

\$22B for Afterschool & Summer: Realizing the Opportunity for Communities

April 20, 2021



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The American Rescue Plan's ESSER III: Afterschool, Summer, and Learning Recovery

*Kylie Wheeler, Project Manager, Children's Funding
Project
April 20, 2021*



AMERICAN RESCUE PLAN ACT OF 2021 (ARP): OVERVIEW OF CHILD & YOUTH RELATED FUNDING

MAIN TOPIC
FOR TODAY

OVERARCHING FUNDING

- ✓ \$219.8 billion – Coronavirus State Fiscal Recovery Fund
- ✓ \$130.2 billion – Coronavirus Local Fiscal Recovery Fund
- ✓ \$1 billion – Pandemic Emergency Assistance
- ✓ Temp. Child Tax Credit & Child and Dependent Care Tax Credit Reform!

EARLY CARE AND EDUCATION

- ✓ \$39 billion – Child Care Development Block Grant/Child Care Stabilization Fund
- ✓ \$1 billion – Head Start
- ✓ \$150 million for MIECHV

EDUCATION

- ✓ \$122.8 billion – Elementary and Secondary School Emergency Relief Fund (ESSER III)
- ✓ \$39.6 billion – Higher Education Emergency Relief Fund (HEERF III)
- ✓ \$3 billion – IDEA Parts B & C
- ✓ \$2.75 billion – Emergency Assistance to Non-Public Schools
- ✓ \$852 million -- Corporation for National and Community Service

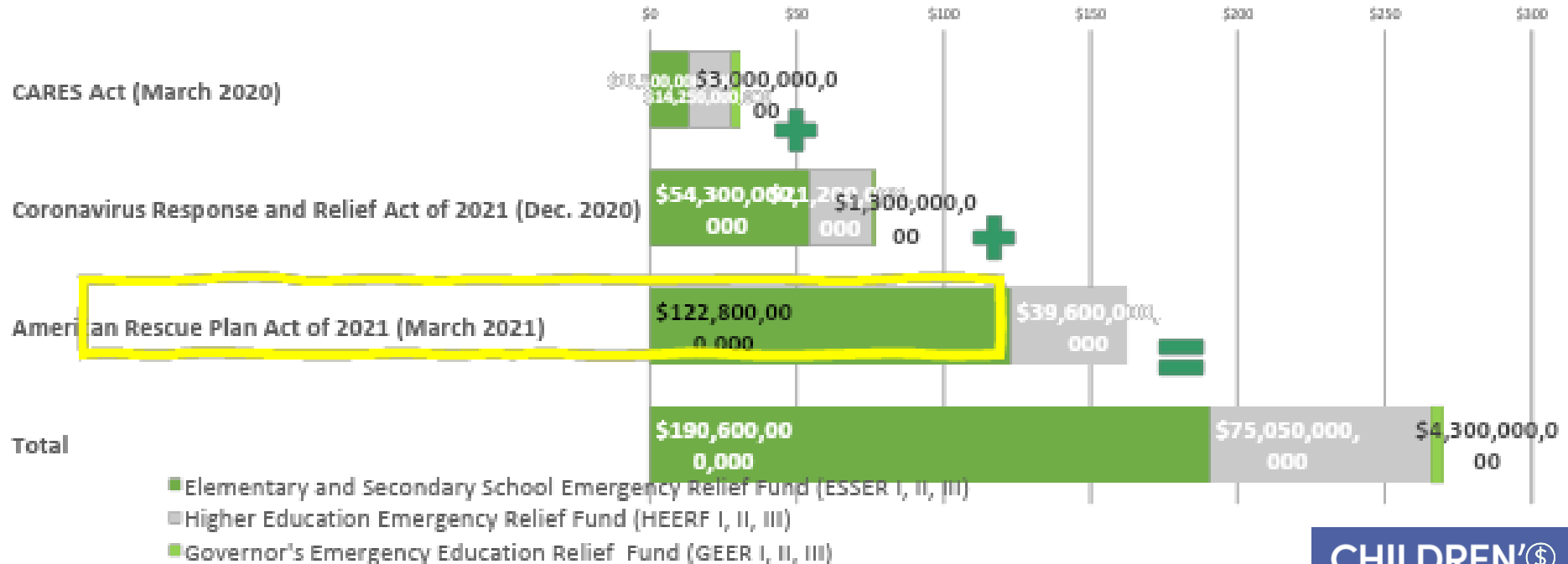
BEHAVIORAL HEALTH

- ✓ \$250 million – Child Abuse Prevention and Treatment
- ✓ \$20 million – Youth Suicide Prevention
- ✓ \$30 million – Project AWARE
- ✓ \$10 million – National Child Traumatic Stress Network

MORE THAN \$500 BILLION TO DIRECTLY OR INDIRECTLY BENEFIT CHILDREN AND YOUTH!

