

School reopening and program space- **Survey results on program space follow-up survey**

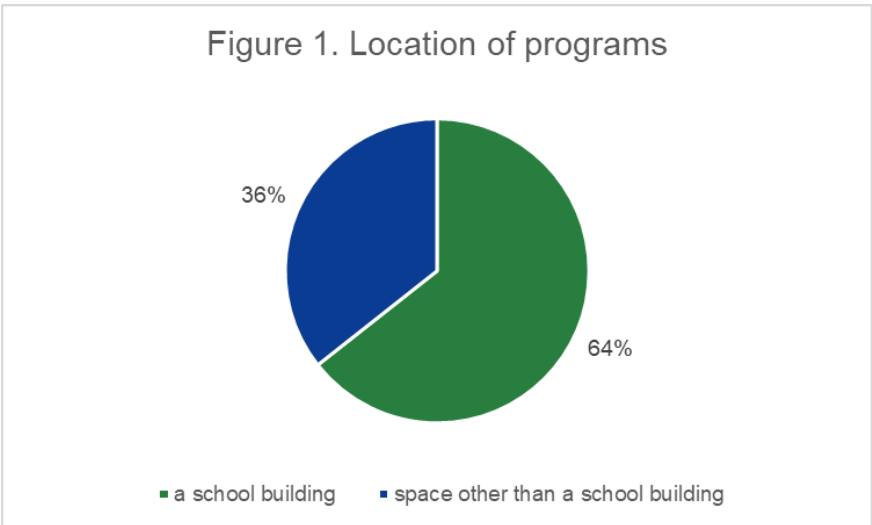
To better serve school-age child care providers during this time, the New York State Network for Youth Success is conducting this quick follow-up survey on program space as schools reopen to help make informed decisions and recommendations. This survey was conducted late August 2020.

<b>Table 1 Summary of programs per county</b>		
<b>County name</b>	<b>Number of programs</b>	<b>Percentage of programs</b>
New York	21	11.41%
Erie	19	10.33%
Kings	17	9.24%
Bronx	14	7.61%
Dutchess	14	7.61%
Onondaga	12	6.52%
Niagara	9	4.89%
Tompkins	8	4.35%
Albany	6	3.26%
Queens	6	3.26%
Westchester	6	3.26%
Richmond	5	2.72%
Wayne	5	2.72%
Rensselaer	4	2.17%
Orange	3	1.63%
Oswego	3	1.63%
Suffolk	3	1.63%
Cattaraugus	2	1.09%
Delaware	2	1.09%
Monroe	2	1.09%
Nassau	2	1.09%
Oneida	2	1.09%
Schenectady	2	1.09%
Allegany	1	0.54%
Alleghany	1	0.54%
Broome	1	0.54%
Cayuga	1	0.54%
Chatauqua	1	0.54%
Clinton	1	0.54%
Columbia	1	0.54%
Essex	1	0.54%
Genesee	1	0.54%
Jefferson	1	0.54%
Lewis	1	0.54%
Putnam	1	0.54%
Saratoga	1	0.54%
Steuben	1	0.54%
Ulster	1	0.54%
Warren	1	0.54%
Wyoming	1	0.54%
<b>Total</b>	<b>184</b>	<b>1</b>

