



**EVIDENCE-BASED PRACTICES**

# Strengthening American Rescue Plan Preparation and Implementation

Fall 2020 data shows that COVID-19 has negatively impacted student achievement. However, as we enter fall 2021, we're only beginning to understand the pandemic's effects—short-term and long-term, academic and nonacademic.<sup>1</sup>

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund provided \$122 billion for state education agencies and school districts to safely reopen schools and address the pandemic's impacts on students.<sup>2</sup>

The Region 17 Comprehensive Center (CC) at Education Northwest and the Idaho State Department of Education collaboratively developed a series of webinars focused on evidence-based practices to strengthen ARP preparation and implementation. This infographic highlights key takeaways for educators at the state, district, and school levels.

## BUILD RELATIONSHIPS AND SAFETY

Create seamless connections between students' lived experiences and school.



**Build partnerships with local cultural groups, parents, and educators**



**Collaborate on curricula<sup>3</sup>**



**Maintain consistent routines**



**Use restorative disciplinary practices<sup>4</sup>**

## ADAPT TO NEW CHALLENGES

**Questions to ask**

What are our students' essential social and academic needs?

How has COVID-19 changed our students' needs?

How can we adapt our educational models to meet these needs?

**Essential Considerations**

Ground practice in evidence—Institute for Education Science Practice Guides<sup>5</sup>

Monitor and adapt frequently with nonlinear design thinking<sup>6</sup>

Develop individual learning plans for all students



## INSTRUCTIONAL PRACTICES TO IMPLEMENT IMMEDIATELY



### Screen students and monitor progress frequently



### Small-group instruction<sup>7</sup>

- Explicit systematic instruction in foundational skills
- Frequent opportunities for student practice
- Immediate, specific feedback



### Extended learning time



### Leverage your strongest instructors

## DEVELOP A MONITORING PLAN

### Implementation

- What is going on?
- What does the program do?
- How was the program implemented?
- Is it working as intended?
- What produced the observed outcomes? Why?

### Impact

- What are the effects, results, and impact on participants?
- How does the impact compare to previous outcomes?
- Is the program better than it was before?
  - Why or why not?
    - Differing outcomes
    - Cost effectiveness

## RESOURCES

<sup>1</sup> Kuhfeld, et al. (2021) *How is COVID-19 affecting student learning?* <https://www.brookings.edu/blog/brown-center-chalkboard/2020/12/03/how-is-covid-19-affecting-student-learning>

<sup>2</sup> US Department of Education, "American Rescue Plan Act of 2021: Elementary and Secondary School Emergency Relief Fund (ARP ESSER)." <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>

<sup>3</sup> Ngai, P. & Koehn, P. (2016). *Teacher/family partnerships: Lessons from Indian Education for All in Montana*. *Journal of American Indian Education*, (55)1, pp. 23-48. [https://www.jstor.org/stable/10.5749/jamerindeduc.55.1.0023#metadata\\_info\\_tab\\_content](https://www.jstor.org/stable/10.5749/jamerindeduc.55.1.0023#metadata_info_tab_content)

<sup>4</sup> Center on Positive Behavior Intervention and Support. (2020). [Session B6] *PBIS Forum 2020: Integrating Restorative Practices into Multi-tiered Systems of Social Emotional Behavioral Support*. <https://www.pbis.org/video/session-b6-pbis-forum-2020-integrating-restorative-practices-into-multi-tiered-systems-of-social-emotional-behavioral-support>

<sup>5</sup> Institute for Education Sciences. (n.d.). *Practice Guides*. <https://ies.ed.gov/ncee/wwc/practiceguides>

<sup>6</sup> Pandey, B.K. (2021). *Design Thinking: An Iterative & Non-linear Process*. <https://www.linkedin.com/pulse/design-thinking-iterative-non-linear-process-bhupesh-kumar-pandey>

<sup>7</sup> Jones, N., Vaughn, S., & Fuchs L. (2021) *Academic Supports for Students with Disabilities*. [https://annenberglab.brown.edu/sites/default/files/EdResearch\\_for\\_Recovery\\_Brief\\_2.pdf](https://annenberglab.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_2.pdf)

<sup>8</sup> Center for Community Health and Development at the University of Kansas. (n.d.). Chapter 37: Section 1. Choosing Questions and Planning the Evaluation | Main Section | Community Tool Box (ku.edu) <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/choose-evaluation-questions/main>

Price, C., Goodson, B., Wolf, A., & Boulay, G. (2016). *Evaluation Plan Template*. <https://ies.ed.gov/ncee/projects/pdf/EvaluationPlanTemplate.pdf>

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