How SEAs can plan ahead in the context of COVID-19

This Document is current only as of Aug 4, 2020

Webinar Series – From Planning to Implementation

Insights from abroad & system-wide support for re-opening ●━━━● (Tuesday July 7th, 4 – 5p ET)

What can we learn from the first months of re-opening in international school systems? What went well, and how might that inform state action? Once state re-opening plans are released, how can states best support LEAs as they move to implement that guidance?

Join us for a discussion on lessons learned from international school systems and bold ideas on system-wide support for re-opening

"Stress-testing" the return to school for SEAs and LEAs ●━━━● (Tuesday July 21st, 4 – 5p ET)

What is the state's role and new responsibilities for this academic year – and on which decisions will LEAs be looking to them? How do states support LEAs as they refine their re-opening plans and put them into action?

Join us for discussion on how states can prepare for the new school year, navigate decision-making around changing school models from remote to in-person (or vice versa), and support LEAs in "stress-testing" their operational plans

How SEAs can plan ahead in the context of COVID-19 ●━━━● (Tuesday August 4th, 4 – 5p ET)

SEAs and LEAs have started to put their re-opening plans into motion – but what's next? How can states use the momentum of big shifts in K-12 education, in addition to responding to the rapidly-changing situation on the ground? What can we learn from private sector's "big moves" and ways of working post-COVID?

Join us for a discussion on the major trends in K-12 education and how the SEA can plan ahead

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Detailed agenda for this webinar

Topic and description   **Time**

(1) **Introduction and recap of the webinar series**   *5 mins*

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(2) **How organizations are "reimagining" business models given COVID-19**   *15 mins*

- Overview of the different horizons of decision-making through this crisis
- How different organizations are launching bold initiatives through evaluation of long-term market shifts and a dedicated "plan ahead" team

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(3) **How SEAs can begin to plan ahead in the context of COVID-19**   *30 mins*

- How SEAs can begin planning given emerging trends in K-12 education
- Deep-dives on areas of K-12 education that are seeing major changes, including: family engagement, unbundling the teacher role, and whole child learning
- Facilitated discussion: other areas where major shifts are occurring as a result of COVID-19

Today's presenters

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Leah Pollack

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Chiefs for Change

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How organizations are "reimagining" business models given COVID-19

How SEAs can begin to plan ahead in the context of COVID-19

Organizations are making COVID-19 response decisions along five main steps

1　　　　　**2**　　　　　**3**　　　　　**4**　　　　　**5**

Resolve

Address the immediate challenges that COVID-19 represents to the organization's workforce, customers / members, and partners

Resilience

Address near-term operating challenges, and broader resiliency issues during virus-related shutdowns and economic knock-on effects

Return

Create a detailed plan to return the organization back to scale quickly, as the virus evolves and knock on effects become clearer

Reimagination

Understand the durable trends – what a discontinuous shift looks like, and implications for how the organization should reinvent

Reform

Be clear about how the environment in your industry may shift

Covered in last webinar

Focus of today

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To address immediate challenges, companies are using best practices from crisis management

Most companies have stood up a 'nerve center' to manage tactical challenges…

- Coordinate an immediate response to a rapidly evolving crisis

- Ensure safety and wellbeing of employees and stakeholders

- Execute initiatives for immediate survival and business continuity

- Start building resilience in the face of spiraling challenges

… during the phases of "Resilience" and "Return"

My team is thinking three or four days ahead at the most

– CEO of international commercial chain

As companies prepare for the longer term with COVID-19, they are considering how to "reimagine" and establishing teams to support

'Plan Ahead teams' are being used by CEOs to focus on the next horizon…

- Understand uncertainties and potential event-driven disruptions
- Launch initiatives to start positioning for the mid- and end- game
- Ensure short-term actions don't close doors or double down on losing bets
- Start reallocating resources now around bold moves and promising opportunities
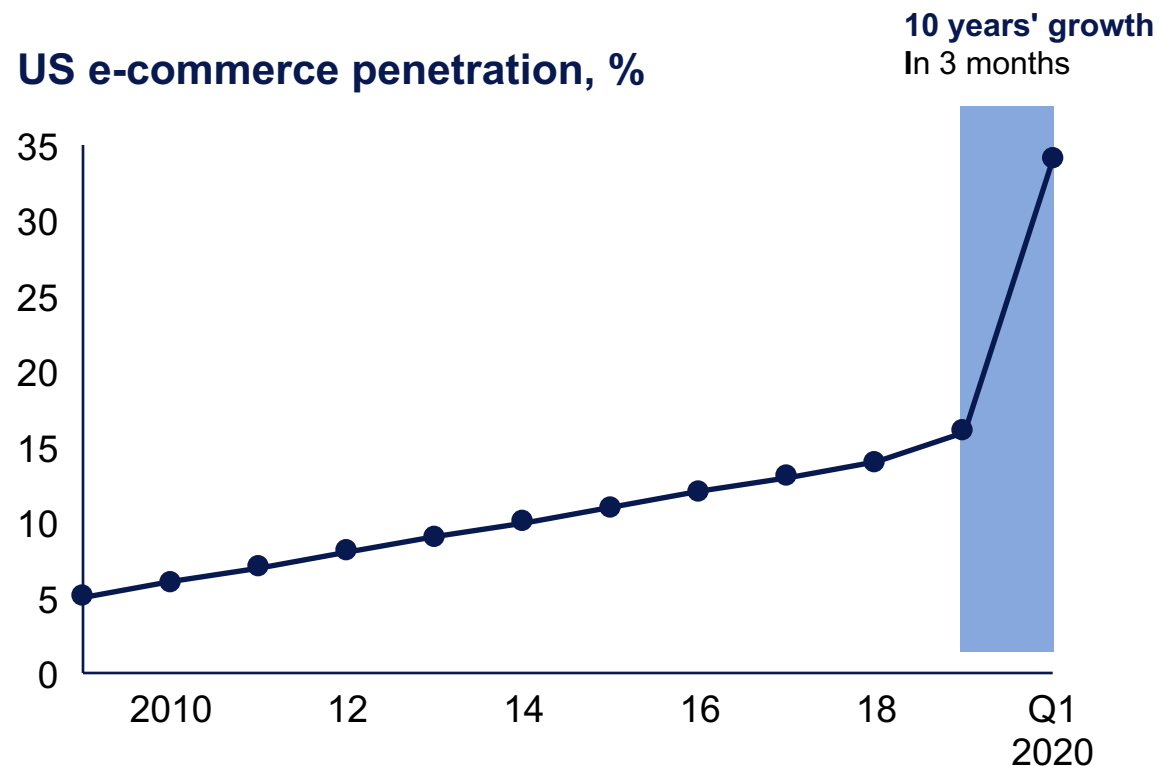
…and are supporting "reimagination" efforts

In desperate times, you can rely on your creativity… Are you able to change relative to the environment, to geopolitics? Because you can't be at a standstill.

