



TOWN HALL ON THE EDUCATION IMPACT OF COVID-19

MAY 27, 2020

RECOVERY: PREPARING TO MEET STUDENTS' ACADEMIC AND
SOCIAL & EMOTIONAL NEEDS, POST-DISASTER



ADVANCE ILLINOIS UNIQUELY BLENDS POLICY, RESEARCH, AND ENGAGEMENT TO ADVANCE A “HEALTHY SYSTEM”

We tailor our approach to each issue to leverage our core competencies and our partnerships across the state to drive impact

Policy Analysis and Research

Coalition Building and Advocacy

Through rigorous analysis and research, inclusive stakeholder input, and clear and strategic communications, we build:

- Common understanding among stakeholders of challenges and
- Evidence-based solutions informed by community perspectives

Through strategic partnership, community engagement, and evidence-based advocacy, we create:

- The right solutions to critical challenges and
- Leverage in the policy-making process to drive change

WE ARE A...

LEADER

- Lead analysis and research and gather critical input to inject needed information and evidence
- Build/lead coalitions and drive campaigns on key organizational priorities for the state
- Act as critical questioner, elevating challenges and pushing public discourse

PARTNER

- Produce and promote analysis and/or drive campaigns with partners whose core competencies, issue expertise, or resources complement our strengths and where a partnership is stronger than the sum of its parts

CONVENER/SUPPORTER

- Support and/or amplify external analysis and research
- Act as a neutral or supportive convener, to promote collaboration and solutions on issues where leadership in the field is strong or our priority is lower

OUR GOALS FOR TODAY

- **Understand the bright spots and concerns** that parents have as students are supported in this current environment
- Share Advance Illinois' current **thinking for how the state might meet the learning recovery and social emotional needs of students** as a result of the pandemic
- **Gather feedback from parents** around potential elements for a learning recovery plan, and understand the concerns and ideas parents have in relation to schools re-opening

AGENDA

1. WELCOME & OVERVIEW
2. ANTICIPATED IMPACT OF COVID-19 ON ILLINOIS STUDENTS
3. IMPLICATIONS & POLICY CONSIDERATIONS FOR LEARNING RECOVERY AND SOCIAL EMOTIONAL NEEDS
4. BREAKOUT DISCUSSION
5. WHOLE GROUP DISCUSSION
6. CLOSING

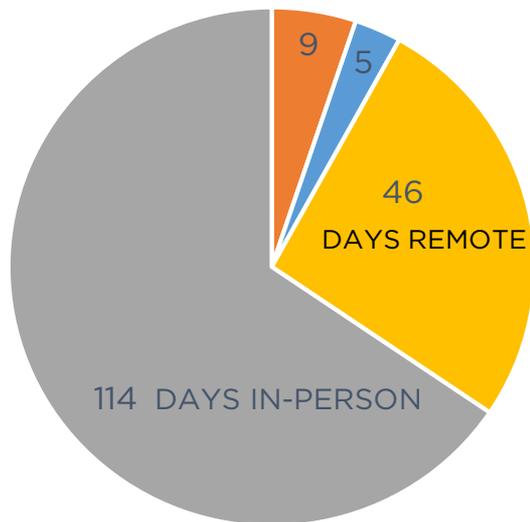
**ANTICIPATED IMPACT OF
COVID-19 ON ILLINOIS
STUDENTS**

ILLINOIS' STUDENTS WILL HAVE ROUGHLY 1/3 OF THEIR 2019-2020 SCHOOL YEAR IMPACTED BY COVID-19

Number of instructional days affected varies by districts but on average, roughly 1/3 of the school year will be disrupted.

