



## School-Community Partnerships for Students During COVID-19

*A framework for ensuring students are learning, have child care if needed and receive social-emotional support during the COVID-19 pandemic in Washington State.*

## Introduction

### The Purpose of this Document

- Support academic and social-emotional learning for all students through collaboration between schools and school districts and community partners.
- Ensure students have child care if needed.
- Find additional opportunities for engagement of students furthest from educational justice.
- Provide ideas and examples of partnership opportunities during funding.
- Identify strategies for flexibility and reciprocity of relationships between schools and community partners in educational planning.
- Guide discussion and planning.

It will take a community effort to meet the learning needs of our k-12 students during the COVID-19 pandemic. The solution we identify in the fall might not remain the same all year. We expect the response efforts for COVID-19 and reduction of community spread will be evolving. Keeping the partners in the community that helps things happen and stay streamlined for families will be critical.

Please use the following information to get started. Thank you for your work on behalf of the children, youth and families of Washington.



### How to Use This Planning Tool

#### *For Districts and Partners*

Districts, providers serving children and youth and families know their local context best. Use this tool as a guide for developing ideas to best meet student holistic needs through partnership. Each school district's approach to partnership will be critical to explore and define as will each school campus.

Some solutions outlined will work across a district. In some areas, a building by building approach will be best. At the end of this document is a list of resources and contacts to support your planning. Thank you for your work to support students all over Washington State.

## Who Created This Planning Tool

This tool was developed in partnership with a host of local and statewide partners that educate, care for and support children and youth and across Washington State. See the Acknowledgements section for a list of contributors.

## Before Creating a Partnership Approach to Learning, Support and Care

- **Understand Health and Safety Guidelines:** Your district and program have been closely watching public health guidance to ensure staff and student safety. These websites should continue to be live during the pandemic to support your planning efforts. Be sure to keep in touch with your county health department as well.
  - [OSPI Reopening Guidance](#)
  - [Child Care, Youth Development, and Summer Day Camps During the COVID-19 Outbreak](#)
  - [Washington State Department of Health - Updated Health Guidance](#)
  - [Link to Local Health Departments](#)
- **Enhance Your Approach to Supporting Learning, Families and Whole Child Development During the COVID-19 Pandemic Through Partnership:** Partnership between schools and community-based organizations happens in large and small ways. Right now, we are not only in one of the greatest public health crises of our time, but our children and youth have had limited access to education and other human services support in a time when many families are under immense pressure. Not only is academic and social-emotional learning being impacted, but fitness and outdoor education are constrained, which is critical for both brain activity and physical health and well-being. By sharing in education and whole child burdens and opportunities, we can help alleviate the concerns of families, educators and community-based providers and find workable and dynamic short-term solutions that might even work into the future.
- **Use this Framework and Guide to Spark Ideas, Find Solutions and Facilitate Communication:** This document is a framework and idea generator for solutions that will work best to support children and adults in and out of the building that works with them. The resources list at the end has contacts and other tools that might help specific parts of your partnership building during the COVID-19 pandemic.

## Components of This Document

This document is made up of the following sections:

- Know Student Challenges and Goals and Build Strong Partnerships
- Identify Potential Partners: Partnership Chart
- Deep Dive: Child Care
- Partnership Examples: Sharing School Buildings and Resources
- Resources for Further Detail
- Contacts: Statewide Support for Partnership
- Acknowledgments

## Know Student Challenges and Goals and Build Strong Partnerships

School districts and school buildings know a lot about their students. Community-based partners such as child care providers, afterschool programs, resource connectors, mentoring and mental and physical health providers do as well. If these entities work together, a holistic approach will lead us through this health, economic and educational crisis. While partnership can lead to more considerations and sometimes challenges, the best answers lie in teamwork.

1. **Identify the Needs:** Identify the most critical needs for students using a variety of information sources (parent and student surveys, teacher questionnaire on student learning and other needs, asking parent groups, reaching out to community partners).
2. **Find Your Partners:** Reach out and invite community partners into planning. Use a culturally-responsive approach and include organizations that are a trusted partner in communities, particularly in communities of color. This includes Child Care Aware which has a list of licensed child care providers by school district as well as Educational Service Districts, many of which have early learning and community partner specialists.
3. **Plan with Partners:** Be open to many opportunities for partnership on all levels (learning, meals, child care, mental health, professional development) and don't get lost in potential problems, but focus on solutions when hitting challenges. Communicate openly and often.

## Other Partnership Considerations

- Stay student-centric and see how all adults – district and community-based staff – wrap around student and family needs.
- Treat partners as partners, not simply as contractors.
- Communication is key. Communicate often whether or not decisions are made.
- There are many ways to share student data and maintain student privacy.
- Providers are more likely to be able to support academic and social-emotional learning if their needs are a part of decisions (e.g., time of virtual learning, access to school resources).
- There are many examples of Memorandums of Understanding that state partners can provide.
- Schools could provide, under contract, that they will provide computers and other equipment for the exclusive use of the schools' students during days in which the school has a scheduled remote learning day. When the school year is over, the students would need to return the equipment.



