



BEST FOR ALL

#TNBestforALL

Child Wellbeing Task Force

December 9, 2020

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.



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

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



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
<ul style="list-style-type: none"> ▪ Learning Loss ▪ Assessment ▪ Online vs In-person Learning ▪ Early Literacy ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Health insurance ▪ Medical care ▪ Food insecurity ▪ Safety ▪ COVID-19 Testing ▪ Physical Abuse and neglect 	<ul style="list-style-type: none"> ▪ Trauma and Childhood Adversity ▪ Substance abuse ▪ Suicide ▪ Anxiety and Stress ▪ Adult and staff mental health 	<ul style="list-style-type: none"> ▪ Students with Disabilities ▪ English Learners ▪ Disparate data across student groups ▪ Vulnerable populations ▪ Resident facilities ▪ Homelessness and transient 	<ul style="list-style-type: none"> ▪ Community Action Teams ▪ School-based Services ▪ Technology ▪ Internet ▪ Childcare ▪ Personal Finance ▪ Housing

Mental and Behavioral Health: Guy

Cited Recommendations

Increase number of mental health professionals serving students, families and staff

Telehealth

Connect with children and families

School culture and climate

Training for students, families and educators

Subcommittee Generated Recommendations

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.

Include digital content and other applications which provide support in addition to telehealth.

Streamline efforts across agencies and ensure districts and local communities are aware of available providers and telehealth opportunities.

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

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

Subcommittee Generated Recommendations

- **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
<p>Establish school-based or district-based infrastructure to provide wrap-around services</p>	<p>Places for kids to go whose family doesn't have access to childcare but would prefer to keep their children in a virtual setting.</p> <p>Encourage more funding for broadband and expansion of school-based service delivery models.</p>
<p>Coordinate local community action teams that are supported at the state level</p>	<p>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.</p>
<p>Implement attendance intervention strategies that include the creation of plans to meet student and family needs.</p>	

General Brief Feedback

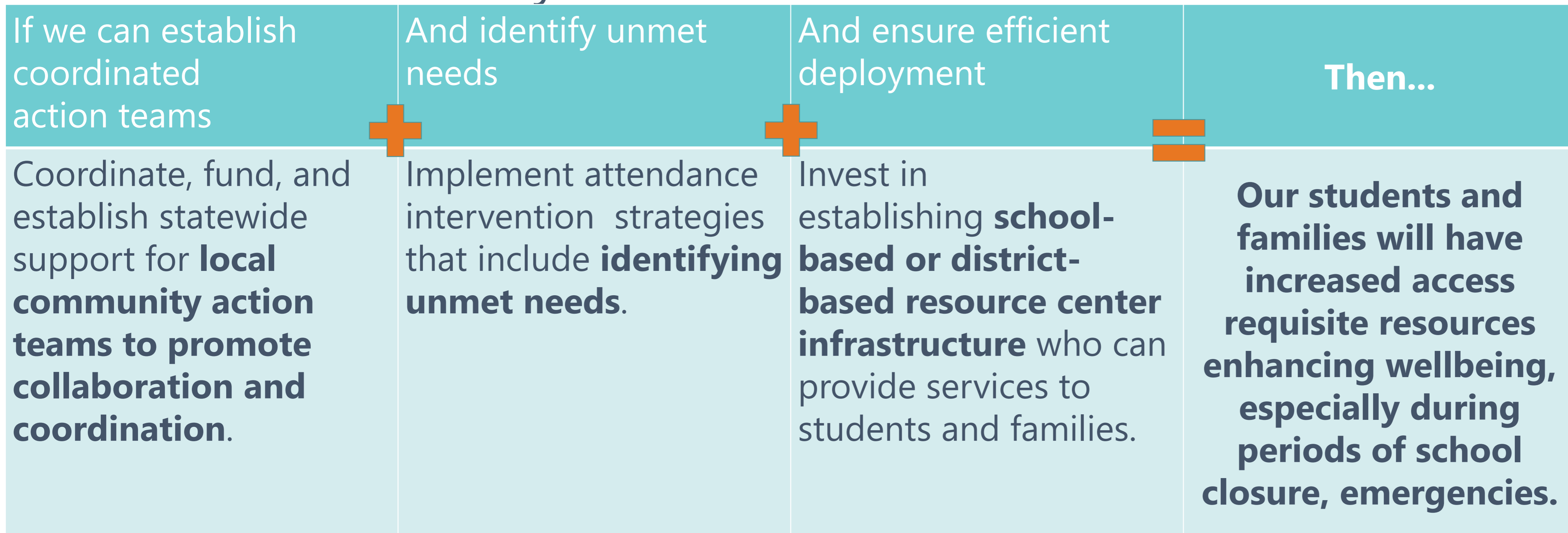
What are your general or overarching thoughts regarding where the current briefs and recommendations stand?

