

# **K-12 School and Higher Education Reopening Plan Consulting Services**

A Proposal by ILO Group

# Introductions

## ILO Group believes in the power and importance of leaders

and works to empower and enable these leaders, especially women leaders and leaders of color, to make an impact on students and families on a system-wide level.



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# Agenda

1. Staff Qualifications and Team Capacity
2. Work Plan
3. Approach and Methodology
4. Questions and Discussion

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# Need and Opportunity

## Need

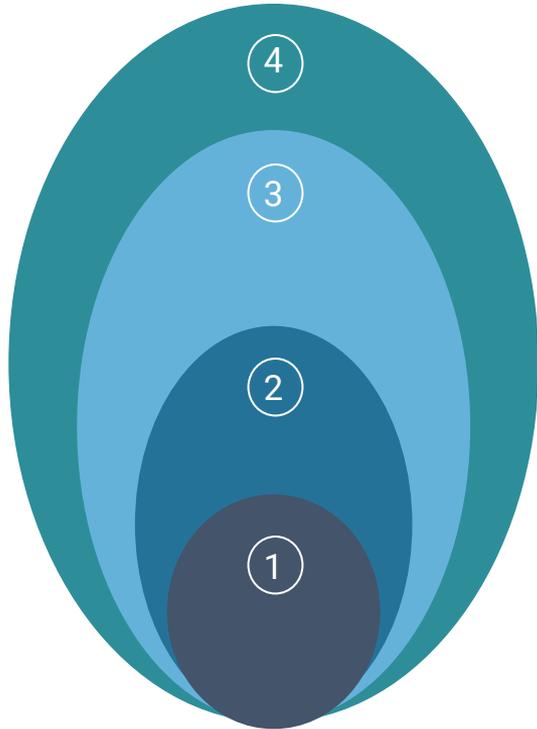
Reopening of Rhode Island schools for full in-person learning. Components of the project include:

- School Reopening & COVID-19 Testing
- Learning Loss, Catch Up, & Accelerated Learning
- Evaluation & Performance Management

## Opportunity

- We must work swiftly and with urgency to reopen our schools to achieve the Governor's vision to get **all students in-person 5 days a week** using unprecedented federal investment in education.
- This challenge is not for a generic consulting firm. It requires **deep knowledge and expertise** of the local challenges and opportunities for Rhode Island's municipalities, districts, and schools.
- We are poised to hit the ground running and execute on **Day 1**. We are RI-based and founded, and a women-founded business.

# Theory of Action: lasting change and our state's economic recovery is predicated on trust, collaborations, and partnerships.



- 4 **Expert, Trusted Partners:** we bring the deepest expertise and a team with the track-record of working together to solve the biggest systems challenges at the intersection of health, education, and government. We specialize in high-stakes efforts and “must-win” projects for the leaders we serve, operating successfully at the highest levels of government and working with diverse stakeholders, leaders, and practitioners
- 3 **State Entities:** work at the intersection of education and health to help the Governor, RIDE, and RIDOH to develop guidance and supports to IHEs, LEAs, and municipalities, building on what works to elevate the aspiration, develop supportive policy, long-term budget shifts, and spotlight success, while project managing and reporting on execution



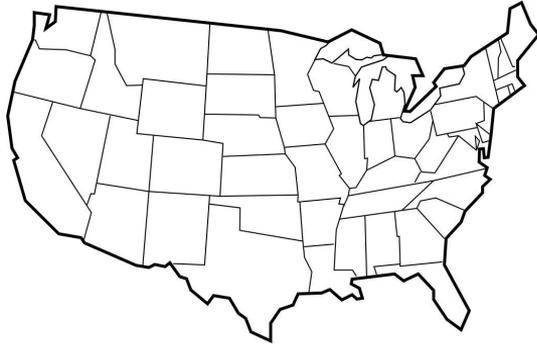
*Close partnership to jointly problem solve how the state can be most supportive of the real challenges facing LEAs, IHEs and municipalities every day*

- 2 **Municipalities:** plan, design, develop, and implement municipal learning programs to support and reinforce student learning, youth and civic engagement, and workforce development, creating proof points for integrated offerings
- 1 **Local Education Agencies:** support deep work to solve challenges in reopening and recovery, demonstrating what is possible and providing exemplars, tools, and learnings to others

We have the expertise, relationships, and foundation to start on Day 1

# National Impact, Locally Rooted

## National Impact



- We run the largest and best community of practice on reopening schools
- We create and disseminate tools based on learnings, host webinars and trainings on key topics
- We partner with international and domestic research communities to share insights, learnings, and co-host roundtables
- Our efforts impact more than 20M students and over 50+ state and district education leaders