– CEO of airline with a 'plan ahead team'[1]

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Response to external trends can be seen both in the near-term and in "reimagining" for the longer term

Example trends and actions

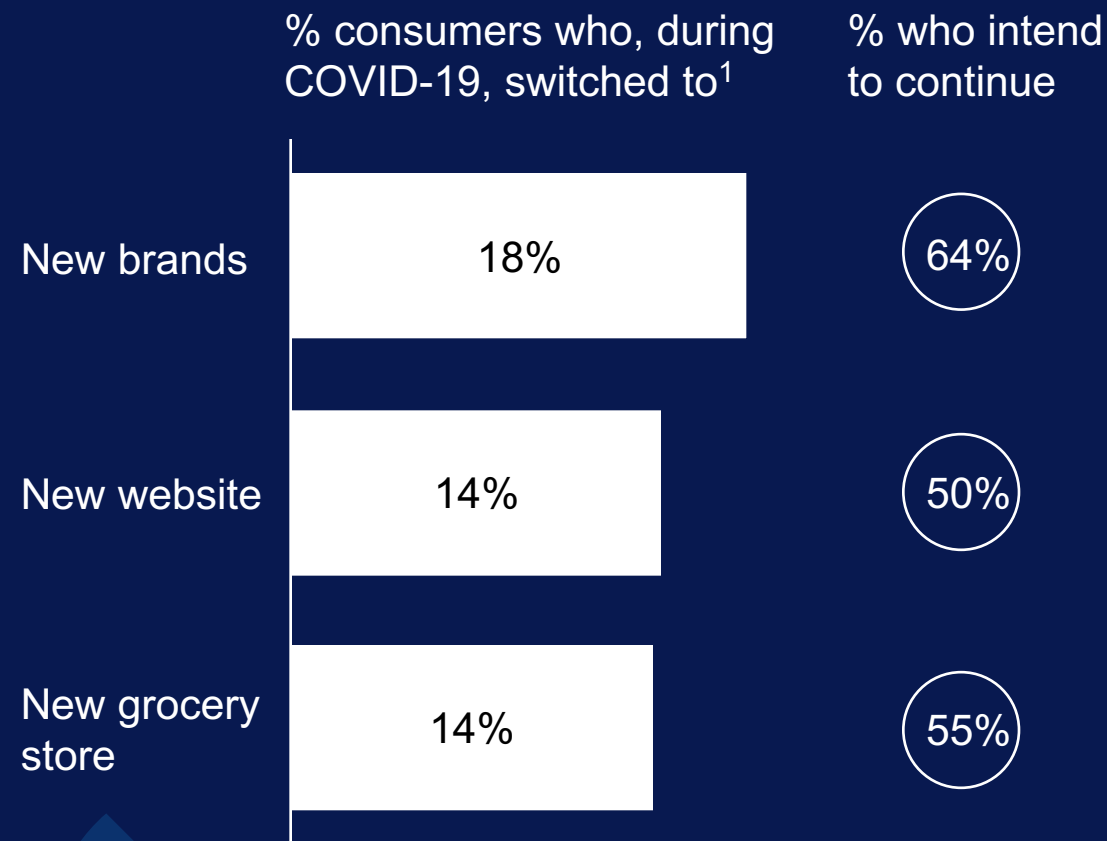|	**Return**	**Reimagination**
Redeploying talent	A global telecommunications firm redeployed 1,000 store employees to inside sales and retrained them in 3 weeks	A pharmaceutical company is moving 30% of its sales force permanently "online", leveraging newly developed remote-working skills of its sales reps
Launching new business models	US-based retailer launched curbside pickup in 2 days vs. a previously planned 18 months	A movie theater chain is partnering with production companies to earn up to 10% revenue share from movies that are put on premium video-on-demand
Pivoting supply chains and production	An outdoor gear manufacturer took only 8 days to pivot to making protective face shields for medical workers	A technology company is shifting its business line to pharmaceuticals using a government loan to bolster local supply chains

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Big shift: Consumers are expected to continue the rapid adoption of e-commerce…

… and continue to explore new brands and websites

US e-commerce penetration, %

10 years' growth
In 3 months

% consumers who, during COVID-19, switched to[1]

% who intend to continue

New brands	18%	64%
New website	14%	50%
New grocery store	14%	55%

1. McKinsey & Company COVID-19 US Consumer Pulse Survey 4/20–4/26/2020, n = 1,052, sampled and weighted to match US general population 18+ years

Source: McKinsey Quarterly – :The quickening"

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Company reimagines: PepsiCo identified the growing e-commerce trend and rapidly launched a D2C website

ILLUSTRATIVE ONLY

30 days from concept to launch

Step 1
Identify new trends

Both the rapid adoption of e-commerce and the strained supply chain for bundled goods were **growing trends and were accelerated by the pandemic**

"[This idea came from]…the *shifting consumer behavior that PepsiCo observed during the coronavirus outbreak*"

"There's a lot of research that shows that the overall penetration of food and beverage e-commerce has accelerated by as much as five years [because of the coronavirus]. *We always knew that inflection point was going to come*"

Step 2
Assess internal strengths

The company already had strong investments in talent and e-commerce capabilities, as well as retail partnerships

"We always knew that inflection point (of ecommerce acceleration) was going to come… When that happened, we felt incredibly prepared. **We have an incredible frontline workforce that works with our retail partners to meet the demand** during this unprecedented spike"

Step 3
Design and Launch
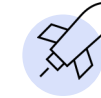
The idea of a website where **customers could choose from a variety of food and beverage bundles** was developed. The company **launched PantryShop in early May**, alongside another D2C channel – Snacks.com

"Success for us is giving an *additional choice to consumers at this time that hopefully resonates with them* and that we can get some learnings off of."

