

Covid-19: A look at how EIR funded projects are supporting SEL needs of students and teachers and mediating learning gaps

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WELCOME AND INTRODUCTIONS



Facilitator



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Grantee Panelists



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Dr. Ashley Brizzo



Dr. Ashley Brizzo

U.S. Department of Education
Education Innovation and Research (EIR)
Group Leader



Responding to Covid-19

- Education Innovation and Research (EIR): tiered grants to
 - Explore innovative, field-initiated approaches to persistent challenges in K-12 education;
 - Use and build rigorous evidence; and
 - Scale successful programs to serve high-need students.
- COVID recovery priorities in competitive grant competitions in FYs 2021 and 2022
 - Broad range of activity options: community asset-mapping and needs assessments; innovative tutoring models; expanded learning time; access to rigorous coursework
 - Intentional investment in resources to support ongoing adaptation



Responding to Covid-19, con't

- Bright spots of ingenuity
 - Elevated attention to the importance of social emotional learning
 - Intentional prioritization of high-need students
- Ongoing opportunities
 - Recruiting with intentionality
 - Adapting innovative pre-COVID evidence
 - Building knowledge of what works for continued investment
 - Exploring options for rigorous evaluations



DISCUSSION OBJECTIVES

- Understand how EIR grantees are responding to needs of teachers and students post-Covid
- Understand how projects are working to promote equity
- Learn about post-Covid challenges and successes during implementation



AGENDA

Time	Activity
1:00	Welcome and Introductions
1:05	Opening Comments
1:10	Objectives and Overview
1:15	Panel Discussion and Q&A
2:15	Resources



A Few Examples of the Impact of Covid-19 in Schools

- Students are exhibiting increased levels of behavioral disruptions since returning to school
- Student and teacher absenteeism has increased over the past year
- Students and teachers are seeking mental health services at increased rates

