May 12, 2020

# Impact of COVID-19 on the 2024 Strategic Plan

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*…with support from Mr. Jaren Longmire, Pro Bono Strategic Consultant*

SIM

Established 1915
BROWARD
County Public Schools

# Impact of COVID-19 on the 2024 Strategic Plan

## Executive Summary

- SIM performed an updated **Environmental Scan.**
- The **depth and duration of disruption** from COVID-19 will affect State and Local funding.
- Will require extensive analysis of the District's **human capital requirements** and organizational structures.
- Anticipated funding constraints intensify the need to **optimize facility usage**.
- **Shifts in emphasis** may be warranted.
  - Short-term: six (6) months to one-year timeframe
- An **impact on 2024 Strategic Plan execution timelines** will result from social distancing, work adaptations, new critical needs, shifts in emphasis, and delays in investment.
  - Long-term: Remaining duration of existing 2024 Strategic Plan

# Guiding Questions

*Short-term (6 months – 1 year)*

- *Managing through the crisis*. What is our perspective on the impact of COVID-19? What do we see as our most urgent needs where a greater concentration of Broward’s resources may be warranted?

- Potential discussion topics:
    - Summer School
    - Stakeholder engagement in short-term planning activities
    - Prioritized *Essential Services* (Academics and Operations) for Summer and Back-to-School periods
    - Etc.

# Guiding Questions

*Long-term (+1yr – SY2024)*

- *Navigating through difficult funding realities ahead*. We anticipate a scenario where needs are greater while resources are even more constrained: As we pursue our mission, are there **alternatives, trade-offs, or opportunities** for expanding or redeploying our capacity that we should investigate?

- Potential discussion topics:
  - School reopening; role of distant learning
  - Re-enrollment; Market share
  - Remediation programs
  - Redesign how we do business
  - Etc.

**Updates to the Board are planned for June 2020**

# Impact of COVID-19 on the 2024 Strategic Plan

## Background

- SIM performed an updated **Environmental Scan** to analyze the **potential effects of the COVID-19 pandemic** on the District's 2024 Strategic Plan.
- This analysis considers effects on existing work as well as **shifts in emphasis** that may be warranted as we navigate through the crisis and its aftermath.
- Data and research from the Florida Department of Health, Centers for Disease Control, McKinsey & Co., FiveThirtyEight, S & P Global, and Investopedia are used to develop a view on the effects of COVID-19 on the **US economy, Florida's economy, and school funding**.
- In addition, Monthly Campaign calls and internal interviews with **2024 Strategic Plan Initiative Leads** inform this analysis.
- The effects of the recent Great Recession on school funding for Broward are considered, as they may shape our expectations on the **depth and duration of the disruption** caused by COVID-19.
- The conclusions from SIM's 2024 Strategic Plan Resourcing analysis, completed in September 2019, provide a **starting point** for assessing the resourcing implications on each Initiative in light of the current situation.
- The situation is changing rapidly each passing day. There is a **short "shelf life"** for some of the information presented herein.

# Impact of COVID-19 on the 2024 Strategic Plan

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# Impact of COVID-19 on the 2024 Strategic Plan

## Executive Summary (1 of 2)

- Florida ranks 8th in the US for COVID-19 cases, with **Broward accounting for 15% of cases statewide**.
- COVID-19 in Broward has reached all corners of the county, with **six "hot zones"**. Cases are reported across all age groups.
- **Consumer sentiment**, a key economic indicator, will be influenced by how worried Americans are about COVID-19.
- Economic recovery scenarios depend on the effectiveness of the **public health response and economic policy interventions**.
- What we observe suggests that **we're experiencing neither the best- nor worst-case scenario**, but something in between.
- Nevertheless, **COVID-19 impact on the US economy could exceed anything since WW II**.
- The decline in market capitalization varies across sectors. **Some of the hardest hit sectors represent a major part of Florida's economy**.
- The **depth and duration of disruption** from COVID-19 will affect State and Local funding sources for school districts.
- Broward's experience during the **Great Recession informs our funding and planning expectations**.

# Impact of COVID-19 on the 2024 Strategic Plan

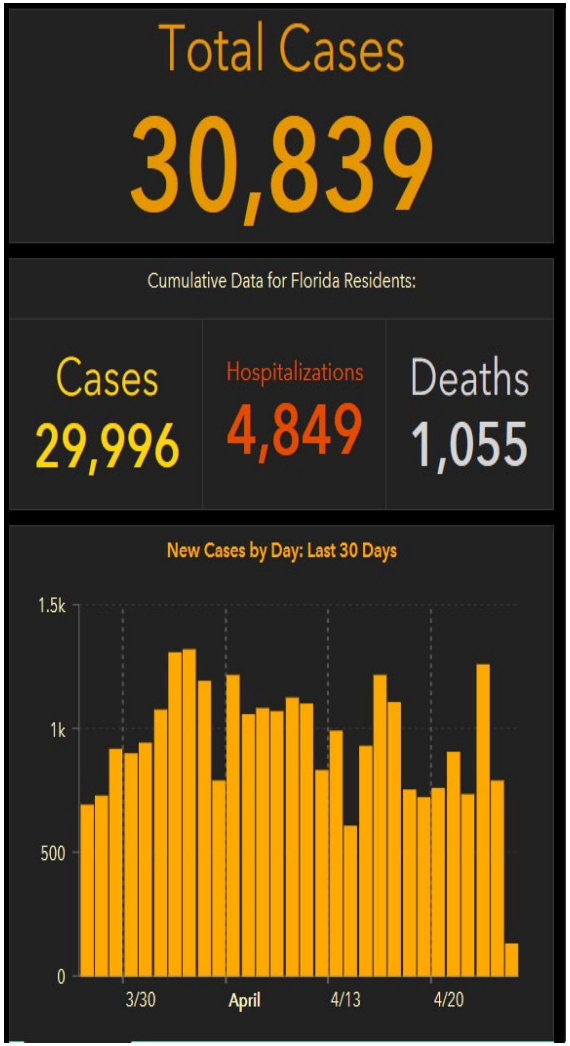
## Executive Summary (2 of 2)

- The impact of COVID-19 is likely to be **deeper than the 2008 financial crisis**, but more solid fundamentals and stronger interventions will help keep it **shorter**.
- Only through the District's investments in technology has **mission continuity** been possible.
- Triggered by the crisis, **accelerated investment in Microsoft Teams** offers attractive near-term ROI and has propelled implementation of the Internal Communications Initiative.
- Broward's COVID-19 hot zones cross all income levels, but the **economically disadvantaged** will suffer most.
- With salaries accounting for ~ 80% of the District's budget, anticipated funding declines will require extensive analysis of the District's **human capital requirements** and organizational structures to ensure alignment with critical needs.
- Excluding safety and security**, major investments in technology without discernible, short-term ROI are likely to be delayed**, possibly beyond the 5-year planning horizon.
- Anticipated funding constraints, coupled with projected declines in enrollment, intensify the need to **optimize facility usage**.
- The extension of 2024 Strategic Plan execution timelines will result from social distancing, work adaptations, new critical needs, shifts in emphasis, and delays in investment. The **overall impact of COVID-19 will vary across initiatives**.
- Broward's **2024 Strategic Plan is a flexible, dynamic, living document** to guide the District, designed to adapt to change.

# Where We Are Today

# Florida ranks 8th in the US for COVID-19 cases, with Broward County accounting for 15% of cases statewide.

**FLORIDA**



Total Cases

30,839

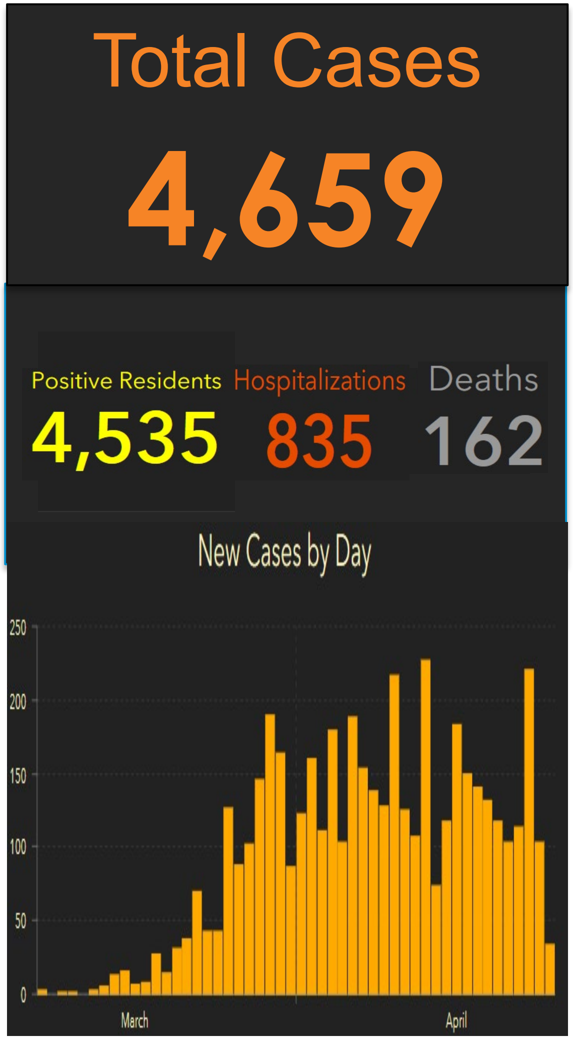
Cumulative Data for Florida Residents:

| Cases | Hospitalizations | Deaths |
|---|---|---|
| 29,996 | 4,849 | 1,055 |

New Cases by Day: Last 30 Days

1.5k
1k
500
0
3/30
April
4/13
4/20

**BROWARD**



Total Cases

4,659

| Positive Residents | Hospitalizations | Deaths |
|---|---|---|
| 4,535 | 835 | 162 |

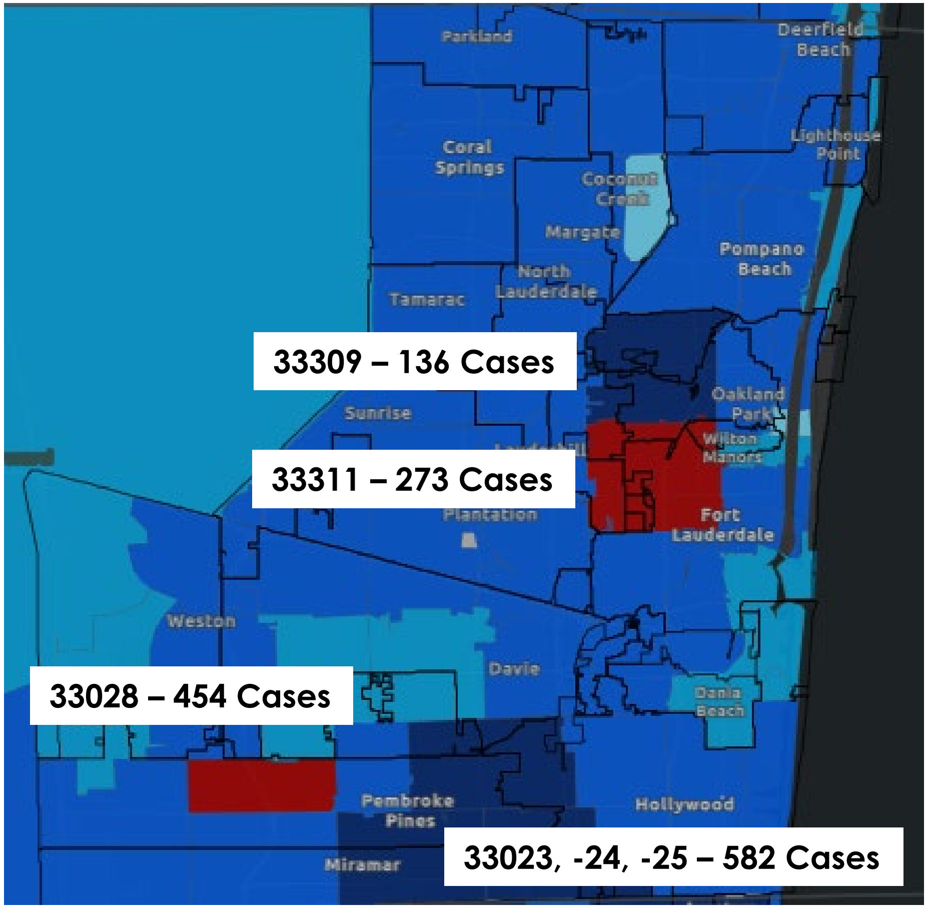
New Cases by Day

250
200
150
100
50
0
March
April

Source: Florida Centers for Disease Control dashboard.