EDUCATION STABILIZATION FUND OVER TIME (ESSERS I, II, & III in BLUE)

Federal Investment in Education Stabilization Fund Over Time (in billions)



What \$ is in ESSER III for
Afterschool, Summer, and
Learning Recovery? 

\$122.8 BILLION

(ESSER III Total)

\$800 million for youth homelessness

\$110 billion (90% of total SEA allocation) disbursed to LEAs within 60 days

\$12.2 billion (10% of total allocation) reserved for SEAs

\$87.8 billion that CAN be used by LEAs for other eligible activities

\$22 billion (20% of LEA allocation) MUST be used by LEAs for evidence-based learning recovery

~\$4 billion that CAN be used by SEAs for other eligible activities

\$6.1 billion (5% of total) that MUST be used for evidence-based learning recovery

\$1.2 billion (1% of total) MUST be used for afterschool

Examples of Eligible Programs

\$609.9 million max for admin costs

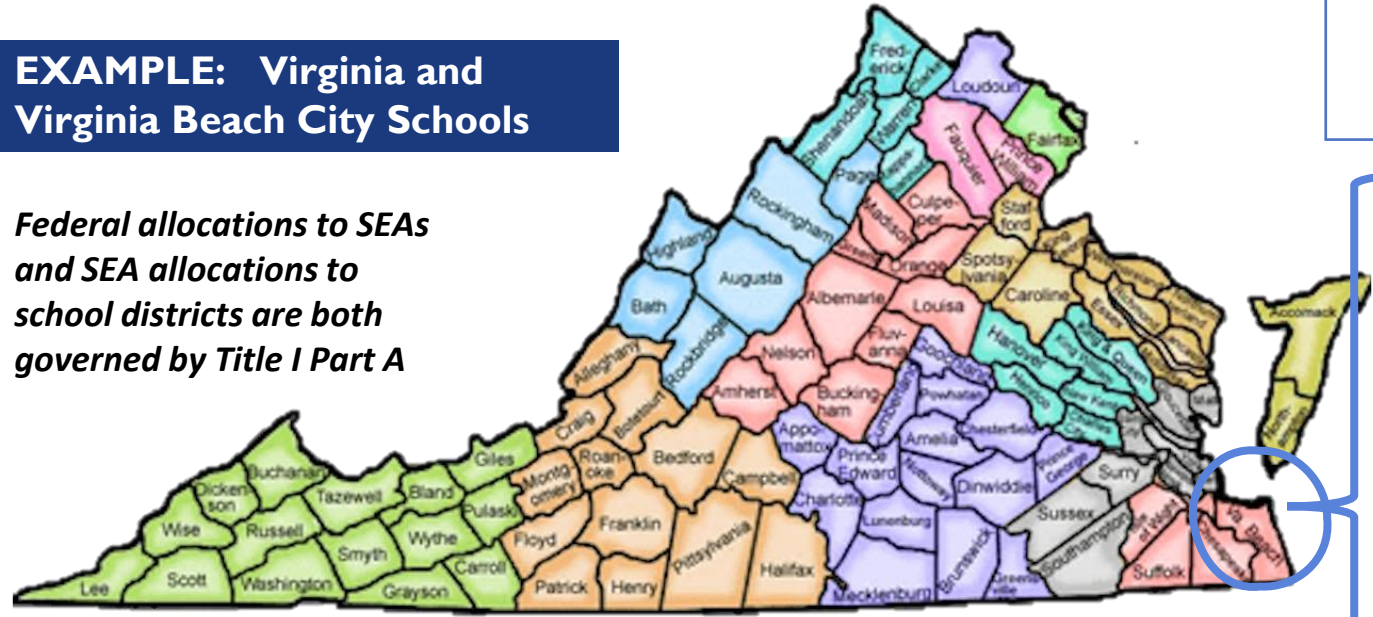
\$1.2 billion (1% of total) MUST be used for summer

- Comprehensive afterschool programs
- Summer learning and enrichment programs
- Extended school day/year programs
- Programs that address the impact of COVID-19 on low-income students, students experiencing homelessness, and children and youth in foster care

ESSER III learning recovery \$ at the state & school district levels

EXAMPLE: Virginia and Virginia Beach City Schools

Federal allocations to SEAs and SEA allocations to school districts are both governed by Title I Part A



Est. 20% for Learning Recovery in Virginia Beach City Schools: \$15 million

Sources: OESE.ed.gov

ESSER III: KEY TIMING & MILESTONES

MARCH 12, 2021
ARP SIGNED INTO
LAW

**DATE VARIES (60 DAYS FROM
WHEN AN SEA RECEIVES FUNDS)**
DEADLINE FOR SEAs TO ALLOCATE
ESSER III FUNDS TO LEAs

SEPTEMBER 30, 2023
DEADLINE TO OBLIGATE
ESSER III FUNDS

MAY 11, 2021
DEADLINE FOR
DEPARTMENT OF
ED. TO DISBURSE
TO STATES

Time to maximize ESSER III funding for learning recovery through strategic planning, fostering collaborative partnerships, and investment in system quality improvement!

