

FROM CRISIS TO RECOVERY: THE EDUCATION IMPACT OF COVID-19

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

Presenting partner



THE CHICAGO
PUBLIC
EDUCATION
FUND

APRIL 23, 2020

AGENDA

1. WELCOME, OVERVIEW, & INTRODUCTORY REMARKS
2. ANTICIPATED IMPACT OF COVID-19 ON ILLINOIS STUDENTS
3. IMPLICATIONS & POLICY CONSIDERATIONS
4. Q/A
5. LEGISLATIVE RECOVERY APPROACH & PRIORITIES WITH REPRESENTATIVE WILLIAM DAVIS & SENATOR ANDY MANAR
6. CLOSING

INTRODUCTORY REMARKS



State Representative William Davis



State Senator Andy Manar

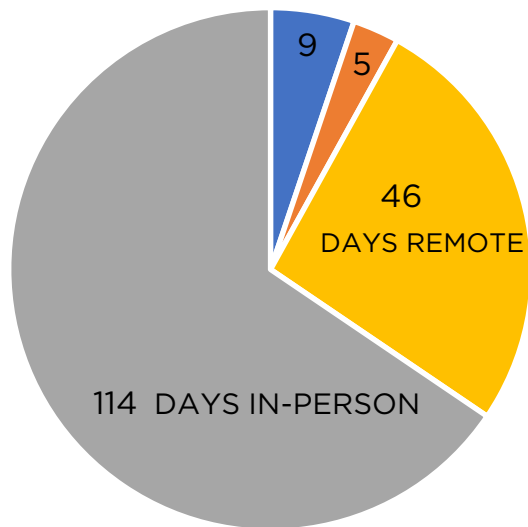
ANTICIPATED IMPACT OF COVID-19 ON ILLINOIS STUDENTS

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.

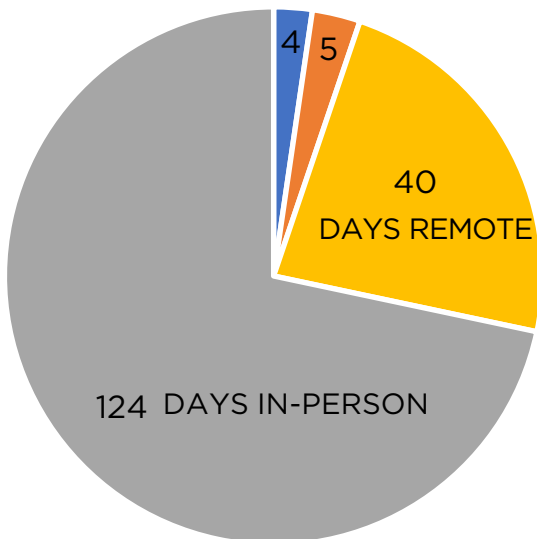
DECATUR PUBLIC SCHOOLS

Spring break prior to 3/17/2020



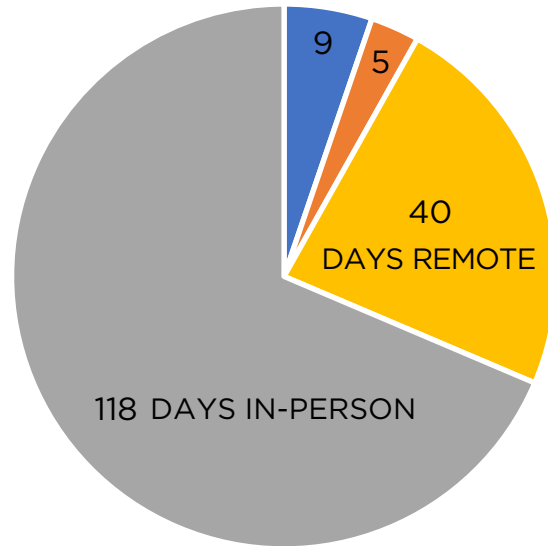
SCHOOL DISTRICT U-46

Spring break during Act of God Days



ROCKFORD PUBLIC SCHOOLS

Spring break during Remote Learning



■ ACT OF GOD DAYS

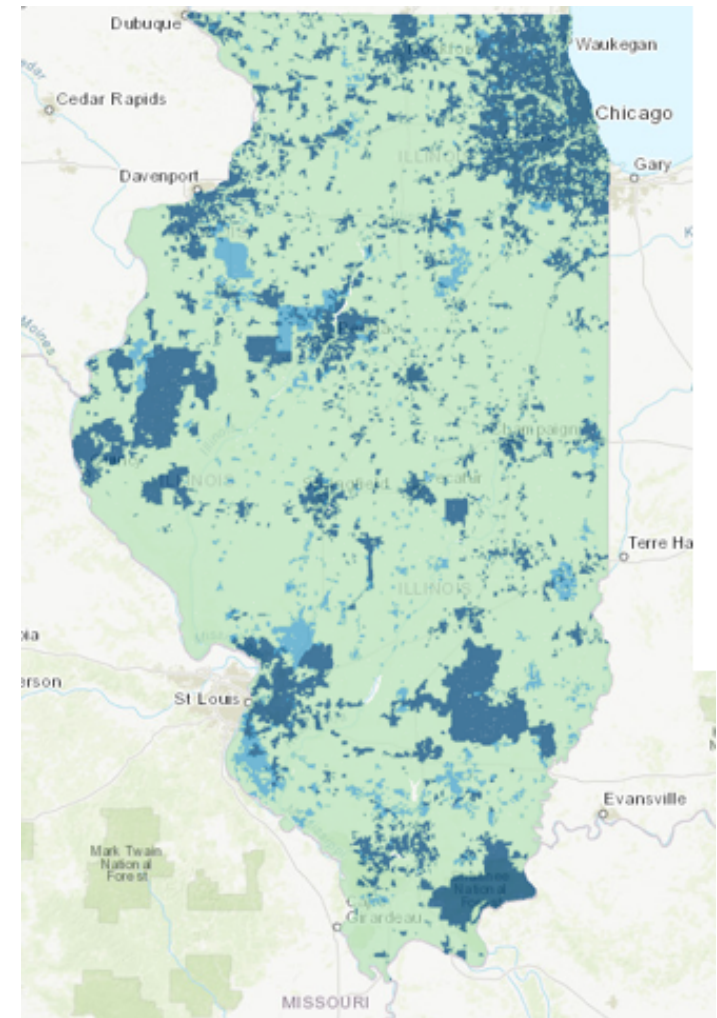
■ REMOTE LEARNING PLANNING DAYS

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

- Districts have had little time to plan for remote learning, and resources vary widely
- In March 2020, 2/3 of districts that responded to ISBE's remote learning needs survey reported lacking resources needed for quality e-learning
- 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)**



