

Quarterly Review Summary:

*State Support for Local Educational
Agencies that Receive American Rescue Plan
Funds to Address Learning Loss*

WINTER 2023

Office of State and Grantee Relations
Office of Elementary and Secondary Education
U.S. Department of Education



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Introduction

The Office of State and Grantee Relations (SGR) within the Office of Elementary and Secondary Education (OESE) at the U.S. Department of Education (Department) administers the [Elementary and Secondary School Emergency Relief Fund](#) (ESSER) under the Coronavirus Aid Relief and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and American Rescue Plan (ARP) Act. Together, these three streams of funding provide States and local education agencies (LEAs) with more than \$189 billion to safely re-open schools and provide academic and mental health supports for school communities to recover from the COVID-19 pandemic and accelerate education recovery. SGR's primary role is to support States in their efforts to ensure allowable use of these funds to prepare for, respond to, and prevent COVID-19, especially for those students who have been most significantly impacted.

During the summer of 2022, the Department conducted quarterly reviews with each State, Washington, D.C., and Puerto Rico.¹ These reviews focus on high-priority issues to elevate promising practices, identify needs for technical assistance, and monitor the implementation of ARP ESSER, specifically the requirement for local educational agencies to set aside 20 percent of their allocation for activities to address the academic impact of lost instructional time. ARP ESSER allocates nearly \$122 billion to States and LEAs to sustain the safe operation of schools and address the impact the COVID-19 pandemic had – and continues to have – on the Nation's students. Each State was required to disburse at least 90 percent of its total APR ESSER allocation to LEAs to help students recover from the impacts of the pandemic. LEAs, in turn, must reserve at least 20 percent of their subaward for targeted interventions. This 20 percent set-aside must be used to address the impact of lost instructional time by implementing evidence-based interventions that respond to students' academic and mental health needs, especially for those students most impacted by the COVID-19 pandemic.

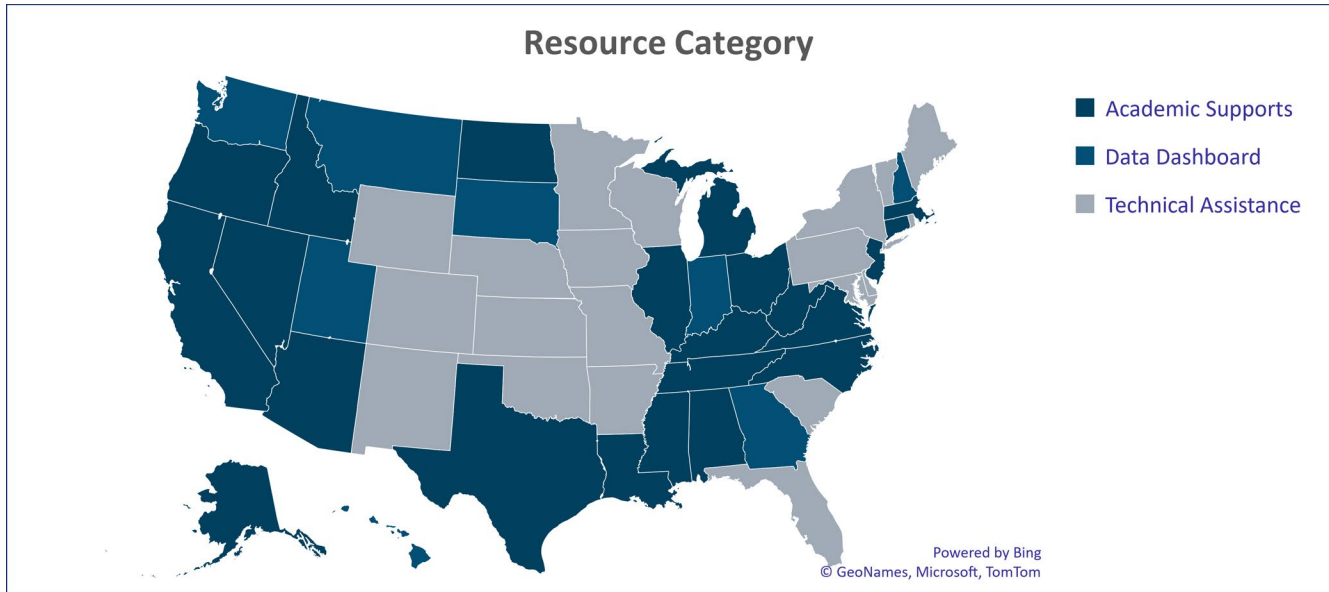
During the quarterly review, SGR collected artifacts that States are using to support their subgrantees, including academic recovery resources, data dashboards and other visualizations, and technical assistance protocols. The Department is sharing this inventory of resources to support States in learning from one another in further implementation of recovery funds and activities to address the academic impact of lost instructional time.