## Identifying Potential Partners: Partnership Chart

Unique and innovative solutions are needed as we serve the same families and children, with alternate schedules, care windows and learning strategies. School districts should consider partnering with the following organizations in the following ways, based on areas identified as needing additional capacity:

Topic Area	Potential Partner	Partner Possibilities	Potential Funding
<b>Child Care and Learning Supports (In-Person/At-School Sites)</b>	<ul style="list-style-type: none"> <li>Licensed child care programs</li> <li>Afterschool programs/ expanded learning</li> <li>Local Parks and Recreation Departments</li> <li>Mentoring Programs</li> <li>Local child care coalitions</li> <li>Child Care Aware of Washington Regional Organization</li> <li>Case Management/ Wrap-Around Organizations</li> <li>Head Start and ECEAP</li> </ul>	<ul style="list-style-type: none"> <li>Working with community providers to identify open slots for students that need care</li> <li>Provide dedicated space, janitorial, meals</li> <li>Provide district staff support (e.g., utilizing para-professional as learning support)</li> <li>Support provider's ability to use district virtual learning system</li> <li>Share student data as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>ESSR (School District CARES Act Funds)                             <ul style="list-style-type: none"> <li>Estimate by School District</li> <li>Allowable uses of funds</li> </ul> </li> <li>Learning Assistance Program</li> <li>Title I</li> <li>Title IV A</li> <li>Other K12 Funding</li> <li>CACFP (afterschool meals)</li> <li>Child Care Subsidy</li> <li>Local Philanthropy and Community Foundations</li> </ul>
<b>Virtual Learning Supports</b>	<ul style="list-style-type: none"> <li>Licensed Child Care Programs</li> <li>Afterschool Programs/ Expanded Learning</li> <li>Mentoring Programs</li> <li>Case Management/ Wrap-around</li> </ul>	<ul style="list-style-type: none"> <li>Virtual learning access/log-in and district staff that can support providers to aid students</li> <li>Funding and school staff sharing</li> <li>Wi-Fi and technology sharing and supports (i.e. hot spots)</li> <li>Share student data as appropriate</li> </ul>	
<b>Health (Physical/Mental) and Basic Needs</b>	<ul style="list-style-type: none"> <li>Resource Coordinator</li> <li>Health and Mental Health Providers</li> <li>Meal Coordination</li> </ul>	<ul style="list-style-type: none"> <li>Space for service on school sites</li> <li>Process for referrals</li> <li>School-community partnerships for meal prep and delivery</li> <li>Share student data as appropriate</li> <li>Child care sites as food and materials distribution points for families</li> </ul>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>Culturally-based organizations and religious institutions</li> <li>Child care and afterschool partners</li> <li>Parent groups</li> </ul>	<ul style="list-style-type: none"> <li>Communications sharing to ensure language access and broad distribution</li> <li>Sharing district and teacher communications to parents with partners</li> <li>Add partners to email distribution lists</li> </ul>	

## Deep Dive: Child Care

### Why Coordinate and Partner with Child Care

- Support families' ability to find child care options for their children.
- Social-emotional learning opportunities for students.
- Structured time for virtual learning for students.
- A consistent sharing of key school information with all educational partners will improve the educational experience of the children in child care settings.

### What to Know About Child Care

- A mix of community-based providers likely exist all around your school – some are non-profit, some are for-profit.
- Your school or district may already have a contract or partnership with a child care provider(s).
- This includes child care centers (birth - 12), family homes and school-age only programs.
- Some programs are licensed and some are not. For a provider to receive subsidy payments from the state, they must be licensed.
- Unlicensed providers have funding models that do not include state subsidy.
- Child care providers are not k-12 classroom teachers but can play a role to support learning.



### How to Find Child Care and Afterschool/Youth Development Partners

- [Find Child Care](#): Child Care Aware provides information on all licensed child care providers including vacancies. Information is customized based on a parent's needs and is free of charge.
- [Elevate Washington](#) (*new resource/in development*): School's Out Washington provides information regarding licensed and unlicensed expanded learning programs, afterschool and school-age child care, for children and youth ages 5 to young adulthood.

### Ways to Partner (Be Sure to Reference Safety and Health Guidance)

- Provide space in school buildings.
- Provide janitorial services.
- Coordinate child care and family connections.
- Safe transportation between home/school/care.
- Meals.
- Tutoring/virtual learning supports and virtual curriculum from pre-k to 12th grade.
- Staff-sharing and shared professional development that follows strict health guidance from state and county public health departments (substitutes, support for special ed students in child care).
- Survey development for families.