STATE MAINTENANCE OF EFFORT:

- In FY2022 and FY2023, states must maintain support for public education institutions at levels that are AT LEAST proportional to the state's average support for education relative to the state's overall spending

STATE MAINTENANCE OF EQUITY:

- In FY2022 and FY2023, states may not reduce per-pupil funding for any high-need LEA in the state by an amount exceeding any overall per-pupil reduction in state funds. Accordingly, SEAs may not reduce per-pupil funding for any highest poverty LEA below FY2019 funding levels.

LEA MAINTENANCE OF EQUITY:

- LEAs may NOT reduce per-pupil funding for any high-poverty school served by that LEA that exceeds the total reduction in LEA funding for all schools served divided by the number of children enrolled in all schools served by the LEA; OR
- Reduce per-pupil, FTE staff in any high-poverty school by an amount that exceeds the total reduction in FTE staff in all schools served by that LEA divided by the number of children enrolled in all schools.

Maintenance of Effort & Maintenance of Equity for ESSER III Funds

DON'T STOP AT ESSER!

Other ARP funds that can potentially be used for learning recovery:

- ✓ **\$39 billion** in supplemental Child Care Development Block Grant and Child Care Stabilization funding
- ✓ **\$350 billion** in direct state and local government relief (State and Local Coronavirus Fiscal Recovery Funds)
- ✓ **\$852 million** for the Corporation for National & Community Service
- ✓ **...and others when leveraged creatively!**

Helpful Links & Resources for Navigating ESSER III & Other Federal COVID-relief \$



THE CRADLE-TO-CAREER GUIDE TO
FEDERAL RELIEF FUNDING FOR KIDS
DURING AND BEYOND COVID-19

March 2021

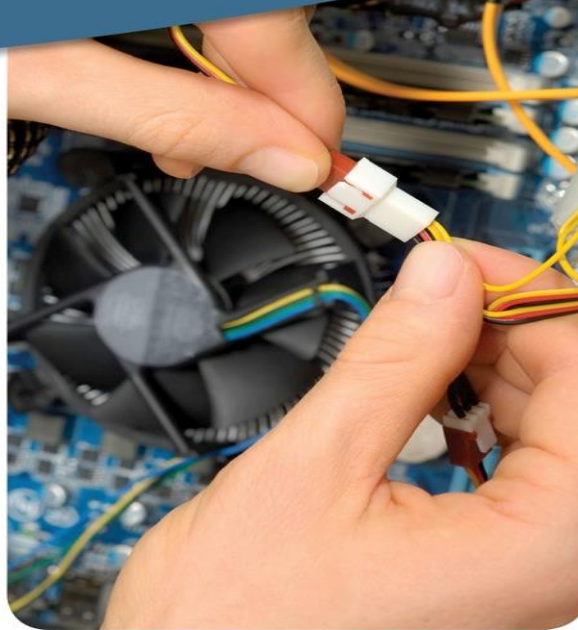
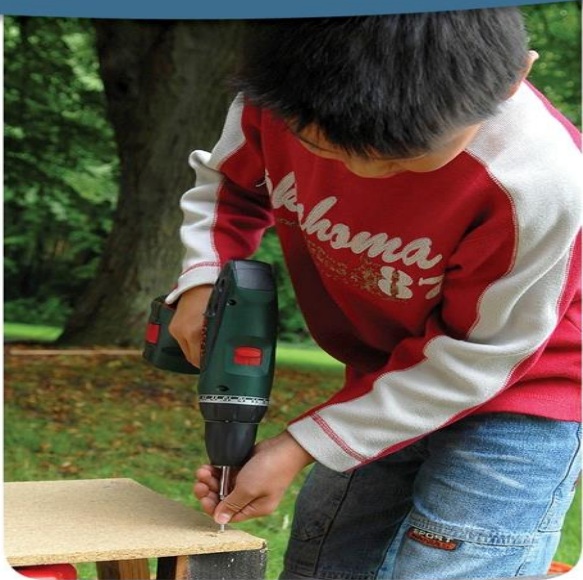
Developed by Children's Funding Project as an update to 2020's "Navigating New and Flexible Funding Streams for Kids During COVID-19"

Children's Funding Project's Latest Report:

["The Cradle-to-Career Guide to Federal Relief Funding for Kids During and Beyond COVID-19"](#)

- ✓ **Federal guidance on American Rescue Plan Elementary and Secondary School Emergency Relief** – (OESE)
- ✓ **ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting all Students' needs** – (U.S. Department of Education)
- ✓ **HelpKidsRecover.Org** – Find estimates for ESSER allocations at the state and school district levels as well as other OST response resources
- ✓ **After School & Summer in the Time of COVID-19** – Resource Library (After School Alliance)

New Significant Federal Resources (ESSER III) Can be Used for Improving, Expanding and Starting-up Comprehensive Afterschool and Summer Enrichment for Recovery & Acceleration



Terry K. Peterson, PhD, Senior Fellow to Riley Institute; Co-chair Afterschool Alliance; and Executive Editor, *Expanding Minds and Opportunities*.