■ Unserved - <25 MBPS downstream

■ 25 - 100 MBPS downstream

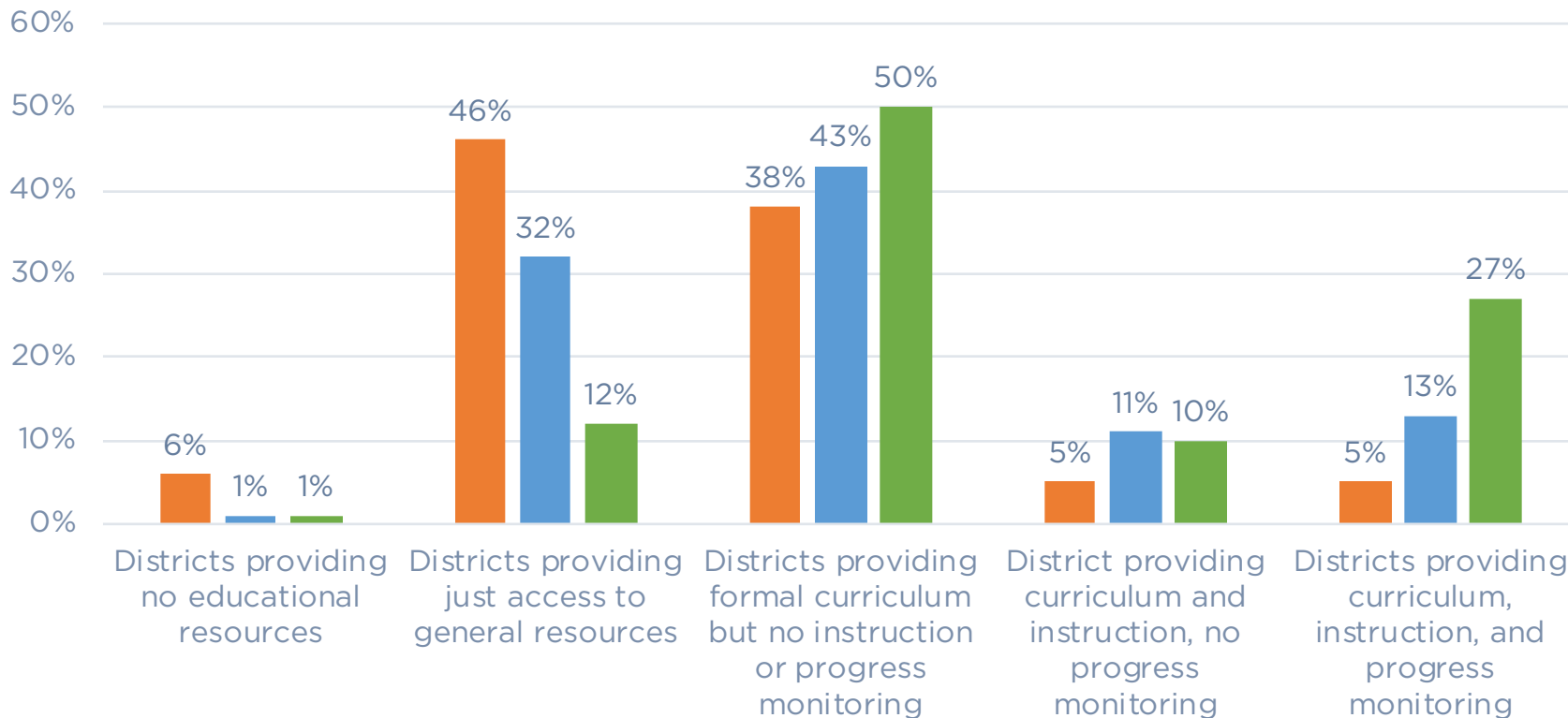
■ 100+ MBPS downstream

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

ILLINOIS IS NO EXCEPTION, NATIONALLY THE MAJORITY OF DISTRICTS WERE ILL PREPARED TO TRANSITION TO REMOTE LEARNING

In March, only 10% of districts were prepared to provide formal curriculum and instruction to their students.

3/26/2020 4/3/2020 4/10/2020



Source: Center for Reinventing Public Education, [District Responses to COVID-19](#) and "A Month In, Districts and Charters Make Progress on Online Instruction and Monitoring Student Progress, Lag in Grading and Attendance" Available [here](#).

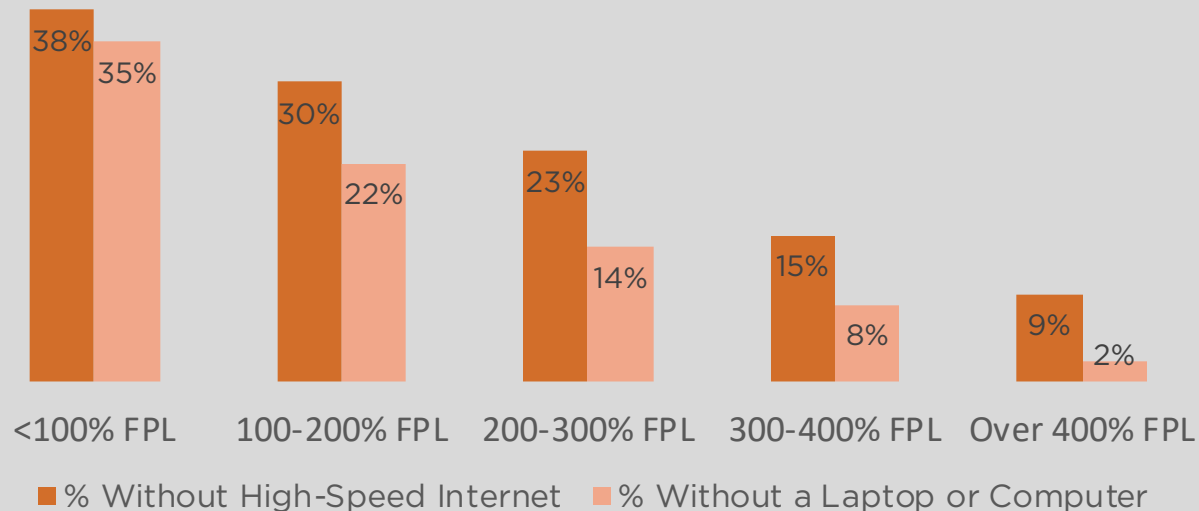
STUDENTS LIVING IN LOW-INCOME HOUSEHOLDS ARE THE LEAST LIKELY TO HAVE ACCESS TO DEVICES AND INTERNET