## Local Impact



- RI-founded and Rooted
- Women-founded Firm
- Diverse Team
- Proven RI Results
- Member of the Governor's RI COVID-19 Advisory Group
- Members of RIDE's LEAP Taskforce
- Nearly a decade of experience with successful RI projects, including PreK, higher education, LEA transformation, data systems, and capital planning

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# School Reopening and COVID-19 Testing

**Big Goal:** Ensure all students can safely attend school in person, five days a week, uninterrupted

## Core Work:

1. Create and communicate a plan for continued COVID-19 testing in RI schools with a focus on underserved student populations
2. Based on a needs assessment, implement pooled COVID-19 testing in K-12 and state colleges and universities
3. Advise and support top RI state leaders (e.g., governor, commissioners of education and health) on school reopening, including COVID-19 testing and increasing vaccine confidence
4. Lead project management across all work streams, inclusive of pooled testing

# Day-In-The-Life-Of Simulations



Key resource



Description

## "Day in the Life of" (DILO) case studies

- Case studies of COVID-19 testing strategies during a typical school day for students, staff, and families
- Includes additional context on case studies and alternative simulation steps in case of example "what if" scenarios

Outputs were created for each of the four case studies:

- 1 Diagnostic testing
- 2 Screening testing using rapid tests
- 3 Screening testing using individual PCR tests
- 4 Screening testing using pooled PCR tests



## 4: DILO simulation of Josh, a student, taking additional samples after testing positive in a pooled test

**Josh – 1<sup>st</sup> grade in-person GenEd student**

**B Weekly screening test**

1 The nurse swabs Josh's nostrils to collect a sample at school for the pooled test and Josh attends his full day of classes (Josh has been getting tested for weeks after getting consent).  
Thurs

**C Positive pool retest**

Students have two options to be retested when someone in their pool tests positive:

- Rapid antigen test at school
- PCR test at a public testing site (24h results)

If neither option is possible for Josh, then the district offers a van service that drives to Josh's house

The district aims to test students a day before they would be home so that they do not receive their test results while on campus. Students grades K-2 – like Josh – are in-person all week and are tested on Thursday. Students on the hybrid schedule (either attending Monday and Tuesday or Thursday and Friday) are tested Tuesday or Thursday

2 A responsible adult<sup>1</sup> caring for Josh receives an automated notification (text or email) that Josh's pool tested positive and everyone in the pool will need to be retested. If they don't respond within an hour, they receive a phone call from the nurse. They are given two options to get Josh tested tomorrow.  
Fri, 3:00 PM

3 Josh's responsible adult drives Josh to school to take a **rapid antigen test**. The nurse swabs Josh's nostrils to collect a sample and waits 15mins to confirm Josh tests negative.  
Sat, 12:00 PM

4 Given that Josh tested negative he is informed that they will for an individual **molecular PCR** is only sent to the lab if ever also tests negative. The nurse nostrils to collect a sample.  
Sat, 12:20 PM

If no one in the pool tests positive the district will use the additional sample testing to run individual PCR tests. If results from the individual PCR test Josh attends school remotely as he

Any individual in the pool who tests positive must quarantine (remaining individuals in the pool who are negative may return to classes).

CASE STUDY EXAMPLE ONLY  
NOT A RECOMMENDATION

1. A responsible adult is an authorized individual who is allowed to sign the consent form and escort the student from school grounds  
Source: Interviews with district leaders

| Sample District: Testing Plan  |                    |   | 30 Days  |
|--|--------------------|---|----------|
| Activity   | Owner              | Supporting Resources  | Wk 1   W |
| <b>I. Lay the Groundwork</b>   |                    |   |          |
| Understand the key roles that make up a successful testing task force  | School System      | -The Rockefeller Foundation's Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders, Section 1.1<br>-Assembling a Testing Task Force [Interactive Exercise] |          |
| Design a testing task force comprised of key health professionals, school administrators, facilities management personnel, families, staff, teachers, and students             | School System      | -The Rockefeller Foundation's Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders, Section 1.1  |          |
| Identify health care providers, state/local government officials, and community organizations that can provide support for your testing program                                | School System      | -The Rockefeller Foundation's Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders, Section 1.2  |          |
| Establish the governance strategy for your task force, including standard operating procedures, meeting calendar, and decision-making protocols                                | School System      | -The Rockefeller Foundation's Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders, Section 1.3  |          |
| Secure financial support and define financial management procedures for the testing program  | School System      | -The Rockefeller Foundation's Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders, Section 1.4  |          |
| Ensure school board's support for testing after reviewing resources and identifying models to consider   | School System      |   |          |
| Share legal resources with counsel   | School System      | -COVID-19 Testing and Vaccination Programs Frequently Asked Questions<br>-Template for drafting student testing consent form  |          |
| Identify whether and how to outsource testing of staff and students to one or more external partners—e.g., health departments, hospital systems, the city/state, or pharmacies | School System      | -The Rockefeller Foundation's Covid-19 Testing in K-12 Settings: A Playbook for Educators and Leaders, Section 1.2  |          |
| <b>II. Design Testing Program</b>  |                    |   |          |
|  | School System - OR | -Duke Health: School Infection Control Scorecard  |          |