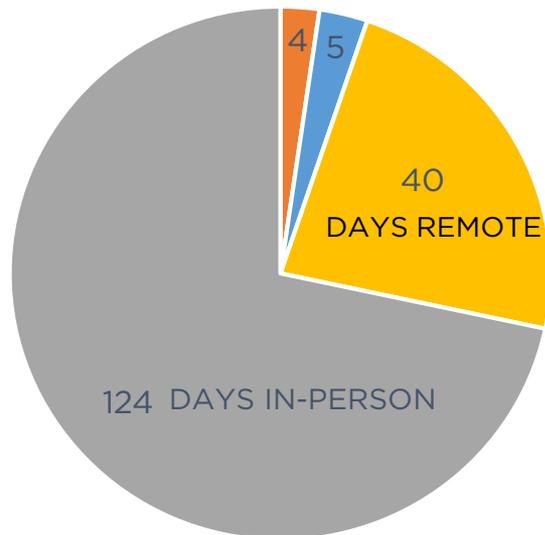
DECATUR PUBLIC SCHOOLS

Spring break prior to 3/17/2020



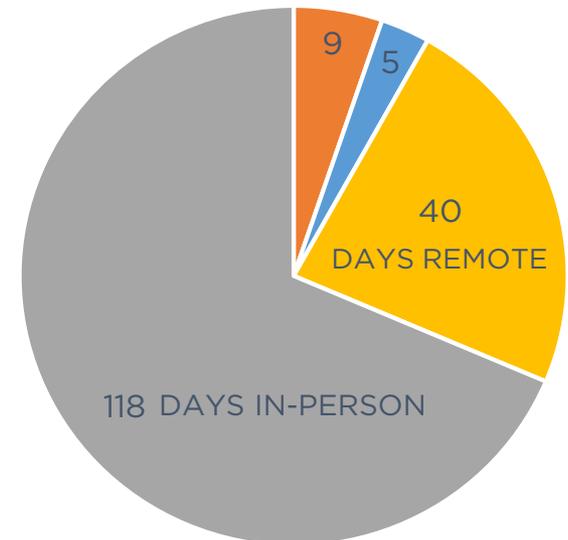
SCHOOL DISTRICT U-46

Spring break during Act of God Days



ROCKFORD PUBLIC SCHOOLS

Spring break during Remote Learning



■ ACT OF GOD DAYS

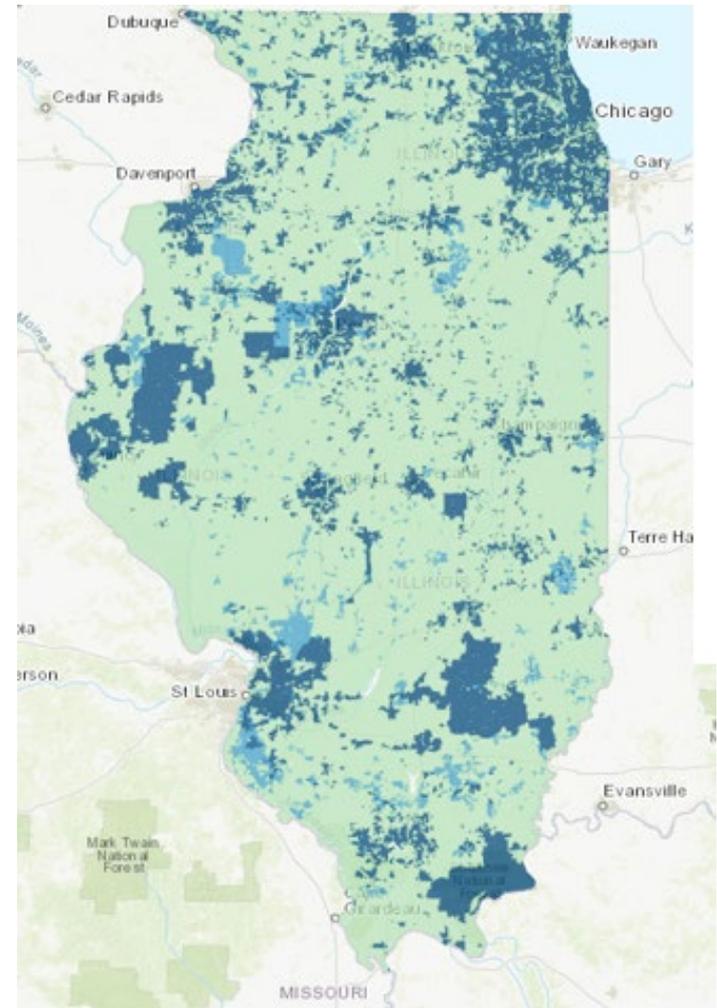
■ REMOTE LEARNING PLANNING DAYS

WHILE THE STATE WORKS TO ENSURE CONTINUITY OF EDUCATION, DISTRICT RESOURCES VARY WIDELY

- Districts and staff had little time to plan for remote learning
- 2/3 of Illinois' districts lacked resources needed for quality e-learning in March
- Research suggests that even when planned in advance and under normal circumstances, students from low-income families and English Learners are often left behind by distance learning*

