



COVID-19 EDUCATIONAL AND ECONOMIC RECOVERY PLAN

APRIL 16, 2020



EDUCATIONAL
RESULTS
PARTNERSHIP

The rapid proliferation of the COVID-19 epidemic across the nation has resulted in an unprecedented crisis with immediate repercussions spanning social, economic, demographic and geographic boundaries. Efforts to contain spread of the disease have led to widespread school closures, social anxiety, and uncertainty over how the economy and labor market will perform during the next several months or even years. Educational and economic productivity has essentially been frozen for the foreseeable future. While government, scientific and community leaders work to quickly address the immediate risks posed by the continued spread of COVID-19, a comprehensive and thoughtful approach is required to ensure that educational and economic recovery occurs soon and as quickly as possible.

If not mitigated, the educational and economic disruption caused by this pandemic will lead to lasting academic and life setbacks for current students and those entering the workforce.

Educational Results Partnership (ERP), in consultation with some of the nation's top educators and economic advisors, is driving the discussion on promoting viable scenario-based and data-informed strategies for economic and educational recovery from COVID-19. These strategies are focused on key linkage points in the education to workforce continuum to spur the proactive development of policies and programs that will facilitate and expedite workforce and economic recovery at a regional level, while supporting millions of students at risk of long-term downstream educational and life impacts.

ERP's scenario-based approach looks at potential solutions to four possible COVID-19 scenarios—quick recovery (0-6 months), moderate/conservative recovery (6-12 months), prolonged duration/pessimistic recovery (> 12 months) and recovery in cycles (unpredictable). **This plan addresses three main issues:**

Policy, Education and Economic Leaders Should Use Data-informed Scenario Planning to Build Effective and Bold COVID-19 Recovery Strategies.

- Unprecedented and uncertain times require bold and well-planned solutions like those that pulled the nation out of the 1929-39 Great Depression, World War II and the Great Recession.
- Scenario-based planning is a time-tested process to develop strategies when the future is uncertain.
- Using existing data is critical to identifying valid and viable strategies.
- Economists are still trying to understand the impacts of COVID-19 and the shape of recovery; we look at 4 possible scenarios.
- Education is a key driver of economic growth and recovery.
- In the context of the education to workforce pipeline, three key linkage points should be our focus areas: 1) K-12, 2) 12th grade to postsecondary and, 3) transition to workforce.
- The neediest and most economically at risk will feel the impacts hardest and will have the most difficult time recovering.
- For each focus area, creative and innovative solutions are required based on the context of the scenarios being considered.

**Post COVID-19 Grade-level Promotion in K-12 Will Worsen the Achievement Gap.
Bold Ideas May Have the Opposite Effect.**

- Prior to COVID 19 there was already a significant achievement gap between students in various economic and demographic groups. This crisis will only worsen the disparities.
- Absenteeism has a catastrophic effect on academic and life outcomes.
- Despite their best efforts, current ad hoc distance learning plans being developed by teachers and administrators cannot compete with classroom instruction on efficacy.
- Many/most students are not showing up for distance learning.
- Students will be unprepared for promotion to the next year, and grade level readiness matters. The importance of reading by 3rd grade is an example.
- A formal strategy for employing ongoing formative measures to evaluate the impact and recovery from COVID-19 on educational achievement is critical.
- A menu of options for recovery, including the possibility that school districts should repeat the prior school year once American schools return, should be explored. Repeating the school year could actually lead to achievement gap closure because students will have effectively received a “head start”.

**To Accelerate Economic Recovery and Protect COVID-19 Graduates, Education
Needs More Innovative Workforce-Aligned Programs.**

- Students entering the workforce are stumbling into a job market that isn't ready for them.
- The most recent prior economic crisis—the Great Recession—had lasting, life-long economic impacts on the millennial generation entering the workforce at the time. For example, as of 2018, wealth in 2016 of the median family headed by someone born in the 1980s remained 34 percent below the level we predicted based on the experience of earlier generations at the same age.
- There is a need and opportunity to develop innovative, workforce-aligned badge programs that delay entry into the job market or help retrain displaced workers to better prepare them for the jobs that are in demand. The badge program would utilize a blended online approach with one year of “skills-based” training, along with two years of regular Associates degree curriculum.
- An innovative workforce-aligned program could improve K-12 to post-secondary matriculation by starting in the 12th grade, effectively bridging the gap while improving the academic value of the 12th grade.