# Timeline and Deliverables for School Reopening and COVID-19 Testing

May 2021

- Conduct interviews and begin gathering information for higher education needs assessment
- Assess current COVID testing project plans, needs, and gaps and provide recommendations
- Assess vaccine confidence issues and provide recommendations

Summer 2021

- Produce higher education needs assessment to identify challenges and solutions for in-person learning
- Produce summary report on existing approaches to tracking vaccinations and increasing vaccine confidence among school communities
- Coordinate communication and convenings between the Office of Higher Education, state colleges and universities, external partners, and health systems
- Provide recommendations and roadmap for ongoing K-12 COVID testing plan and communication materials
- Create implementation plan for pooled COVID testing for K-12 and state colleges and universities
- Host information sessions for LEA leaders to inform leaders of testing options and assist in decision making
- Produce communications materials and supports that increase vaccine confidence

School Year 2021-2022

- Conduct comprehensive media monitoring nationally and specific to RI on the latest trends and online conversations regarding school reopening and testing
- Provide assistance in responding to media inquiries and conducting rapid response when necessary, including prepping spokespeople for related media appearances or interviews
- Draft FAQ to synthesize and simplify new information related to reopening and COVID testing that can be shared publicly
- Provide ongoing execution support and problem solve issues around COVID testing
- Disseminate learnings from national communities of practice and international trends and findings
- Review progress toward outcomes with state entities and assist with creating actionable response plans

Host weekly project management meetings with dashboard review for project team and for RI leaders  
Provide "on call" responsiveness to state government leaders  
Host monthly cabinet member executive coaching sessions

# Learning Loss, Catch Up, and Accelerated Learning

**Big Goal:** Accelerate learning for all students by making the right big bets with federal relief funds, realigning existing funding streams, and cohesively planning for the long-term

## Core Work:

1. Support Rhode Island leaders in establishing goals to be achieved with federal relief funding, including the American Rescue Plan, and to align existing funding streams for maximum impact
2. Lead a design process to plan, develop, communicate, and support implementation of municipal learning programs building off the proof point success of the Office of Children, Youth and Learning in Cumberland
3. Support in planning and execution for summer catch up programs and school reopening to address learning loss and build internal capacity across agencies

# Municipal Offices and Programs

Ready to work with municipal leaders from Woonsocket to Westerly



- We envision working directly with municipal leaders to engage their stakeholders in a design process.
- With our team's expertise in academics and enrichment, and our team's design thinking expertise, we will help to ensure academic offerings are combined with youth, civic engagement, and workforce development efforts for maximum impact and recovery.
- Municipal learning initiatives will be complementary to the work of schools systems, leveraging community assets in a sustainable way to support learning acceleration and students pathways to success in life.

# Timeline and Deliverables for Learning Loss, Catch Up, and Accelerated Learning

May 2021

- Gather information on comparative state and district federal funding plans
- Lead goal setting process with regards to federal funding decisions
- Produce summary report with recommendations on funding in relation to learning loss
- Conduct stakeholder mapping
- Identify and begin initial engagement with key stakeholders who will participate in municipal learning program design process
- Gather and analyze research for learning loss needs assessment
- Create communication plan
- Identify municipal and LEA existing resources

Summer 2021

- Create RI-specific tool to guide funding decisions
- Provide implementation support to LEAs and municipalities on utilizing the funding tool
- Conduct needs assessment to address learning loss
- Produce summary research report on evidence-based best practices
- Lead community design process for municipal learning program
- Document risks and roadblocks
- Evaluate potential content and service providers and create summary report
- Create implementation plan for setting up municipal learning programs
- Assist local entities in sustainability planning
- Create communication materials
- Host a minimum of three professional development sessions for district and municipal entities

School Year 2021-2022

- Provide targeted assistance to partners by tailoring municipalities' program design approaches to meet the specific needs of their communities
- Provide ongoing implementation support to municipalities to ensure success
- Provide ongoing federal funding tool utilization support and expense monitoring
- Run localized, geographic specific communications campaigns aimed at increasing knowledge of and participation in municipal learning programs
- Create news pegs and write op-eds in local newspapers touting the progress and successes of learning loss programs
- Collect stakeholder feedback via surveys and regular focus groups
- Monitor progress via ongoing weekly data dashboards and stocktakes, and assist in action planning in response to data

Host weekly project management meetings with dashboard review for project team and for RI leaders

