



July 22, 2021 | The Education Trust

Pedal to the metal: How states are (and should be) using federal funds to accelerate learning



The Education Trust

Who are we?

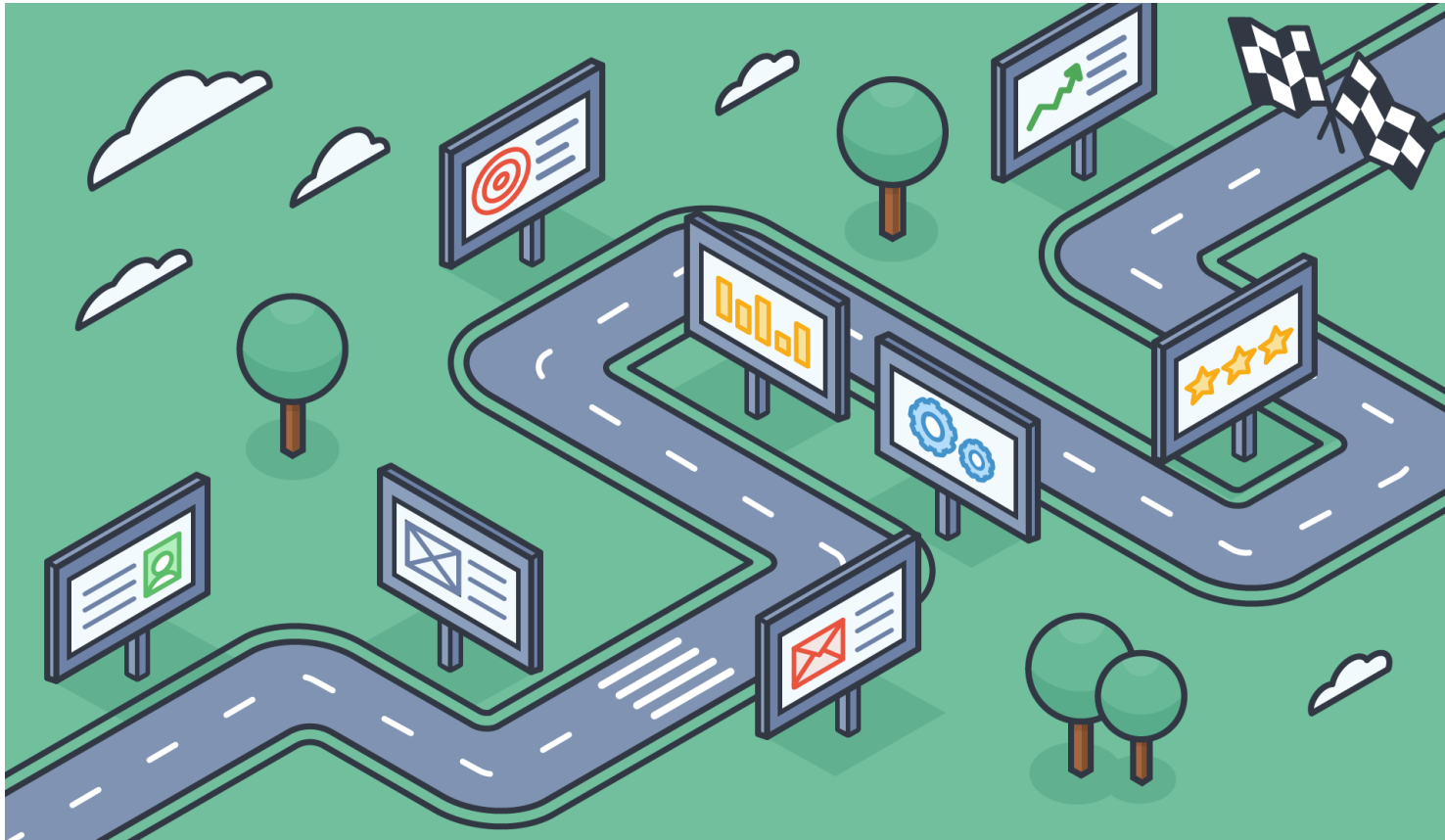


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Welcome & Overview



- What is unfinished learning?
- How do we fix it?
 - Summary of research on targeted intensive tutoring, extended learning, building relationships
- What do we hope states will do?
- Activity
- Opportunities for advocacy

Accelerate v. Remediate

Accelerate

Connect and blend unfinished learning (unmastered content) to new learning to keep students progressing.

