

Equity and Vulnerable Populations

CWTF Subcommittee Meeting

December 2, 2020

Equity and Vulnerable Populations Brief Overview –

*for those who may not have had an opportunity to review it in advance

The learning loss brief dives into:

- Students with Disabilities
- English Learners
- Disparate data across racial groups
- Residential facilities
- Vulnerable populations
- Homelessness and transient

Subcommittee Discussion and Feedback –

- Striking a balance between providing enough information to be thorough, with being succinct enough to ensure readers consume information
- For many of the recommendations, need to convert them to tactical and specific for implementation in TN.
- Provide information regarding impact of COVID 19 on children in residential facilities
- Began discussing the policies that in place that could be relaxed during this period to help ensure families are supported, such as those impacting housing and electric shut-off.

Subcommittee 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).
- Robust supports for children in residential facilities, such as juvenile justice facilities as the impact on this community has been extensive.
- 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.

Full Task Force Meeting

December 9, 2020

Discussion and Recommendations -

- Tennessee has been hit pretty hard nationally in COVID prevalence in residential facilities. Outbreaks lead to staff shortages and staff shortages are leading to challenging situation in the facilities.
- Need to make the recommendations functional. Move from just broad statements to actionable for Tennessee stakeholders.
 - How to: Be aware of impact on teachers and district staff. How to ensure not adding more to shoulders, refrain from double duty. Especially challenging when moving to or from hybrid models.
- Keep schools open for services: create student specific schedules to ensure access to services when most students are at home engaging in remote learning.
 - Reality: school buildings will be closing due
 - Increase capacity of teachers, students and families in all scenarios and models knowing that many kids will be not be sitting in a classroom all day long.
 - Strain on families with smaller children, in addition to difficulty in instruction when keeping students at home for remote instruction
- Liaison for support to families to help students and families access technology etc. Who would serve in that role such as parents or community partners