# COVID-19 in Broward has reached all corners of the county, with six “hot zones”. Cases are reported across all age groups.

31

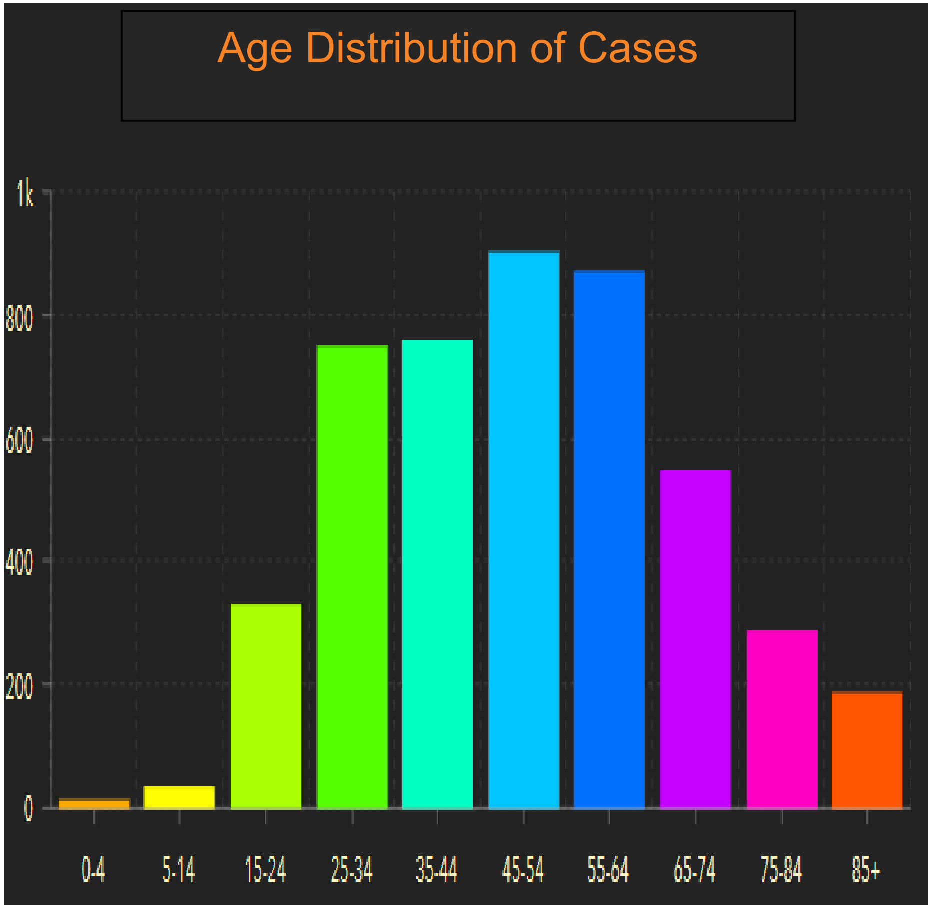

Parkland
Deerfield Beach
Coral Springs
Lighthouse Point
Coconut Creek
Margate
Pompano Beach
North Lauderdale
Tamarac
Oakland Park
Sunrise
Wilton Manors
Plantation
Fort Lauderdale
Weston
Davie
Dania Beach
Pembroke Pines
Hollywood
Miramar

**33309 – 136 Cases**

**33311 – 273 Cases**

**33028 – 454 Cases**

**33023, -24, -25 – 582 Cases**

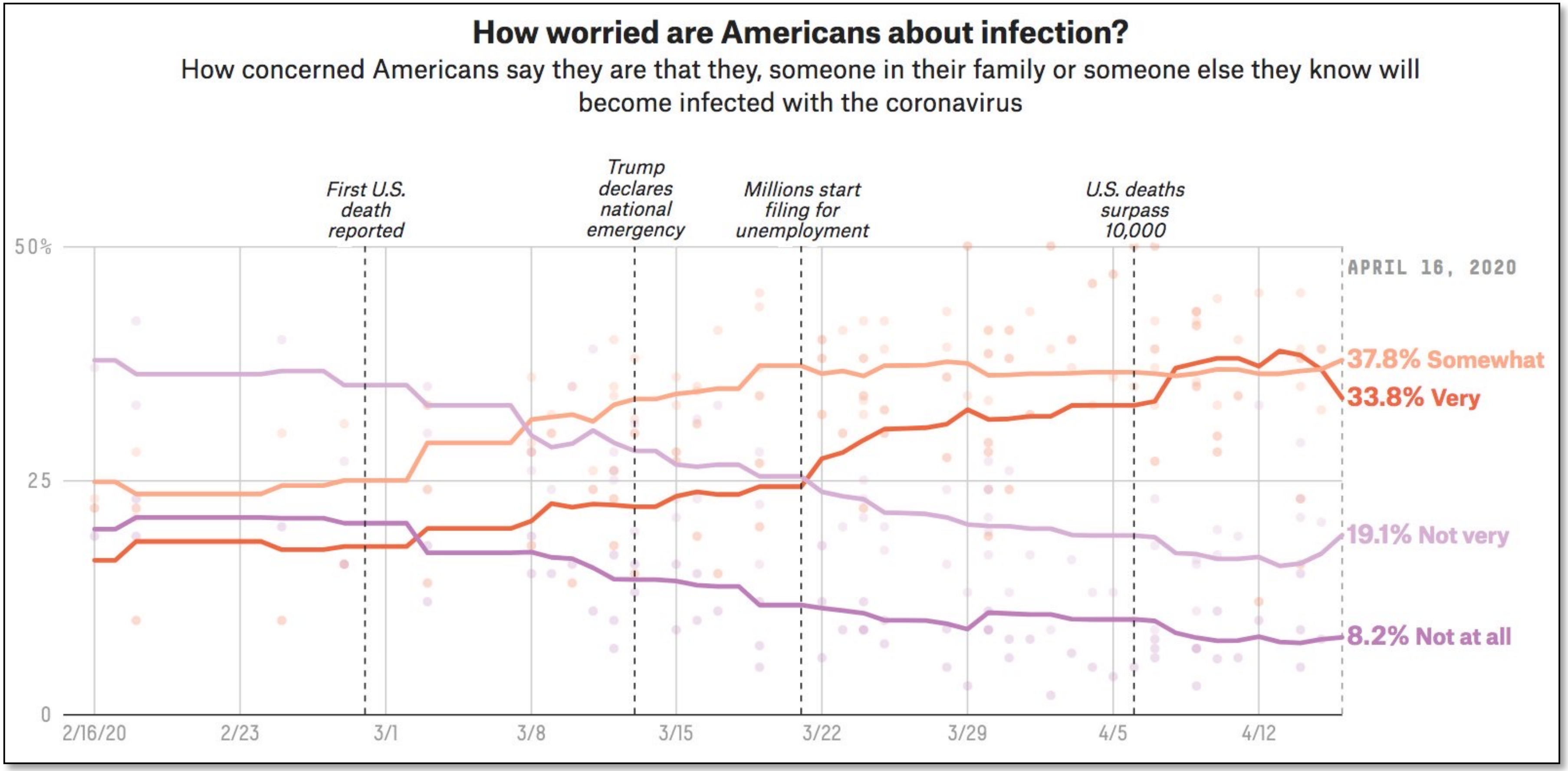


- Reported in every zip code, with 6 zip codes having >125 cases
- Almost 60% of cases are among people <55 years old

Source: Florida Centers for Disease Control dashboard.

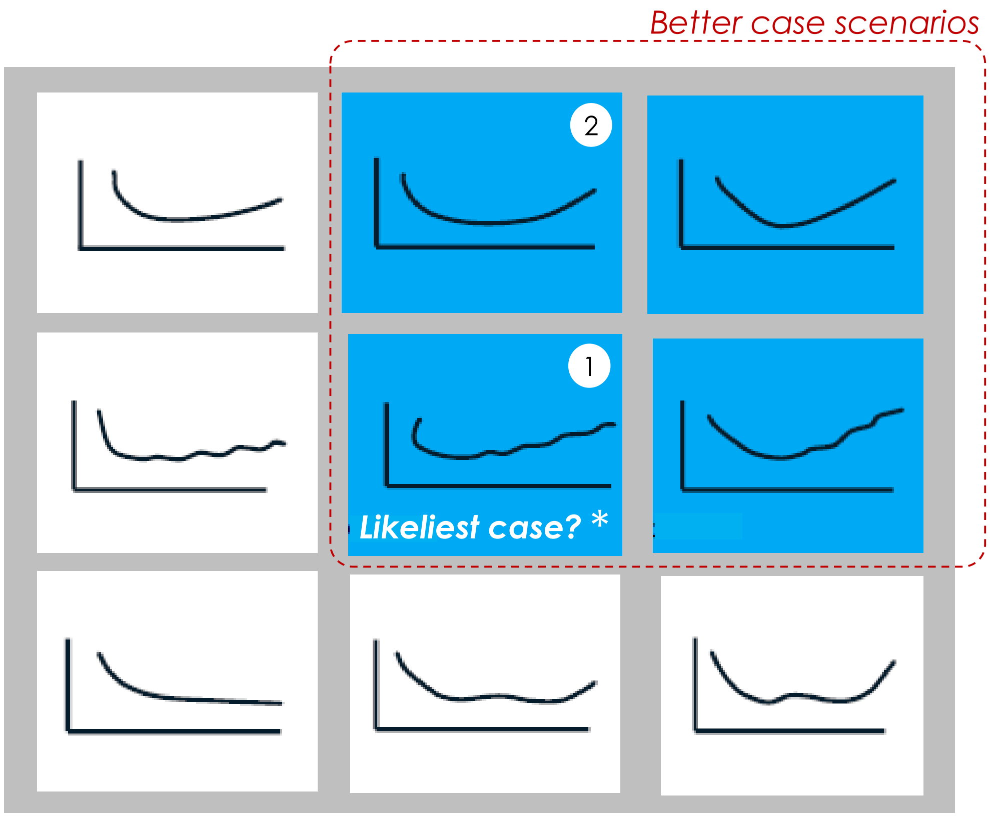
# Looking Ahead: Economic Scenarios

# Consumer sentiment, a key economic indicator, will be influenced by how worried Americans are about COVID-19.



Source: FiveThirtyEight.com

# Economic recovery scenarios depend on the effectiveness of the public health response and economic policy interventions.



**Virus Spread & Public Health Response**

- Rapid, effective control of virus spread
- Effective response, but regional resurgence
- Broad failure of public health interventions

**Economic Policy Response**

- Ineffective interventions
- Partially effective interventions
- Highly effective interventions

*NOTE: Shown later in this analysis, McKinsey & Co. has developed GDP forecasts based on Scenarios 1 and 2 above.

