



# PUBLIC-PRIVATE/NON-PROFIT PARTNERSHIPS (P<sub>3</sub>s) DURING THE CORONAVIRUS PANDEMIC

HOW THIS UNIQUE PARTNERSHIP CAN HELP  
STUDENTS THROUGH DISTANCE LEARNING

 Intelligent Partnerships



# Distance Learning Obstacles



## Return to School

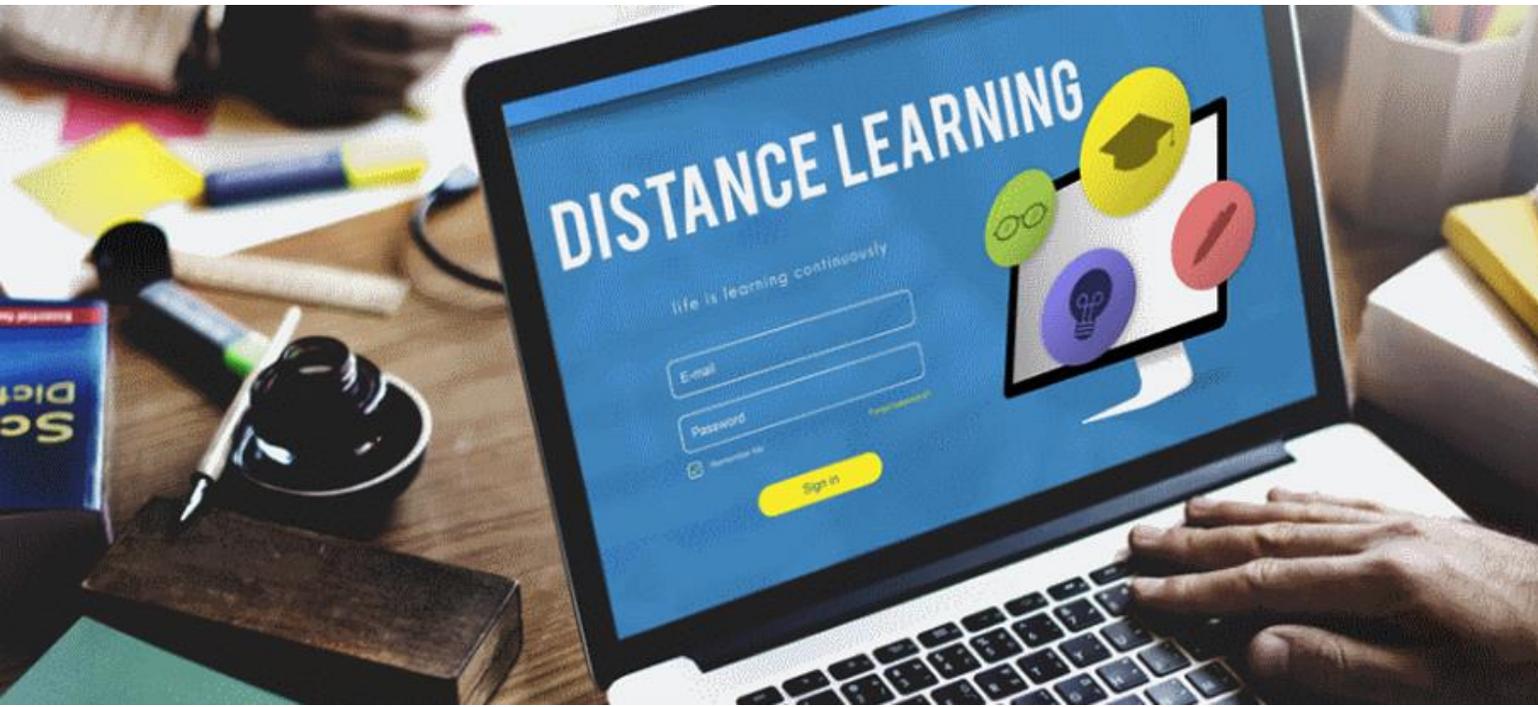
- As the new school year begins, many school districts across the country are continuing distance learning.
- As we addressed in our [Public Power Utility Resource](#), many lower socioeconomic and rural parts of the country lack the infrastructure or the access to the technology required to fully participate in distance learning (known as the Digital Divide).
- Parents are struggling to help their children during distance learning, as they still need to work (either from home or in person).
- Further complicating this, younger children cannot be left alone during the day—forcing parents to scramble to find adequate childcare.