**Table 1.1:** This survey captured responses from 40 of the 62 counties in New York State.

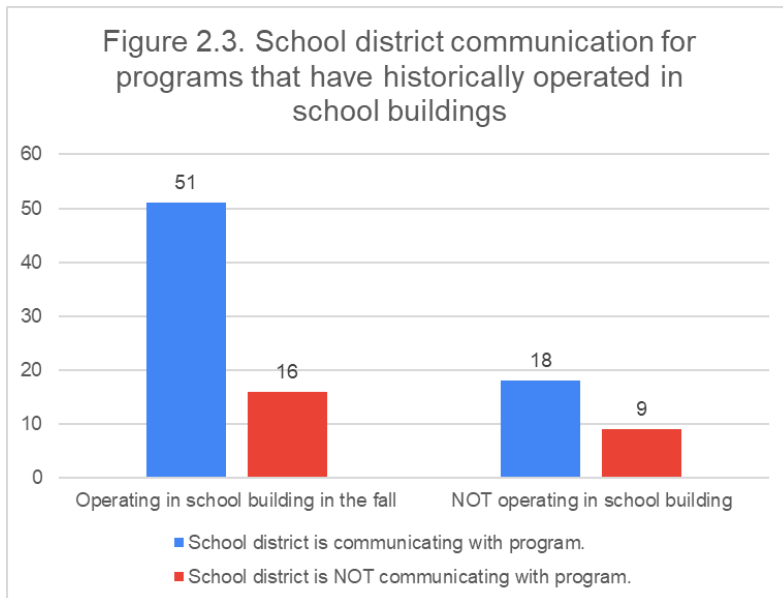
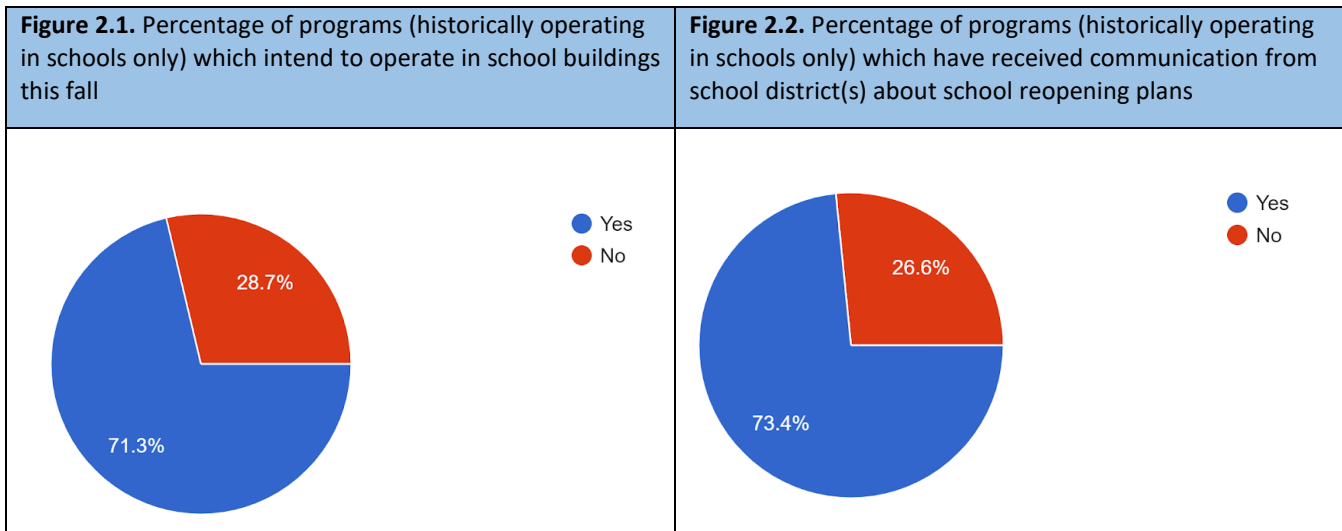
Table 2. Program setting		
Program setting	Number of programs	Percentage of programs
Urban	88	60.27%
Suburban	45	30.82%
Rural	33	22.60%
Regional	5	3.42%
Statewide	3	2.05%
Exurban	2	1.37%

**Table 1.2.** Per responses collected from the survey, most programs (60 percent) are based in urban settings, followed by those in suburban (31 percent) and rural areas (23 percent).



**Figure 1.** Majority of programs are located in the school building. Across program setting type (urban, suburban, and rural), programs were more likely to be in school buildings than in other locations.

## SURVEY RESULTS FROM PROGRAMS THAT HAVE HISTORICALLY OPERATED IN SCHOOL BUILDINGS



**Figure 2.1-2.3.** Overall, about 71% of programs that operate in school buildings reported that they will operate in schools this fall. Of those, about 76% responded that the school district(s) had been communicating with them about their [school] reopening plans. (See [appendix 2](#) for column percentages and [appendix 3](#) for row percentages).

**QUALITATIVE RESPONSE.** How programs will look like for those operating in school buildings this fall.

**Summary.** For respondents who will be operating in school buildings, different factors determine how their programs will look like this fall. See [appendix 4](#) for direct qualitative responses from respondents.

- *Protocol measures guiding structure for program* - A majority of respondents suggested that adherence to safety protocol as outlined in the New York Department of Health guidance for programs and schools on social distancing and masks; cleaning and disinfectants; cohorts, etc. guide how their programs will look like in the fall. However, current DOH interim guidance (as of

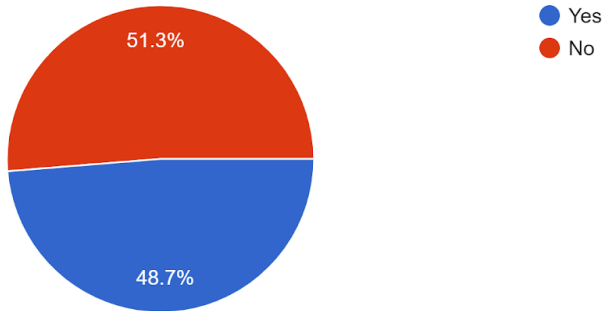
August 26, 2020) for in-person instruction at pre-K to Grade 12 and DOH interim guidance (as of June 26, 2020) for child care programs do not align.<sup>1</sup>

