Summer for All
Results for Summer 2022 &
Trends over Time
The Boston Globe

How young people's social anxiety worsened in the pandemic

By Eduardo Medina New York Times, Updated September 27, 2021, 7:00 p.m.

Schools are increasing mental health support this year, but experts fear it's still not enough

By Naomi Martin Globe Staff, Updated September 6, 2021, 4:26 p.m.

Continued student struggles are weighing on teachers in the third year of the pandemic

By Christopher Huffaker Globe Staff, Updated April 24, 2022, 4:12 p.m.
**362 School Counselors on the Pandemic's Effect on Children: 'Anxiety Is Filling Our Kids'**
American schoolchildren's learning loss in the pandemic isn't just in reading and math. It's also in social and emotional skills — those...
May 29, 2022

**New CDC data illuminate youth mental health threats during the COVID-19 pandemic | CDC Online Newsroom**
New CDC analyses, published today, shine additional light on the mental health of U.S. high school students during the COVID-19 pandemic,...
Mar 31, 2022

**COVID Harmed Kids' Mental Health—And Schools Are Feeling It**
After more than 18 months of school closures and social isolation, the nation's more than 50 million public school children are mostly back...
Nov 8, 2021
Experts underscored the importance of community

“Students need our support now more than ever, whether by making sure that their schools are inclusive and safe or by providing opportunities to engage in their communities and be mentored by supportive adults.”

Kathleen A. Ethier, PhD, Director of CDC’s Division of Adolescent and School Health

“In the face of adversity, support from schools, families, and communities protects adolescents from potentially devastating consequences... These data tell us what works. So, what will it take for our schools and communities to help youth withstand the challenges of the COVID-19 pandemic and beyond?”

Jonathan Mermin, M.D., director of the National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, CDC’s lead Center for monitoring and addressing school-based health
We came together as a community and provided 238 high-quality summer programs all over the city.

Graph is based on 179 of the 211 programs with Boston ZIP Codes. Programs located outside of Boston were not included.
An all-time high number of programs served a total of 15,851 students
We provided more programs of all kinds compared to previous years

# of Programs by Initiative

- **Boston Summer**
- **Learning Community**
- **Opt-in programs that adopt common measures**
- **5th Quarter (School)**
- **BPS-Boston Beyond 5th Quarter program run by a school**
- **5th Quarter (HSCR)**
- **BPS High School Credit Recovery program**
- **5th Quarter (CBO)**
  - **BPS-Boston Beyond 5th Quarter program run by a Community-Based Org**
Each type of program also served more students, except for High School Credit Recovery

