



NEW YORK STATE  
**NETWORK FOR  
YOUTH SUCCESS**

# Exploring New York School District Plans to Address Learning Loss

Presentation by:

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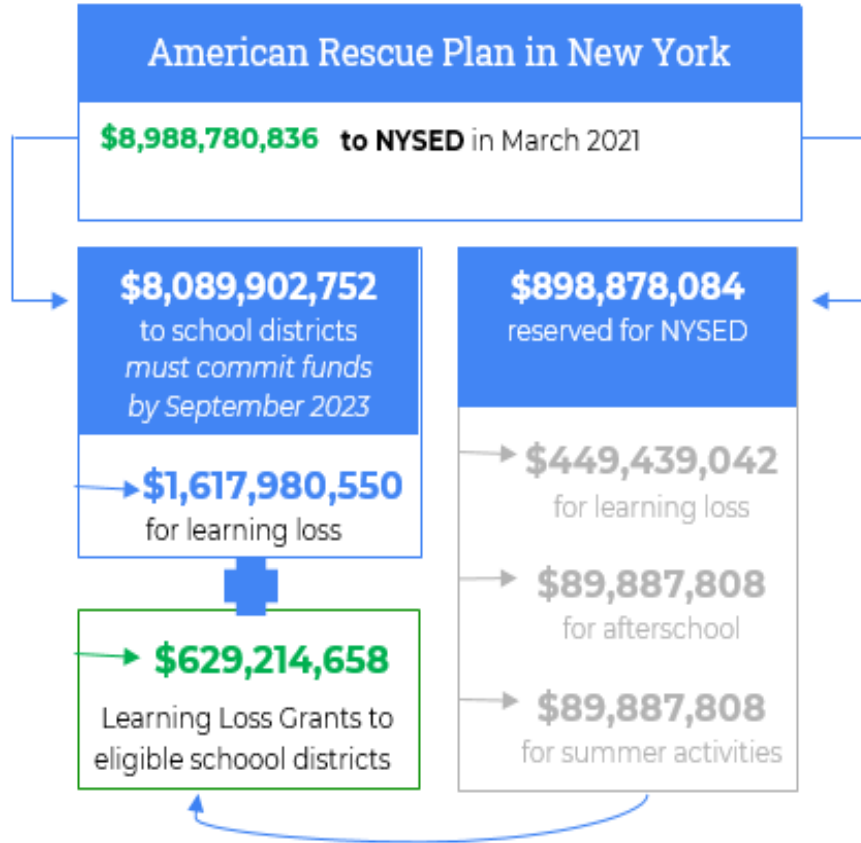
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# Funding and Dataset Overview

# American Rescue Plan New York Dollars



- ❖ \$2.2B allocated to school districts to address learning loss
- ❖ 5% to support interventions to address learning loss, 1% for afterschool, and 1% for summer
- ❖ To meet ARP requirements, NY distributed \$629M distributed to 400 school districts (55%) as Learning Loss Grants
  - 14.3% required to go to afterschool and summer enrichment each

# Datasets on Learning Loss Grants

- ❖ Network analyzed three datasets
  - Impact of Lost Instructional Time
  - Comprehensive Afterschool
  - Summer Learning Enrichment
- ❖ Each dataset included intervention descriptions from 400 school districts
- ❖ Note: These descriptions represent planned spending and not actual spending



# Spending Summary

**A.1. Interventions Represented and Percentage of Funds Invested in ARP Addressing the Impact of Lost Instructional Time**

<b>INTERVENTIONS</b>	<b>PERCENTAGE OF PLANS</b>	<b>PERCENTAGE OF TOTAL FUNDS</b> <i>(invested in millions)</i>
Other Evidence-Based Interventions	30.0%	31.0% (\$136)
Tailored/Individualized Acceleration	16.3%	22.8% (\$100.1)
Curriculum-Aligned Enrichment Activities	14.6%	14.7% (\$64.5)
Integrative Social and Emotional Learning	12.9%	8.7% (\$38)
High Dosage Tutoring Programs	8.5%	7.9% (\$34.8)
Summer Learning and Enrichment Activities	6.4%	5.7% (\$25)
Comprehensive After School Programming	4.4%	3.6% (\$15.8)
Trauma-Informed Practices	3.6%	2.6% (\$10.8)
Restorative Practices	1.9%	1.6% (\$7.1)
Community Schools Model Programming	1.5%	1.6% (\$7.2)

