

-ENGAGE-



EVERY STUDENT

Sheronda Witter, Ph.D.
U.S. Department of Education



How School Districts and Programs are Leveraging ESSER Funds to Support Afterschool and Summer Learning

February 22, 2024



“

Quality out-of-school time programs have always supported students' **academic, social and emotional growth** – these opportunities have never mattered more.”



DR. MIGUEL CARDONA
U.S. SECRETARY OF EDUCATION





Upcoming Office Hours

March 13th at 1:00 pm ET

April 10th at 1:00 pm ET

Upcoming Webinar

Connecting with and
Engaging Students with
Disabilities in Afterschool
and Summer Learning
March 28th at 2:00 pm ET

Join Us!



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to work toward
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Christopher Tate
U.S. Department of Education

Leveraging ESSER Funds to Support Afterschool and Summer Programs



Christopher Tate, Office of Elementary and Secondary Education, Office of State and Grantee Relations



State Support for Afterschool and Summer Programs Requirements

- Use not less than 1 percent of the State's total allocation of ARP ESSER funds for evidence-based comprehensive afterschool programs
- Use not less than 1 percent of the State's total allocation of ARP ESSER funds for evidence-based summer learning and enrichment programs ensure such programs respond to students' academic, social, emotional, and mental health needs

State Examples

- Arizona
- California
- Delaware
- Massachusetts



Local Afterschool and Summer Programs

Use of Funds Plan Requirement

- An LEA must reserve at least 20 percent of its ARP ESSER funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs

LEA Examples

- Cleveland Metropolitan School District (Ohio)
- Tuscaloosa City Schools Summer Learning Program (Alabama)
- North East Independent School District (Texas)
- Laramie County School District 1 (Wyoming)



ARP Act ESSER Liquidation Extension

Program	Obligation Deadline	Liquidation Deadline (Statutory 120 days)	Liquidation Extension Deadline (Up to 14-months)
CARES Act: ESSER I, GEER I	September 30, 2022	January 28, 2023	March 28, 2024
CRRSA Act: ESSER II, GEER II, EANS I	September 30, 2023	January 28, 2024	March 28, 2025
ARP Act: ARP ESSER, ARP EANS	September 30, 2024	January 28, 2025	March 28, 2026

ARP Act Liquidation Extension Process

- [ARP Act Liquidation Extension Letter](#)
- [ARP Act Liquidation Extension Template](#)
- [Updated Liquidation Extension Technical FAQs](#)



Liquidation and Obligation Requirements 34 CFR 76.707

If the obligation is for -	The obligation is made
a) Acquisition of real or personal property	On the date on which the State or subgrantee makes a binding written commitment to acquire the property.
b) Personal services by an employee of the State or subgrantee	When the services are performed.
c) Personal services by a contractor who is not an employee of the State or subgrantee	On the date on which the State or subgrantee makes a binding written commitment to obtain the services.
d) Performance of work other than personal services.	On the date on which the State or subgrantee makes a binding written commitment to obtain the work.
e) Public utility services	When the State or subgrantee receives the services
f) Travel	When the travel is taken
g) Rental of real or personal property	When the State or subgrantee uses the property
h) A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E - Cost Principles	On the first day of the grant or subgrant performance period



