NCGA House Education Select Committee: State and Federal Education Expenditures

August 1, 2022

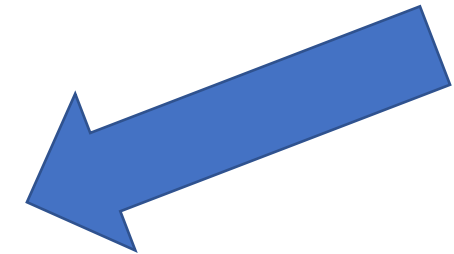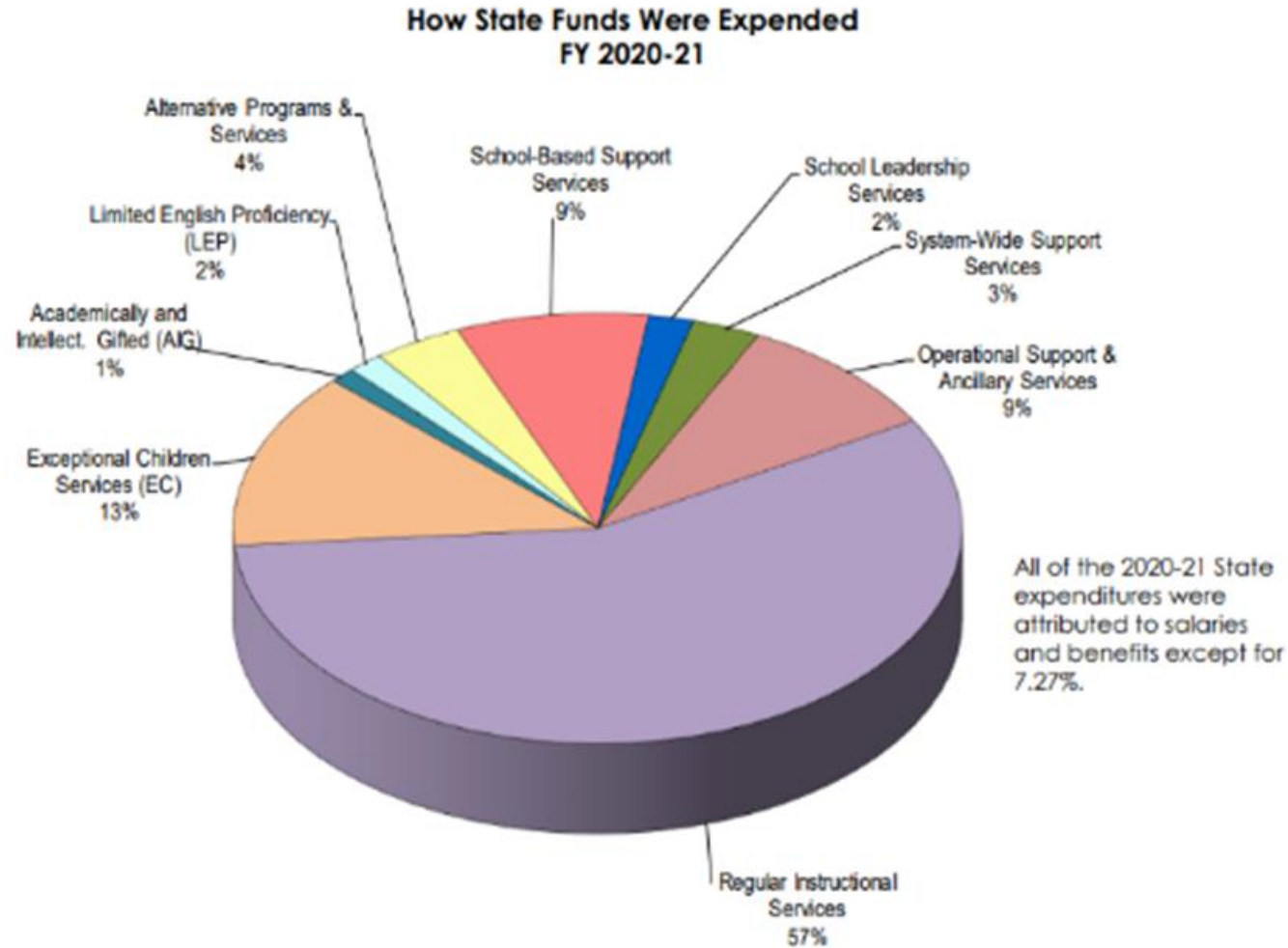Catherine Truitt, State Superintendent of Public Instruction

Jamey Falkenbury, Director of Government Affairs

Jeni Corn PhD, Director of Research and Evaluation

Lynne Barbour, Deputy Director of the Office of Learning Recovery

NORTH CAROLINA
State Board of Education
Department of Public Instruction

How State Funds Are Expended

How State Funds Were Expended FY 2020-21

- Alternative Programs & Services 4%
- School-Based Support Services 9%
- School Leadership Services 2%
- System-Wide Support Services 3%
- Limited English Proficiency (LEP) 2%
- Academically and Intellect. Gifted (AIG) 1%
- Operational Support & Ancillary Services 9%
- Exceptional Children Services (EC) 13%
- Regular Instructional Services 57%

All of the 2020-21 State expenditures were attributed to salaries and benefits except for 7.27%.

Source: https://www.dpi.nc.gov/media/14619/download?attachment

Funding Managed through DPI (state)

- State appropriations for PSUs—money allotted to school districts for ADM (average daily membership)

- Capital funds for PSUs (public school units)

- Pass through funds for legislatively directed grants

- Residential Schools, Governors School, NCCAT, NCVPS

Funding Managed through DPI (federal)

- Recurring grants for the PSUs and State required programs from US Dept of Education, USDA, and other federal agencies

- School Nutrition reimbursements to PSUs and other participants

- COVID funds, including ESSER, CRF, EANS, GEER, SFRF

- Compliance

Operational Vendors

- PowerSchool (SIS)
- Accenture (cybersecurity)
- SAS (EVAAS)
- Pearson (Summative Assessments)
- Colyar Technology (school nutrition management system)
- Huntley Construction Company (NCSD water system upgrades)
- ECOLAB (food safety inspections of summer meal sites)

Classroom/Learning Vendors

- Voyager Sopris (SOR)
- North Carolina Education Corps
- The Innovation Project
- Catapult Learning (EANS)
- College Advising Corp
- Gaggle/Cyber Stalking
- School Psychologists Grant Program
- Coaching and Low Preforming Schools
- Plasma Games & BetaBox
- Teacher Bonuses ($100+ million)

ROI on DPI?

- In the past, DPI was more of a compliance-focused organization

- Through the Office of Learning Recovery and Acceleration (OLR), DPI is set up to:
  - Be responsive to the needs of our local school leaders through advocacy and research

  - Be customer service-oriented and improve systems operations to better serve districts and public charter schools

- More than ever, an "OLR" is necessary for the state due to the amount of federal dollars flowing through DPI

OLR Purpose

- Combat the impact of lost instructional time and accelerate learning for all students

- Evaluate the implementation and impact of the interventions sponsored by the OLR and support decision-making about continuation, expansion, and targeting of the programs

- Use research to identify, extend, scale, and sustain programs that demonstrate impact, and build a clearinghouse of NC Promising Practices

NC Emerges as a National Leader in Recovery

Superintendent Truitt created the Office of Learning Recovery and Acceleration in March 2021 to facilitate

- **Transparency**: Prioritize providing the research needed to make evidence-based decisions at state and local levels to aid in recovery and accelerate learning for all students.

- **Partnership**: Partner with PSUs to bring needed solutions to long-standing challenges facing NC public education.

- **Coordination**: Serve as the central point of contact for internal and external coordination of resources, collaboration, and communications.

Research on Impact of the Pandemic: Findings from the 2020-21 School Year

Quantitative Research Studies

- Virtual Academy Study (SB654)

- COVID-19 Lost Instructional Time Impact Analysis - EVAAS Team at SAS (ESSER II, ESSER III)

- Studying the long-run effects of the COVID-19 pandemic on student, educator, and school outcomes (Spencer Foundation Award)

- Assessing the Long-Term Impacts of School Extension Programs on Student Re-engagement and Learning Recovery (IES Award)

Purpose
OLR Blog/Whitepaper Series: Research & Recovery Roundup

Unpack comprehensive report

- Recent legislation (S.L. 2021-3 HB 196) directed NCDPI to contract with a third-party entity to collect, analyze and report data related to the overall impacts of COVID-19 on public school units, students and families.
- Report Released March 2022: COVID-19 Impact Analysis of Lost Instructional Time (SAS Study)
  - Analysis compares students' projected score to the 2020-21 school year with their actual score during the 2020-21 school year for different student groups and contextual factors.

Framing the Results
Learning Recovery & Acceleration Programs at State Level
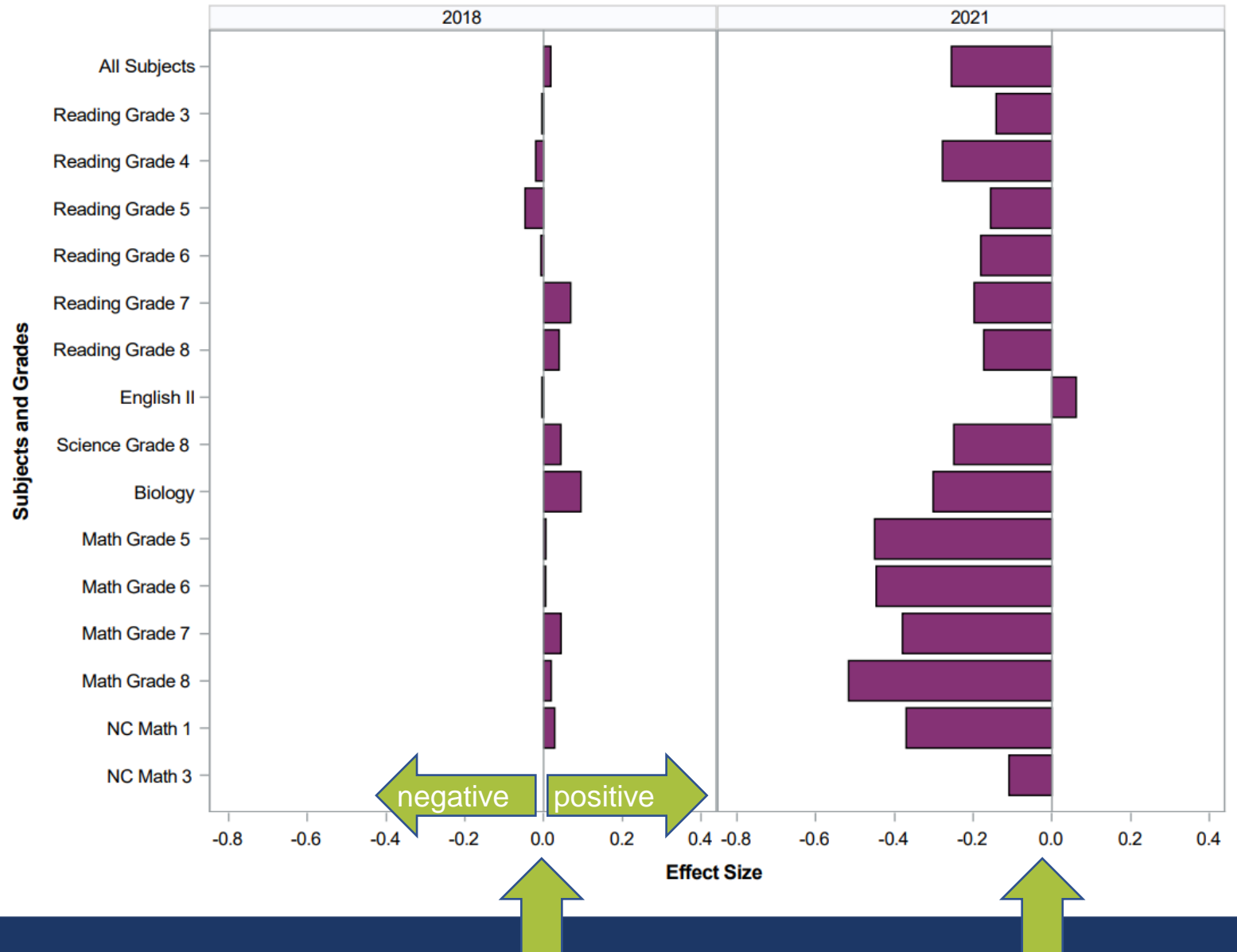
- We presented selected key findings followed by graph of the data.
  - Graphs from 2018 provide a snapshot of "business as usual."
  - Graphs from 2021 provide an estimate of "impact of the pandemic."
  - Vertical 0 line means students in those groups are performing as we would expect – they are on track based on past performance.

- This data is unique to North Carolina as it is individual, student level data (~1.4M students) and not based on sample sizes which means all differences are *statistically* significant.

- This data goes beyond how many students met grade level proficiency and presents the difference between where we expected students to perform and how they actually performed.

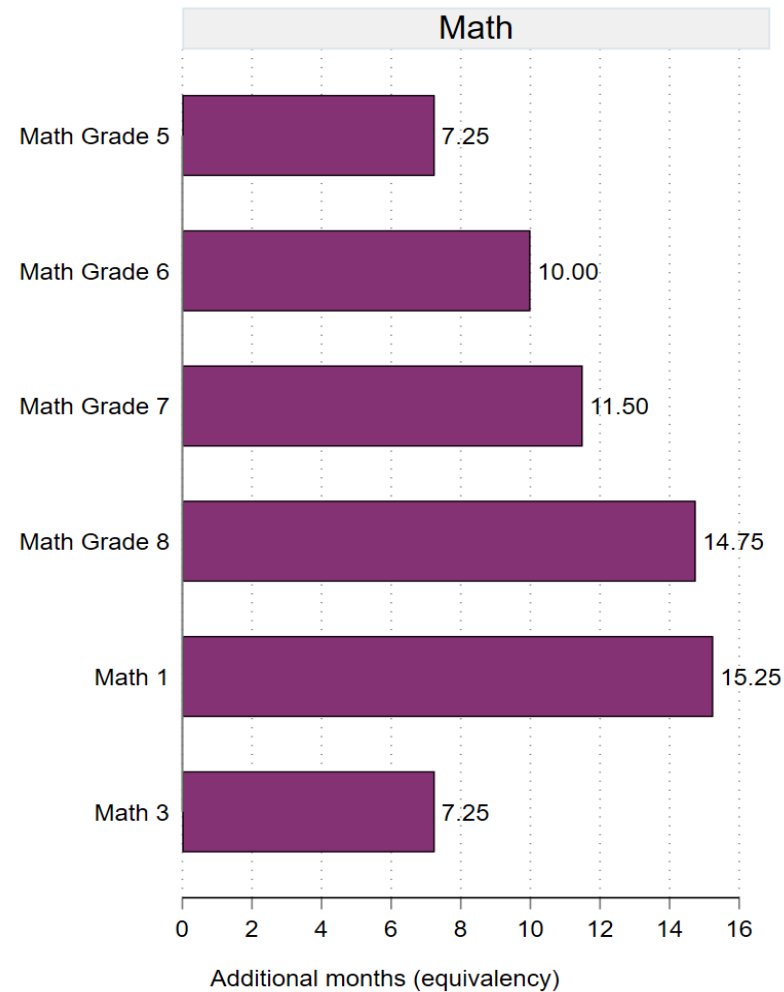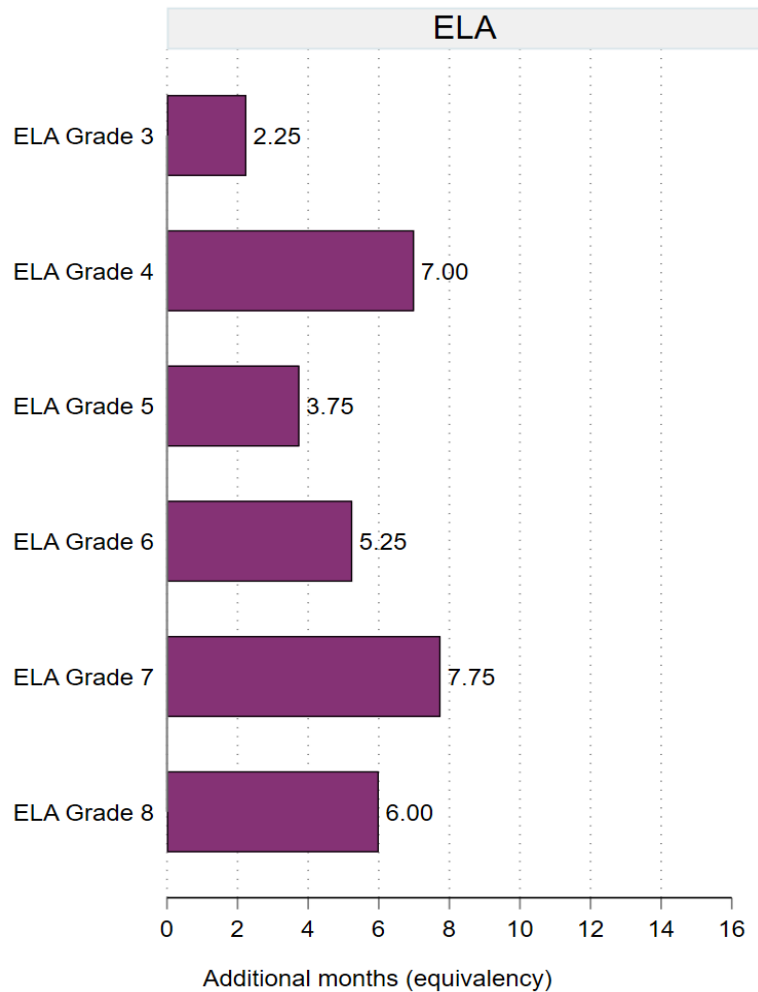# Statewide Summary of Effects

Requires understanding statistics and interpreting effect sizes (Kraft, 2020):

- < 0.05: small
- 0.05 to 0.20: medium
- > 0.20: large

How can we make this information understandable and actionable for the general public?

Statewide Summary of Months for Recovery

ELA

	Additional months (equivalency)
ELA Grade 3	2.25
ELA Grade 4	7.00
ELA Grade 5	3.75
ELA Grade 6	5.25
ELA Grade 7	7.75
ELA Grade 8	6.00

Math

	Additional months (equivalency)
Math Grade 5	7.25
Math Grade 6	10.00
Math Grade 7	11.50
Math Grade 8	14.75
Math 1	15.25
Math 3	7.25

Now that we know how much additional time is needed, what can we do to target resources and interventions to help students accelerate learning to get back on track?

State-level Plans for COVID 19 Recovery

Summer 2022-23

Learning Recovery & Acceleration Programs at State Level

Summer Bridge Academies ($40 Million)

WHO: LEAs & Charter Schools

WHAT: Jump Start Programs and Bridge Academies for grades K-12

HOW: Project Based Learning, Community Partnerships, Field Trips, Exposure to new school, "Success for School Sessions," Sneak-peak at next year's coursework

Career Accelerator Programs ($26 Million)

WHO: LEAs & Charter Schools

WHAT: Workforce-aligned programs with industry partners for students in grades 6-12

HOW: Partnerships with NCBCE, EverFi, DistrictC, Community Colleges, Workforce Development Boards, Chambers of Commerce, Industry Partners

2023-2024 Programs
Learning Recovery & Acceleration Programs at State Level

Math Enrichment Programs ($36 Million)

WHAT: To support public school units in addressing COVID-19 related needs during the instructional year, including through after-school and before-school programs that incorporate **supplemental** in-person instruction to address learning loss in math in **grades 4-8.**