**B.1. Interventions Represented and Percentage of Funds Invested in ARP Comprehensive After School School District Plans**

<b>INTERVENTIONS</b>	<b>PERCENTAGE OF PLANS</b>	<b>PERCENTAGE OF TOTAL FUNDS</b> <i>(invested in millions)</i>
Curriculum-Aligned Enrichment Activities	33.6%	34.1% (\$30.5)
High Dosage Tutoring Programs	26.1%	30.5% (\$27.3)
Other Evidence-Based Interventions	16.5%	14.4% (\$12.9)
Tailored/Individualized Acceleration	12.1%	11.9% (\$10.6)
Integrative Social and Emotional Learning	7.9%	5.4% (\$4.8)
Community Schools Model Programming	2.2%	1.9% (\$1.7)
Restorative Practices	0.9%	1.3% (\$1.1)
Trauma-Informed Practices	0.6%	0.5% (\$0.4)

**C.1. Interventions Represented and Percentage of Funds Invested in ARP Summer Learning Enrichment School District Plans**

<b>INTERVENTIONS</b>	<b>PERCENTAGE OF PLANS</b>	<b>PERCENTAGE OF TOTAL FUNDS</b> <i>(invested in millions)</i>
Curriculum-Aligned Enrichment Activities	40.1%	44.8% (\$40.5)
Other Evidence-Based Interventions	24.0%	18.3% (\$16.5)
Tailored/Individualized Acceleration	15.7%	21.6% (\$19.6)
High Dosage Tutoring Programs	10.9%	10.4% (\$9.4)
Integrative Social and Emotional Learning	5.6%	3% (\$2.7)
Community Schools Model Programming	1.6%	1% (\$0.9)
Restorative Practices	1.2%	0.7% (\$0.7)
Trauma-Informed Practices	1.0%	0.3% (\$0.3)



# Discussion

# 1. Low additional investment in afterschool and summer programs

- “Addressing the Impact of Lost Instructional Time” dataset had low investment in comprehensive afterschool and summer programming
  - Underutilization of afterschool programs in development of learning loss plans and use of more general funding not dedicated directly to afterschool and summer
- Afterschool programs are strongly positioned to address learning loss
  - Associated with gains in math and reading, improving student’s engagement in learning and grades, attendance, and classroom participation



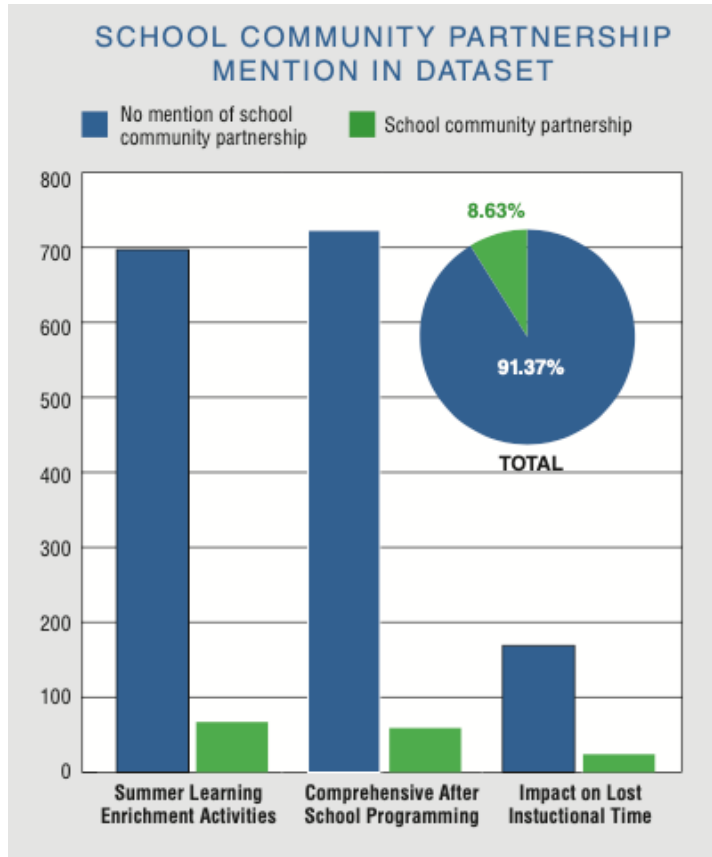
## 2. Academic-Centric Approach for Comprehensive Afterschool and Summer Learning

