

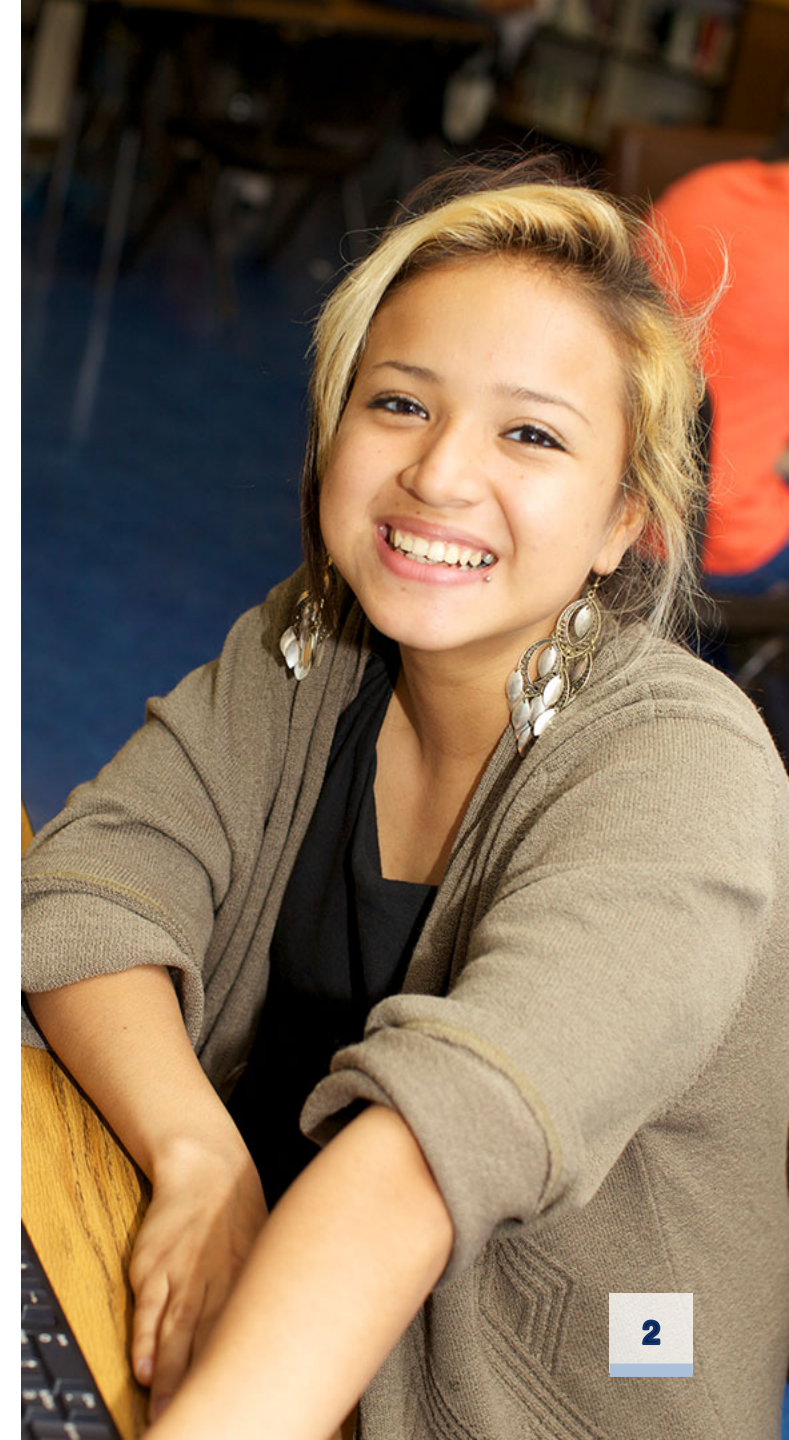
# COVID-19 Rapid Response Transition Toolkit for Education

