

# 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

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

## Coalition Building and Advocacy

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

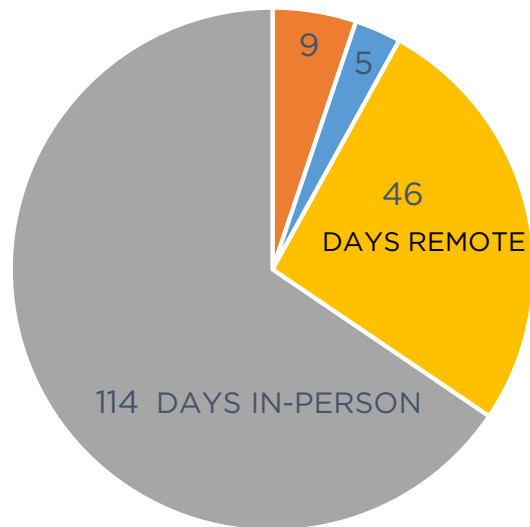
# **ANTICIPATED IMPACT OF COVID-19 ON ILLINOIS STUDENTS**

# 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.**

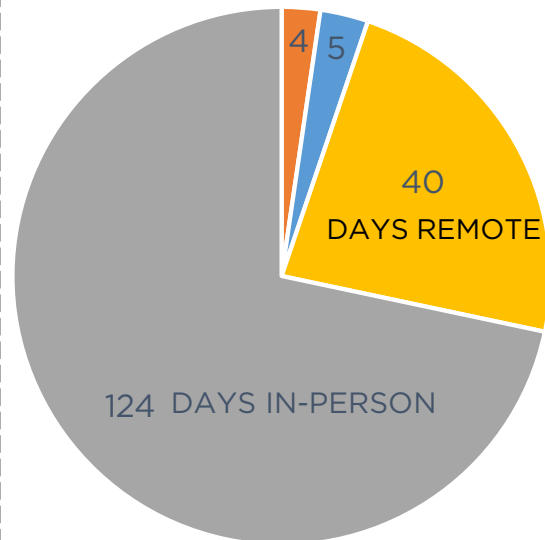
## DECATUR PUBLIC SCHOOLS

Spring break prior to 3/17/2020



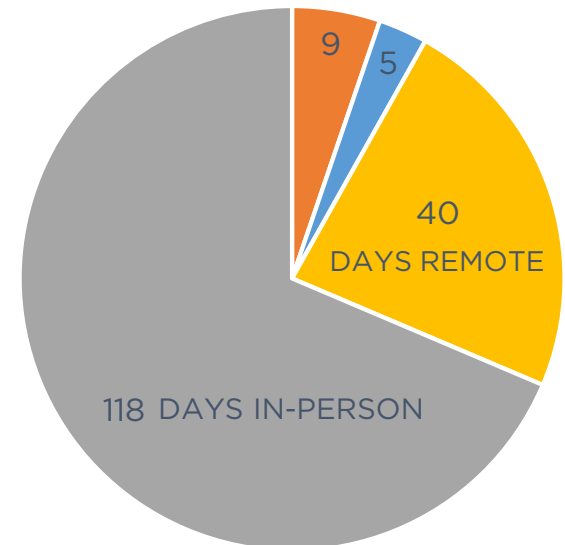
