

## AT A GLANCE

# American Rescue Plan Discussion Starter for District Teams

This document is designed to help school district teams engage in meaningful and productive conversations about how federal American Rescue Plan (ARP) Act funds can be used to address students' academic and social-emotional needs in the wake of the COVID-19 pandemic.

This document offers considerations, examples of evidence-based strategies, and supporting resources in three critical areas:

- **Addressing the academic impact of lost instructional time**
- **Conducting meaningful family and community engagement**
- **Providing social-emotional and mental health supports**

# ADDRESSING THE ACADEMIC IMPACT OF LOST INSTRUCTIONAL TIME

Considerations/Questions	Examples of Evidence-Based Strategies/Practices	Supporting Resources
<p>What data do we currently collect on student learning and well-being?</p> <p>What have we learned from this past school year?</p> <p>Do we already have equitable strategies/interventions in place to support students who need acceleration?</p> <p>Did these existing strategies/interventions meet their intended goals?</p> <p>What additional data will we need to identify new strategies, interventions, or programs?</p> <p>Do the data reflect that we identified strategies/interventions based on our students' actual needs, rather than our perception of our students' needs?</p> <p>Do the identified strategies/interventions meet the needs of our specific student population and location (e.g., American Indian students, English learner students, students in rural areas)?</p> <p>What professional development do our staff members' need in order to implement these strategies/interventions with fidelity?</p> <p>How will we use interim and formative assessments to monitor the strategies/interventions we implement and to make adjustment to meet our goals?</p>	<p>High-dosage tutoring</p> <p>Out-of-school time programs</p> <p>Project-based learning</p> <p>Summer bridge programs</p> <p>Enrichment activities</p> <p>Vacation academies</p> <p>Extended-day programs</p> <p>Extended-school year programs</p> <p>Additional instructional time</p> <p>Dual-enrollment/dual-credit opportunities</p> <p>Effective transition programs</p>	<p><b>Ninth Grade Counts: Strengthening the transition into high school<sup>i</sup></b></p> <p><b>Ninth grade counts: Using summer bridge programs to strengthen the high school transition<sup>ii</sup></b></p> <p><b>Summer learning and enrichment: State guidance for district and school leaders<sup>iii</sup></b></p> <p><b>School practices to address student learning loss: Brief No. 1<sup>iv</sup></b></p> <p><b>A toolkit for assessing learning changes after spring 2020 COVID-19 school closures<sup>v</sup></b></p> <p><b>Project-based learning: A literature review<sup>vi</sup></b></p> <p><b>Strategies to solve unfinished learning<sup>vii</sup></b></p> <p><b>Learning recovery: How to develop and implement effective tutoring programs<sup>viii</sup></b></p> <p><b>Broad-based academic supports for all students: Brief No. 6<sup>ix</sup></b></p> <p><b>Advancing student learning and opportunity through voluntary academic summer learning programs: EdResearch for Recovery Design Principles Series<sup>x</sup></b></p> <p><b>Every summer counts: A longitudinal analysis of outcomes from the National Summer Learning Project<sup>xi</sup></b></p>

Considerations/Questions	Examples of Evidence-Based Strategies/Practices	Supporting Resources
		<p>Promising practices to accelerate learning for students with disabilities during COVID-19 and beyond<sup>xii</sup></p> <p>Summer learning enrichment collaborative<sup>xiii</sup></p> <p>Toolkit for tutoring programs<sup>xiv</sup></p> <p>Accelerating student learning with high-dosage tutoring: EdResearch for Recovery Design Principles Series<sup>xv</sup></p> <p>Academies for learning advancement: Research and practitioner perspectives<sup>xvi</sup></p> <p>Learning acceleration for all: Planning for the next three to five years<sup>xvii</sup></p> <p>Non-regulatory guidance: Using evidence to strengthen education investments<sup>xviii</sup></p> <p>ED COVID-19 handbook, volume 2: Roadmap to reopening safely and meeting all students' need<sup>xix</sup></p> <p>Dual enrollment programs<sup>xx</sup></p>

