

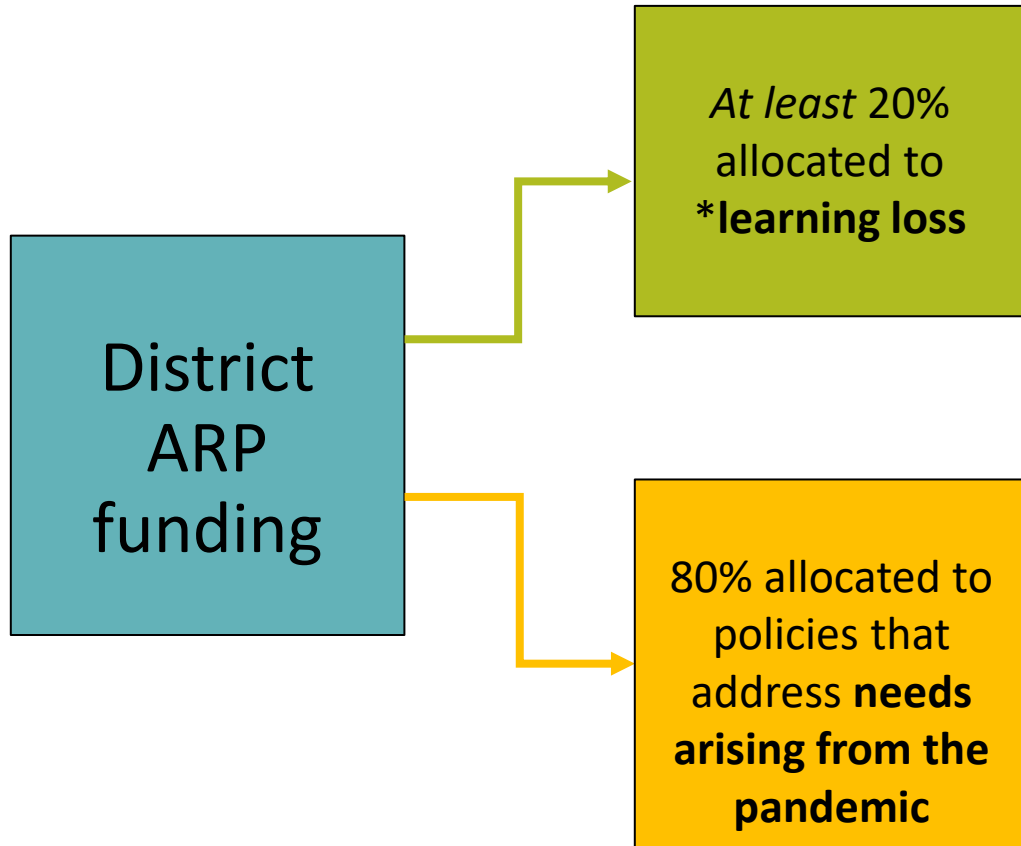
**DATA FOR**

**EQUITY**

**Leveraging Data to Fuel COVID Recovery Advocacy Efforts**  
**February 15th, 2023**



# Where in the world are we with all of this federal funding?



LOCAL EDUCATION AGENCIES' PLANNED ESSER III SPENDING			
	Budgeted Amount	Percent of Total	National Projection
Staffing	\$17,367,216,065	27%	\$29,744,251,535
Academic Recovery	\$16,080,634,991	25%	\$27,540,767,053
Facilities and Operations	\$14,984,550,496	23.3%	\$25,663,539,707
Technology	\$5,809,851,390	9%	\$9,950,338,642
Mental and Physical Health	\$4,090,139,117	6.4%	\$7,005,044,807
Miscellaneous Financials	\$3,543,663,153	5.2%	\$6,069,113,655
Other	\$2,351,271,704	3.7%	\$4,026,944,602
<b>Total</b>	<b>\$64,227,326,915</b>	<b>73%</b>	<b>\$110,000,000,000</b>

*This FutureEd analysis is based on a June 7, 2022, compilation by the data-services firm Burbio on Covid-relief spending plans released by 5,004 local education agencies in 50 states and the District of Columbia representing 74% of the nation's public-school students. The analysis breaks down \$64.2 billion in designated spending in federal Elementary and Secondary School Emergency Relief (ESSER III) funds.*



**\*Note:** Ed Trust uses “unfinished learning”. Others may use “learning loss” or “academic recovery”

# Evaluating ESSER Spending

Unfinished learning: Targeted Intensive Tutoring

Unfinished learning: Expanded learning time

Student, Family, and Community Engagement

Safe & Equitable Learning Environments

Addressing Teacher Shortages

Data Equity & Reporting Transparency

<https://bit.ly/ESSERPromisingPractices>



The Education Trust

OCTOBER 2022

# PROMISING PRACTICES:

*A School District Guide to Advocating for Equity in American Rescue Plan Spending*

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Since March 2021, school district leaders have been developing and implementing plans to spend their “ARP dollars,” that is, the historic \$122 billion allocated from the American Rescue Plan to help districts recover from the devastating effects of the pandemic. The money, also referred to as ESSER funds (Elementary and Secondary School Emergency Relief), is intended to help with schools’ reopening and recovery.

## STUDENT, FAMILY & COMMUNITY ENGAGEMENT

Schools with strong family and community engagement [are more likely to](#) improve students' academic outcomes, have better parent-teacher relationships, and create a more positive school environment for students and families. For these reasons, [family and community engagement is key](#) to addressing students' unfinished learning.

### **What questions should advocates ask to evaluate whether their district is planning for high-quality and equitable student, family, and community engagement practices?**

- Is the practice targeting students with the greatest need and their families (e.g., students of color or students from low-income backgrounds)?
- Is the practice evidence-based? Is there research showing that this practice will increase partnerships between families and schools and increase student learning (i.e., rooted in trust, linked to student learning, based on student and family assets, culturally responsive, collaborative and interactive)?
- Are the practices supported and embraced by district leadership, integrated into all district strategies and practices, and sustainable through long-term resources and infrastructure?
- Does the practice leverage community expertise, partnership, and engagement from students' own communities?
- Does the practice put the responsibility of family engagement on practitioners (rather than families) to build trusting relationships rooted in two-way communication?
- Does the district provide training and ongoing professional development to support family engagement?
- Will districts and /or schools collect and publicly report data on the program?

### Look for:

- Practices rooted in evidence (e.g., Dr. Karen Mapp's [dual-capacity framework](#))
- Engagement practices that have strong links to accelerating student learning
- Family engagement practices that are integrated into the strategic plans of the school/district as key for student learning
- Practices that are [solidarity-driven, liberatory, and equity focused](#)

### Beware of:

- Focusing on niche programs instead of the ongoing practice of family engagement
- Practices rooted in a deficit approach that prioritize fixing “problems” over collaborating with families as equal partners and decision-makers
- Building capacity of families without also providing training and development for educators
- Not communicating in or providing translation for families that speak a language other than English

## Spotlight on Alexandria City Public Schools

While located in one of the most affluent cities in Virginia, 60% of families in Alexandria City Public Schools (ACPS) rely on school meals to feed their children, and many were not aware of the resources available to them through the district because the district faces barriers connecting with families whose home languages are not English.

When schools were closed during the pandemic, ACPS opened a multilingual help line for families to get assistance with technology or distance learning. Close to 80% of the calls were in Spanish from families looking for help with medical needs, technology, and even where to get food. ACPS saw a need and used a portion its ESSER funds to hire an additional division-wide Spanish-speaking family liaison. The school board also allocated funds in its operating budget to increase the role of the division-wide Arabic-speaking and Amharic-speaking family liaisons, from part-time to full-time, to meet the needs of all families.