Integrating prior lessons when needed

Studies found to be effective for students of color

Remediate

Spend significant time on content already covered (below grade level) without introducing new content

Re-do content, skills, standards and objectives from prior grades

Studies found to only be effective under limited circumstances, and often has many negative effects for students of color and English Learners (drop out, disciplinary issues, long-term economic impacts)

Take a minute to imagine 8 year-old Maya:

- Maya lives with her mom (a nurse), her grandmother, her 12-year-old brother, and 3-year-old sister
- She shared a computer with her brother for the first 4 months of the pandemic
- Her school opted for 3 hours of zoom class a day
 - Her neighborhood has suffered from unstable internet so some days she couldn't log on for class
- Maya is a natural caregiver; she always wants to help her mom and siblings in any way that she can.
- She is worried about returning to school.
- Maya hasn't had contact with any school staff outside of her zoom class.



Maya, like many other students, is experiencing unfinished learning. Let's talk about what schools can do to support students like Maya.

Targeted Intensive Tutoring

- Sometimes known as “high-dosage tutoring”
- Same tutor to work over an extended period of time (e.g., all-year, every school day) on academic skills
- KEY EQUITY CONSIDERATIONS:
 - A well-trained trained, single tutor working with less than 4 students at a time
 - A skill-building curriculum closely aligned with the math or reading curriculum used throughout the school
 - Targeted to the student’s academic needs.



HOW EFFECTIVE IS INTENSIVE TUTORING?

We looked at the research to help leaders navigate complicated decisions.² The chart below shows how implementing various features of intensive tutoring impact its effectiveness.

Features	More Effective		Less Effective	
Tutors	Certified teachers	Paraprofessionals	Trained volunteers	Peers
Student: Tutor Ratio	1-2: 1		3-4:1	
Curriculum	Skill building curriculum		Homework help	
Training and Supervision	Pre-service & ongoing training & supervision	Pre-service training & a single additional supplemental training	Pre-service training only	No training
Location	During the school day complementing the regular class	During the school day substituting for the regular class	After school/ Out of school	
How often & How Long	All year, every school day for an hour		Partial year	
Target Population	Younger students		Older students	

Leveled Literacy Intervention National Tutoring Scale-up

Tutors: Teacher, Teacher Assistant, Paraprofessional, Reading Teacher, Literacy Specialist

Student Teacher Ratio: 3:1

Curriculum: Phonemic awareness, phonics, comprehension, vocabulary, fluency and writing about reading

Training: Tutor training + Ongoing + Ongoing monthly hours

How often & How long: 30 minutes daily for approximately 14 - 18 weeks

Target Population: K-3

Detroit Community Schools is expected to receive a total of \$808,495,070

The unfinished learning set aside would be


\$3,027.73 per student

Tutor (Salary & Benefits)	\$35,000
Lead Tutor(Salary & Benefits)	\$75,000
Tutor Professional Development Online Across the Year (75 Hours)	\$3500 (per tutor)
Lead Tutor Professional Development Online Across the Year (100 Hours): Recommended one Lead for up to 20 Tutors	\$5500 (per lead tutor)
Materials (print & digital)	Average \$2,927
Total Cost Per Tutor	\$41,427
Per student (48 per year, per tutor)	\$863

Expanded Learning Time (ELT)

- Encompasses programs or strategies implemented to increase the amount of instruction and learning students experience
- Can be after-school, summer, and in-school programs.
- KEY EQUITY CONSIDERATIONS:
 - Aligned to in-school curriculum, targeted to student needs, well-trained educators, small class sizes



 *Additional time in school cannot be effective unless traditional school time is also used well including high quality curriculum and instruction.*

HOW EFFECTIVE IS EXPANDED LEARNING TIME?

