

North Carolina's Roadmap to Recovery and Acceleration

NCDPI COVID-19
Learning Recovery State Plan

DRAFT

Introduction	2
Initial Responses to the COVID-19 Pandemic	3
Coronavirus Aid, Relief, and Economic Security Act (CARES, ESSER I)	4
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA, ESSER II)	7
Evidence-Based Summer Learning and Enrichment	9
American Rescue Plan Act (ARP, ESSER III)	9
Theory of Action	9
NCDPI/SBE Priorities	9
District Support	14
Agency/Statewide Capacity	14
Learning Recovery and Acceleration	14
Operationalizing the Work of Learning Recovery	14
Research and Analysis Plan	14
Dashboard of Promising Practices	14
Additional Resources	15

DRAFT

Introduction

On March 14, 2020 per Executive Order 117¹ North Carolina closed its public schools to in person instruction. Over the course of the next year, our state saw more than 1,000,000 COVID cases and nearly 13,000 deaths and yet the costs of this pandemic will continue to accumulate for years to come². The COVID-19 pandemic disrupted the way we live, work, and the way we educate our children. In the spring and fall of 2020, PSUs throughout North Carolina engaged in the colossal effort to pivot to remote instruction. In Spring of 2021, PSUs were required to once again offer in-person instruction, while simultaneously offering hybrid and remote learning options. There is little doubt that these disrupted learning opportunities negatively impacted all children while also exacerbating long-standing and persistent disparities in educational opportunity for students throughout North Carolina.

Initial Responses to the COVID-19 Pandemic

The North Carolina State Board of Education (SBE) and NC Department of Public Instruction (NCDPI), in consultation with the North Carolina Department of Health and Human Services (NCDHHS), developed *Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools*³ in response to the COVID-19 public health crisis. The purpose of this guidance document was to support NC public schools and communities in developing their plans and strategies for reopening schools in the 2020-2021 school year. *Lighting Our Way Forward: NC's Guidebook for Reopening Public Schools* provided considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year.

Except for requirements designated by executive orders issued by the Governor's Office, North Carolina Department of Health and Human Services, North Carolina General Statutes, and North Carolina State Board of Education Policy, the guidance and recommendations provided in the *Lighting Our Way Forward* were not mandated. Public School Units (PSUs) had the authority and the flexibility to meet their local needs and be responsive to their communities. As impacts of the Covid-19 pandemic evolve, the SBE and NCDPI will continue to provide updated guidance and recommendations to PSUs and schools on navigating the academic, social, and emotional effects on students and employees.

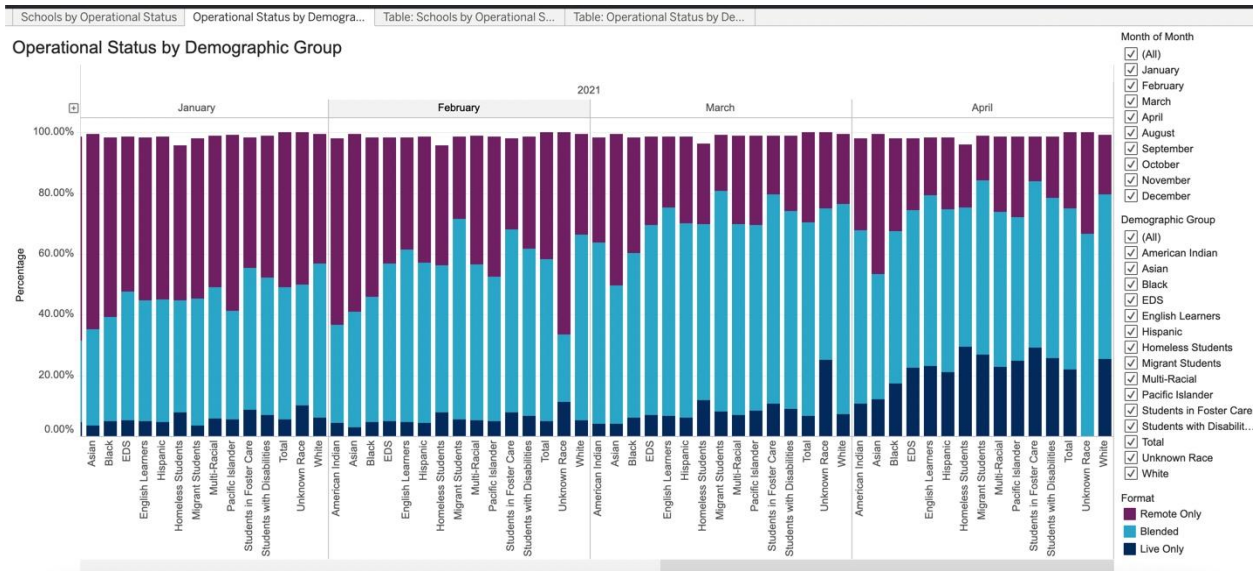
¹ <https://files.nc.gov/governor/documents/files/EO117-COVID-19-Prohibiting-Mass-Gathering-and-K12-School-Closure.pdf>