*Jaggars, S, (2011), "Online Learning: Does It Help Low-Income and Underprepared Students?"; Kuama, S, (2016), "Is Online Learning Suitable for All English Language Students?"

21% of Illinois children do not have access to high-speed internet (2018)**



Unserviced - <25 MBPS downstream

25 - 100 MBPS downstream

100+ MBPS downstream

**IPUMS USA, University of Minnesota, American Community Survey 2018

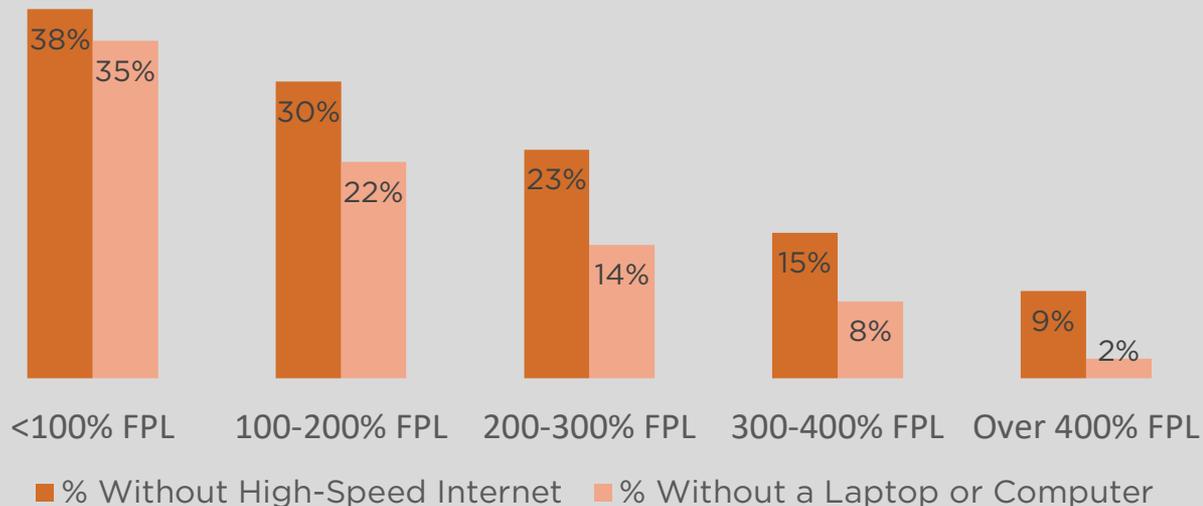
STUDENTS LIVING IN LOW-INCOME HOUSEHOLDS ARE THE LEAST LIKELY TO HAVE ACCESS TO DEVICES AND INTERNET

1 in 3 children below the federal poverty line do not have access to a laptop or computer.



The same proportion lack access to high-speed internet.