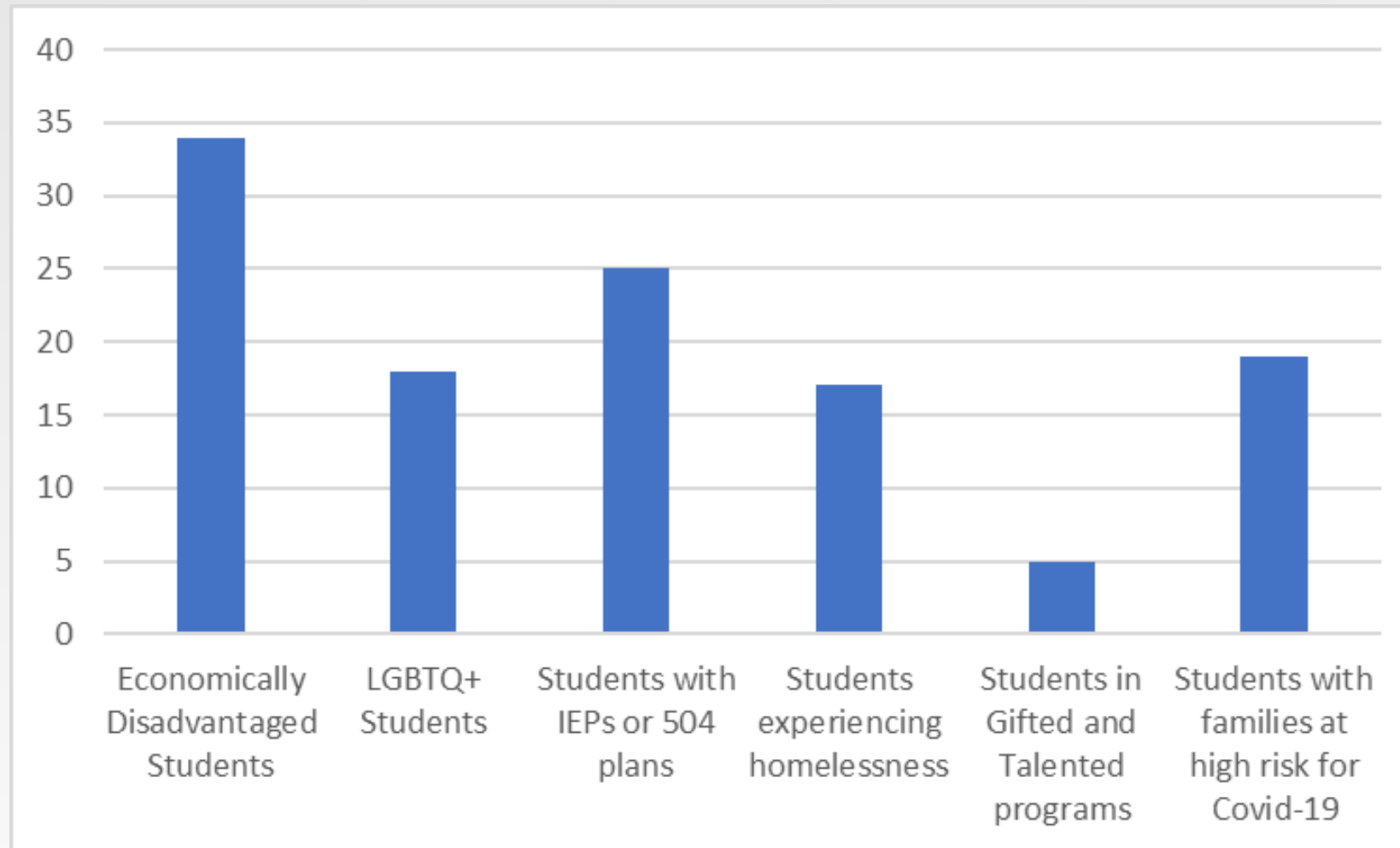


Why is equity important in this discussion?

- Numerous studies have shown that students experiencing inequalities have faced worsening conditions during the pandemic
- Examples of these inequities include, but are not limited to:
 - LGBTQ students have lost affirming programs and support opportunities
 - Underserved families have increased struggles with finances, child care, and resources
 - Students with disabilities have encountered disruptions to their services and accommodations



Percentage of Public Schools by Student Groups Seeking Out Mental Health Services More Than Others Since the Beginning of Covid-19



Data was collected by the Institute of Education Science in the 2022 School Pulse Panel.

<https://ies.ed.gov/schoolsurvey/spp/>

Note: These are a few of the student groups impacted, but there are many others experiencing similar needs.



Questions our panel considered

- ☐ Tell us about your project. What are you doing and who are the students, teachers, schools, or communities you are serving? In what student populations has your program, or parts of your program, been implemented?
- ☐ How did you design your program to specifically meet the needs of students and teachers post-Covid?
- ☐ Are there any resources or tools that helped inform the approach you are taking?
- ☐ How are you promoting equity in your program?
- ☐ What successes have you had designing and implementing a program post-Covid?
- ☐ How have you addressed any challenges you've faced?



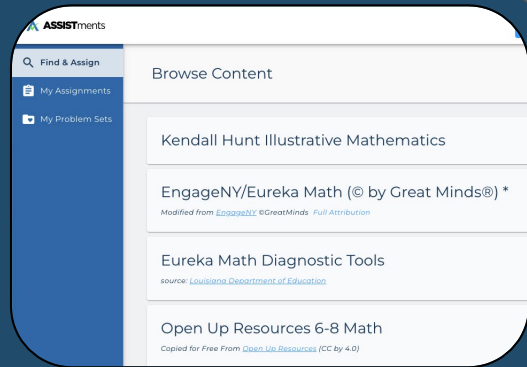
Cristina Heffernan and Denise Barrett The ASSISTments Foundation



The ASSISTments Tutor Solution

1

Teacher assigns
grade-level
problems from
curriculum as part
of regular Tier 1
instruction



2

**Students complete
assignment**

(option for immediate
feedback, and
embedded Tier 1
supports)

Complete the equation with a number that makes it true.

$$5 \cdot \underline{\hspace{1cm}} = 15$$

Type your answer below as a number
(example: 5, 3.1, 4 1/2, or 3/2):

4

67%

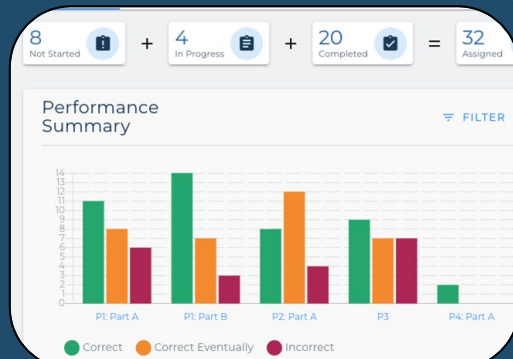
Sorry, try again: "4" is not correct

Submit Answer

Show Explanation

3

**Teacher uses
student and class-
level data** to plan
instruction and
engage students in
math discussions.



4

**Tutors use this
real-time learning
data** to plan and
deliver session
targeted to student
needs and aligned
with core
instruction

The screenshot shows the 'Standards Report' interface. It includes a 'SCORING' button and a 'HIDE COLUMNS' button. The table displays performance data for several students across different standards.