ACPS created the additional role and framework using the [Dual Capacity Building Framework](#), which is designed to support the development of family engagement strategies, policies, and programs. The role was filled with an individual who was from the community and understood the needs and barriers for families. The district leaders see this person as a connector, bringing families to the resources that they need, connecting them to internet providers, food banks, housing subsidies, medicine, etc. Their hope is to build on what they have started by training more staff on how to work with families from a cultural competency lens and build a community of Spanish-, Amharic-, and Arabic-speaking families that are able to be advocates and support programs in the district. Their metric for success will be increased educator competence when communicating with families and increased family engagement.

## Lessons Learned

Krishna J. Leyva, family and community engagement manager at ACPS, identified a couple of key considerations and lessons learned:

**1. Ask families what they need.** Before the pandemic, the district held a successful family and community evaluation survey complete with focus groups and used that as an initial planning tool for family needs. When the help line was set up, they were able to gather additional data about family needs and specifically hired someone who could support families with these needs (e.g., getting connected to a food bank or help with a [Pandemic Electronic Benefit card](#)).

**2. The district should be responsible for meeting families where they are, not the other way around.** Before adding the additional Spanish-speaking role, ACPS added similar roles in two other languages, knowing that simply having translated documents was not enough for families. A person with an understanding of the community and the ways in which members of the community best receive and access information is essential. For example, communication at the district is now offered through WhatsApp because the survey showed that most immigrant families used the service as their main form of communication. The district recently launched [ParentSquare](#) as its new mass communication tool to communicate with families in their preferred language through consistent two-way communication.





# Advocacy Panel



**Wylea Chase**  
**Director of Operations & Community Engagement**  
**[The Black and Brown Coalition for Educational Excellence & Equity](#)**



THE BLACK AND BROWN  
COALITION FOR  
EDUCATIONAL EQUITY  
AND EXCELLENCE

Wylea is a nonprofit leader with over 20 years of experience designing, leading, and implementing impactful community engagement, specializing in facilitation, education, and coaching. The Director of Operations & Community Engagement for the Black and Brown Coalition for Educational Equity and Excellence, Wylea is committed to the Coalition's mission of advocating for all students, particularly Black and Brown and low-income students to have equitable access to the resources, opportunities, and supports they need to be successful. She joins the staff at the Black and Brown Coalition after leading corporate engagement, race equity, and community engagement work at Leadership Montgomery and Family Services, guiding companies and nonprofit organizations on their Racial Equity journey, and assisting them in implementing their Diversity Equity and Inclusion strategies as well as designing their trainings and workshops. Wylea is an active NAACP Parent Council member and representative. She is very active in her community and resides in Montgomery County with her husband and four children.



**Callie Gale Heilmann**  
**Co-Director**  
**Bridgeport Generation Now**



Callie Gale Heilmann is the founder, President, and Co-Director of Bridgeport Generation Now, a grassroots member-based organization that strengthens civic engagement in Bridgeport residents and communities to dismantle systemic corruption and racism and build a just, equitable, democratic and livable city. Callie was born and raised in Hartford, CT and is the 3rd generation in her family to attend Hartford Public Schools. Growing up in a family committed to civic life, a sense of place, and public education shaped Callie's lifelong commitment to social justice. In 2013, Callie decided to move back to Connecticut and, wanting to raise her kids the way she was raised, moved her family to Bridgeport. After Bridgeport's 2015 mayoral election, Callie organized the first founding members of Bridgeport Generation Now into a room to begin building a movement and in May of 2016, she held Gen Now's first official member meeting. She currently serves on the advisory boards of PT Partners and the Smilow-Burroughs Wakeman Boys & Girls Club. Callie believes deeply in the power of organized people to move the places that matter to them toward positive social change.



**Addie Lentzner**  
**Executive Fellow**  
**[Our Turn](#)**



Addie Lentzner (she/her) is a fellow for Our Turn, an organization that works on education equity and justice. She also is the founder of the Vermont Student Anti-Racism Network, whose mission is to build anti-racist schools. Aside from education equity work, Addie has done policy advocacy around homelessness and poverty. She grew up in Vermont and goes to Middlebury College but is currently taking a gap semester and living in Indio, California.