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?

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



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



Recommendations

For each of the 23 recommendations, please select 1 of 3 options:

Accept: you accept the inclusion of the recommendation in one or more briefs

Accept and Final Summary Brief: you accept the inclusion of the recommendation in one or more briefs AND it is 1 of your top 5 priority recommendations. Please select no more than 5-7 recommendations to be included in the final summary brief.

Reject: you do not believe the recommendations should be included in any of the briefs

Note: the final summary brief is currently being drafted and serves to elevate the most important and critical information from the content specific briefs as well as provide the most crucial recommendations. It is recommended that you think of the final recommendations as the set, which implemented together, will have the greatest impact on advancing child wellbeing.

After you complete the matrix, you will have an opportunity to provide feedback on any of the provided recommendations.

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.

Please indicate whether you accept or reject the inclusion of the recommendation in any of the briefs.*

	Accept - include in one or more applicable briefs	Accept and Include in Final Summary Brief	Reject - do not include in any briefs
"1 School-based Access to Instruction and Services: - Keep school buildings open for in-person options as long as safety standards can be maintained. - Should school buildings need to close, maintain in-person options for the youngest student groups and most vulnerable student populations such as students with disabilities, those who are at-risk, English learners, and students struggling to access remote options. - Allocate additional resources for maintaining school-based services in building closure. - Maintain and expand access to school-based services such as meals, mental and behavioral health professionals, health care providers, childcare, and services for students with disabilities. - Collaborate with local community partners and families to identify additional opportunities for service delivery. - Provide additional resources to schools to ensure the needs of students and families are met."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"2 Services Deployment Infrastructure: - Invest in establishing school-based or district-based resource center infrastructure who can provide services to students and families. Coordinate through Coordinated School Health (CSH) and Family Resource Centers (FRCs) where available. - Ensure each local community has the flexibility to determine how the infrastructure will be coordinated, developed and implemented. - Coordinate local services such as health, nutrition, language, therapeutic, housing, career placement, legal, childcare and academic support through schools by providing funding to establish infrastructure such as school-based service centers, bringing in State and local partners. - Incentivize use of mobile health units or reimbursement for using local transportation assets such as buses or vans."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"3 Student and Family Engagement and Outreach: - Districts collect disaggregated attendance data in real-time across all instructional models to identify students who are disengaged. - Schools, districts and communities implement attendance intervention strategies that include identifying unmet needs and avoid penalizing students who are in need. - Community-based organizations, out-of-school time organizations, and companies can work with local and state education agencies to develop an integrated plan to meet the unmet needs. - State government can provide guidance, funding, and resources to support local plans to enact attendance intervention plans and meet the needs of children, especially those most vulnerable."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"4 Parent and Community Partnership: - Advance parent partnership rather than engaging in one-way communication to parents. - Authentically engaging with families across all student populations, ensuring cultural inclusivity, to determine and ultimately make decisions regarding the needs and priorities of the community. - Ensure communication is accurately interpreted and translated and delivered in a way that is accessible to parents/guardians. - State and local partner organizations are available to provide support and guidance on how to reach immigrant-origin families and have the capacity to provide additional resources and supports to students and families such as PPE, food, homework help, tutoring, family engagement, financial assistance, etc. - Ground relationships with parents/guardians in trust and transparency by increasing involvement, awareness, and communication to diminish fear and concern. "	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**

