



The Education Trust

STRATEGIES TO SOLVE
Unfinished Learning



Series Workshop #1: Setting the Stage

October 28th, 2021



The Education Trust

Who is the Education Trust?

- The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.
- Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college, increase college access and completion particularly for historically underserved students, engage diverse communities dedicated to education equity, and increase political and public will to act on equity issues.

Introductions



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**"There is no
power for change
greater than a
community
discovering what
it cares about."**

MARGARET J. WHEATLEY



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Goals

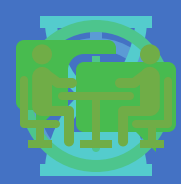
Workshop Series

- **Increase your understanding** of strategies to address unfinished learning and meet students' social and emotional needs in their districts and communities
- **Build your knowledge** of the federal funding available to support these strategies and the opportunities to influence how those dollars are spent
- **Build your skill and capacity** to leverage your power to fully partner together to support the social, emotional and academic well-being of all students
- **Establish and/or strengthen relationships** with a diverse set of stakeholders around the country.

Session #1: Setting the Stage

- **Understand the current reality** of student learning
- **Take a deep dive into ARP funding;** specifically, around how funding can be used to solve unfinished learning and support social emotional learning
- **Review the research** on unfinished learning
- Share examples of district strategies and **highlight promising practices**
- **Engage in conversation** on building out next steps to tackle the most urgent challenges in your community





Agenda

Welcome - 10 min

Topic Deep Dive - 20 min

Highlight Promising Practices - 15 min

Breakout Discussion - 30 min

Survey & Close Out - 10 min





The American Rescue Plan Act: How did we get here?



March 2020: The Coronavirus Aid, Relief, and Economic Security Act ([CARES](#)) Act provided \$30.75 billion for education, including \$13.2 billion for K-12 education and \$3 billion for governors to use on education.



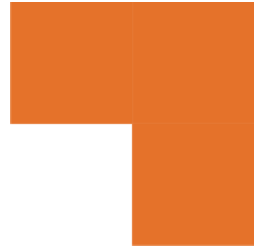
December 2020: The Coronavirus Response and Relief and Supplemental Appropriations and Relief ([CRRSA](#)) Act provided \$82 billion for education, including \$54.3 billion for K-12 education and \$4 billion for governors to use on education



March 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 American Rescue Plan



Funding distributed to state and school districts **based on share of Title I money** they receive under ESSA.



State may keep up to 10% of the money they receive; **90% must go to eligible school districts.**



States must meet **maintenance of effort requirements**, and states and districts must meet **maintenance of equity requirements.**



Set-asides for **evidence-based strategies to address unfinished learning:**

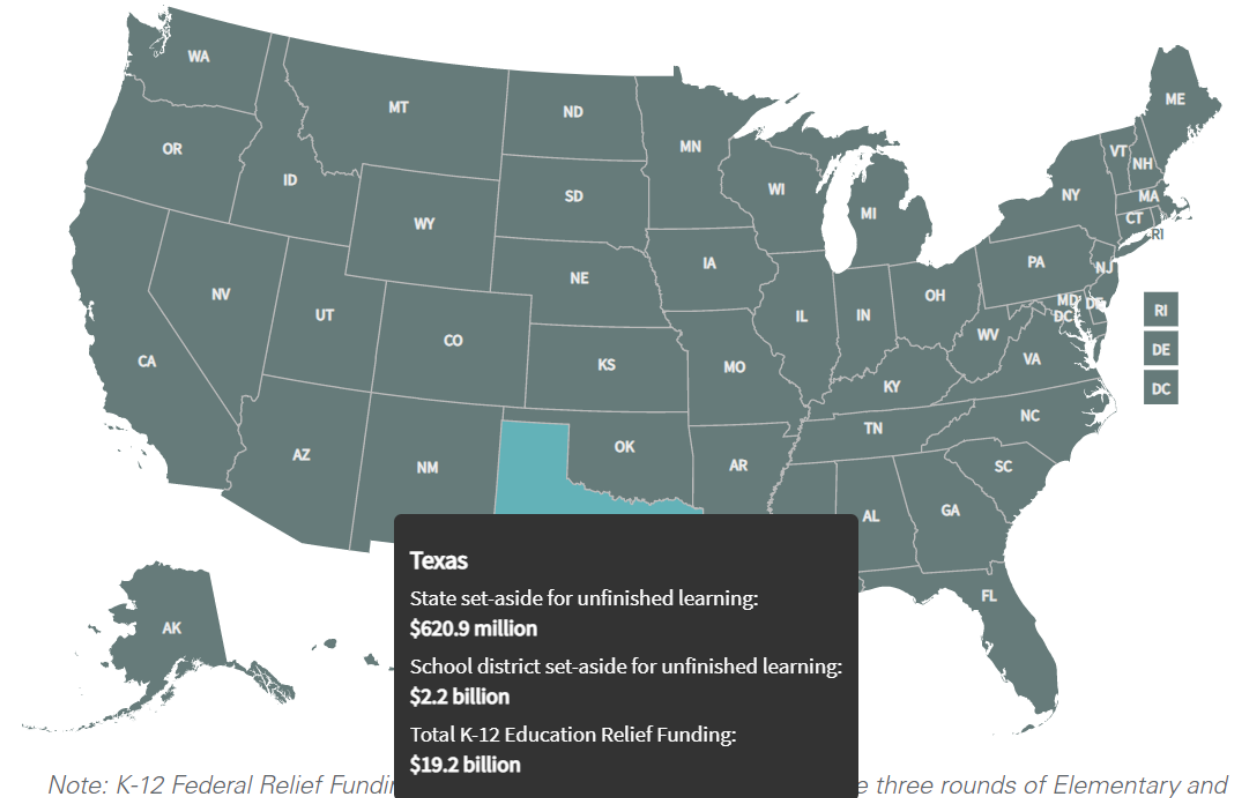
- 5% minimum set-aside for state
- 20% minimum set-aside for districts