Emily Murtaugh
Afterschool Alliance



Liana Shivers
Afterschool Alliance

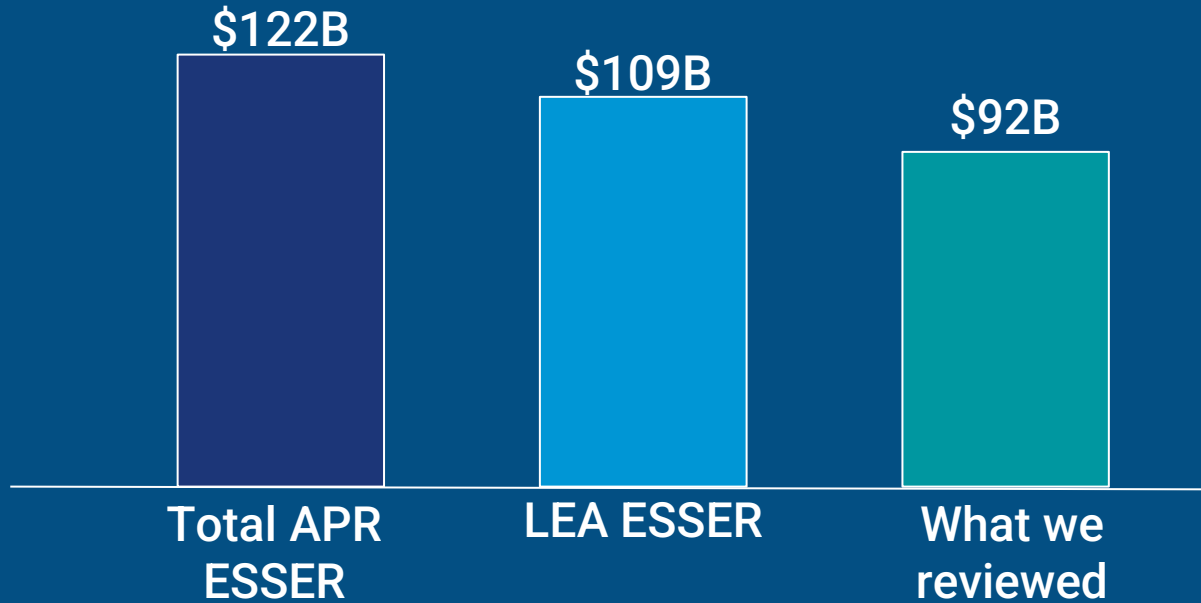


Afterschool Alliance

Investments in Student Recovery:

A Review of School Districts' Use of American Rescue Plan Funding to Support Afterschool and Summer Opportunities

American Rescue Plan ESSER



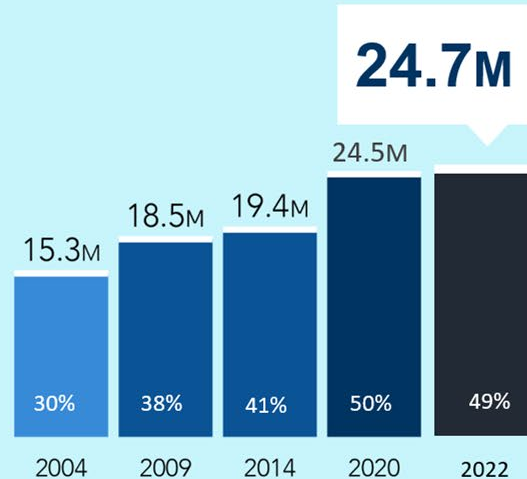
The following findings reflect the culmination of work that began in October 2022 through September 2023. They account for \$92 billion of the \$122 billion ARP ESSER funds.

Why is this important?

25 million children waiting for afterschool

Nearly 25 million children would enroll in an afterschool program, if one were available. Unmet demand for afterschool programs has consistently increased over nearly two decades.

In spring 2022, still 24.7 million children would be enrolled in an afterschool program if one were available.



What were the research goals?

01

Quantify the amount of LEA ARP ESSER funds spent on afterschool and summer learning opportunities nationally