# What we observe suggests that we're experiencing neither the best- nor worst-case scenario, but something in between.

## Factors driving Optimism

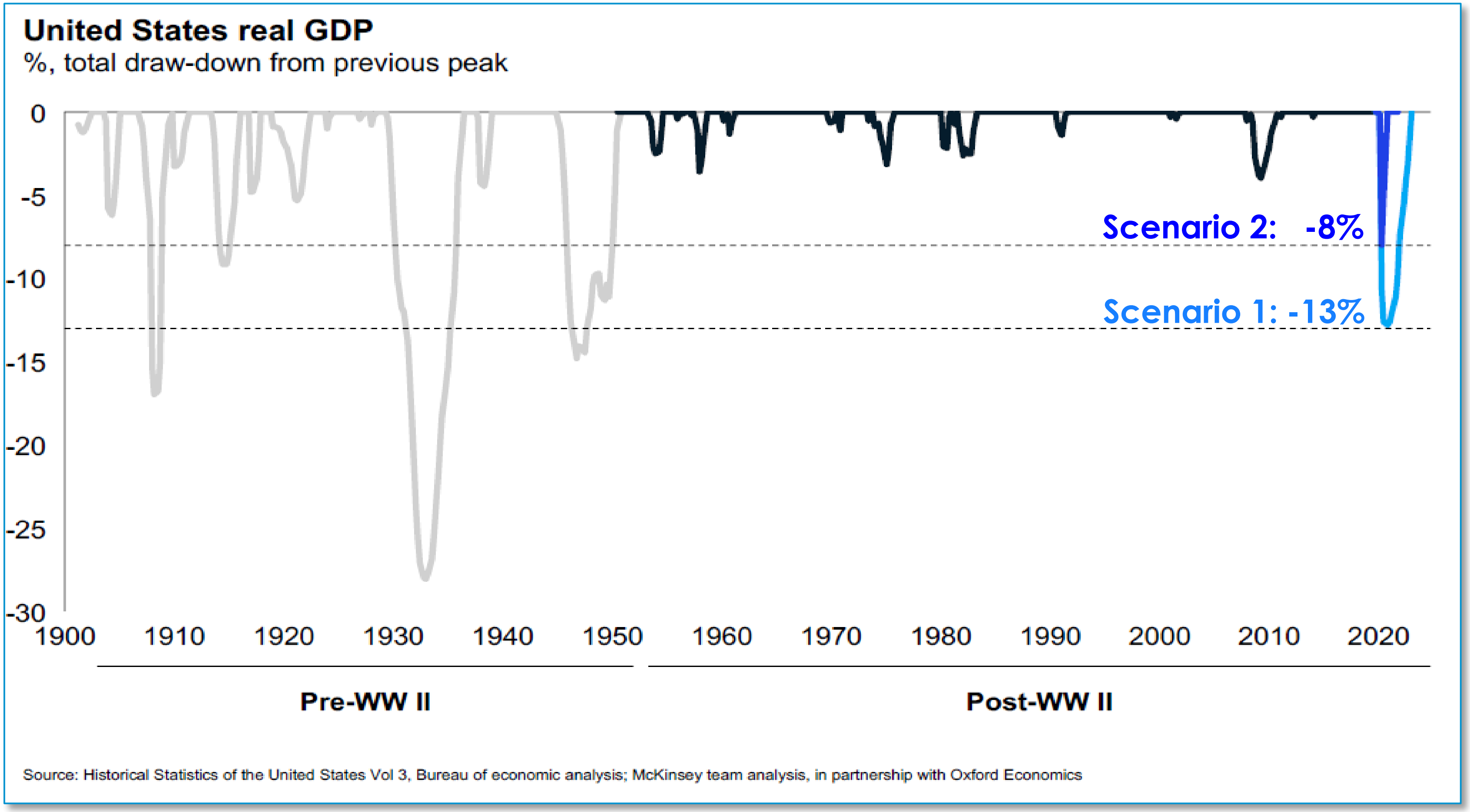
- Success of **social distancing**
- More **mild/undetected cases** than originally expected
- **Lower hospitalization rates** than feared
- Generally **competent responses** by State and Local governments

- **Deaths are underreported** substantially
- Little consensus on **how and when to reopen the country**
- **Stalled testing**
- **Uncertainties around immunity** persist

## Factors driving Pessimism

Source: FiveThirtyEight.com

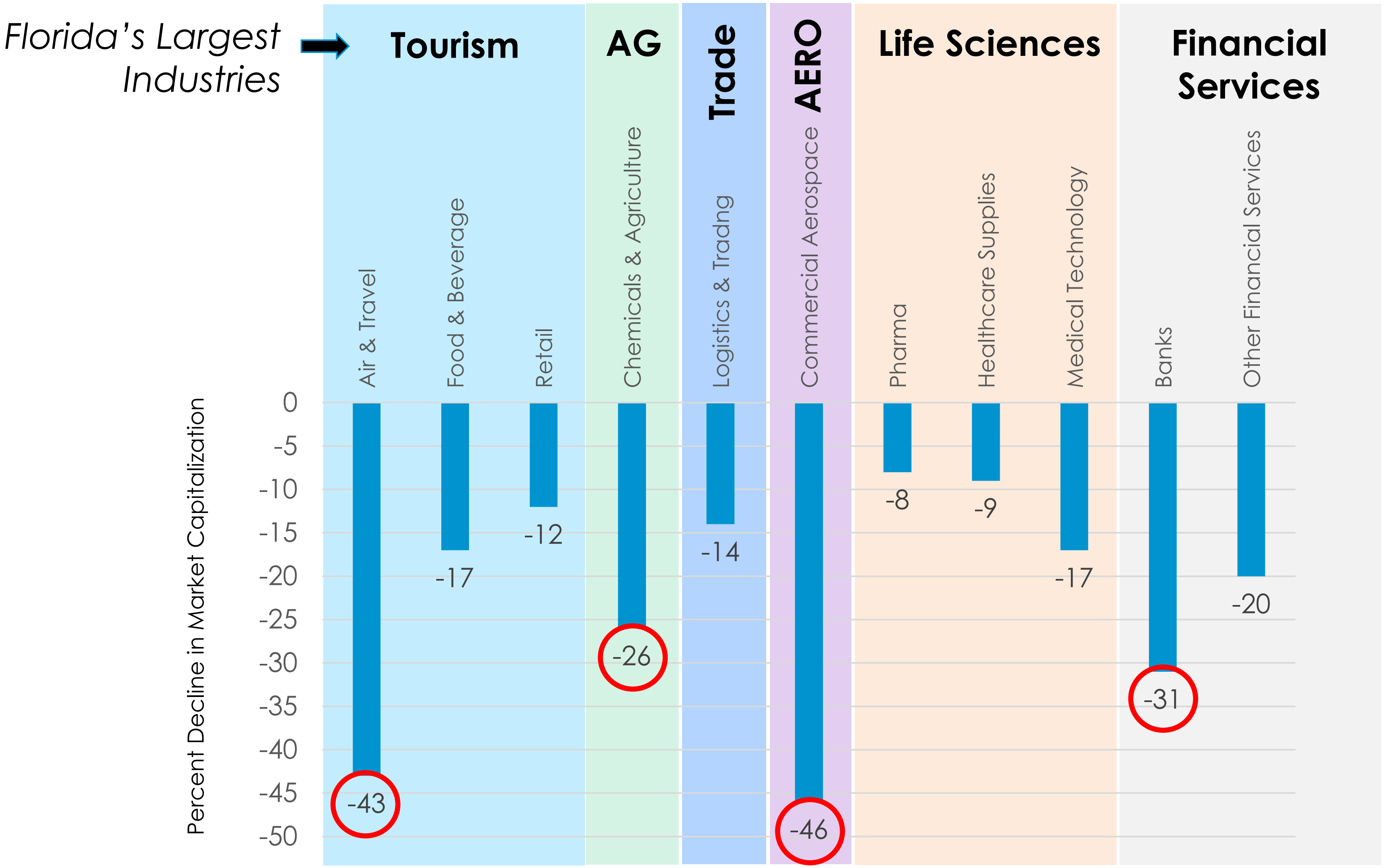
# COVID-19 impact on the US economy could exceed anything since WW II.



Source: Historical Statistics of the United States Vol 3, Bureau of economic analysis; McKinsey team analysis, in partnership with Oxford Economics

- **Scenario 1**: Muted world recovery
- **Scenario 2**: Virus contained within 1 quarter

# The decline in market capitalization varies across sectors. Some of the hardest hit sectors represent a major part of Florida's economy.



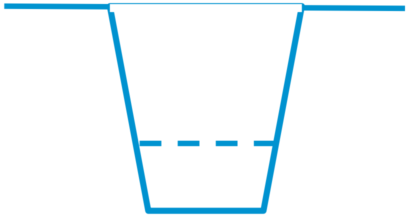
Source: S&P Global; Investopedia, as of April 2, 2020

# Looking Ahead: Impact on School Funding

# The depth and duration of disruption from COVID-19 will affect State and Local funding sources for school districts.

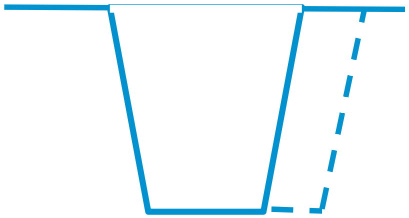
## Depth of Disruption

How much does demand for products and services contract?



## Duration of Disruption

How long will the disruption from COVID-19 last?



## Key Indicators

- Growth in COVID-19 cases
- Extent of shifts in behavior
- Reduction in demand for durable goods
- Drop in travel

- Evidence of seasonality of virus
- Availability of therapies, vaccines
- Late payments & credit defaults
- Unemployment claims

# Broward's experience during the Great Recession informs our funding and planning expectations.

## Depth

↓ 24 pt. decline in property tax base

↓ 12 pt. decline in General Fund

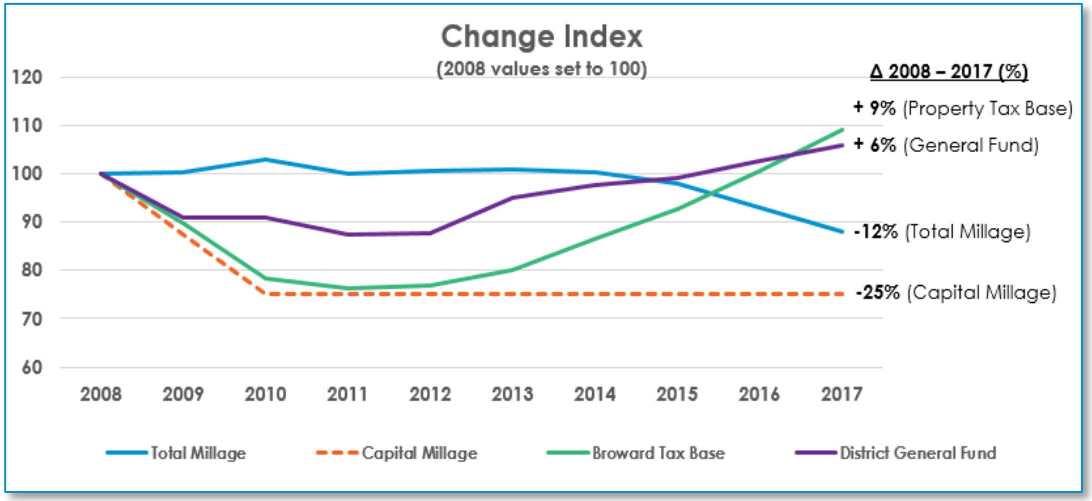
↓ 25 pt. decline in Capital Millage

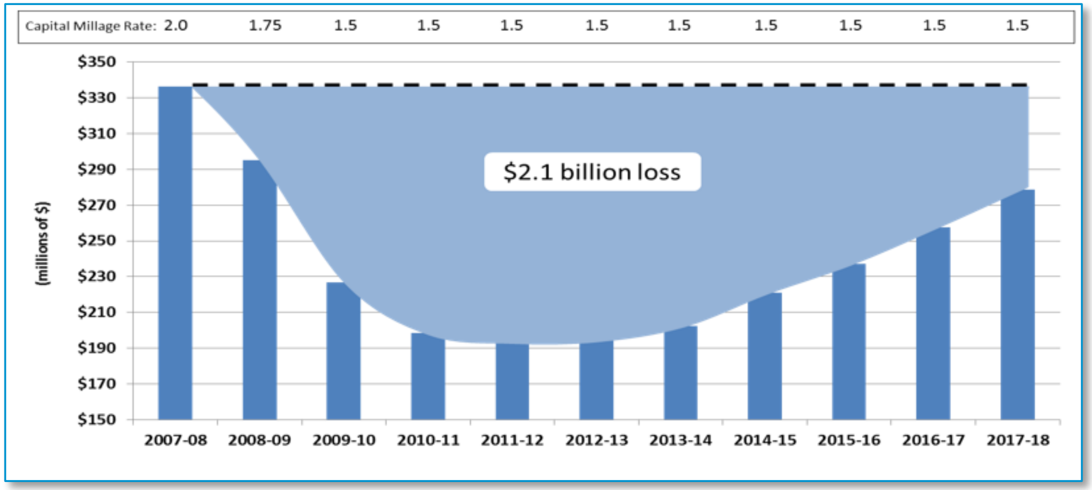
↓ $2.1B loss in Capital Funding

## Duration

→ 7-years for General Fund to recover to pre-recession levels

→ Capital Fund has not recovered





# Through our experiences with tragedy, natural disasters, recessions, and the pandemic, we embrace key learnings.

**Triage** your response with clear priorities.

**Recovery** work must reflect that crises differ in magnitude and duration.

**Employees** – treat them well! Don't neglect self-care either.

**Communicate** with consistent messages through multiple channels, regularly.

**Build indigenous capacity** through partners and local businesses.

**Be mindful**, deliberate, and decisive; don't be distracted by noise!

**Protocols matter**; they should reflect our values and be scrupulously followed. Keep them simple!

# The impact of COVID-19 is likely to be deeper than the 2008 financial crisis, but more solid fundamentals and stronger interventions will help keep it shorter.