# CONDUCTING MEANINGFUL FAMILY AND COMMUNITY ENGAGEMENT

Considerations/Questions	Examples of Evidence-Based Strategies/Practices	Supporting Resources
<p>How are we engaging students, families, and community members in equitable, meaningful ways (e.g., Tribes, families of English learner students and other underserved students)?</p> <p>How did we gather information from students, families, and community members about the 2020-21 school year and how did we incorporate it into our planning and monitoring?</p> <p>How will we share these data?</p> <p>How will we ensure that all stakeholders have the opportunity to provide input on the development of this plan? How will they access the plan?</p> <p>What systems do we currently have in place for collecting input on student, family, and community needs? What systems do we need to put in place?</p> <p>How will we ensure that students, families, and community members can access the supports we provide?</p>	<p>Surveys</p> <p>Interviews</p> <p>One-on-one family meetings</p> <p>Advisory groups</p> <p>In-person or virtual conferences</p> <p>Town hall events (youth and families)</p> <p>Newsletters</p> <p>Phone calls</p> <p>Email</p> <p>Presentations to stakeholder/ community organizations</p> <p>School-based professional learning communities</p> <p>District meeting materials and resources</p> <p>Web pages or posts (accessible for language and disability)</p> <p>Social media</p>	<p><b>Strategies for connecting with students and families<sup>xxi</sup></b></p> <p><b>Meaningful local engagement under ESSA: A handbook for LEA and school leaders<sup>xxii</sup></b></p> <p><b>Strong collaborative relationships for strong community schools<sup>xxiii</sup></b></p> <p><b>Toolkit of resources for engaging families and the community as partners in education. Part 1: Building an understanding of family and community engagement<sup>xxiv</sup></b></p> <p><b>Toolkit of resources for engaging families and the community as partners in education. Part 2: Building a cultural bridge<sup>xxv</sup></b></p> <p><b>Toolkit of resources for engaging families and the community as partners in education. Part 3: Building trusting relationships with families and the community<sup>xxvi</sup></b></p> <p><b>Toolkit of resources for engaging families and the community as partners in education. Part 4: Engaging all in data conversations<sup>xxvii</sup></b></p> <p><b>Engaging parents and families to support the recovery of districts and schools: Brief No. 12<sup>xxviii</sup></b></p> <p><b>Strategies for equitable family engagement<sup>xxix</sup></b></p>

Considerations/Questions	Examples of Evidence-Based Strategies/Practices	Supporting Resources
		<p><b>Dual capacity building framework for family-school partnerships<sup>xxx</sup></b></p> <p><b>Leveraging community partnerships for integrated student support: Brief No. 14<sup>xxx</sup></b></p> <p><b>Every Student Succeeds Act Tribal consultation pre-planning tool for Tribes<sup>xxxii</sup></b></p> <p><b>Building relationships with Tribes: A Native process for local consultation under ESSA<sup>xxxiii</sup></b></p> <p><b>Ohio local stakeholder engagement toolkit: A guide for district and school leaders<sup>xxxiv</sup></b></p> <p><b>Parent teacher home visits’ toolbox of best practices<sup>xxxv</sup></b></p> <p><b>Community conversation planning guide<sup>xxxvi</sup></b></p> <p><b>Tools and resources for ensuring meaningful communication with limited English proficient parents<sup>xxxvii</sup></b></p> <p><b>Stakeholder engagement—A checklist for rural education systems<sup>xxxviii</sup></b></p>

# PROVIDING SOCIAL-EMOTIONAL AND MENTAL HEALTH SUPPORTS

Considerations/Questions	Examples of Evidence-Based Strategies/Practices	Supporting Resources
<p>What systems do we currently have in place for developing strong student-staff member relationships? How could we improve these systems?</p> <p>What existing community or health-based partnerships are in place to support the physical and mental health of students?</p> <p>How can we involve community groups and local government in providing wraparound services for students?</p> <p>Do we have wellness and behavior screeners and assessments in place to monitor on an ongoing basis?</p> <p>What surveys are in place to measure school climate?</p> <p>What policies and structures are in place to ensure we are providing a culturally responsive, safe, inclusive, and supportive environment?</p>	<p>Regular student wellness screenings</p> <p>Culturally responsive teaching practices</p> <p>Full-service community schools</p> <p>Social and emotional learning (SEL) standards</p> <p>Wraparound community services</p> <p>Multi-tiered systems of support</p> <p>Trauma-informed care</p> <p>Restorative justice</p> <p>Wellness screenings</p> <p>Student and educator well-being supports</p> <p>Virtual or in-person home visits</p>	<p><b>CASEL guide to effective social and emotional learning programs<sup>xxxix</sup></b></p> <p><b>CCSSO restart &amp; recovery: Considerations for teaching and learning: wellbeing and connection<sup>xl</sup></b></p> <p><b>The whole child: Building systems of integrated student support during and after Covid-19: An action guide<sup>xli</sup></b></p> <p><b>A district guide for returning to school during and after crisis: A guide to supporting states, districts, schools, educators, and students through a multi-tiered systems of support framework during the 2020-2021 school year<sup>xlii</sup></b></p> <p><b>What the research says on supporting the social and emotional well-being of students<sup>xliii</sup></b></p> <p><b>Reimagining excellence: A blueprint for integrating social and emotional well-being and academic excellence in schools<sup>xliiv</sup></b></p> <p><b>Evidence-based practices for assessing students’ social and emotional well-being: Brief No. 13<sup>xliv</sup></b></p> <p><b>Preparing schools to meet the needs of students coping with trauma and toxic stress: Brief No. 17<sup>xlvi</sup></b></p> <p><b>A guide to evidence-based practices for teaching all students equitably<sup>xlvii</sup></b></p>

Considerations/Questions	Examples of Evidence-Based Strategies/Practices	Supporting Resources
		<p><b>Summer learning and beyond: Opportunities for creating equity<sup>xlvi</sup></b></p> <p><b>School mental health quality guide<sup>xlvi</sup></b></p> <p><b>Best practices in social, emotional, and behavioral screening: An implementation guide: Version 2.0<sup>i</sup></b></p> <p><b>Early lessons from schools and out-of-school time programs implementing social and emotional learning<sup>i</sup></b></p> <p><b>Trauma-informed SEL toolkit<sup>ii</sup></b></p>

# ENDNOTES

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