There are also 1% state set-asides for evidence-based summer programs and comprehensive, afterschool programs.



How Much K-12 Education Relief Funding Will Your State Receive?

- ✓ Find the map at <http://edtrust.org/strategies-to-solve-unfinished-learning>
- ✓ How much is your state receiving? Once you find out, share it in the chat.



Note: K-12 Federal Relief Funding includes three rounds of Elementary and Secondary School Emergency Relief (ESSER) funds. It does not include governor's funds, higher education

<https://edtrust.org/strategies-to-solve-unfinished-learning/>



How do I find out how much my district will receive?

**Dallas ISD: \$542,896,598
in ARP funds**



At least 20% much be spent on evidence-based strategies to address unfinished learning and to address students' social, emotional, and academic needs



Dallas ISD: At least \$108,579,320 for addressing unfinished learning

**Texas Education Agency
Department of Grant Compliance and Administration
ARP Act, Elementary and Secondary School Emergency Relief (ESSER) III Grant
Total Allocation Amounts (Alphabetical by District)
Fiscal Year 2021**

| Region | County District | District Name | Initial Allocation (two-thirds) * | Remaining Allocation (one-third) ** | Total Allocation Amount |
|--------|-----------------|-------------------------------------|-----------------------------------|-------------------------------------|-------------------------|
| 10 | 057816 | A W BROWN LEADERSHIP ACADEMY | 2,569,303 | 1,284,652 | 3,853,955 |
| 10 | 057829 | A+ ACADEMY | 3,281,075 | 1,640,537 | 4,921,612 |
| 04 | 101871 | A+ UNLIMITED POTENTIAL | 299,489 | 149,744 | 449,233 |
| 12 | 109901 | ABBOTT ISD | 133,570 | 66,785 | 200,355 |
| 17 | 095901 | ABERNATHY ISD | 819,022 | 409,511 | 1,228,533 |
| 14 | 221901 | ABILENE ISD | 28,047,543 | 14,023,772 | 42,071,315 |
| 10 | 057814 | ACADEMY FOR ACADEMIC EXCELLENCE | 2,026,487 | 1,013,244 | 3,039,731 |
| 12 | 014901 | ACADEMY ISD | 547,554 | 273,777 | 821,331 |
| 04 | 101810 | ACADEMY OF ACCELERATED LEARNING INC | 2,127,059 | 1,063,530 | 3,190,589 |
| 10 | 057810 | ACADEMY OF DALLAS | 974,449 | 487,225 | 1,461,674 |



Spend For Long-term Sustainability

Determine local needs, in consultation with stakeholders, and potential evidence-based approaches to meeting them (e.g. short-term is building up technology infrastructure, long-term may be teacher stipends for tutoring)

Plan for **FULL costs** (e.g. not just buying ELT curriculum, but include PD/coaching over time)

Invest equitably: as district leaders cost out different strategies, taking into consideration not only everything the strategy involves but how it will target students and schools based on their varying needs

Use **existing funding to stretch** the window of opportunity (e.g. build out existing PD programs)

Consider time, people, and money! (e.g. embed small group instruction by adjusting schedules and instructional roles, and/or extend learning time by double blocking or using intersession/summer sessions).