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



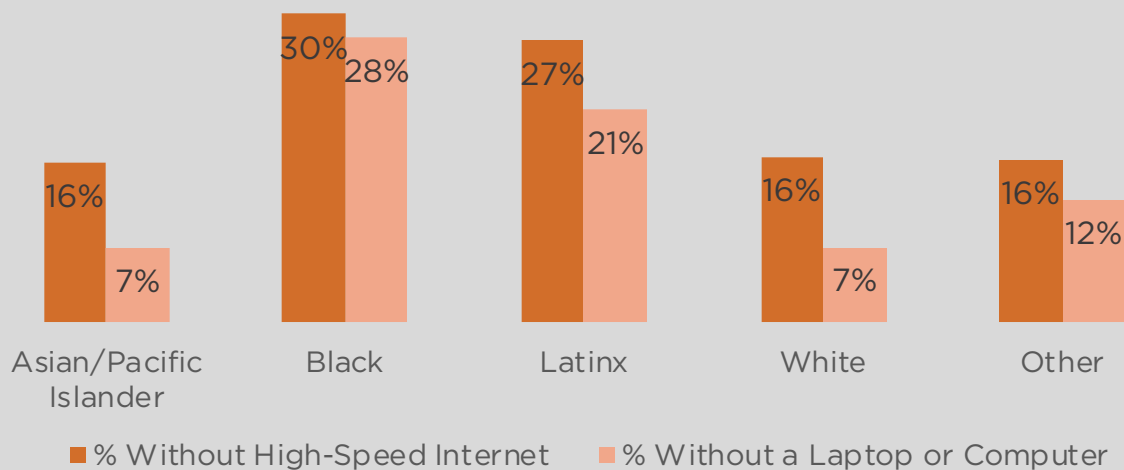
BLACK AND LATINX STUDENTS ARE MOST LIKELY TO LACK ACCESS TO E-LEARNING, EXACERBATING RACIAL INEQUITIES

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.

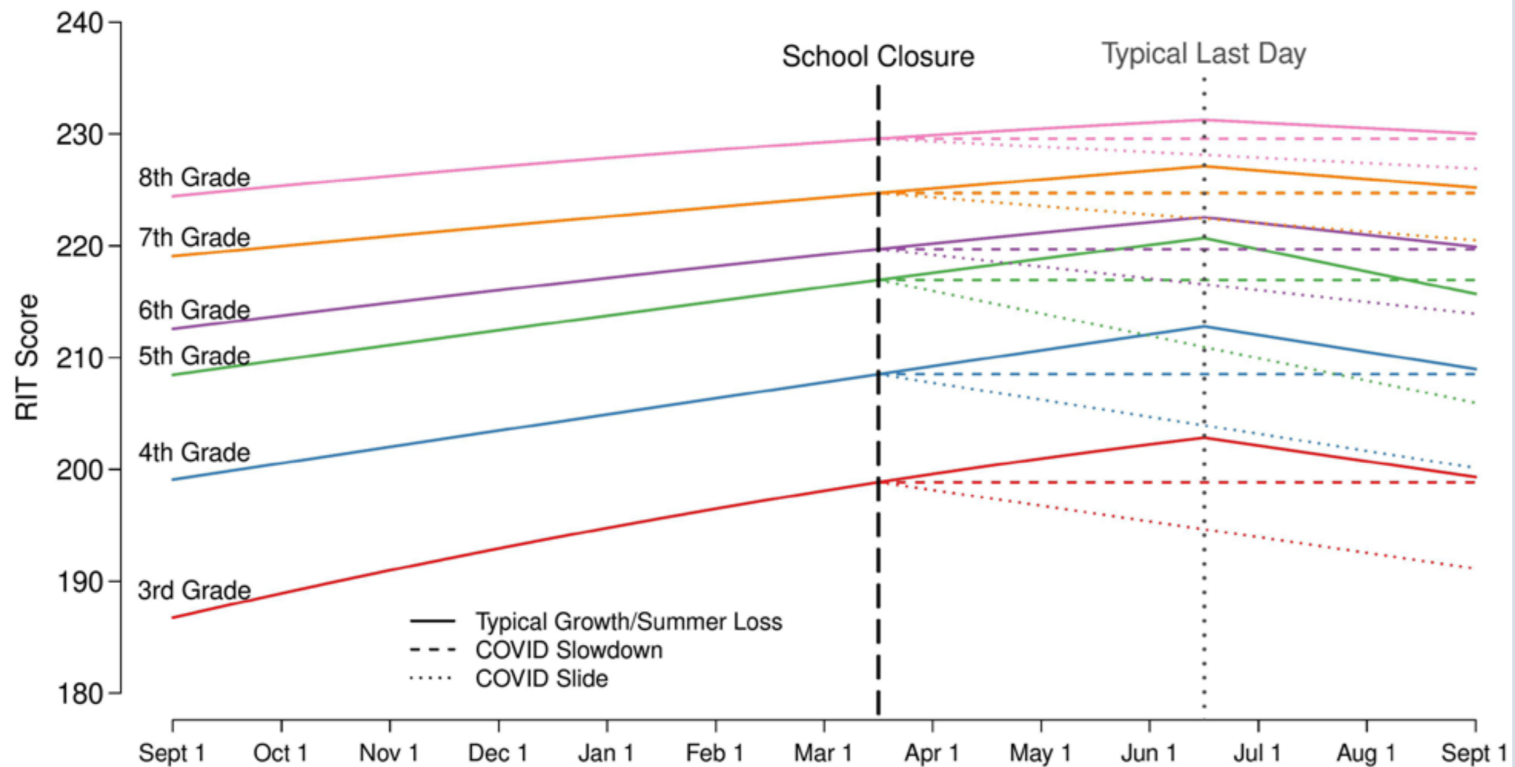
% of K-12 children in Illinois without access to key e-learning infrastructure in 2018, by race