² <https://covid19.ncdhhs.gov/dashboard/cases>

³ <https://docs.google.com/document/d/1z5Mp2XzOOPkBYN4YvROz4YOyNIF2UoWq9EZfrjvN4x8/edit#heading=h.34h588posesy>

DRAFT

To address school closures and the shift to remote learning, North Carolina passed a state law (SL2020-3)⁴ whereby each PSU was required to develop a Remote Learning Instruction Plan (Plan)⁵. The 2020-2021 school year plans were submitted to the SBE no later than July 20, 2020. The Plan was to provide a framework for delivering remote instruction to all students within a PSU. Utilizing these frameworks PSUs in North Carolina quickly prepared for and shifted to one of two phases of learning throughout the State, Plan B (moderate physical distancing) or Plan C (Remote Learning). Later in the academic year, PSUs had the option to transition to Plan A (minimal physical distancing).



[Full Data Table](#)

In order to effectively ensure student access to learning opportunities PSUs developed their Plan and where needed delivered computers and devices to students and/or provided mobile WiFi for homes, communities, or school buses. According to a McKinsey paper one potential bright spot, within our national data, is that although access gaps remain they have narrowed. The gap between students (white, black, hispanic) who always or usually have access to devices for learning and/or internet have decreased during the pandemic⁶.

Additionally, PSUs, regardless of Plan, focused on the social and emotional well-being for all students. PSUs provided mental health support and counseling, intentional SEL activities, and family learning sessions. NCDPI supported PSUs by developing SEL resources including an

⁴ <https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S704v6.pdf>

⁵ <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/remote-instruction-plan>

⁶ <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help#>

DRAFT

SEL Crisis Response website⁷. Despite the large number of PSUs and students engaged in remote learning, less than 1% of students were unaccounted for in NC's public schools⁸.

Operating under federal waivers approved by the US Department of Agriculture, NC transitioned school-based nutrition programs to community-based programs. The flexibility not only reduced the administrative burden on PSUs but increased access to meals for all children in need. On average, NCs School Nutrition Programs provided 250,000 meals per day for students/children across the state.

Coronavirus Aid, Relief, and Economic Security Act (CARES, ESSER I)

On March 20, 2020, the Coronavirus Aid, Relief, and Economic Security Act was signed into law. From this law states received approximately \$13.2 billion in emergency relief from the Elementary and Secondary School Relief Fund (ESSER). Each state's award was allotted in the same proportion as its Title I allocation. North Carolina received roughly \$396 million⁹.

CARES Act State Reserve Investments

District and Regional Support Leadership/Instructional Coaches (LC/IC)

Coaches will provide support to school leaders and teachers as they implement remote learning. ICs will provide support regionally as part of the Regional Support Structure and focus on teachers at the 64 low- performing schools that are located in the 8 low-performing districts and also assist in the development of regional professional development. These coaches will partner with the Curriculum & Instruction division to aid in the implementation of the North Carolina Standard Course of Study at NCDPI. (\$4,528,800)

⁷ <https://sites.google.com/dpi.nc.gov/ncdpiselremotelearning/home>

⁸

<https://www.ncleg.gov/documentsites/committees/JLEOC/Committee%20Meetings/2019-2020%20Committee%20Meetings/December%202020/Remote%20Teaching%20and%20Learning.pdf>