Favorite Websites: afterschoolalliance.org; summerlearning.org; foundationsinc.org

Local and state school officials have very significant ESSER's monies for summer enrichment and comprehensive afterschool

- **\$22 billion set aside LOCALLY in the American Rescue Program through** Elementary and Secondary School Emergency Relief (ESSER III) *for the purpose of addressing learning loss*
- The law also states *through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs*
- **Near or in most schools with 50% or more students on free or reduced lunch should offer summer enrichment and/or comprehensive afterschool opportunity with ESSER III funds for 3-4 years**

In addition to the set aside for summer and afterschool enrichment, other wrap-around services could be funded

Also included in the list of potential uses of the very significant OTHER LEA flow-through funds are:

- **providing mental health services and supports, including through full-service community schools and the hiring of counselors;**
- **planning and implementing activities related to summer learning and supplemental after-school programs;**
- **addressing learning loss;**

Source: *U.S. DEPARTMENT OF EDUCATION FACT SHEET: American Rescue Plan Act of 2021
ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ARP ESSER)*

REMEMBER 1: Afterschool and summer opportunities have the **evidence to boost reading, math, SEL, and STEM interest and success **thru hands-on learning, arts-integration, real world experiences to make them comprehensive and enriching****



REMEMBER 2 :

- Community-school partnerships in designing and delivering engaging summer and afterschool opportunities are NOT JUST nice.
- This collaboration is AN ESSENTIAL for making summer and afterschool programming comprehensive, enriching, and sustainable.

Partnership building

- Identify potential community partners, and if few exist, conduct outreach to bring in partners' services from neighboring organizations, intermediaries or statewide organizations.
- Consider contracting programming needs out to lead community-based providers to provide services in schools and in nearby neighborhoods.

**Remember 3: Critical Cross-Cutting Acceleration Considerations for Using ESSER III funds
(US Department of Education Guidance from 4/21)**

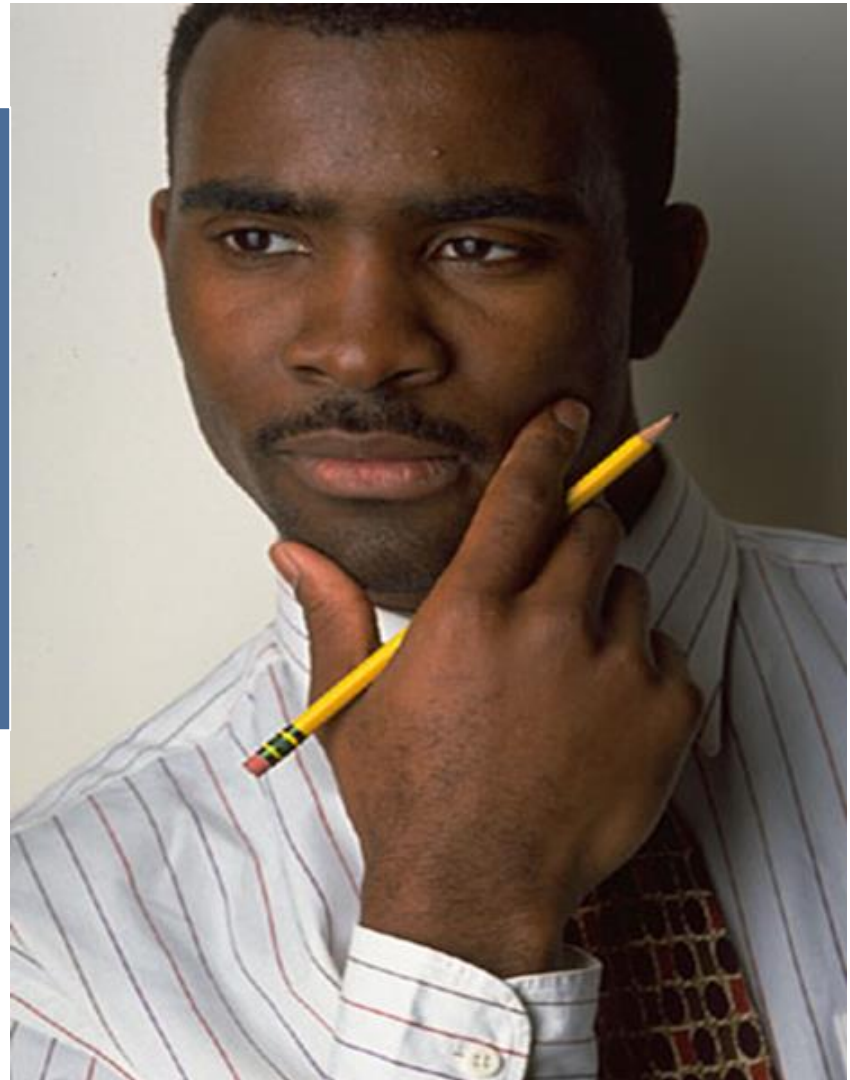
Include enrichment opportunities that support social, emotional, and academic development (with other learning strategies):

- tutoring and homework help with a broad array of enrichment activities
- (STEM) activities, career and technical programs, youth development, physical fitness and health education, and arts programs

Focus on relationships.