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

NWEA estimates that students may return to school with just **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

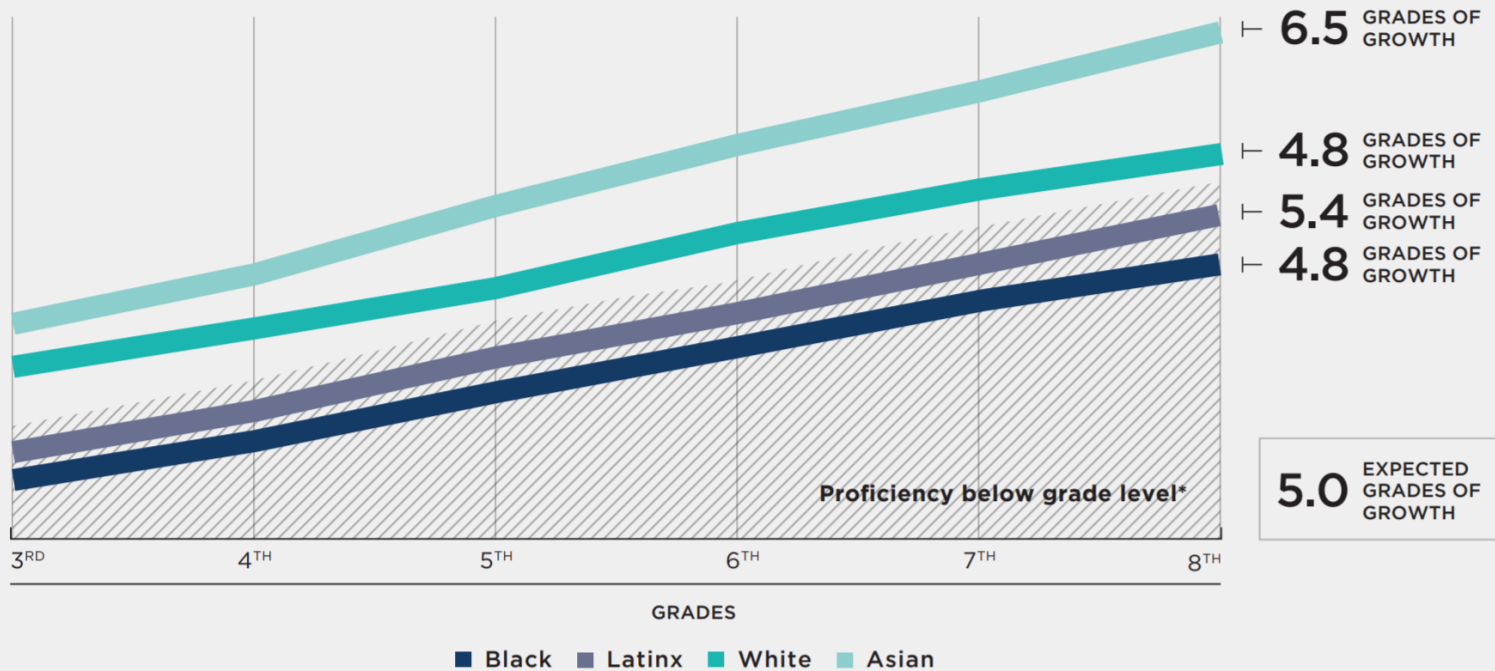


WITHOUT INTERVENTION, WE WILL LIKELY SEE ACHIEVEMENT GAPS WIDEN DUE TO COVID-19

Illinois schools typically help narrow achievement gaps - but with 1/3 of the school year lost in 2019-2020, that growth will likely stagnate.

BLACK AND LATINX ACADEMIC GROWTH EQUALS OR OUTPACES WHITE PEERS, BUT PROFICIENCY GAPS PERSIST

Growth in Math within 5 years, Cohort of 2009

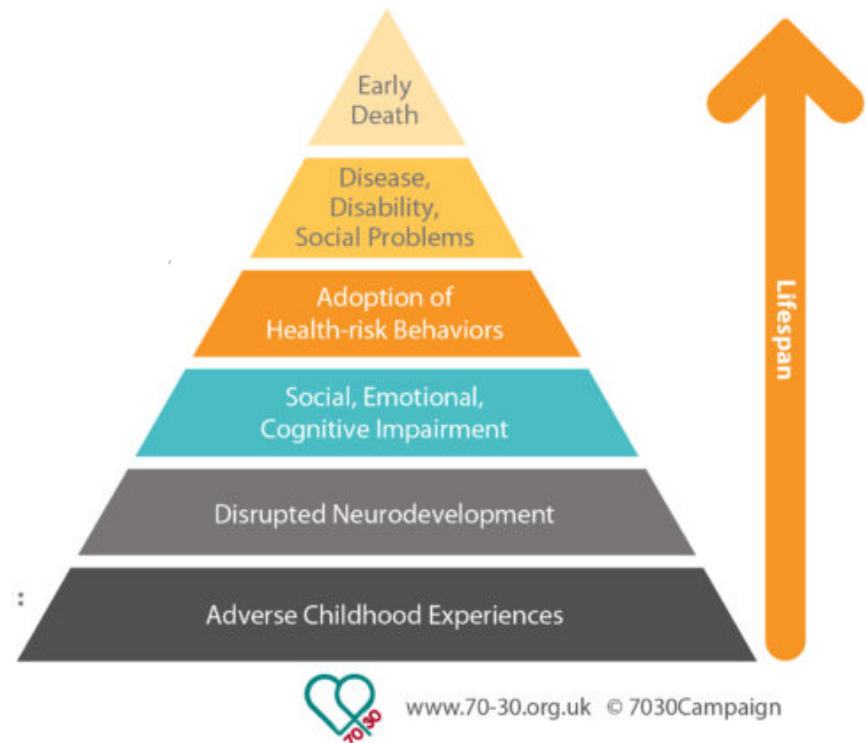


SOURCE: STANFORD EDUCATION DATA ARCHIVE (VERSION 2.1), 2018.