**April 28, 2020**

# Introduce Yourself

**In the chat, share your:**

- **Name**
- **District**
- **Role**

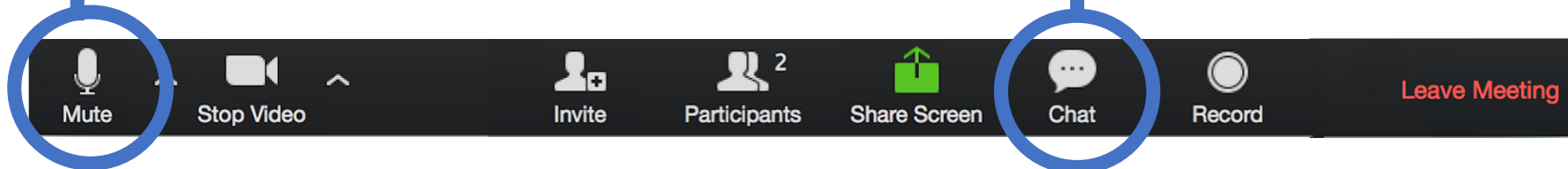


# Housekeeping: Using **zoom**

Please keep your microphone muted unless otherwise directed.

This will provide a chat window on the right side of the screen. Please post questions here and the speaker will address them when possible.

Click the ^ next to the microphone icon to start or change your audio connection.



# COVID-19 Rapid Response Transition Toolkit for Education

**April 28, 2020**

- Public, not-for-profit, joint powers agency
- Over 50 years of service in research, training, and technical assistance
- Work on a range of topics: early childhood, K-12, and higher ed
  - Clients have included states, school districts, federal agencies, foundations, and IHEs



# Introductions



**Jason Willis**



**Judy Ennis**



**Amber Valdez**



**Marianne Justus**



**Edith Gurrola**



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# Agenda

- 1.** Introduction & Agenda
  - 2.** Purpose of the Toolkit
  - 3.** How to Use the Planning Tool
  - 4.** Breakout Discussions: Q&A and Feedback
  - 5.** Share Out and Next Steps
  - 6.** Closing
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# COVID-19 Context

## Challenges facing schools & districts:

- Rapidly shifting to a **distance learning environment** while also attending to **necessary services and operations** that cannot be handled virtually
- Shifting to distance learning requires **infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement.**
- Transition has highlighted **equity gaps, including access to:**
  - Academic support from adults at home
  - Food & housing
  - Computing devices & internet access





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# Rapid Response Transition Toolkit



# Rapid Response Transition Toolkit

## Purpose:


- **To help school and district leadership understand, prioritize, and address immediate needs through intentional systems-level planning while applying an equity lens.**
- **To assess the implementation status of areas of concern and to prioritize response efforts.**



# Rapid Response Transition Toolkit

## Contents:

- **Today's Focus *Resource 1: Planning for Immediate Needs***
- **Facilitator's Guides**
- **Communication Planning (*Coming soon*)**
- **Longer-Term Planning for Summer and School Year 2020-2021 (*Coming soon*)**



Resource 1: Planning for  
Immediate Needs

## Local Education Agency (LEA) COVID-19 Rapid Response Transition Toolkit

### Resource 1: Planning for Immediate Needs

*Note: This planning template is part of the COVID-19 Rapid Response Transition Toolkit. Please see the associated facilitator's guide and other resources for use in tandem with this document.*

<b>LEA Name:</b>	
<b>Current Version Date<sup>1</sup>:</b>	
<b>Completed By:</b>	

**Current LEA Planning Context:** The public health crises resulting from COVID-19 is causing schools and districts to rapidly shift to a distance learning environment while also attending to necessary services and operations that cannot be handled virtually. Shifting to distance learning requires infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery, assessment, collaboration, and family engagement. Furthermore, this transition has highlighted tremendous **equity gaps** related to resources that help adults provide academic support for their children and wide disparities in students' access to necessary resources, such as food, housing, computing devices and internet access.