- *Depends on adopted model for programming* – Several respondents also mentioned that their programming structure will change depending on whether it is in-person, remote, or hybrid. Several respondents noted that this is closely related to how the schools/school districts they operate in choose to reopen schools.
- *Still waiting to hear about space* - Several programs reported ongoing discussions with their schools about utilizing program space. Others in this category shared lack of ongoing communication with the schools/school districts, thus leading to uncertainty about how their programs will look like.
- *Change in program size including space and students served* - Several respondents mentioned that the size of program space will change, mostly moving from bigger to smaller spaces (E.g. from cafeteria to classrooms) and vice versa. In efforts to keep up with protocol measures, several respondents reiterated that they would serve fewer students.
- *Change in location of program in school building* – Some providers would have to shift locations in school buildings to help accommodate students and protocol measures. For instance, some respondents mentioned that they will be utilizing their school’s yard and top roof garden. For a few respondents, the model of programming would affect the location of their programming. Thus, they would use an alternative space if they had to take on full-day services to support students during their remote or “off” days from school.
- *Uncertainty about how program(s) will look like*: Some respondents shared uncertainty about how programs will look like due to lack of payment from the State; inadequate communication about program space between schools and programs; and lack of clear guidance from state and local agencies.

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<sup>1</sup> The DOH guidance for in-person instruction and the DOH guidance for childcare lack consistency in language, specifically as related to static groups versus cohorts and differences in “should” versus “must”. Several SACC providers have reported that schools cite the misalignment as one of four main reasons why they are not able to accommodate SACC programs in school buildings. It is also anticipated that the misalignment would result in confusion and possible citations for licensed or registered SACC programs in New York State. The Network for Youth Success believes aligning guidance will ensure that consistent safety measures are followed throughout the day, thus providing clear and consistent instructions for school children participating in before school and afterschool programs located in school buildings. The need for alignment in the two DOH guidance is even more critical as school plans consider working with SACC providers to provide full-day services for students on their “off” days.

**Figure 3.** Alternative plans for space for programs (historically operating in schools only) not operating in schools this fall.



For programs that have historically operated in school buildings and responded *No* to “Will you operate your program in the school building this fall?” (39 responses), about 51 percent did not have alternative space plans for the fall. Thus, about 1 of 2 providers that will not operate in the school building does not have alternative space plans.

**QUALITATIVE RESPONSE.** How alternative plans look like for those programs that historically operated in school buildings and are not operating in school buildings this fall. See [appendix 5](#) for direct responses to question.

**Summary:** Programs that have historically operated in the school building but will not do so this fall revealed the following themes in their responses:

*Changing program model/structure to mitigate limited space* – A majority of respondents revealed that they have changed program structure, including model of programming to mitigate limited space. This included switching to remote learning, pop-up service style, and providing drop-in programming.

*Switching space based on model* – Depending on the model the school adopts, several respondents reported that they would have to switch space, including using private space when remote learning occurs.

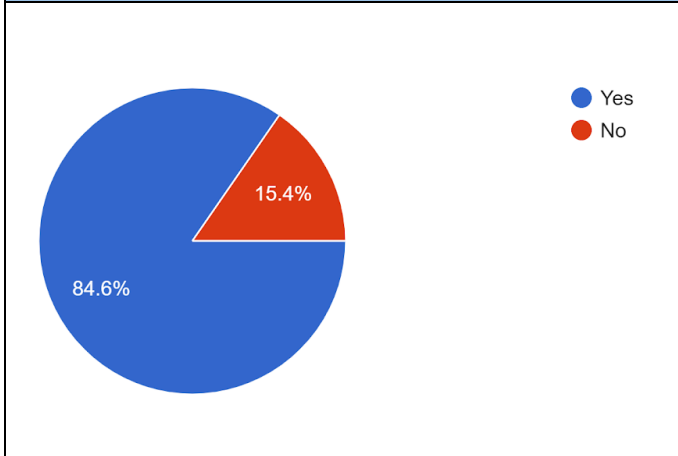
*Actively searching for space* – Some respondents shared that they are still looking for space.

*Challenge in finding space* – A few respondents mentioned that it had been challenging to find space that meets program demands and helps ensure safety protocols.

*Utilizing other space* – Several respondents have acquired alternative spaces. Some of the programs are working or will work with other community-based organizations (libraries, churches, family centers, community centers, other afterschool programs, etc.) to find alternative space. A few also mentioned that they would utilize outdoors to mitigate space issues.

