more beneficial to only highlight one or two things at a time and recognize sometimes for adult learners, you have to hear things multiple times but to not make the families feel like they're overwhelmed with the resources.

If you go on the parentcenterhub.org, part of what they do is not only point people to resources but curate them in the sense of letting families know what's important in those resources. So that kind of careful tending of a lot of these resources might prove to be more beneficial at times rather than just providing a long list set that a family would themselves have to wade through first.

Sarah Sayko: And this is Sarah Sayko. I'd like to echo what Carmen just said. And I know in terms of our implementation toolkit that I showcased today, you can use that as your source or high quality, vetted material around a particular topic, and then select just one or two resources that you may want to share with others as a way to introduce a particular topic and gather feedback from individuals and have discussions on what might be the next best resource to share with them and sort of talk through that as opposed to sharing the whole implementation toolkit.

Carmen Sanchez: And if I can add something to that, those are all really, really great ideas. It's so important to give them little bite-size pieces of information, making them relevant, providing

them in their language. And I think one thing you can start with, because we do have so many resources at Common Sense, it can be overwhelming starting with our Tech Balance texting offering.

It's easy, it's quick. It comes in English and Spanish and then many of our resources are sent via that texting platform. So, for example, instead of sharing the Wide Open School website with them, share Tech Balance with them, so if they're going to get pieces of advice from Common Sense Media, they're going to get pieces of advice from Wide Open School. They'll just get general advice, how to have more media balance, how to promote learning with media and tech.

So that's been very successful for us with our families. We know our families are busy. We know they're juggling a lot, but that's a really great place to start. And in one way you can get them engaged without overwhelming them.

Dina Lehmann-Kim: Thank you all. That's great. Those are great -- yeah, thank you. Caila, are there any other questions in the queue?

Caila Prendergast: Not that I see coming in. I'll just, you know, this is sort of a last call for questions. Go ahead and drop them in the chat. But in the meantime, for folks who may be hopping off, I just want to remind you that we do have a survey that should pop up on your browser. Please take a moment to fill that out for us. Any suggestions you have for future webinar topics or if you want to get feedback on this topic, please, please do go in that survey we're always looking for new ideas. So I think not seeing any others in my chat, Dina, I'll pass it over to you to close it out.

Dina Lehmann-Kim: Okay. Thank you so much. And I want to call everyone's attention to the comment that Carmen just made about infographics being a great way to introduce content and many of their centers are developing the infographics on many topics so thank you for -- thank you Carmen for that.

And thank you all to -- to all of our speakers and presenters for the great information that you shared today and thank you to our audience for participating today. Hopefully, this information that you received will help you help your families and help our -- the kids that we serve, do well this summer and do even better next year especially after such a challenging scholastic year.

So thank you all for participating and please fill in the survey that Caila mentioned and let us know how we're doing. If there are topics that you would like us to offer in the future, let us know that as well. And thank you so much and happy early 4th of July everyone. Take care.

Caila Prendergast: Thank you. Bye.

(END)