Step 4
Iterate & improve

The team will **continue to learn from customer feedback and signals,** as well as monitor evolving trends

"*We will learn lots of things that will allow us to make not just these offerings* better but also make our overall retail business better."

"As with all of these things, we will look at consumer feedback and learnings, and *we will iterate and pivot as it goes along*."

Bringing together a Plan Ahead team
"This solution was brought together by leveraging a combination of [individuals from] PepsiCo's technology, insights, resources and inventory"

Agile ways of working
"I think speed and agility are going to be even more important when you don't have certainty. Change typically benefits players that are agile and nimble"

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Public org reimagines: Detroit identified major labor market shifts and leveraged their existing "Detroit at Work" platform for a new solution

ILLUSTRATIVE ONLY

Step 1
Identify new trends

While automation was already predicted to shift the future of work pre-COVID, this **crisis has accelerated broader labor market trends**

32-42%

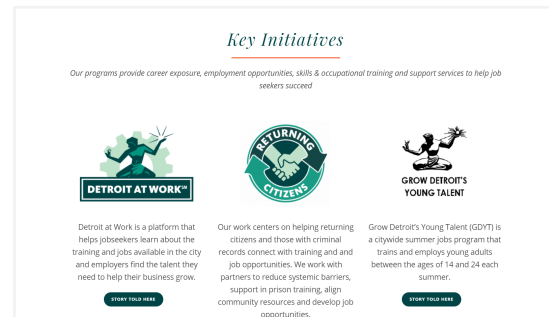of COVID-19-induced layoffs will be permanent[1]

75%

of independent restaurants that have closed won't reopen[2]

Step 2
Assess internal strengths

The city of Detroit had already put in place the Mayor's Workforce Development Board. One of this team's **strategic initiatives was the Detroit at Work platform**

Key Initiatives

Our programs provide career exposure, employment opportunities, skills & occupational training and support services to help job seekers succeed

DETROIT AT WORK™

Detroit at Work is a platform that helps jobseekers learn about the training and jobs available in the city and employers find the talent they need to help their business grow.

STORY TOLD HERE

RETURNING CITIZENS

Our work centers on helping returning citizens and those with criminal records connect with training and and job opportunities. We work with partners to reduce systemic barriers, support in prison training, align community resources and develop job opportunities.

GROW DETROIT'S YOUNG TALENT

Grow Detroit's Young Talent (GDYT) is a citywide summer jobs program that trains and employs young adults between the ages of 14 and 24 each summer.

STORY TOLD HERE

Detroit at Work provides employment information on and **has partnerships for in-demand career pathways**, such as health care, information technology, etc.

Step 3
Design and launch

Wanting to design a solution for Detroiters during this time of uncertainty, the team **built out an additional feature on the existing platform called "Detroit Ready to Hire"**

"Here's [some] things we are doing:

- *Speeding up our existing plans to deliver more on-line work-readiness and job search solutions…*

- *Working closely with our employers, including FCA, on phone-based and on-line interview solutions so that we keep you ready to go whenever they are"*

Step 4
Iterate & improve

This solution **relies on a constant update and iteration cycle** through:

1. Analysis on growing industries, to post up-to-date job information for their users

2. Frequent communications through website announcements and media articles on updates to the platform
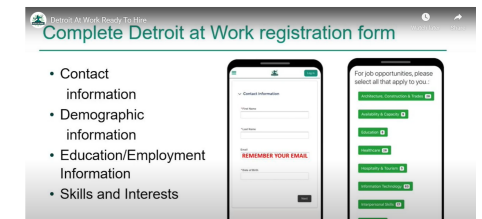
1. BFI Working Paper, "COVID-19 Is Also a Reallocation Shock" (Jun 25)
2. Aspen Institute (May 11)

Source: Detroit at Work website

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How SEAs can begin to plan ahead in the context of COVID-19

SEAs can begin to plan ahead using an approach similar to the one that other organizations have undertaken as part of "reimagination"

Plan Ahead team

A **small group of staff** responsible for looking ahead, across emerging trends

Likely **a cross-functional group** that brings different areas of expertise and can integrate solutions to functional teams

Not restricted to executive leadership

May need to reorient existing "business-as-usual" tasks with new "Plan Ahead" work

Identify new trends from macro outlook, shifting patterns and behaviors, and discrete events