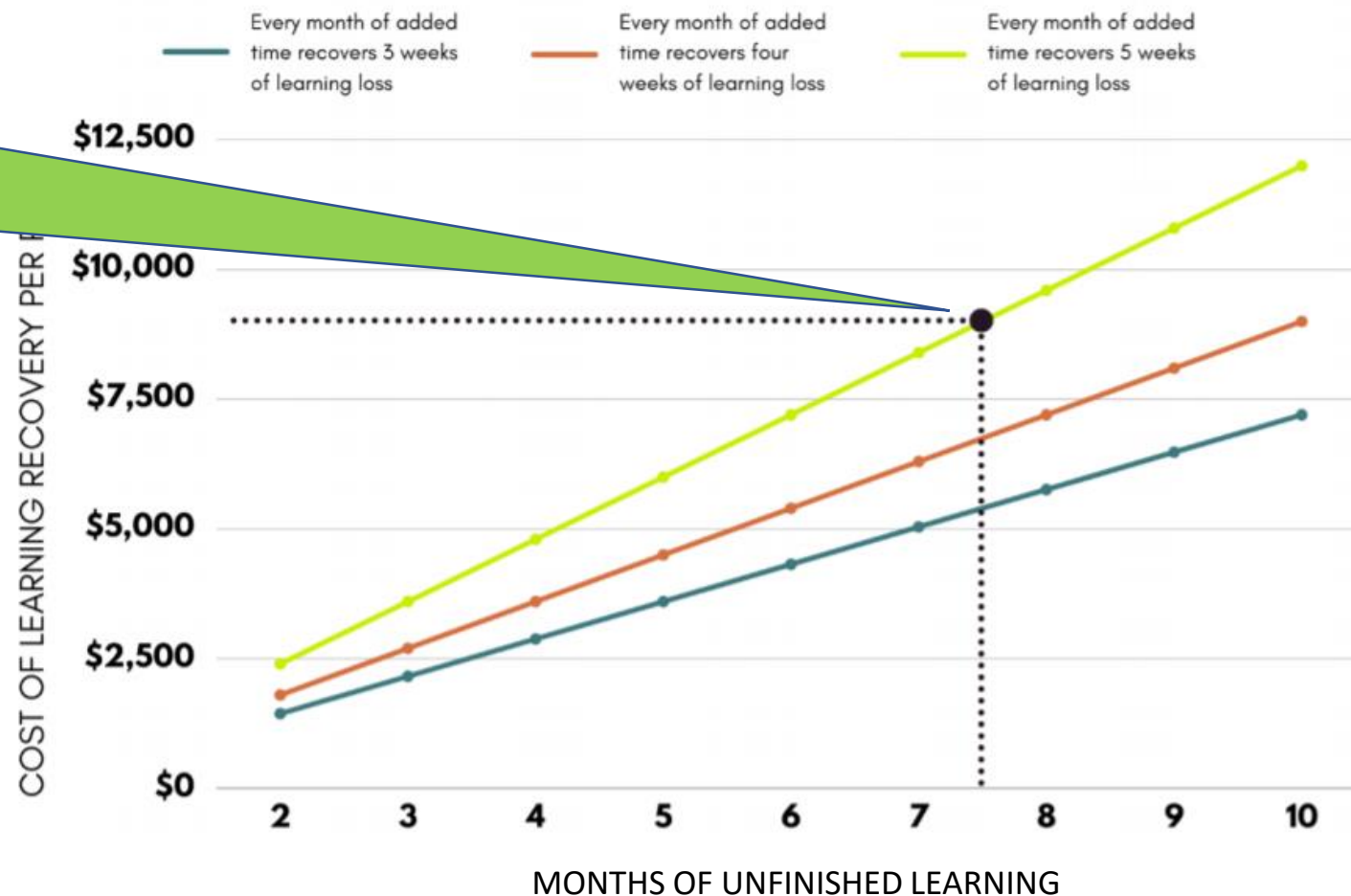
We looked at the research to help leaders navigate these complicated decisions. The chart below shows how implementing different features of expanded learning impacts its effectiveness.

Features	More Effective	Less Effective		
Curriculum	Aligned, individualized, & high-quality curriculum	Clear program goals but not aligned to curriculum	No clear program goals	
Training and Coaching	Pre-service & ongoing training, & coaching	Pre-service training only	No training	
When and Where	During the regular school year	Mandatory summer programs	After school or weekends	
Attendance	Mandatory during the school day	Mandatory other times	Voluntary with incentives	Voluntary with no incentives
Total Annual Hours	Significant Time (45-100 hours)	Too little Time (less than 44 hours)	Too Much Time (More than 100 hours of reading)	
Class Sizes	10-15 students	15-20 students	20+ students	
Teachers	Certified Teachers	Non-Certified Instructors		

Using extended learning time to help recover the estimated seven to eight months of learning that students have lost as a result of the pandemic will cost approximately \$9,000 per-pupil,

See Education Resource Strategy's [ESSER Strategy Planner & Spending Calculator](#) to compare the sustainability implications of various potential investments of ARP funds

FIGURE 2: How Much Will it Cost to Recover COVID-19-Related Lost Learning Through Extended Learning Time?