% of K-12 children in Illinois without access to e-learning infrastructure in 2018, by income level



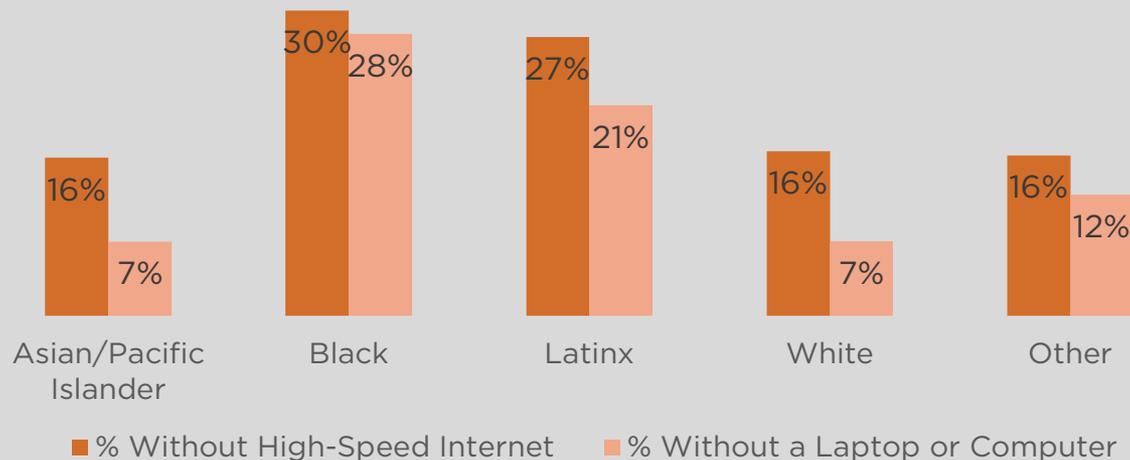
BLACK AND LATINX STUDENTS ARE MOST LIKELY TO LACK ACCESS TO E-LEARNING, EXACERBATING RACIAL INEQUITIES

Nearly **1 in 3** Black students do not have access to high-speed internet.



Latinx students have similar rates of internet access.
Roughly 1 in 6 white students lack access to high-speed internet.

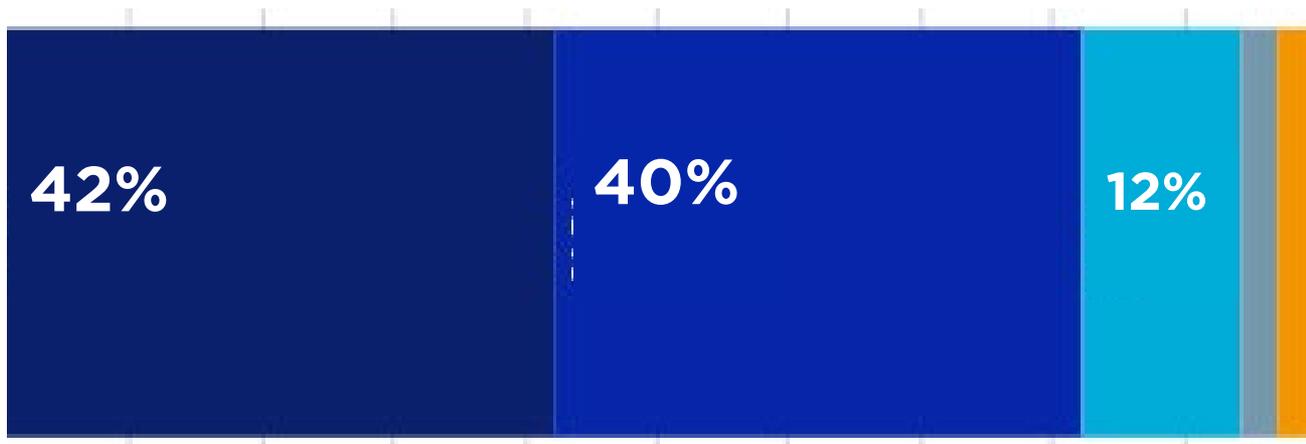
% of K-12 children in Illinois without access to key e-learning infrastructure in 2018, by race



DESPITE HEROIC EFFORTS OF MANY EDUCATORS, STUDENTS ARE SPENDING FAR LESS TIME LEARNING

According to a national survey of teachers and district leaders, students now spend three hours per day learning, down from six hours/day prior to closures. For students in the highest-poverty schools, that figure drops to two hours per day.