## **SURVEY RESULTS FROM PROGRAMS THAT HAVE HISTORICALLY OPERATED IN SPACES OTHER THAN SCHOOL BUILDINGS**

**Figure 4.** Percentage of programs that have historically operated outside the school building who will be utilizing the same space for the fall



A majority of respondents (85 percent) that operate outside schools say that they will use the same space for programming this fall. A little over half (54 percent or 8 of 13) of those that responded “No” do not have alternative plans for the fall. Programs that have alternative space for the fall reported that they will switch models (virtual learning) to mitigate lack of space, utilize their own private space, and partner with other organizations and institutions to find space.

## ADDITIONAL COMMENTS

Additional comments from respondents revealed the following themes. See [appendix 6](#) for direct responses to question.

*Uncertainties about program space* – Many respondents - especially those that responded that they will be operating in school buildings this fall - expressed uncertainties about program space. It remained unclear to those providers that have historically being in school buildings how program space will look like despite responding that they will utilize school buildings again this fall.. The comments in this category highlighted that even for programs that responded that they will utilize school buildings this fall, a significant amount of respondents reported having little or no logistical information about their program space this fall: Several providers who responded that they will utilize school buildings mentioned they were still expecting updates from schools/school districts about how their program space will look like in the fall.

*Adherence to safety protocols* – Some respondents reinforced the need and efforts to appropriately respond to safety protocols so that children and staff are protected. Others however noted how adhering to protocols will change programming structure for the fall.

*Adverse impact of COVID-19 on afterschool programs* – This included anticipated drop in enrollment, difficulty in finding space, delayed planning due to lack of clarity about space and guidance on utilizing space, and delayed payments.

Concerns about directives and guidance (or lack thereof): Some respondents expressed concerns that existing guidance can bring some challenges to how programs operate. Others also express how the lack of clear and timely guidance will negatively affect how programs operate.

*Need for funding to support programs* – Several respondents reinforced the need for funding and timely payments to ensure that they have the resources to operate their programs.

*Partnerships* between programs and schools, and programs and other community-based organizations and insitutions. Some respondents noted that they have partnered with other entities to operate their programs in the fall.

**Appendix 1.** Table showing number of respondents on school district communications and programs operating in the school building this fall

District communicating with you?	Operating in school building in the fall	Not operating in school building	Total
School district is communicating with program about reopening plans.	51	18	69
School district is not communicating with program about reopening plans.	16	9	25
<i>Total N of respondents</i>	67	27	94

**Appendix 2.** Column percentages for school district communications for programs that have historically operated in schools only

District communicating with you?	Operating in school building in the fall	Not operating in school building	Total
School district is communicating with program about reopening plans.	76%	67%	73%
School district is not communicating with program about reopening plans.	24%	33%	27%
Total column percentage	100%	100%	100%

Among those (historically operating in schools only) who responded that they are operating in school buildings this fall, 76 percent of them also said that school districts have been communicating with them about their school reopening plans, as compared to 67 percent of respondents who said that they are not operating in school buildings.

Overall, 73% of respondents (historically operating in schools only) responded that school districts had been communicating with them about their school reopening plans.

**Appendix 3.** Row percentages for school district communications for programs that have historically operated in schools only

District communicating with you?	Operating in school building in the fall	Not operating in school building	Total row percentage
School district is communicating with program about reopening plans.	74%	26%	100%
School district is not communicating with program about reopening plans.	64%	36%	100%
<b>Total</b>	71%	29%	100%

Overall, 71% of respondents (historically operating in schools only) responded that they will operate in school buildings in the fall.

Out of respondents that said that school districts have been communicating with them about school reopening plans, 74% said that they will operate their programs in the school building this fall.



Out of respondents that said that school districts have not been communicating with them about school reopening plans, 64% said that they will operate in the school building this fall.

**Appendix 4.** Describe how operating your program in the school building would look like this fall. You may speak to how it would look different this fall.

**Depends on adopted model for programming**

- If there is onsite programming, we will operate in the school building. We will be assigned a classroom per DOE protocols for school based processes.
- Principal has asked that [name of school] after school run a four day in person program and on Friday virtually. M-Th (2-4) in person & (4-6) Remote then Fridays (2-6) Remote.
- We will be operating in some school buildings and others will be operating virtually using Zoom primarily
- Children separated in multiple spaces, we are offering a full-day program remote learning days; the district will have teaching assistants on site to help students with school work.
- We will operate normally from 230-530 Monday Tuesday Thursday and Friday and during the day from 800 until 230 on Wednesday.
- a hybrid model; with 39% or 50% in the building at one time.
- We will have to abide by the modules the schools have chosen to abide by.
- Once [name of school district] re-opens in-person classes our program will be after school only at [name of school].
- We are currently only able to operate afterschool on days that school is in session. If the district moves to hybrid or total remote it is unclear if we will still be able to utilize the space for a full day program.