Plan for the future and consider how investments will shift over time

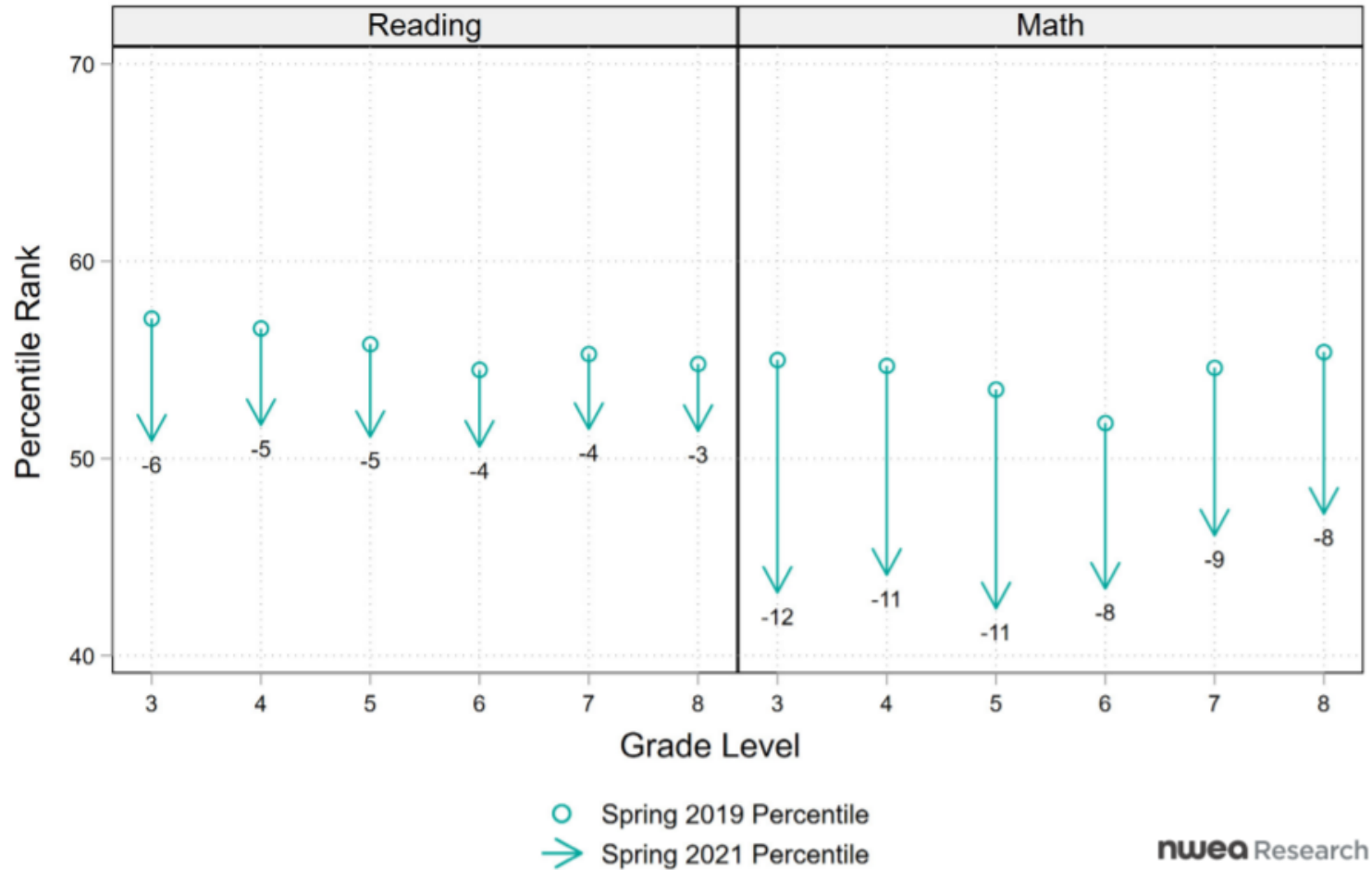
Key Dates and Timelines

- States have already received at least 2/3 of their ARP ESSER allocation.
- To receive the final 1/3 of their ARP funds, states must submit an application to the U.S. Department of Education.
- **All states** have submitted their plans and **44 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 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**.





Figure 2. MAP Growth percentile rank difference between same-grade students in spring 2019 (circles) and students in spring 2021 (arrows) in reading (left panel) and math (right panel)