1

Assess internal strengths or capabilities that could complement new shifts

2

Design and launch a coherent set of moves that are in tune with current trends

3

Iterate and improve based on feedback and KPIs to adapt the plan

4
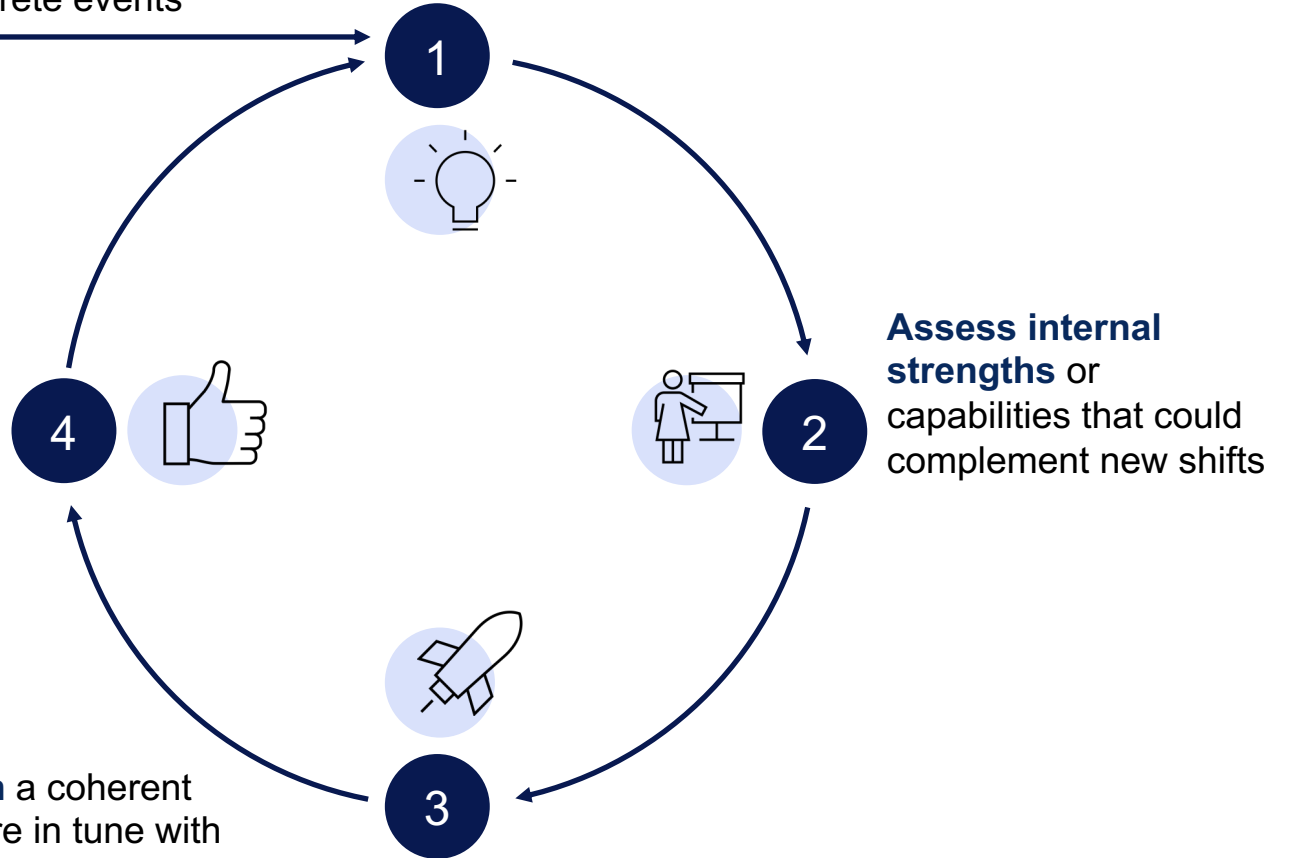
1: In launching this process, SEAs can consider trends in K12 education that have emerged during COVID-19

Examples of widely applicable education trends across states, *Non-exhaustive*

Deep dive to follow

A

A need for increased family engagement

B

A potential "unbundling" of the teacher's role

C

An increased emphasis on "whole child" learning

D

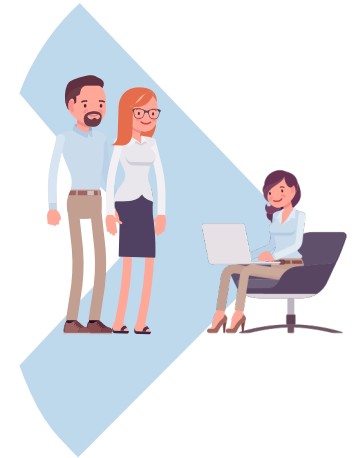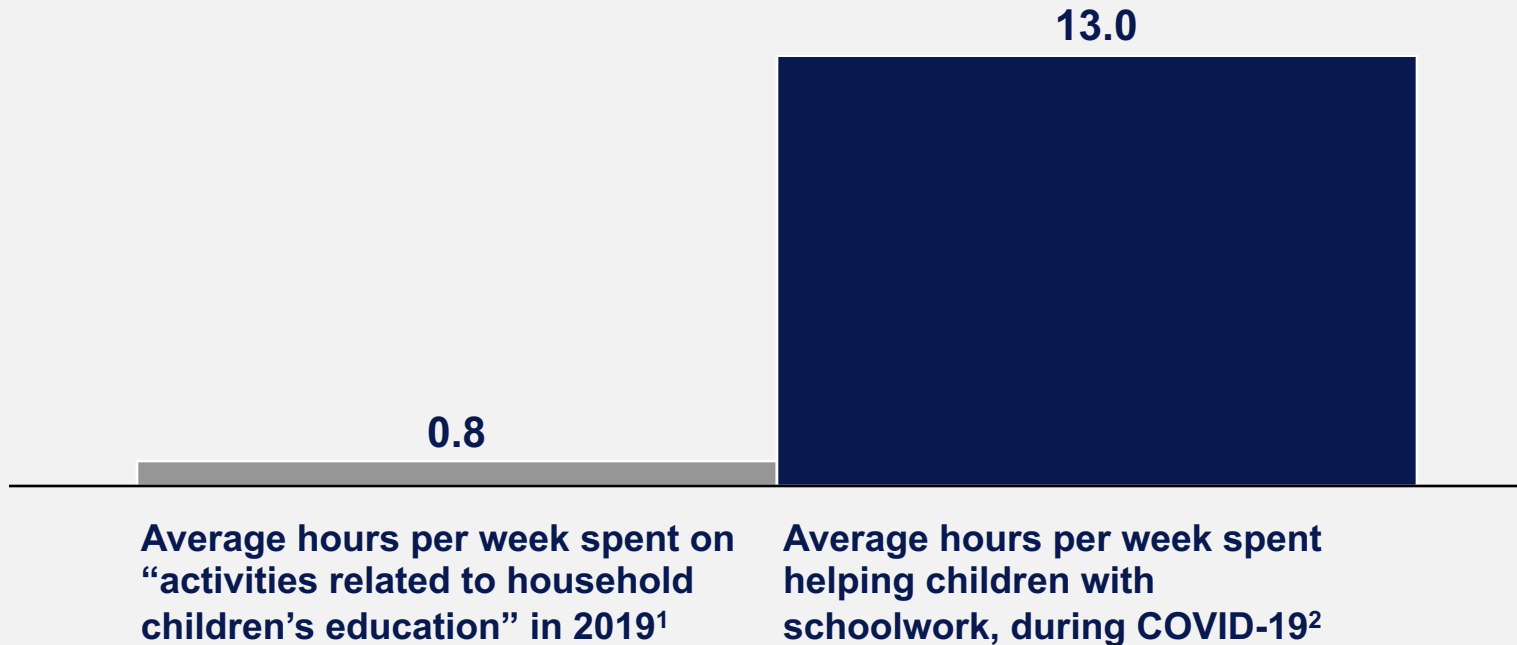**A consideration of the future of virtual learning**