Make programs inclusive, and supportive of families, including free transportation and meals, and be available to students with disabilities, English learners, and other underserved students.

What are some good options to invest these new funds to expand summer and afterschool opportunities, while, making them comprehensive and enriching and focused on learning recovery and acceleration?



Options for ESSER III to quickly and responsibly expand and improve summer enrichment and comprehensive afterschool opportunities

- **Allocate monies to existing successful organizations to start-up new sites for summer and/or afterschool learning in *high-need neighborhoods/schools*.**
- **Provide additional monies *in existing high quality sites* to increase the number of high-need students served.**
- ***Restart programs that might have closed.***
- **Provide additional funds to leverage current **21st Century grantees** to add more summer and/or afterschool sites.**
- ***Fund new strategies to reconnect older youth.***

Recall: ESSER III funding for comprehensive afterschool and summer enriched learning is included.



Leverage community, cultural, and youth groups to help provide these engaging opportunities with educators, **adding more “hearts and hands.”**

Community groups and local educators interested in summer enrichment and comprehensive afterschool need to:

- join together, and**
- make the case to superintendents and school boards to be partners!**

IF YOU DON'T ASK, NO ONE ELSE WILL. OUR STUDENTS AND FAMILIES ARE DEPENDING ON YOU.



Comprehensive
Afterschool
Works

Summer
Enrichment
is Needed

From
ESSERS:
\$100-200K
per site for
expansion

Community
Partnerships

Educators and community groups thinking and planning together will yield meaningful ESSER III monies invested in more and better summer and afterschool programs !!

Does this mean that afterschool & summer opportunities are the “silver bullet” for all learning disruptions caused by Covid-19?



Of course not, but it is increasingly apparent that they may, in fact, be a silver lining...an important strategy...a piece of the education puzzle, and especially for the recovery and acceleration.



Commentary & Discussion

Making Summer Smarter

- Year-round collaboration
- Focus on learning and iteration
- Comprehensive training plans
- Developmental and academic programming
- Commitment to the joy of summer



summercollab

Young Audiences Arts for Learning

SUMMER



& LEARNING

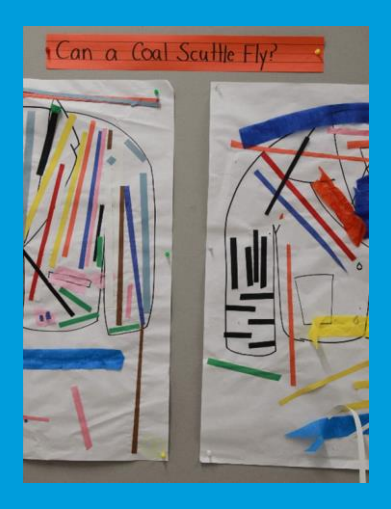
ACADEMY

BALTIMORE CITY
PUBLIC SCHOOLS





A TYPICAL DAY AT SALA



- 8:30 AM Students Arrive/Breakfast
- 9:00 AM Morning Meeting/Crew
- 9:20 AM Arts-Integrated Math Class
- 10:50 AM Arts-Integrated Literacy Class
- 12:30 PM Lunch
- 1:00 PM Recess
- 1:30 PM Enrichment (Arts, Athletics, or Robotics)
- 3:00 PM Students Dismissed

LITERACY AT SALA

BIG IDEA

Art Connects All

LITTLE IDEAS

identity, imagination,
expression, peace,
courage, empathy, and

voice ESSENTIAL QUESTIONS

What makes me who I am?

How do the arts help us express who we are, what we think, and how we feel?

Why do we write letters? What makes it different from other forms of communication?

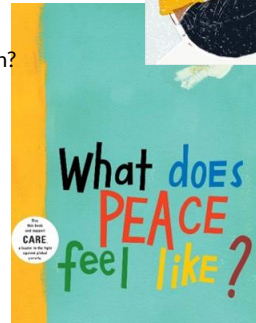
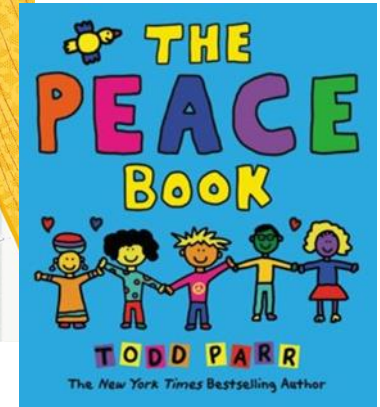
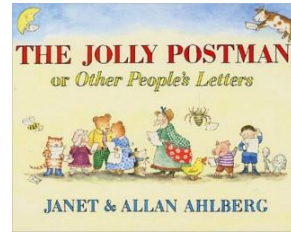
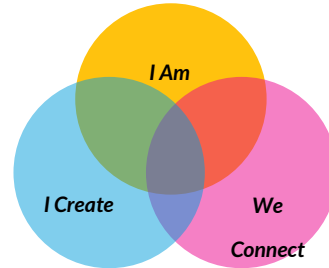
How can we tell our stories through the arts?