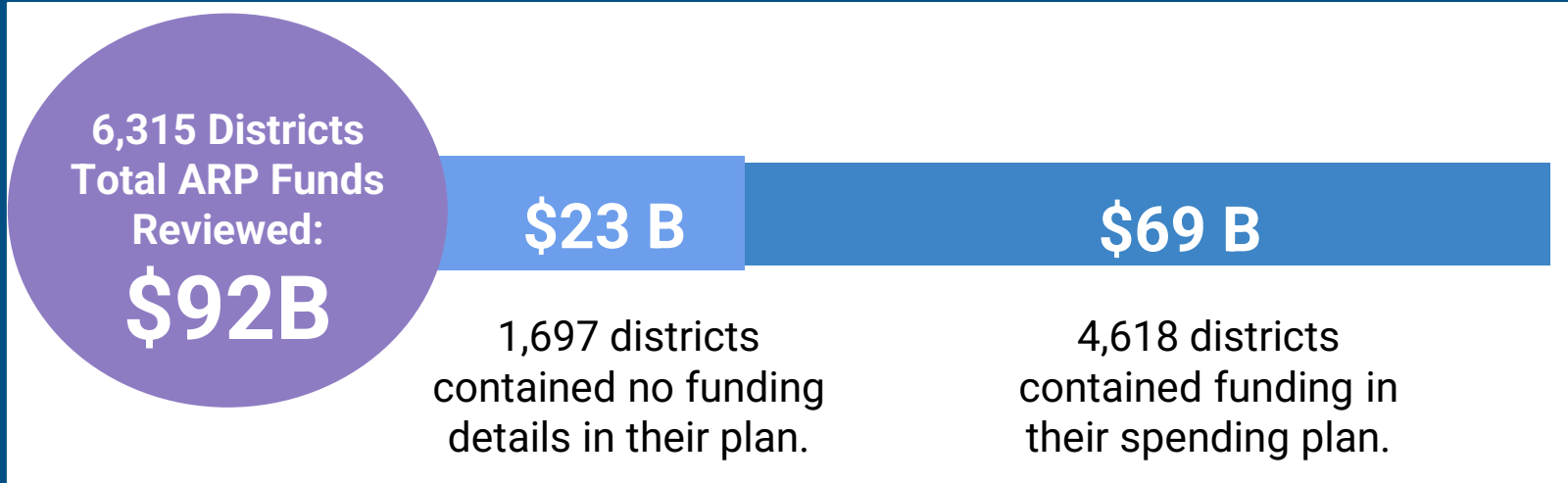
02

Identify how districts dedicated ARP ESSER funds to afterschool and summer learning opportunities

03

Document promising strategies and examples for implementing comprehensive afterschool and summer programs using district ARP ESSER funds

Funds included in the research



82% of all plans mention afterschool or summer.

\$5.4B of funding is allocated specifically toward afterschool and summer.



AFTERSCHOOL & SUMMER PROGRAMMING: \$5.4B

Summer programming
\$2.4B

Afterschool programming
\$1.6B

Afterschool & summer
programming
\$1.3B

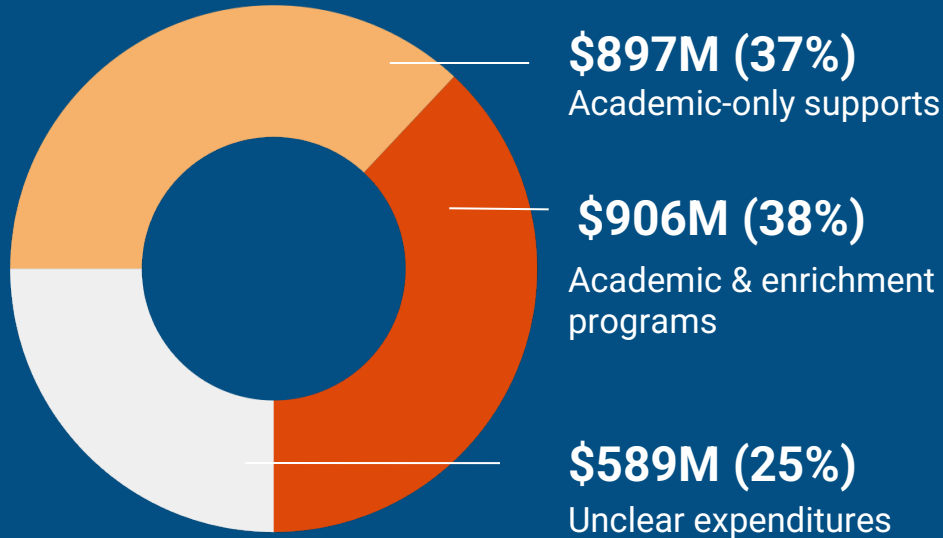
What summer looks like

AFTERSCHOOL & SUMMER PROGRAMMING: \$5.4B

Summer programming
\$2.4B

Afterschool programming
\$1.6B

Afterschool & summer
programming
\$1.3B



Note

- 1,537 districts funded academic only supports
- 948 districts funded academic & enrichment programs
- 863 districts funded unclear expenditures

What afterschool looks like

AFTERSCHOOL & SUMMER PROGRAMMING: \$5.4B

Summer programming
\$2.4B

Afterschool programming
\$1.6B

Afterschool & summer
programming
\$1.3B

Note

* A handful of large districts made up over half the funding amounts. A smaller percentage of district mentioned afterschool enrichment (19%).

