

## P-20 Council COVID-19 Impact Report Requirements

The Illinois P-20 Council shall have all of the following duties:

**(5) To make recommendations for short-term and long-term learning recovery actions for public school students in this State in the wake of the COVID-19 pandemic.** The Illinois P-20 Council shall submit a report with its recommendations for a multi-year recovery plan by **December 31, 2021** to the Governor, the State Board of Education, the Board of Higher Education, the Illinois Community College Board, and the General Assembly that addresses all of the following

**Closing the digital divide for all students, including access to devices, Internet connectivity,** and ensuring that educators have the necessary support and training to provide high quality remote and blended learning to students.

**Evaluating the academic growth and proficiency of students in order to understand the impact of school closures and remote and blended remote learning conditions on student academic outcomes,** including disaggregating data by race, income, diverse learners, and English learners, in ways that balance the need to understand that impact with the need to support student well-being and also take into consideration the logistical constraints facing schools and districts.

**Establishing a system for the collection and review of student data at the State level,** including data about prekindergarten through higher education student attendance, engagement and participation, discipline, and social-emotional and mental health inputs and outcomes, **in order to better understand the full impact of disrupted learning.**

**Providing students with resources and programs for academic support,** such as enrichment opportunities, tutoring corps, summer bridge programs, youth leadership and development programs, youth and community-led restorative and transformative justice programs, and youth internship and apprenticeship programs.

**Providing students with resources and support to ensure access to social-emotional learning, mental health services, and trauma responsive, restorative justice and anti-racist practices** in order to support the growth of the whole child, such as investing in community schools and providing comprehensive year-round services and support for both students and their families

Ensuring more time for students' academic, social-emotional, and mental health needs by **considering such strategies as: (i) extending planning time for teachers, (ii) extending the school day and school year, and (iii) transitioning to year-round schooling.**

**Strengthening the transition from secondary education to postsecondary education** in the wake of threats to alignment and affordability created by the pandemic and related conditions.