Resource Summary

This summary highlights resources shared including examples from States, Washington, D.C., and Puerto Rico. The resources shared fall into one of the three following categories:

- Academic Supports
- Data Dashboards
- Technical Assistance

¹ Puerto Rico Department of Education's (PRDE) review focused on the SEA's implementation of the Elementary and Secondary School Education Relief (ESSER) Fund under the Coronavirus, Aid Relief Economic Security or CARES Act. Specifically, the Department reviewed the SEA's process for providing support to public schools, including charter schools, in accessing the technical and financial resources necessary to prevent, prepare for, and respond to COVID-19.



Academic Supports

Academic supports to address lost instructional time for students could include but are not limited to accelerated learning, high-quality tutoring, out-of-school time programs, summer learning and enrichment, and staff professional development. States shared the following academic supports that fell into these categories:

- The [Road to Recovery Resource Guide](#), by the **Alabama Department of Education**, is a resource to support LEAs as they determine local needs. The guide includes strategies for assessing learning loss, evaluating high-quality instructional materials, and providing unfinished learning supports by designing strategies for specific student groups.
- [Evidence Based Interventions Guidance](#) by the **Alaska Department of Education and Early Development** defines evidence-based interventions and provides guidance on how school leaders can select among them in response to local needs.
- The [Evidence-Based Practices, Strategies, Programs, and Intervention](#) webpage by the **Arizona Department of Education** collates several databases on evidence-based interventions and provides related resources on how to select interventions and supports.
- **California's** [Expanded Learning Opportunities Grants \(ELO-G\) Strategies](#) webpage provides guidance on seven support strategies LEAs can use to address the impact of lost instructional time.
- This [Voice 4 Change Program](#) by the **Connecticut Department of Education** provided a statewide civic engagement initiative to empower high school students to propose and vote on how \$1.5 million in Federal relief funds would be invested to reimagine Connecticut's schools. They received 200 proposals; 56 percent of which addressed learning loss.
- [Strengthening ARP Preparation and Implementation](#), a webinar series by the **Idaho State Department of Education** in collaboration with the **Region 17 Comprehensive Center**, seeks to develop understanding of the evidence base for quality social and emotional implementation in schools, increase the use of evidence-based resources, and improve plans for program evaluation and continuous improvement.
- This [Learning Renewal Resource](#) by the **Illinois Department of Education** provides LEAs with implementation guidance and offers resources on meeting students' academic, social and emotional, and mental health needs.

