



## **Resources for Effective Investments in Recovery and Learning Acceleration Post-Pandemic**

Reaching Higher NH  
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Reaching Higher New Hampshire (RHNH) offers this literature review to increase understanding of the research around academic impact loss of instructional time, as well as efforts to support student recovery and learning, including summer learning and enrichment programs, afterschool programs, and other initiatives. The following resources answer four key questions:

- How can the funds be directed to address the impact on academics of lost instructional time or modified instructional modes?
- How can the funds be directed to summer learning and enrichment programs that are responsive to students' academic, social, emotional, and mental health needs?
- How can the funds be directed to afterschool programs that are responsive to students' academic, social, emotional, and mental health needs?
- How can the funds be directed to respond to other emergency needs that school districts might have, including staff health and safety and students' academic, social, emotional, and mental health needs?

### **Impact of Learning Loss**

[Summer Learning and Beyond: Opportunities for Creating Equity](#) (Learning Policy Institute)

While many education stakeholders have called for intensive remediation for students to address this year of disrupted schooling and potential learning loss, a new report argues that intensive remediation alone will not meet students' needs and—if conducted in a way that is segregating, stigmatizing, and separated from children's real-life concerns—could even deepen inequalities and exacerbate trauma.

[State Information Request: Addressing Interrupted Instruction During COVID-19](#) (Education Commission of the States)

Educators and policymakers can look to existing educational research to understand how to best support students after unfinished instruction and learning. This response explores four supports for academic acceleration, including state examples for each: intensive tutoring, increased instructional time, prioritizing learning acceleration and avoiding over-remediation, and understanding student needs. Please note, this response focuses on academic interventions and supports, but research demonstrates that student and family engagement, including supports for student mental health and well-being, are also critical ingredients for academic success. Supporting student mental health and wellness may be particularly pressing, given evidence that students are experiencing increased stress during the pandemic.

[Downloadable: A Guide to Help Students Catch Up](#) (Ed Week)

Proven methods for identifying students who fall behind academically and helping them catch up on learning are only effective if essential supports are in place first. This guide outlines the foundations, systems, and strategies for assisting students in catching up.

[Accelerating Learning As We Build Back Better](#) (Learning Policy Institute)

This article outlines the need to reach beyond a focus on learning loss and find ways to reinvent learning. Starting this summer, there should be a push to restructure schools to build and maintain trust in classrooms and not ignore the trauma the COVID-19 pandemic has caused. Schools should focus on establishing relationship-centered classrooms to reinstall trust and positive relationships in their students and families and seek alternatives to past practices that undermine student achievement.

[Guiding Principles & Essential Strategies for Education Funds](#) (ExcellnEd)

ExcellnEd recommends investing in projects and infrastructure with long-term impact. Investment in Career and Technical Education (CTE) programs creates community connections, career skills, and real-world skills and helps lead students into “high-skill, high-wage, and high-demand jobs.” This plan focuses explicitly on creating teacher externships in CTE areas and conducting CTE audits to focus on investing in high-quality CTE programs.

### **Summer Learning and Enrichment Programs**

[An Expansive View of Summer Learning](#) (NH Bulletin)

State Educational Agencies (SEAs) can support existing district-level programming to ensure that programs align with local goals and standards and meet our students’ and communities’ unique needs. For example, Manchester is extending eligibility to their Summer Learning Academy to every student in the school district and using community partnerships to enrich the programming. They are also reviving Ready Set Kindergarten, a three-week program to get young students used to the school setting. Overall, this program aims to provide resources, tutoring, project-based learning, improve social skills, and get students acclimated to learning and socializing in classrooms again. The programs are very flexible and provide many options depending on the needs and schedules of the student.

### **Emergency and Other Needs**

[How to Use American Rescue Plan Act K-12 Education Funds to Identify and Support Children and Youth Experiencing Homelessness](#) (SchoolHouse Connection)

The pandemic created many issues beyond the classroom and impacted student learning and experience in schools. This resource outlines specific plans to support children and youth experiencing homelessness through offering training for teachers, establishing a hotline for families and students, and providing places and resources for support.

[Delaware Supporting their School-Based Wellness Centers](#) (State of Delaware)

States like Delaware are using their SEA set aside to support School-Based Health Centers (SBHCs) that provide many vital services to varying student populations. The goal of these

centers is to improve the health of children and reduce risk behaviors. These centers act as a bridge between students and health care providers. Although they do not replace a primary care provider, they increase accessibility and work with primary care providers to maintain care and check-ins with students.

### **Essential Tools to Help with Decision Making**

[Elementary and Secondary School Emergency Relief Fund Tracker](#) (National Council of State Legislatures)

A tracker that outlines the ways that other states are utilizing their ESSER funds for an equitable and inclusive recovery.

[The COVID-19 Crisis After One Year: Economic Impacts and Challenges Facing Granite Staters](#) (NH Fiscal Policy Institute)

The COVID-19 crisis has resulted in significant challenges and hardships to individuals and families, especially those who were most affected by the last recession. Despite the recovery from the most severe impacts of the pandemic, certain improving metrics may not indicate that the recovery thus far is reaching everyone impacted.

[Oregon Department of Education Decision Tools for SY2020-2021](#) (State of Oregon)

During COVID-19, many leaders and educational leaders have faced dilemmas and difficult choices. This resource from the Oregon Department of Education is made up of a sequence of questions to offer critical considerations and examine the potential consequences of decisions. Designed for complex decision-making, this tool comprises five questions and focuses on those most affected, assessing feasibility and anticipating unforeseen variables.