

Life After COVID-19: Reflection & Planning

Re-Opening for Various Scenarios



THIRDPLATEAU
SOCIAL IMPACT STRATEGIES

JUNE 2, 2020

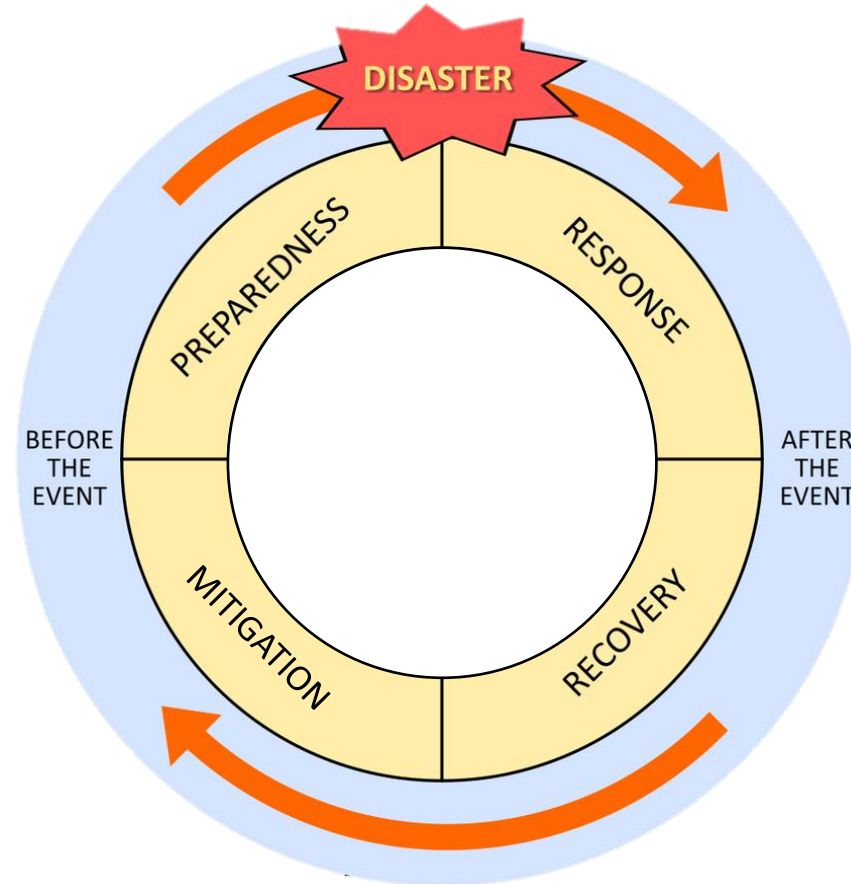


WHAT TODAY'S WEBINAR WILL COVER

1. The *what* and *how* of disaster cycle management
2. Navigating the COVID-19 pandemic and its impact on your school and community
3. Scenario planning and contingency planning for what's likely to come next