## Before the Great Recession…

- "Too Big to Fail" *modus operandi* among investment firms
- Poorly regulated financial sector
- Risky behavior of financial institutions
- Exuberant borrowing by Consumers and Businesses
- Household debt :: GDP 99%

*Response to Crisis…*

**Bank Bailouts, Modest Stimulus**

## Better fundamentals leading up to COVID-19…

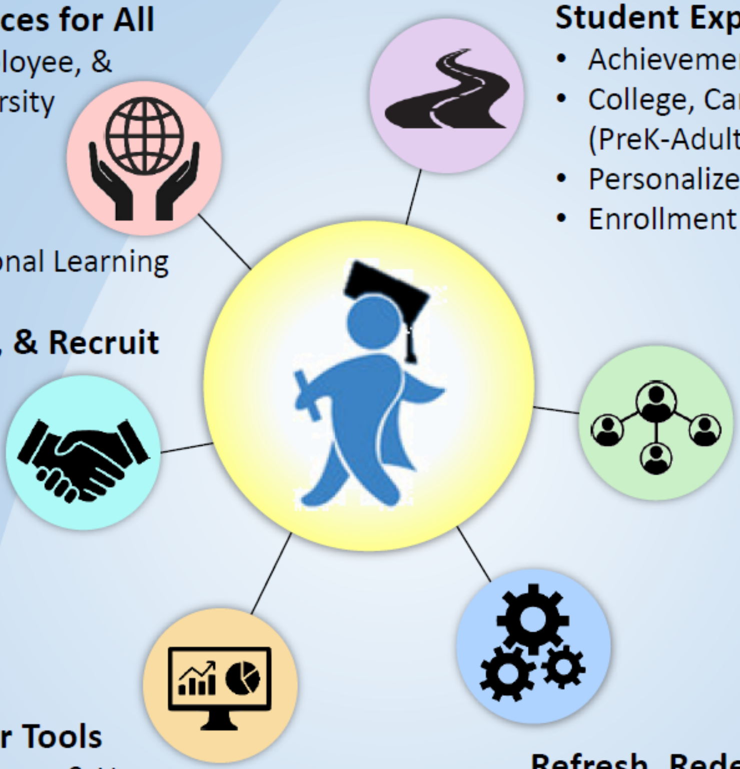
- More resilient financial system
- Stricter regulations around capital, asset, funding, and income structures
- Stronger consumer protections
- Household debt :: GDP 75%

**Targeted Federal Assistance, Aggressive Stimulus**

# Looking Ahead: Impact on BCPS's Strategy

# Overview of the 2024 Strategic Plan Campaigns & Initiatives

## OUR CAMPAIGNS & INITIATIVES:



**Support Services for All**
- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance
- Social-Emotional Learning

**Student Experience**
- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Personalized Pathways
- Enrollment Optimization

**Retain, Develop, & Recruit**
- Employee Retention & Recruitment
- Professional Learning for All
- Organizational Structure & Aligned Funding

**Let's Connect**
- Public Relations, Partnerships, & Legislation
- Internal Communication
- Marketing
- Customer Service

**Our Data, Our Tools**
- Data Governance & Use
- Tool Development, Implementation, & Use

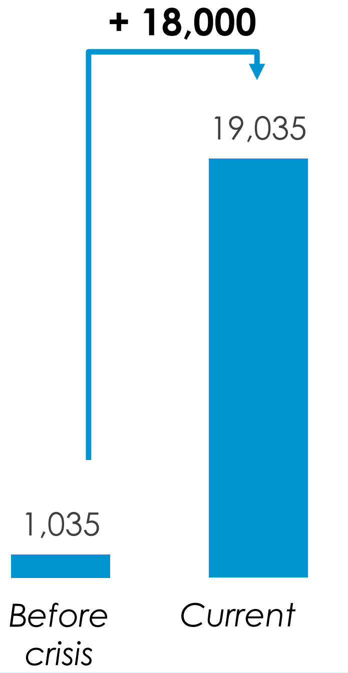
**Refresh, Redesign, & Reduce Risk**
- Operational & Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation

# Only through the District's investments in technology has mission continuity been possible.

Data as of 04.27.20

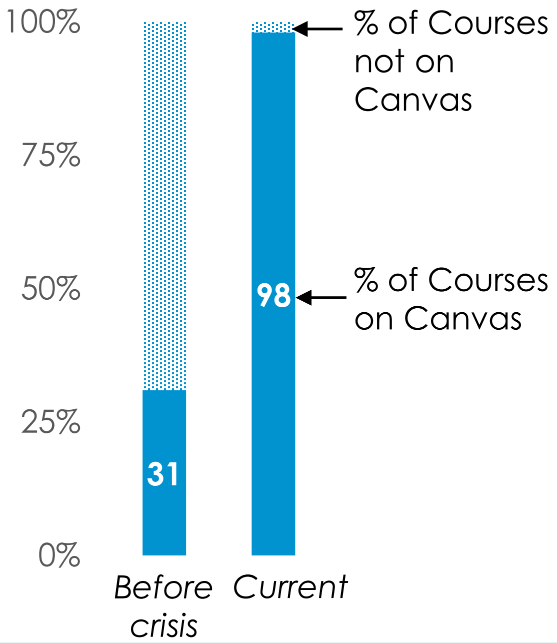
## Microsoft Teams

Number of Licenses



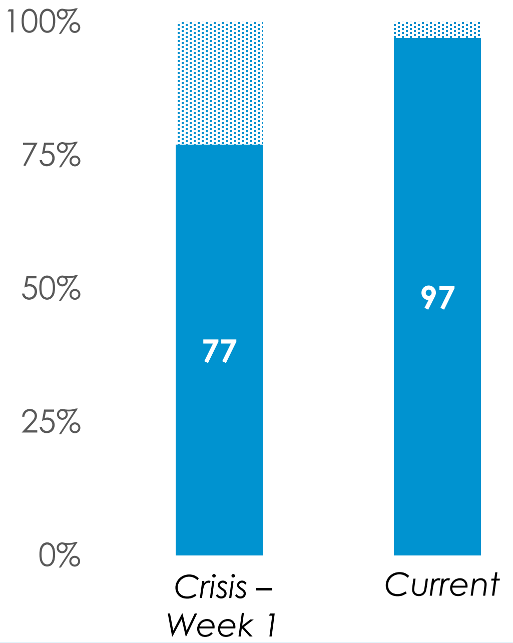
## Canvas

% of District Courses on Canvas



## Clever

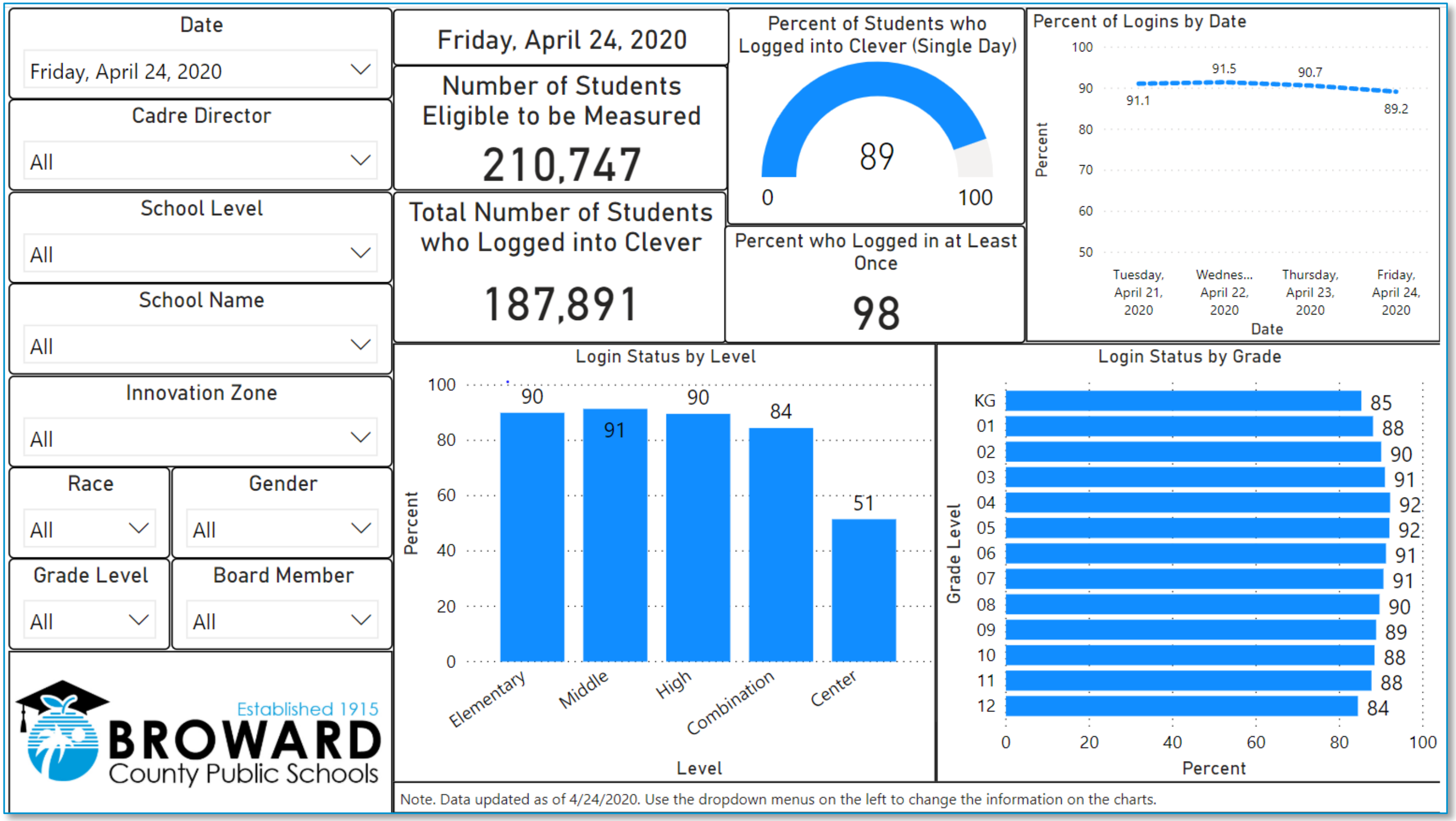
% of Students
Single Sign-On to Class



- Essential for **Remote Work**
- Essential for **Teaching and Learning**
- Essential for monitoring **Student Engagement**

# Mission Continuity: Student Engagement

## Our technology is being leveraged extensively to monitor attendance and deploy targeted supports that ensure all students are engaged.



Date: Friday, April 24, 2020

Cadre Director: All

School Level: All

School Name: All

Innovation Zone: All

Race: All

Gender: All

Grade Level: All

Board Member: All

Friday, April 24, 2020

Number of Students Eligible to be Measured: 210,747

Total Number of Students who Logged into Clever: 187,891

Percent of Students who Logged into Clever (Single Day): 89

Percent who Logged in at Least Once: 98

0
100
Percent of Logins by Date
Percent
100
90
80
70
60
50
91.1
91.5
90.7
89.2
Tuesday, April 21, 2020
Wednes... April 22, 2020
Thursday, April 23, 2020
Friday, April 24, 2020
Date
Login Status by Level
Percent
100
80
60
40
20
0
90
91
90
84
51
Elementary
Middle
High
Combination
Center
Level
Login Status by Grade
Grade Level
KG 85
01 88
02 90
03 91
04 92
05 92
06 91
07 91
08 90
09 89
10 88
11 88
12 84
0
20
40
60
80
100
Percent
Established 1915
BROWARD County Public Schools

Note. Data updated as of 4/24/2020. Use the dropdown menus on the left to change the information on the charts.

Source: Student Assessment & Research, Office of Academics

# Mission Continuity: Stakeholder Engagement

Through technology, multimedia channels, and traditional formats, we have worked to ensure robust engagement of all stakeholders.