## SCHOOL DISTRICT U-46

Spring break during Act of God Days



## ROCKFORD PUBLIC SCHOOLS

Spring break during Remote Learning



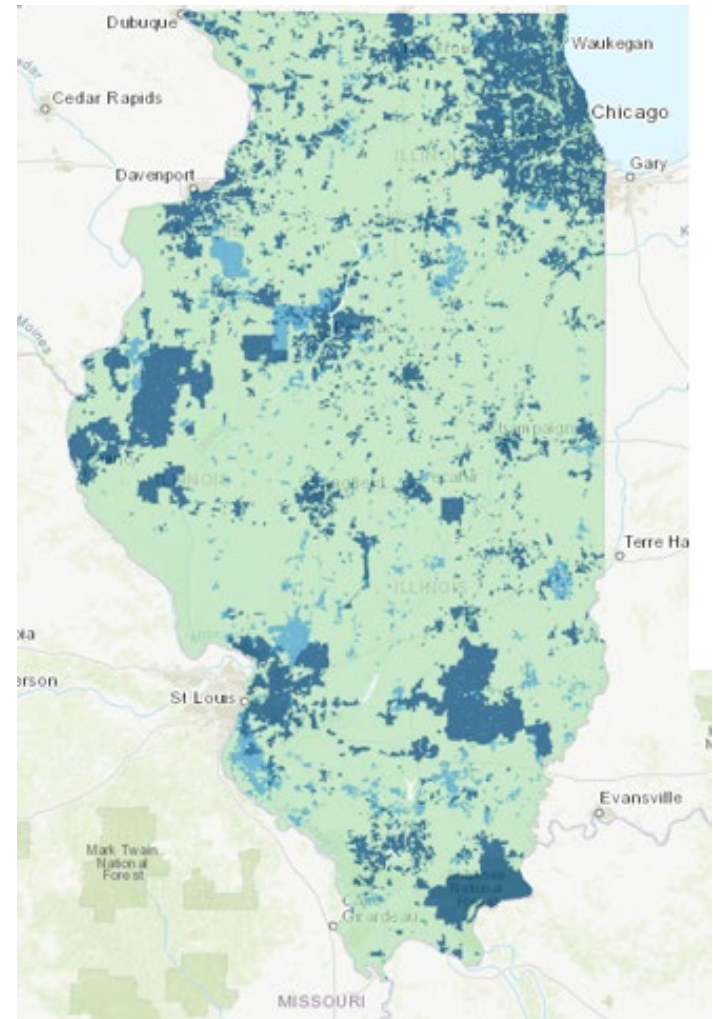
■ ACT OF GOD DAYS ■ REMOTE LEARNING PLANNING DAYS

## 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)\*\***



Unservd - <25 MBPS downstream

25 - 100 MBPS downstream

100+ MBPS downstream

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

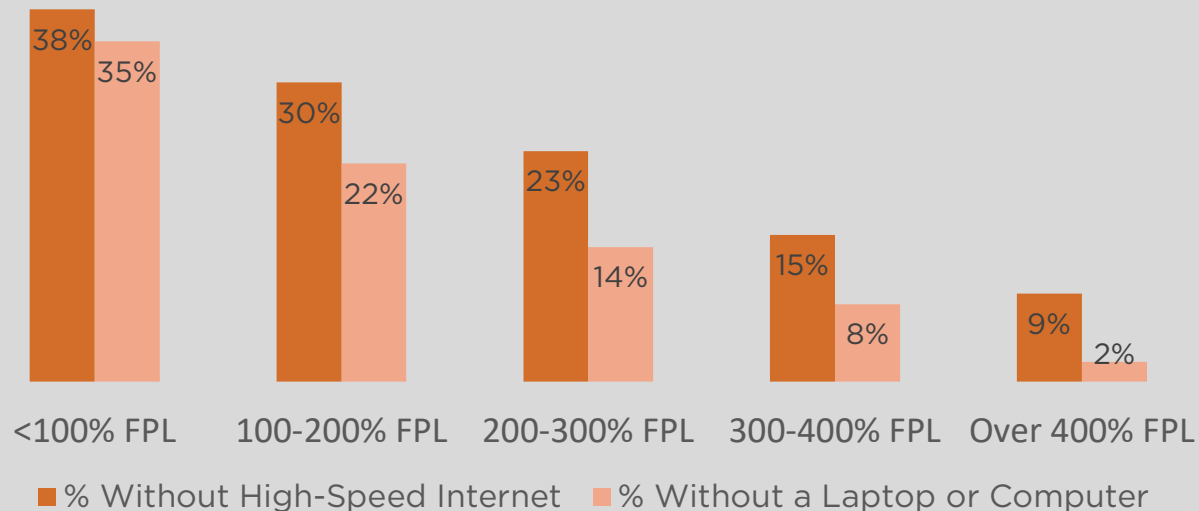
# STUDENTS LIVING IN LOW-INCOME HOUSEHOLDS ARE THE LEAST LIKELY TO HAVE ACCESS TO DEVICES AND INTERNET

