

Community Needs Assessment to Keep Teachers Teaching

This document is intended to frame the amount and uses of Federal funds that your community will need to implement our [Education Plan to Keep Teachers Teaching](#) (the “Plan”). The questions below are designed to help our campaign, your community leaders, and your elected officials understand where funds are needed, how community resources should be allocated, and how to approach local education reopening and operation. They must be answered in collaboration with the stakeholders within your community who are affected by education, including:

- a. Employed parents
- b. Students
- c. Teachers
- d. School Administrators
- e. Business owners and leaders
- f. Unemployed/underemployed people or those seeking new opportunities

Upon completion of the questionnaire, please email our campaign at policy@chrisflorquist.com to notify us, so we can engage with your community to discuss it.

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Community Funding Needs

1. How much funding will your community need to provide laptops and internet connectivity for all teachers who will be transitioning to virtual teaching?

2. How many students within your community will be able to transition to remote learning? How many students will need to be assigned to socially-distanced classrooms?
3. How much funding will your community need to provide laptops and internet connectivity for all students who will be transitioning to virtual learning?
 - a. If it is not logistically feasible to provide internet access for all students, how many students will need to be assigned to socially-distanced classrooms?
 - b. Based on the number of students you want to host per classroom, how much funding will your community need to rent retail / office space and convert it into classrooms with adequate safety / social distancing measures?
4. How much funding will your community need to hire personnel necessary to implement the structures laid out within the Plan?
 - a. How many people will your community need to hire to monitor / administer remote learning?
 - i. Does your community have access to the contacts necessary to appropriately train, run background checks on and certify monitors who will be administering remote and in-person learning? If not, do you need a referral from a nearby community or your state?
 - b. How much of your existing staff will you need to manage the inventory of technology and equipment necessary to enable students to participate in remote learning?
 - c. How much additional staff will you need to manage the inventory of technology and equipment necessary to enable students to participate in remote learning?
 - i. Does your community have access to the contacts necessary to manage the supply chain / inventory levels of technology and equipment? If not, do you need a referral from a nearby community or your state?
 - d. How much staff will you need to manage inventory of PPE for in-person daycare / teaching?
 - e. How much staff will you need to manage in-person daycare / teaching (including janitorial staff to periodically sanitize classrooms)?
 - f. How much staff will you need to implement an effective test-and-trace program?
 - i. Does your community have access to the contacts necessary to adequately train your test-and-trace force? If not, do you need a referral from a nearby community or your state?

- g. How much IT / implementation staff will you need to install and train teachers and students how to use Zoom and Blackboard for remote learning?
 - i. Does your community have access to IT / Implementation contacts within your community who you can rely on to successfully implement Zoom and Blackboard without delays? If not, do you need a referral from a nearby community or your state?
 - h. How much staff will you need to maintain your existing school breakfast / lunch / dinner program or convert it into a pick up / delivery service?
- 5. How much funding will your community need to provide PPE for all in-person daycare / teaching employees and students?
 - a. Masks
 - b. Gloves
 - c. Face shields
 - d. Coats
 - e. COVID-19 Tests
- 6. How much funding will your community need to maintain its school breakfast / lunch / dinner programs?
 - a. If your community desires to expand its school meals program, how much additional funding will be needed to facilitate the expansion?
- 7. How much funding will your community need to ensure that its local businesses stay solvent through January 2021 and beyond, assuming that consumer demand will remain depressed and will recover slowly?

To answer these questions and successfully implement our Education Plan to Keep Teachers Teaching, communities and school districts will have to work together to answer the questions below:

Before School Begins in January 2021

- 1. Safety from COVID-19
 - a. What are your community's guidelines for re-opening public areas (including public transit), and how do they compare with best practices promoted by doctors and epidemiologists?
 - b. Does your community's test-and-trace program meet your expectations for compliance with the best science? If not, in what ways does it fall short?
 - c. What can be done to ensure your community has adequate protocols and space to quarantine and treat those who have been infected with COVID-19?

