Impact of Covid-19 on our program:

- Students were sent home in March for Spring break, and were unable to come back to school. This disruption was not only a massive shock to parents’ productivity, but also to children’s social life and learning.
- Teaching moved online on an untested and unprecedented scale. The long-term affects are likely to increase inequality, as some students were able to access online learning, while other students without technology, parental guidance, or time (many high school students anecdotally became the main “breadwinner” of their household during Covid) will now be further behind due to lack of educational access.
- The biggest impact of Covid on our program: there will likely be substantial disparities between families in the extent to which they can help their children learn.
- AmeriCorps Members had to quickly adapt to a virtual classroom and work with their school administration to adapt lesson plans and curriculum.
- All coaching and support services provided by Teach For America Missouri were moved to virtual...
• What our members did to address needs in our community:
  • Members moved to online and distance learning. Students with technology available could access lessons both in real time, as well as written lessons accessible to continue their studies.
  • Many of our AmeriCorps Members led school-wide efforts to get technology to students who did not have access. This included laptops, Ipads, mobile hotspots for students without wifi, and more.
  • A significant amount of our Members led school-wide efforts to move learning to virtual, creating systems to track which students had been reached out to, attendance, and which students may need extra time, support, and resources.
  • A significant amount of our corps members helped distribute food and resources to their students during the Covid-19 crisis.
Slide Deck #2 - Alternative Service Planning. What are your ideas for alternative service if you are not able to implement your program as written or need to modify to meet new social distance or health guidelines?

Alternative Service Planning:

- TFA ACMs serve as professional corps members, and as employees of their placement sites will follow their employers’ requirements
  - In some cases employers may require TFA ACMs to participate in teleservice such as participating in virtual instruction or other duties as directed
  - School administrators will determine when teleservice is appropriate based on local context, including instances of, but not limited to, declared disaster, strikes, social unrest, health concerns, etc
  - To mitigate the risk of time and attendance abuse, ACMs will follow the supervision requirements of their employers, who will establish expectations for time and communication requirements with ACMs. In accordance with our approved Alternative Timekeeping Protocol, school administrators and Teach For America staff will sign documentation certifying members have completed 1700 hours of service and the requirements of the program.

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Alternative Service Planning:

• Virtual Coaching, Professional Development and Offerings for our Members based on the needs that arise in the 2020 program year
• Create new ways to build community and relationships among our Members, community and students
• Offer virtual training for Members to serve their students based on social distance and virtual needs