# of Students Served by Program Initiative

- BSLC
- 5th Quarter (School)
- 5th Quarter (HSCR)
- 5th Quarter (CBO)
- BPS Remote Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>BSLC</th>
<th>5th Quarter (School)</th>
<th>5th Quarter (HSCR)</th>
<th>5th Quarter (CBO)</th>
<th>BPS Remote Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>232</td>
<td>1,431</td>
<td>1,579</td>
<td>2,402</td>
<td>3,504</td>
</tr>
<tr>
<td>2011</td>
<td>1,431</td>
<td>1,579</td>
<td>2,402</td>
<td>3,504</td>
<td>5,626</td>
</tr>
<tr>
<td>2012</td>
<td>1,579</td>
<td>2,402</td>
<td>3,504</td>
<td>5,626</td>
<td>10,084</td>
</tr>
<tr>
<td>2013</td>
<td>2,402</td>
<td>3,504</td>
<td>5,626</td>
<td>10,084</td>
<td>10,338</td>
</tr>
<tr>
<td>2014</td>
<td>3,504</td>
<td>5,626</td>
<td>10,084</td>
<td>10,338</td>
<td>12,552</td>
</tr>
<tr>
<td>2015</td>
<td>5,626</td>
<td>10,084</td>
<td>10,338</td>
<td>12,552</td>
<td>13,464</td>
</tr>
<tr>
<td>2016</td>
<td>10,084</td>
<td>10,338</td>
<td>12,552</td>
<td>13,464</td>
<td>15,852</td>
</tr>
<tr>
<td>2017</td>
<td>10,338</td>
<td>12,552</td>
<td>13,464</td>
<td>15,852</td>
<td>17,875</td>
</tr>
<tr>
<td>2018</td>
<td>12,552</td>
<td>13,464</td>
<td>15,852</td>
<td>17,875</td>
<td>4,240</td>
</tr>
<tr>
<td>2019</td>
<td>13,464</td>
<td>15,852</td>
<td>17,875</td>
<td>4,240</td>
<td>1,813</td>
</tr>
<tr>
<td>2020</td>
<td>15,852</td>
<td>17,875</td>
<td>4,240</td>
<td>1,813</td>
<td>1,048</td>
</tr>
<tr>
<td>2021</td>
<td>17,875</td>
<td>4,240</td>
<td>1,813</td>
<td>1,048</td>
<td>2,140</td>
</tr>
<tr>
<td>2022</td>
<td>4,240</td>
<td>1,813</td>
<td>1,048</td>
<td>2,140</td>
<td>2,402</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>BSLC</th>
<th>5th Quarter (School)</th>
<th>5th Quarter (HSCR)</th>
<th>5th Quarter (CBO)</th>
<th>BPS Remote Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>232</td>
<td>1,431</td>
<td>1,579</td>
<td>2,402</td>
<td>3,504</td>
</tr>
<tr>
<td>2011</td>
<td>1,431</td>
<td>1,579</td>
<td>2,402</td>
<td>3,504</td>
<td>5,626</td>
</tr>
<tr>
<td>2012</td>
<td>1,579</td>
<td>2,402</td>
<td>3,504</td>
<td>5,626</td>
<td>10,084</td>
</tr>
<tr>
<td>2013</td>
<td>2,402</td>
<td>3,504</td>
<td>5,626</td>
<td>10,084</td>
<td>10,338</td>
</tr>
<tr>
<td>2014</td>
<td>3,504</td>
<td>5,626</td>
<td>10,084</td>
<td>10,338</td>
<td>12,552</td>
</tr>
<tr>
<td>2015</td>
<td>5,626</td>
<td>10,084</td>
<td>10,338</td>
<td>12,552</td>
<td>13,464</td>
</tr>
<tr>
<td>2016</td>
<td>10,084</td>
<td>10,338</td>
<td>12,552</td>
<td>13,464</td>
<td>15,852</td>
</tr>
<tr>
<td>2017</td>
<td>10,338</td>
<td>12,552</td>
<td>13,464</td>
<td>15,852</td>
<td>17,875</td>
</tr>
<tr>
<td>2018</td>
<td>12,552</td>
<td>13,464</td>
<td>15,852</td>
<td>17,875</td>
<td>4,240</td>
</tr>
<tr>
<td>2019</td>
<td>13,464</td>
<td>15,852</td>
<td>17,875</td>
<td>4,240</td>
<td>1,813</td>
</tr>
<tr>
<td>2020</td>
<td>15,852</td>
<td>17,875</td>
<td>4,240</td>
<td>1,813</td>
<td>1,048</td>
</tr>
<tr>
<td>2021</td>
<td>17,875</td>
<td>4,240</td>
<td>1,813</td>
<td>1,048</td>
<td>2,140</td>
</tr>
<tr>
<td>2022</td>
<td>4,240</td>
<td>1,813</td>
<td>1,048</td>
<td>2,140</td>
<td>2,402</td>
</tr>
</tbody>
</table>
A quarter of students have come back to a program in the BSLC in the last three years

- Attended 1 Summer, 78%
- Attended 2 Summers, 19%
- Attended 3 Summers, 4%

# of Summers Participated in Since 2020 (24,570 students)
Of students who have attended every summer since 2020, half go back to the same organization.
Recruitment & Retention
Whom did we serve?
47% of students are 10 or younger; 29% are 11-13, and 24% are 14+
Share of elementary students increased and middle grade students decreased compared to 2019 levels

Age Distribution of Boston Summer Learning Community, 2019-2022

- **2019 (10,641 students)**
  - Elementary, 38%
  - Middle, 35%
  - High & Alt Ed, 23%
  - Early Ed, 4%

- **2020 (7,094 students)**
  - Elementary, 35%
  - Middle, 30%
  - High & Alt Ed, 31%
  - Early Ed, 4%

- **2021 (11,282 students)**
  - Elementary, 40%
  - Middle, 27%
  - High & Alt Ed, 29%
  - Early Ed, 4%

- **2022 (12,659 students)**
  - Elementary, 42%
  - Middle, 29%
  - High & Alt Ed, 24%
  - Early Ed, 5%
Smaller share of students identifying as Hispanic/Latinx and White compared to BPS, but more Unknown

Student Demographics

- **BPS**
  - 48,957 students
  - Black or African American: 32%
  - Hispanic/Latinx: 43%
  - White: 15%
  - Asian: 9%
  - Mixed or Other: 2%

- **5th Quarter**
  - 6,325 students
  - Black or African American: 30%
  - Hispanic/Latinx: 33%
  - Unknown: 18%
  - White: 6%
  - Asian: 9%
  - Mixed or Other: 4%