**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



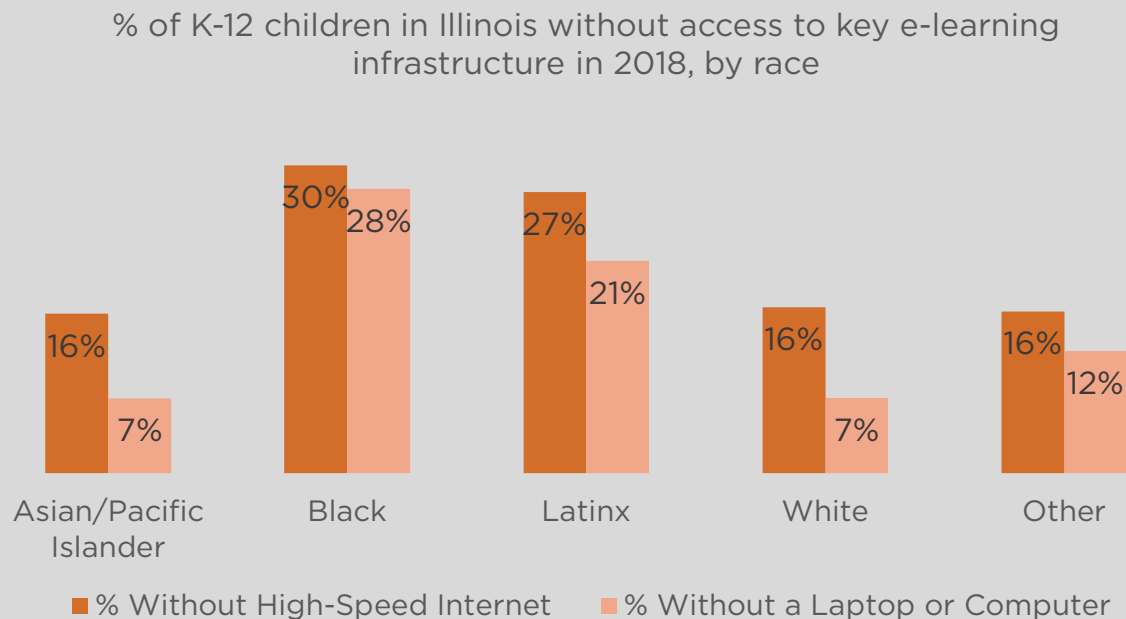


# BLACK AND LATINX STUDENTS ARE MOST LIKELY TO LACK ACCESS TO E-LEARNING, EXACERBATING RACIAL INEQUITIES

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



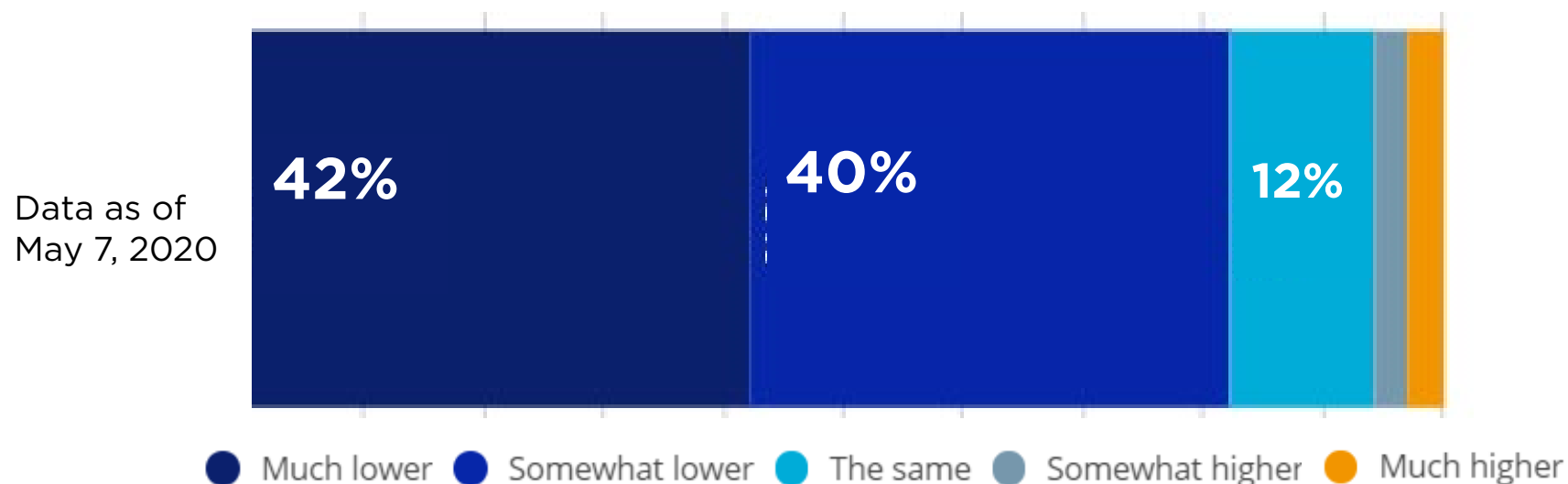
Latinx students have similar rates of internet access.  
Roughly 1 in 6 white students lack access to high-speed internet.