E

A need to re-think how to monitor student learning

1A: Families have been more engaged in their children's learning in the last five months during COVID-19

Average hours of parental engagement
Bureau of Labor Statistics (2019); U.S. Census Bureau (May 2020)

13.0

0.8

Average hours per week spent on "activities related to household children's education" in 2019[1]

Average hours per week spent helping children with schoolwork, during COVID-19[2]

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1A: Families expect to remain engaged and more involved with their children's education moving forward

**Parent / guardian agreement with statements about school communication[1]**
Learning Heroes national survey; N=3,645 parents / guardians of public school children
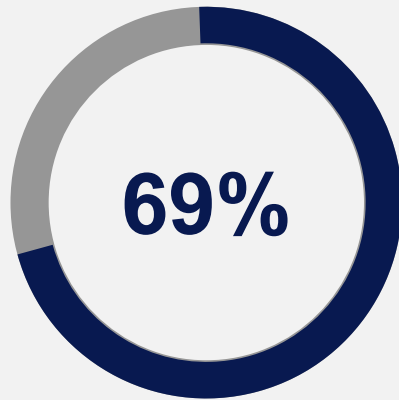
69%
Of parents plan to have a better understanding of what their children are expected to learn in their new grade level
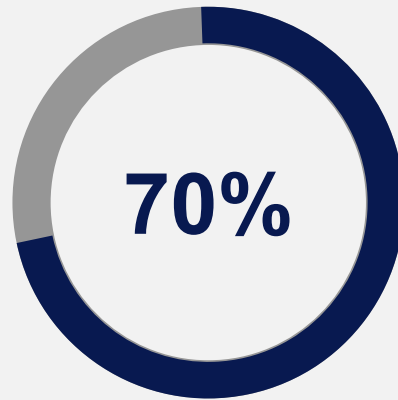
70%
Of U.S. parents say they want to know what material their children are missing at the end of the year and how their school plans to make it up
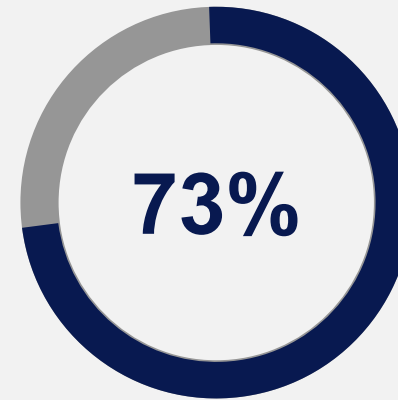
73%
Of U.S. parents plan to seek a better understanding of where their children stand academically

SEAs could…
Provide innovation funds to support LEAs in developing creative parental engagement models, and share best practices with all LEAs

Additional resources
CCSSO's "Parent Engagement" document

USC survey on Parent Perspectives (Apr-July 2020)

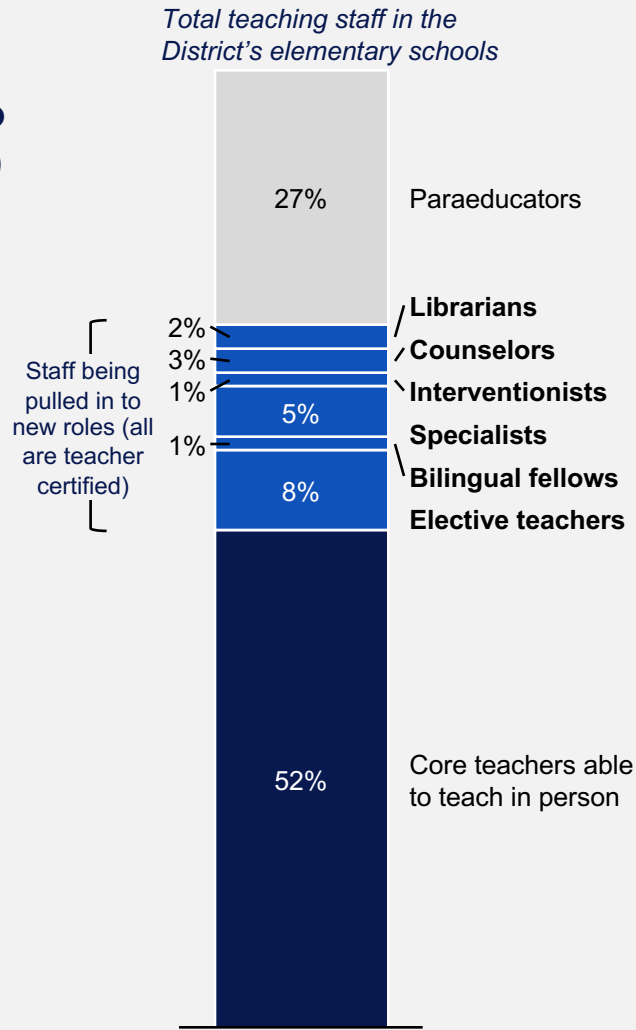1.Learning Heroes: Parents 2020 survey, with Edge Research. Conducted April 14-May 6, 2020 (includes those that "Agreed" or "Strongly agreed" to the statements)

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1B: Some schools are planning to deploy non-traditional teacher models when they reopen

One District is considering pulling in non-core, but certified, staff into a range of roles (~20% of total staff)

These roles include:

- Leading synchronous lessons/engagement with remote students on behalf of an in-person teacher