**Change in program size including space and students served**

- much smaller student population
- We will have to decrease capacity by half to ensure small groups.
- Our districts have been great, but space is tight. Less numbers are allowed. Due to the districts hybrid plans, enrollment has been very light.
- Less students with lots of social distancing measures put in place
- Still planning with administration
- Some districts will allow us to use similar space as last year. One district does not have any space. Another district can provide space for before and after but not remote learning full day care space.
- Our enrollment is drastically reduced - from 60-100 students per day to 20-30 students per day. Most of our schools are only allowing us to have kids in their cafe and gym.
- Same in person program, drastically reduced numbers from 110 to 44 due to social distancing.
- At two school sites, we are restricted to Cafeteria space; At one school site, they are moving us to another unapproved space. All sites half capacity.
- We will be utilizing classrooms instead of a cafeteria

**Change in program location within the school building**

- We will be utilizing classrooms instead of a cafeteria.
- We are going to be in our school yard and roof top Garden for after school. All our activities will be practicing social distancing. 6 feet apart.
- We have to have all activities in the gym and outdoors, no smaller rooms as before
- We will be using outdoor spaces until the weather turns cold and then we will use dedicated classrooms. All staff and students are required to wear face masks; we will conduct daily temperature checks with thermal contact-less thermometers; we will follow the social distances guidelines of six feet. Staff will be provided gloves, face shields and n-95 masks.
- "We will be in the cafeteria at all our schools, before school starts and after school. And on day that school needs to clean we can't be in the building for we have to hold a Full Day and Remote days at a local church. This school district is in Onon. Co. They won't let us hold Full Day at school for the 4 remaining days. The church we will be holding the Full Days at is far for our parents to drive, so our numbers for enrollment are down significantly. We have tried all other churches in our area but other day cares are in the churches. But in Oswego col. they are letting us hold program for M-F. This is a very difficult time for family and our hearts go out to the families and our employees."

**Protocol measures and adopted model**

- social distancing and masks
- We are in 9 schools/7 school sites in Sunset Park Brooklyn and each site is following a different school day model. We are planning to do in-person programming (following social distancing guidelines and CDC/DOH guidelines as we did this summer) with participants who attend the host school on that day and to run virtual programming with those not on site during afterschool, evening and Saturday hours. We will also be doing outdoor programming in the school yards and public parks adjacent to our school sites, weather permitting, as we did this summer. Our hybrid model is flexible and we intend to toggle between in-person and virtual interactive programs via zoom as needs/circumstances fluctuate each school site.
- Our district is reopening with a hybrid model with school being closed on Wednesday for cleaning and disinfecting. Our before school and after school programs will only service those children that are attending school on their assigned day. We will have "pods" of maximum 15 children/2 staff in their own space/room. Currently our enrollment is down 50% since many families have opted for virtual learning.
- There will be 15 desks in each room with 2 staff members. Staff will wear masks and face shields at all times. Students will not wear mask at their desks. If a student gets up from desk they need to wear masks. We will have a container for each child with supplies for projects with their name on it. Staff will fill containers for students. Temperatures will be taken before entering the room. A COVID-19 questionnaire will be filled out by each staff member and student daily. Meals will be delivered to the classrooms in a closed styrofoam container. When leaving room all students will wear masks and keep 6 feet of distance between them.
- We will offer mostly remote programming but are currently being told by DYCD that our SONYC program must take place in person. We have no idea what it will look like since the schools do not want us in the space so that they can clean and so as not to mix up cohorts afterschool. We are waiting to hear from each of our community school partners what they need from us in person.
- We are opening our 2 After School Programs at [name of school], opening on Wednesday, September 9, 2020. We have met with the Superintendent, had sign-ups and installed a video phone from the outside entrance to the cafeteria where our AS Program will be held in a socially distanced environment for 35 children. All CDC and practices and policies will be adhered to including no parent/guardian in the building. Masks worn by all and disinfectant products distributed through the AS designated areas. The Program will run from 1-5:30pm every school day of the week. My other Program held at [name of school] will be held at the school's [name of campus] in Westport, New York. This program will start on October 5, 2120 which is when the classes in the district will begin in person classes. This program will run on Monday, Tuesday, Thursday, and Fridays. Wednesday the school will be closed for cleaning and teachers to prepare lessons.
- We will be following the day school in terms of grouping and hybrid schedule
- Operating our program in the school building would look as safe as possible per state and school requires. We will offer in person and remote after school services to our parents and children that are creative, educational, and fun. Our program will look different this fall because of social distancing protocols and the heightened safety measures that are in place which will change how we deliver our after school services.
- We will have groups of 15 children, our cafeteria space will be divided into 4 quadrants with barriers; kids will follow school health and safety guidelines with wearing masks and being socially distant; parents will pick up at the door
- "We will have to take upgraded safety protocols and more in depth health screenings. Unfortunately, guidance from DOE and DYCD has been all over the place and highly inconsistent and last minute leaving out cbs from planning processes. we have had to make protocols because of the lack of timeliness from guidance above.
- We are double planning for in-person and remote programs."
- We are going to have 2x as many classrooms and smaller groups with one teacher only
- students will have to remain in the same small cohort and remained distanced, more staff will be needed for this and vendor scheduling will be more of a challenge
- Masks at all times, groups of 10 or less, using many rooms as opposed to 1 large space, no gym time, no cooking class or snack, no shared activities
- We will be running program following the covid regulation. program will see fewer students on the day to day and will be adding extra safety procedures.
- As long as the children are back in school, we will be operating our programs under the guidelines from the OCFS for the pandemic.
- More space with smaller groups of children spread out.
- It will be a lot different. Children can only attend on their assigned 2 days of school. Children will be divided into different rooms with 10 children in each group. Social distancing and constant cleaning/disinfecting.