A young boy with glasses and a striped shirt pointing upwards with a surprised expression.

A Cautionary Tale:

Not all programs during the school day have shown large increases in student outcomes. Implementation decisions matter, and it is imperative that programs **center equity and high-quality instruction** in those decisions.

In 2012, Florida passes legislation requiring double blocks of reading. A study of the extra hour of reading found relatively small increase in outcomes in some places because many schools **were unable to place students with their certified teachers or with small groups.**

Strong relationships and connections to schools and the caring educators who teach and work within buildings will be key to the successful implementation of any evidence-based academic intervention to address unfinished learning.



FOSTER STUDENT
BELONGING

HOW EFFECTIVE IS RELATIONSHIP BUILDING?

We looked at the research to help leaders navigate these complicated decisions. The chart below shows the most effective elements of relationship building strategies in schools.

Elements	More Effective			Less Effective
Adults	Certified teachers and other staff	Other in-school adults	Trained volunteers	Outside mentors
Group size	Individual or small groups			More than 8 students
Activity	Social activity around a student's goal	Academic activity around a student's goals	Activity not structured around student's goals	No structured activity
Training and Supervision	Pre-service & ongoing training, & feedback		Pre-service training only	No Training



Overview of ARP and State Requirements



How did we get here?

Mar. 2020

The Coronavirus Aid, Relief, and Economic Security Act (CARES) Act provided \$13.2 billion for K-12 education and \$3 billion for governors to use on K-12 or higher education

Mar. 2021

The American Rescue Plan Act (ARP) provides \$122.8 billion for K-12 education, as well as additional funding for education, nutrition, and childcare

The Coronavirus Response and Relief and Supplemental Appropriations and Relief (CRRSA) Act provided \$54.3 billion for K-12 education and \$4 billion for governors to use on K-12 or higher education