# Public-Private/ Nonprofit Partnerships

**Traditionally, this relationship has been used for infrastructure projects. How can P3s help during distance learning?**

Public-Private/Nonprofit Partnerships have begun to step into the gaps that have been created by distance learning. An expansion of P3s could be instrumental in getting students much-needed support during distance learning.

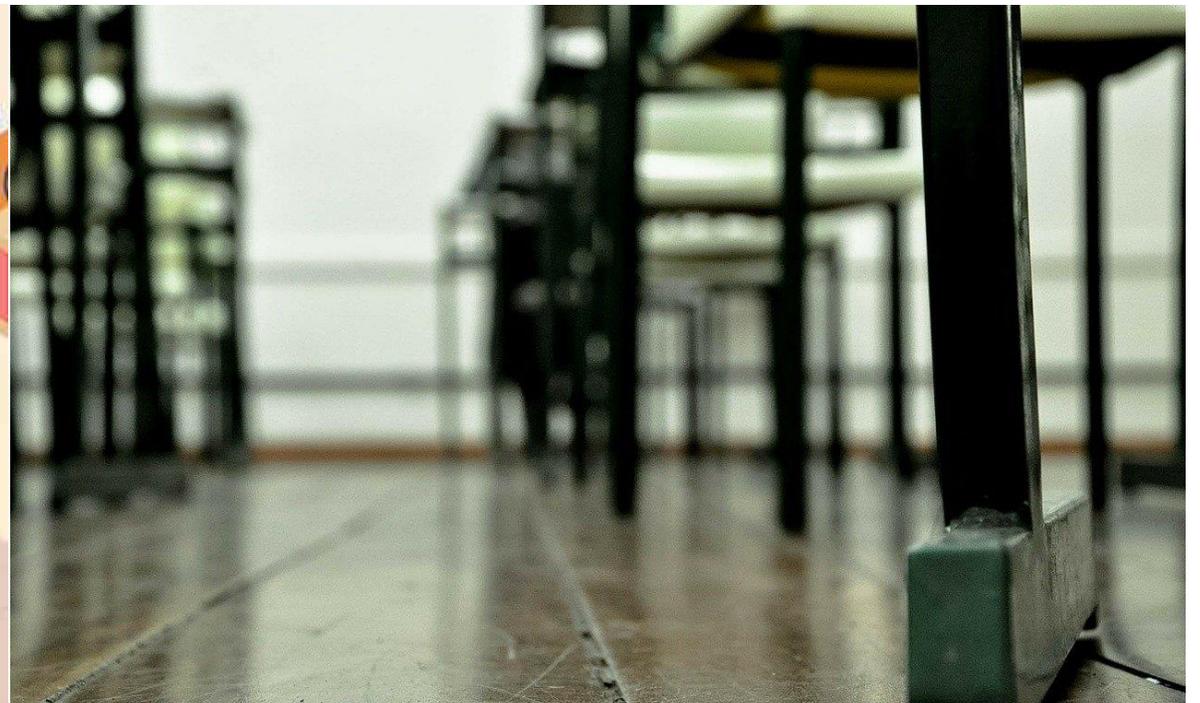




# How Can P3s Help Students During Distance Learning?

Some of the biggest obstacles in providing educational environments for students are:

- Reliable Access to Technology
- Childcare and Student Support
- Space to Allow Social Distancing





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# Innovative Solutions

Public-Private/Nonprofit partnerships can offer solutions to some of the biggest problems that have arisen during social distancing.

Due to the coronavirus pandemic and social distancing, many spaces have been left mostly empty.

Children of essential workers or children whose homes are technologically challenged could benefit from use of these spaces.



Most of these spaces are equipped with reliable, highspeed internet.



There is room to provide for 6' social distancing for a certain number of students.



Spaces, such as churches and other nonprofits, can help alleviate the ever-growing problems of “[childcare deserts](#),” or places where childcare is not easily accessible and/or affordable.



In some of the places that are stepping into the gap, there is the opportunity for students to receive educational support that they are missing out on in distance learning.