SCENARIO-BASED AND DATA-INFORMED STRATEGIES AND OPTIONS FOR EDUCATIONAL AND ECONOMIC RECOVERY FROM COVID-19



SCENARIO 1: Expedient/Optimistic Recovery (0-6 months)

Under this scenario, COVID-19 health risks are reduced quickly. The associated educational impacts are mitigated quick as restrictive containment efforts are relaxed. Before the end of 2020, traditional teacher-led classroom instruction resumes with students returning to school potentially under a new logistical and spacing model. Economic recovery begins as employees return to work.

	FOCUS AREA 1 K-12 Education	FOCUS AREA 2 12th Grade Transition to Postsecondary	FOCUS AREA 3 Transitions to Workforce
Problems	<ol style="list-style-type: none"> 3 or more months of lost learning and absenteeism. Exacerbation of existing achievement gaps, particularly among disadvantaged populations. Students moving on to next year not on grade level. Students suffering from competency deficiencies resulting from reduced efficacy of distance learning vs. in-classroom teaching. Inequitable implementation of ad-hoc distance learning across districts, schools and classes. Potential challenges of implementing new spacing requirements and staggered classes. 	<ol style="list-style-type: none"> Incoming students entering postsecondary education less prepared or unprepared for higher education. Current postsecondary students falling behind courses or completing courses with subpar instructional rigor and/or competency deficiencies. 	<ol style="list-style-type: none"> Fewer jobs available due to economic recession. Experience/skills gap for new and recent high school and college graduates. Economic distress for workers unable to find employment. Greatest impact is to most at-risk employees. Lower wage growth.
Potential Solutions	<ol style="list-style-type: none"> Expanded Learning Options - Adding instructional time at the end of school day and/or extending the school year to execute targeted interventions for students who need to recover lost learning (programs could be run after school, weekends, summers, etc.). Blended Model Options - Making more P-Tech model (Grades 9-14) programs or other undergrad/higher-ed blended models available to students. Diagnostic Testing/Assessments - Employ ongoing valid and reliable measures to evaluate progress and efficacy of academic recovery. Full Instructional Reset Option - All students repeat the entire 2019-20 school year when regular in-class instruction can resume. Seniors already matriculating into higher education or the military could opt out. 	<ol style="list-style-type: none"> 3-Year Blended Pathway Option - Retain 12th graders and provide access to a 3-year blended Associates program (2 years in classroom instruction, 1 year online). The 3rd year of online instruction would be concentrated on alignment of education plans to skills-based development based on regional economic needs. 12th graders already scheduled to matriculate into 4-year college program, or the military may opt out. 	<ol style="list-style-type: none"> 3-Year Associates + Badge Option - Offering 12th graders the option of a 3-year skills-focused Associates Degree PLUS program at local community colleges. After one year of skills-related online training, students will receive a badge aligned with regional job demands. The other two years of the program would provide regular associates degree curriculum.

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SCENARIO 2: Moderate/Conservative Recovery (6-12 months)

Under this scenario, COVID-19 health risks are reduced slowly, access to traditional classroom instruction is not restored until after the start of 2021, and economic disruption exists for a longer duration.

	FOCUS AREA 1 K-12 Education	FOCUS AREA 2 12th Grade Transition to Postsecondary	FOCUS AREA 3 Transitions to Workforce
Problems	<ol style="list-style-type: none"> 1. Up to a year of lost learning and many students suffering the consequences of extreme absenteeism. 2. Extreme widening of achievement gaps across disadvantaged student populations. 3. Students falling behind by several grade levels. 4. Students suffering from competency deficiencies resulting from reduced efficacy of distance learning vs. in-classroom teaching. 5. Inequitable implementation of ad-hoc distance learning across districts, schools and classes. 	<ol style="list-style-type: none"> 1. Incoming students entering postsecondary education less prepared or unprepared. 2. Current postsecondary students fall behind courses or complete courses with subpar instructional rigor. 	<ol style="list-style-type: none"> 1. Adult workers whose skills are obsolete in the post-COVID world, are now permanently displaced. 2. Fewer jobs available due to economic recession. 3. Experience/skills gap for new and recent high school and college graduates. 4. Economic distress for workers unable to find employment. 5. Lower wage growth.
Potential Solutions	<ol style="list-style-type: none"> 1. Expanded Learning Summer Remediation Option - Targeted summer intervention programs focused on grade level readiness. 2. Expanded Learning Options - Adding instructional time at the end of school day and/or extending the school year to execute targeted interventions for students who need to recover lost learning (programs could be run after school, weekends, summers, etc.). 3. Blended Model Options - Making more P-Tech model (Grades 9-14) programs or other undergrad/higher-ed blended models available to students. 4. Diagnostic Testing/Assessments - Employ ongoing valid and reliable measures to evaluate progress and efficacy of academic recovery. 5. Partial Instructional Reset Option - All students resume the 2019-20 school year from where they left off. 	<ol style="list-style-type: none"> 1. 3-Year Blended Pathway Option - Retain 12th graders and provide access to a 3-year blended Associates program (2 years in classroom instruction, 1 year online). The 3rd year of online instruction would be concentrated on alignment of education plans to skills-based development based on regional economic needs. 12th graders already scheduled to matriculate into 4-year college program, or the military may opt out. 	<ol style="list-style-type: none"> 1. 3-Year Associates + Badge Option - Offering 12th graders the option of a 3-year skills-focused Associates Degree PLUS program at local community colleges. After one year of skills-related online training, students will receive a badge aligned with regional job demands. The other two years of the program would provide regular associates degree curriculum. 2. Badge Options for Current Community College Students - Existing community college students may augment their existing course of study to include these new badge option programs.

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SCENARIO 3: Prolonged Duration/Pessimistic Recovery (> 12 months)

Under this scenario, COVID months) -19 health risks continue for a prolonged or indefinite period. No short-term mitigation to health risks impacting the economy and access to instruction. No projected return to traditional classroom instruction and prolonged period of significant unemployment and economic impact.

	FOCUS AREA 1 K-12 Education	FOCUS AREA 2 12th Grade Transition to Postsecondary	FOCUS AREA 3 Transitions to Workforce
Problems	<ol style="list-style-type: none"> 1. Potentially over a year of lost learning and many students suffering the consequences of extreme absenteeism. 2. Extreme widening of achievement gaps across disadvantaged student populations. 3. Students falling behind by several grade levels. 4. The reduced efficacy of distance learning vs. in-classroom instruction. 5. Inequitable implementation of ad-hoc distance learning across districts, schools and classes. 	<ol style="list-style-type: none"> 1. Incoming students entering postsecondary education less prepared or unprepared. 2. Current postsecondary students fall behind courses or complete courses with subpar instructional rigor. 	<ol style="list-style-type: none"> 1. Adult workers whose skills are obsolete in the post-COVID world, are now permanently displaced. 2. Fewer jobs available due to economic recession. 3. Experience/skills gap for new and recent high school and college graduates. 4. Economic distress for workers unable to find employment 5. Lower wage growth.
Potential Solutions	<ol style="list-style-type: none"> 1. Targeted and systematic distance learning option - Instruction could be transitioned to a targeted and systematic, rigorous, academic content standards-aligned and equitable distance learning model. 2. Summer Strategic Intervention Option - Targeted summer intervention programs focused on grade level readiness. 3. Expanded Learning Options - Adding instructional time at the end of school day and/or extending the school year to execute targeted interventions for students who need to recover lost learning (programs could be after school, weekends, summers). 4. Blended Model Options - Making more P-Tech model (Grades 9-14) programs or other undergrad/higher-ed blended models available to students. 5. Diagnostic Testing/Assessments - Employ ongoing valid and reliable measures to evaluate progress and efficacy of academic recovery. 	<ol style="list-style-type: none"> 1. 3-Year Blended Pathway Option - Retain 12th graders and provide access to a 3-year blended Associates program (2 years in classroom instruction, 1 year online). The 3rd year of online instruction would be concentrated on alignment of education plans to skills-based development based on regional economic needs. 12th graders already scheduled to matriculate into 4-year college program, or the military may opt out. 	<ol style="list-style-type: none"> 1. 3-Year Associates + Badge Option - Offering 12th graders the option of a 3-year skills-focused Associates Degree PLUS program at local community colleges. After one year of skills-related online training, students will receive a badge aligned with regional job demands. The other two years of the program would provide regular associates degree curriculum. 2. Badge Options for Current Community College Students - Existing community college students may augment their existing course of study to include these new badge option programs.

