Covid-19: A look at how EIR funded projects are supporting SEL needs of students and teachers and mediating learning gaps

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WELCOME AND INTRODUCTIONS
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Grantee Panelists

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Education Innovation and Research (EIR)
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Responding to Covid-19

● **Education Innovation and Research (EIR):** tiered grants to
  ○ Explore innovative, field-initiated approaches to persistent challenges in K-12 education;
  ○ Use and build rigorous evidence; and
  ○ Scale successful programs to serve high-need students.

● **COVID recovery priorities in competitive grant competitions in FYs 2021 and 2022**
  ○ Broad range of activity options: community asset-mapping and needs assessments; innovative tutoring models; expanded learning time; access to rigorous coursework
  ○ Intentional investment in resources to support ongoing adaptation
Responding to Covid-19, con’t

● Bright spots of ingenuity
  ○ Elevated attention to the importance of social emotional learning
  ○ Intentional prioritization of high-need students

● Ongoing opportunities
  ○ Recruiting with intentionality
  ○ Adapting innovative pre-COVID evidence
  ○ Building knowledge of what works for continued investment
  ○ Exploring options for rigorous evaluations
DISCUSSION OBJECTIVES

- Understand how EIR grantees are responding to needs of teachers and students post-Covid
- Understand how projects are working to promote equity
- Learn about post-Covid challenges and successes during implementation
## AGENDA

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A Few Examples of the Impact of Covid-19 in Schools

• Students are exhibiting increased levels of behavioral disruptions since returning to school

• Student and teacher absenteeism has increased over the past year

• Students and teachers are seeking mental health services at increased rates
Why is equity important in this discussion?

● Numerous studies have shown that students experiencing inequalities have faced worsening conditions during the pandemic

● Examples of these inequities include, but are not limited to:
  ○ LGBTQ students have lost affirming programs and support opportunities
  ○ Underserved families have increased struggles with finances, child care, and resources
  ○ Students with disabilities have encountered disruptions to their services and accommodations
Percentage of Public Schools by Student Groups Seeking Out Mental Health Services More Than Others Since the Beginning of Covid-19

Data was collected by the Institute of Education Science in the 2022 School Pulse Panel. https://ies.ed.gov/schoolsurvey/spp/

Note: These are a few of the student groups impacted, but there are many others experiencing similar needs.
Questions our panel considered

- Tell us about your project. What are you doing and who are the students, teachers, schools, or communities you are serving? In what student populations has your program, or parts of your program, been implemented?
- How did you design your program to specifically meet the needs of students and teachers post-Covid?
- Are there any resources or tools that helped inform the approach you are taking?
- How are you promoting equity in your program?
- What successes have you had designing and implementing a program post-Covid?
- How have you addressed any challenges you’ve faced?
Cristina Heffernan and Denise Barrett
The ASSISTments Foundation
The ASSISTments Tutor Solution

1. **Teacher assigns grade-level problems from curriculum as part of regular Tier 1 instruction**

2. **Students complete assignment**
   - (option for immediate feedback, and embedded Tier 1 supports)

3. **Teacher uses student and class-level data to plan instruction and engage students in math discussions.**

4. **Tutors use this real-time learning data to plan and deliver session targeted to student needs and aligned with core instruction.**
Our Pilot

We have two Pilot Locations

4 Para-professionals as Tutors
- 4 Schools in Baltimore City Schools
- daily 30 min sessions.
- Proactive approach

37 STEM Professional Volunteer Tutors
- 2 Schools in Los Angeles Volunteers
- twice a week 1 hour
- Reactive approach

95% Minority Students
Both Projects are with schools with a high number of minority students and students from low income families.
Adding AI to the solution

Prerequisite hierarchy to determine prerequisite problems

AI Agent uses data sources to select problems to be solved during the tutoring session

Mountain of Problems

Student Data

Prerequisite Problems

SNS Problems

Data Source

student 1

Student 2

This data includes performances and timing data on every problem they have ever seen

Problem Solved

First Problem

Data Source

Next Problem

Tutor helps the students read/listen/attend to problems selected by the AI-Agent and intervene when necessary

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA
Katherine Dilworth
Arts for Learning Maryland
Start With the Art

Arts Integration + CoTeaching: A Transformative Approach to Increasing Academic Achievement and Fostering Socioemotional Development in Elementary Students

Education Innovation and Research (EIR) Grant Early Phase
Social Emotional Focus

1) Using arts activities, modalities, and examples to foster students’ engagement in the classroom.

2) Using arts experiences and the associated potential for emotional expression through the arts to allow students to experience a wider range of emotional experience than is often possible in the course of regular classroom activities, and thereby, to provide students with opportunities to exercise their capacity for emotion regulation.

3) Using students’ experiences of setbacks and failure in their artistic work, together with growth-oriented responses to those failures by classroom teachers and teaching artists, as a way to develop students’ perseverance.

4) Capitalizing on the potential for collaborative work presented by artistic endeavor to foster students’ positive peer relationships.
Arts Integration Embedded Professional Development

Benefits:

- Creates new entry points and different modes of assessment for students
- Connects with what teachers are addressing in their daily curriculum
- Leaves teachers with new skills that remind them why they love teaching
START WITH THE ART EXAMPLE

- What is your biggest fear?
- How can you use silhouette and color to show how you feel?
QUESTIONS?
RESOURCES


- U.S. Department of Education **Resources**:
  - **Covid-19 Resources**: [https://www.ed.gov/Coronavirus](https://www.ed.gov/Coronavirus)
  - **Secretary’s Final Supplemental Priorities and Definitions for Discretionary Grant Programs**: [https://www.ed.gov/content/secretarys-final-supplemental-priorities-and-definitions-discretionary-grant-programs](https://www.ed.gov/content/secretarys-final-supplemental-priorities-and-definitions-discretionary-grant-programs)

RESOURCES (2)

● Comprehensive Center Network
  ○ How States are Using the ESSER Set-Aside to Lead on the Road to Recovery:  
  ○ It’s Hard to Win a Race Running Backward: Accelerated Learning and the Covid-19 Pandemic:

● Institute of Education Sciences
  ○ Funding Opportunities: Prekindergarten Through Grade 12 Recovery Research Network:  
    https://ies.ed.gov/funding/grantsearch/program.asp?ID=2124
  ○ Funding Opportunities: Leveraging Evidence to Accelerate Recovery Nationwide Network:
    https://ies.ed.gov/funding/grantsearch/program.asp?ID=2123
RESOURCES (3)


RESOURCES – Grantee submissions after the webinar*


● American Institute of Research (AIR) - Center for Technology and Disability resources: https://www.air.org/project/center-technology-and-disability

● FHI360 – Center on Technology and Disability resources: https://www.fhi360.org/projects/center-technology-and-disability

● A11Y Project - A community-driven effort to make digital accessibility easier: https://www.a11yproject.com/

● Stark suite of accessibility tools: https://www.getstark.co/

*Grantee resources shared on this page are not necessarily endorsed by The U.S. Department of Education.
THANK YOU!