\$728M (44%)
Academic-only supports

\$544M (33%)*
Academic & enrichment
programs

\$377M (23%)
Unclear expenditures





Recommendations

Recommendations for **school districts**



- **Include comprehensive afterschool and summer programs as an ongoing strategy**
 - 19% of plans reviewed mentioned afterschool academic and enrichment
- **Leverage community partners**
 - Partnered with 40+ community-based organizations
- **Dedicate resources to coordinate afterschool and summer-learning opportunities**
 - Hired out-of-school time staff or coordinators
- **Consider braiding funds**
 - Paired ESSER funds with 21st CCLC funds

Recommendations for program providers



- **Develop a meaningful relationship with your school district by understanding district and student needs and using your value to address those needs**
 - Met consistently with superintendents or school board members
 - Regularly asked “what are some things you wished took place for your students and families?”
- **Reach out to your statewide afterschool network for help**
 - Learned about funds and resources from Afterschool Alliance or state afterschool network

Recommendations for policymakers



- **Include specific language related to comprehensive afterschool and summer-learning programming and partnerships with community organizations in policies related to education spending**
- **Increase investments in afterschool and summer programs**
 - Program providers and districts do not have a concrete solution for funding after ARP ESSER.

Stay Engaged!



Contact us

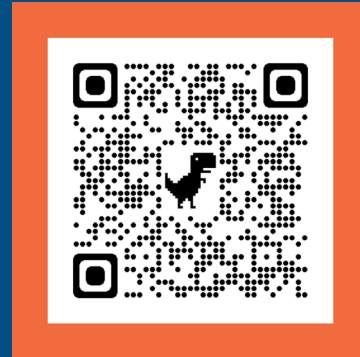
Emily Murtaugh: emurtaugh@afterschoolalliance.org

Liana Shivers: lshivers@afterschoolalliance.org

Read the full Afterschool
Alliance report



Share your OST story for a
feature on the ARP Map



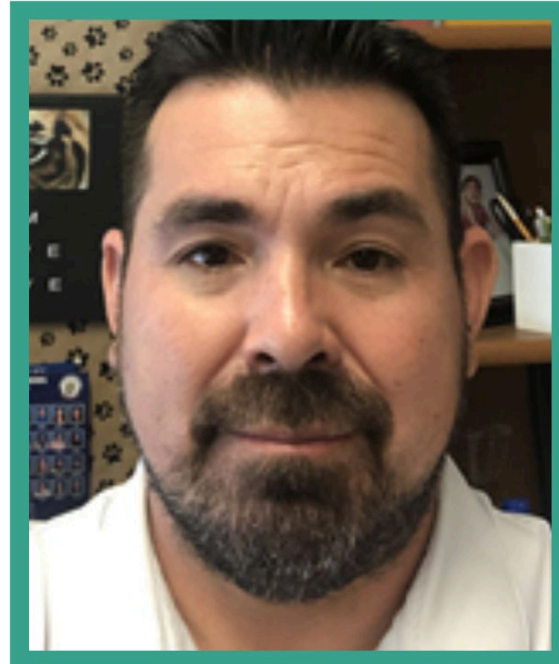
Panel



Lynn Jennings, Ph.D.
The Education Trust
Moderator



John Hitchcock, Ph.D.
National Comprehensive
Center at Westat



Tony Lomeli
Modesto City Schools

Engage Every Student Webinar: An overview of Findings from the *National Summer Learning & Enrichment Study* and a Model for Supporting Summer Plans

February 22, 2024



**National
Summer Learning
& Enrichment Study**

MANAGED BY WESTAT AND FUNDED BY THE WALLACE FOUNDATION



Summer 2021 was preceded by a national Call to Action.