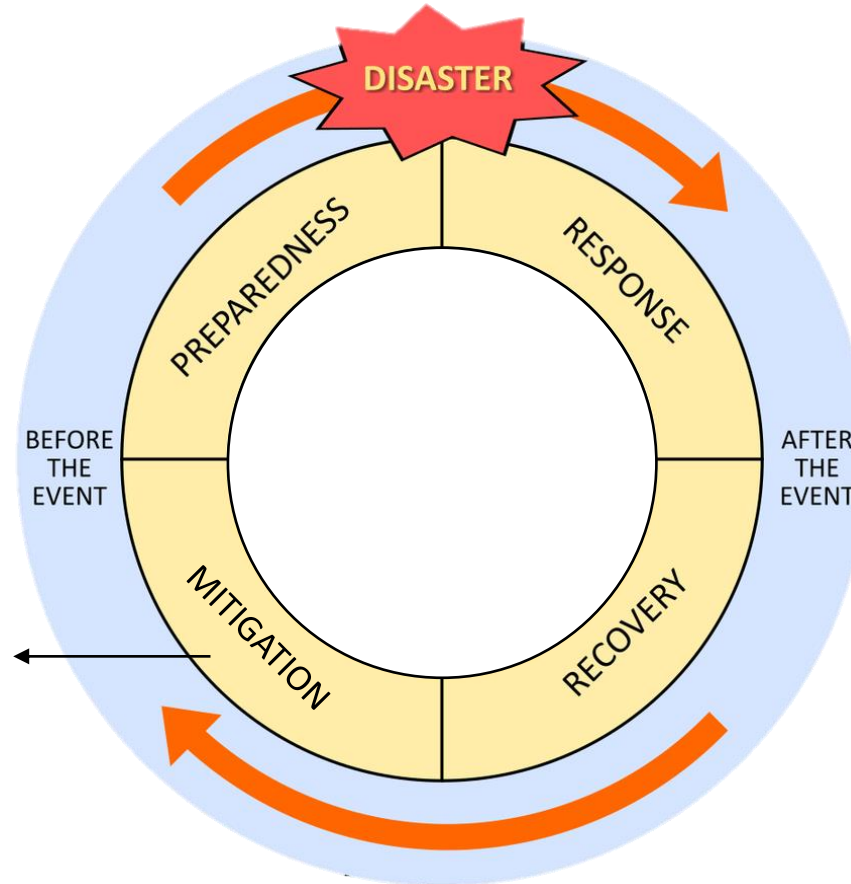


DISASTER CYCLE MANAGEMENT



Disaster cycle management is the continuous process of anticipating, dealing with, and minimizing or avoiding risks.

DISASTER CYCLE MANAGEMENT

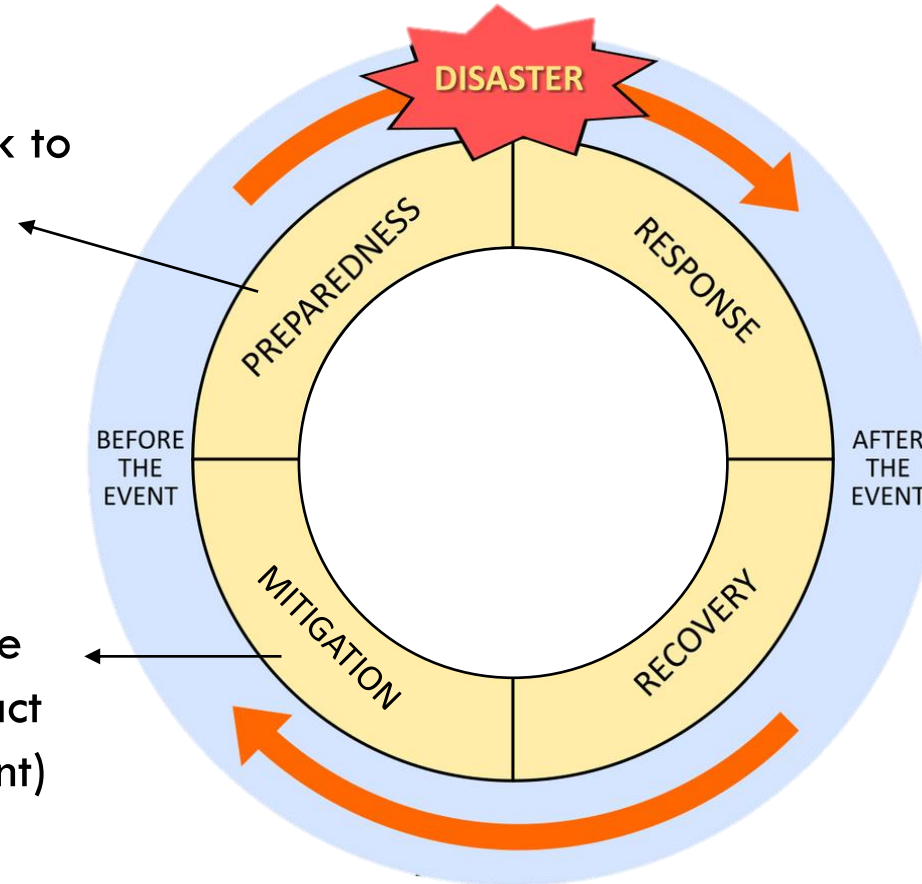


Actions and plans to reduce the likelihood and/or impact of (if not altogether prevent) anticipated future shocks

DISASTER CYCLE MANAGEMENT

Plans made before a shock to help get ready.