How can our stories connect us?

What is peace?

How do different people define peace?

What does it mean to live life?



Given a Literacy Handbook, artists and teachers work collaboratively to write arts-integrated lessons based on a central text.

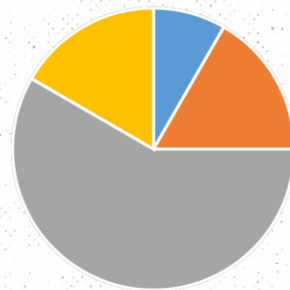
EUREKA MATH[®]



MATH AT SALA

Each artist-teacher pair is given 25 hand-selected lessons that are appropriate to their “grade.” Together, they integrate the arts into the actual lessons/word documents.

- FLUENCY PRACTICE (5 minutes)
- APPLICATION PROBLEM (10 minutes)
- CONCEPT DEVELOPMENT (35 minutes)
- STUDENT DEBRIEF (10 minutes)

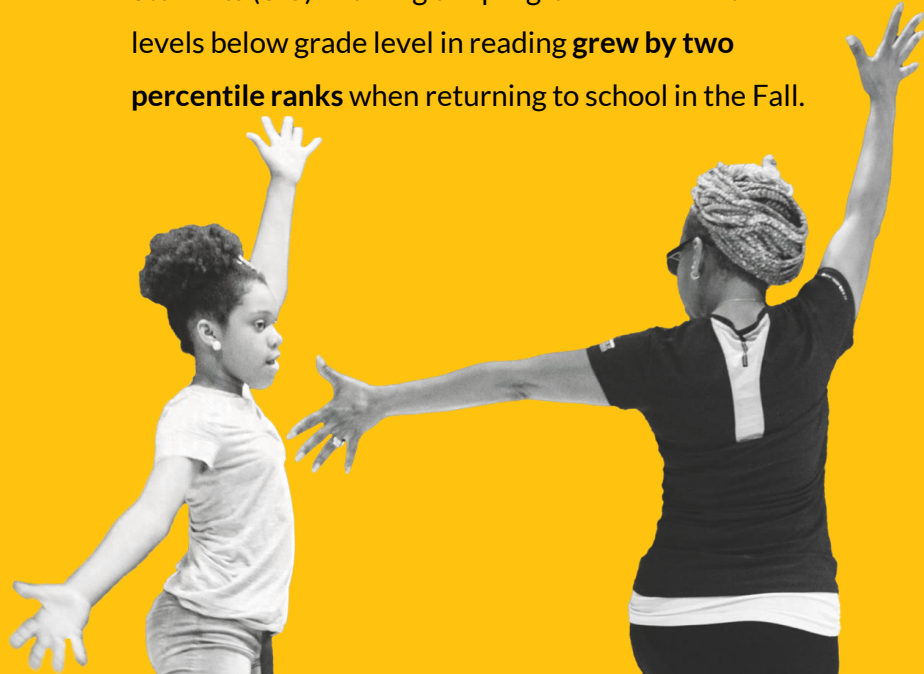


ENROLLMENT + ATTENDANCE

	2016	2017	2018	2019
Sites	4	4	8	8
Children Served	793	1156	2119	2329
Average Daily Attendance	66%	74%	75%	73%
Attending 75%+	45%	65%	63%	61%

7 CELEBRATORY FINDINGS

1. Overall, students that attended SALA had **significantly less summer learning loss** in i-Ready math compared to the control group.
2. Students (3-5) entering the program who were two levels below grade level in reading **grew by two percentile ranks** when returning to school in the Fall.



3. Students who have participated in SALA for two years **experienced gains in math** when returning to school in the Fall. These students grew in their i-Ready scores by nearly three percentile ranks.
4. On average, students who took the Eureka math pre/post assessment showed **statistically significant growth** and **increased their scores by nearly 20%**.
5. On average, students (K-2) who took DIBELS assessments, conducted at the beginning and end of the program, **improved their score** on 4 of 6 domains tested and showed **statistically significant growth on four measures**.
6. On average, students (3-5) saw statistically significant growth—**45% change or a 20% increase in their score**—in writing skills from the beginning to the end of the program.
7. **Normed observers scored SALA particularly high** in classroom climate, teacher sensitivity, ability to develop math skills in students, co-teaching, and differentiated literacy instruction.