This Call to Action was connected to game-changing funding from the American Rescue Plan (ARP)



Prior to ARP funding

- › Summer learning and enrichment tended to be conceptualized and driven by local providers, including schools, community-based organizations (CBOs), and nonprofit and for-profit entities ([EDC, 2022](#)).
- › States typically limited their influence on summer programming to administering federal funding, interpreting federal rules and guidelines, and regulating the use of funding ([Augustine & Thompson, 2020](#)).

With ARP funding*

- › States and districts received extraordinary resources to **launch and expand summer learning and enrichment programming**.
- › States were asked to seek input from stakeholders and provide evidence-based programming to **address pandemic-related learning interruptions**.
 - › **States** were required to describe through their ARP plans how they would allocate 1% of their total ARP funds to **support evidence-based summer enrichment programming**.
 - › Nationwide, this 1% set-aside amounted to over **\$1.2B** for summer programs.**



National Summer Learning & Enrichment Study

MANAGED BY WESTAT AND FUNDED BY THE WALLACE FOUNDATION

* For more detail, see [H.R. 1319 – American Rescue Plan Act of 2021](#); section 2001, page 135 Stat. 22(f), Elementary and Secondary School Emergency Relief Fund
**[Afterschool Alliance](#)

This context for summer learning and enrichment provided a unique and important opportunity for research.

- › Previous research on summer learning and enrichment provides proof points for its efficacy and guidance for best practices, but under narrower conditions (e.g., urban settings).

-
- › Understanding how SEAs and LEAs throughout the Nation—*across a range of contexts and within a relatively quick timeframe*—responded to the need, resources, and call to action for summer, could inform future policies, programs, practices, and research efforts.

These unique, time-sensitive circumstances and the valuable lessons that could be learned were the inspiration for the National Summer Learning & Enrichment Study.





The study is focused on four key topics and eight research questions:



Implementation

1. What were the characteristics of local programming in Summer 2021?



Partners

2. How were partners involved in this work?



Planning

3. What approaches were taken to allocate resources to and plan for programs?



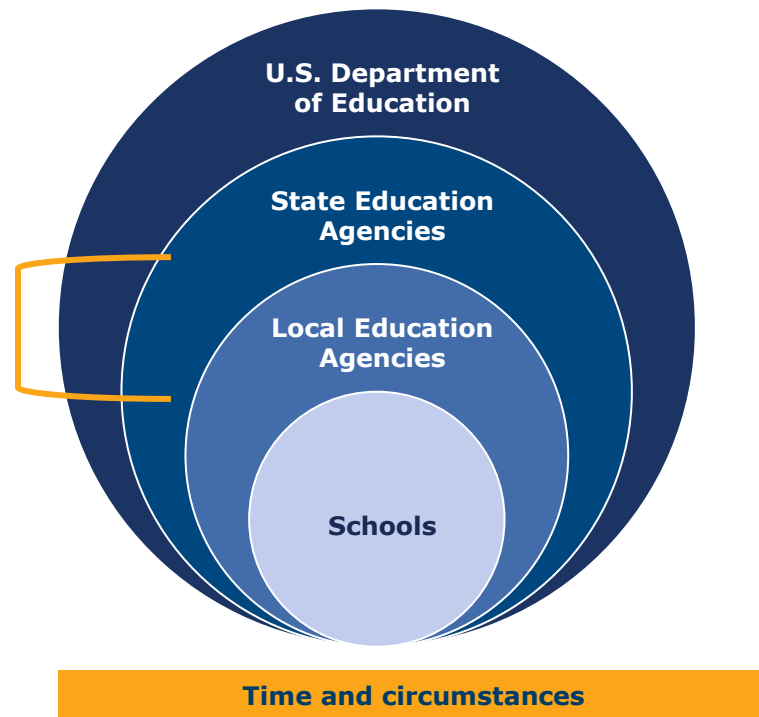
Evaluation

4. What kind of evidence was collected on summer programming?
5. Did programs attract and retain students?
6. Do leaders perceive that students benefited?
7. What challenges were faced and what lessons were learned?
8. Will summer programming be offered in 2022?