⁹ <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

DRAFT

Learning Management Platform Standardization

NCDPI provided infrastructure support for digital content delivery by assisting districts with the cost of attaining a Learning Management System (LMS). (\$3,500,000)

Instructional Support Partnership

Expand partnerships to provide broadcast/passive educational content for home consumption and to provide non-digital instructional support. DPI and UNC-TV, the local affiliate of Public Broadcast Service (PBS) piloted a partnership beginning March 30, with positive response. Funds would be needed to continue the programming. (\$1,000,000)

Connectivity Exploration

This pilot will explore how to expand internet connectivity in remote areas of the state. This will enable digital remote learning in the future to areas that do not have the necessary broadband access. This "proof of concept" project will be led in the hopes of finding innovative ways to close the connectivity gap. (\$250,000)

Video Lessons

NCDPI will contract with regional/state teachers of the year, English language learner (ELL) teacher representatives, and exceptional children (EC) teacher representatives to record video lessons for use by other schools/teachers and for possible inclusion into digital curricula platforms. (\$100,000)

Result: In March 2020, NCDPI partnered with PBS North Carolina (previously UNC TV) to air curated content on television. Phase I of the project included NCDPI staff backwards mapping content to the standards to provide standards-aligned offline printable extension activities. For Phase II, staff worked to make the content more North Carolina-specific, and utilized a portion of the CARES 10% hold back to develop teacher-generated literacy and math lessons for PreK-5. This \$100,000 portion was specifically utilized to fund the teachers who developed and delivered the lessons.

Business Owner: Angie Mullennix and Vanessa Wrenn

Blended Learning Support The Friday Institute will provide online teacher professional development that addresses research-based approaches to blended learning. (\$75,000)

DRAFT

Result: At the onset of Covid-19, the Friday Institute partnered with the North Carolina Department of Public Instruction to provide professional learning opportunities for educators in support of their transition to remote learning. Through the Remote Learning for NC Educators project, over the course of six weeks, sixty-one sessions across eight focus areas engaged over 13,500 educators. The recordings and materials can be found on the Friday Institute's website¹⁰.

Business Owner: Angie Mullennix and Vanessa Wrenn

External Evaluation

An external evaluation will be conducted to provide an overview of the implementation and impact of the NC CARES Act Funding. A contract will be put in place with one of our external partners from NC State Friday Institute or UNC Greensboro SERVE Center. (\$200,000)

Digital Curriculum Resources

Funding will be used to improve access to quality K-8 packaged curricula to enhance the ability of schools to offer blended learning. Funding to PSUs to purchase a 1-year subscription to high quality, standards aligned digital curriculum packages selected by PSUs. (\$10,800,000)

Instructional Support Reserve Funding for Exceptional Children

Funding will provide instructional support to students and provide ongoing growth toward learning targets. A standards aligned diagnostic tool which is adaptive with individualized learning pathways to promote growth for K-12 grade students will be created. (\$10,000,000)

Grant Program for Childcare During Remote Instruction

Public school units may partner with community organizations to provide supervised care for K-8 students without at-home supervision available on remote learning days. (\$4,471,200)

Funds for Charter Schools Allotments will be made to the ineligible, waived, and underfunded charter schools to ensure all PSUs in NC have access to CARES Act funds. (\$2,226,662)

Professional Development for K-12 Teachers

Funding will provide professional development for NC Educators as they build their capacity for high-quality culturally relevant virtual and remote teaching and learning. Specifically, a four-week asynchronous, facilitated course focused on teaching online and creating content for online instruction. (\$325,000)

Summary: Funding provided professional development for NC Educators as they built their capacity for high-quality culturally relevant virtual and remote teaching and learning.

¹⁰ <https://www.fi.ncsu.edu/projects/remote-learning-to-support-nc-educators/>

DRAFT

Specifically, a four-week asynchronous, facilitated course focused on teaching online and creating content for online instruction.