- Need a guarantee of appropriate spaces for the children to be in since each pod needs their own space. In previous years we sometimes lost our spaces to other groups. Need to be in more communication with custodial staff about the sanitizing procedures and completion of spaces the program will use.
- Some programs will be relocated to gym area, some programs have the same space as previously. Groups in cohorts spaced out from one another. We cannot use the playgrounds attached to our schools because they have public access and we have no way to disinfect them
- We are allowed to run 1 program in a school. The other district will not allow us to run the program in the school. Parents will not come into the building, staff and children will wear mask, lots of hand washing and disinfecting, materials won't be shared.
- We will follow the same protocols the day school follows concerning social distancing and keeping students and teachers in cohorts. We may give instructional work by the use of whiteboards and video.
- It will be a lot different. Children can only attend on their assigned 2 days of school. Children will be divided into different rooms with 10 children in each group. Social distancing and constant cleaning/disinfecting.
- "Planning for: Physical distancing of static groups; Physical distancing of staff (and children whenever possible); Children and staff wearing face coverings; Staggered pick-up times and locations; Increased sanitization protocol; Potential and anticipated shut-down or can't open due to school district decisions; Increased costs for pandemic related supplies (i.e. new and increased hygiene and safety supplies, program materials specific to social distancing, outdoor space creation, etc.).  
Need: Increased communication and partnership with both district and building administrators regarding school planning and program needs as set forth by NYS, NYSED and OCFS. Designated child care spaces within school buildings for static groups in order to minimize risk and spread"

#### Still waiting to hear about space

- We are waiting to hear what space in the school is available to us. We expect it to be fewer classrooms than we need and it to reduce the number of grades we can serve. We also expect a reduction in the number of children per grade we can serve due to social distancing constraints.
- We are still waiting on schools to let us know if we are allowed to operate in their building but when we are given the green light to start we will be implementing and following all CDC guidelines and keeping youth in cluster with fewer transitions. We have also implemented live virtual activity instruction so that less teachers are moving from class to class. Group leaders will be stationary with smaller amount of participants per group to keep youth in same setting as day school.
- Still waiting to discuss use of space with school principal.
- I honestly cannot answer that question because we are hearing that providers may or may not be in school buildings to start.
- I am still trying to figure it out with the two school principals in the building. It's going to be extremely challenging.
- Still planning with administration
- We are waiting to meet with our school's safety team in order to fully plan the program operations.
- Still TBD
- We are collaborating with the school plan and will offer an extension of services in afterschool
- I have no idea without communication from the principal. I just know it will be different and I will be following CDC and DOH safety guidelines.
- Some will, many others not allowed in school this year so far, others not in school until in person classes resume. Also looking for alternative spaces.
- Still working with schools to figure this out

#### Uncertainty about how programs will operate

- Not really sure yet depends on number of kids, kids will need their own supplies, very little interaction with each other (play), mask breaks, doing actual homework/virtual learning
- one program in school, the other not.
- I cannot answer 6.2a as we are still waiting for the state to send down payments; we cannot operate if we cannot pay staff. Schools are aware and want us to return.
- only because the district is not planning on having any expanded learning programs
- This is different site by site right now. DOE is communicating very little. Sites where the principal is willing to move forward with start-up will begin, but other sites are stalled due to principal concerns with limited direction from DOE.