*The purpose of this tool is to help school and district leadership understand, prioritize, and address **immediate needs** through intentional systems-level planning while applying an equity lens.* This tool is designed to assess the implementation status of areas of concern<sup>2</sup> and to prioritize response efforts. Implementation status levels are loosely defined as follows:

<sup>1</sup> This is meant to be a living record and should be updated to reflect on-the-ground changes due to COVID-19.

<sup>2</sup> Collected by CCEE staff in March and April, 2020.

**Note:** As of April 22, 2020, this resource is presented as a DRAFT that may be subject to revisions and modifications. Links to resources in these documents are meant to provide a starting point. Although the links have been reviewed, WestEd and CCEE will not be held responsible for any changes to information in those websites, including broken links.

# Implementation Stages

- **1 - Exploration**: LEA has not yet started planning or implementation; LEA may be ready to begin or may begin at a later date.
- **2 - Development**: A plan has been developed and implementation has begun.
- **3 - Early Implementation**: Implementation has been in place for some time and early results/needs for adjustment are emerging.
- **4 - Full Implementation**: Current implementation is fully addressing this topic area and other LEAs may learn from our experience.

**This tool should be a reflection of a coordinated and collaborative planning session held virtually at the district level. After completing this planning process, district teams will have documented immediate needs, actions taken so far, and highest-priority next steps culminating in a Rapid Response Plan for monitoring progress.**

*Note: Please use the detailed facilitation guidance provided in a separate resource.*

## Holding Time: Five Minutes to Read

- Please take the next five minutes to read through the tool at your own pace.
- Jot down any questions you have to share in our breakout session.
- We will call you back momentarily.



## Guiding Questions for Process

- *How does this action address the immediate needs of our most impacted community members?*
- *Will this action, plan, or process positively address inequities in our district?*
- *Who is not present in this planning session that is directly impacted by the possible actions and how can they be consulted/included in implementation?*





# Areas of Concern

## 1) Transition to Distance Learning

### *Supporting Student Engagement:*

- Distance Learning Model Selection
- Student Access to Technology & Internet
- Partnering with Parents to Support Student Learning
- Teacher Preparation for Remote Learning
- Lesson Plans / Curricula for Remote Learning
- **Differentiated Instruction for:**
  - **English Language Learner Supports**
  - **Special Education Services**
  - **Other students with specific needs**



## Areas of Concern

- *Assessment Learning Progress:*
  - Formative Assessments of Student Learning
  - Assessing lab or performance-based courses (CTE, athletics, VAPA, STEM)
  - Student Transitions (e.g., Graduation)
  - Special Education Services
  - Other Student Group Needs (e.g., Foster & Homeless Youth)
  - Data Collection (Expectations, Timelines, and Processes)

# Areas of Concern

## 2) District Operations and Non-Virtual Services

- Budgeting / Resource Planning - Existing Vendor Contracts
- Provision of Meals
- Critical Administrative Operations (e.g., Payroll)
- Facilities Cleaning
- Other

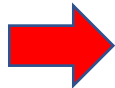
# Step A: Identify Areas of Concern, Immediate Needs, & Implementation Status

Complete each row and assign an appropriate implementation status level.

1 - Exploration | 2 - Development | 3 - Early Implementation | 4 - Full Implementation

## Example

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
<i>EXAMPLE: Student Access to Technology</i>	<i>## students don't have computers at home</i>	<i>Delivered Chromebooks to all students in need of devices</i>	<i>Determine which students lack internet access; enable those students to access home internet</i>	3	



Text in this box will have hyperlinks to resources

## Transition to Distance Learning

Supporting Student Engagement - *Resource links will be added or updated as available.*

Area of Concern	Immediate Need	Actions Completed	Actions Remaining	Implementation Status	Notes
<a href="#">Distance Learning Model Selection</a>					
<a href="#">Student Access to Technology &amp; Internet</a>					
Partnering with Parents to Support Student Learning <i>(link coming soon)</i>					
<a href="#">Teacher Preparation for Remote Learning</a>					
<a href="#">Lesson Plans / Curricula for Remote Learning</a>					

## Highest Priority Assessment Findings

### Prioritize Immediate Needs

From your assessment in the previous table, review which immediate Areas of Concern are in **1** Exploration or **2** Development. From among these Areas of Concern, write in the space below the one or two areas that are most important to address in the *next three weeks*?