Student Name/Problem	Average Score	4.OA.A.2	5.NF.B.3
Number Of Problems		3	3
Student S	84	100	67
Student T	50	100	0
Student U	34	67	0
Student V	17	33	0



Our Pilot

We have two Pilot Locations

4

Para-
professionals as
Tutors

- 4 Schools in Baltimore City Schools
- daily 30 min sessions.
- Proactive approach

BALTIMORE CITY
PUBLIC SCHOOLS

37

STEM
ProfessionalVol
unteer Tutors

- 2 Schools in Los Angeles
- Volunteers
- twice a week 1 hour
- Reactive approach

EnCorps
STEMx EXPERT TUTORS™

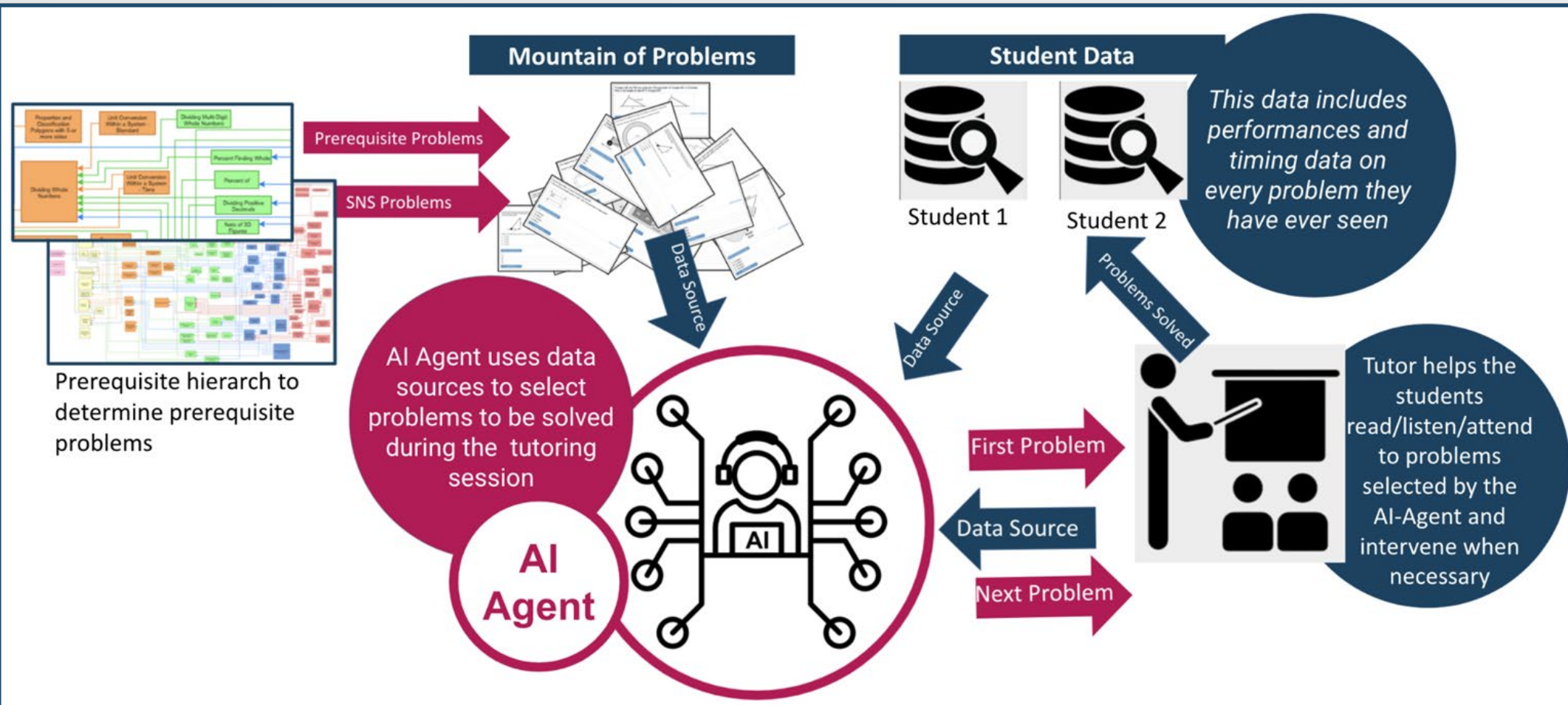
95%

Minority
Students

Both Projects are with schools with a high number of minority students and students from low income families.