**Teaching & Learning**
Distance Learning

**Virtual Collaboration & Professional Learning**

- Remote Work Models
- School Board Meetings
- Advisory Council Meetings
- Strategic Plan Listening Tour

GETTINGSMART.COM
Podcast: Dan Gohl on Leading in Crisis | Getting Smart

**Multimedia Outreach**

- Podcasts
- Local News, TV, Radio

BECON TV

**Social Media**

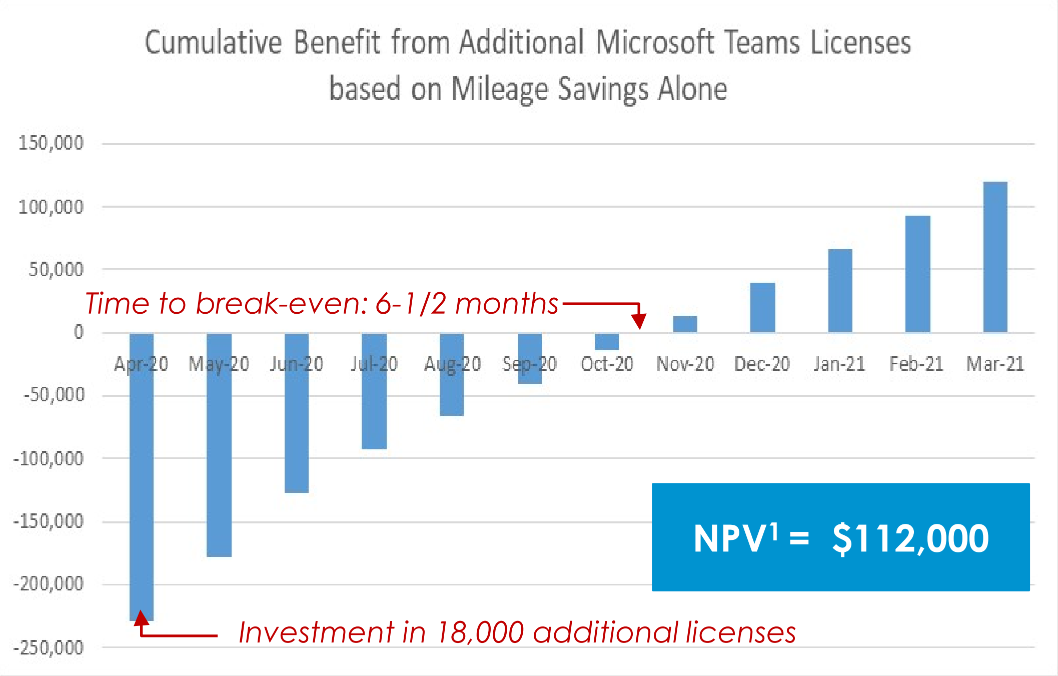
**ParentLink**

**Press Releases**

**Student Nutrition**
Food Distribution Sites

# Triggered by the crisis, accelerated investment in Microsoft Teams offers attractive near-term ROI[1] and has propelled implementation of the Internal Communications Initiative.

## *One Year View, 4% Discount Rate*



Cumulative Benefit from Additional Microsoft Teams Licenses based on Mileage Savings Alone

*Time to break-even: 6-1/2 months*

**NPV[1] = $112,000**

*Investment in 18,000 additional licenses*

## *Example of Mileage Savings through Adoption of Virtual Format*

### Elementary Level Principal Meeting

*Assumptions*

**160** Attendees

**10 Miles** - Average distance traveled

**$0.56** - Per mile reimbursement rate

---

**$896 spent on mileage reimbursements**

**Returns generated from accrual of mileage savings:**

- Assumes 95% reduction in reimbursements, April – July 2020
- Assumes ongoing 50% savings in mileage reimbursements through use of virtual meetings, August 2020 – March 2021

**Upside potential from productivity gains through better use of time no longer consumed by travel**

[1] Return on Investment based on Net Present Value of + benefits – costs. An NPV > $0 is an attractive investment.

# Broward's COVID-19 hot zones cross all income levels, but the economically disadvantaged will suffer most.

| Zip Code | Municipalities | Median Income |
|---|---|---|
| 33023 | Hollywood, Miramar, Pembroke Pines | $ 50,406 |
| 33024 | Hollywood, Cooper City, Pembroke Pines | 58,893 |
| 33025 | Hollywood, Miramar | 57,219 |
| 33028 | Pembroke Pines, Davie, Southwest Ranches | 103,811 |
| 33309 | Fort Lauderdale, North Lauderdale, Pompano, Tamarac, Lauderdale Lakes | 45,531 |
| 33311 | Fort Lauderdale, Wilton Manors, Oakland Park, Lauderdale Lakes | 35.075 |
| **BROWARD AVERAGE** | | **$ 57,333** |

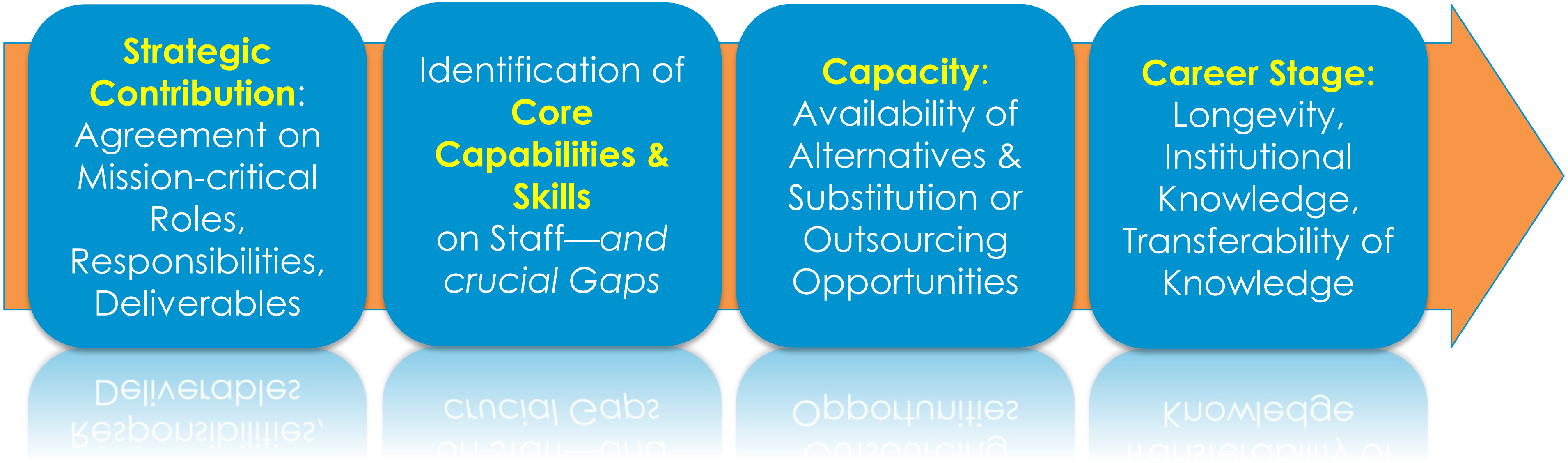
**Environmental factors will shape the distance learning experience…**

- Family Stability
- Parental Involvement
- Access to Technology
- Access to Nutrition
- Access to Healthcare
- Access to Affordable Housing

**…and drive greater urgency behind several Strategic Plan Initiatives:**

- Achievement & Equity
- College, Career, & Life Readiness (PreK-Adult)
- Prevention, Intervention, & Assistance
- Social-Emotional Learning

# With salaries accounting for ~ 80% of the District’s budget, anticipated funding declines will require extensive analysis of the District’s human capital requirements and organizational structures to ensure alignment with critical needs.



**Strategic Contribution**: Agreement on Mission-critical Roles, Responsibilities, Deliverables

Identification of **Core Capabilities & Skills** on Staff—*and crucial Gaps*

**Capacity**: Availability of Alternatives & Substitution or Outsourcing Opportunities

**Career Stage:** Longevity, Institutional Knowledge, Transferability of Knowledge

Affected Initiative: Organizational Structures & Aligned Funding

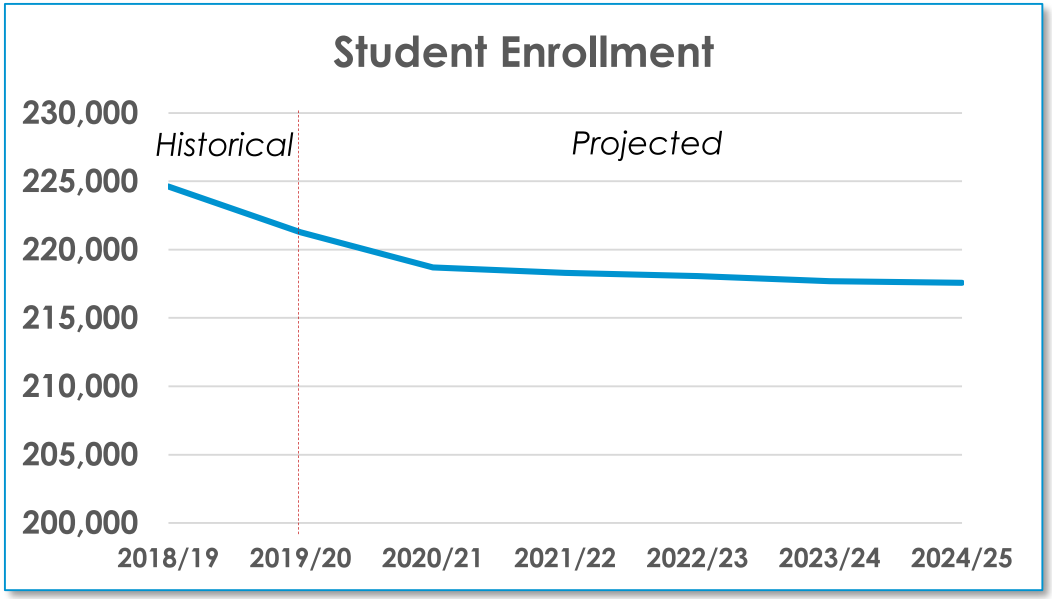
# Excluding safety and security, major investments in technology without discernible, short-term ROI* are likely to be delayed, possibly beyond the 5-year planning horizon.

| Campaign | Initiative | Investment (Size*) | Sustainability of current platform? (Hi, Med, Low) | Potential Impact of Funding Reductions |
|---|---|---|---|---|
| | **Tool Development, Implementation, & Use** | Student Information System (Large) | Med | 🔴 |
| | **Operational & Process Improvement** | SAP/ Meridian Payroll Module (Large) | Low | 🟢 |
| | **Professional Learning for All** | PL Management System Module (Medium) | Med | 🔴 |
| | **Data Governance** | Centralized Data Repository (Medium) | Med | 🟡 |

🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

*Investment size: <$1 million = Small; $1 million - $5million = Medium; >$5 million = Large

# Anticipated funding constraints, coupled with projected declines in enrollment, intensify the need to optimize facility usage.



## Market Share Risks

- Will **quarantine fatigue** lead parents to look for other education options?
- Can District schools become providers of Distance Learning to stem potential loss of students to **virtual schools**?