- d. How have your local governments and leadership communicated critical safety guidance to constituents?
 - e. How have your local governments and leadership communicated what's actually going on within the community with respect to COVID-19?
 - i. Infections dashboard
 - ii. Testing limitations
2. Food and Nutrition
- a. Where will community members who rely on school breakfasts, lunches and dinners find food before schools reopen in January 2021?
 - b. Can local food banks support another 5 months of school closures? Are there any other local support systems, public or private, that can be repurposed, funded or supplied to help families?
3. Preparation for virtual education
- a. What steps need to be taken in order to secure safe and secure computer and internet access for students and teachers? How much funding will be required to provide these services where they aren't available?
 - i. Can your community take steps to provide wired or wireless internet access to students who do not otherwise have access to the internet from home?
 - ii. How quickly can internet infrastructure be installed around the community?
 - iii. How quickly can computers be loaded with the relevant software and security measures?
 - b. How will your community leaders coordinate with your teachers to ensure that lesson plans are modified for remote teaching? How will the community facilitate and coordinate training for teachers to ensure that they can use Zoom and Blackboard?
 - i. Administering tests
 - c. How can your community appropriately organize its pool of unemployed and underutilized labor to ensure that staffing needs for remote education are met?
 - i. IT Support / Implementation / Training for remote tools (Zoom and Blackboard)
 - ii. Virtual Monitors
 - iii. On-site Classroom Coordinators
 - iv. Transportation for Children
 - v. On-site IT support
 - vi. Language interpreters
 - vii. Contact tracers

- d. How can your community organize its pool of underutilized retail / other business space to provide spaces for children who don't have access to high speed internet to attend socially distanced school?
 - i. Proximity to neighborhoods with highest concentration of children without access to high speed internet
 - ii. Space to construct socially distanced areas / cubicles
 - iii. Access to high-speed internet with enough bandwidth to support multiple streaming calls
- e. How can we organize and group students to ensure that they receive the educational content that is most relevant to them (e.g. ESL, special needs etc)?
- f. What additional programs can the school district fund and create to meet the unique educational needs of the community's students?
 - i. Parent-Teacher meetings
 - ii. Tutoring
4. Preparing Parents and the Unemployed to provide monitoring / care for students in remote learning
 - a. How will the community notify parents who are interested in utilizing the federally-funded program (FMLA?) to opt-out of their work to care for their children?
 - i. How can parents who utilize the (FMLA?) program opt-in to provide monitoring services for other students?
 - b. What training / certification / background checking programs can the community implement to ensure that monitors are adequately prepared to provide these services?
5. What provisions will the community need to make for after-school care for its students?
6. How much and what form of assistance is necessary to ensure businesses survive to January 2021 and can begin to bring workers back?

While school is in session, beginning January 2021

1. Where will students find basic resources, including pencils and paper, that are necessary to facilitate teachers' curriculum?
2. How will students who need prepared breakfasts, lunches and dinners receive these meals?
3. As parents return to work, what can local governments and businesses do to ensure the safety of workers and protect businesses from frivolous lawsuits?

4. What health and safety protocols can school districts implement to protect essential on-site teachers and employees?
 - a. What resources are necessary to provide free full PPE to all on-site employees and students?
 - b. What is the protocol if there is a localized outbreak within the community that originates at one of the in-person schooling sites?
 - c. Does the district have the resources to facilitate digital-only staff / teacher meetings?
 - d. Can the district provide additional health insurance coverage or another form of hazard pay to on-site workers?
 - e. How frequently can indoor areas, classrooms and other high-touch surfaces be sanitized, and what level of staffing is necessary to service these areas?
5. How can parents within the community leverage technology to ensure that students are accounted for and are attending classes? Can the community provide funding for these applications?
6. What is the ongoing level of IT / Services staffing that will be necessary to ensure that students and teachers are able to participate with minimal technology-related interruptions?