- **BSLC**
  - 13,559 students
  - Black or African American: 32%
  - Hispanic/Latinx: 26%
  - Unknown: 14%
  - White: 11%
  - Asian: 9%
  - Mixed or Other: 8%

BPS’ gender ratios reflected in BSLC and 5th Quarter

Student Gender

<table>
<thead>
<tr>
<th></th>
<th>Male, %</th>
<th>Female, %</th>
<th>Other, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS 46,169 students</td>
<td>52%</td>
<td>48%</td>
<td>0%</td>
</tr>
<tr>
<td>5th Quarter 5,436 students</td>
<td>51%</td>
<td>49%</td>
<td>0%</td>
</tr>
<tr>
<td>BSLC 12,370 students</td>
<td>51%</td>
<td>49%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Social emotional skills at baseline
Student Skill Development

Holistic Student Assessment (HSA) Diagnostic

- Developed by PEAR
- Students read a statement and indicate how much it applies to them
- Completed at beginning of program (first two weeks)
- 438 students
The 438 students who took the HSA-D were put into one of three Support Tiers:

- **Tier 3**: Less strengths, more challenges
- **Tier 2**: Same amount of strengths & challenges
- **Tier 1**: More strengths, less challenges

The Holistic Student Assessment and the Support Tiers were created by PEAR.
1 in 4 students are considered Tier 3 – largest share of students in past few years

HSA Tiers by Year

2019 2020 2021 2022

Tier 1
Promotion

15% 16% 20% 25%

Tier 2
Prevention

40% 41% 37% 40%

Tier 3
Intervention

45% 43% 43% 35%

2019 n=570, 2020 n=269, 2021 n=316, 2022 n=438. The Holistic Student Assessment and the Support Tiers were developed by PEAR.
2022 by Race: Multiracial, African-American, and Unknown race students had a larger share of Tier 3

HSA-D Tiers by Race, 2022 (438 students)

- More than 1, 69: 30%
- African-American, Black, 158: 28%
- Not Listed, 41: 27%
- Latino or Hispanic, 92: 18%
- Asian, Asian-American, 61: 18%
- Caribbean Islander, 9: 11%

The Holistic Student Assessment and the Support Tiers were developed by PEAR.
2022 by Gender: 1 in 3 girls were Tier 3, compared to 1 in 5 boys

HSA Tiers by Gender, 2022 (434 students)

- Tier 1: 20% Boy, 39% Girl
- Tier 2: 41% Boy, 39% Girl
- Tier 3: 20% Boy, 29% Girl

The Holistic Student Assessment and the Support Tiers were developed by PEAR.
For all students, baseline strengths: Empathy, Academic Motivation, Emotion Control, Peer Relationships

HSA-D Strengths and Challenges, Summer 2022

Empathy -28% 36%
Academic Motivation -23% 36%
Emotion Control -21% 35%
Relationships with Peers -28% 31%
School Bonding -24% 30%
Trust -22% 29%
Perseverance -31% 27%
Reflection -27% 26%
Relationships with Adults -34% 25%
Critical Thinking -28% 25%
Learning Interest -36% 23%
Assertiveness -38% 23%
Optimism -34% 22%
Action Orientation -36% 17%

% of Students with Skill as Challenge or Strength
For Tier 3 girls at baseline: Emotion Control was a strength for 1 in 10 girls
Over half of Tier 3 girls had Academic Motivation, Relationships with Peers, and Empathy as a challenge.
Peer Relationships & Social-Emotional Environment

Sociedad Latina

Boston After School & Beyond
Research: 80% attendance leads to better outcomes
Overall highest average attendance rate in recent years

Average Attendance of Boston Summer Learning Community
2018 - 2022

Average Attendance Rate

Benchmark
Similarly high average attendance for Springfield, MA

Average Attendance of Boston & Springfield, 2018 - 2022

Average Attendance Rate

- 2018: 86.2%
- 2019: 84.7%
- 2020: 80.0%
- 2021: 86.0%
- 2022: 87.9%
- 2022: 86.7%

Benchmark
Attendance by race shows most groups attending at 80% or higher

Average Attendance by Race

- Unknown: 85%
- Native Hawaiian or Other Pacific Islander: 77%
- American Indian or Alaska Native: 84%
- Hispanic/Latinx: 85%
- Mixed or Other: 85%
- White: 86%
- Black or African-American: 87%
- Asian: 90%

Based on 13,559 students' demographic data.
In most cases, males attended at higher rates

Average Attendance by Race and Gender

Based on 12,343 students’ demographic data. Average attendance for race Unknown differs from previous graph because it excludes students with both Unknown race and Unknown gender (who are included in the previous graph).
No particular age group experienced low attendance