- Funding directly dedicated to afterschool and summer programs prioritized academic-centered intervention strategies
- Social-emotional and trauma-informed interventions were indicated and funded less
- Students and families need access to programming that address social-emotional challenges
  - Students experienced significant loss due to the pandemic
- High-quality afterschool programs are associated with improvement of social and emotional competencies, identity development, and aiding in youth behavioral adjustment

### 3. Limited Transparency of ARP Funding

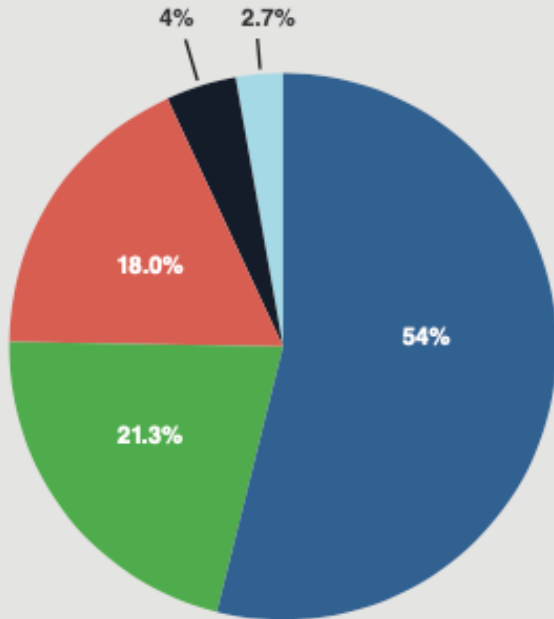
- “Other evidence-based interventions” was consistently in the top three named strategies.
- “Other” gives minimal information about how schools are spending funds.
- Vague classification and limited information in descriptions makes it difficult to track progress and establish accountability.
- The lack of transparency creates challenges for community members, education stakeholders, and decision makers.

## 4. Limited evidence of robust partnerships between schools and community-based organizations



Out of 1,739 submissions, only 150 (8.6%) indicated that they were utilizing school community partnerships either explicitly or implicitly.

## SCHOOL COMMUNITY PARTNERSHIP TYPES



- Explicit Partnership
- Mentions Partnership
- Implied Partnership
- Mentions Partnership with Family
- Potential Exemplar

## School Community Partnership Type

- **Potential exemplar-** Description provides detailed information about how the school district is engaging community-based partners in efforts to address learning loss.
- **Explicit partnership-** Description notes a specific organization or partner and clearly defines that partnership.
- **Mentions partnership, but does not specify a specific partner.** Partnership is mentioned in description, but the specific organization(s) and/or services are not specified.
- **Implied partnership-** Description implies a partnerships but does not elaborate. It is unclear if the school district plans to fund or enter a formal partnership.
- **Mentions partnership with family-** Description mentions partnership with families.

# School Community Partnerships

- Robust partnerships can significantly increase the potential capacity of schools without increasing needed staffing.
  - School-community partnership leverages community-based organizations and their resources to deliver a more comprehensive approach to learning.
  - Partnerships are a key strategy for connecting critical supports with youth and their schools
  - School-community partnerships are a valuable strategy that promote enrichment, strengthens engagement, and leverages experience to help foster student growth, development, and care
- Community Schools strategy was extremely underutilized
  - For every \$1 invested in community schools coordinators, there is a \$7 return in net benefits



# Conclusion

# Considerations

- Data on actual spending will become available as schools draw closer to the spending deadline
  - Data may reinforce or refute these findings
- Opportunity for school districts to adjust their spending
- Sustainability of programming is top priority for many schools as a steep funding cliff approaches
- Schools faced significant challenges in development of school district plans for ARP funding

# Resources

[Leveraging Afterschool to Address Learning Loss Webpage](#)

[Analysis Brief: Exploring How New York School District Plans To Address Learning Loss Leverage Afterschool, Summer, and Other Expanded Learning Opportunities](#)

Have further questions on the presentation? Contact Gabby at [Gabby@NetworkForYouthSuccess.org](mailto:Gabby@NetworkForYouthSuccess.org) or Michael at [Policy@NetworkForYouthSuccess.org](mailto:Policy@NetworkForYouthSuccess.org)