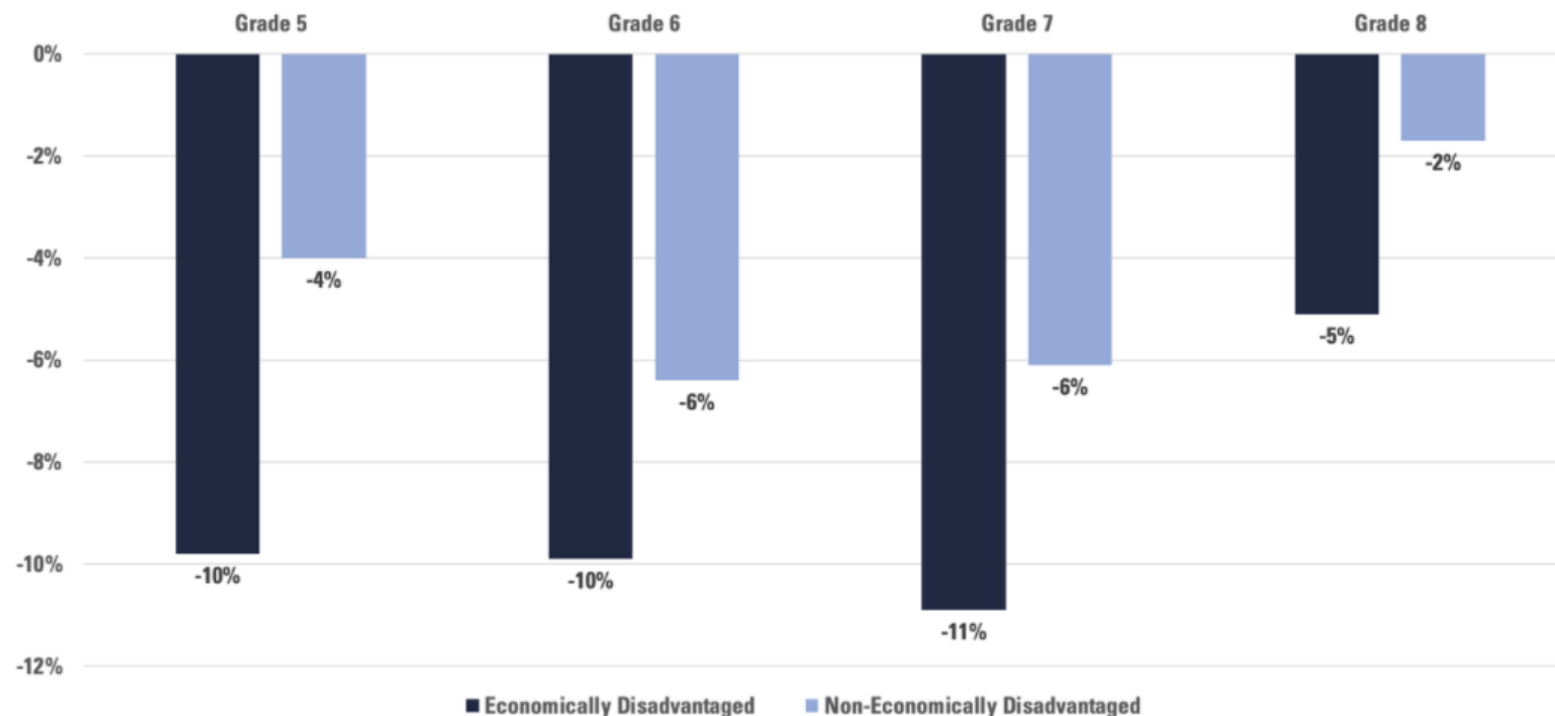


Many students have significant unfinished learning.

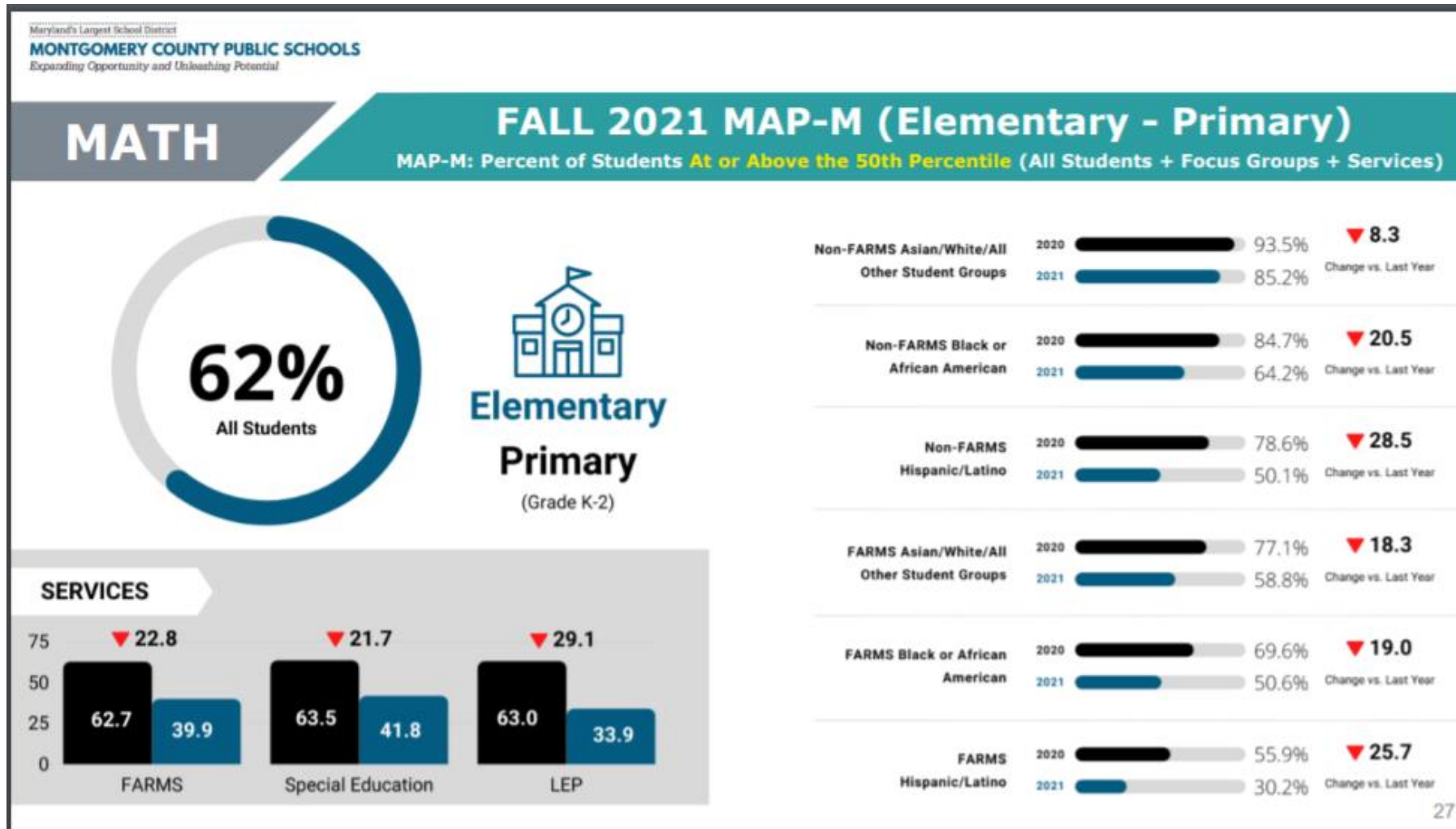
This has disproportionately affected Black, Latino, and Native students.