Affected Initiatives: Enrollment Optimization and Facilities & Asset Management

Source: Demographics & Enrollment Planning Department; projection as of October 2019

# Summary of Impact

## The impact of COVID-19 varies across initiatives.

| | Critical Needs Drive Greater Urgency | Fundamental Shift in Emphasis | Possible Delay in Technology Investment | Short-term Delays due to Social Distancing & Work Adaptations | **Impact on:** | | |
|---|---|---|---|---|---|---|---|
| | | | | | Scope | Resourcing | Timeline |
| Achievement & Equity | ✓ | | | | 🔴 | 🔴 | 🔴 |
| College, Career, & Life Readiness (PreK-Adult) | ✓ | | | | 🔴 | 🔴 | 🔴 |
| Personalized Pathways | ✓ | | | | 🟡 | 🟢 | 🟡 |
| Enrollment Optimization | ✓ | | | | 🟡 | 🟡 | 🟡 |
| Student, Employee, & Supplier Diversity | | | | ✓ | 🟢 | 🟢 | 🟡 |
| Prevention, Intervention, & Assistance | ✓ | | | | 🔴 | 🟡 | 🟢 |
| Social Emotional Learning | ✓ | | | | 🟡 | 🟡 | 🟢 |
| Employee Retention & Recruitment | | ✓ | | ✓ | 🟡 | 🟢 | 🟡 |
| Professional Learning for All | | ✓ | ✓ | | 🟢 | 🟡 | 🟢 |
| Organizational Structure & Aligned Funding | | ✓ | | | 🔴 | 🔴 | 🔴 |
| Tool Development, Implementation, & Use | ✓ | | ✓ | | 🔴 | 🔴 | 🔴 |
| Data Governance | ✓ | | ✓ | | 🟡 | 🟡 | 🟡 |
| Operational & Process Improvement | | | | ✓ | 🟡 | 🟢 | 🟡 |
| Facilities & Asset Management | | ✓ | | | 🔴 | 🟡 | 🔴 |
| Safety, Security, & Risk Mitigation | ✓ | | | | 🟡 | 🟡 | 🟡 |
| Public Relations, Partnerships, & Legislation | ✓ | | | ✓ | 🟡 | 🟢 | 🟢 |
| Internal Communications | ✓ | | | | 🟡 | 🟡 | 🔴 |
| Marketing | | | | ✓ | 🟡 | 🟢 | 🟢 |
| Customer Service | | ✓ | | | 🟢 | 🟢 | 🟢 |

🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

# Impact on Student Experience Campaign

| Initiative | Impact | | | Comments |
|---|---|---|---|---|
| | Scope | Resources | Timeline | |
| **Achievement & Equity** | 🔴 | 🔴 | 🔴 | ▪ Impact on achievement gap, with added focus on critical needs around FRL, ESE, ELL, and SWD students. |
| **College, Career, & Life Readiness (PreK-Adult)** | 🔴 | 🔴 | 🔴 | ▪ Critical needs to address: instructional quality with distance learning, address potential learning "slide", impact of cancellation of standardized testing; challenges on how to continue to provide the rigor and supports necessary to ensure students are college, career, and life-ready. |
| **Personalized Pathways** | 🟡 | 🟢 | 🟡 | ▪ Impact on ability to personalize student experience in a digital environment; challenges on how to continue to provide college and career prep experiences |
| **Enrollment Optimization** | 🟡 | 🟡 | 🟡 | ▪ Facing threats of market share loss to competition, virtual learning, etc. |

🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

# Impact on Support Services for All Campaign

| Initiative | Impact | | | Comments |
|---|---|---|---|---|
| | Scope | Resources | Timeline | |
| **Student, Employee, & Supplier Diversity** | 🟢 | 🟢 | 🟡 | ▪ Impacts of social isolation, cancellation of key activities and events, hiring freeze, spending freeze, looming budget cuts. |
| **Prevention, Intervention, & Assistance** | 🔴 | 🟡 | 🟢 | ▪ Urgent short-term needs around coordinated student health services; protocols for reopening; how to fill shortage of nurses; families facing loss of jobs and income; families dealing with grief, illness, and caring for loved ones; students and staff coping with social isolation, loss of in-person supports, senior events, and extra-curricular activities. |
| **Social-Emotional Learning** | 🟡 | 🟡 | 🟢 | ▪ Effects on student well-being; potential investments in curriculum uncertain; impact of social isolation on students and staff; effects on MSD class of 2021, and others. |

🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

# Impact on Retain, Develop, & Recruit Campaign

| Initiative | Impact | | | Comments |
|---|---|---|---|---|
| | Scope | Resources | Timeline | |
| **Employee Retention & Recruitment** | 🟡 | 🟢 | 🟡 | ▪ While we continue to recruit for a limited number of key positions, the overall hiring freeze and looming budget cuts will inhibit work in this area; skill sets in use of digital platforms for collaboration and learning may be more highly sought after |
| **Professional Learning for All** | 🟢 | 🟡 | 🟢 | ▪ Investment in analytics module uncertain; Union-requested hold on PL; need for rapid deployment of PD around digital platforms for remote learning and remote working |
| **Organizational Structure & Aligned Funding** | 🔴 | 🔴 | 🔴 | ▪ Significant impact of the crisis on hiring, spending, and budget (~25% decrease anticipated); new organization structure and staffing models may be needed |

🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

# Impact on Our Data, Our Tools Campaign

| Initiative | Impact | | | Comments |
|---|---|---|---|---|
| | Scope | Resources | Timeline | |
| **Tool Development, Implementation, & Use** | 🔴 | 🔴 | 🔴 | ▪ Accelerated transition to and adoption of digital platforms and interoperability; increased need for data visualizations and forecasting models |
| **Data Governance** | 🟡 | 🟡 | 🟡 | ▪ Increased demands on new technology platforms and rapid transition to digital processes demands an acceleration of development of sounds data governance principles and policies |

🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

# Impact on Refresh, Redesign, & Reduce Risk Campaign

| Initiative | Impact | | | Comments |
|---|---|---|---|---|
| | Scope | Resources | Timeline | |
| **Operational & Process Improvement** | 🟡 | 🟢 | 🟡 | ▪ The new normal and looming budget cuts demand innovative ways to streamline processes and cut costs through process improvement |
| **Facilities & Asset Management** | 🔴 | 🟡 | 🔴 | ▪ Facilities closures and social distancing limits work in this arena; reduces need for space during this time; adds demand for new and expanded site sanitation procedures |
| **Safety, Security, & Risk Mitigation** | 🟡 | 🟡 | 🟡 | ▪ The closure of facilities inhibits some of the work being done in the arena; however, new procedures for ensuring health safety, and mitigating risk to staff and community (such as through food and device distribution programs) have had to be quickly developed and implemented; strategy for future school re-openings also hinges on work in this Initiative, aligning directly up to ensuring a Safe & Supportive Environment for all, i.e. potential broad-based testing and contact tracing; redefining 'clean' schools; investment in PPE and new cleaning supplies and equipment |

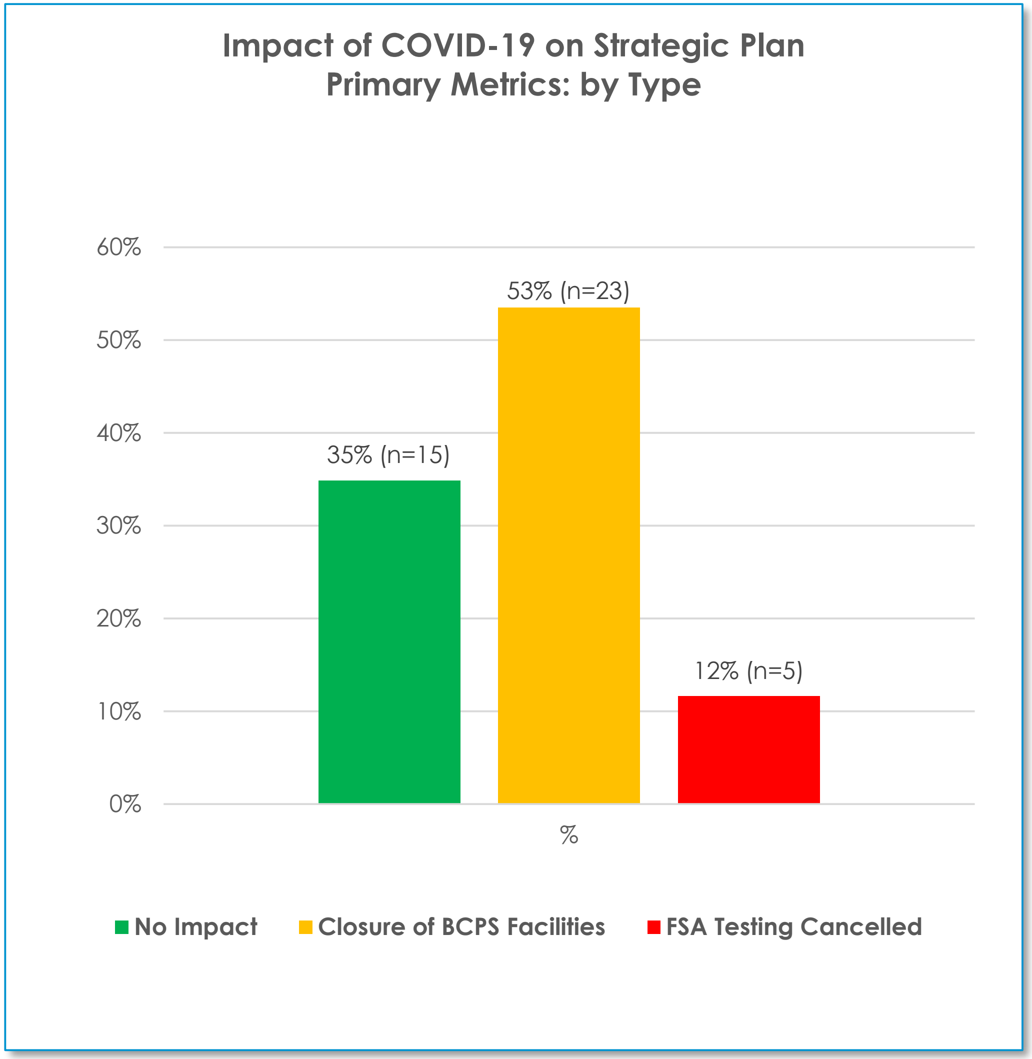
🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

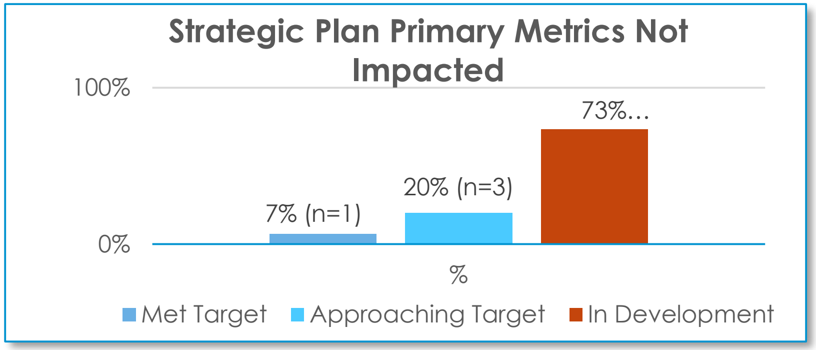
# Impact on Let’s Connect Campaign

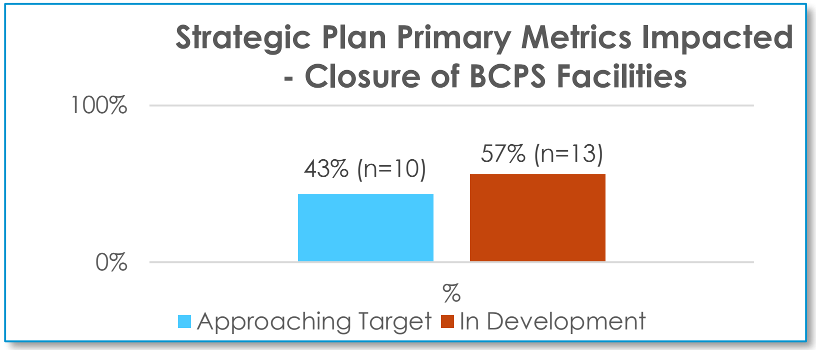
| Initiative | Impact | | | Comments |
|---|---|---|---|---|
| | Scope | Resources | Timeline | |
| **Public Relations, Partnerships, & Legislation** | 🟡 | 🟢 | 🟢 | ▪ Increased need for community partnerships, such as for food distribution, health-related needs, digital devices, etc.; impact of CDC guidelines, government requirements and definitions around social distancing and essential businesses; increased frequency of stakeholder updates on impacts to our business, our students, and our community |
| **Internal Communications** | 🟡 | 🟡 | 🔴 | ▪ Impact to timeline is high in the positive direction; i.e. rapid adoption of Teams for internal collaboration |
| **Marketing** | 🟡 | 🟢 | 🟢 | ▪ Quick development of messaging across multiple channels needed to provide clear and timely updates to stakeholders in a rapidly evolving crisis; greater reliance on digital platforms for communication; Learning Never Closes campaign launch; scaled up use of Teams, ParentLink, social media, BECON, etc. |
| **Customer Service** | 🟢 | 🟢 | 🟢 | ▪ Work is ongoing in this area, but with continued push toward common metrics, tools, and best practices in survey design and assessment |