*Students in the shaded area are performing below grade level. Early inequities have a long-term impact.

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 health and wellbeing by causing toxic stress in children. ACEs and other toxic stressors 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
- There is a powerful, persistent correlation between the number of ACEs experienced and a greater chance of poor outcomes later in life, including dramatically increased risk of physical and mental health issues, substance abuse, and unemployment, decreased educational achievement and attainment, and early death.
- More chronic exposure to adversity causes more toxic stress



COVID-19 WILL LIKELY CAUSE AN UNPRECEDENTED INCREASE IN NUMBER OF CHILDREN EXPERIENCING AND IMPACTED BY TOXIC STRESSORS

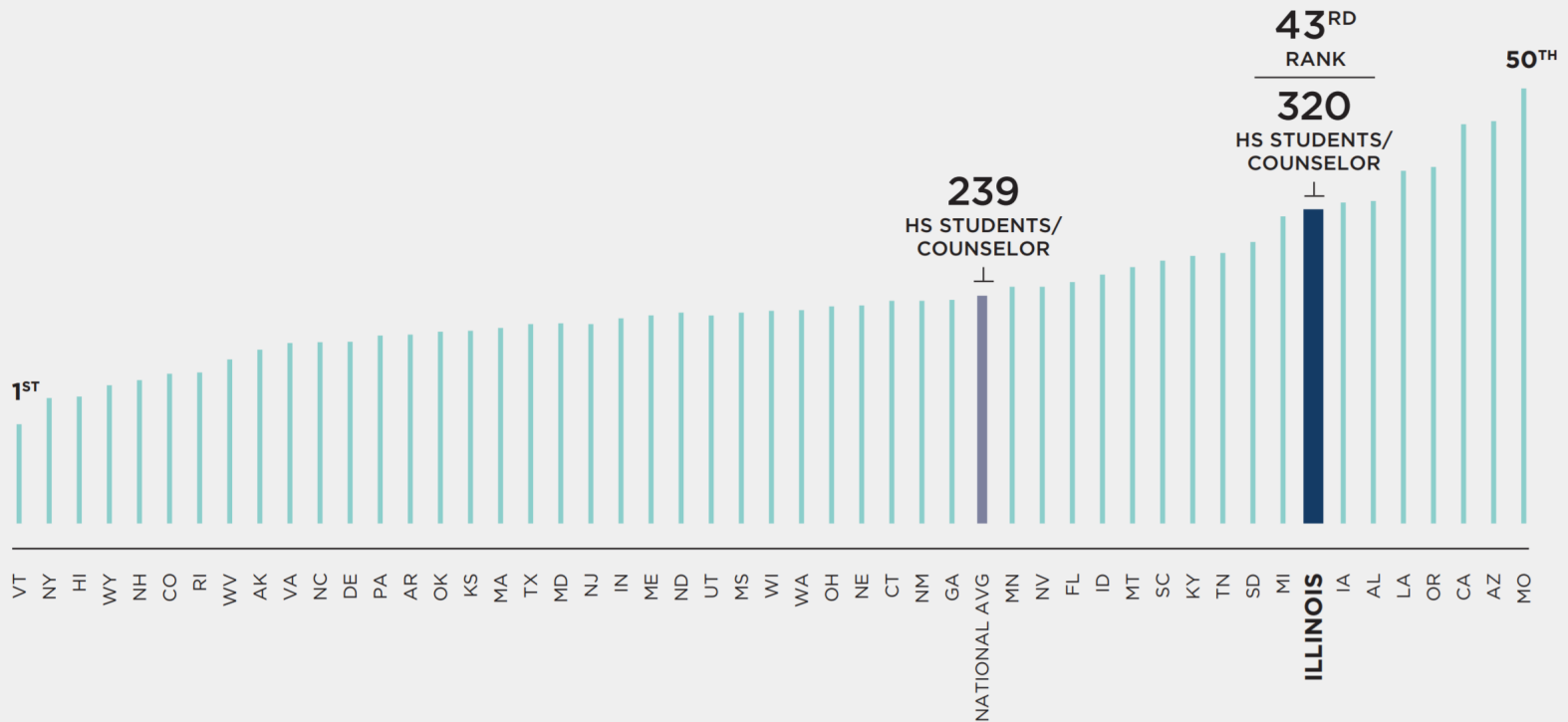
- **DEATH OF A FAMILY MEMBER:** COVID-19 will cause an estimated ~2,260 total deaths statewide in IL by August 4th*
- **INSECURITY OF BASIC NEEDS** (poverty rates, economic instability, and food insecurity):
 - IL unemployment claims increased from ~39K in February to ~634K in mid-April**
 - Even as schools work to continue to provide meals to students, food insecurity is expected to increase
- **ABUSE, INCLUDING DOMESTIC VIOLENCE:** As shelter-in-place orders confine victims of abuse with their abusers, incidences of domestic violence have reportedly increased.
- **MENTAL ILLNESS:** Clinical psychologists anticipate that the social isolation and anxiety caused by COVID-19 will likely increase rates of clinical depression.
- **GENERAL STRESS** caused by abrupt and dramatic changes to children's routines, as well as fear or anxiety, will likely adversely affect all students.