LOOKING AHEAD TO THIS SUMMER

- FOCUS ON RELATIONSHIPS AND CONNECTION
- ANTI-RACIST AND ABOLITIONIST TEACHING PRACTICES
- TUTORING
- LANGUAGE OF VIRTUES
- CREATIVE CHALLENGES (PROJECT BASED LEARNING)
- DAILY MINDFULNESS



Cost:
\$1507 per student



Summer For All

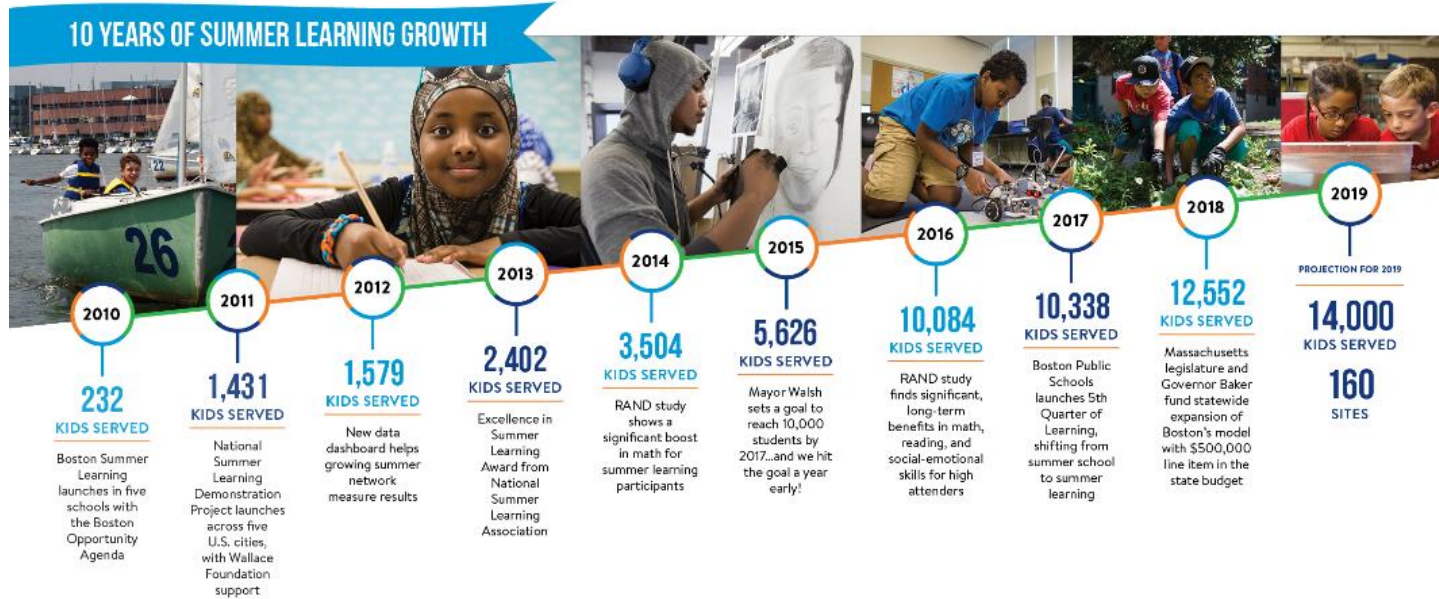
LESSONS FROM 10 YEARS OF BOSTON SUMMER LEARNING

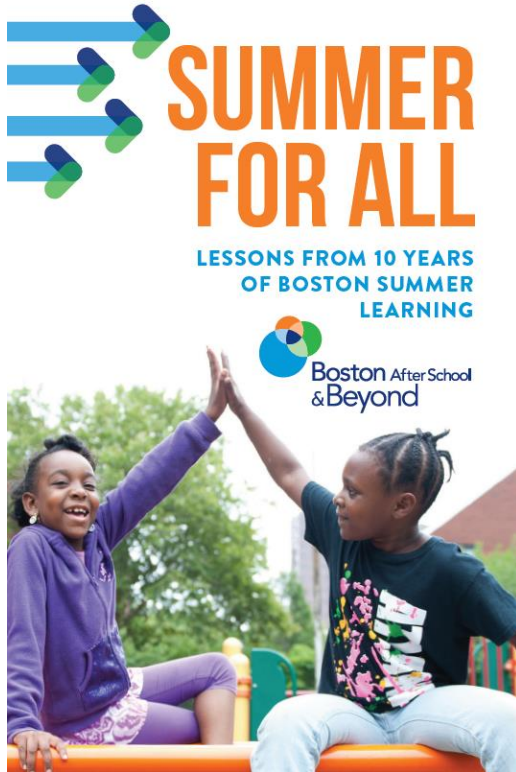
Chris Smith
Executive Director
Boston Beyond



10 YEARS LATER...

SUMMER FOR ALL





- 1 Think Beyond Boundaries
- 2 Cultivate a Diverse Network
- 3 Focus on Cross-cutting Skills
- 4 Measure and Learn Together





