

## **Learning Loss and Instruction**

CWTF Subcommittee Meeting

November 10, 2020

### Learning Loss and Instruction Brief Overview –

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

The learning loss brief dives into:

- Learning loss
- Financial impact of learning loss
- Difference between online and in-person learning
- Early learning and literacy
- Professional development

The recommendations included:

- Tutoring
- Professional Development
- Assessment
- High-quality Instructional Materials

### Subcommittee Discussion and Feedback –

- Increase Tennessee context by including narrative explaining the extensive planning districts had done to mitigate learning loss through the continuous learning plan (CLP) process
- Identify and include more Tennessee specific data where it is available. Task members can surface additional Tennessee qualitative information such as anecdotes which includes examples of districts who are not experiencing learning loss in the same way as national trends might indicate, or organizations who have partnered with families to increase digital awareness.
- We might want to think about including recommendations that build on what have been learned during the pandemic and look to the coming years as well as incorporate demonstrated best practices from across the state.

### Subcommittee Recommendations –

- Collaboration
  - o Coordinate efforts across Department of Human Services, Department of Economic and Community Development, and TDOE to maximize efforts.
- Communication and Awareness
  - o Utilize public and private partnerships to increase awareness of learning loss and share resources with families.
- Broadband Access and Adoption
  - o Invest in surveying to identify families in need of broadband and provide training in using technology. Identify and eliminate barriers to families adopting broadband such as connectivity expenses.
- Tutoring and After School Programs

- Public and private partners can work with districts and school to provide volunteer tutoring services, focusing on communities in rural communities. Use of lottery monies can be used to expand after-school / extended learning time opportunities more broadly across the state.
- Community Support Model
  - Make the connection between access to services and academic success to promote increase of services available

Full Task Force Meeting

November 18, 2020

Recommendations -

- Tutoring and Acceleration
  - “Community Specialists” such as nurses, engineers and local individuals who have professional degrees that can tutor. Church, YMCA, and additional community folks who can support virtually
  - Homework Hotline – provides virtual tutors
- Parental Engagement / Partnership
  - Ask parents for assistance and to contribute as many connections to big businesses
  - Look for retired special education teachers who can help to provide services
  - Provide tutoring and small group instruction (in-person or virtually)
- Awareness
  - PR campaign regarding BFAC and utility for parents and teachers
- Supports / Training
  - Identify community partners / parents who can help children access online learning requirements such as logging on and connecting to different education platforms