*(Consider which areas most inhibit the others, and which student populations are most vulnerable and have the least access to outside support. The action priority matrix may also help you prioritize efforts.)*

**Prioritized Area of Concern #1:**

**Prioritized Area of Concern #2:**

### Consider Available Resources

**What resources have been freed up from their usual use or remain untapped? For example:**

- *Staff who cannot fulfil their usual onsite responsibilities, whose time can be used for new responsibilities*
- *Funds (e.g., for PD or onsite events) that can be repurposed*
- *School buses / transportation staff*
- *Community partners (e.g., social service agencies that can provide services that students and families need)*

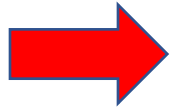
**Prioritized Area of Concern #1:**

**Prioritized Area of Concern #2:**

## Step B. Draft a Rapid Response Plan

**If you address the prioritized areas of concern, what will your system look like three weeks from now?**

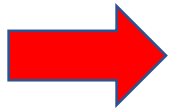
*Use this space for initial brainstorming/notes on this vision. Sentence starters might be: Students will be able to...; teachers will be...; I will be able to decide...)*



**For each area of concern, write 1-2 short-term Rapid Response SMART Goals for the next three weeks based on your vision.**

*S(specific) M(measurable) A(achievable) R(relevant) T(time-bound)*

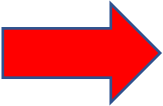
*Ex. By May 1, at least 75% of all teachers will be able to check in daily with their students via phone or videoconference.*



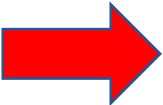


**What actions will you and your team need to take to reach these Rapid Response SMART Goals? Are there additional action steps to ensure that all students are equitably served?**

Action Needed	By Whom	By When



**How do you plan to communicate these actions to students, families, staff, and other stakeholders?**

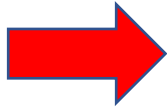




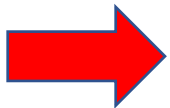


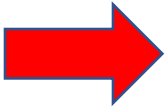
**What (if any) expenses are associated with meeting your Rapid Response SMART Goals and executing these actions?  
How will you resource these expenses?**

<b>Action</b>	<b>Associated Expense</b>	<b>Investment Timeframe (one-time purchase, short term expense or on-going investment)</b>	<b>Source (possible existing or new resources to support expense)</b>	<b>Next Steps</b>



**What support and/or information do you need to reach your Rapid Response SMART Goals?**





**What are 1-2 measures you can track in the next three weeks (qualitative or quantitative) to know whether your action steps are helping you make progress on your goal?**

A large, empty rectangular box with a black border, intended for the user to write their response to the question above.

## Group Take-Away: Next Steps Summary Table

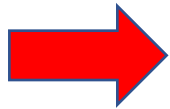
Use the information from STEP B to fill-in the table below and summarize your next steps. You can copy and paste the table in follow-up emails.

### Follow Up Reminder:

*Summer and Fall 2020 planning resources available for LEA planning in the Rapid Response Toolkit:*

- Social-Emotional and Health Concerns for students, families, and staff*
- Operations planning*
- Meeting learning needs for all students*

Point Person	Actions Assigned	Timeframe





# Breakout Discussion

## Guiding Questions:

- **Utility: Is this tool on the right track?**
- **Pending Resources: Other anticipated needs?**
- **Feedback: Suggestions for improvement?**
- **Share examples of solutions districts doing now.**



# Share out

## Guiding Questions:

- **Utility: Is this tool on the right track?**
- **Pending Resources: Ideas?**
- **Feedback: Suggestions for improvement?**
- **LEA Examples?**



# Additional Feedback

Contact Judy Ennis ([jennis@wested.org](mailto:jennis@wested.org))