- Overseeing small-group/individual activities for in-person classes (for instance, 1 hour per day)

- Leading classes as a grade-level teacher would

- Supervising and supporting "remote" students at school (e.g., ELL)

Total teaching staff in the District's elementary schools

27%	Paraeducators
2%	**Librarians**
3%	**Counselors**
1%	**Interventionists**
5%	**Specialists**
1%	**Bilingual fellows**
8%	**Elective teachers**
52%	Core teachers able to teach in person

Staff being pulled in to new roles (all are teacher certified)

Some schools are investigating the possibility of implementing "a multi-classroom leadership" (MCL) model

Teachers with high growth student learning and leadership competencies, known as **multi-classroom leaders (MCLs), both teach part of the time and lead small, collaborative teams of teachers**, paraprofessionals, and teacher residents in the same grade or subject.
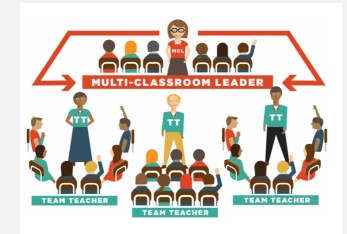
The MCL establishes each team member's role in the teaching team.

SEAs could…

Adjust guidelines (e.g., teacher licensure) to allow for more flexibility in LEA teacher placement decisions

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1C: COVID-19's effect on students social and emotional state could be profound

> **Children who were struggling before [the pandemic] are at higher risk now.** You have to be careful about kids who were already in mental-health services; we have to make sure services aren't disrupted.
>
> *-Robin Gurwitch, Psychologist, Duke Medical Center*

35-50%

Increase in "clinically meaningful childhood mental-health problems", correlated with a 5pp increase in the national unemployment rate during the Great Recession[1, 2]

~25%

Of ~1,800 students in Hubei province reported **having depressive symptoms** after being restricted to the home for a mean of 33.7 days (compared to **benchmark of 17.2%**)[3]

SEAs could…

Partner with an external research organization to survey students, parents, and educators on the effect of COVID-19 on student's emotional state, and share this information with each LEA

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1. Golberstein, "How do economic downturns affect the mental health of children? Evidence from the National Health Interview Survey"
2. Unemployment rate is currently ~11%, compared with 3.6% in January
3. Mental Health Status Among Children in Home Confinement During the Coronavirus Disease 2019 Outbreak in Hubei Province, China -- 1,784 participants

Source: Time: "The Coronavirus Seems to Spare Most Kids from Illness, But Its Effect On Their Mental Health is Deepening"

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1C: Addressing SEL needs could include providing support from the school and increasing the integration of SEL more broadly
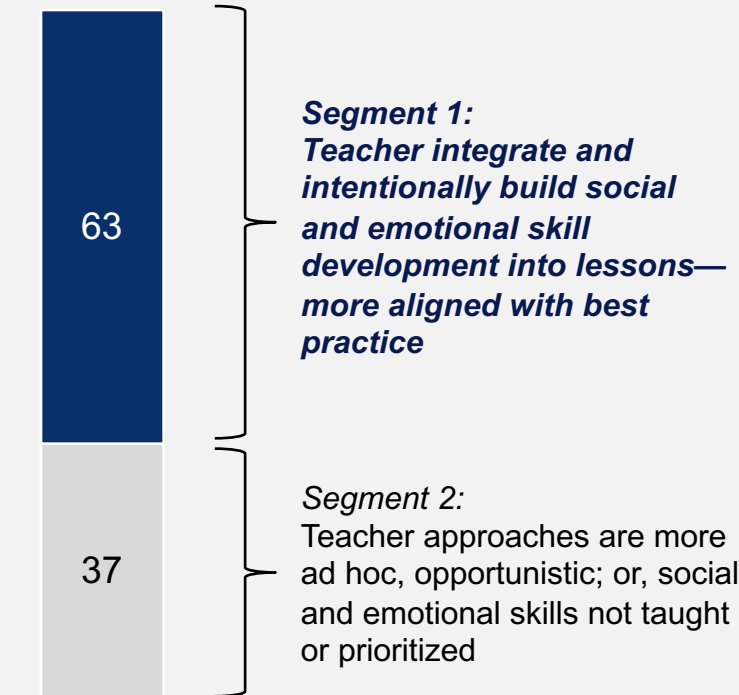
70-80%
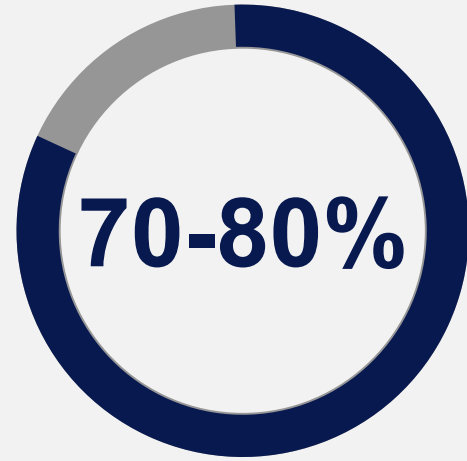
Of children that receive care for mental health conditions receive it in a school setting

> **For children with intellectual or physical disabilities, nearly all therapies and services are received through schools.**
> -Health Affairs

Teachers' responses on how Social and Emotional skills are primarily taught, n = 2172

63

Segment 1:
Teacher integrate and intentionally build social and emotional skill development into lessons—more aligned with best practice

37

Segment 2:
Teacher approaches are more ad hoc, opportunistic; or, social and emotional skills not taught or prioritized

SEAs could…

Set a statewide vision highlighting the importance of whole child learning and facilitate peer-to-peer sharing across LEAs

SOURCE: Burns BJ, Costello EJ, Angold A, Tweed D et al. Children's Mental Health Service Use Across Service Sectors, Health Affairs, Vol. 14, No. 3, 1995: 149-159.; McKinsey Global Teacher and Student Survey, 2017 (UK, UK, SIN, CAN)

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1C: Community-based schools' response to COVID-19 provides insights into potential future SEL support for students and families

> But (during the shutdown) there are **schools that continue to support student learning and well-being**—among them, community schools. The country's community schools are designed to **serve the whole child (addressing learning and well-being) and are based on the understanding that children are better positioned to learn when they are healthy, well fed, and safe.**
>
> *– Learning Policy Institute*

Fannie Lou Hamer Freedom High School (NYC)

Mobilized staff and community partners to provide range of virtual services, including:

- Tutoring
- College coaching sessions
- Mental health services
- Access to food
- Access to technology
- Assistance for housing and immigration issues

Harlem Park Elementary and Middle School (Baltimore)

Staff conducted regular check-ins with families to assess needs, often using questionnaires that screen for stress and pressing needs.

