BEST FOR ALL

#TNBestforALL

Child Wellbeing Task Force

December 9, 2020

TN Department of Education

Dr. Penny Schwinn, Commissioner of Education

Governor Bill Lee's
Child Wellbeing Task Force

The goal of the task force is to ensure that the needs of Tennessee children are met during and after extended periods away from school, and to empower local communities to meaningfully engage in ways that support child wellbeing.

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Deliverables

The Task Force will produce the following deliverables:

- By January 2021, the Task Force will produce five briefs and a summary brief focused on recommendations related to child wellbeing in response to the COVID-19 pandemic:
  - Learning Loss and Instruction
  - Physical Health and Nutrition
  - Mental and Behavioral Health
  - Equity and Vulnerable Populations
  - Access to Services
  - Final Summary Brief

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Agenda

We will :

- *Review, discuss and create additional recommendations for the following briefs:*
  - *Mental and Behavioral Health*
  - *Equity and Vulnerable Populations*
  - *Access to Services*

- *Discuss the creation of a coherent package of recommendations*

- *Discuss goals for our final Task Force Meeting*

Schedule	
2:00 – 2:05	Greetings and Opening
2:05 – 2:25	Mental and Behavioral Health
2:25 – 2:45	Equity and Vulnerable Populations
2:45 – 3:05	Access to Services
3:05 – 3:25	Future Work
3:25 – 3:30	Action Items and Close Out

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Briefs: Topics

The Task Force will produce the following briefs:

Learning Loss and Instruction	Physical Health and Nutrition	Mental and Behavioral Health	Equity and Vulnerable Populations	Access to Services
▪ Learning Loss ▪ Assessment ▪ Online vs In-person Learning ▪ Early Literacy ▪ Professional Development	▪ Health insurance ▪ Medical care ▪ Food insecurity ▪ Safety ▪ COVID-19 Testing ▪ Physical Abuse and neglect	▪ Trauma and Childhood Adversity ▪ Substance abuse ▪ Suicide ▪ Anxiety and Stress ▪ Adult and staff mental health	▪ Students with Disabilities ▪ English Learners ▪ Disparate data across student groups ▪ Vulnerable populations ▪ Resident facilities ▪ Homelessness and transient	▪ Community Action Teams ▪ School-based Services ▪ Technology ▪ Internet ▪ Childcare ▪ Personal Finance ▪ Housing

Mental and Behavioral Health: Guy

Cited Recommendations	Subcommittee Generated Recommendations
Increase number of mental health professionals serving students, families and staff	**University Partnerships to increase access to mental health professionals.**
	Relax policies related to who can provide mental health services and how time is billed. Modify ways TennCare can reimburse payors to increase in-network providers.
Telehealth	
	Include digital content and other applications which provide support in addition to telehealth.
Connect with children and families	
	Streamline efforts across agencies and ensure districts and local communities are aware of available providers and telehealth opportunities.
School culture and climate	
Training for students, families and educators	**Increase awareness of impact of stress on families, destigmatize mental health supports, and increase access to mental health professionals.**
	Ensure resources are available to support young children, especially those who are not yet school-age.

Equity and Vulnerable Populations: Kristen

Cited Recommendations	Subcommittee Generated Recommendations
Keep school buildings open for most vulnerable populations Maintain access to school-based services and increase access to social services Advance parent partnership and connection to students and families Increase opportunities for positive childhood experiences	• PPE and COVID testing for vulnerable population in addition to those supports provided through schools. • Importance of in-person options for ELs for assessments and instructional purposes. • Communication of academic progress to students and families who may not be able to access communications delivered through various tech platforms. • Focus on building trust with families who are afraid of sending their children to school. • Cultural competence training and ensuring translation services (for written communication as well as in virtual or in-person convenings). • An emotional support line for families and students, in addition to the resource for educators. • Funding rooted in equity • Investigate the interoperability of current programs and funding sources such as TANF and HUD • Address testing anxiety for students, especially high school seniors or those students who are fearful that test scores will negatively impact future opportunities.

