

Considerations for an Equitable Recovery for the Expanded Learning Workforce on Staff Emotional and Physical Safety

The following questions should be considered when developing workforce processes and decisions that recognize the emotional and physical safety of staff:

	How do I/we support staff with accessing no/low-cost mental health support?
	How do I/we ensure staff have access to an ombudsperson within their agency to
	process interactions with their colleagues and supervisors?
	How do I/we encourage and support difficult conversations about race in a safe,
	confidential, and private space?
	How do I/we support the mental and emotional wellness of staff, especially staff of
	color? Of low-income staff?
	How do I/we ensure staff are aware of how trauma and ACEs impact adult learning
	and comprehension?
	How do I/we support the needs of trans staff of color?
	Do COVID-19 guidelines help address fears of returning to programs and schools?
	How do I/we protect the physical safety of site-based staff, who are largely staff of
	color and low-income?
	How do I/we ensure all staff, especially frontline staff, have sufficient liability
	coverage (to cover increased health risks)?
	How do I/we consider language, cultural identity, race, education, and other identities
	when planning meetings and communicating with staff?
	Do I/we provide training to prevent staff from misidentifying indicia of poverty as
	neglect/abuse?
	How do I/we ensure virtual trainings are mindful of how post traumatic stress
	disorder impacts adult learning and comprehension?
	How have I/we considered the elevated health risks faced by frontline staff, who are
	largely people of color and low-income, in our decision to offer in-person
	programming?
	Have I/we identified the conditions needed to offer in-person programming that
	upholds the physical and emotional safety of staff?
	Have I/we considered if virtual-only programming is needed until there is a vaccine
	as a solution to ensuring the safety of staff?