Dec. 2020

ARP Elementary and Secondary Schools Emergency Relief (ESSER) Fund

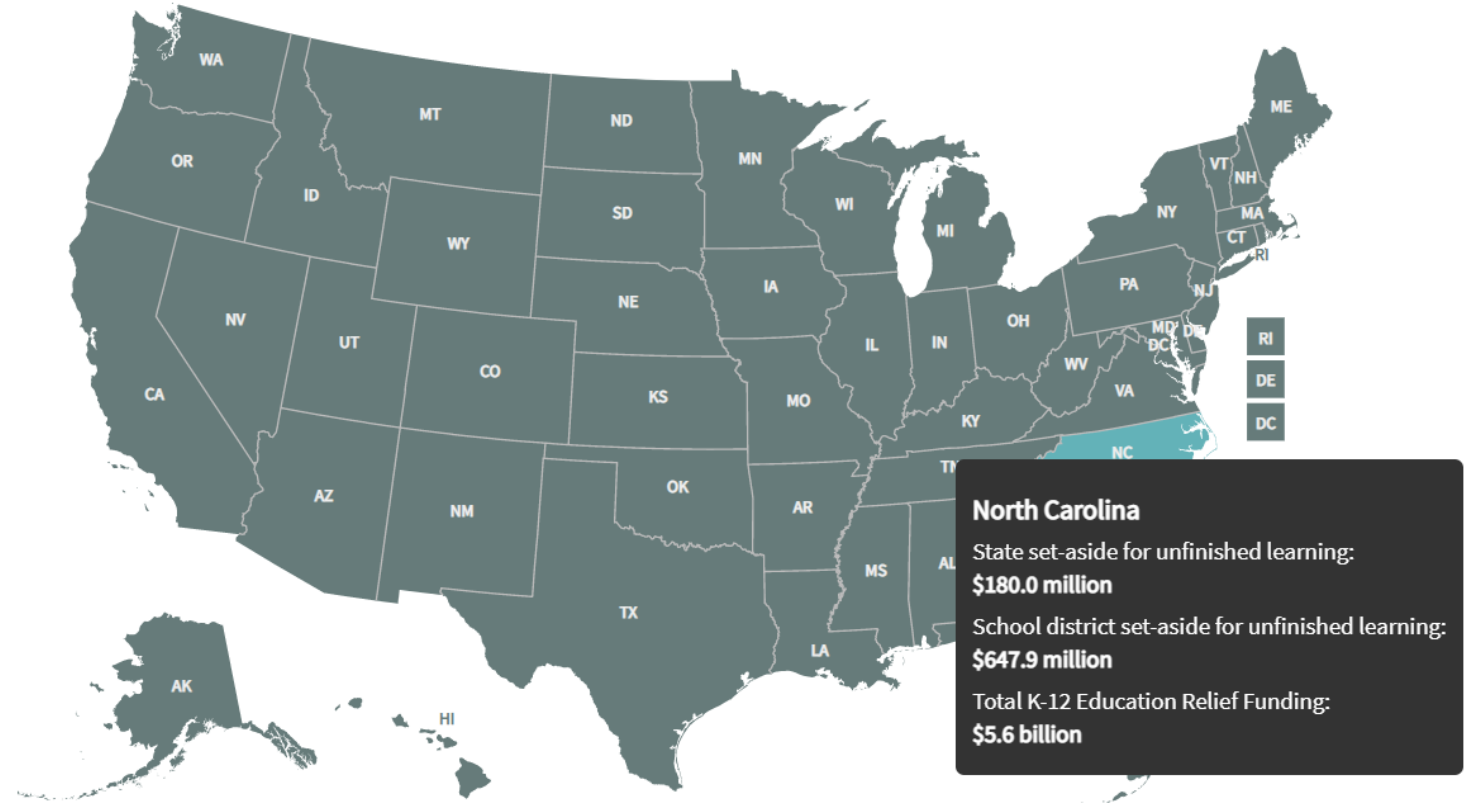
- Funding distributed to states and school districts (i.e., local educational agencies) based on the share of Title I funding they receive under ESSA
- States may keep up to 10% of the money they receive; **90% must go to eligible school districts**
- **What's New?** Specific set-asides for **evidence-based strategies to address unfinished instruction**, targeted to underserved students:
 - 5% minimum set aside for state educational agencies (SEAs)
 - 20% minimum set aside for school districts
- There are additional set asides for SEAs:
 - 1% set aside for evidence-based, summer programs
 - 1% set aside for comprehensive, after-school programs
- States must meet **maintenance of effort requirements**, and states and districts must meet **maintenance of equity requirements**



How much K-12 Education Relief Funding will each state receive?

Activity:

- *How much is your state receiving? Once you find out, share it in the chat.*
- *Treasure Hunt!: Can you find your district's allocations posted on your SEA's website? If you find it, place the link in the chat!*



Map can be found at: <https://edtrust.org/strategies-to-solve-unfinished-learning/>

Key Dates & Timelines

- States have already received 2/3 of their ARP ESSER allocation
- To receive the final 1/3 of their ARP ESSER allocation, states must submit an [application](#) to the U.S Department of Education by **June 7, 2021**
- **40 states have [submitted](#)** their plans and **17 state plans have been approved**
- States must allocate ARP ESSER funds to school districts **within 60 days** of the state receiving the funds
- There are two relevant district plan requirements:
 1. **Within 30 days of receiving funds**, districts must release a “return to in-person instruction” plan that includes information about returning to in-person instruction. *LEAs are not required to reopen as a condition of receiving funds.*
 2. **Within 90 days of receiving funds**, districts must submit ARP ESSER plans to states detailing how they will use this funding.
- Funds must be used by **September 30, 2024**

How can funding be used?

- States and school districts are required to engage in **meaningful stakeholder engagement**, including engagement with students; families; Tribes; civil rights organizations; superintendents and charter school leaders (if applicable); teachers, principals, and school staff; and stakeholders representing underserved student groups
- Funds **can be used flexibly**, including to:
 - address the impact of significant interrupted instruction, including addressing students' academic, social and emotional needs;
 - prepare schools for physical reopening (e.g., sanitation, COVID testing);
 - facility repairs and improvements, including projects to improve air quality in school buildings;
 - purchase education technology;
 - provide mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors; and
 - other activities authorized by existing law.