Attendance by Age

Based on 12,659 students with age data.
Most neighborhoods experienced 80%+ attendance rates

Based on 6,649 students with ZIP Code data.
162 programs (3 out of 4) had 80%+ average attendance

Based on 208 programs and 13,384 students with attendance data.
Attendance
Are we providing high-quality experiences?
Observations

Assessment of Program Practices Tool (APT)

- Developed by NIOST & MA DESE
- Trained, certified observer visits program and rates program practices
- 146 observations (26 by Boston Beyond Certified Observers)
APT Observations show consistent high quality, all topics above benchmark

APT Observation Results, 146 Programs in Summer 2022

- Staff Positively Guide Behavior: 3.74
- Transitions: 3.73
- Space Adequacy: 3.73
- Organization of Activity: 3.72
- Informal Time: Youth Performance: 3.70
- Youth Relations with Peers: 3.65
- Youth Relations with Adults: 3.59
- Informal Time: Staff Performance: 3.57
- Arrival Logistics and Greetings: 3.55
- Staff Build Relationships & Support Individual Youth: 3.54
- Schedule and Offering: 3.46
- Level of Youth Participation: 3.28
- Staff Promote Engagement and Stimulate Thinking: 3.15
- Nature of Activity: 3.08

Assessment of Program Practices Tool (APT) Results for 146 programs.
The APT was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Trends largely hold, with our areas for improvement trending upward

APT Observation for Each Domain, 2013 - 2022

Assessment of Program Practices Tool (APT) Results for 146 programs. The APT was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Nature of Activity (challenge, choice, teamwork) averaged above benchmark for the first time since 2014

The activity is part of an ongoing project, activity series or curricular unit designed to promote specific skills/concepts over time.

Activity is challenging, stimulates thinking.

Activity offers youth choice and decision-making.

Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team.

*Assessment of Program Practices Tool (APT) Results for 146 programs. The APT was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.*
Youth Relationships with Adults reached an all-time high

Youth show interest in staff; seek out positive contact/interactions.
Youth are cooperative with staff's requests or directions.
Youth listen (focus, pay attention) to staff.

**APT Observation for Youth Relationships with Adults, 2013 - 2022**
Youth Feedback

Survey of Academic & Youth Outcomes – Youth (SAYO-Y)

- Developed by NIOST & MA DESE
- End-of-program survey about youth experience
- 4,225 students
Youth survey responses show programs are challenging, with supportive staff and environments

**SAYO-Y Youth Survey Results, Summer 2022**

- **Youth Feel Challenged**: 3.35
- **Supportive Adults Present**: 3.30
- **Supportive Social Environment**: 3.15
- **Helps Youth Socially**: 3.04
- **Youth Enjoy and Feel Engaged**: 3.03
- **Youth Have Choice and Autonomy**: 2.82
- **Opportunities for Leadership and Responsibility**: 2.12

*Based on Survey of Academic and Youth Outcomes – Youth (SAYO-Y) for 4,225 students. The SAYO-Y was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.*
Sustained gains in areas of improvement, strengths trending to pre-2020 levels

**SAYO-Y Responses for Each Domain, 2010 - 2022**

- Supportive Social Environment
- Youth Enjoy and Feel Engaged
- Youth Feel Challenged
- Youth Have Choice and Autonomy
- Opportunities for Leadership and Responsibility
- Supportive Adults Present
- Helps Youth Socially
- Benchmark

Based on Survey of Academic and Youth Outcomes – Youth (SAYO-Y) for 4,225 students. The SAYO-Y was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Sustained gains in Youth Having Choice & Autonomy

I get to choose how I spend my time.

Adults here listen to my ideas for new activities.

I can spend time by myself when I want to.

I am allowed to finish what I am doing even if it is time for the next activity.

I get to choose which students I spend my time with here.

I get to choose which activities I want to do.

Based on Survey of Academic and Youth Outcomes – Youth (SAYO-Y) for 4,225 students. The SAYO-Y was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Supportive Adults Present remained a strength

Adults here care about what I think.

I can talk to an adult here when I am upset.

If I have a problem, an adult here can help me.

There is an adult here who I trust.

There is an adult here who relates to my family/community.