Adding AI to the solution



Katherine Dilworth

Arts for Learning Maryland





ARTS FOR LEARNING MARYLAND

*Formerly Young Audiences of
Maryland*

artsforlearningmd.org



Start With the Art

Arts Integration + CoTeaching: A Transformative
Approach to Increasing
Academic Achievement and Fostering
Socioemotional Development in Elementary
Students

Education Innovation and Research (EIR) Grant
Early Phase



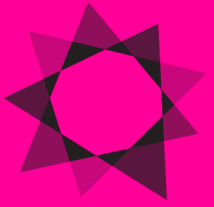
Social Emotional Focus



- 1) Using arts activities, modalities, and examples to foster students' engagement in the classroom.
- 2) Using arts experiences and the associated potential for emotional expression through the arts to allow students to experience a wider range of emotional experience than is often possible in the course of regular classroom activities, and thereby, to provide students with opportunities to exercise their capacity for emotion regulation.
- 3) Using students' experiences of setbacks and failure in their artistic work, together with growth-oriented responses to those failures by classroom teachers and teaching artists, as a way to develop students' perseverance.
- 4) Capitalizing on the potential for collaborative work presented by artistic endeavor to foster students' positive peer relationships.



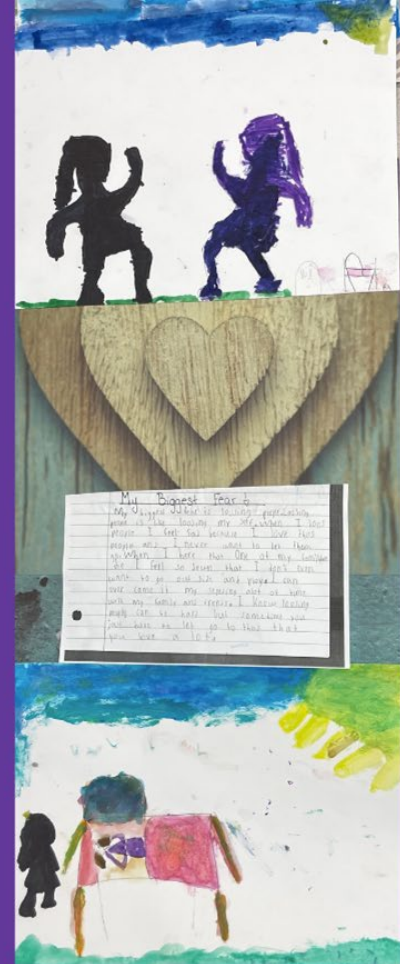
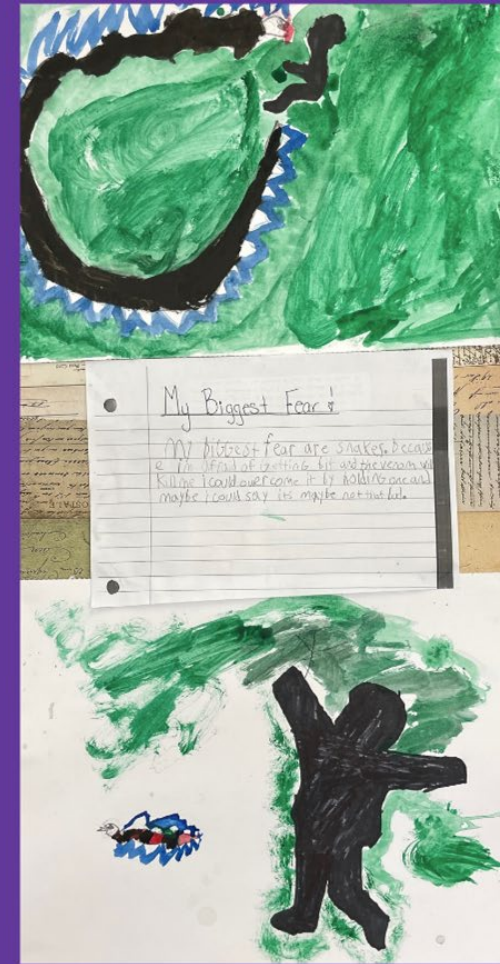
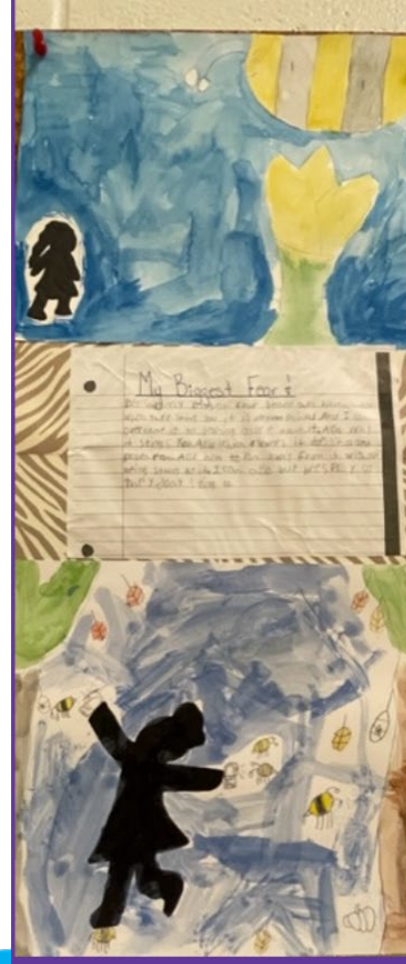
Arts Integration Embedded Professional Development Benefits:



- Creates new entry points and different modes of assessment for students
- Connects with what teachers are addressing in their daily curriculum
- Leaves teachers with new skills that remind them why they love teaching

START WITH THE ART EXAMPLE

- What is your biggest fear?
- How can you use silhouette and color to show how you feel?



QUESTIONS?



RESOURCES

- U.S. Department of Education **EIR Program** <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/>
- U.S. Department of Education **Resources**:
 - **Covid-19 Resources**: <https://www.ed.gov/Coronavirus>
 - **Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs**: <https://www.ed.gov/content/secretarys-final-supplemental-priorities-and-definitions-discretionary-grant-programs>
 - **Education Stabilization Fund**: <https://covid-relief-data.ed.gov/>
 - **HomeRoom - Mentoring in the Time of Covid**
<https://blog.ed.gov/2022/01/mentoring-in-the-time-of-covid/>
- **NCES School Pulse Panel Data School Responses to COVID-19**
<https://ies.ed.gov/schoolsurvey/>



RESOURCES ⁽²⁾

- Comprehensive Center Network
 - **How States are Using the ESSER Set-Aside to Lead on the Road to Recovery:**
<https://compcenternetwork.org/news-events/events/7651/how-states-are-using-esser-set-aside-lead-road-recovery>
 - **It's Hard to Win a Race Running Backward: Accelerated Learning and the Covid-19 Pandemic:**
<https://compcenternetwork.org/resources/resource/7518/its-hard-win-race-running-backwards-accelerated-learning-and-covid-19>
- Institute of Education Sciences
 - **Funding Opportunities: Prekindergarten Through Grade 12 Recovery Research Network:** <https://ies.ed.gov/funding/grantsearch/program.asp?ID=2124>
 - **Funding Opportunities: Leveraging Evidence to Accelerate Recovery Nationwide Network:**
<https://ies.ed.gov/funding/grantsearch/program.asp?ID=2123>



RESOURCES ⁽³⁾

- All4Ed's ***A New Perspective To Lead in the After-COVID-19 Stage: Excellence and Innovation:*** <https://all4ed.org/blog/a-new-perspective-to-lead-in-the-after-covid-19-stage-excellence-and-innovation/>
- National Center on Safe Supportive Learning Environments - **Lessons From the Field: Promoting Staff Wellness in the Wake of Covid-19 and Beyond**
<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-promoting-staff-wellness-wake-covid-19-and-beyond>
- ED Week Special Report: ***Where We Are Now; Education Equity in the Pandemic Era:***
https://www.edweek.org/leadership/where-we-are-now-educational-equity-in-the-pandemic-era?utm_source=eb&utm_medium=eml&utm_campaign=SR&utm_content=20221207&M=5638117&UUID=7adbbdf245a8fb516db4458ff468bc63



RESOURCES – Grantee submissions after the webinar*

- National Forum on Educational Statistics - **Forum Guide to Ensuring Equal Access to Education Websites:** <https://nces.ed.gov/pubs2011/2011807.pdf>
- American Institute of Research (AIR) - **Center for Technology and Disability** resources: <https://www.air.org/project/center-technology-and-disability>
- **FHI360 – Center on Technology and Disability** resources: <https://www.fhi360.org/projects/center-technology-and-disability>
- **A11Y Project** - A community-driven effort to make digital accessibility easier: <https://www.a11yproject.com/>
- **Stark** suite of accessibility tools: <https://www.getstark.co/>

*Grantee resources shared on this page are not necessarily endorsed by The U.S. Department of Education.



THANK YOU!