Business Owner: Eliz Colbert, Mia Murphy, Angie Mullennix

Professional Development for K-12 school Leaders

Funding will provide professional development for NC leaders as they build their capacity for high-quality culturally relevant instruction to navigate remote instruction and teacher support. Specifically, a series of professional development opportunities (four weeks total) will be created to provide leader-specific training on supporting teachers in remote instruction. (\$322,941)

Summary: Funding provided professional development for NC leaders as they built their capacity for high-quality culturally relevant instruction to navigate remote instruction and teacher support. Specifically, a series of professional development opportunities will be created to provide leader-specific training on supporting teachers in remote instruction.

Business Owner: Angie Mullennix, Eliz Colbert, Rachel McBroom

GEERI (CARES Act)

Specialized Instructional Support Personnel for COVID-19 Response for Student Health

Funding will allow for employing or contracting with specialized instructional support personnel to provide physical and mental health support services for students in response to COVID-19, including remote and in-person services. For this allotment, the term “specialized instructional support personnel” shall refer to school counselors, school nurses, school psychologists, school social workers, and “school nurse extenders,” such as a licensed practical nurse (LPN) or certified nurse assistant (CNA) working under the direction of a registered nurse (RN), as defined by the NC Department of Health and Human Services. (\$40,000,000)

Supplemental Instructional Services for Academic Needs

Funds will be provide to allow supplemental instructional services to support the academic needs of at-risk students, students in poverty and students with disabilities through additional in-school instructional support. Services may include employing or contracting with instructional personnel, such as certified teachers or teacher assistants; paying stipends for NC Education Corps members; providing tutoring services or after school programming; or purchasing instructional resources, curriculum materials, or devices. No more than 10 percent of allotted funds may be used for purchasing instructional resources, curriculum materials, or devices. (\$20,000,000)

DRAFT

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA, ESSER II)

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020 and provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund).

ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

ESSER II (CRRSA Act)

Funds for Charter Schools

To provide a minimum allocation of \$180 to each PSU in the State Aid. (\$10,000,000)

School Health Support Personnel

Funding for contracted services for school health support personnel to provide additional physical and mental health support services for students. school counselors, school nurses, school psychologists, and school social workers. (\$10,000,000)

Child Nutrition Grants

Funding to provide grants to PSUs to expand child nutrition services. (\$10,000,000)

Extended Learning and Integrated Student Supports (ELISS)

Funding for high-quality, independently validated extended learning and integrated student support service programs for at-risk students whose learning has been negatively affected by COVID-19 impacts. (\$15,000,000)

In-Person Summer Instructional Programming

Funding to support in-person instructional programs to address learning loss and provide enrichment activities in the summer. (\$66,046,144)

DRAFT

Summer Competency Based Assessment (CBA)

Funding for Competency Based Assessments for Pre and Post Summer Extension programs.
(\$8,200,000)

Result:

SL2021-7¹¹ required each LEA to develop a school extension learning recovery and enrichment program. Charter schools are encouraged to submit a plan for grade levels served by the school. The program is to exist outside of the instructional calendar, meaning it cannot be an extension of the 2020-2021 academic year and must conclude prior to the beginning of the 2021-2022 school year. For year-round schools, the program can be extended through October 1, 2021, by providing the program during track-out periods.

The Department of Public Instruction, as directed by The State Board of Education, was required to make available to local school administrative units a single competency-based assessment per grade and subject for students in grades kindergarten through eight that may be taken at the beginning of the program and at the conclusion of the program. Each local board of education shall ensure that the results of all competency-based assessments administered to a student shall be provided to all teachers of record for that student for the 2021-2022 school year¹².

North Carolina New Teacher Support Program

Funding will be used to expand the North Carolina New Teacher Support Program administered by the UNC Board of Governors (1,000,000)

NC Kids Digital Library Project

Funding will support the NC State Library for the Children through the NC Department of Natural and Cultural Resources (\$500,000)

Support for the NC School of the Deaf and Blind

Funding will provide expanded opportunities to support school nutrition, cleaning and sanitizing, learning resources for students in these residential schools. (\$500,000)

COVID-19 Impacts Research

NCDPI will contract with a third-party research group to collect, analyze, and report data related to the overall impacts of COVID-19. (\$1,000,000)

Result:

¹¹ <https://www.ncleg.gov/Sessions/2021/Bills/House/PDF/H82v7.pdf>

¹² https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9091

DRAFT

To assist PSUs in identifying the extent of the impact of COVID-19 on student learning and wellbeing, NCDPI is currently working with a third-party contractor who will provide an impact analysis of COVID-19 on public school units, students and families of the State (“Impact Analysis”). The Impact Analysis will include a baseline analysis that leverages analytics provided as part of the current contract for district/school/teacher value-added reporting and student projections. The baseline analysis will assess student performance and learning loss by comparing students’ pre-pandemic expected performance with their post pandemic actual performance in the 2020-21 school year. More specifically, the baseline analysis uses student projections to the 2020-21 school year, which represents their pre-pandemic expected performance based on the average schooling experience, and then compares these projections to students’ actual performance on the 2020-21 statewide assessments. A negative difference indicates that students did not perform as expected based on their pre-pandemic learning trajectories, and this information will be aggregated by subject, grade, district, school and/or different student groups to identify whether certain student groups experienced bigger changes in expected performance than other student groups. The Impact Analysis will incorporate additional data variables to investigate student performance and learning loss by geographic region, urbanicity and education delivery based on what is captured and provided by the State (in person, virtual, device access, internet connectivity, etc.). The Impact Analysis will also analyze group-level achievement trends over time to assess COVID’s impact on student learning. More specifically, student-level reports will be updated so that it is easier for educators to see how students’ trajectories changed since COVID-19 disrupted student learning and how students’ recovery has progressed over time in future years. There will also be reports that summarize information about the extent to which students exceed or fall short of their pre-pandemic expectations and the proportion of students in different categories of learning loss¹³.

Analysis of COVID-19 Infection Metrics

NCDPI will contract with Duke University to collect and analyze data related to COVID-19 spread among students and staff participating in in-person learning. (\$500,000)

Go Outside Grant

NCDPI will partner with the NC Wildlife Resources Commission to expand the Outdoor Heritage Advisory Council's NC Schools Go Outside grant program to expand experiential learning opportunities. Field trips and outdoor experiences will enable students the opportunity to explore and learn in hands-on environments. (\$1,200,000)

Cybersecurity Enhancement for PSUs

Funding will be used to contract with a third-party entity to implement a statewide cybersecurity program to improve the cybersecurity infrastructure of the public schools. (\$9,000,00)

¹³ https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=9099

DRAFT

Statewide Assessment System Cybersecurity Improvement NCDPI will contract with Accenture to expand the cybersecurity capabilities within the state's assessment system. (\$1,000,000)

Expanding the Teacher Literacy Instruction Capacity Funding will be used to contract with Voyager Sopris Learning to provide Language Essentials for Teachers of Reading and Spelling (LETRS) training for teachers (\$12,000,000)

Result: In April, 2021 the North Carolina General Assembly passed SL2021-8 "Excellent Public Schools Act of 2021." The law required that educators working with children in the NC Pre-K program and students in kindergarten through fifth grade participate in the training programs contracted for as required by Section 1.2 of S.L. 2021-3, naming Voyager Sopris Learning, Inc., to provide Language Essentials for Teachers of Reading and Spelling professional development. The purpose of this explicit training is to ensure every child has a highly qualified teacher equipped to improve the literacy and language development of students, building strong foundational early literacy skills by utilizing the Science of Reading. Educators working with (i) children in the NC Pre-K program and (ii) students in kindergarten through fifth grade shall participate in the training programs contracted for as required by Section 5A(11) of S.L. 2021-1, as amended by Section 1.2 of S.L. 2021-3. Completion of this training shall satisfy the literacy continuing education credits required for elementary school teachers in G.S. 115C-270.30(b)(2).

Voyager Sopris will begin training all PreK-fifth grade teachers beginning with cohort one in the Summer/Fall of 2021 and continuing with cohort two and three in 2022-2023.