# Q & A



# Let's Keep in Touch



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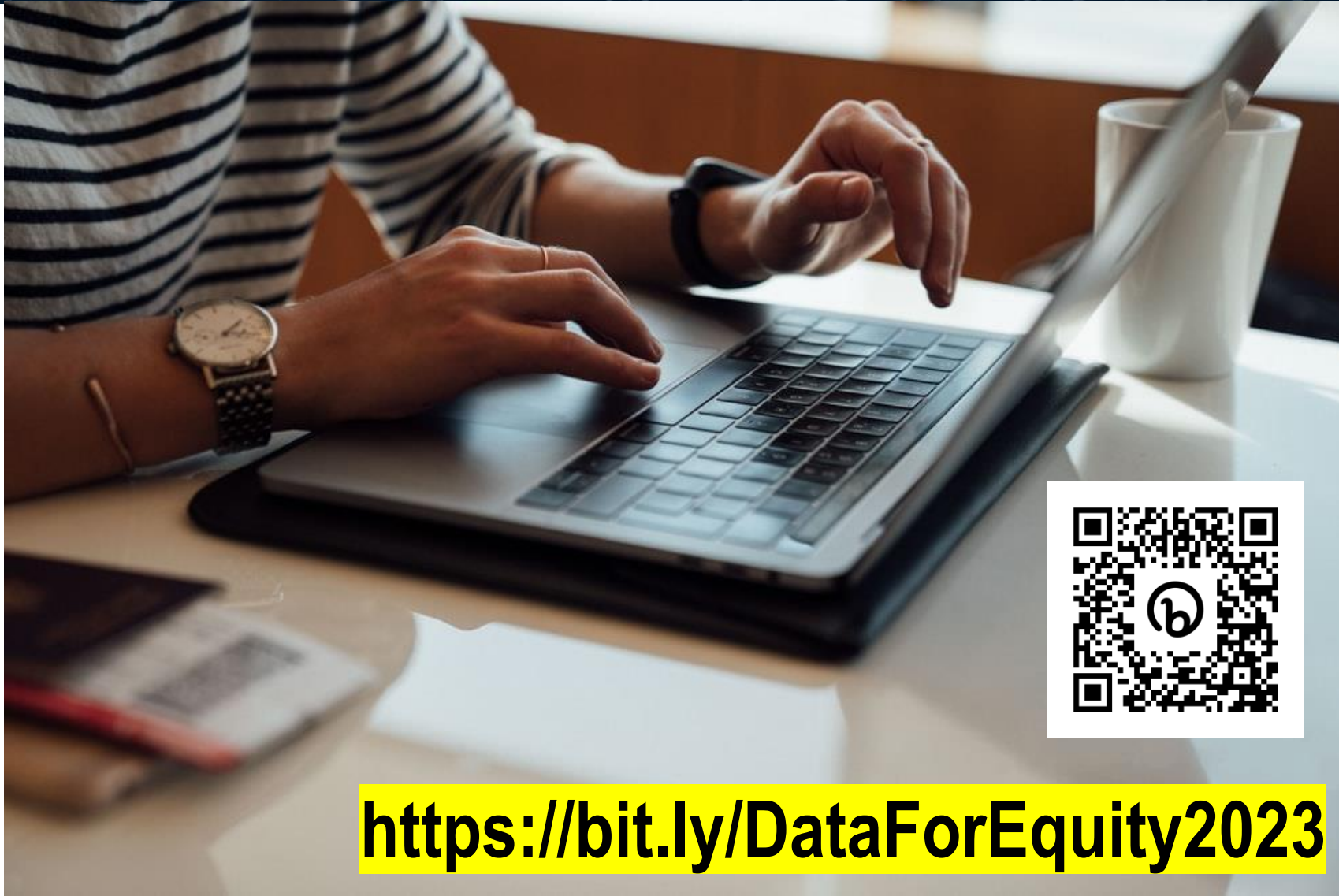


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# Please Complete This Short Feedback Survey



<https://bit.ly/DataForEquity2023>