Called upon established network of mental health organizations, social workers, and other experts to step in to proactively support family members

Duarte High School (LA)

Kept a tracker on all ~800 students (including family contact numbers, home language)

Staff used tracker to contact each family, assess needs, and arrange for supports such as hot spots and meals

Conducted daily Instagram-based school announcements to celebrate college acceptances, give birthday messages, and offer tips from the school's resource guide

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2: Once trends have been identified, SEAs can then gather internal data to assess their areas of strength

Sample questions, Illustrative / Non-exhaustive

Priorities	**What were our main priority areas prior to COVID-19?**
	What have been our broad focus areas in the last 5-6 months?
	What specific topics or tasks have been taking up a large share of our time? Do they align with our new priorities?
Past performance	**What are areas in which we have successfully engaged** in the past?
	Where are areas in which we have not had success engaging?
Talent	**What are our collective skills as an agency**, at all levels of the organization?
	Which capabilities are we lacking as an agency?
Execution	**For each priority, who is best positioned to execute on the work** – us or another organization?

For example, might include:

Set and widely share a vision	Bulk purchasing / procurement
Funding	Forming partnerships with other orgs (private and public)
Policy implementation	Research and knowledge sharing
Professional development support	Enabling LEA knowledge sharing

SEAS TO FILL OUT
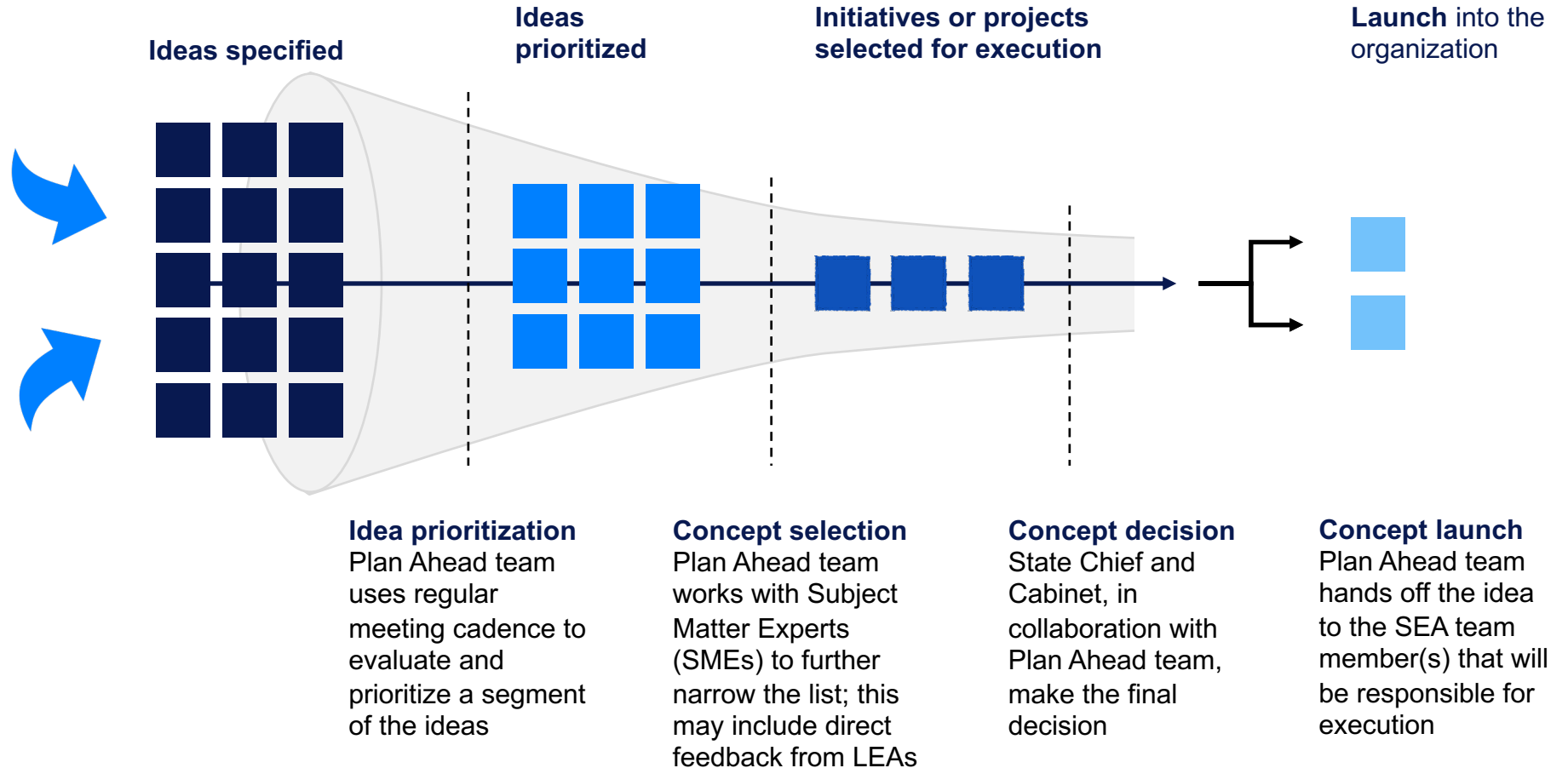
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3: After internal strengths are identified, Plan Ahead teams can then become a catalyst for new, bold ideas

To develop new ideas, Plan Ahead teams can:

