The Literacy Lab

Covid-19 Response
Impact on Service

- Indefinite school closures resulted in little to no in-person school service opportunities for members.
- Closures impacted their ability to serve in a full-time capacity and reach their service hour goals; however, a majority of members qualified for CPC exits with full awards.
- Members were unable to complete Spring benchmark assessments with their students (typically completed in April-May when schools were closed), so we only have student outcomes data through the Winter assessment period.

Impact on Members

- Unexpected and extended closures meant many tutors weren’t able to give a final “goodbye” to their students.
- Varying distance learning strategies at schools impacted the level of engagement tutors could provide.
- Unreliable access to technology and internet created barriers to member involvement.
- Members experienced new stressors and shifting responsibilities due to the citywide shut down.
Adapting Instruction: The Literacy Lab team (staff and members) pivoted support to ensure members could continue to serve their students in a manner adapted to each school’s distance learning plans. This alternative support included:

- Virtual tutoring sessions with students (sometimes with family engagement)
- Creating and sharing literacy enrichment resources such as video recordings of Read Alouds on online classroom platforms
- Creating distance learning packets
- Virtual classroom “push-in” support (assisting teachers with virtual delivery of instruction)
- Online reading and reflection sessions with students

Member Work Groups: Opened up direct service to include collaborative workgroup projects with other members focused on program improvement, including:

- Creating intervention resources for schools and tutors
- Creating family engagement resources for families to deliver interventions at home
- Creating a bank of culturally relevant passages for use in interventions with students
Serving the Community & Creating Community

- **Serving the Community:** Members who were able and willing completed in-person service in the community
  - Members volunteered with organizations such as Harvesters (hunger relief) and Bridging the Gap (recycling and sustainability).
  - Members participated in food distribution for families at their school sites.

- **Creating Community:** The Literacy Lab team created intentional opportunities for members to connect and provide support and consistency for one another during an uncertain time.
  - Tutor working groups provided opportunities for members to collaborate across school sites and districts they don’t normally work with fostering new connections.
  - Tutors created a Google Classroom where they shared resources, ideas, recommendations and support for one another.
  - Staff connected weekly with members to check-in while also creating spaces for tutors to connect socially outside of service for activities like virtual trivia.

Members practicing social distancing while volunteering at a recycling center!