GOECD

* March 21 suspension of all licensed day care homes, reopened with <6 children, emergency licenses for essential workers <10 children (must be same children without swapping)
* Supply chain interruption for PPE and cleaning supply, convened work group to provide free supplies
* Stipends, grants, reimbursement for emergency care
* Virtual home visits continue
* Mixed responses from care providers, ranging from anxiety and excitement
* Administrators concerned about reduced groups, staffing, and increased costs
* Providers most produce plan for DCFS and parents/guardians
* Parents may be returning to workforce, but anxiety and high unemployment may mean less demand
* Physical distancing, drop-off procedures, cleaning and mask use
* Costs estimation 30% increase
* GEER fund will bring funds in, but need more support including for Head Start
* Limits from IDPH of serving <10 families
* Less childcare means loss of employment for women and POC
* Jesse: Childcare restoration grants and other funds now receiving thousands of applications

ISBE

* 66 stakeholders, advisory group members, consulted for Remote Learning last spring
  + No harm to students, looking at grading and attendance
* Summer school for learning loss, IDPH and other stakeholders weighed in
* 300 stakeholders total informed ISBE guidance throughout, from last spring to this fall
* Now viewing need for extension of policies/flexibility in 2020-2021
* Partnership with parents is critical with remote learning, so translating documents is paramount
* Changing landscape, schools moving from blended to remote
* K-12 Survey: 47% blended, 22% remote, 31% in-person (missing 200 districts)
* Have put out CARES and GEERS applications to districts, in addition to what’s already been allocated
* Putting together resource list to help parents specifically with professional development

ICCB

* Quickly moved to issue guidance to system re pass/fail, dual credit, transfer
* 35 stakeholders to created return to campus, efforts to make consistent with IBHE guidance
* Many CTE students had to go remote, leading to incompletes, so much guidance was around that
* Dev ed and adult ed concerns: How to do remote learning for students with basic skills deficiency?
* CARES Act, colleges doing drive-in Wi-Fi, raiding computer labs to give out tech, transportation grants
* GEER money focused on first-gen and low-income
* Moving from reactionary to forward-looking approach

IBHE

* Research, donated PPE, strong response from higher ed and from foundations
* Addressing students’ emergency needs, particularly for those already at risk for drop out
* Addressing social pushes for gap year by encouraging students to stay, showing them what college online + #StayTheCourse
* GEER fund allocation model for equity, % of low income at institutions
* Convened stakeholders for guidance on Fall reopening

NWEA

* MAP assessment: projecting COVID slowdown to show where students were cut off midyear and how the stagnation or slide could be dramatic
* Understand COVID will impact students differently, particularly for those disproportionately affected
* Some students may benefit from the one on one attention they’re getting, but that’s not the majority
* Shutdowns from natural disasters like Katrina allow us to preview the effects of COVID
* Overall lack of understanding where kids physically are, lots of movement due to personal/economic/family situations
* What types of activities have they been doing? What does remote learning look like right now and what will it look like come Fall?
* Working with states to understand policy/legislative roadblocks, historically has often been one state issued device per family, which isn’t realistic now
* NWEA can provide data support for states to focus on instructional tools to assess and fill in learning gaps and use data for long-term catch-up plans
* Remote testing: Measuring how long students spent on items and stayed engaged, proctoring exams

Discussion Group 3:

* High school to higher ed pipeline is critical
* Assessing students using old assessment data, usual expectations, would create same results
* Fast forward ten years, what would we build in retrospect?
* High school space: work-based learning with community colleges, launching new system for equitable access
* HS Dual credit limited in some communities because no labs, but all colleges going online so teacher qualification bypassed by offering direct instruction to high schoolers
* Need to look at totality of high school experience, not single point in time test scores
* Off-campus means expecting older students to support siblings *and* do their own work
  + Social emotional aspect of this as well, teachers need to understand
* Students and teachers taken out of their usual classes need guidance on building relationships with new people
* Instability and trauma are more nebulous than learning loss, hard to address for teachers meeting new student remotely
* We don’t do social emotional learning well—Is this the moment where we create a new structure? For this and outside/competency learning opportunities?
* Teacher shortage is about to get worse
* Inquiry based and distance learning with IMSA, have shown we have capacity to do new things because we’re forced to do them – must be ambitious, no other option
* We are not all experiencing this equally, must have state guidance to address who’s being left behind—new issue for a local control state
* Some kids are going to need more time across a period of years (controversial issue), can set statewide markers to how much time is available and maybe districts can take a handle on how that is done
* Need a statewide discussion on that and get right people in the room, expansive but well-defined task to bring parties together to facilitate guidance creation
* Understanding our research agenda

Other discussions:

* Addressing rural student gaps and higher ed
* Longer school years?
* Creating new best practices for teachers
* Expectation that childcare has increased in importance now that school is virtual
* Create a P-12 strategic plan with outside help

Clear emphasis from the group on getting outside assistance to address issues, leveraging knowledgeable stakeholders (…as Jesse reminds us we must do more with less).