LESSON 1

THINK BEYOND BOUNDARIES





LESSON 2

CULTIVATE A DIVERSE NETWORK

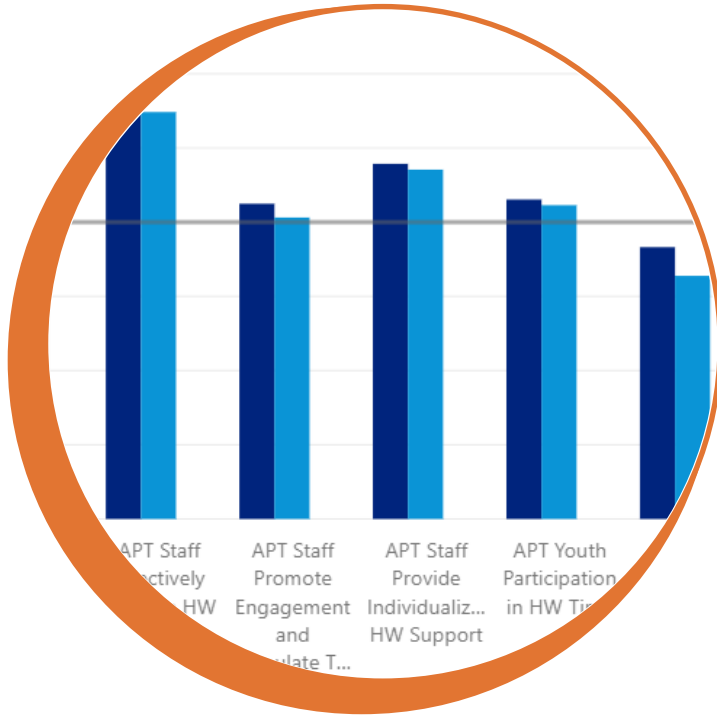




LESSON 3

FOCUS ON CROSS-CUTTING SKILLS





LESSON 4

MEASURE & LEARN TOGETHER







- Launched in 2009;
- Includes School-to-Sportsmen's, Summer Camp, Gender-Specific Leadership Programs
- Follows the founders' goal of using tennis to open doors of opportunity for local youth;
- Academic readiness has always been part of Sportsmen's plan.

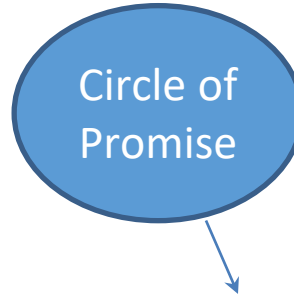


Environmental Scan

1 in 4 BPS students had **no physical education** in 2007-2008 school year:
7,700 elementary students,
4,800 high school students,
1,400 K-8 students
(Boston Globe, 7/13/2009)

10,000 K-12 aged children live within 1.5 miles of Sportsmen's.

27 Schools within 1.5 miles of Sportsmen's.



Match Point Program

Why Tennis?

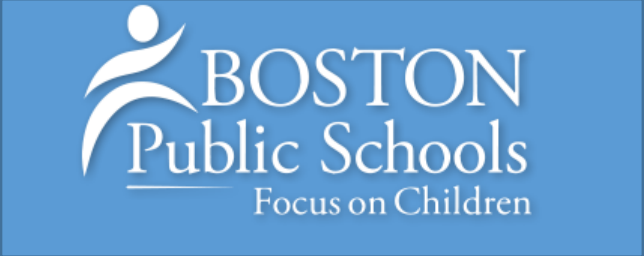
- It's a sport for all genders with no age limit. Children, teens, adults, and seniors can all play
- It's a great, safe learning environment: Children can practice, focus, develop stamina, set goals, be patient, follow rules...and the list goes on and on
- It improves health
- IT IS FUN!!!



What is Match Point?

The aim of Match Point is to introduce Boston youth to tennis, to engage them in regular exercise, and to promote a healthier lifestyle while interacting with their peers and adult instructors.

- We bring tennis equipment & tennis coaches to your school
- Provide tennis instruction to youth kindergarten and beyond
- We strive to increase improve health outcomes and academic achievement by the increase of physical activity
- We help youth build their self-esteem by providing additional opportunities for success in non-academic areas



Summer Camp & Summer Learning Project: Leveraging the BPS Relationships



Closing Thoughts:

- Think “**Extended Day**” and “**Fifth Quarter**” and not “After School Program” and “Summer”;
- Build a continuum of programming to leverage student, parent, teacher, paraprofessional **relationships**;
- Design programs with **shared objectives (Achieve, Connect & Thrive)**, rather than trying to make objectives match at the end;
- Partner to serve the **continuum of needs**.



Questions & Answers

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

The Fall K-3 Classroom: What the Data Imply About Compensation, Challenges & Opportunities

Tuesday, April 27, 3 p.m. ET/12 p.m. PT

PEER EXCHANGE

Radical Collaboration with Raising a Reader

Tuesday May 4, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE/PARTNER WEBINAR

Technology to Accelerate Learning: Tech-Enabled Solutions to Address Learning Loss

Tuesday, May 4, 3 p.m. ET/12 p.m. PT

Please Join Us!

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays

