

**Mitigating the Implications of Coronavirus Pandemic on Families, The Rapid Response Network, Issue 8, May 22, 2020.**

**COLLABORATING TO UNDERSTAND THE EFFECTS  
OF COVID19 ON LOW-INCOME K-12 STUDENTS  
AND THEIR FAMILIES**



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# THE ROAD MAP

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- **Getting involved in the rapid response network**
- **Collaborating to develop a policy brief. *policy brief***
- **Sharing the results with local high schools and networking with scholars**
- **Next steps: Inviting policy makers, educators, and colleagues to continue developing and sharing policy briefs**

# THE PROBLEM: THE DIGITAL DIVIDE, STRESS, AND MENTAL HEALTH

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- Student stress and mental health already issues prior to Covid19.
- After unintentional injury, suicide is the second leading cause of death for 10 to 24-year-olds (Becker, 2021).
- Minoritized, low-income students have less access to mental health resources at home, their school, or community.
- During the pandemic, low-income, minoritized K-16 students experienced significantly internet connectivity challenges, which increased the digital divide.

# THE RAPID RESPONSE NETWORK: ORGANIZED BY HERD AND GIRAY, PH.DS. (PENN STATE) CENTER FOR RESEARCH TO POLICY COLLABORATION

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- Herd and Giray sent an email to members of the Society for Research in Child Development asking for volunteers to join them in the creation of policy briefs.
- Respondents were asked which policy brief they would like to volunteer for.
- I volunteered for K-12 families, Covid19, and Education. 10 of us read the literature and sent 2-page summaries to Herd and Giray.
- They wrote the first draft of the brief and we had a week to edit it.
- 2 weeks later, the brief was published; I shared it with local school principals



## PRINCIPALS AND SUPERINTENDENTS RESPOND:

- I was invited to chat virtually with principals and counselors at local high schools.
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The superintendent of Santa Cruz County Schools invited me to a virtual meeting to discuss strategies for supporting low-income minoritized students and their families.
- With colleagues and doctoral students, we wrote a brief on lessons from the Pandemic—what is worth keeping and what needs to change once students return to in-person school.
- **Lesson learned:** For students to thrive socioemotional skills and regulation are as important as academic skills.
- **Lesson learned:** Would like to continue to collaborate with policy makers, educators, and colleagues on policy briefs on behalf of children, adolescents, and their families.

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Thank you!