

# FEDERAL RELIEF INVESTMENTS IN K-12 EDUCATION – LEARNING LOSS INITIATIVES



## Introduction

As of June 2021, the Hunt Institute has identified 19 states using first or second round federal relief funds (ESSER I/II, GEER I/II, and CRF) for initiatives related to mitigating lost learning opportunities (also known as learning loss) or accelerating learning. Some states specify the types of programs, such as summer enrichment, after school, or tutoring. Other states are providing broader grants to Local Education Agencies (LEAs). Many states are directing these dollars to support students most at-risk of missed learning.

## States Investing Federal Relief Dollars in Mitigating Lost Learning Opportunities

| Alabama                               |   |
|---------------------------------------|---|
| Funding Source, Amount (if specified) | Use   |
| <a href="#">GEER</a>                  | Funds (total amount \$49 million) are allocated to districts for three specific purposes, two of which address learning loss: Programs to provide additional academic support to bridge learning and achievement gaps of students within the LEA and programs to provide before- and after-school tutoring as defined in the Alabama Literacy Act for learning and remediation in school. |

  

| Arkansas                               |  |
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| Funding Source, Amount (if specified)  | Use  |
| <a href="#">ESSER II</a> , \$5 million | Using funds to address the needs of students who are at risk of not graduating because they stopped attending or rarely participated in online or on-site classes during the pandemic. |

  

| California                                     |   |
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| Funding Source, Amount (if specified)          | Use   |
| <a href="#">GEER &amp; CRF</a> , \$4.8 billion | GEER and CRF will be combined with \$540 million in state general fund dollars to create a \$5.3 billion Learning Loss Mitigation Block Grant, with the vast majority of grant funds targeted at the most vulnerable students, including students with disabilities, English learners, foster youth, and low-income students. GEER funds are part of a portion of the block grant that is allocated based on the number of students with disabilities enrolled in an LEA. Additional funds received from the Coronavirus Relief Funds will be allocated to LEAs based on the number and concentration of socio-economically disadvantaged, foster youth and English learners they serve, thus targeting those that will be most significantly affected by the learning loss. Local educational agencies must use the funds for (1) supplemental supports during the summer and school year, (2) extending the school year, (3) providing additional academic supports, and (4) providing integrated student supports to address other barriers to learning, further targeting those students most impacted by the pandemic. |

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| <a href="#">ESSER</a> , \$6 million | Providing funding to the University of California to support the mitigation of learning loss in mathematics, science, and English and language arts through existing California Subject Matter Projects, which are activities and programs designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices and lead to increased achievement for all students. |
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| Colorado                              |   |
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| Funding Source, Amount (if specified) | Use   |
| <a href="#">ESSER II</a>              | Funding for extended learning opportunities for students who have experienced the greatest impact on learning during the pandemic.  |
| <a href="#">CRF</a> , \$37 million    | Funding for expenditures incurred to respond to second-order effects of the COVID-19 emergency, in particular the increased number of at-risk pupils due to the COVID-19-related recession. |

| Delaware                              |   |
|---------------------------------------|---|
| Funding Source, Amount (if specified) | Use   |
| <a href="#">GEER</a> , \$3 million    | Roughly \$3 million of GEER funds will be available for LEAs - applications must specify whether funding will be used to support learning and make up for lost learning time, deal with the behavioral health challenges students and staff face, or train and support educators, staff, and families (including technology).                     |
| <a href="#">ESSER</a> , \$1.5 million | Providing subgrants upon application by LEAs to address unfinished learning related to the coronavirus State of Emergency for activities such as but not limited to summer programs, afterschool/weekend programs, and supplemental in-school programs with an emphasis on disadvantaged populations (grant program joint with GEER funds above). |
| <a href="#">ESSER II</a>              | Resources to address unfinished learning for students in every district and charter school through acceleration in literacy (rising 1st-6th graders), math (rising 1st-8th graders) and evidence-based high-dosage tutoring for the most struggling students.   |

| Florida                               |  |
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| Funding Source, Amount (if specified) | Use  |
| <a href="#">GEER</a> , \$64 million   | Grants to LEAs for early recovery efforts in summer and early fall 2020, to target students who have been disconnected or hard to reach via distance learning and Grades K-5 students identified with a substantial deficiency in reading. |