**Institute for Health Metrics and Evaluation, COVID-19 Projections, <https://covid19.healthdata.org/united-states-of-america/illinois>*

***Multiplied from 4 week moving average reported by Illinois Department of Employment Security, "Weekly Claims: Unemployment Insurance Data for Regular State Programs"*

PRIOR TO COVID-19, ILLINOIS ALREADY HAD RELATIVELY LOW LEVELS OF SUPPORT STAFF AND COUNSELORS PER STUDENT

HIGH SCHOOL STUDENT-COUNSELOR RATIOS, BY STATE, 2017



SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, COMMON CORE OF DATA, STATE NONFISCAL PUBLIC ELEMENTARY/SECONDARY EDUCATION DATA, 2018.

LESSONS FROM THE PAST: LIMITED CRISIS RESPONSE PRECEDENT

- **Limited opportunities for comparison due to differences in magnitude (timing and scale)**
 - Natural disasters (Hurricane Katrina, Joplin tornado, Paradise wildfires)
 - Post- 9/11 recovery in the US
 - 2015 Ebola crisis in Sierra Leone
- **Lengthy school closures have long-term negative impacts for kids**
 - Argentina's lengthy teacher strikes in the 1980's had long-term negative impacts on educational attainment, employment, and wages.
 - Hurricane Katrina, 2009 Australian bushfires, and other disasters show that trauma can last for years and further worsens academic outcomes.
- **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
- **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.

AREAS OF UNCERTAINTY

Timeline for school re-opening

- It is still unclear whether COVID-19 will force schools to remain closed through (or reclose again in) summer and fall of 2020.

State and federal budget for education

- Illinois is projected to have a \$7.4B budget gap in FY21
- More federal support is uncertain

Long-term economic consequences

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



IMPLICATIONS & POLICY CONSIDERATIONS

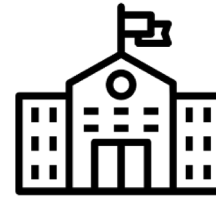
Chicago Public Schools

CHICAGO IS A BIG, DIVERSE SCHOOL DISTRICT ...



355,000 students

47% Latinx; 36% Black; 11% White; 6% Other
76% FRL; 19% ELL; 15% IEP



650 schools

477 PreK-8; 165 high school;
8 specialty or other; 18% charter

... WITH A LOT OF RECENT GROWTH.

The Washington Post

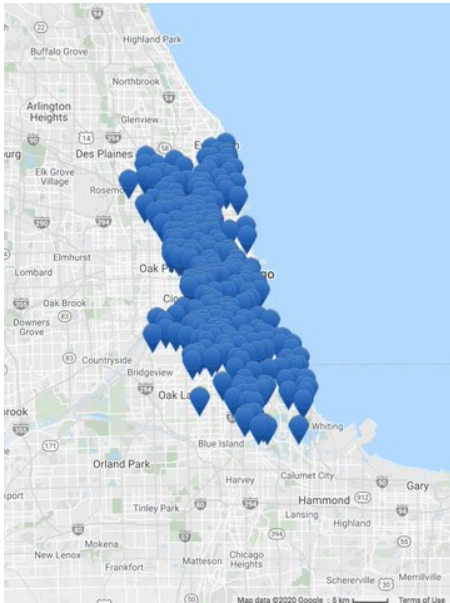
“To learn about improving urban public schools, we should study Chicago. Yes, Chicago.”

CHICAGO SUN*TIMES

“CPS student scores show equivalent of 6 years of learning in 5 years.”

LIKE OTHER COMMUNITIES, CHICAGO HAS MOBILIZED RESOURCES IN RESPONSE TO COVID-19.

Chicago educators are ...



Serving **900,000 MEALS** per week at sites across the city.

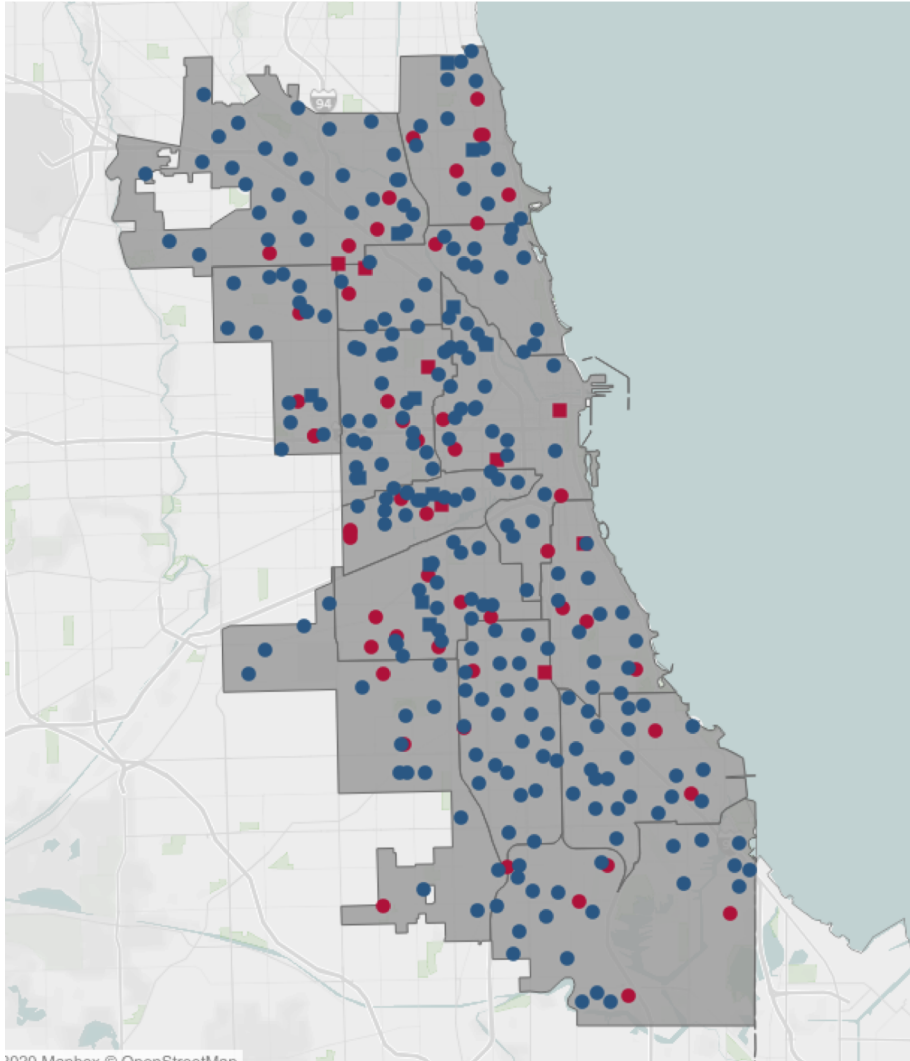


Distributing **100,000 DIGITAL DEVICES** and hotspots.