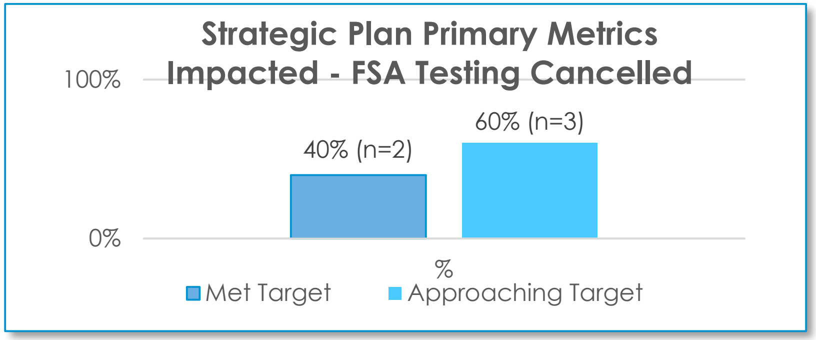
🔴 = High Impact 🟡 = Medium impact 🟢 = Low impact

# Impact on 2024 Strategic Plan Metrics by Type of Effect
## (Closure of BCPS Facilities or Cancellation of FSA Testing for Spring)

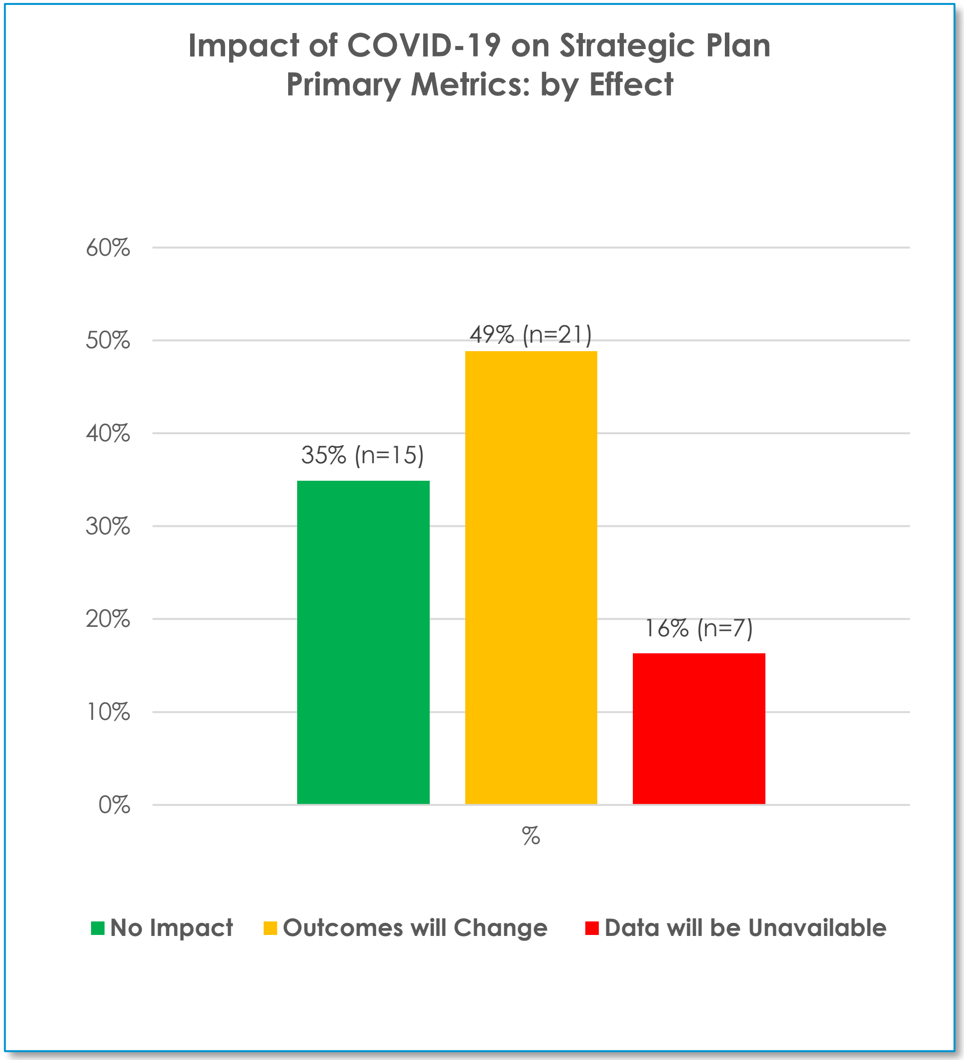

Impact of COVID-19 on Strategic Plan Primary Metrics: by Type

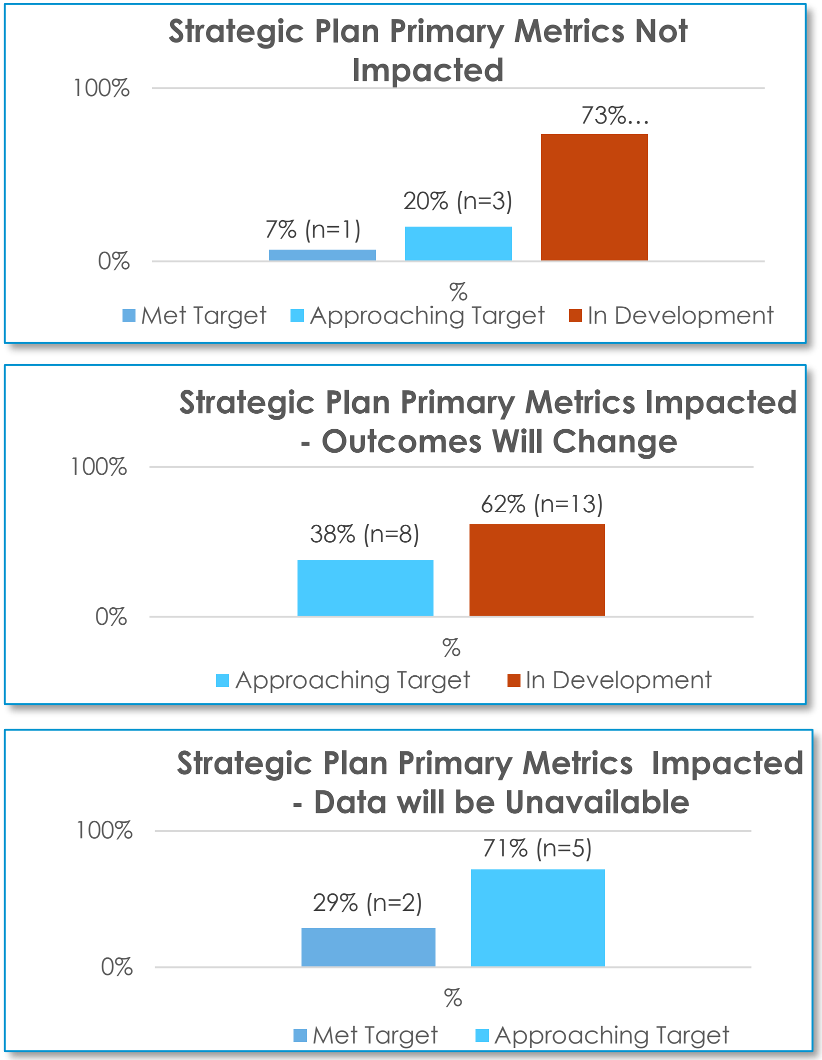

Strategic Plan Primary Metrics Not Impacted


Strategic Plan Primary Metrics Impacted - Closure of BCPS Facilities


Strategic Plan Primary Metrics Impacted - FSA Testing Cancelled

# Impact on 2024 Strategic Plan Metrics by Effect
## (Change in Outcome or Availability of Data)





# Crisis-Related Work Streams Aligned to Strategic Plan Goals

**BCPS's response to the COVID-19 pandemic has had several positive impacts on priorities and areas of work aligned to 2024 Strategic Plan goals.**

| Strategic Plan Goal | Crisis-Related Work Streams |
|---|---|
| **High-Quality Instruction** | Expanded use of curriculum & instruction (Canvas) / differentiated instruction / various modes of engagement |
| | Expansion of personalized resources (Clever) - multifaceted communication and applications |
| | ECE / ESE support - specialized support, additional resources, placement guidance |
| | ESOL / ELL support - Imagine Language & Literacy and Imagine Math |
| | Extracurricular learning and hands-on experiences - Museum of Discovery, STEM, Chess4Life |
| **Safe & Supportive Environment** | Technology platform / distribution - availability and access for students, families, staff |
| | Meal distribution |
| | Student attendance / engagement - monitoring and outreach |
| | SEL, mindfulness, & mental health support - RethinkEd / EAP resources |
| | Work day flexibility and guidance for staff |
| | Virtual graduation - continuity of ceremonies |
| | Flexible grant-funded supports |
| **Effective Communication** | Global Announcements for schools (Canvas, ParentLink, social media) |
| | Contingency Management Planning Guide - information and guidance |
| | Increased use of collaborative tools (MS Office 365, Teams, & Yammer) |
| | Communication Ambassadors – calibrating best practices District-wide |
| | Virtual Call Center initiative - single-source tech support |

# Conclusions & Next Steps

# Broward's 2024 Strategic Plan is a flexible, dynamic, living document to guide the District, designed to adapt to change.

- Unlike the demand shocks experienced by other industries, **public education is a right**; demand for public education continues unabated.
- **Many unknowns persist**, but it is clear that COVID-19 related immediate response actions across BCPS will delay implementation of the Strategic Plan in the short-term.
- We anticipate cuts in State funding. We must **vigilantly watch for triggers**, such as changes in the rate of spread, the development of new therapies, credit defaults, etc., that will shape the depth and duration of the disruption.
- Anticipated funding cuts require that we **revisit planning assumptions**, especially for those Initiatives where investment needs are high, where implementation is likely to extend beyond the 2024 planning horizon.
- Providing a high-quality education to all students is our mission. COVID-19 exacerbates some of our greatest challenges, (e.g., the achievement gap, student engagement). To respond effectively, we must ensure that **resources are aligned** appropriately.
- Public education is a *people* business. Amid heightened challenges, the need for the **optimal allocation of human capital** becomes a critical success factor.

# Next Steps: BCPS is addressing many complex topics associated with when and how to re-open schools responsibly.

Coordinated Student Health Services
**New Screening Protocols**

New State Standards
**Implementation Timelines**

Marjory Stoneman Douglas HS
**Special Outreach to Class of 2021**

Distance Learning
**Quality of Experience & Student Progress**

New Adoptions:
**Instructional Materials**

Differential Impact & Equity
**Vulnerable Students (FRL, ESE, ELL, SWD[1])**

Testing & Inventory Considerations
**Collection & Re-imaging of Laptops**

Career & Technical Education
**Industry Certifications**

Enrollment Forecast
**Impact on Market Share**

Canvas Courses
**Specials, Athletics, Clubs**

**Updates to the Board are planned for June/Aug**

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[1] FRL=Free or Reduced Lunch; ESE = Exceptional Student Education; ELL = English Language Learners; SWD = Students with Disabilities.