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| GEER, \$1 million | Grants to support additional early recovery efforts, such as grants to after-school programs. |
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| Louisiana                             |  |
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| Funding Source, Amount (if specified) | Use  |
| <a href="#">GEER II</a> , \$1 million | Literacy Loss Professional Development - Training for educators across the state (open to pre-K-12 & higher ed) to support best practices in academic recovery, phonics, and intervention. |

| Massachusetts                         |  |
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| Funding Source, Amount (if specified) | Use  |
| <a href="#">ESSER</a> , \$2 million   | Providing Summer and Vacation Learning Program Grants to support local school districts, charter, and career vocational technical education schools' efforts to develop, expand, or enhance high quality, in-person, virtual, or hybrid (combination of in-person and virtual) summer (summer 2020) and/or school vacation learning programs during the 2020-2021 school year. Grant funds may also be used to support the development and implementation of school year weekend learning programs to be implemented during the academic year. |

| Michigan                                 |   |
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| Funding Source, Amount (if specified)    | Use   |
| <a href="#">ESSER II</a> , \$90 million* | Legislative appropriation for grants (via application) to traditional public school districts and public school academies (PSAs), as well as intermediate school districts (ISDs), for grades K-8 summer programs that are offered as part of COVID-19 remediation services. Programs must be eight weeks long, in-person, and teacher-led.   |
| ESSER II, \$45 million*                  | Legislative appropriation for grants (via application) to traditional public school districts and public school academies (PSAs), as well as intermediate school districts (ISDs), for grades 9-12 credit recovery programs. Programs must be teacher-led, and may be offered in-person, online, digitally, by other remote means in a synchronous or asynchronous format, or through any combination of these. |
| ESSER II, \$17.4 million                 | Legislative appropriation for grants (via application) to traditional public school districts and public school academies (PSAs), as well as intermediate school districts (ISDs), for before/after school programs designed to emphasize remediation for eligible pupils.  |

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| State Funds, \$10 million          | Additional funds are available to districts for summer academies and credit recovery programs (items 1 and 2 above) deemed “ <a href="#">innovative</a> .”  |
| <a href="#">CRE</a> , \$18 million | Legislative appropriation for formula allocation to districts for instructional recovery programming, benchmark assessments, or health and safety expenditures necessary to provide instruction safely due to COVID-19. |

| Nevada                                |  |
|---------------------------------------|--|
| Funding Source, Amount (if specified) | Use  |
| <a href="#">CRE</a> , \$50 million    | Legislative appropriation to be distributed to the categories of pupils most likely to develop the largest deficits in educational attainment as a result of the loss of in-person intensive instruction, including elementary students with reading deficiencies, those who are English learners, economically disadvantaged, low proficiency, or attending low performing schools. |

| New Jersey                              |  |
|---|--|
| Funding Source, Amount (if specified)   | Use  |
| <a href="#">ESSER</a> , \$2,353,775     | Offering competitive grants for LEAs prioritizing activities that address learning loss in students, the need for additional summer instruction, compensatory education for students with Individualized Education Programs (IEPs), Social Emotional Learning, and support for students experiencing homelessness. |
| <a href="#">ESSER II</a> , \$75 million | Establishing the Learning Acceleration Grant. Seventy-five percent of funds will go to support research-based academic enrichment activities such as summer learning academies, school year learning acceleration academies, and 1:1 tutoring.   |

| North Carolina                          |  |
|---|--|
| Funding Source, Amount (if specified)   | Use  |
| <a href="#">CRE</a> , \$70 million      | Legislative appropriation for Remediation and Summer Jump Start program, which provides formula allocations to districts and charter schools for providing the additional instruction. Half of the funding is based on the percentage of students in second and third grades during the 2019-20 school year who were not on track to meet year end expectations in reading when the school year was disrupted. |
| <a href="#">ESSER II</a> , \$40 million | Legislative appropriation to be allocated to public school units to support in-person instruction programs to address learning loss and provide enrichment activities in the summer.   |