ARP: Additional Targeted Investments

- **Students Experiencing Homelessness**: Invests \$800 million for wraparound services for homeless children and youth
- **Students with Disabilities**: Invests approximately \$3B nationally into programs funded through the Individuals with Disabilities Education Act
- **Broadband Access**: Provides \$7.1B for home broadband connectivity and devices for K-12 students through the E-Rate program - [The Emergency Broadband Benefit Program](#) is live now.
- **Emergency Funding Assistance to Non-Public Schools**: Provides \$2.75B for non-public schools
- **AmeriCorps Tutors**: Provides \$1B for the Corporation for National Community Service and the National Service Trust to support, in part, an increase in tutors trained through AmeriCorps
- **Head Start**: Provides \$1B to states to fund Head Start programs
- **Child Care**: Provides \$14.9B for the Child Care and Development Block Grant (CCDBG) and another \$23.9B for childcare stabilization funding
- **Child Tax Credit**: Expands [eligibility](#) to 27 million children (including roughly half of all Black and Latino children); raises the maximum credit from \$2000 to \$3000 for children between the ages of 6 and 17 and up to \$3600 for children under 6; makes the credit fully-refundable
- **Supplemental Nutrition Assistance Benefits (SNAP)**: Extends the 15% increase in benefits through September 2021
- **Pandemic EBT Program**: Authorizes the program, to operate this summer, the duration of the COVID-19 pandemic, and during any school year and subsequent summer in which a public health emergency is declared



What we hope states will do

3 Key Actions for States to Address Unfinished Learning

- 1) Issue actionable and evidence-based **guidance and support** to districts
 - 2) Require districts to develop **plans** (as required in ARP) that are informed by **meaningful stakeholder engagement, rooted in high-quality evidence, and targeted to the most underserved students**
 - 3) **Collect and publicly report disaggregated data** to ensure that these funds are being used effectively and efficiently to accelerate learning, especially for the state's most underserved students
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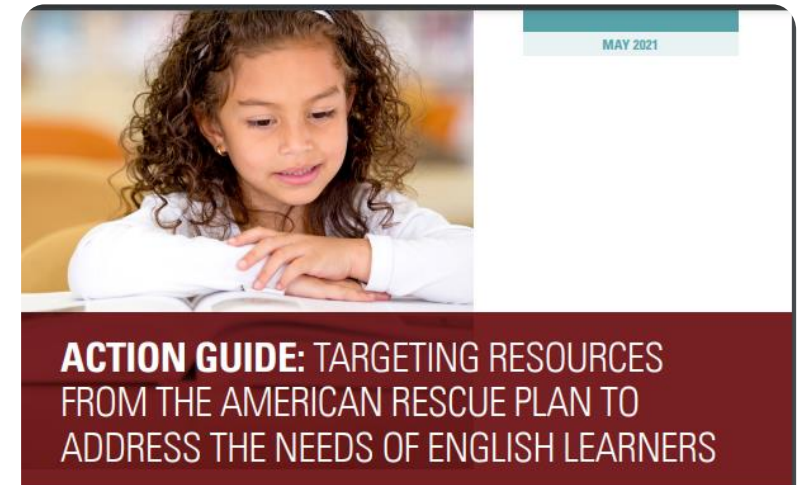
For additional recommendations about how states can advance equity using ARP funds:



The COVID-19 crisis has disrupted education for all students, but has hit students from vulnerable and systemically neglected populations — students living in poverty, students with disabilities, students learning English, students experiencing homelessness, students in the foster care system, students who are incarcerated, undocumented students, Black and Brown students, Native students, and students who identify as LGBTQ+ — hardest. Beyond interruptions to instruction, many of these students face food insecurity, unreliable access to remote learning technology, reduced access to student supports and education services, and housing uncertainty. Racial inequities caused by long-standing racial violence and exacerbated by the COVID-19 pandemic cause further stress and anxiety for students of color and expose some of the additional daily challenges they face.

In response to these crises, the federal government is providing an additional \$125 billion to states and school districts through the [American Recovery Plan Act \(ARP\)](#). ARP requires states and school districts to use at least 5% and 20% of the funding they receive, respectively, to implement evidence-based interventions to address unfinished learning and to address students' academic, social, and emotional needs. This package includes \$3 billion for the Individuals with Disabilities Education Act and \$800 million for [supporting students experiencing homelessness](#), which state leaders must use to support these student groups (along with other federal and state funding which can — and should — be used for this purpose as well). The U.S. Department of Education (ED) [has already begun sending](#) these resources out. In April, ED released a [state application](#) for the remaining funds.