We see these same patterns in states and districts across the country.

Figure 8. Differences in proficiency rates on Ohio's 2020-2021 English language arts tests compared to pre-pandemic years were greater for economically disadvantaged students compared to non-economically disadvantaged students.



We see these same patterns in states and districts across the country.





What is “Unfinished Learning?”

The Education Trust uses the term “unfinished learning,” as opposed to “learning loss” or “learning gaps,” to describe material that should have presented to students, but has not yet been mastered.

*The idea that learning is not complete better reflects the reality that **all students can learn** and “gaps” can be closed with equitable opportunities, materials, assessments, and high-quality instruction.*

*With this phrasing, our goal is to redirect any focus on “**fixing students**” toward a **focus on systemic changes to meet the needs of students***



Accelerate v. Remediate



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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)

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 core curriculum
 - Targeted to the student’s academic needs (personalized).





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:

Tutors training + Ongoing monthly hours of

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

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

Target Population: K-3

| | |
|---|-------------------------|
| 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



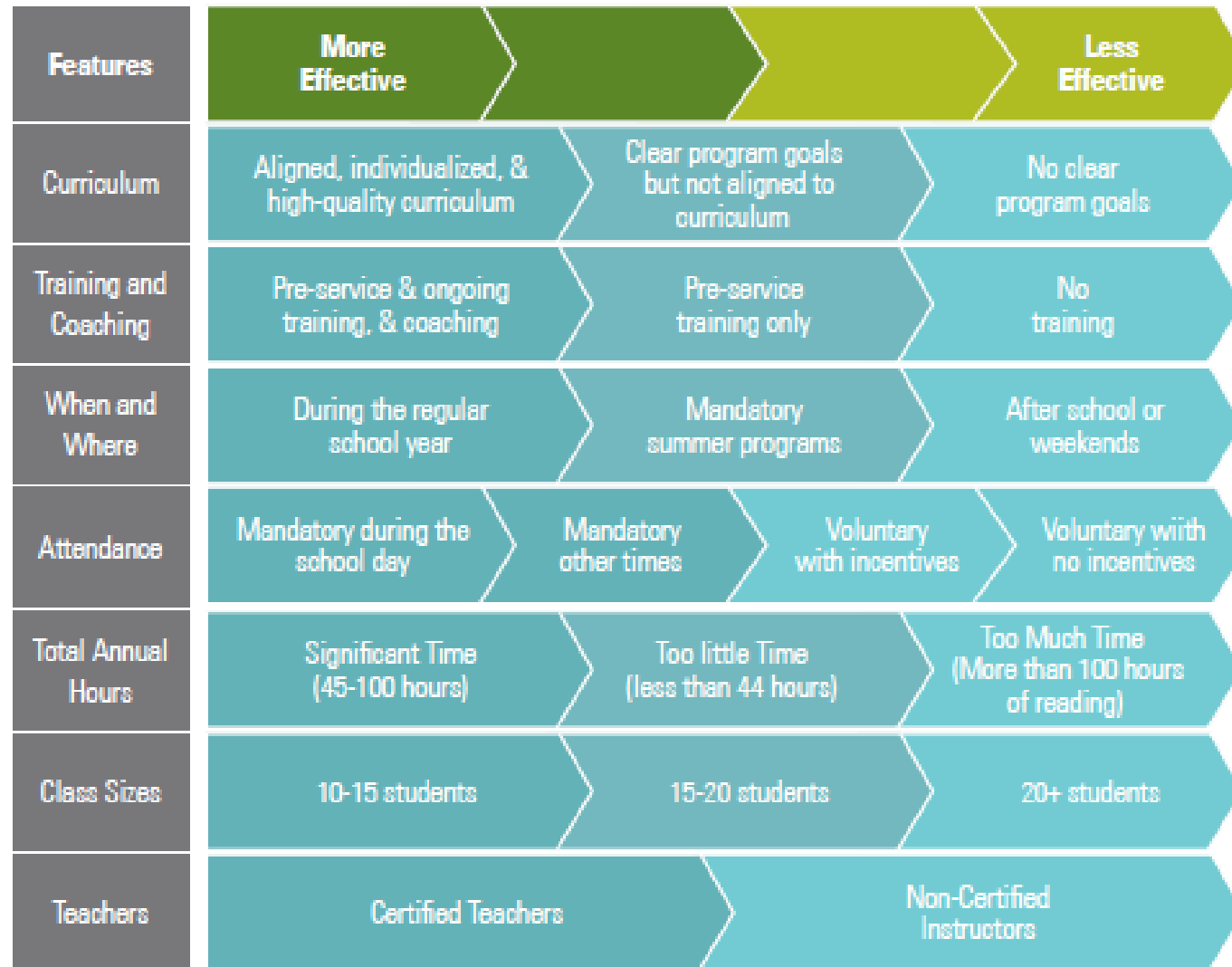
Additional time in school cannot be effective unless traditional school time is also used well including high quality curriculum and instruction.