Implementing **REMOTE LEARNING PLANS** and working to engage students.

THE FUND PARTNERS CLOSELY WITH CHICAGO PUBLIC SCHOOLS TO SUPPORT SCHOOL LEADERS.



IN 2019-20 ...



400+

**SCHOOL LEADERS
SERVED**



180,000

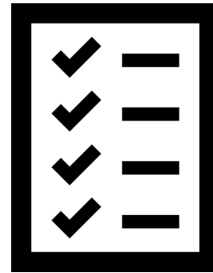
STUDENTS IMPACTED

WE ENGAGED IN A THREE-PART PROCESS TO LEARN MORE ABOUT WHAT EDUCATORS WILL NEED.



Background Research

We explored more than 20 studies on the effect of lost learning, the challenges of remote learning and the results of previous recovery efforts.



External Benchmarking

We inventoried examples from other districts and states and reached out to nearly 50 program providers and contacts.



Principal Interviews

We interviewed 48 principals; the group was representative of the city. We're now holding design thinking sessions with school leaders.

CHICAGO PRINCIPALS' CONCERNS ARE LIKELY SHARED ACROSS THE STATE.

Principals are worried about:

RIGHT NOW

- Engaging with all families.
- Bridging the digital divide.
- Ensuring team and community well-being.

SOON

- Hiring and budgeting for 2020-21.
- Planning for re-entry.

NEXT SCHOOL YEAR

- Minimizing the long-term social-emotional and academic impact on students.

Principals need:

- **TALENTED NEW TEACHERS** to fill open roles and time with all teachers for planning and professional development.
- **TOOLS AND TEMPLATES** for re-entry and contingency planning.
- **TIME** on their own, with their teams and with experts to try out new strategies in advance of and during the school year.
- **RESOURCES** to implement their plans.

WE CAME AWAY WITH FOUR CONCLUSIONS.

- 1. Students will have significant social-emotional and academic needs coming out of this crisis; existing gaps will likely widen.** Research shows that prolonged closures can affect outcomes for years afterward.
- 2. Educators must help shape any proposed solution; the response must be equitable.** Educators will need time, talent and support to prepare for the 2020-21 school year. Some schools (and students) will need more than others.
- 3. Districts and states are currently devising plans of action; no one has a clear path forward.** With little precedent to build upon, Illinois has a chance to lead nationally. Our response can be student-centered, educator-informed and equitable.
- 4. The research is clear: The issue of time will matter the most.** Creative solutions to extending learning time will be necessary, as will the resources to support recovery for students and schools.

SOME QUESTIONS REMAIN

- What will the ongoing COVID-19 situation mean for the upcoming school year?
- Will additional time and resources be available to principals and districts?
- What information will be available about student well-being and academic performance?

IMPLICATIONS & POLICY CONSIDERATIONS

State of Illinois

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

LEARNING RECOVERY- IT'S COMPLICATED

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

Any recovery plan must include:

- Mental health plans and supports (for teachers and students)
- More time to address unparalleled learning and social emotional needs;
- Educator **planning time, support, and training** (academic recovery, remote learning, social & emotional); and
- Specifics on how we will **target 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).

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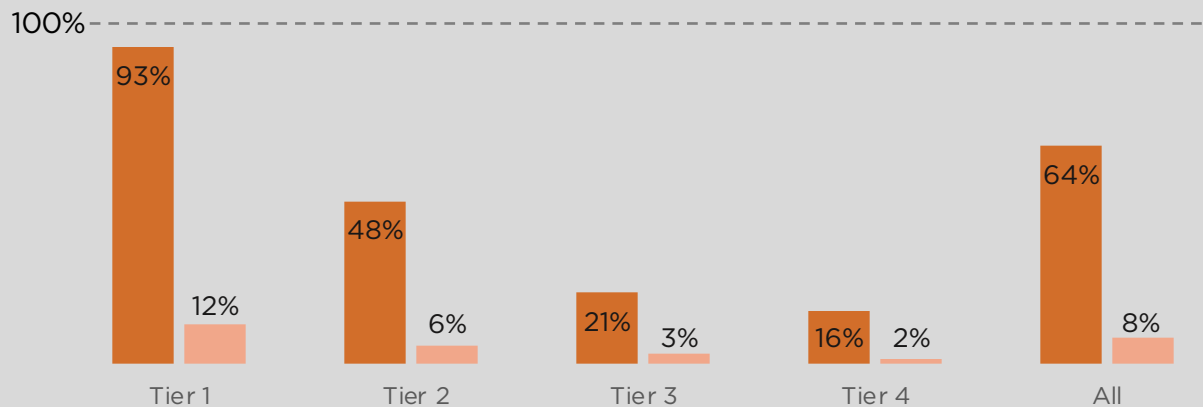
RETHINKING THE SCHOOL CALENDAR TO PROVIDE STUDENTS WITH MORE IN-SCHOOL TIME CAN BE APPROACHED IN A NUMBER OF WAYS

APPROACH TO MAKING UP IN-SCHOOL TIME	RESEARCH ON EFFECTIVENESS/IMPACT	LOGISTICAL CONSIDERATIONS
Lengthening 2020 school year	Little research on impact of adding make-up days to the year from other disasters.	Most other examples only involve a few days, but up to 2+ months would need to be made up in this case.
Extending summer school (longer hours, longer days, increase access/enrollment)	Research indicates that summer school programs can help boost student learning, but vary greatly in effectiveness depending on implementation.	Summer school is most effective when programs are longer than 6 weeks. Attendance is critical for improved outcomes, but it would be difficult to make it mandatory.
Starting 2020-2021 school year early Add on time to school day for 2020-2021 year Add on days to school year for next several school years to cumulatively make up for lost 2020 days	Under non-disaster circumstances, increasing instructional time via extended school day and school year methods can boost student learning and achievement. However, adding only 10min per day seems to have minimal impact and there are diminishing marginal returns to added instructional hours.	As with other approaches, the most effective implementation of these strategies involves strong attendance and significant amounts time added. Challenges include cost and equity considerations.