GEER II (CRRSA Act)

Emergency Assistance to Non-public Schools (EANS) Program (Governor's Office)
(\$84,000,000)

Evidence-Based Summer Learning and Enrichment

On April 29, 2021 the North Carolina General Assembly passed SL2021-7 School Extension and Recovery¹⁴. The law required LEAs to implement a school extension and enrichment program for at-risk students as defined in NC General Statute¹⁵. Program proposals were evaluated by the Office of Learning Recovery and Acceleration¹⁶ based on a guidelines

¹⁴ <https://ncleg.gov/EnactedLegislation/SessionLaws/HTML/2021-2022/SL2021-7.html>

¹⁵ https://www.ncleg.net/enactedlegislation/statutes/html/bysection/chapter_115c/gs_115c-105.41.html

¹⁶ <https://www.dpi.nc.gov/districts-schools/districts-schools-support/office-learning-recovery-acceleration>

DRAFT

developed by the OLR and other DPI staff¹⁷. The law requires the NCDPI to develop a report on the outcomes of the program to be presented to the Joint Legislative Education Oversight Committee. The Office of Learning Recovery and Acceleration will develop and deliver the report in January 2022. In addition to the student performance outcomes, the OLR will identify best practices and programs implemented that address the academic, social, emotional and mental health needs of students. These practices and programs will be included in a set of recommended guidelines to direct future school extension and enrichment programs. NCDPI will also develop a grant program to expand and/or scale impactful initiatives developed as part of the school extension program.

American Rescue Plan Act (ARP, ESSER III)

Theory of Action

Plan - Launch - Evaluate - Scale - Sustain - Share

NCDPI/SBE Priorities

The Office of Learning Recovery is working with units inside NCDPI and external stakeholders to determine the top issues currently facing students and schools across North Carolina. Based on our initial work, we have identified three primary issues, some of which are long-standing but exacerbated by the COVID-19 pandemic. These top issues include:

1. Academic recovery in reading and math¹⁸
2. Addressing the social, emotional health and well-being of children throughout the state
3. Accountability reform

As a state North Carolina, through the State Board of Education and Superintendent of Public Instruction, have developed the following strategic goals and focus areas:

Strategic Goals

1. Eliminate opportunity gaps by 2025
 - a. Literacy
 - b. Student Services

¹⁷ <https://drive.google.com/file/d/1OCFhAP6rnFbtuokBmv2Uws5ghUvrapG4/view>

¹⁸ https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=8681

DRAFT

- 2. Improve school and district performance by 2025
 - a. Accountability Reform
- 3. Increase educator preparedness to meet the needs of every student by 2025
 - a. Human Capital

Guided by our strategic goals and focus areas North Carolina will address our top issues as they are currently identified. Additional issues will be included and addressed as they are identified.

To assist PSUs in identifying the extent of the impact of COVID-19 on student learning and wellbeing, NCDPI is currently working with a third-party contractor who will provide an impact analysis of COVID-19 on public school units, students and families of the State (“Impact Analysis”). The Impact Analysis will include a baseline analysis that leverages analytics provided as part of the current contract for district/school/teacher value-added reporting and student projections. The baseline analysis will assess student performance and learning loss by comparing students’ pre-pandemic expected performance with their post-pandemic actual performance in the 2020-21 school year. More specifically, the baseline analysis uses student projections to the 2020-21 school year, which represents their pre-pandemic expected performance based on the average schooling experience, and then compares these projections to students’ actual performance on the 2020-21 statewide assessments. A negative difference indicates that students did not perform as expected based on their pre-pandemic learning trajectories, and this information will be aggregated by subject, grade, district, school and/or different student groups to identify whether certain student groups experienced bigger changes in expected performance than other student groups. The Impact Analysis will incorporate additional data variables to investigate student performance and learning loss by geographic region, urbanicity and education delivery based on what is captured and provided by the State (in person, virtual, device access, internet connectivity, etc.). The Impact Analysis will also analyze group-level achievement trends over time to assess COVID’s impact on student learning. More specifically, student-level reports will be updated so that it is easier for educators to see how students’ trajectories changed since COVID-19 disrupted student learning and how students’ recovery has progressed over time in future years. There will also be reports that summarize information about the extent to which students exceed or fall short of their pre-pandemic expectations and the proportion of students in different categories of learning loss.