Source: <https://edtrust.org/resource/expanded-learning-time/>



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.

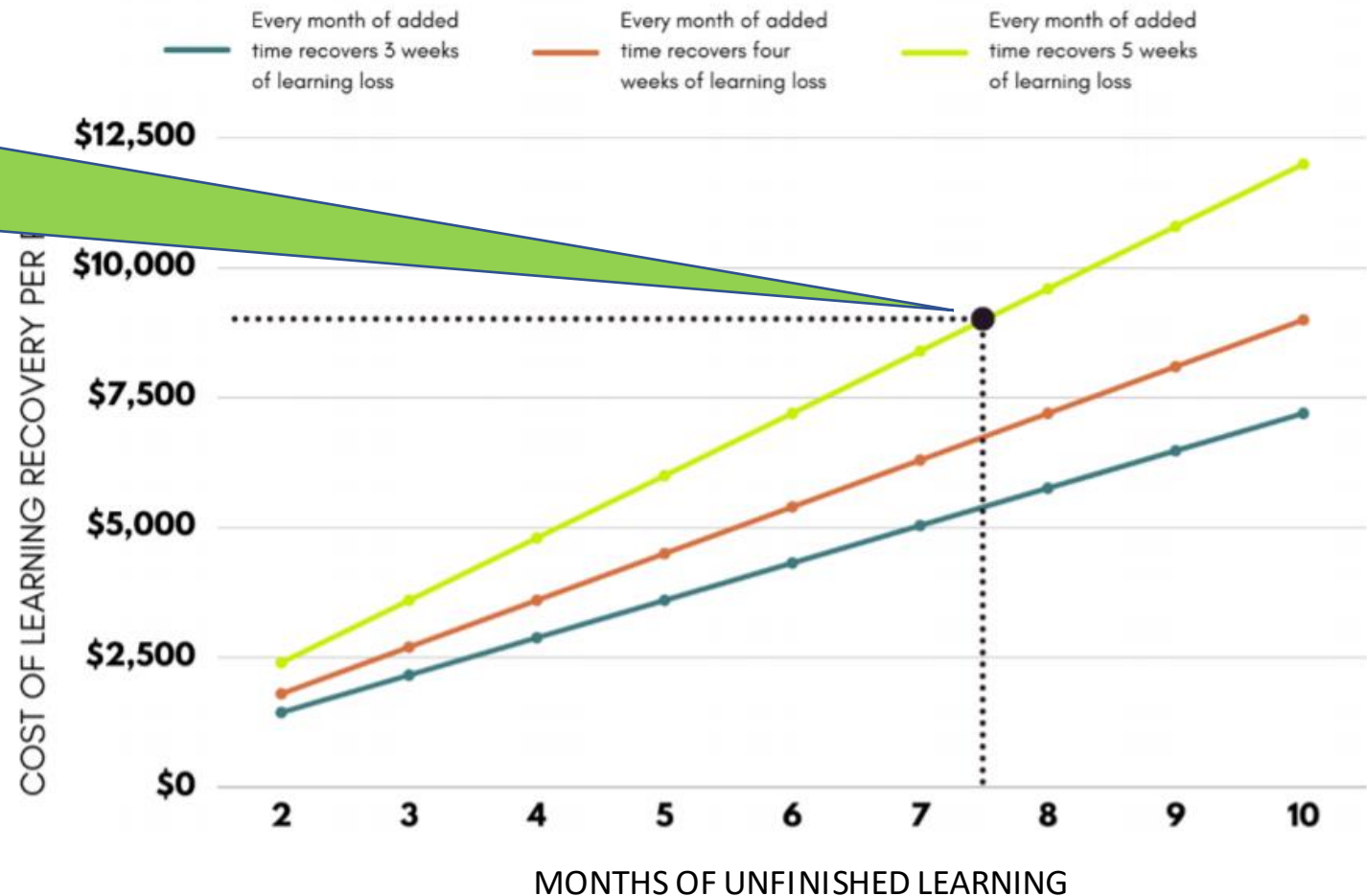




Using extended learning time to help recover the estimated seven to eight months of learning that students have lost as a result of the pandemic will cost approximately \$9,000 per-pupil,