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SCENARIO 4: Recovery in Cycles

Health risks impacting the economy and access to instruction occur in multiple cycles requiring multiple mitigation efforts differentiated by regional context. Cycles may be unpredictable. The social impact would be severe.

	FOCUS AREA 1 K-12 Education	FOCUS AREA 2 12th Grade Transition to Postsecondary	FOCUS AREA 3 Transitions to Workforce
Problems	<ol style="list-style-type: none"> 1. Unpredictable teaching and learning environments will result in significant disruption to routine learning patterns. The lack of a regular routine will cause students with disabilities, special needs and at-risk youth to fall significantly behind grade level. 2. Extreme absenteeism and drastic learning loss. 3. Extreme widening of achievement gaps across disadvantaged student populations. 4. Students falling behind by several grade levels. 5. The reduced efficacy of distance learning vs. in-classroom instruction. 6. Inequitable implementation of ad-hoc distance learning across districts, schools and classes. 	<ol style="list-style-type: none"> 1. Incoming students entering postsecondary education less prepared or unprepared. 2. Current postsecondary students fall behind courses or complete courses with subpar instructional rigor. 	<ol style="list-style-type: none"> 1. Fewer jobs available due to economic recession. 2. Experience/skills gap for new and recent high school and college graduates. 3. Economic distress for workers unable to find employment. 4. Wage suppression.
Potential Solutions	<ol style="list-style-type: none"> 1. Students Fully Equipped for Remote Learning – All students have access to laptop in the home and necessary internet for remote learning. 2. Targeted and Systematic Distance Learning Option – Instruction could be transitioned to a targeted and systematic, rigorous, academic content standards-aligned and equitable distance learning model. 3. Summer Strategic Intervention Option – Targeted summer intervention programs focused on grade level readiness. 4. Expanded Learning Options – Adding instructional time at the end of school day and/or extending the school year to execute targeted interventions for students who need to recover lost learning (programs could be run after school, weekends, summers, etc.). 5. Blended Model Options – Making more P-Tech model (Grades 9-14) programs or other undergrad/higher-ed blended models available. 6. Diagnostic Testing/Assessments – Employ ongoing valid and reliable measures to evaluate progress and efficacy of academic recovery. 	<ol style="list-style-type: none"> 1. 3-Year Blended Pathway Option – Retain 12th graders and provide access to a 3-year blended Associates program (2 years in classroom instruction, 1 year online). The 3rd year of online instruction would be concentrated on alignment of education plans to skills-based development based on regional economic needs. 12th graders already scheduled to matriculate into 4-year college program, or the military may opt out. 	<ol style="list-style-type: none"> 1. 3-Year Associates + Badge Option – Offering 12th graders the option of a 3-year skills-focused Associates Degree PLUS program at local community colleges. After one year of skills-related online training, students will receive a badge aligned with regional job demands. The other two years of the program would provide regular associates degree curriculum. 2. Badge Options for Current Community College Students – Existing community college students may augment their existing course of study to include these new badge option programs.



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