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| ESSER II, \$26 million | Legislative appropriation 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 in the summer. |
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## Rhode Island

| Funding Source, Amount (if specified) | Use  |
|---------------------------------------|--|
| <a href="#">ESSER</a> , \$965,500     | Funding a Summer Academy for Interactive Learning (SAIL) with PrepareRI. This program provides students with virtual summer learning opportunities. This program prioritizes students from communities particularly hard-hit by COVID, and provides opportunities for those students to advance their learning and thereby reduce COVID-related learning loss. |

## South Carolina

| Funding Source, Amount (if specified) | Use  |
|---------------------------------------|--|
| <a href="#">CRF</a> , \$210.7 million | Legislative appropriation authorizing reimbursement to school districts for the cost (up to \$210.7 million) of providing unbudgeted instructional support beyond the number of days and hours required by state law. The additional support is to focus on face-to-face instruction for (1) any at-risk students in kindergarten through third grade residing in the school district for Academic Recovery Camps in reading and mathematics during the summer and (2) students in 4K through eighth grade for five additional instructional days at the start of the school year. |

## South Dakota

| Funding Source, Amount (if specified) | Use  |
|---------------------------------------|--|
| <a href="#">GEER</a>                  | Grant program for after school programs (operating after the normal school day). |

## Tennessee

| Funding Source, Amount (if specified) | Use  |
|---------------------------------------|--|
| <a href="#">GEER</a> , \$700,000      | Grant to nonprofit partner for additional funds to support remedial instruction for students during summer and afterschool programs as a result of COVID.                                |
| GEER, \$200,000                       | Grant contract to nonprofit to support after-school and other programming for students (academic and non-academic supports), including support for lost learning during school closures. |

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| Utah                                  |   |
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| Funding Source, Amount (if specified) | Use   |
| <a href="#">GEER</a> , \$29.2 million | Formula allocation to LEAs upon approval of applications. LEAs must detail how funds will be used to ensure that special education students and students at risk of academic failure receive support to mitigate the unintended negative academic consequences of the emergency statewide transition to remote learning. This may include the following encouraged uses: Extended School Day or Year and Small Group Student Interventions. |

| Virginia                                |  |
|---|--|
| Funding Source, Amount (if specified)   | Use  |
| <a href="#">ESSER II</a> , \$30 million | Virginia LEARNS grants to address unfinished learning due to school closures, including the following reopening and recovery priorities: <ul style="list-style-type: none"> <li>- Increased in-person instruction and small-group learning;</li> <li>- Targeted remediation, extended instruction, and enrichment;</li> <li>- Strategic virtual learning, technology, and staff training;</li> <li>- Social-emotional, behavioral, and mental health supports for students and staff;</li> <li>- Alternate learning opportunities; and</li> <li>- Student-progress monitoring and assessment.</li> </ul> |
| ESSER II, \$25 million                  | Virginia LEARNS grants to school divisions to cover costs associated with planning and implementing year-round or extended-year calendars. An additional \$7.7 million in state funds brings the total funding to \$32.7 million.  |
| <a href="#">ESSER</a> , \$5 million     | Providing grants to LEAs for summer academic academies to make up for lost instruction during the 2019-2020 school year and to support student transitions into the 2020-2021 instructional year. Funds will support remote/virtual or phased classroom instruction, including early childhood services to prepare students for kindergarten.  |

| West Virginia                         |   |
|---------------------------------------|---|
| Funding Source, Amount (if specified) | Use   |
| <a href="#">ESSER</a>                 | Providing sub-grants to LEAs - a competitive application will be utilized to allocate \$3.9 million in ESSER State Reserve funds for use in three priority areas, one of which is addressing achievement gap concerns created by remote learning. |

Visit The Hunt Institute [Covid-19 Resource Page](#) to learn about other state investments using federal relief dollars.