

American Rescue Plan Act of 2021

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High Level Summary

Third major new law delivering federal funds for COVID-19 relief

- 1. CARES Act (March 2020): ~\$30 billion dedicated to K-16 education**
- 2. CRRSA (December 2020): ~\$82 billion dedicated to K-16 education**
- 3. American Rescue Plan Act (March 2021): ~\$165 billion dedicated to K-16 education**

ARPA contains Five Main Tranches of Funds for Education

1. **Dedicated K-12 – Elementary & Secondary Schools Emergency Relief Fund (ESSERF III)**
2. **Funding for the Individuals with Disabilities Education Act (IDEA)**
3. **Dedicated Higher Education – Higher Education Emergency Relief Fund (HEERF III)**
4. **General State & Local Relief**
5. **Digital Divide/E-Rate**

Dedicated K-12 Support: Overview

\$122.77 Billion	Elementary & Secondary Schools Emergency Relief Fund (ESSERF III)
<i>\$800 Million</i>	<i>USDOE Set-Aside for Homeless Students (From ESSERF III)</i>
<i>\$121.97 Billion</i>	<i>Total ESSERF III Funds to States--Allocated via Title I formula</i>
\$2.75 Billion	Aid to K12 Private Schools (Provided through governors)
\$3.03 Billion	Individuals with Disabilities Education Act
\$7.17 Billion	E-Rate Emergency Connectivity Fund
<u>\$135.72 Billion</u>	<u>Total K12 Aid</u>

Dedicated K-12 Support: ESSERF III

Total State Funds Breakdown

LEA Funds	LEA Subgrants	90%	\$109.77 Billion
	<i>Learning Loss (LEA)</i>	<i>20% of LEA Subgrants</i>	<i>\$21.96 Billion</i>
SEA Funds	Learning Loss (SEA)	5%	\$6.10 Billion
	Summer Learning	1%	\$1.22 Billion
	After-School	1%	\$1.22 Billion
	Administration Costs	0.5%	\$609 Million
	SEA Flex Funds	2.5%	\$3.05 Billion
Total State Funds		100%	\$121.97 Billion

Dedicated K-12 Support: Learning Loss Set Asides

Learning Loss Funds

LEA Set-Aside	20% of LEA Subgrants	\$21.96 Billion
SEA Set-Aside	5% of Total State Grants	\$6.10 Billion
Total Learning Loss Funds	23% of ESSERF III	\$28.06 Billion

Dedicated K-12 Support: Learning Loss

What counts as a learning loss intervention?

The bill currently defines learning loss interventions as: *“evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, [ensuring] that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus”* on student subgroups as defined in ESSA.

While the definition includes from specific suggestions to consider, the language allows for a pretty broad interpretation of interventions.

Given that, state department guidance and outside advocacy could have an outsized role in the types of interventions SEAs and LEAs ultimately choose.

Learning Loss Recommended Uses

High-impact tutoring programs show clear, positive results, particularly for the lowest-achieving students:

- Additional one to two years of math and an **additional year of learning** in English language arts—on top of what they learned in the classroom—compared to nonparticipants.
- In a 2017 meta-analysis of 14 types of educational interventions, **high-impact tutoring was found to be the most effective** at improving student achievement.

Study	Average Impact (Days of Additional Learning)
<u>2017 Meta-Analysis Comparing Interventions</u>	216 days (Math & ELA)
<u>2020 Meta-Analysis of Tutoring Programs</u>	222 days (Math & ELA)
<u>2021 Saga Education Study</u>	96-222 days (Math)
<u>2016 Saga Education Study</u>	138 days (Math)
<u>2013 MATCH Charter School Study</u>	90-150 days (ELA)

Learning Loss Recommended Uses

Based on research, effective high-impact tutoring programs:

- Occur during the school day.
- Include a minimum of three sessions per week.
- Provide students with a consistent tutor who is supported by ongoing oversight and coaching.
- Provide tutors with initial training, oversight, ongoing coaching, and clear lines of accountability;
- Use data to inform tutoring sessions.
- Use materials that are aligned with research and state standards.



Learning Loss Recommended Uses



Extended School Day

- **Impact**
 - 2018 Florida Study found **additional 2-4 months of learning** in reading. Effects were particularly strong for students from low-income families.
- **Amount of Extra Time**
 - 2006 Meta-Analysis: most effective programs provided at least 43 additional hours of instruction in both reading and math.
 - This translates to about a minimum of **30 minutes of additional instructional time per day** over the course of a 180-day school year.

Learning Loss Recommended Uses

Extended School Day

Extending the school day **should be paired with a specific academic intervention**, such as the additional literacy instruction or high-impact tutoring.

Pairing ESD with high-impact tutoring:

- Highly effective program for extra time
- Eases the burden of scheduling tutoring sessions
- Prevents adding additional instructional hours to teachers' workday.