Student group		Highest priority needs
----------------------	--	-------------------------------

DRAFT

<p>Students from low-income families</p>		<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 17 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 11 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey¹⁹
<p>Students from each racial or ethnic background used by the State for reporting purposes</p>	<p>American Indian</p>	<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 22 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 12 percentage point decrease in proficiency ● Fall Tested English II – 11 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey
	<p>Asian</p>	<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 15 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 7 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey
	<p>Black</p>	<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 16 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 10 percentage point decrease in proficiency ● Attendance

¹⁹ <https://sites.google.com/dpi.nc.gov/nhealthyschools/nc-healthy-schools-data/yrbs>

DRAFT

		<ul style="list-style-type: none"> ● Discipline Data ● Youth Risk Behavior Survey
	Hispanic	<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 20 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 12 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey
	Two or More Races	<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 18 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 13 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey
Gender		<ul style="list-style-type: none"> ● SEL ● Attendance ● Academic Data is forthcoming ● Discipline Data ● Youth Risk Behavior Survey
English Learners		<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 10 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 8 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey

DRAFT

Children with disabilities		<ul style="list-style-type: none"> ● SEL ● Fall Tested NC Math 1 – 7 percentage point decrease in proficiency ● Fall Tested NC Math 3 – 6 percentage point decrease in proficiency ● Attendance ● Discipline Data ● Youth Risk Behavior Survey
Students experiencing homelessness		<ul style="list-style-type: none"> ● SEL ● Attendance ● Academic Data is forthcoming ● Discipline Data ● Youth Risk Behavior Survey
Children and youth in foster care		<ul style="list-style-type: none"> ● SEL ● Attendance ● Academic Data is forthcoming ● Discipline Data ● Youth Risk Behavior Survey
Migratory students		<ul style="list-style-type: none"> ● SEL ● Attendance ● Academic Data is forthcoming ● Discipline Data ● Youth Risk Behavior Survey
Students identified as “at-risk” for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning in kindergarten.		2021 estimates provided by PSUs indicated roughly 23% of students in North Carolina were “at-risk”.

Additionally, the SBE and NCDPI will strategically invest in a variety of diagnostic assessments beginning in Spring 2022. Prior to determining diagnostics NCDPI will conduct a needs assessment based on the results of available pre-existing benchmark data. Recommendations for diagnostics will be made based on the needs assessment and pending appropriation of the agency’s holdback funding.

DRAFT

District Support

Funding Category	2 Year Projection	Total ESSER III	Notes
<p>Low Performing District/Regional Support</p> <p>Current as of June 2021</p>	<p>\$19,000,000</p>	<p>\$38,000,000</p>	<p>Coaching support and professional development to Districts, Principals and School Improvement Leadership Teams. Design and implementation of a leadership institute for current principals in LPS.</p> <p>Development of a grant opportunity for Low Performing Districts to apply for funding for creative and flexible improvement options (much like the Renewal District).</p>
<p>Extended Learning Recovery After - School Enrichment Support</p> <p>Fulfills required 5% on learning loss mitigation 1% on after school programs</p> <p>Current as of June 2021</p>	<p>\$50,000,000</p>	<p>\$60,000,000</p>	<p>To be held in reserve by the Department to be allocated to public school units to support COVID-19 related needs, including in-person instruction programs to address learning loss and provide enrichment activities during the traditional academic year afterschool. The allocation of grants shall be prioritized to public school units based on need, as demonstrated by the expenditure of existing federal funding received for COVID-19 related impacts.</p>
<p>High Impact Tutoring Initiative</p> <p>Fulfills required 5% on learning loss mitigation</p> <p>Current as of June 2021</p>	<p>\$30,000,000</p>	<p>\$30,000,000</p>	<p>Support for high-dosage and other evidence-based tutoring initiatives. Funding to include the development of online modules for tutor training in curriculum and pedagogy.</p>