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 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 |





Addressing The Inevitable Challenges

- Partner with community organizations
- Partner with experts to train inhouse
- Provide technical assistance for school leaders to create effective schedules
- Create time for teachers to meet with tutors
- Provide transportation for ELT programs and make convenient for students and families

| Common Challenges | Pitfalls to Avoid | What the Research Says | Examples of What to do Instead |
|---|--|--|--|
| "I have so many open teaching positions I can't fill — I'm not going to be able to find enough tutors." | <p>✗ Lowering tutor reliability and quality by over-relying on volunteers.</p> | <p>✓ Emphasize consistency and duration of tutoring responsibilities, and pay stipends accordingly. Ensure there is enough management capacity to organize tutoring relationships and maintain ongoing engagement.</p> | <ul style="list-style-type: none"> • Adopt a portfolio approach to hiring tutoring staff by leveraging available combinations from a variety of sources and adapting expectations for what the tutoring relationship looks like based on skillset. Potential sources include: <ul style="list-style-type: none"> • Americorps • College students getting service credit or through federal work study • Online providers that guarantee consistent relationships • Students fulfilling credit or volunteer hours, such as JROTC or Honors Society • Retired teachers • Existing staff, including paraprofessionals, central office, personnel, food service workers, and others • Consider using an outside partnership to manage the portfolio of tutors and hiring sources. |
| "We are trying to do many things right now for our students — this is just one more thing competing for attention." | <p>✗ Pulling students out of core instruction or other important learning opportunities to receive tutoring.</p> | <p>✓ Build tutoring into the school day or, if tutoring takes place after school, create an extended school day culture so that it is taken seriously.</p> | <ul style="list-style-type: none"> • Develop school schedules that integrate tutoring into existing Tier 2 instruction time, intervention blocks, and advisory; or extend the day to create a new dedicated tutoring block. |
| | <p>✗ Setting up a tutoring program that takes place after school without buy-in from families.</p> | | <ul style="list-style-type: none"> • Invest in program outreach and coordination between tutors and families. |

Promising Practices





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STATEWIDE SUPPORT

NEW MEXICO FELLOWS:

| Features | Most 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 & 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 |



Colorado is planning to use ARP dollars to expand the reach of this grant program

COLORADO LEGISLATION:

Requires tutoring in groups of four or fewer students;
Students placed with the same tutor throughout the school year;

Happens during the school day

Use high-quality, trained tutors such as teachers, paraprofessionals, community providers, or other individuals who have received specialized training;

Use high-quality curriculum aligned with state standards; and Are data-driven, using interim assessments to monitor student progress.

Louisiana Department of Education Statement on Acceleration

“Addressing unfinished learning through acceleration stems from the Department’s firm belief that mitigating barriers to learning serves students and their diverse needs best when driven by an asset-based mindset, which celebrates the value of all learners. This requires viewing student supports as opportunities to build upon and leverage the unique strengths, or assets, that learners bring to the classroom. In contrast, a deficit-based mindset sees student supports as challenges or problems, which can perpetuate existing inequities and lead to lower expectations and learning outcomes for students.”

Source: https://louisianabelieves.com/docs/default-source/accelerate/accelerate---louisiana's-pre-k-12-tutoring-strategy.pdf?sfvrsn=d7366618_18



Promising Practice: Saga Tutoring

- **Trained tutors** who receive coaching and PD from a coordinator
- **One tutor: two students**
- **One-hour daily** tutoring session as part of their **regular class schedule** (either during second period of math or replacing an elective course)
- Tutoring sessions = reviewing targeted **foundational skills** + working on **grade-level content** in students' current math classes.
- Impact: Doubled, or even tripled, how much math students learned in a year and the benefits for students persist at least one or two years after tutoring.
- Adopted by districts and states (e.g., Chicago, IL; Guilford County; NC)
- Many districts using their **FREE** online training

| Features | Most Effective | | Less Effective | |
|--------------------------|---|--|---------------------------|-----------------------------|
| Tutors | Certified teachers | Paraprofessionals | ★ Trained volunteers | Peers |
| Student: Tutor Ratio | ★ 1:1 | | | 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 |



Let's Look at TutorMe

- TutorMe recruits and selects tutors from universities
- Students **request help** on the system and get matched with a tutor
- **One tutor: one student**
- Tutors help with either a **specific problem** or do an **entire lesson** on a chosen subject (ex. Algebra)
- 24/7 on demand in 300+ subjects
- School administrators can use dashboards to track all their students' progress and gather data



| Features | Most Effective Less Effective | | | |
|--------------------------|---|--|---------------------------|-----------------------------|
| Tutors | Certified teachers | Paraprofessionals | Trained volunteers | Peers |
| Student: Tutor Ratio | 1 | | | 3-4:1 |
| Curriculum | Skill building curriculum | | | Homework |
| 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 |
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Advocacy Tools