### Other Considerations

- There is not enough public funding to support the increased need for child care.
- Many families do not have enough resources to cover child care costs, especially now.
- If families cannot work due to child care needs, that will greatly impact a student's opportunity to learn and increase family stress.
- If a district is running an A/B or a.m./p.m. cohort model, share the students in each model with providers so they can keep the consistency of student groups.
- While individual student learning and teacher-preferred pedagogy are important to learning, providers need a more systematic approach. For example, having a set time for all second-graders in a district makes it much more likely a provider can support virtual learning platforms including impact on a provider's internet connectivity. Having consistency with teaching staff for kids in child care will support educational outcomes as well.
- Provide academic content and social-emotional strategies with partners and any relevant professional development opportunities.

### Partnership Examples: Sharing School Buildings and Resources

There are many opportunities to share district resources in partnership with community-based organizations to support your students, these include, but are not limited to:

- Overall Approach and Decision-Making  
*Example: having the framework in place for partnership decisions for a known time (an approach for fall semester or the first quarter)*
- Operations  
*Example: Janitorial, Meals, Transportation*
- Coordinated Approach for Care  
*Example: in school and out of school providers, union contract amendments, funding sources*
- Other Learning, Health and Social-Emotional Supports  
*Example: providers in conjunction with school-based staff – basic need, physical and mental health, mentoring, afterschool*
- Use of Buildings, Equipment and Technology  
*Example: support for learning and care on and off school grounds*

## SCHOOL-COMMUNITY PARTNERSHIPS FOR STUDENTS DURING COVID-19

Below is a chart to show how a building could be turned into a support center for prioritized populations of students related to child care, health and other learning supports for students. This model could be at an empty school building that is normally utilized during construction, it could be a middle or high school in districts going all virtual, it could be at every elementary school. The options are plentiful.



*At a Glance: Shared Resources at the Building Level. This school example has 12 regular classrooms.*

	Ed Support/Special Ed	Child Care/Afterschool	Health/Basic Needs
<b>Regular Classrooms</b>	<ul style="list-style-type: none"> <li>Two classrooms for in-person special ed</li> <li>Two classrooms for filming</li> <li>One classroom for specialized ed support</li> <li>One classroom for partners/mentors with a strict health plan</li> </ul>	<ul style="list-style-type: none"> <li>Up to six child care rooms (if pre-k or other early learning program on site- the ensure space)</li> <li>Dedicated bathrooms (2 - 4)</li> <li>District-provided support with janitorial, space, access to technology, para-professionals to support students with special needs and learning with all students in care</li> </ul>	
<b>Gym</b>	<ul style="list-style-type: none"> <li>Use for breakfast</li> <li>Keep a schedule for time when kids with a disability can use for physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Could be used for multiple child care groups if available/if other classrooms aren't available</li> </ul>	<ul style="list-style-type: none"> <li>Gym could serve as a basic needs/medical center if no other space exists</li> <li>Focus physical activity outside</li> </ul>
<b>Cafeteria/Kitchen</b>	<ul style="list-style-type: none"> <li>Food prep for breakfast and lunch for kids on free/reduced meals</li> </ul>	<ul style="list-style-type: none"> <li>Have school-based kitchen staff or providers prep for child care meals and snacks and afterschool dinner and snack</li> </ul>	
<b>Outdoor Grounds</b>	<ul style="list-style-type: none"> <li>Provide outdoor learning and fitness opportunities for all students on certain days</li> <li>Share scheduled time with child care</li> </ul>	<ul style="list-style-type: none"> <li>Provide outdoor learning and fitness opportunities for all students on certain days</li> <li>Share scheduled time with child care</li> </ul>	
<b>School-Based Health Center/Nurse Office/Multi-purpose Room</b>			<ul style="list-style-type: none"> <li>Provide a room to isolate sick children while they wait for a parent/guardian to pick them up</li> </ul>



SCHOOL-COMMUNITY PARTNERSHIPS FOR STUDENTS DURING COVID-19

			<ul style="list-style-type: none"> <li>• Provide office space or if there is an extra room for resource coordinators to facilitate MTSS/ISS supports</li> <li>• School-based nurse and counselor/MH support works with area providers (or if an SBHC exists)</li> </ul>
<b>Entry</b>	<ul style="list-style-type: none"> <li>• Office staff manages, entrance for special education and other ed supports</li> </ul>	<ul style="list-style-type: none"> <li>• If possible, have a separate for child care staffed by paras/child care</li> </ul>	<ul style="list-style-type: none"> <li>• If possible, have a separate entrance for medical/ support staffed by para or provider</li> </ul>
<b>Janitorial, Heating and Building Environment</b>	<ul style="list-style-type: none"> <li>• School-based staff during the day</li> <li>• Deep clean each night - could be a contractor or redeployment of secondary school janitors</li> <li>• Ensure heat, cooling and ventilation are on and working while the building is open</li> </ul>	<ul style="list-style-type: none"> <li>• Providers during the day</li> </ul>	<ul style="list-style-type: none"> <li>• Providers during the day</li> </ul>

*Current Examples in Washington School Districts – Here is a link to updated examples of partnerships during the COVID-19 pandemic.*

**Commented [DB1]:** This will link to a separate document with examples. This is to expedite the tool and keep the ever-changing info on a separate an easy to manipulate document.