Compared to their engagement level prior to the coronavirus closures, my students' current level of engagement with their schoolwork is:



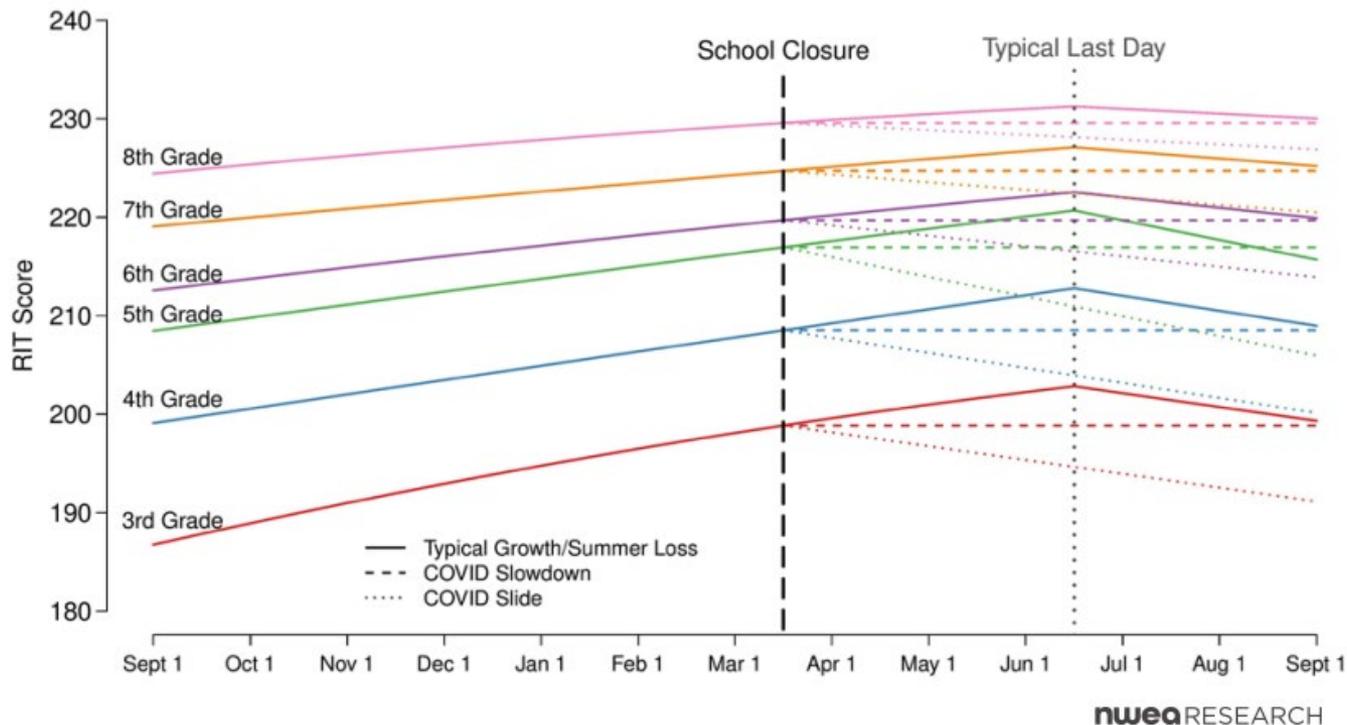
Data as of
May 7, 2020

● Much lower ● Somewhat lower ● The same ● Somewhat higher ● Much higher

COVID-19 IS PROJECTED TO HAVE SEVERE CONSEQUENCES ON LEARNING LOSS FOR OUR STUDENTS

Students may return to school with **70% of a typical years' learning gains in reading**, and just **50% of a typical years' learning gains in math** (and in some grade levels, a full year behind in math).

Figure 1. Mathematics forecast



This “COVID-slide” is also likely to widen existing achievement gaps by race/ethnicity and income.