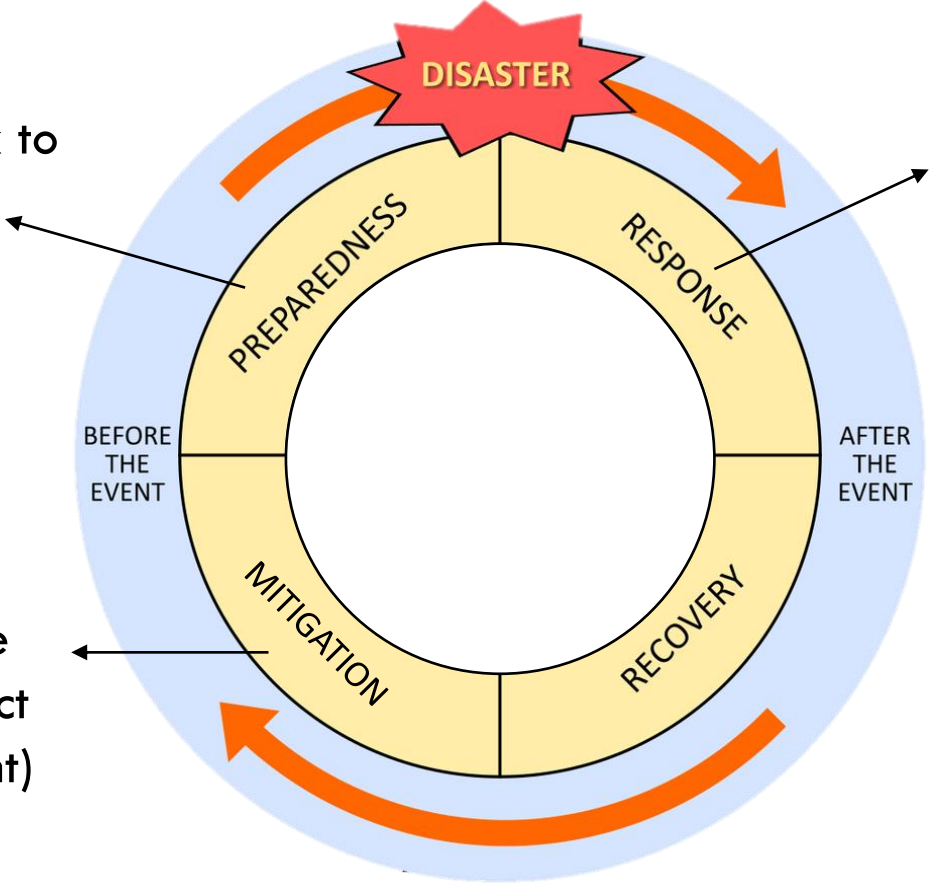
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DISASTER CYCLE MANAGEMENT