This unprecedented investment in education provides states and school districts with a chance to close opportunity gaps that existed prior to COVID-19. For perspective, the total investment in K-12 schools through ARP, the [Coronavirus Aid, Relief and Economic](#)



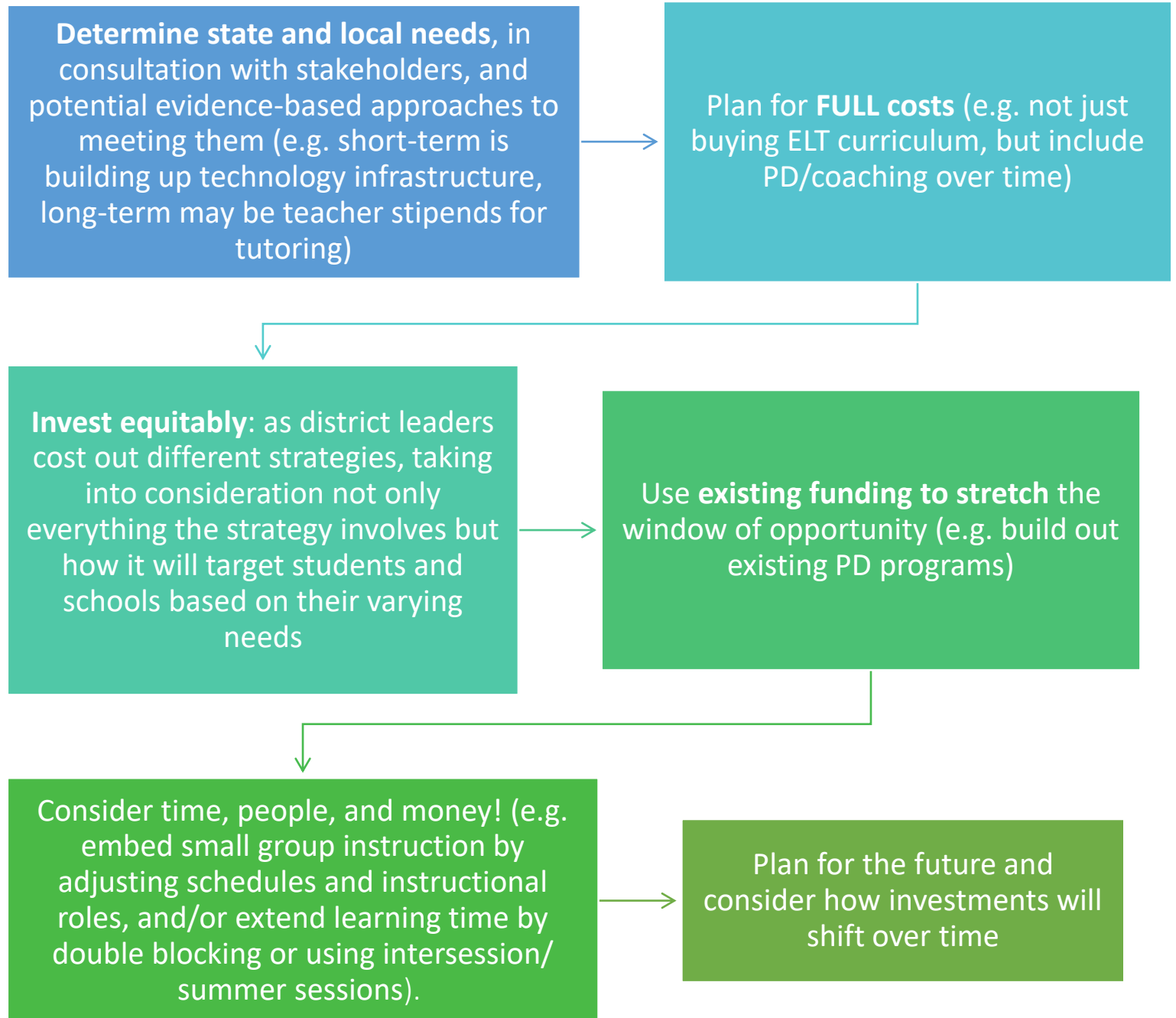
By The Next100, UnidosUS, and The Education Trust

