



Addressing Lost Instructional Time

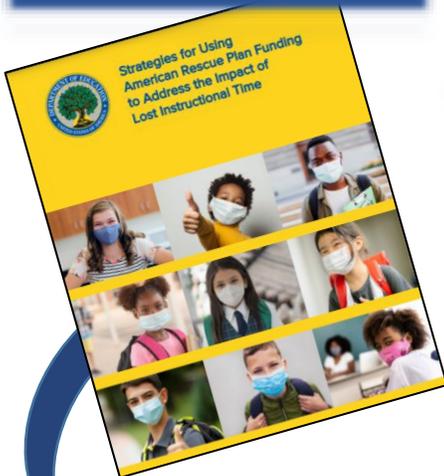
VDOE Brief for Federal Pandemic Relief Program Coordinators and Instructional Staff

October 2021

Requirement to Address Learning Loss

Section 2001(e)(1) of the American Rescue Plan (ARP) Act requires school divisions to use at least 20 percent of their ESSER formula funds to address unfinished learning through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs. **Strategies and interventions implemented must respond to students' academic, social, and emotional needs and address the impact of lost instructional time on disproportionately impacted students.**

Strategies for Using ARP Funding to Address the Impact of Lost Instructional Time



Supporting Parents and Caregivers in Their Child's Success

Support includes providing information and assistance to families as they support students, including through home visits and information sharing.

- Engage and communicate with parents and caregivers.
- Expand home visits.
- Share data and resources with families to support student learning.

Using High-Quality Assessments to Support Learning

High-quality assessments are used to inform teaching and learning, including acceleration, and target resources and supports.

- Diagnostic and formative assessments play a key role.
- Well-designed performance-based assessments can provide useful information on student abilities and insight to student thinking and performance.
- Assessment results can help school staff to understand students' social and emotional needs.
- Professional development in assessment literacy can help educators build knowledge and skills associated with designing, selecting, implementing, scoring, and using results to improve student learning.

Reengaging Students – Meeting Social, Emotional, Mental Health, and Academic Needs

Reengaging students in their learning includes meeting their social, emotional, mental health, and academic needs. Approaches may include tutoring and creative staffing.

- Build trust for the return to in-person learning by partnering with local health and community services agencies and following CDC guidelines to ensure the health and safety of families and students.
- Support students who are making key transitions (e.g., early childhood to kindergarten, elementary to middle) with strategies based on early warning indicators and/or on-track indicators (e.g., attendance, grades).
- Leverage community partnerships to support reengagement by expanding learning beyond the classroom (e.g., afterschool and summer programs).
- Address social, emotional, and mental health needs (including services for educators and other district staff)
- Support students with disabilities
- Incorporate elements of high-quality and effective tutoring



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Useful Links for Addressing the Impact of Lost Instructional Time

Explore the links below for ideas to enhance the implementation of current programs and services or for ideas on a new program or service to target identified needs.

District/School Systems and Frameworks

- [Safer Schools and Campuses: Best Practices Clearinghouse](#) (School and early childhood program CDC guidance, supports to students families and educators, lessons from the field); [PBIS: A District Guide for Returning to School During and After Crisis](#) (a multi-tiered (MTSS) framework to restart classrooms and schools that supports students, families, and educators effectively); [Turnaround for Children Toolbox](#) (helping teachers, school and district to change towards a more equitable, whole-child approach to school)

Social, Emotional, and Mental Health

- [School-wide supports and behavioral interventions \(PBIS\)](#); [Child Trauma Toolkit for Educators](#); [Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#); [A Trauma-Informed School Strategies During COVID](#) (fact sheet); [The National Center on Safe Supportive Learning Environments: Trauma Sensitive Schools Training Package](#); [Design Principles \(for equitable learning settings\)](#); [Improving School Climate to Support Student Success](#); [The CASEL Guide to Schoolwide Social and Emotional Learning](#); [EC to Kindergarten and early warning indicators and/or on-track indicators](#) (transition supports)

Acceleration, Extended Day, and Within School Programs/Services

- [Summer Learning and Enrichment Collaborative](#); [Afterschool Alliance Toolkit](#); [Success Coaches](#); [Addressing Learning Loss in Middle School Math](#), [Acceleration Academies](#) (Lawrence, MA); [Complex Instruction](#) (instructional model resources and training videos); [Effective tutoring](#); [Learning Recovery: How to Develop and Implement Effective Tutoring Programs](#); [National Student Support Accelerator](#) (framework for high-impact tutoring); [School schedules](#) (and double-block) to support within school tutoring

Diagnostic and Formative Assessment

- [Building Educator Assessment Literacy \(BEAL\)](#); [Redefining formative assessments](#); [Curriculum mapping](#); Building on [prior and current knowledge](#); [Recognizing and building on student thinking](#); [Scaffolding strategies](#); [Performance-based assessments](#) (overview); [Classroom Assessment Literacy Modules](#); [Center for Assessment and 2Revolutions](#) (student performance assessment - some free courses and modules); [Culturally relevant performance assessments](#); [Creating and Using Performance Assessments \(REL online course\)](#); [NEA Assessment Literacy](#) (microcredentials)

Special Education and English Learner Resources

- [Promising Practices to Accelerate Learning for Students with Disabilities](#); [Study of Co-Teaching Identifying Effective Implementation Strategies](#); [Specific practices to support English learners and families](#)

Staffing

- [Effective Professional Development](#), [Professional Learning Communities](#); [Evidence-Based Strategies for Staffing](#) (toolkits for equity, diversity, mentoring, shortages); [Increasing the Racial, Ethnic, and Linguistic Diversity](#); [Talent Development Framework](#); [Diversifying the Teaching Profession](#) (recruitment and retention); [Strengthen and Diversify the Educator Workforce](#)

Supporting Parents and Caregivers (ARP ESSER requires engagement in meaningful consultation with stakeholders)

- [Building Relationships with Students: Connecting with Parents and Guardians](#); [Sharing COVID dashboards](#) (example); [OESE Resources for Parents and Families](#); [National PTA family engagement resources](#)

USED and VDOE Links

[Uses of Funds Frequently Asked Questions](#): USED guidance on allowable use of ESSER funds

[ED COVID-19 Handbook](#): (USED) Roadmap to Reopening Safely and Meeting All Students' Needs

[VDOE Office of Federal Pandemic Relief Programs](#)