Career Accelerator Programs ($36 Million)

WHAT: Workforce-aligned programs with industry partners for students in **Grades 6-12 through** Work-based learning opportunities, internships, pre-apprenticeships, earning Credentials of Value / Certifications, Career Development Plans

WHO: LEAs, Charters, Lab Schools

ARP ESSER III 20% Set-Aside

Local Educational Agency Use of Funds of 90% = $3.2 Billion

At least 20% of funds must be used to **address learning loss** through **evidence-based interventions** that respond to students' academic, social, and emotional needs.

Mandatory 20% Learning Loss Set-Aside = Approx. **$644,850,000**

[ARP Planning Allotments with 20% Breakdown](#)

ARP ESSER 20% Summer Convening

Using Data to Drive Local Recovery Practices and Plans July 12-15 on SAS Campus

- **Purpose**: Discuss best use of available data to understand learning recovery and acceleration programs that are most needed and highlight those that have best served students.

- **Participants**: District and charter leader teams. PSUs grouped into cohorts by ESSER III 20% Learning Loss Set-Aside. Invited for single day event.

- **Facilitators**: EVAAS Team at SAS and NCDPI Staff

ARP Convening Agenda

Research on Impact of the Pandemic: Next Steps

$1M in ESSER III for Research

S.L. 2021-180 Section 7.27. Provides (a)(6) **$1,000,000** to contract with one or more external research partners pursuant to subdivision (4) of Section 5A of S.L. 2021-1, as enacted by Section 1.2 of S.L. 2021-3, to assess the impact of COVID-19 on public school units (pg. 75).

OLR Research Partners

$550K to EVAAS Team at SAS to do "Recovery Analysis of COVID-19 on Public School Units, Students and Families"

- Assess student performance by comparing students' pre-pandemic expected performance with their post-pandemic actual performance in the 2021-22 school year.

- Assess both COVID-19 impact and recovery trends through a multi-level mixed model.

OLR Research Partners

$450K to partner with [Proving Ground at Center for Education Policy Research (CEPR) at Harvard](#) to establish a recovery research network with 5-8 PSUs from around the state.

- Anchored by rigorous piloting and testing of interventions

- Connected to a national network of districts engaging in similar work and leverages pooled results where possible

- Includes a unique web application to support districts' sustained use of the tools and methods after the engagement ends

OLR Research Partners

New Partnership with NC Collaboratory

- COVID-19 Learning Impact Program 2022

- Leverage $6M in ARPA funds to understand learning loss across the state

- NCDPI Research Priorities: Longitudinal Impact of the Pandemic; 10% ESSER III State Reserve (approx. $350M); 90% Local use of Federal ESSER (approx. $3.5B)

OLR Research Partners

NC Collaboratory Timeline

[Request for Proposals](): Addressing the Impact of COVID-19 on Student Learning in North Carolina.

Important Dates

• Application deadline: Aug. 31, 2022

• Award announcements: On or before Oct. 1, 2022

• Earliest project start date: Oct. 1, 2022

• Latest project end date: Oct. 31, 2024

Excellence in Public Schools Act 2021

End-of-Year diagnostic reading data show that North Carolina's K-3 students are growing faster than the rest of the nation.

	BOY- % proficient NC 2021-22	BOY - % proficient nation 2021-22	EOY - % proficient NC 2021-22	EOY - % proficient nation 2021-22
Kindergarten	27%	36%	67%	60%
1st grade	38%	45%	63%	62%

*previous slide used in committee on August 1, 2022 stated highlighted sections were 2018/19 school year

Local Contracts

- Local boards are required to be in compliance with State law and Federal Uniform Grant Guidance related to contracts.

- Local boards of education develop and approve their own contract policy

- These policies define the dollar threshold of authority for signatory, e.g. A local superintendent may enter into a contract up to $XXX, and above this amount local board approval is required.

- The local education agency determines the contractor and is responsible for managing the contract in compliance with the policies and laws.

Q&A

Thank you for your time and interest.