For more than 15 months, students, families, and educators across the country have been adjusting to new ways of teaching and learning while navigating a deadly virus, an economic downturn, and social distancing. But the most challenging effects of these crises were borne by communities that were already underserved and under resourced, including immigrant communities, migrant farm worker communities, refugees, and linguistically diverse families. For example, when the heads of households are undocumented, families have had to experience the pandemic with little to no support because of their exclusion from federally funded programs meant to mitigate the challenges, including stimulus relief checks, unemployment insurance, and rent-relief programs.

There are currently 5 million students, accounting for 10% of school-aged children, who are classified as English learners; they are [enrolled in 75% of public schools throughout the United States and their enrollment is growing across rural, suburban, and urban school districts](#). This number does not include the millions of [exited English learners](#), who are proficient in English but continue to face similar challenges as current English learners. In addition, there are about [6.1 million](#) children growing up with an undocumented family member. Of course, there are various states and school districts where these rates are much higher. The pandemic has only heightened a longstanding need to fully support these students and their families.



Spend For Long-term Sustainability





Activity

Example: Reviewing Kentucky's Plan

- What is Kentucky doing well?
 - KDE is using its state allotment for unfinished learning to provide Building Opportunities in Out-of-School Time (BOOST) Summer Learning Grants to districts that operate comprehensive out-of-school-time programming over the summer months and the grants will emphasize children and communities most impacted by the pandemic. KDE will also work with others to fund additional summer enrichment program staffed by AmeriCorps.
 - KDE has provided guidance on evidence-based strategies for addressing unfinished learning, including targeted intensive tutoring and robust summer programs.
- What is missing from Kentucky's plan?
 - Kentucky states that they have a "limited role in determining how local funds are used" and has not provided a template for districts to use when applying for ARP funds. This is a missed opportunity for the state to ensure that districts use their 20% set aside on evidence-based strategies targeted to the students most in need.

Activity

- Review Section D (“Maximizing State-Level Funds to Support Students”) in your [state’s plan](#)
 - *If your state has not submitted their plan, please select another state to review*
 - Based on the research, answer these questions:
 1. Does the state's approach to addressing unfinished learning seem sufficient, given the amount of money the state is receiving?
 2. Has the state obligated specific dollar amount for one of the evidence-based strategies we highlighted (tutoring, ELT, SEAD/Reengagement/Relationship building)?
 3. What is missing from your state’s plan?
 4. What, if anything, is the state doing anything to ensure equity?

Window of Opportunity for Advocacy

While many state plans are being approved, there is still more we can do to ensure states are using funds equitably

- Ask states to issue detailed guidance
- Most applications and plans are high-level, request more detailed plans
- Urge the state to collect and report info about how the money is being spent

Additional Resources

Additional Resources

- [Targeted Intensive Tutoring](#) (Ed Trust)
- [Expanded Learning Time](#) (Ed Trust)
- [The Importance of Strong Relationships](#) (Ed Trust)
- [Social, Emotional, and Academic Development Through an Equity Lens](#) (Ed Trust)
- [Action Guide: Targeting Resources from the American Rescue Plan to Address the Needs of English Learners](#) (Ed Trust, UnidosUS, The Next100)
- [5 Questions to Ask Districts About How They Will Use New Federal Funding to Support Students](#) (Ed Trust)
- [Recommendations for State Leaders to Advance Equity Using Funds from the American Rescue Plan](#) (Ed Trust, UnidosUS, National Urban League, Teach Plus, SchoolHouse Connection, Education Reform Now, National Center for Learning Disabilities, Alliance for Excellent Education, Education Counsel)
- [Resource Equity District Diagnostic](#) (Alliance for Resource Equity)
- [U.S. Department of Education Resources on the ARP](#)
- [“And they cared”: How to Create Better, Safer Learning Environments for Girls of Color](#) (Ed Trust; National Women’s Law Center); includes district checklist
- [How to Use American Rescue Plan Act K-12 Education Funds to Identify and Support Children and Youth Experiencing Homelessness](#) (SchoolHouse Connection)
- [Sustainability Brief](#) (ERS)
- [ESSER School District Strategy and Funding Calculator](#)