# Appendix

# Rubric for Estimating Resourcing Impact

(applied across all tactics, with a total score range of 0 to 15)

| Resourcing Attributes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Systemic Reach** | | **People** | | **Processes** | | **Platforms** | | **Scope** | |
| Description | Score | Description | Score | Description | Score | Description | Score | Description | Score |
| Reaches 3 Divisions or Less | 0 | Existing Staff, Current Roles | 0 | Current Processes Sufficient | 0 | Existing Technology Suffices | 0 | Impacts no more than 2 Domains* | 0 |
| Reaches 4 to 6 Divisions | 1 | Existing Staff, Extension of Roles | 1 | Requires Incremental Change to Current Process | 1 | May Require Existing Technology to be used in New Ways | 1 | Impacts 3 Domains* | 1 |
| Reaches 7 to 9 Divisions | 2 | Significant Extension of Roles; Trade-offs needed | 2 | Requires Significant Change to Current Process | 2 | Requires Extension to Existing Technology | 2 | Impacts 4 Domains* | 2 |
| Reaches 10 Divisions or More | 3 | Investment in New Staff / Skill-Sets Required | 3 | New Process / Process Re-design Required | 3 | Requires Introduction of New Technology | 3 | Impacts more than 4 Domains* | 3 |

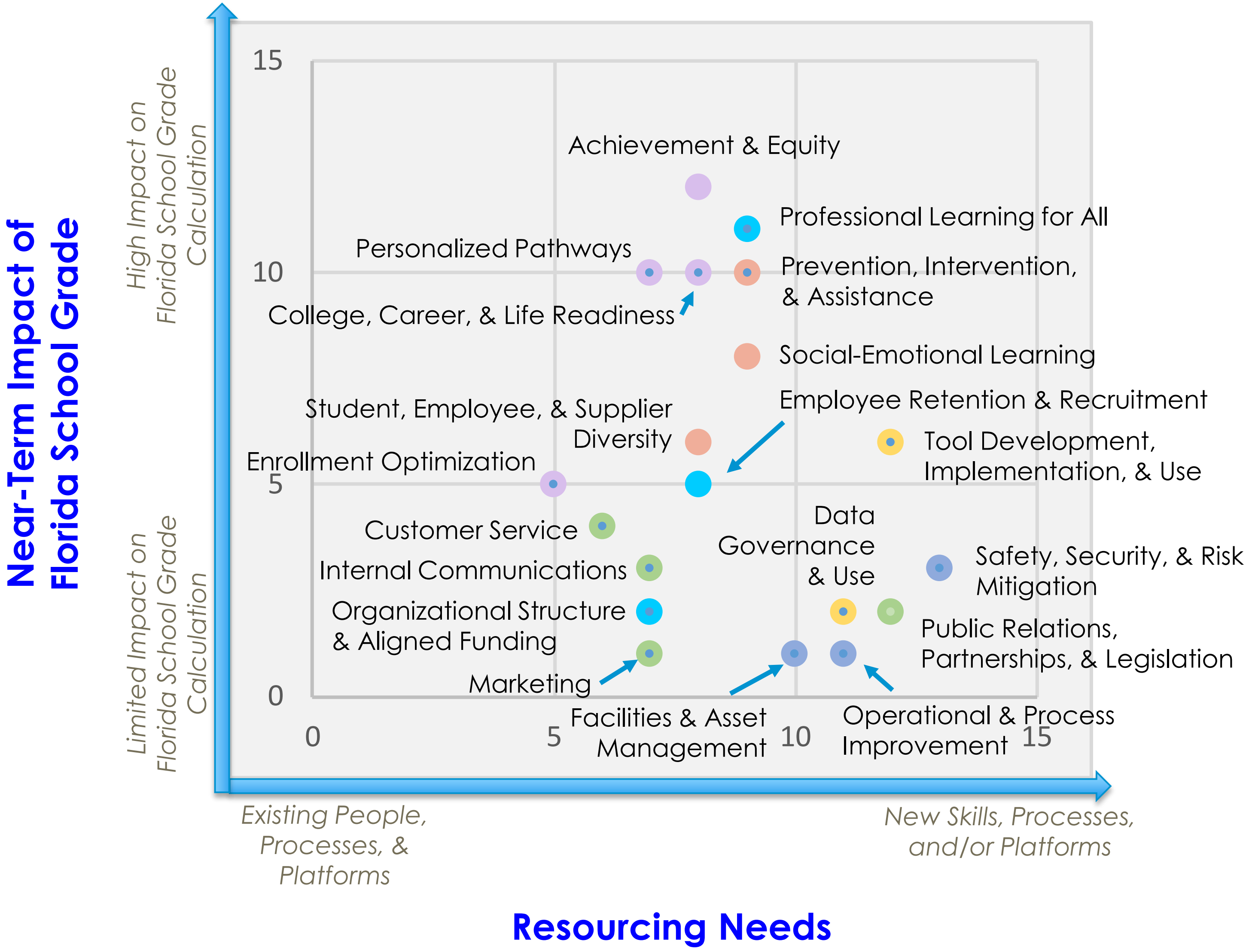
*Domains: Policy, Professional Learning, Curriculum/Content, Community/Partnerships, Procurement, Communications

# Tactics Most Likely to Require Investment in People, Processes, and/or Platforms (Score ≥ 11)

| Campaign | Initiative | Key Tactics | Resourcing Impact Score |
|---|---|---|---|
| Refresh, Redesign, & Reduce Risk | Safety, Security, & Risk Mitigation | Build a set of processes & the culture necessary to identify, codify, & mitigate risks in a continuous cycle. | 13 |
| | | Build a professional safety, security, and emergency preparedness division. | 12 |
| | | Ensure seamless coordination of preparation & response between agencies. | 12 |
| Our Data, Our Tools | Tool Development, Implementation, & Use | Provide a new Student Information System built on the latest technologies that will support State reporting requirements & facilitate District decision-making & student progress monitoring. | 12 |
| Let's Connect | Public Relations, Partnerships, & Legislation | Identify all available external communication channels & create a process to ensure consistent image, branding, & voice of the District across multiple communication channels. | 12 |
| Our Data, Our Tools | Data Governance & Use | Identify & house all key District data w/i a central data repository (data warehouse), & identify all relevant data elements w/i a comprehensive data dictionary that includes common, standard definitions & coding schemes. | 11 |
| Refresh, Redesign, & Reduce Risk | Operational & Process Improvement | Redesign District-wide processes such as payroll, inventory management, field trips, travel, etc. | 11 |

# Resourcing

Analysis completed by SIM in September, 2019.



# Crisis-Related Work Streams Aligned to Strategic Plan Goals

| Strategic Plan Goal | Crisis-Related Work Streams |
|---|---|
| **High-Quality Instruction** | Canvas – expanded use / differentiated instruction / various teaching & learning modes |
| | Clever – multifaceted communications and applications for student engagement |
| | ECE / ESE support – specialized support, additional resources, placement guidance |
| | ESOL / ELL support – Imagine Language & Literacy and Imagine Math |
| | Applied learning and hands-on experiences – Museum of Discovery, STEM, Chess4Life |
| **Safe & Supportive Environment** | Technology distribution / access – availability and equity for students, families, staff |
| | Meal distribution – innovative partnership and delivery model |
| | Student attendance / engagement – monitoring and outreach |
| | SEL, mindfulness, & mental health support – RethinkEd / EAP resources |
| | Work day flexibility and guidance for staff |
| | Virtual graduation – continuity of ceremonies |
| | Flexible grant-funded supports |
| **Effective Communication** | Canvas – Global Announcements for schools |
| | Contingency Management Planning Guide – information and guidance |
| | MS Teams & Yammer – use and collaboration |
| | Communication Ambassadors – training and communication |
| | Virtual Call Center initiative – single-source tech support |
| | Coronavirus website – special information and updates |

*Note on*
**Positive Impact**
Some existing work streams have been accelerated

*Example:*

**Closures provide an expanded window for SMART projects, such as Roofing, Media Centers, & Mechanical change-outs normally constrained to Summer.**

# Crisis-Related Work: High-Quality Instruction

| Crisis-related workstream | Quantitative Metric | Qualitative Metric |
|---|---|---|
| **Canvas – Teaching & Learning** | • Day 1: 162k students, 18k staff logged on<br>• Week 1: 220k students participated, 15k teachers published<br>• Week 2: 98% of instructional staff published lessons / delivered services online (pre-crisis was 31%)<br>• At least 12k additional teachers were trained and came online with Canvas in first three weeks | • Multiple modes of teaching & learning / differentiated instruction - video chat, small groups, one-on-ones, live discussion boards, audio chats / phone calls<br>• LaunchPad applications: Minecraft for Education, learn ArcGIG online, etc. |
| **Clever – Student Engagement** | • ~70 applications published and in use<br>• Week 3: 97% of students with single sign-on (77% in Wk 1) | • Various application types for student engagement, extracurriculars, communications |
| **ECE / ESE support** | | • Specialized support and additional instructional resources for special program teachers to assist students with complex disabilities<br>• Options and flexible guidance provided for reading intervention support / scheduling related to SY20-21 provisional placements |
| **ESOL / ELL support** | • 15 languages supported with Imagine Language & Literacy<br>• 6 languages supported with Imagine Math | • Additional opportunities for live, first-language support with language acquisition and literacy skills for all ELL students PreK-6<br>• Supplemental math instruction with first-language audio support for grades 3-12 |
| **Extracurricular / applied and hands-on learning** | • 3 Chess4Life free online classes / Zoom tutorials<br>• 8 weekly interactive sessions for ECE students and educators with the Museum of Discovery | • 4/24: First ever online BCPS chess tournament for all grades<br>• Museum of Discovery and Science courses in Canvas with weekly challenges and prizes for students PreK-12<br>• Calendar of online activities and at-home environmentally conscious STEM activities (Earth Day 50th anniversary) |

# Crisis-Related Work: Safe & Supportive Environment

| Crisis-related workstream | Quantitative Metric | Qualitative Metric |
|---|---|---|
| **Technology distribution / access** | • 3/20: >64k computer devices distributed to prepare for resumption of learning on 3/30<br>• 4/20: 90k laptops distributed to students, 3k to staff (~50% of inventory)<br>• 9.6 days to spin-up distribution and remote learning model | • VPN access expanded, additional steps and approval required for access removed; best practices and help guides provided to streamline access and improve bandwidth performance<br>• Free 60 day internet access for students and families; discounted monthly rate for economically impacted families |
| **Meal distribution** | • Week 2: 51 feeding sites up and running, 130k meals served<br>• 90k increase in number of meals served from Wk 1 to Wk 2 | • Food & Nutrition Services and Transportation formed a synergistic partnership to design and scale-up an efficient, adaptable, and safe delivery model for neighborhood families and frontline staff |
| **Student attendance / engagement** | • Week 3: At least 98% of students engaged in online learning, average daily attendance / engagement at 88% | • Daily reporting, monitoring, and outreach by school staff to parents of students with little to no engagement<br>• Publicly launched student engagement / login database and dashboard – school and district-levels |
| **SEL, mindfulness, & mental health support** | | • Website updates / live support with Mental Health resources via BCPS Hotline<br>• EAP information, resources, and tips on self-care<br>• Microsoft Teams used as secure HIPAA / FERPA compliant application<br>• Live mindfulness and connectedness sessions for students, families, and staff<br>• LaunchPad applications: RethinkEd made accessible to all staff and parents since 4/13 |

# Crisis-Related Work: Safe & Supportive Environment

| Crisis-related workstream | Quantitative Metric | Qualitative Metric |
|---|---|---|
| **Work day flexibility** | • 3 hr minimum requirement for direct student / teacher engagement<br>• 4.5 hr remainder of contractual work day to be determined by staff member's professional judgement | • Guidance embodies flexibility and supports professional discretion, advocates for a spirit of encouragement and improvement in meeting contractual hours<br>• Allows staff to accommodate their hours based upon at-home circumstances |
| **Virtual graduation** | • 6 media channels, including public, network, and online outlets, providing hour-long programming for BEACON "Graduation Channel" broadcasts | • Graduation ceremonies utilizing technology to make the experience virtual yet memorable: personal video clips, school graduation videos, and live streaming with chat via YouTube<br>• Incorporating senior student feedback in decision-making process and planning for content of ceremonial activities |
| **Grant-funded support** | • ~$65k raised for remote offices and remote learning<br>• 188 teachers provided with ~$400 each | • BEF reallocated classroom grant money to order supplies for remote offices and remote learning |

# Crisis-Related Work: Effective Communication

| Crisis-related workstream | Quantitative Metric | Qualitative Metric |
|---|---|---|
| **Canvas - Communication** | | • Global Announcements to keep schools, staff, and students connected and informed<br>• Daily video announcement platform for: Pledge of Allegiance, mindfulness messages, humor, encouragement, etc. |
| **Contingency Management Planning Guide** | | • Developed guidance for Novel Coronavirus Pandemic providing schools / departments support for planning, protection, and communication<br>• Live Coordinated Student Health Services hotline |
| **MS Teams & Yammer** | • Pre-crisis: ~1k MS Teams licenses<br>• Current: ~19k MS Teams licenses | • Yammer & MS Teams allowing teachers and staff to attend meetings remotely, collaborate directly, and solve problems collectively |
| **Communication Ambassadors** | | • Communications Ambassadors being trained in conjunction with School Volunteer Liaisons to distribute communications to stakeholders |
| **Virtual Call Center initiative** | | • Microcomputer Technical Specialists being trained as single source of support for staff, students, and parents with remote teaching and learning needs |
| **Coronavirus website** | • 3 full text translations – Spanish, Haitian Creole, Portuguese | • Special information, links, updates, and announcements made in real-time and linked directly from BCPS main page |

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