Learning Loss Recommended Uses

Summer Enrichment Programs

- **Impact**
 - Meta-analysis of summer programs found average gains of **40 additional days of learning**, with improvement concentrated amongst the students from low-income families
- **Attendance Matters**
 - High attendance—80% or higher—is key for producing strong academic and behavioral outcomes.



Learning Loss Recommended Uses

Summer Enrichment Programs

The strongest summer learning programs:

- are **voluntary, full-day** with **academic and enrichment activities** and include art, music, and/or athletic opportunities;
- make use of **research-based curricula** delivered at least three hours a day;
- are available at least **five days a week** for **at least five weeks** per summer;
- make use of **highly-effective educators** in small classes; and
- charge **no fee for participation** while providing free transportation and meals.

The [National Summer Learning Association](#)

research found that the most successful programs operating during the pandemic:

- **built off existing programs and partnerships** rather than starting from scratch during a time of major disruption,
- made **clear, early decisions about programming** rather than making last minute adjustments based on the latest pandemic related guidance,
- **focused on social-emotional development** in addition to academics, and
- **included anti-racist and culturally relevant content.**

Learning Loss Recommended Uses

Community-Based Learning Hubs

[Learning hubs](#) that provide access to basic needs, academic support, and enrichment activities.

More disruptive models, such as [Oakland REACH](#), have the potential to drastically improve student academic, social, and emotional outcomes by **increasing student access to high-quality instruction and enrichment activities** routinely enjoyed by more affluent peers and **provide parents with the tools to better advocate** for these opportunities.



Learning Loss Recommended Uses

Community-Based Learning Hubs

Lakisha Young, Co-founder and CEO of The Oakland REACH, identifies five key elements of their work that drive their success:

- **High-quality academic enrichment.** Provides students with access to literacy tutors and partners with organizations to provide culturally relevant curriculum, including programs that teach math and reading with specific references to Black and Latinx culture.
- **Community.** Family liaisons assist in accessing remote instruction, support increased student attendance, and help families advocate for higher quality district services.
- **Social/Emotional.** Students have access to a wide variety of non-academic activities offered through local partnerships. Families have a safe Zoom space for socialization and access to mental health supports.
- **Tech Support.** Staff provide tech trainings and workshops for families.
- **Socio-economic supports.** Provides relief funds, financial literacy and management classes, and employment opportunities as family liaisons.

Dedicated K-12 Support: Summer & After School

What counts as a summer intervention?

The bill currently defines learning loss interventions as: *“the implementation of evidence-based summer enrichment programs, and ensure such programs respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus”* on student subgroups as defined in ESSA.

What counts as an after school intervention?

The bill currently defines learning loss interventions as: *“implementation of evidence-based comprehensive after-school programs, and ensure such programs respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus”* on student subgroups as defined in ESSA.

Note: Programs that fit into each of these set-asides also fit within the larger learning loss funds. Therefore, funds for summer and after school programs can easily be combined with learning loss funds, but should come from these dedicated funds FIRST.

Dedicated K-12 Support: SEA Flex Funds

SEA Flex Funds	2.5%	\$3.05 Billion
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How can SEAs use remaining state funds?

ARPA states that state can use “the remainder for emergency needs as determined by the State educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts.”

In effect, this means that states can use the remaining 2.5% of funds to supplement any of the other set-aside categories and/or any of the other allowable uses of funds under ARPA.

Dedicated K-12 Support: IDEA

Part B State Grants	\$2.58 billion
Section 619 Preschool Grants	\$200 million
Part C Programs Infant and Toddlers	\$250 million
Total IDEA Funds	\$3.03 Billion

Dedicated K-12 Support: E-Rate

ARPA is the first COVID relief bill to contain E-rate funding

- **Allows for e-rate funds to be used outside of school buildings and libraries, which will allow schools to provide student access to wifi in their homes.**
- **Allocates \$7.72 billion dollars in addition to existing e-rate funding**
- **Unlike ESSERF III funds, new e-rate funds will be available until September 30, 2030.**

Maintenance of Effort

- **Maintenance of Effort**
 - States must maintain funding levels for both K12 and higher education funding in FY 22 and 23. Funding must not drop below average from FY 17, 18, and 19.

Maintenance of Equity

- **State-level**

- States reductions in per-pupil funding to high-need LEAs cannot exceed overall state reductions in per-pupil funding in FY 22 & 23
- State reductions in per-pupil funding in the highest poverty LEAs in FY 22 & 23 cannot result in per-pupil funding levels lower than FY 19

- **Local-level**

- LEA reductions in per-pupil funding (state + local) in high-poverty schools cannot be larger than overall LEA reductions in per-pupil funds in FY 22 & 23.
- LEA reductions in per-pupil FTE staffing in high-poverty schools cannot be larger than overall reductions in per-pupil FTE reductions.

Maintenance of Equity (cont.)