# Is it Feasible?



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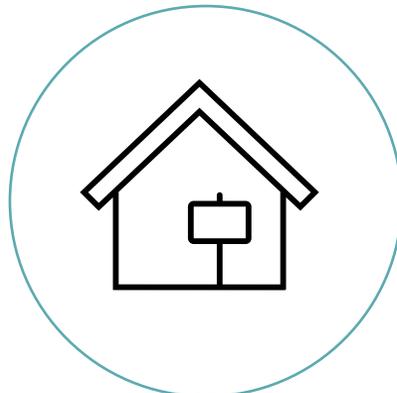


# Case Study: Houston, Texas

When school started in the Houston Independent School District in September, most students continued distance learning at home. However, some of the most vulnerable student populations were offered the opportunity to participate in their district's distance learning at local churches.

## Non-Profit Spaces

10 churches in the Houston area are providing spaces for students who are struggling with distance learning.



## Food Insecurity

The school district will be delivering breakfast and lunch to the church locations for students.

## Internet Connectivity

During distance learning last year, 49,000 students in Houston either did not have access to distance learning or were not fully engaged. The churches and local libraries are helping to provide reliable WiFi for students.



## Child Care

Younger children who cannot stay home alone during distance learning can safely learn in a socially-distanced space where adult supervision can occur.



# Houston is Not Unique

This example of Public-Private/Nonprofit Partnerships is occurring around the United States.



Using various grants, the [Zone Academy](#), a nonprofit in Tulsa, Oklahoma, has extended their operating hours to 8 AM – 5 PM to help assist students in grades K-5 whose parents are essential workers.



[YMCAs across the country](#) are partnering with local school districts to provide in-person academic support. Locations in California's Bay Area are prioritizing children of essential workers, foster children, homeless students, students in public housing, English language learners, and lower socioeconomic populations (especially POCs).



[In Cleveland, Ohio, more than 40% of students do not have regular access to internet](#), nor can many parents stay home to help their children with distance learning. Community-based organizations and non-profits are stepping into the gap to provide safe places with reliable internet for students.



[Multiple nonprofits in Chicago, Illinois](#), are providing safe, adult-supervised spaces for younger kids and students with special needs to participate in distance learning.

# What if There is No Intervention?

If P3s or something similar are not implemented in communities where more support is needed, in addition to exacerbating existing inequities in education, new problems will be created.



A Pew Research [study](#) conducted on the spring “safer at home” coronavirus lockdown found that “36 percent of low-income parents reported that their children were unable to complete their schoolwork at home because they did not have access to a computer, compared with just 14 percent of middle-income parents and 4 percent of upper-income parents” ([Ceres](#)).



As a result of the spring lockdown, [the Northwest Evaluation Association \(NWEA\)](#) found that students lost 50% or more of their normal math games (in normal years, the “summer slide” causes a 20-30% loss).



The [Center for American Progress](#) reports that before the pandemic, half of Americans lived in childcare deserts. The coronavirus pandemic is exacerbating this, and it could lead to a permanent loss of 4.5 million childcare slots. High quality childcare can help prepare young children for school.



[The 74 Million](#) extrapolated data from previous disasters and/or events when students missed a substantial period of school and projected that younger children will suffer the most educationally and older students will suffer more financially (in terms of potential earnings).



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# Community Buy-In

In the absence of government funding and direction to assist school districts during Distance Learning, communities must step in to help prevent irrevocable damage to students' wellbeing.

Programs like the ones detailed in this resource require community buy-in for successful implementation. Having such large populations of children being left behind during Distance Learning is indicative of the Digital Divide that heavily impacts Americans around the country.

Recognizing that the Digital Divide is detrimental to students' education is only the beginning. It is about the long-lasting effects: how far behind their peers will this put them when it comes to graduating high school, attending college, and/or obtaining sustainable employment?

An investment in resources to assist at-risk students during these difficult times helps to create equity for the most vulnerable of populations.

# ABOUT US



*We bring decades of experience helping clients in diversity management, strategic engagement and workforce design.*

*We encourage our partner organizations to prioritize our community's health and safety and remain an available resource.*

*Should you have any questions or need strategic design and implementation support, please feel free to contact our team at:*

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