EXTENDING INSTRUCTIONAL TIME WITH THE SAME LEVEL OF EXPENDITURES FOR THE SCHOOL YEAR IS COSTLY

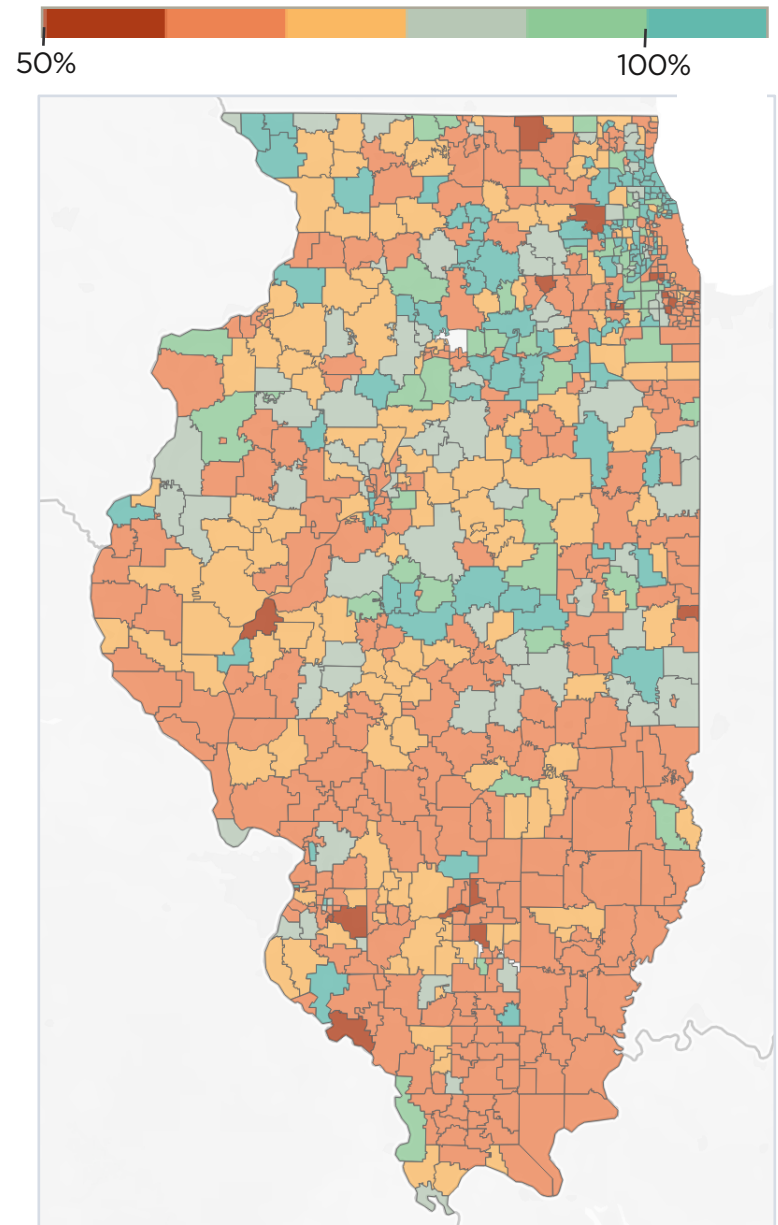
OPERATING COST FOR ADDITIONAL DAYS OF SCHOOL			
Tier	+1 full days	+5 full days (~1 week)	+40 full days (~approx. full time lost)
1	\$ 82M	\$ 408M	\$ 3.2B
2	\$ 42M	\$ 207M	\$ 1.7B
3	\$ 10M	\$ 50M	\$ 4M
4	\$ 27M	\$ 133M	\$ 1B
All	\$160M	\$ 798M	\$ 6.4B

Percent of Operating Costs K-12 C.A.R.E.S. Funds Could Cover



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



FEDERAL ROLE

In addition to the clear and immediate state role, there is also a real need for federal leadership.

- While the CARES Act provided some necessary resources for K-12 education, it equates to less than \$250 per student for roughly 60% of our districts. Some districts will receive \$0.
- We have a looming State budget gap that will potentially have ramifications for this and future years, including undermining the progress we have made with EBF.
- We must continue to communicate this real and potentially devastating need to our federal representatives and partners in order to ensure there is a sufficient and comprehensive federal response.

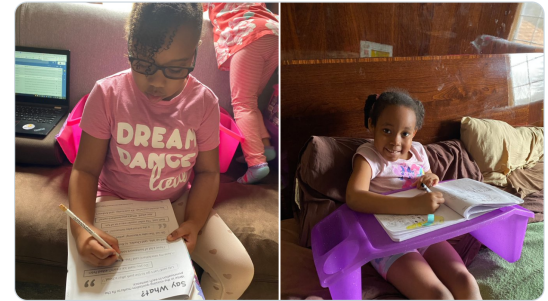
DURING THIS UNPRECEDENTED CRISIS, IL HAS SEEN UNPRECEDENTED STATE AND LOCAL LEADERSHIP



8th grade team meeting this morning planning how to best support our students! #smspride #ilschoolsstepup #engage109



These girls found comfy spaces in their home where they can complete their E-Learning work! This is where they are focused. Participate in our virtual crew and show us where you focus. #ilschoolsstepup #AllInIllinois #wearcrew



EL Education and 3 others



Barrington 220 @barrington220 · Mar 19

It has been a crazy week, but thanks to our dedicated staff, Sodexo, Quest and Barrington Children's Charities, we were able to distribute meals to hundreds of families in need! #BSD220 #ilschoolsstepup 🍎 🥕 🥞



Q&A AND DISCUSSION



State Representative William Davis



State Senator Andy Manar

THANK YOU!