- **Exceptions to Local-level Provisions**

- LEA enrollment <1,000
- Total LEA enrollment contained to a single school
- All students of a single grade span contained in a single school
- “Exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources” as determined by the SEA

- **Definitions for Maintenance of Equity**

- Highest-poverty LEAs: LEAs with highest % of economically disadvantaged students up to 20% of total state student enrollment
- High-need LEAs: LEAs with highest % of economically disadvantaged students up to 50% of total state student enrollment
- High-poverty school: Any school in the top quartile of schools based on % of economically disadvantaged students

Dedicated Higher Education Support

Dedicated Higher Education Support - HEERF III

\$40 billion total allocation

- **\$36 billion directly to public and non-profit, private colleges based on a formula that weights students with Pell Grants more heavily and uses both headcount and FTE. A small portion is dedicated to students who attend 100% through distance learning.**
- **\$3 billion national set-aside for minority serving institutions**
 - **Supplemental to each institution's share of base \$36 billion formula funds**
- **\$200 million national set-aside for colleges with “the greatest unmet needs” related to COVID-19**
- **\$400 million national set-aside to for-profit colleges, but all funds must be spent on direct emergency student grant aid**

Examples of Total Allocations to Institutions of Higher Ed by State

State/Entity	Estimated Aggregate IHE State Amounts	Estimated Amounts That Must Be Used by IHEs for Direct Student Grant Aid	Estimated Amounts That Can Be Used by IHEs for Direct Student Grant Aid or Other Authorized Uses
Colorado	\$495,924,000	\$247,962,000	\$247,962,000
Connecticut	\$371,413,000	\$185,706,500	\$185,706,500
DC	\$113,104,000	\$56,552,000	\$56,552,000
Louisiana	\$545,330,000	\$272,665,000	\$272,665,000
Massachusetts	\$825,467,000	\$412,733,500	\$412,733,500
New York	\$2,612,407,000	\$1,306,203,500	\$1,306,203,500
Washington	\$655,429,000	\$327,714,500	\$327,714,500

Mandatory Uses by Institutions of Higher Education

1. Direct Student Grant Aid:

- All colleges must spend at least 50% of their allocation on student grant aid provided directly to students.
- Colleges must “prioritize grants to students with exceptional need”
- No further restrictions on eligibility (e.g. DACA, international, distance students)
- Direct student aid grants, including to exclusive distance education students, must be used for:
 - The student’s traditionally-defined cost of attendance; and / or
 - Any additional emergency costs arising due to COVID-19, including additional food, housing, health care and child care expenses.

2. **COVID-19 Mitigation:** Evidence-based practices to monitor and suppress COVID-19 spread in accordance with public health guidelines. No minimum amount.

3. **Student Outreach:** Outreach to students and families about the opportunity to receive an upward adjustment in financial aid due to changed circumstances, including changes in income, employment of a family member, or other pandemic-related costs.

Allowable Uses by Institutions of Higher Education

- **Additional direct student grant aid above the required 50% of total funds minimum**
- **Defraying past expenses associated with COVID-19, including reimbursement for past technology costs, faculty training, and staff retention despite loss of enrollment**
- **Student support services, such as academic remediation, augmented mental health services, career counseling and job placement**

ERN National Staff Recommendations

1. Increase grant aid to move part-time students to full-time enrollment

All other things being equal, full-time students graduate at three times the rate of part-time students. We recommend colleges use ARPA aid to encourage part-time students to shift to full-time status with 100% of financial need, including that for living and child care expenses, supported with additional grant aid.

2. Fast, free application for financial aid award appeals

We recommend colleges, advocates, & elected officials make students and families aware of the free, ["Swift Student" financial aid adjustment portal](#). It's an easy-to-use website for families to appeal past financial aid decisions based on outdated information & new circumstances.

3. Re-engagement with former students

We recommend implementation of a variation of [Project Win-Win](#), whereby colleges *and* states contact students who did not return during COVID-19 *as well as* less recent non-completers who have enough credits to claim an associate degree (e.g. four-year college junior and senior dropouts) as well as those within a semester of degree completion and offer: (a) to remove any transcript holds due to unpaid fees of less than \$500, (b) a reverse-transfer option leading to associate's degree conferral, and (c) reduced final semester tuition and fees.

Recommendations Continued...



4. Soft touch student support services

We recommend embrace of community-based organizations (CBO) and local college partnerships whereby CBO caseworkers are linked with a cohort of students to provide individualized assistance with academic planning, making use of on-campus tutoring and student support services, and crucially, accessing public social services not provided by local college (e.g. food aid, housing assistance, domestic violence assistance, tax benefits). Model programs include Fort Worth, Texas' [Stay the Course](#) initiative and higher expense [ASAP](#) initiative employed in New York and Ohio.

5. Early College

Recommended is extension of current state financial aid programs to college-ready dual enrollment students, local college tuition discounts for college-ready low-income dual enrollment students, and early high school graduation scholarships for those ready and willing to begin college a year early. See our [Fast Track](#) report for further details.

Questions About ERN's Recommendations?

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