Based on Survey of Academic and Youth Outcomes – Youth (SAYO-Y) for 4,225 students. The SAYO-Y was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
21 programs (up from 14 last year) where observers and students agreed about the high choice, autonomy

Students & Observers on Choice

Ratings on "Activity offers youth choice and decision-making"

105 programs with both APT observation data and SAYO-Y youth survey data.
32 programs (down from 41 last year) where observers and students agreed about the low choice, autonomy

Students & Observers on Choice

↑ STUDENT
Ratings on Youth Have Choice & Autonomy (SAYO-Y)

↓

← OBSERVER →
Ratings on "Activity offers youth choice and decision-making"

105 programs with both APT observation data and SAYO-Y youth survey data.
85 programs where observers and students agreed about the supportive, positive youth-adult relationships
Youth-Adult Relationships

Camp Harbor View, photo by Mark Curreri
Did students experience skill growth?
Social Emotional Skills

- ... are the most important to success
  Cunningham and Villasenor, 2016; Aspen Institute, 2019

- ... are also the hardest skills to find
  Cunningham and Villasenor, 2016; Aspen Institute, 2019

- ... can be taught and developed over time
  Cantor et al, 2018

- ... can grow significantly at evidence-based programs
  Durlak et al, 2011
The ACT Skills

Top three ACT Skills for Summer 2022

- Communication
- Teamwork
- Social Awareness & Relationships
Student Skill Development

Holistic Student Assessment

- Developed by PEAR
- Students read a statement and indicate how much it applies to them
- Answer each question twice – pre and post
- 235 students
Collectively, students reported positive, statistically significant growth in almost all skills.

HSA-RPP Results, Summer 2022

* denotes pre- and post- differences are statistically significant at p-value < 0.05.

Based on HSA-RPP results for 235 students. The Holistic Student Assessment was developed by PEAR.
Nearly half of students reported positive growth in Critical Thinking, Assertiveness, Relationships w/ Adults

<table>
<thead>
<tr>
<th>Skill</th>
<th>Negative Change</th>
<th>No Change</th>
<th>Positive Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>12%</td>
<td>40%</td>
<td>48%</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>14%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>Relationships with Adults</td>
<td>11%</td>
<td>43%</td>
<td>45%</td>
</tr>
<tr>
<td>Action Orientation</td>
<td>15%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Empathy</td>
<td>11%</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>17%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Reflection</td>
<td>13%</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td>Trust</td>
<td>18%</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>Perseverance</td>
<td>12%</td>
<td>51%</td>
<td>37%</td>
</tr>
<tr>
<td>Optimism</td>
<td>16%</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Growth Mindset</td>
<td>21%</td>
<td>47%</td>
<td>32%</td>
</tr>
<tr>
<td>Emotion Control</td>
<td>23%</td>
<td>48%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Based on HSA-RPP results for 235 students. The Holistic Student Assessment was developed by PEAR.
Student Skill Development

Survey of Academic & Youth Outcomes – Teacher (SAYO-T)

- Developed by NIOST & MA DESE
- Staff rate how frequently they see skill-related behaviors
- Same survey, pre and post
- 3,511 students
Staff reported positive, statistically significant growth in all SAYO-T skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with Peers*</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Relationships with Adults*</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Self-Regulation*</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Communication*</td>
<td>3.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Critical Thinking*</td>
<td>3.6</td>
<td>3.9</td>
</tr>
<tr>
<td>Perseverance*</td>
<td>3.5</td>
<td>3.9</td>
</tr>
</tbody>
</table>

* denotes pre- and post- differences are statistically significant at p-value < 0.05.
Based on matched Pre- and Post- SAYO-T results for 3,511 students. The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Staff similarly reported seeing growth in over half of students in all SAYO-T Skills

Staff Perception of Student Change on the SAYO-T, Summer 2022

- Critical Thinking: 20% Negative Change, 25% No Change, 55% Positive Change
- Perseverance: 21% Negative Change, 25% No Change, 54% Positive Change
- Communication: 21% Negative Change, 25% No Change, 53% Positive Change
- Self-Regulation: 25% Negative Change, 23% No Change, 53% Positive Change
- Relationships with Adults: 24% Negative Change, 24% No Change, 52% Positive Change
- Relationships with Peers: 24% Negative Change, 27% No Change, 49% Positive Change

Based on matched Pre- and Post- SAYO-T results for 3,511 students.
The Survey of Academic and Youth Outcomes – Teacher (SAYO-T) was developed by the National Institute on Out-of-School Time and the Massachusetts Dept. of Elementary and Secondary Education.
Next Steps

● **Your Summer 22 PRISM Data**
  Ready for review
  Talk with your M&I Coordinator

● **Become a Certified Observer**
  Nov. 1-2, email Doana Marcellus
dmarcellus@bostonbeyond.org

● **Questions**
  Chat or email Lisa Gomi Hui
lghui@bostonbeyond.org

● **Continue the Discussion**
  Join us for our weekly Thursday Noon Zooms