- We haven't talked much about how programs are going to look this fall, we were just told we can hold our programs so far.
- This is a former school building. We rent from a parish church.

**Appendix 5.** (For programs that have historically operated in school buildings that have alternative plans for program space in the fall.) If you have alternative plans for program space this fall, describe how it would look like. You may speak to how it would look different this fall.

#### Changing model

- Drop in virtual learning labs with enrichment clubs
- Mostly remote programming
- full day remote learning support in one building, after school in two other sites.
- The program for the fall will be a fully virtual program consisting of synchronous and asynchronous instruction for two hours a day three days per week.
- virtual programming
- We will be offering a virtual program
- May be drop in and not registered. May be able to get a waiver to relocate to alternative site programs that are not permitted in school this year.
- Creating silo pod type spaces at school sites where we are restricted to cafeteria.
- We will cooperate as much as possible with our main feeder school. Looks like there will be much computer follow up.

#### Switching program space

- We will operate at another location for remote learning days
- A variety of virtual and community center space
- We are offering some traveling pop up clinics that simulate what our program may look like. We would like to bring them to areas we haven't yet served especially the inner city.
- Outside in small groups
- We are offering Remote Learning during the day and access to our dance studio to continue our after school activities. In addition, our classes have moved on Demand.
- We are working on a hub model but are unclear as to how quickly we can identify an operationalize a space

#### Actively searching for space

- We are looking for alternative spaces if onsite in the school building are unavailable.
- We are still searching for a space for our largest district that does not have space for a full day program.

#### Challenge in finding space

- We will no longer use the main room nor the homework room.
- It has been a struggle finding an alternative location and in some of our districts we have not been able to. It will look like it does at the schools.

#### Utilizing other space

- If we need alternate space we will look to other community spaces, such as library's, churches etc. We assume such a modification will need approval and that will take time to be approved so we hope to remain in school buildings if possible.
- [Name of organization] - multiple classrooms, gym, cafeteria
- We are renting space outside of the district at the district's request while utilizing the schools as well.
- While school is not in session for in-person an alternative location has been established for the school age program.
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**Appendix 6.** Additional comments about program space for the fall from survey respondents

#### Uncertainties about program space

- Still a lot of unanswered questions and uncertainties from principals about what in-person after school might look like. Unclear how much space will be allotted for program support staff given need to most rooms to be used for socially distanced classrooms. Remote scheduling may be a challenge based on the time students will be expected to be in front of screens during the day.
- We are a small non-profit who is highly dependent on public school building to provide in person programs. We have the staff capacity to operate in any space provided to us outside of school building as well. If we are unable to provide programming at school building or provided with free space in the community, we are at risk of closing our doors permanently.
- We are a 21st Century Program and located in a school building. We are not allowed in and will be running remote/virtual until further notice.
- We have programs in schools as well as our own community center. It has not been clear if we will be able to return to our school-based sites.
- There is a need for the families to have a safe space for their children during remote learning and space for CBO's are needed to help support. We have the staff and resources just a lack of space.
- "I need school to open to be able to operate".
- I am not sure of our space yet but would prefer dedicated classrooms.
- Schools do not have the time to return our calls. They are under extreme stress. We would love to operate, but cannot do so without coordination with schools.

#### Need resource on finding space

- Any resources available on available space would be so helpful!
- We are planning to start our afterschool program outside in local parks. But that will only get us through end of October if we are lucky. Are actively looking for space, and hope that will help.
- It has been a real struggle finding locations for remote learning days. We are not able to run some programs because of this.

#### Adhering to safety protocol

- COVID Safety Plan in Place per NYS Forward and will operate at 25% of capacity including resources to have as innocuous a space as possible.
- We are looking forward to adhering to the CDC and NYS OCFS procedures and policies and having a productive After School Program while focusing on the safety of everyone first.
- We have not had access to buildings and have limited information on classroom capacity at 50%. We are expected to start programming within days of school opening. Some of my programs funding was cut during the summer and is not returning until September 1st. We are concerned about the tight turnarounds when our regulators are not aligned in what is required in terms of safety. We are mandated to follow DOHMH protocols and those sometimes conflict or are more regulated than DOE protocols.

#### Partnerships

- We are working with [name of community college to house our full day program at their campus.
- Our space is available if a funded program would like to partner.
- we are a nonprofit who rents space in a church
- We at miSci (Museum of Innovation and Science) have classrooms that we are more than happy to make available to our local schools. Please contact us. We want to help.