DRAFT

Agency/Statewide Capacity

Proposed Funding Category	2 Year Projection	Total ESSER III	Notes
<p>Mastery Based Programs and Assessments</p> <p>Current as of June 2021</p>	<p>\$19,000,000</p>	<p>\$19,000,000</p>	<p>Deployment of a Competency-Based Education Platform.</p> <p>Development of Credit by Demonstrated Mastery for grades 7-12 for credit recovery or acceleration.</p> <p>Development of micro-credentials for teacher competency and professional development.</p> <p>Development of principal professional development.</p>
<p>Social-Emotional Learning Programming and Resource Support</p> <p>Current as of June 2021</p>	<p>\$10,000,000</p>	<p>\$10,000,000</p>	<p>Development and deployment of an online repository of online programs and resources for PSUs. Toolkits may include Social and Emotional Health and well-being for Teachers (goal setting, self care etc. for teachers), SEL for Students (practices for teachers as they work with students), SEL for Caregivers (tools and practices for caregivers as they support their children).</p> <p>Also includes professional development funds for teachers and school leaders.</p>
<p>Diagnostic Assessment Pilot Programs</p> <p>Current as of June 2021</p>	<p>\$12,000,000</p>	<p>\$9,500,000</p>	<p>Development and/or deployment of learning recovery diagnostics and assessments. May also be used to inform assessment/accountability reform.</p>
<p>K-5 Learning</p> <p>Current as of June 2021</p>	<p>\$22,000,000</p>	<p>\$47,500,000</p>	<p>Support for a common Learning Management System (LMS) to be utilized for in-person and remote instruction. Continued funding source for Science of Reading implementation and a Kindergarten Readiness program (based in the science of reading). Teacher and principal professional development for the LMS.</p>

DRAFT

Learning Recovery and Acceleration

Funding Category	2 Year Projection	Total ESSER III	Notes
ESSER I/III/III & School Extension Lessons Learned Expansion Fund Fulfills required 5% on learning loss mitigation Current as of June 2021	\$20,000,000	\$35,000,000	Competitive grant program designed to treat ESSER I, II, and/or III PSU developed initiatives as pilot programs. Funding will be used to scale interventions within a PSU or for other PSUs to implement and test the initiative.
Research Partners Current as of June 2021	\$2,500,000	\$2,500,000	Support for external research partners to assess the impact of learning recovery interventions

Operationalizing the Work of Learning Recovery

Research and Analysis Plan

Dashboard of Promising Practices

NCDPI, through the Office of Learning Recovery and Acceleration (OLR), will conduct a systematic assessment of the various initiatives undertaken throughout the state and funded through ESSER II or III. The ESSER allocations have provided North Carolina and states throughout the nation with an opportunity to directly address the impact of the COVID-19 pandemic with targeted interventions. In looking broadly at the impact of the pandemic, we

DRAFT

recognize that the impact extends beyond academic learning recovery and includes the social and emotional well-being of children throughout our state. PSU and state-level initiatives seek to address not only the broad array of impacts, but the disproportionate nature of the impact on students. As NCDPI identifies “promising practices” in our state, we will first seek to scale and replicate those programs in a proof-of-concept fashion. With additional testing and analysis, we intend to identify programs and practices with the greatest potential and impact and subsequently highlight those programs on our searchable dashboard of Promising Practices in North Carolina.

Additional Resources

School Practices to Address Learning Loss: <https://files.eric.ed.gov/fulltext/ED607662.pdf>

Acceleration Academies:

https://scholar.harvard.edu/files/schueler/files/schuelergoodmandeming_lps_eepa_2017.pdf

Broad-Based Academic Supports For All Students:

https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_6.pdf

The COVID-19 Slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement:

https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

Divergent and Inequitable Teaching and Learning Pathways During (and Perhaps Beyond) the Pandemic:

https://www.rand.org/pubs/research_reports/RRA168-6.html

What can be done to address learning loss due to school closures:

https://edpolicyinca.org/sites/default/files/2020-06/answer_lab_covid-19_slide_202006.pdf

COVID-19 and learning loss - disparities grow and students need help:

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help#>

[1] <https://docs.google.com/document/d/1z5Mp2XzOOPkBYN4YvROz4YOyNIF2UoWq9EZfrjvN4x8/edit#heading=h.34h588posesy>

DRAFT

[2] <https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S704v6.pdf>

[3] <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/remote-instruction-plan>

[4] <https://sites.google.com/dpi.nc.gov/ncdpiselremotelearning/home>

[5]

<https://www.ncleg.gov/documentsites/committees/JLEOC/Committee%20Meetings/2019-2020%20Committee%20Meetings/December%201,%202020/Remote%20Teaching%20and%20Learning.pdf>