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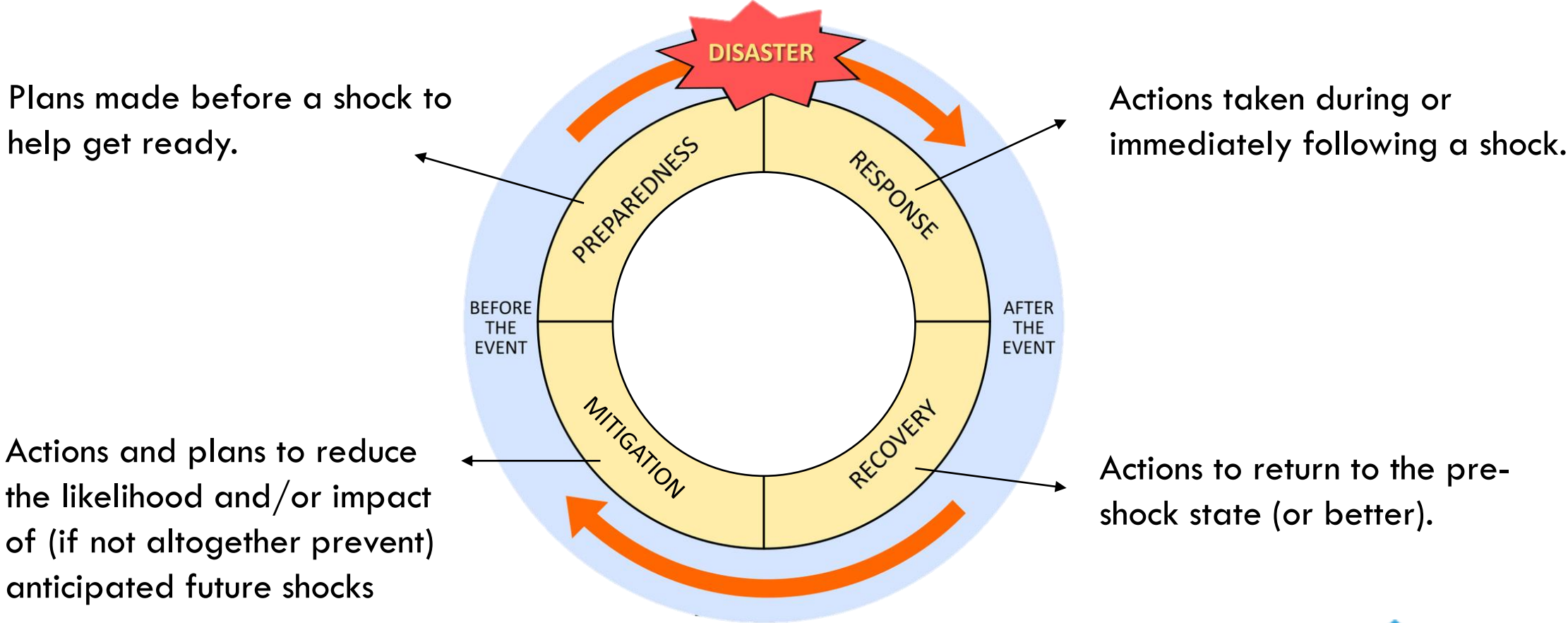
Actions taken during or immediately following a shock.