An ecosystemic lens helped us shape the design of the study and make meaning of the findings.

Summer learning programming happens within a multi-layered and nested education system that functions under changing circumstances over time.

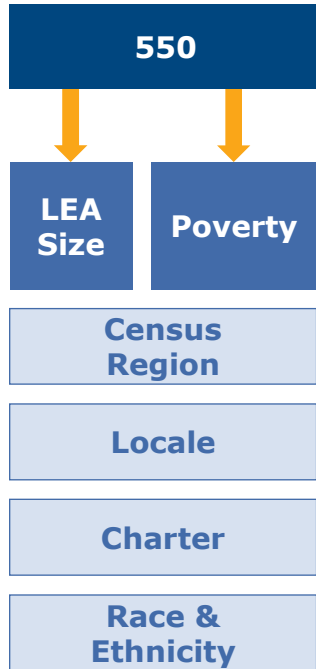
We focused our analysis on the efforts of State Education Agencies (SEAs) and Local Education Agencies (LEAs).*



National Summer Learning & Enrichment Study

MANAGED BY WESTAT AND FUNDED BY THE WALLACE FOUNDATION

*There are actors outside the education system (intermediaries, CBOs, etc.) that contribute significantly to summer programming. Although they are not the focus of this study, we do capture information about whether and how partners have been engaged by SEAs and LEAs.



Through a national survey, Westat aimed to generate findings that reflected the 13,000+ traditional public and charter LEAs in the United States.

1. **550 LEAs** were randomly sampled within subgroups based on **LEA size** and **poverty**. These subgroups were used to ensure representation along these characteristics.
2. We further sorted LEAs by Census region, locale, charter vs. traditional LEA, and by the racial and ethnic backgrounds of enrolled students.





Result*

A “stratified random sample” of 550 LEAs representing the United States received the survey.

*The full Phase 1 study report is available [here](#).



**National Summer
Learning & Enrichment Study**

MANAGED BY WESTAT AND FUNDED BY THE WALLACE FOUNDATION

Phase I Study: *National Call to Action for Summer Learning: How Did School Districts Respond?*

~ Key Findings

- › We estimate that **94% of LEAs** across the U.S. **implemented summer programming** in 2021.
 - LEAs in cities and towns were more likely to implement summer programming than those in the suburbs or rural areas.
- › On average, **18% of students were served** by their LEA during Summer 2021 (an average of 502 students).
 - LEAs in cities served a greater percentage of their students in Summer 2021 than all other LEA locales.
 - Students entering grades K-6 in fall of 2021 were those most likely to be served by summer programming.
 - 67% prioritized serving students with special needs.
- › **77% of LEAs implemented more than one type** of academic summer programming.
 - Most offered learning recovery and credit recovery.
 - 57% of LEAs supplemented academic programming with social emotional learning.

Phase I Key Findings: approaches taken to allocate resources to and plan for programs, and types of evidence LEAs gathered.

› Resource Allocation:

- 76% of implementing LEAs indicated they used stimulus funding (i.e., CARES, CRSA, GEER, or ARP) to implement summer programming in 2021. Almost all LEAs in the South used stimulus funding (97%). Those in the West were the least likely to indicate they used stimulus funding.

› Planning:

- 89% of LEAs indicated they gathered information and resources to inform planning for summer programming in 2021.

› Evidence gathered about programs:

- 85% of implementing LEAs indicated they collected student outcome data from summer programming in 2021.
- Data collection varied across three LEA characteristics:
 - Region: 94% of LEAs in the South collected data, followed by the Midwest (90%), the Northeast (89%), and then the West (65%).
 - Locale: 98% of LEAs in the suburbs collected data, followed by towns (90%), rural LEAs (83%), and then city LEAs (78%).
 - Type: Traditional LEAs were more likely than charters to collect data (88% vs 78%).

Phase I: Key challenges and intent to continue with summer programming past 2021.

