



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.¹

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.²

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 curricula³



Maintain consistent routines



Use restorative disciplinary practices⁴

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 Guides⁵

Monitor and adapt frequently with nonlinear design thinking⁶

Develop individual learning plans for all students



INSTRUCTIONAL PRACTICES TO IMPLEMENT IMMEDIATELY



Screen students and monitor progress frequently



Small-group instruction⁷

- 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

¹ 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>

² 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/>

³ 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

⁴ 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>

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

⁶ 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>

⁷ 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

⁸ 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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