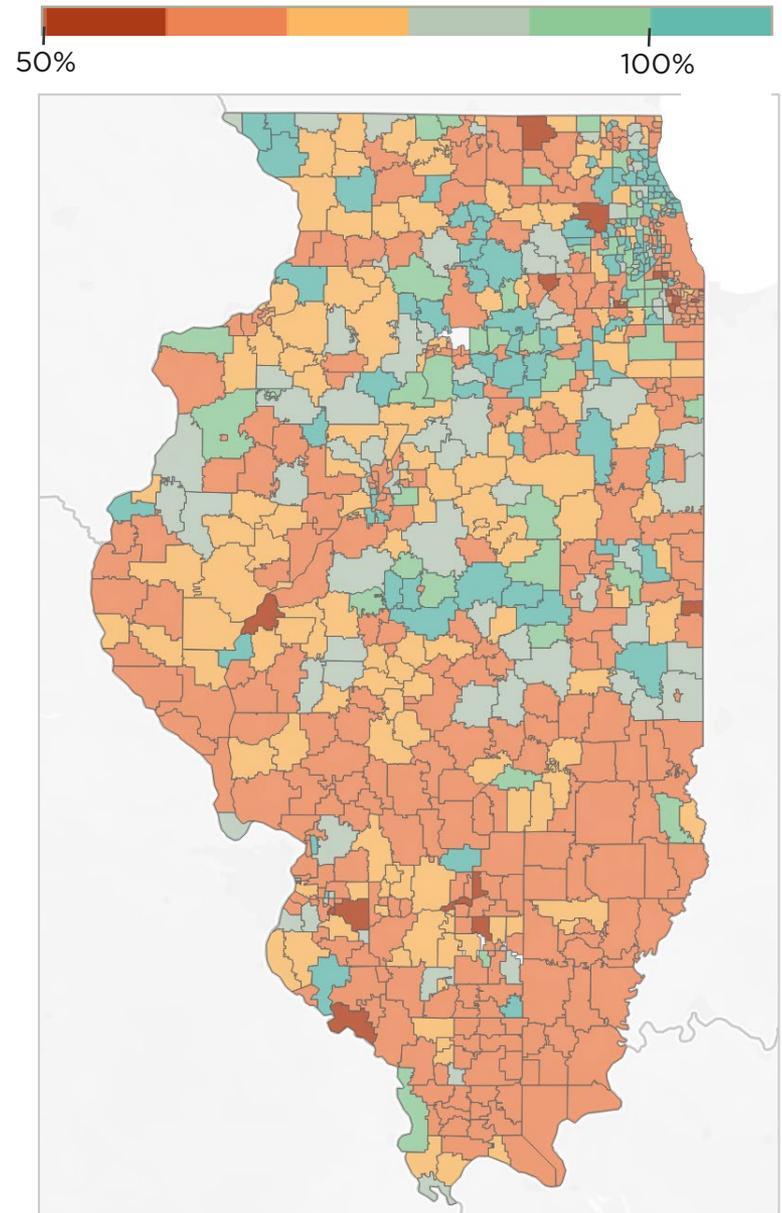
COVID-19 AND ITS FALLOUT WILL EXPOSE CHILDREN TO MORE ADVERSE CHILDHOOD EXPERIENCES AND TOXIC STRESSORS

- **Adverse Childhood Experiences (ACEs) are traumatic events that can have lasting negative effects on children's health and wellbeing by causing toxic stress.**
- **ACEs and other toxic stressors increasing due to COVID-19 include:**
 - Death of a parent or family member
 - Economic hardship/insecurity of basic needs
 - Witness to or victim of abuse or neglect
 - Living with a family member suffering from mental illness or substance abuse
 - General stress
 - Food insecurity



**ILLINOIS HAS OVER
850 DISTRICTS,
WITH WIDELY
VARYING
RESOURCES -
BUT ALL KIDS
DESERVE
CONTINUED ACCESS
TO A QUALITY
EDUCATION**