## 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.**

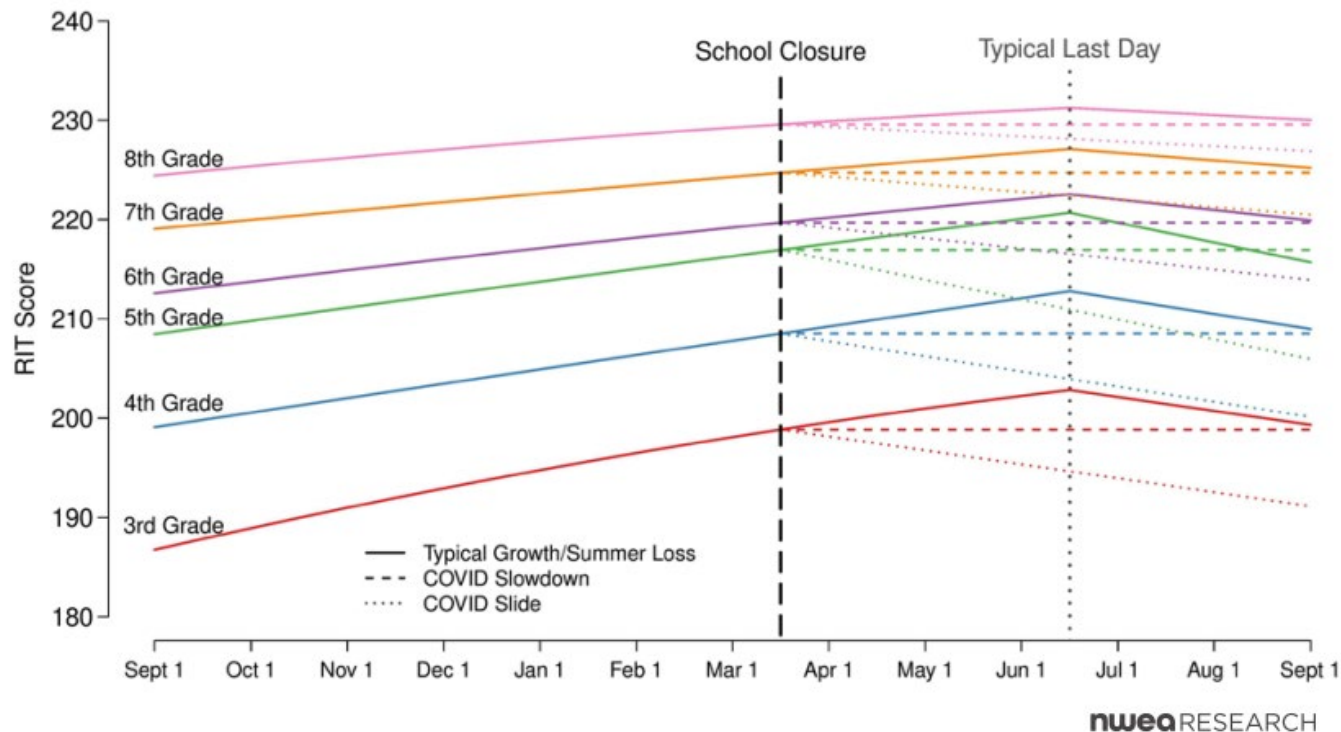
Compared to their engagement level prior to the coronavirus closures, my students' current level of engagement with their schoolwork is:



# 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).

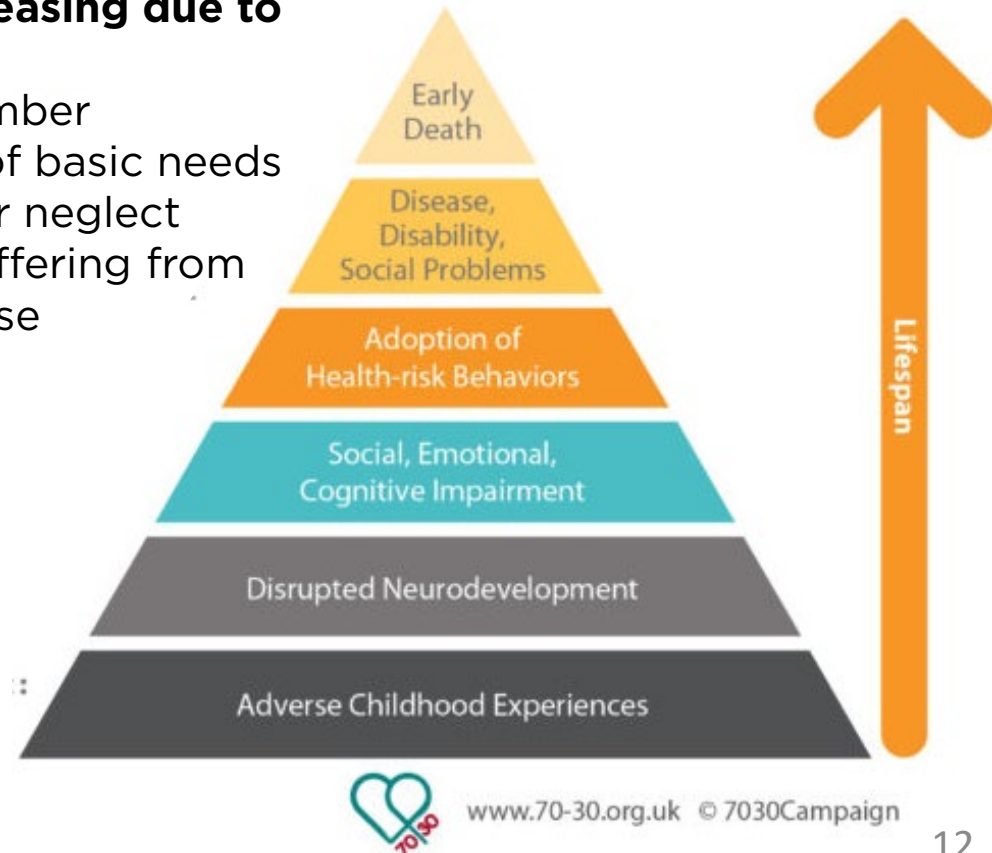
Figure 1. Mathematics forecast



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

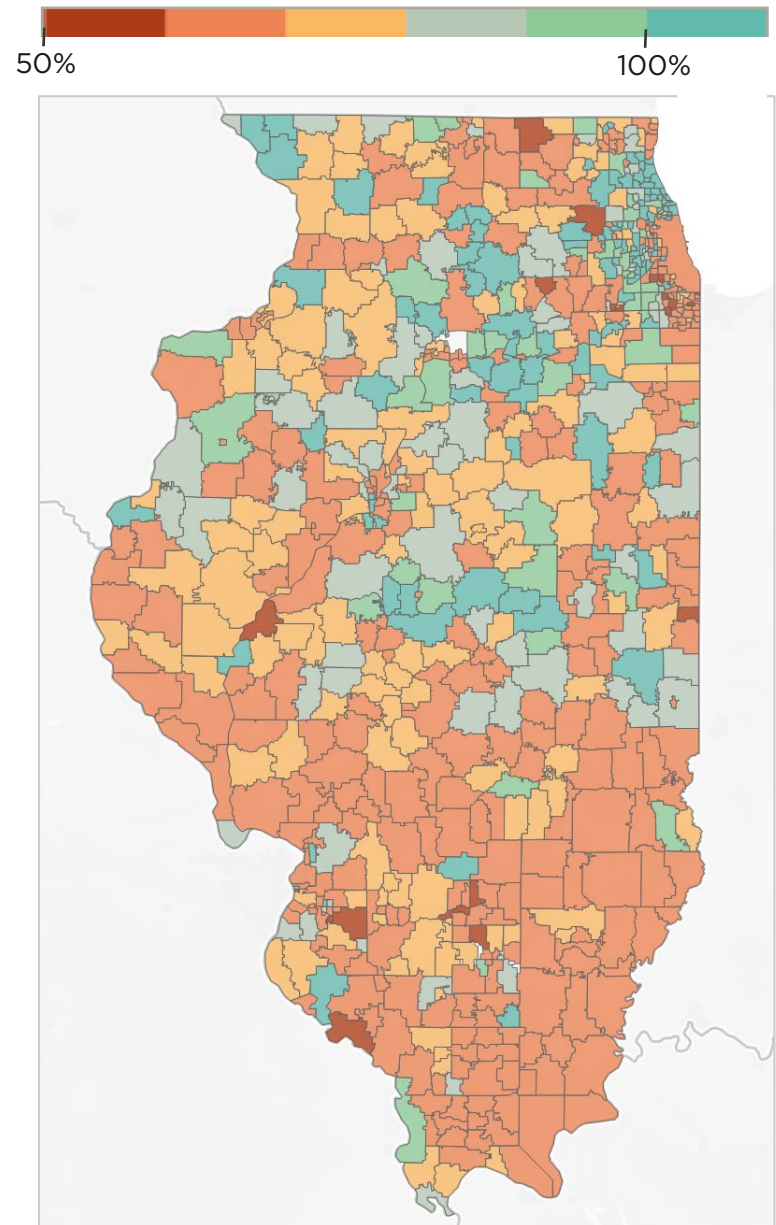
# COVID-19 AND ITS FALLOUT WILL EXPOSE CHILDREN TO MORE ADVERSE CHILDHOOD EXPERIENCES AND TOXIC STRESSORS

- **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