#### Adverse impact of COVID-19 on programs

- This time have been really bad for us Afterschool programs but most of all for the parents.

- Providers are really in the dark as to how this will be pulled off. Without funding, staff have been furloughed and the ramifications are that it takes time to get qualified people back and even more time to hire and train others to replace them.
- "It is a huge challenge that SACCs aren't provided with information from our district until it is made public. We are often not considered in the logistics process, which poses a roadblock when attempting to plan for running a safe and efficient program.
- We do not know what our space will look like this fall or whether/when it will be made safe and ready for use.
- We will not know whether buildings will be made open for program use if schools do not open for in-person learning. If they are, we still do not know which spaces in the building we will be able to use.
- We have been in communication with district and building administration regarding these points and often receive little to no answers on these concerns.
- We fully understand that planning to reopen in the height of a pandemic is no easy task and commend our district on their work thus far. We also believe that communication and collaboration between districts and SACCs are imperative as we all work to keep the children in our communities safe and healthy.
- Thank you for conducting this survey."
- I currently operate a daycare center in Orange. I have lost almost all of my SA BS and AS business. My daytime is full with infants-FDK. I am looking to open a SA program in a local church which I used to have my program in to create a SA program for children on remote learning
- While the school district has been communicating, it's been hard to plan with everything being very last minute. Programs need more time to plan and space to run, it's hard with schools not sure what spaces they will need and what will be left available for SACCP's.
- We don't know how many children we will have since school has not yet started. We take no more than 30 children, with 10 children in each classroom with one teacher and as many volunteers as can come for the day.

Planning programming and school age care is very difficult as there are some many unknowns. In March we shut down entirely, and had hoped to reopen over the summer. Due to lack of enrollment we did not have enough interest to meet budget needs. This fall we have seen a drop in our enrollment by 50%, and parents are concerned about child care if schools move to all remote again. It is my hope that we will be allowed to use our current space in the school building if this occurs.

Program challenges with safety protocol in place

- It will be a challenge to keep children busy, happy and healthy, without them being able to play with each other up close
- We have space but due to the needs of extra buses for schools we still do not know if we will be able to get any buses to transport children from school to Club
- Our #'s are low, but we are currently full
- It is going to be difficult to share the space because school staff will not feel safe having other people utilizing their classrooms. We do not want the children exposed to other kids and adults. It is also going to be very challenging to have kids sitting in one place from 8am - 6pm. It's just not feasible!
- Have to come up with plans on what children go to what room. Having a specific staff with a specific group.

Concerns about directives and guidance (or lack thereof)

- We are deeply concerned about DYCD's directive to provide COMPASS Elementary and Middle School programs in person with no consideration of what the schools actually want/need, what parents might actually want/need, safety of staff, child care issues that CBO staff also have, and health concerns of staff and their families.
- We are worried about DOH clearances and being able to adjust classrooms on licenses. If DOH cannot expedite clearances we will have trouble staffing.
- Understandably so, school principals are hesitant to plan ahead for after school program start up and provide definite access to school spaces right now. DOE re-opening guidelines do not adequately take after school services into consideration, and this presents a lot of concerns. For example, principals are told to strictly enforce student cohorts in the school day to prevent cross contamination, but after school programs will inevitably have to combine students from different classes/cohorts during program time. This undermines the school's plan and compromises their building's re-opening structure. The rigorous cleaning schedules for custodians is also challenged by having after school programs stay on site through 6pm. Generally, the current plan doesn't account for after-school needs, and this is causing a lot of hesitation for school administration, which stalls our start-up process.
- We need information from OCFS: Advantage After School Program regarding the security of our approved funding.
- We hope OCFS creates a waiver to get new unapproved spaces - approved and in a quick manner.

Need for funding to support programs

- We are part of a number of NYC coalitions -- UNH, NFSC, C4C, CCSE -- trying to ensure that afterschool programs are given the flexibility to meet the evolving needs of our schools and communities. We are uniquely poised with social workers and community staff who are competent in trauma informed practices, SEL strategies, and relationship/community building skills that are essential in the current COVID environment in our high need community that has been hard hit. We need support to ensure our programs are funded and supported in this context.
- The communication to SACC programs has been sparse. We have not received payments to be able to continue programing.
- Need cooperation / funding from OCFS. We have the safe space and the staff ready,
- Need funding to accommodate children
- We are opening an additional space now in our own building to accommodate the hybrid schedule in some of our school districts. Opening an additional site has been slowed due to paperwork and available funding to purchase equipment and PPE for an additional location offering full day care.
- Please let me know if any funds come available for the upgrades needed to operate the program