# Evaluation and Performance Management

**Big Goal:** Execute with fidelity and understand what works through evaluation and progress monitoring

## Core Work:

1. Analyze and evaluate municipal programs, summer catch up programs, and state school reopening with empirical data and including action research to inform implementation
2. Conduct an equity review to prioritize funding and inform decision making
3. Monitor and report out on progress toward outcome goals and defined metrics via a RI-specific dashboard to stay on track and provide transparency and coordination across agencies and leaders

# Timeline and Deliverables for Evaluation and Performance Management

May 2021

- Conduct interviews, surveys, focus groups, document review, and data analysis during mixed-methodology equity audit work approach
- Assemble panel of researchers and practitioners to develop typology of interventions
- Begin selection process for Strategic Data Project Fellow

Summer 2021

- Produce equity audit report, including recommendations for equity-focused strategies
- Define key metrics to monitor program execution and outcomes
- Build custom RI dashboard for monitoring reopening plan execution and learning program implementation and effectiveness
- Collect LEA and municipal learning plans, including chosen interventions
- Determine viability of evaluation execution or guidance, dependent on enrollment and interventions implemented
- Formulate evaluation design
- Create data collection plan that will lead to ongoing and accurate data response from LEAs and municipal learning programs
- Hire and place Strategic Data Project Fellow

School Year 2021-2022

- Provide ongoing data monitoring, collection, and analysis support to LEAs and municipalities
- Review progress toward outcomes with state entities and assist with creating actionable response plans
- Publicly report out on progress toward key outcome metrics via the RI-specific dashboard
- Provide training, assistance, and support to state government and entities to increase data capacity
- Produce summative evaluation or guidance and case studies highlighting best practices

Host weekly project management meetings with dashboard review

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# Approach and Methodology to Address Learning Loss

| <i>Phase 1a:<br/>Pre-Planning</i>                                   | <i>Phase 1b:<br/>Planning</i>   | <i>Phase 2:<br/>Design</i>  | <i>Phase 3a:<br/>Pre-Launch</i>  | <i>Phase 3b:<br/>Implementation</i>   | <i>Phase 4:<br/>Evaluation</i>  |
|---|---|---|--|---|---|
| <p><b>Understand stakeholders</b></p> <p><b>Establish goals</b></p> | <p><b>Conduct needs assessment and equity review</b></p> <p><b>Identify existing strengths and resources</b></p> <p><b>Build an evidence base of what works</b></p> | <p><b>Engage stakeholders in program design</b></p> <p><b>Evaluate potential providers and define roles and responsibilities</b></p> <p><b>Create implementation and sustainability plans</b></p> <p><b>Develop communications materials</b></p> <p><b>Define accountability metrics and monitor progress</b></p> <p><b>Design evaluation</b></p> | <p><b>Collect LEA and municipal learning plans</b></p> <p><b>Create a plan for data collection</b></p> <p><b>Conduct professional development sessions to support implementation</b></p> | <p><b>Provide implementation support</b></p> <p><b>Constantly communicate and collaborate</b></p> <p><b>Gather feedback via focus groups and surveys</b></p> <p><b>Collect data</b></p> | <p><b>Conduct a summative evaluation</b></p> <p><i>or</i></p> <p><b>Provide guidance and case studies highlighting best practices</b></p> |

# Example Cadence of Project Management Collaboration

- ILO Project Team
- RI State Team w/ ILO
- Problem solving
- RI State Leaders w/ ILO

|            | Monday   | Tuesday   | Wednesday  | Thursday   | Friday  |
|------------|--|---|--|--|---|
| Morning    | Daily stand-up to confirm the day's priorities and answer quick questions  | Daily stand-up to confirm the day's priorities and answer quick questions   | Daily stand-up to confirm the day's priorities and answer quick questions                                  | Daily stand-up to confirm the day's priorities and answer quick questions  | Weekly extended stand-up to define the upcoming week's priorities, discuss learnings from the week, and monitor overall project |
| Afternoon  |  | Weekly problem solving with ILO and RI project leads, as appropriate, to discuss issues that arise during the daily stand-ups | Weekly stocktake for Governor, RIDE, and RIDOH commissioners to review dashboard, ask and answer questions | Weekly problem solving with ILO and RI project leads, as appropriate, to discuss issues that arise during the weekly stocktake |   |
| End of Day | Weekly extended stand-up with ILO and RI project leads to confirm the week's priorities, monitor expenditures, and review overall project progress via the project dashboard | Daily stand-up with ILO and RI project leads to check-in on progress and ask and answer questions                             | Daily stand-up with ILO and RI project leads to check-in on progress and ask and answer questions          | Daily stand-up with ILO and RI project leads to check-in on progress and ask and answer questions                              | Daily stand-up with ILO and RI project leads to check-in on progress and ask and answer questions                               |

Information sessions, professional development offerings, feedback cycles (e.g., focus groups), and other engagement with LEAs and municipalities will occur throughout the project as specified in the proposal and as agreed upon by RI leaders

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**Thank You**