- Evaluate emerging shifts in the K-12 space, as a result of COVID-19 and beyond

- Assess their agency's historical strengths and areas of support for LEAs

- Learn from other states, or even look towards international examples

Ideas specified

Ideas prioritized

Initiatives or projects selected for execution

Launch into the organization

Idea prioritization
Plan Ahead team uses regular meeting cadence to evaluate and prioritize a segment of the ideas

Concept selection
Plan Ahead team works with Subject Matter Experts (SMEs) to further narrow the list; this may include direct feedback from LEAs

Concept decision
State Chief and Cabinet, in collaboration with Plan Ahead team, make the final decision

Concept launch
Plan Ahead team hands off the idea to the SEA team member(s) that will be responsible for execution

Continuous, bold idea injection from other states, LEAs, national organizations (e.g., CFC or CCSSO), or broader community networks

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4: SEAs can continually improve new ideas or initiatives by testing, seeking feedback, and adjusting

ILLUSTRATIVE

Sample Idea: Statewide online training LEAs can opt-in to using, aggregating "best practices" from leading educators

Before the official launch:

1. **Pilot initiation:** Begin with small pilot (e.g., invite 1-2 LEAs to participate in a monitored pilot, trying the new online professional development module and providing quick feedback)

2. **Engage community members:** Share scope of the idea with stakeholders (e.g., provide pitch to some school principals and teachers prior to broader launching)

3. **Determine Key Performance Indicators (KPIs):** Each initiative should have pre-defined KPIs that can measure success (e.g., % of completion of programs, % satisfaction from teacher surveys)

After the official launch or roll-out:

1. **Collect ongoing feedback:** Receive and analyze input through feedback "buttons" on online tool/website, and surveys or focus groups every 6-12 months

2. **Track success against KPIs:** Leverage regular meeting cadence of Plan Ahead team to evaluate success of solution against key metrics (e.g., % teacher satisfaction)

3. **Continue external research:** Keep an eye on bigger shifts, to adjust or pivot current set of initiatives

SEAs can begin this Plan Ahead process by using a "visioning" workshop to evaluate shifts and assess internal strengths

Hold a 3-hour "Plan Ahead" leadership workshop to align on the SEA's future priorities and initiatives based on current external trends and internal areas of strength

Participants in the visioning workshop:

- **State chief**
- **Cabinet members** (e.g., deputy chiefs)

Potential to include other SEA members as relevant for priority issues

To be informed by consultations with[1]:

- **Superintendents**
- **Parents**
- **LEAs**
- **State partners** (e.g., employer organizations, teacher associations, non-profits)
- **SEA internal teams** (e.g., HR for capacity, Compliance for metrics)

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Sample agenda for "visioning" workshop to begin Plan Ahead process

ILLUSTRATIVE ONLY

Time	Topic	Modules
0.5 hour	**Reflect on the present:** What has worked in our current system?	▪ (*Pre-work*) Review past 3-5 years' strategy documents and outcome metrics on student success, learning, assessments, family engagement and teacher/staff satisfaction ▪ **State chief facilitates an appreciative inquiry session,** asking Cabinet members to reflect on what stands out to them about historical successes and previous accomplishments
1.5 hour	**Reflect on future goals:** How will K-12 change in 2025, and what might be the implications for our SEA?	▪ (*Pre-work*) Review data from the last ~6 months on school experience in the State, during COVID-19, along with national trends on emerging themes in K12 education (e.g., "unbundling" of teacher role) ▪ **Visioning exercise**: What does a "best practice" school in our State look like in 2025? Focus on: ▪ What do we want the student experience to be? ▪ What are major shifts we've experienced in the last 6-12 months – and which one(s) are here to stay? ▪ **Plan for the future:** What are the objectives and outcomes we want to achieve by 2025? ▪ What are the biggest areas of strength we should continue to build on? ▪ How has COVID-19 changed our aspirations – or the journey to get there?
1 hour	**Initiate ideation:** What will it take for our organization to achieve our aspirations?	**Small group breakout** (*depending on the size of the Cabinet*): Based on our goals: ▪ What levers can we pull as the SEA to achieve our goals? ▪ How might we have to change our current organization structure and ways of working to pull those levers? ▪ What additional resources and/or inputs will we need?

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SEAs may need to reassess current initiative criticality and redirect resources towards "Plan Ahead" processes

Context

Agencies may have paused major projects and face new priorities:

- Decreased budget and increased spend on safeguard measures

- Increased demand for research and guidance into new learning models (esp. hybrid/remote models)

Actions to consider

❑ **A holistic, rapid review of the project portfolio**

❑ **Apply a "prioritization checklist" to systematically review key portfolio projects** under changed conditions; determine "must-dos" and "quick wins"

❑ **Take a clear and aligned decision** within the Cabinet on which projects to continue, stop, defer or ramp-down, to make room for new priorities

❑ **Implement decisions immediately:** Redeploy internal resources, manage external resources, adjust planned investments

Questions to consider

In what areas have you faced increased demand for support, especially from LEAs?

Which initiatives or activities are "must-dos" (e.g., compliance)?

Which activities and/or projects have you already paused or deprioritized?

As team members return to work, how are you reallocating talent to meet demand?

Which senior leaders or managers need to make resource allocation decisions?

Some best practices to maintain participation and momentum

Communicate early and often

Send a reminder note prior to and the day of an initiative launch, clearly describing the impact of this solution; follow-up with weekly reminders of "to-do's" for the responsible functions

Share results with the organization

Share high-level results with the organization to build trust and show that voices are being heard
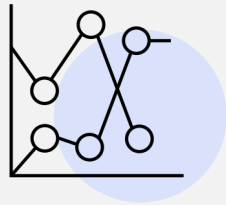
Act on insights

It's not enough to share results – it's also critical to publicly and transparently act on findings
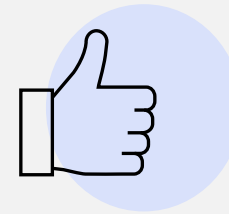
Wrap up & discussion questions

1

What are other shifts you've observed occurring in K-12 education, as a result of COVID-19?

2

How might your team begin the "plan ahead" conversation?