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
<table>
<thead>
<tr>
<th>Topic and description</th>
<th>Time</th>
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<tbody>
<tr>
<td>1 Introduction and recap of the webinar series</td>
<td>5 mins</td>
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<tr>
<td>2 How organizations are “reimagining” business models given COVID-19</td>
<td>15 mins</td>
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<tr>
<td><strong>• Overview of the different horizons of decision-making through this crisis</strong></td>
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<tr>
<td><strong>• How different organizations are launching bold initiatives through evaluation of long-term market shifts and a dedicated “plan ahead” team</strong></td>
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<tr>
<td>3 How SEAs can begin to plan ahead in the context of COVID-19</td>
<td>30 mins</td>
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<td><strong>• How SEAs can begin planning given emerging trends in K-12 education</strong></td>
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<td><strong>• Deep-dives on areas of K-12 education that are seeing major changes, including: family engagement, unbundling the teacher role, and whole child learning</strong></td>
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<td><strong>• Facilitated discussion: other areas where major shifts are occurring as a result of COVID-19</strong></td>
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Today’s presenters

Stephen Bowen
Deputy Executive Director, State Leadership - CCSSO

Leah Pollack
Partner, McKinsey & Company

Jimmy Sarakatsannis
Partner, McKinsey & Company

Broader team

Mike Magee
Chief Executive Officer, Chiefs for Change

Carissa Moffat Miller
Executive Director, CCSSO

Julia Rafal-Baer
Chief Operating Officer, 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. Resolve
   Address the immediate challenges that COVID-19 represents to the organization’s workforce, customers / members, and partners

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

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

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

5. Reform
   Be clear about how the environment in your industry may shift

Covered in last webinar
Focus of today
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’

Source: McKinsey Strategy practice

1. More information on the “Plan Ahead” team in the upcoming pages
Response to external trends can be seen both in the near-term and in “reimagining” for the longer term

Example trends and actions

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

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

... and continue to explore new brands and websites

<table>
<thead>
<tr>
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<th>% consumers who, during COVID-19, switched to (^1)</th>
<th>% who intend to continue</th>
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<tbody>
<tr>
<td>New brands</td>
<td>18%</td>
<td>64%</td>
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<tr>
<td>New website</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>New grocery store</td>
<td>14%</td>
<td>55%</td>
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**Company reimagines: PepsiCo identified the growing e-commerce trend and rapidly launched a D2C website**

**30 days from concept to launch**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Identify new trends</th>
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<td>Both the rapid adoption of e-commerce and the strained supply chain for bundled goods were growing trends and were accelerated by the pandemic</td>
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<tr>
<th>Step 2</th>
<th>Assess internal strengths</th>
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<td>The company already had strong investments in talent and e-commerce capabilities, as well as retail partnerships</td>
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<tr>
<th>Step 3</th>
<th>Design and Launch</th>
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<td>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</td>
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<th>Step 4</th>
<th>Iterate &amp; improve</th>
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<td>The team will continue to learn from customer feedback and signals, as well as monitor evolving trends</td>
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**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”

Source: FritoLay press release; PantryShop website; ModernRetail (May 13); Retail Wire; FoodDive
Public org reimagines: Detroit identified major labor market shifts and leveraged their existing “Detroit at Work” platform for a new solution

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.

75% of independent restaurants that have closed won’t reopen.

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.

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 Detrouters 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.

Source: Detroit at Work website

1. BFI Working Paper, “COVID-19 Is Also a Reallocation Shock” (Jun 25)
2. Aspen Institute (May 11)
Contents

How organizations are “reimagining” business models given COVID-19

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

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

**Assess internal strengths or capabilities that could complement new shifts**

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

- A need for increased family engagement
- A potential “unbundling” of the teacher’s role
- An increased emphasis on “whole child” learning
- A consideration of the future of virtual learning
- 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)

Average hours per week spent on “activities related to household children’s education” in 2019

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

2. According to parents in the May 7-12 Household Pulse Survey by the U.S. Census Bureau
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)

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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)
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)

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

Source: District and school reopening plans (anonymized)
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 Recession¹, 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

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”
1C: Addressing SEL needs could include providing support from the school and increasing the integration of SEL more broadly

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.

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

Source: Learning Policy Institute: “In the Fallout of the Pandemic, Community Schools Show a Way Forward for Education”
2: Once trends have been identified, SEAs can then gather internal data to assess their areas of strength

Sample questions, Illustrative / Non-exhaustive

<table>
<thead>
<tr>
<th>Priorities</th>
<th>What were our main priority areas prior to COVID-19?</th>
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<tbody>
<tr>
<td>Past performance</td>
<td>What have been our broad focus areas in the last 5-6 months?</td>
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<tr>
<td>Talent</td>
<td>What specific topics or tasks have been taking up a large share of our time? Do they align with our new priorities?</td>
</tr>
<tr>
<td>Execution</td>
<td>What are areas in which we have successfully engaged in the past?</td>
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For example, might include:
- Set and widely share a vision
- Funding
- Policy implementation
- Professional development support

<table>
<thead>
<tr>
<th>Talent</th>
<th>Where are areas in which we have not had success engaging?</th>
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<tbody>
<tr>
<td>Talent</td>
<td>What are our collective skills as an agency, at all levels of the organization?</td>
</tr>
<tr>
<td>Talent</td>
<td>Which capabilities are we lacking as an agency?</td>
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<thead>
<tr>
<th>Execution</th>
<th>For each priority, who is best positioned to execute on the work – us or another organization?</th>
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<tbody>
<tr>
<td>Past performance</td>
<td>What are areas in which we have successfully engaged in the past?</td>
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| Talent | What are our collective skills as an agency, at all levels of the organization? |
| Talent | 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? |
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

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

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

**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:

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

1. Not exhaustive; others can be included depending on SEA context
Sample agenda for “visioning” workshop to begin Plan Ahead process

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<tr>
<th>Time</th>
<th>Topic</th>
<th>Modules</th>
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| 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? |
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)

**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?

**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
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

Source: Jolton, & Klein,(2020). Exploring the universe of pulse surveys and continuous listening opportunities.
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?