**Other Partnership Considerations**

- Stay student-centric and see how all adults – district and community-based staff – wrap around student and family needs.
- Treat partners as partners, not simply as contractors.
- If possible and one is not already established, districts and/or school buildings are well-served by having a community partner lead. This could be a unique position or could be a part of the duties of existing staff such as an administrator that has trusting relationships in the community. The role can also be led by contracting with a community partner that specializes in school-community partnerships.
- Communication is key, communicate often whether or not decisions are made.
- There are many ways to share student data and maintain student privacy.
- Providers are more likely to be able to support academic and social-emotional learning if their needs are a part of decisions (ex. time of virtual learning, access to school resources).
- There are many examples of Memorandums of Understanding that state partners can provide.
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## Resources for Further Details

Resource	Purpose	Organizational Contact
<a href="#">Partnering with Schools to Reopen and Meet Students' Needs</a>	<i>Tipsheet:</i> Quick ideas on how afterschool and school-age child care programs can support school re-opening.	Afterschool Alliance
<a href="#">Recovery and Renewal: Principles for Advancing Public Education Post-Crisis</a>	<i>Framework:</i> a district approach and <b>community/family collaboration to support students of color during COVID-19.</b>	The Aspen Institute – Education and Society Program
<a href="#">Supporting School-Based Child Care Service during the COVID shutdown</a>	<i>Webinar:</i> Provides information on <b>partnerships with child care</b> providers during the COVID-19 crisis.	Association of Washington School Principals
<a href="#">Full-Service Community Schools Model</a>	<i>Framework and Guide:</i> Provides information on <b>building a school-community partnership approach</b> to supporting students.	Institute for Educational Leadership/Coalition for Community Schools
<a href="#">Family-School-Community Partnerships 2.0 - Collaborative Strategies to Advance Student Learning</a>	<i>Vignettes:</i> Stories from districts around the country that have <b>approaches and programming inclusive of family, community, and schools</b> strategizing and cooperation.	National Education Association
<a href="#">Expanded Learning Opportunities Guide</a>	<i>Guide:</i> Provides districts with a framework, programming options, and funding <b>ideas for afterschool and school-age child care programs.</b>	Office of Superintendent of Public Instruction
<a href="#">Washington Integrated Student Support Protocol</a>	<i>Guide:</i> Provides information on <b>building a school-community partnership approach</b> to supporting students.	Office of Superintendent of Public Instruction
<a href="#">Guidance for Washington School-Based Health Centers for 2020-2021 School Reopening</a>	<i>Guide:</i> Provides information on safe ways <b>to support students at school-based health centers during the COVID-19 crisis.</b>	Washington School-Based Health Alliance
<a href="#">School &amp; Community Partnership Toolkit</a>	<i>Guide and Tools:</i> <b>online toolkit</b> is organized into five sections: Assessing Readiness, Mapping Needs and Assets, Establishing Partnership, Working Together, and Evaluating Programs.	Youth Development Executives of King County (YDEKC)

### Contacts: Statewide Support for Partnership

Organization	Role in Education	Role During COVID-19 Crisis
Child Care Aware of Washington and Regional Child Care Resource and Networks	Supports child care including a child care finder, provider information and professional development.	<ul style="list-style-type: none"> <li>Identify child care providers for districts and families</li> <li>Support for child care providers</li> </ul>
Washington State Department of Children, Youth, and Families	Oversees the field of child care, juvenile justice, child welfare and other supports for children, youth and families.	<ul style="list-style-type: none"> <li>Identify afterschool, youth development and school-age child care providers for districts</li> <li>Support to expanded learning providers</li> </ul>
OSPI and Educational Service Districts	Oversees the state's education systems and assists school districts.	<ul style="list-style-type: none"> <li>Identify afterschool, youth development and school-age child care providers for districts</li> <li>Support to expanded learning providers</li> </ul>
School's Out Washington	Supports expanded learning opportunities (afterschool, summer, school-age child care) through quality/professional development, grant-making and advocacy through a lens of racial equity.	<ul style="list-style-type: none"> <li>Identify afterschool, youth development and school-age child care providers for districts</li> <li>Support to expanded learning providers</li> </ul>

### Contacts for This Resource

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- The Washington State Department of Children, Youth, and Families
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- **Organizations that sign the Google Doc will be listed**

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