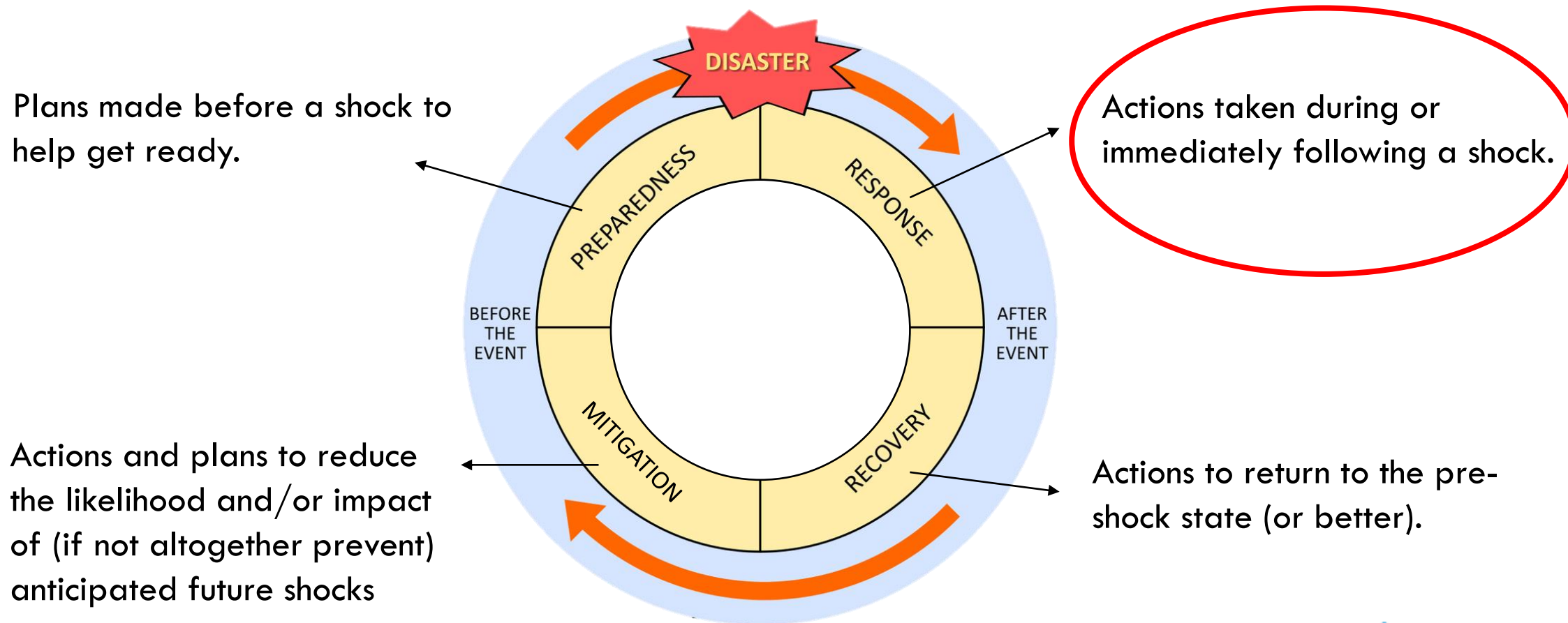
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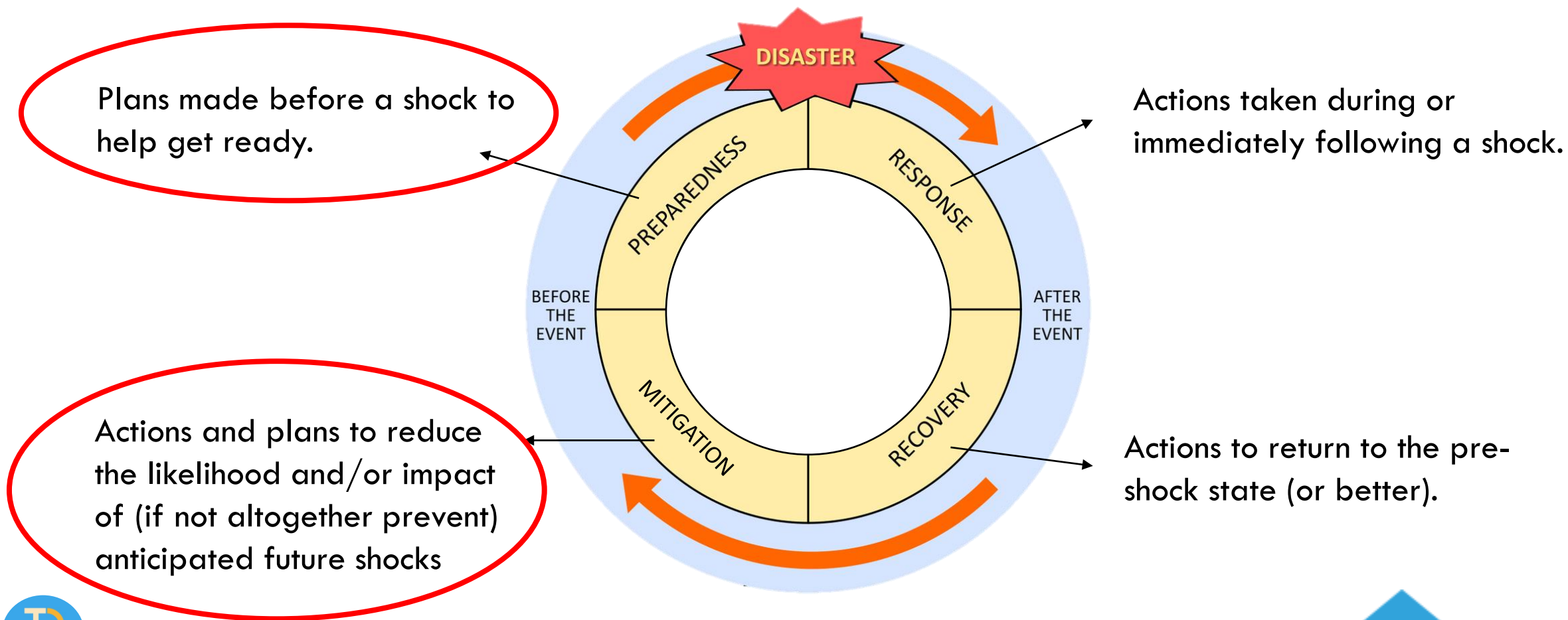
DISASTER CYCLE MANAGEMENT



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DISASTER CYCLE MANAGEMENT



WHAT'S DIFFERENT DURING AND AFTER A LARGE-SCALE CRISIS LIKE COVID-19?