- › 16% of LEAs did not implement summer programming or did not implement to the extent desired because of:
 - Staffing challenges (62%);
 - lack of interest from students and/or families (35%);
 - transportation challenges (26%);
 - other priorities (24%).
- › 80% of LEAs were confident at time of their survey response that the LEA would implement summer programming in 2022.



For future summers, LEAs recommended involving stakeholders, starting planning early, and making learning engaging



In their own words, 85 LEAs provided considerations for future summers. Six themes emerged from their comments.

- 1. Offer engaging academic content** as well as social-emotional learning opportunities.
- 2. Make instruction fun** so that students want to be there.
- 3. Start planning early** and consider all facets of programming: from content, to delivery, to structure, to staffing, and to students.
- 4. Recruit early** and hire high-quality staff.
- 5. Use data from summer 2021** as well as from the 2021–22 school year to determine needs and students to recruit. Continue to review data during implementation to make refinements.
- 6. Involve stakeholders in planning** to be sure you are meeting the needs of your community.



Summary of the Phase II Study: *National Call to Action for Summer Learning: How Did States Respond?*

~ Key Findings

Methods

- › We reviewed all State American Rescue Plan funding plans (n=51; all states + DC), which are [publicly available documents](#).
- › We interviewed 37 State Education Agency (SEA) leads knowledgeable about 2021 summer programming.
 - We engaged in extensive efforts to reach the remaining 14 leads. We suspect that in some SEAs there was no designated "summer lead."
- › We separately analyzed data from each source, and we combined data to conceptualize four levers.
- › [The report is available here.](#)

Phase II: Key Findings

- › A majority of states envisioned and defined a new role for themselves in response to the summer learning call to action.
- › SEAs used four key levers to influence summer learning.
 - Lever 1: Funding Allocation.
 - Lever 2: Use of Partners.
 - Lever 3: Priorities for Implementation.
 - Lever 4: Priorities for Evaluation.
- › A majority of states prioritized data collection and reporting on participation and/or outcomes. More than half of states intended to expand data collection in future summers.

Phase II: Other Highlights.

As we learned after Phase 1, states matter in the new Summer Learning Ecosystem:

- › Some states were limited in their ability to set priorities for how districts funded or designed summer learning programs due to practices that promote local control.
- › Some states accommodated local control by delegating intermediaries to administer grant programs that could include certain priorities; others leaned on a cooperative legislature that set summer programming policy. Both options required extra time to develop and implement.
- › States differed with respect to when they could release funding, impacting what happened at the local levels in 2021 and 2022.
- › The levers we identified help us make sense of the ecosystem.

SEAs will likely have an ongoing role in summer programming. They can use this model, which evolved from this study, to guide planning and communicate about their efforts.



Call to Action

The Call to Action came from the U.S. Department of Education in 2021. In the future, it *could* come from SEAs continuing to prioritize summer learning, or from SEAs in collaboration with statewide partner networks.

States should form a **vision** for summer programming that either:

- > Borrows from existing initiatives
- > Or aligns to future needs and goals

Visions should be informed by:

Evidence base

Needs assessment

Prior experience supporting out-of-school programming

Input from LEAs, communities, partners

Visions are enacted through four key levers



1 1% ARP Funding		2 Use of partners	Requirements for:	
How?	To whom?		3 Implementation	4 Evaluation
State managed grant programs	Districts only	Existing partners	Program content mandates	SEA or external organization-led evaluation of participation and/or outcomes
Pass through	Both Districts & CBOs	No partners	New policy or legislation that required specific program structures, approaches, and/or duration	Fiscal monitoring
Vendor-managed grant programs	CBOs only	New partners		
		Both existing & new partners		



The *translation* of visions at the LEA level are most effective when they are coupled with resources and linked to robust planning, effective partnerships, and communication that ensures educators and communities understand the value and benefits of summer programming.



Closing Remarks



Bryan Joffe

AASA – the School Superintendents Association



Thank you for attending today's
Engage Every Student Webinar.
Help us continue to refine future engagement
opportunities by completing our short
evaluation using the link in the chat.