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- Through the **Kentucky Department of Education's** [Reading Academies](#) initiative, teachers gain essential knowledge to master the fundamentals of literacy instruction and foster more vibrant experiences for every young reader.
 - [Evidence-Based Interventions guidance](#) by the **Louisiana Department of Education** (LDOE) identifies four approved clearinghouses for selecting evidence-based interventions; LEAs that choose from these have access to a streamlined approval process by LDOE.
 - This [Acceleration Roadmap](#) by the **Massachusetts Department of Elementary and Secondary Education** provides “drop-in” professional development for principals and teachers on assessing academic needs and accelerating learning. Educators can access an 8-session recorded webinar series and complementary materials online.
 - Five approved [Benchmark Assessments](#) offered by the **Michigan Department of Education** allow LEAs to monitor student progress in reading and mathematics in grades K-8 and provide a mechanism to keep parents and guardians informed of this progress.
 - **Mississippi's** [Digital Learning Resources website](#) provides schools and districts with best practices in digital learning, lesson plan guidance, and evaluative tools.
 - [Nevada's Digital Learning Collaborative \(NvDLC\)](#) acts as an online hub for the statewide collaborative for digital learning resources. It provides access to resources, experts who can provide on-the-ground support for digital learning, and information on the state's conference on this topic.
 - This [Learning Acceleration Guide](#), crafted by the **New Jersey Department of Education** for use by LEA administrators, summarizes literature on learning acceleration approaches and shares promising practices from across the state.
 - The [Promising Practices Clearinghouse](#) by the **North Carolina Department of Public Instruction** promotes effective practices that motivate, engage, and provide measurable results. This clearinghouse supports teachers, administrators, district personnel and others who are seeking strategies that have been proven successful.
 - This [Resource Center](#) by the **North Dakota Department of Public Instruction (NDDPI)** is designed to be a one-stop-shop to help schools, educators, students, parents, and caregivers by providing access to educational supports that have been vetted by the NDDPI.
 - [Student Learning: Unfinished, Not Lost](#), by the **Oregon Department of Education**, reframes “learning loss” as “unfinished learning” and provides an asset-based frame that humanizes learning and supports action.
 - The **Texas Education Agency's** [Texas Tutoring Supports](#) webpage provides research-based resources, tools, trainings, and implementation supports for high-impact, high-quality tutoring practices to support learning acceleration and meet the needs of all students in Texas.
 - **West Virginia's** [STEAM Technical Assistance Center](#) (TAC) is a hub for science, technology, engineering, arts and math, or STEAM, learning. The Center offers a comprehensive approach to help educators incorporate STEAM learning into their classroom teaching, including lesson plans, toolkits, and instructional resources. Additionally, it provides opportunities for educators to work alongside STEAM specialists to lead hands-on classroom immersion experiences with real-world and cross-curricular applications.

Data Dashboards

Data Dashboards include resources created by SEAs to display and monitor school reopening, academic recovery, and ESSER implementation metrics. States shared the following data dashboards:

- The **Georgia Department of Education's** [ESSER Funding Transparency Dashboard](#) provides state-level detail on the amount of funding used to improve student learning, address lost learning opportunities, and support students' mental health and well-being.
- This [data dashboard](#) by the **Hawaii Department of Education** provides quarterly updates on a variety of statewide measures, including COVID-19 cases, attendance, absenteeism, assessment results, student course grades, connectivity, teacher retention, etc.
- This [dashboard](#) by the **Indiana Department of Education** provides an overview of ESSER I, ESSER II, ARP ESSER, and GEER I and II funds budgeted and expended to date, including information in the categories of instruction, support services, operations, and facilities.
- The **Montana Office of Public Instruction's** [ARP ESSER Data Collection Dashboard](#) displays LEA expenditure data, including information for the 20 percent set-aside, student demographics, achievement, and performance data.
- This [Data Indicator Dashboard](#) by the **New Hampshire Department of Education** displays district- and school-level indicators such as academic growth, achievement, and college- and career-readiness. This dashboard also has a comparison tool, enabling parents and others to compare indicators across schools.
- The **Puerto Rico Department of Education's** [dashboard](#) displays each school's opening status (virtual, in-person, and modified schedule) with smaller student groups attending at different times; the number of instructional days per week; and total schools reopened.
- This [funding dashboard](#) by the **South Dakota Department of Education** shows the public how districts are budgeting and spending funds. The SEA provided technical assistance to districts to establish common and reliable data collection and reporting practices.
- The **Utah Department of Education's** [K-12 Federal COVID-19 Relief Funding Dashboard](#) provides LEA-level expenditure data including total payments and expense categories for each emergency fund.
- This [ESSER Funding Dashboard](#) by the **Washington Office of Superintendent of Public Instruction** includes comprehensive ESSER funding and expenditure data. It includes a detailed breakdown of the spending of the 20 percent set-aside by month and expenditure category.

Technical Assistance

SEAs highlighted a range of technical assistance efforts to support LEAs including routinely communicating through various methods (e.g., meetings, webinars, office hours, virtual conferences, guidance documents, monthly newsletters, and websites); tools to help guide LEAs in planning and monitoring; and guidance on allowable fund uses. States shared the following technical assistance resources:

- This [template](#) by the **Arkansas Department of Education** supports LEAs' development of district plans, using pre-populated evidence-based interventions.
- The **Colorado Department of Education** developed [ESSER LEA Use of Funds Plan Guidance](#), a checklist for LEAs to use when planning for the 20 percent set-aside.
- The **Delaware Department of Education** Grant Support Team uses this [monitoring tool](#) to provide grants administration, program monitoring, and data collection/reporting supports.
- The **Office of the State Superintendent of Education (OSSE) in the District of Columbia**, provides an [LEA Look Forward](#) weekly newsletter to disseminate information and resources to LEAs.
- The **Florida Department of Education** developed an [implementation plan application](#) for LEAs that requires the LEA to align each budget line-item with the allowable use as outlined in the ARP Act and the activity as described in the LEA's submitted plan.
- This [webpage](#) by the **Iowa Department of Education** was created to include all guidance, webinars, and information relating to emergency relief for PK-12 schools. One section provides specific guidance on evidence-based practices or programs that meet the ARP ESSER requirements.