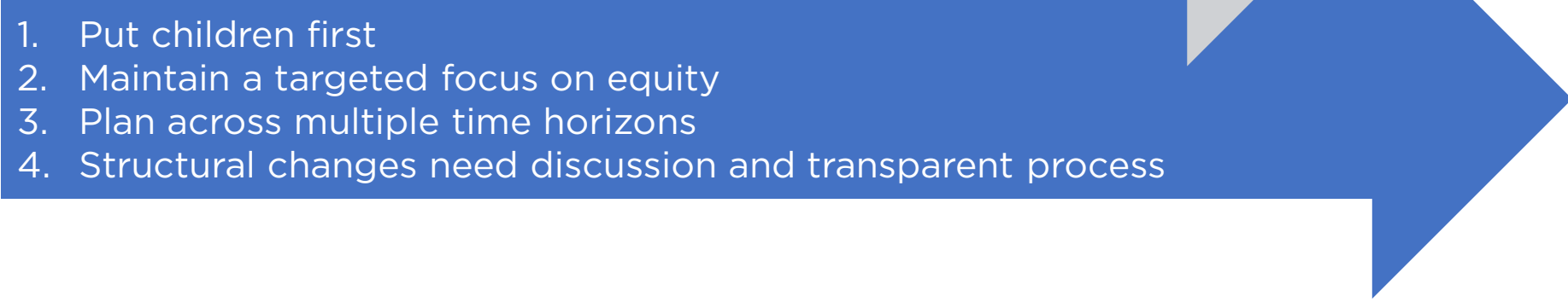
# THE STATE MUST ADDRESS IMMEDIATE NEEDS BUT ALSO LOOK TOWARDS RECOVERY AND REBUILDING PHASES OF THE WORK



**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 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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## QUESTIONS FOR CONSIDERATION

- 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!**