Access to Services: Angela

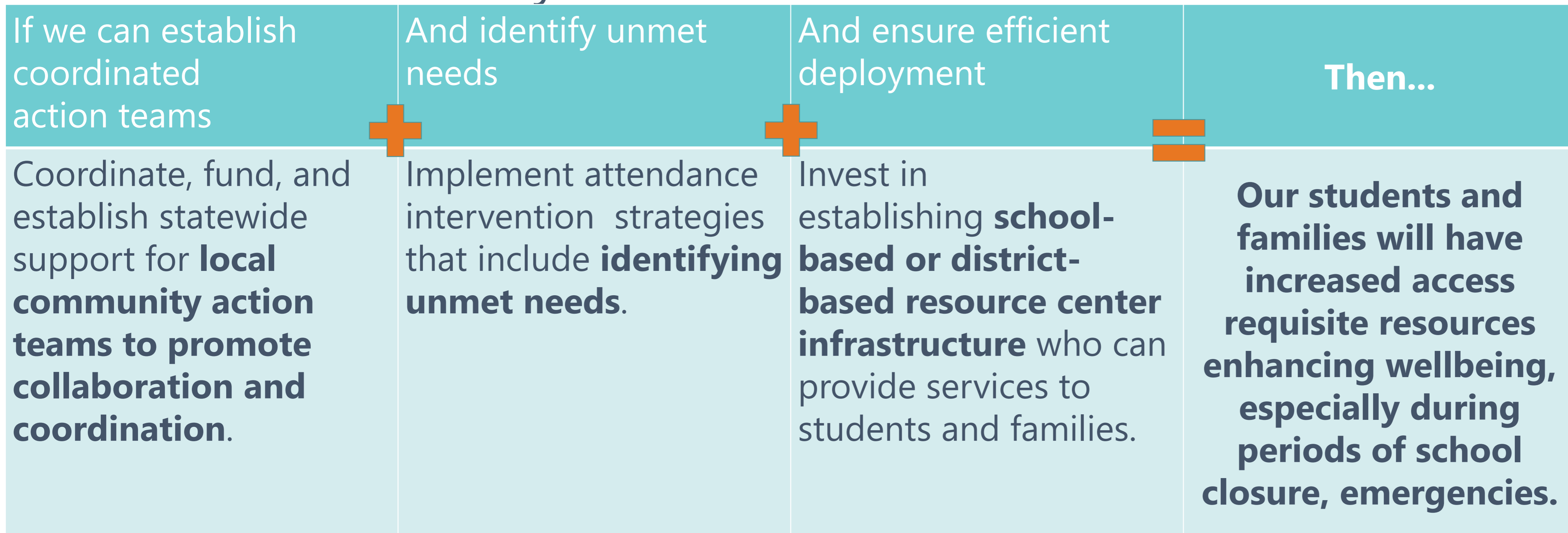| Cited Recommendations	Subcommittee Generated Recommendations
Establish school-based or district-based infrastructure to provide wrap-around services Coordinate local community action teams that are supported at the state level Implement attendance intervention strategies that include the creation of plans to meet student and family needs.	**Places for kids to go whose family doesn't have access to childcare but would prefer to keep their children in a virtual setting.** **Encourage more funding for broadband and expansion of school-based service delivery models.** **In school-based service delivery models, understand each community is going to look different, need different things, and will want to approach the work differently. Ensure a sustainability model is in place to ensure district and school leaders have continued support to implement.**

General Brief Feedback

What are your general or overarching thoughts regarding where the current briefs and recommendations stand?

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Final Summary: Content

What **key messages** and **data** should be **included in the final summary brief** which best illustrate the impact the pandemic has had on child wellbeing?

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Final Summary: Recommendations

- Is there a coherent set of recommendations that could be packaged together to increase likelihood for substantive impact?

- For instance: Theory of Action

If we can establish coordinated action teams	And identify unmet needs	And ensure efficient deployment	Then...
Coordinate, fund, and establish statewide support for **local community action teams to promote collaboration and coordination**.	Implement attendance intervention strategies that include **identifying unmet needs**.	Invest in establishing **school-based or district-based resource center infrastructure** who can provide services to students and families.	**Our students and families will have increased access requisite resources enhancing wellbeing, especially during periods of school closure, emergencies.**

Final Task Force Meeting: January 6

What do you hope to **accomplish** with the publication of these briefs and having served on this task force?

What will be your plan moving forward?

Coming up…

- **December 18**: Task Force Submit Final Feedback on briefs and recommendations

- **December 23**: Task Force Submit Final Summary Brief Feedback and Final Package of Recommendations

- **January 6**: Final Task Force Meeting

- **January 7**: Brief Package Published

You have a PDF version of all recommendations which includes the brief(s) they are included in and the stakeholders most likely responsible for implementing.

Close Out

Homework:

- Review Updated Drafts and Provide Feedback
    - Feedback collected through a survey due by **December 18th**
    - REMINDER: These are still working drafts and should remain confidential with close partners

- Accept, reject and offer revisions to recommendations
    - Collected through a survey due by **December 18th**

- Final Summary Brief Feedback
    - Collected through email by **December 23rd**