Keeping Equity at the Forefront of Pandemic Recovery



**MASSACHUSETTS EDUCATION
EQUITY PARTNERSHIP**

There is no excellence without equity





5 Questions to Ask Districts About How They Will Use New Federal Funding to Support Students



The [American Rescue Plan](#) (ARP) Act provides almost \$125 billion for education, including at least \$109 billion that goes directly to local school districts. The amount of funding each state and school district [receives](#) is based on the share of that state or district's Title I funding, and 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. States must submit this application describing how the state will use ARP funds no later than June 7, 2021. School districts must develop high-quality plans, with engagement and input from stakeholders, for how they will use the ARP education funding — and they must publicly share these plans.

This unprecedented investment in education provides states and school districts with a chance to close opportunity gaps that existed prior to COVID-19, especially for students of color, students from low-income backgrounds, English learners, students with disabilities, and students experiencing homelessness. For perspective, the total investment in K-12 schools through the three federal packages signed into law — ARP, the [Coronavirus Aid, Relief and Economic Security](#) (CARES) Act in April 2020, and the [Coronavirus Response and Relief Supplemental Appropriations Act](#) in December 2020 — is nearly twice the \$100 billion that was invested in schools through the [2009 American Reinvestment and Recovery Act](#) to address the impacts of the Great Recession. Unlike those 2009 resources, the vast majority of funding provided over the last year will be directly awarded to school districts.

District leaders must target these new resources to the students who need it most, and leverage this federal investment to drive significant change in our education system. Local stakeholders, including students, families, community members, advocates, and educators, must remain vigilant to ensure these funds are not used to just do more of the same that would lead us back to a world of "pre-COVID" inequity. Now is the time to get engaged.


TO ENSURE FEDERAL STIMULUS FUNDS ARE USED EQUITABLY, HERE'S WHAT ADVOCATES AND FAMILIES SHOULD ASK DISTRICT LEADERS:



How is the district meaningfully engaging a diverse and representative set of stakeholders — including students, families, educators, and the broader community — in developing a plan to use these funds and implementing that plan?

It is critical that district leaders listen to those who have a deep understanding of and are most affected by the district's education system — including students, families, educators, school leaders, community members, and advocates. ED's [ARP application](#) explicitly requires states and districts to develop coherent and public plans — based on broad stakeholder engagement and input — about how they will use these funds. Stakeholders' needs, perspectives and experiences are critical if districts are going to apply an equity lens to the allocation of ARP funds to ensure that these new dollars are used to build more inclusive and equitable systems than those that existed before COVID-19.

<https://edtrust.org/resource/5-questions-to-ask-districts-about-how-they-will-use-new-federal-funding-to-support-students/>




MAY 2021

ACTION GUIDE: TARGETING RESOURCES FROM THE AMERICAN RESCUE PLAN TO ADDRESS THE NEEDS OF ENGLISH LEARNERS

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.



1

<https://edtrust.org/resource/action-guide-targeting-resources-from-the-american-rescue-plan-to-address-the-needs-of-english-learners/>

Dear District Leader

Families, students, and community members have a critical opportunity to advocate for evidence-based and effective policies and practices to use new federal dollars to support the social emotional and academic well-being of systemically underserved students. To support these efforts, Ed Trust created a "Dear District Leader" Letter. This letter can be downloaded, customized, and sent to district leaders.

Send the letter to your district leaders and help ensure the district implements a strong and sustainable plan that includes evidence-based, equity-focused strategies for accelerating learning.

CONTACT YOUR DISTRICT LEADER

<https://edtrust.org/strategies-to-solve-unfinished-learning/>

Questions?

Breakout Groups Discussion

1. Introduce yourselves (Name, district/community)
2. What's resonating from the information you heard today? Any questions?
3. From your position, what is happening on the ground in your local schools/communities? (*What are your local schools/leaders focused on? How do you know? What questions do you still have about your local district's plan?*)
4. What are the biggest barriers for change in your district (board, leadership, unions, etc.)?
5. What's working – in your district or in your advocacy – that you'd like to share with others? What support or information do you need most – from Ed Trust or other advocates?
6. What are you taking away from this discussion? Any next steps?



Breakout Groups

Group 1: Texas

Group 2: Louisiana, North Carolina, Washington & Kentucky

Group 3: California & New York

Group 4: Tennessee & Georgia

Group 5: Maryland, Delaware, Pennsylvania & Massachusetts

Group 6: Ohio & Michigan

Group 7: All other states



Whole Group Share Out



We love your feedback!

<https://tinyurl.com/ULworkshop1>





Workshop Series

Session 1

- Setting the Stage

Session 2

- School, Family & Community Partnerships

Session 3

- Holding Districts Accountable for Effective Use of Funding

Session 4

- Supporting Social Emotional AND Academic Development

Session 5

- Continuing to Support Student Learning Through the Pandemic & Beyond

Session 6

- Synthesizing our Learning

Keep in touch



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