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- This [Federal Disaster and Pandemic Relief webpage](#) by the **Kansas State Department of Education** was created to provide LEAs with information on Federal and State funds distributed through KSDOE in times of crisis. The ARP ESSER section includes applications, allocations, and webinar links.
 - The **Maine Department of Education** developed a [Federal Emergency Relief resource](#) to help LEAs and stakeholders understand each ESSER fund using a side-by-side comparison.
 - This [Recovery Plan for Education](#) by the **Maryland State Department of Education** presents a number of strategies and considerations for school systems to work through recovery, providing a checklist that can be personalized to address each communities unique needs.
 - This [webpage](#) from **Minnesota Department of Education** provides LEAs with guidance and tools to understand and effectively utilize Federal emergency relief funds.
 - This [webpage](#) by the **Missouri Department of Education** provides guidance around Missouri's Elementary and Secondary Education COVID-19 relief funds, including guidance and details to support LEAs in the utilization of the funds to provide appropriate services.
 - The **Nebraska Department of Education** shared information and resources from their hybrid conference, [Restoring Normal](#) including recordings, materials, and resources from a 5-part series on using data to inform ESSER plans and over 50 other conference sessions.
 - The **New Mexico Public Education Department** developed a [six-part workshop series](#) on topics such as selecting evidence-based practices, budgeting and planning for academic acceleration, and planning for the equitable, sustainable allocation of resources.
 - This [website](#) by the **New York State Education Department** provides LEAs with useful resources and webinars in response to the Federal education COVID relief funding. LEAs used this site for guidance to develop their plans, resources to support public engagement, and allocations and application information.
 - The [instructional video](#) series by the **Oklahoma Department of Education** includes recordings of weekly webinars designed to support LEAs, including topics such as allowable activities to address learning loss.
 - This [ESSER/GEER Extra](#) developed by the **Pennsylvania Department of Education** is a repository of weekly updates to LEAs that support the implementation of COVID relief funds.
 - This [Learning, Equity & Accelerated Pathways \(LEAP\) Task Force Report](#) by the **Rhode Island Department of Education**, contains data-informed recommendations and serves as RIDE's guiding principles to accelerate learning opportunities and create a more equitable and enriching educational environment in the State.
 - This [website](#) by the **South Carolina Department of Education** houses a roadmap document to assist school and district leaders with implementing data-based problem solving, and choosing effective strategies and interventions that fit students' needs. The site also houses each LEAs academic recovery plans.
 - This [Public Plan for ARP ESSER Spending Template](#) by the **Vermont Department of Education** summarizes statutory and interim final requirements; provides for high-level reporting on ARP plans in the context of other recovery funds; and allows for reporting on specific learning loss strategies aligned to broader recovery strands (e.g., Student Engagement, Safe and Healthy Operations) and disproportionately impacted student groups.
 - **Wisconsin Department of Education's** [ARP ESSER webpage](#) includes the State Plan, LEA plans, allowable costs and activities, evidence-based resources, monitoring tools, and other resources for stakeholders.
 - This [Meaningful Engagement Memo](#) by the **Wyoming Department of Education** supports LEAs in facilitating meaningful consultation with stakeholders. The WDE developed an optional [Meaningful Engagement Sample Bulletin](#) to further support this work.

Conclusion

The Department's quarterly reviews with each of the 52 SEAs yielded several examples of how States are supporting subgrantees in implementing the ARP's 20 percent set-aside to address the impact of lost instructional time. State efforts include formal policy guidance; reporting templates; webinars and other virtual workshops; regular weekly updates; stakeholder engagement protocols; inventories of vetted, evidence-based strategies; and more.

The Department thanks SEAs for their participation in this review and document collection – as well as their ongoing efforts to support urgent, wise use of ARP and other funds to enable a durable, equitable academic recovery.