District Percent of Full Funding, FY20



LESSONS FROM THE PAST PROVIDE LIMITED INSIGHTS TO INFORM OUR PLANS FOR RECOVERY

- **Limited opportunities for comparison due to differences in magnitude (timing and scale) between COVID and other disasters**
- **Lengthy school closures have long-term negative impacts that last into adulthood, affecting employment, wages, and health in adulthood**
 - Argentina's lengthy teacher strikes in the 1980's
 - Hurricane Katrina, 2009 Australian bushfires
- **Addressing social and emotional needs post-disaster takes dedicated resources, training, and staff supports. After the Joplin tornado,**
 - Teachers were trained to develop support strategies for students and staff experiencing anxiety or depression.
 - Certified counselors conducted school-based, small-group counseling for students.
 - Selective referrals were made to community mental health providers for children with greatest needs.
- **The 2015 Ebola crisis in Sierra Leone provides some guidance for post-epidemic learning recovery, including:**
 - Provided specialized training for teachers on offering SEL supports to students
 - Accelerate learning when students return to school
 - Take a multi-sector approach to recovery (rather than schools working in isolation)
 - Use regular, reliable, data for decision-making
 - Prepare for officials and teachers having other duties or being forced to leave jobs

AREAS OF UNCERTAINTY

Timeline for school re-opening

- ISBE has already communicated that there will be no in-person summer school. It is still unclear whether COVID-19 will force schools to remain fully or partially physically closed through (or reclose again in) fall of 2020.

Long-term economic consequences

- Economic downturn/recession likely to compound impacts of virus itself on education



THE STATE MUST ADDRESS IMMEDIATE NEEDS BUT ALSO LOOK TOWARDS RECOVERY AND REBUILDING PHASES OF THE WORK

**IMMEDIATE
RESPONSE**

**RECOVERY
RESPONSE**

**REBUILDING
PHASE**

1. Put children first
2. Maintain a targeted focus on equity
3. Plan across multiple time horizons
4. Structural changes need discussion and transparent process

ONCE IN A LIFETIME CRISIS, THAT REQUIRES A ONCE IN A LIFETIME RESPONSE

- **Our children suffered a major disruption in their learning this semester**
- **Remote learning is generally generally, not a substitute for in-person instruction, especially for students from low-income households, English Learners Learners, and students with IEPs**
- **While experienced in every corner of the state, the impact of COVID-19 is not being felt equally across our state**
- **Unaddressed, our children will experience long term implications of the current academic and social-emotional disruption as well as unmet growing mental health needs**

POSSIBLE ELEMENTS OF A RECOVERY PLAN

Given the unprecedented nature of COVID 19, Illinois needs a comprehensive plan to address the real and consequential emotional and academic impact of this crisis.

Our current thinking on a comprehensive, equity focused statewide recovery plan may include:

- 1. Social, emotional and mental health supports** for students, families and educators;
- 2. More planning time, support and training to help educators** address the unprecedented emotional and academic impact their students are experiencing;
- 3. Infrastructure, training and other supports to close the digital divide;**
- 4. More time in the school day and/or school year** to address unparalleled learning and social emotional needs;
- 5. Specifics on how we will provide targeted supports for those who are most vulnerable** (students from low-income backgrounds, students with disabilities, English learners, and students experiencing homelessness, foster care, or engaged in the juvenile justice system).

QUESTIONS FOR CONSIDERATION

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- During this time of remote learning, what has been helpful as you support your child(ren)'s academic and social-emotional learning?
- What are you most concerned about as it relates to your child(ren)'s social-emotional and academic needs returning to school in the fall? What are some additional supports you think children will need (both academic and social-emotional) as the school year begins and adjust to a new reality?
- Do you think students and educators will need additional time for learning and planning to support these needs? If you do, what are your thoughts and/or concerns around added time to the school year/longer school day over the next few years?
- Based on the possible elements shared around learning recovery and your child's social-emotional health needs, what resonates? Is there anything missing?

If you have additional feedback, please submit your thoughts on this survey:

<https://bit.ly/AIPTATownHall>



THANK YOU!