- Our brains operate differently; decision-making and behavior are erratic.
 - Everyone, everywhere is feeling the shocks.
 - Information is rapidly contextually invalid.
- Cascading impacts make long-term planning increasingly difficult.
- Problems that existed in a “normal” context might not be relevant, and a crisis context creates new problems.
 - Inequalities are amplified, not equalized.
- What was previously the unexpected has become the expected, and we can plan for it.





REFLECTION

Of the potential impacts related to COVID-19 and its cascading shocks, what might negatively impact your students, staff, or school next year?

CONTINGENCY OR SCENARIO?

Specific
Events



Contingency
Planning

Trends



Scenario
Planning

CONTINGENCY PLANNING

1. **Brainstorm** specific negative events that could occur

- Internal and external
- Customize the scale to meet your needs!

2. **Calculate** risk

- Risk = Likelihood * Impact

3. **Mitigate** – What can you do NOW to either decrease the likelihood and/or limit the negative impact the event could have?

4. **Strategize** – If the event should transpire, what's your contingency plan; what will you do?

5. **Prepare** – What do you need to do NOW so that should the event occur, your contingency plan can be activated?

6. **Monitor** – How will you get the data you need to know as soon as possible that it's time to activate one of your contingency plans?





SCENARIO PLANNING

1. Identify the most salient key trends and build a grid

For tuition-based schools, the two most frequently identified key trends are:

1. Whether/when schools are allowed to reopen; and
2. Whether families will be willing/able to pay tuition.

SCENARIO PLANNING

1. Identify the most salient key trends and build a grid

	Schools reopen next year	Schools reopen, then close again	Schools do not reopen

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All student families are still willing/able to pay full tuition			
Some student families are no longer willing/able to pay tuition			
Most student families are no longer willing/able to pay full tuition			



SCENARIO PLANNING

1. Identify the most salient key trends and build a grid

	Schools reopen next year	Schools reopen, then close again	Schools do not reopen
All student families are still willing/able to pay full tuition	Scenario A	Scenario B	Scenario C
Some student families are no longer willing/able to pay tuition	Scenario D	Scenario E	Scenario F
Most student families are no longer willing/able to pay full tuition	Scenario G	Scenario H	Scenario I



SCENARIO PLANNING

1. Identify the most salient key trends and build a grid

2. Identify the most likely scenarios

Starting with the most likely...

3. **Unpack** – If this scenario came to be, what would be true? What would you expect to see?

4. **Mitigate** – What can you do NOW to either decrease the likelihood and/or limit the negative impact the scenario could have?

5. **Strategize** – If the scenario should come to be, what's your plan; what will you do? What opportunities would this scenario create?

6. **Prepare** - What do you need to do NOW so that you can activate your scenario strategy should the time come?

7. **Monitor** - What do you need to track to know which scenario is forming, and how will you gather and share that data?

Identify the strategies that are consistent across all reasonable scenarios and implement them!





SCENARIO PLANNING APPLIED

Breakout groups – 30 minutes

Select one scenario from the 9-scenario grid.

Work with your group to shape a plan to mitigate, strategize, prepare, and track.





SCENARIO PLANNING APPLIED

Breakout groups share back.

Questions?





You and your school can thrive in this moment if you . . .

- View your vision and values as non-negotiables, and everything else as on the table.
- Recognize what you can and cannot control, and work solely on the former.
- Embrace a start-up mentality.
- Be data-informed.
- Prioritize impact over ego.
- Focus on coordination and collaboration.
- Stay positive and push yourself and your colleagues to find opportunity in the challenge.



For additional (free!) resources, including deep dives on each of the topics discussed today...

1. Go to www.thirdplateau.com
2. Click on the COVID-19 Crisis Response bar at the top

