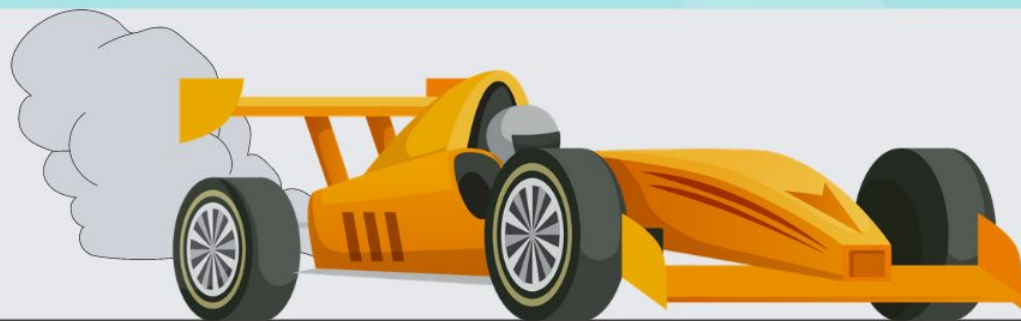


# **INDIANA'S** **ACCELERATED** **LEARNING PLAN**



# TABLE OF CONTENTS

- Introduction
- Research Models for Community Organizations
- Evaluating Performance and Planning Learning Supports
- Funding and Collaboration Opportunities
- Supporting Communities and Students
- Student Recovery and Learning Program (HB 1008)
- Extensions for Post-Secondary and Early Childhood
- Logistics and Other Considerations

# WHAT IS **ACCELERATED** LEARNING?

## **What:**

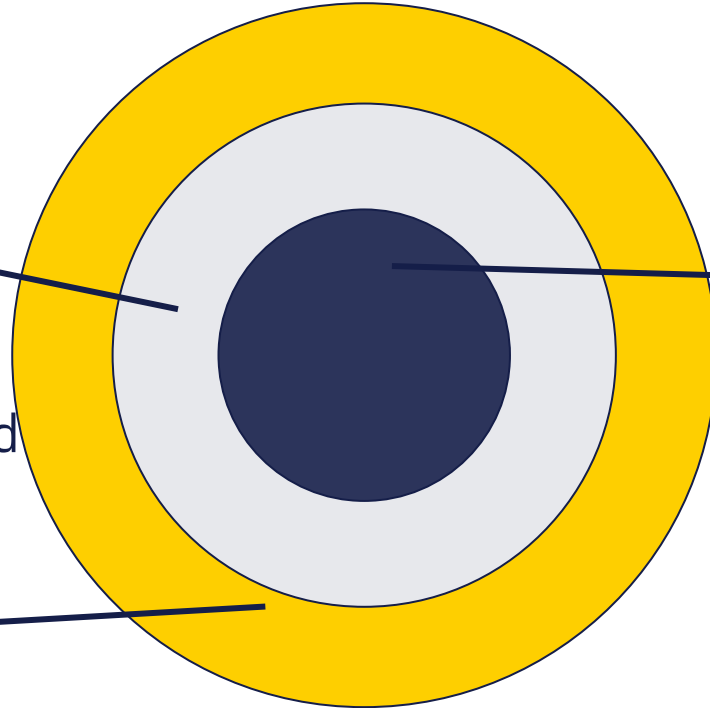
Student Learning

## **Why:**

Serving students with quality instruction

## **How:**

Methods, strategies and considerations shared today



## CONSIDERATIONS



There is no silver bullet.



Be fiscally responsible.



Consider external partners.

# *RESEARCH MODELS FOR COMMUNITY ORGANIZATIONS*

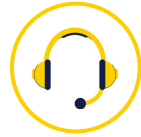
**Dr. Eimear Towler**

Research & Innovation Senior Specialist

# MODEL 1: MARION COUNTY INITIATIVE



- Summer learning initiative director



- Leverages existing infrastructure



- Partnerships with school districts



- Pre-and post-assessments



- Five weeks with an additional week of staff training

## MODEL 2: COMMUNITY SCHOOLS



- School-site leadership team



- Dedicated community school coordinator



- Sustainable System



- Diverse opportunities

## MODEL 3: TUTORING AND ASSISTANCE



- Schools can assist students in identifying needs and areas of support based on student learning
- Students may request one-on-one or small group assistance.



- Meetings are divided in half



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# ***EVALUATING PERFORMANCE & PLANNING LEARNING SUPPORTS***

**Lynn Schemel**

Director of Assessment

**Robin LeClaire**

Director of Elementary and Early Learning

# *ASSESSMENT PLANNING WORKSHEET*

- Provides guidance to:
  - Support identification of learning needs and progress monitoring;
  - Leverage spring assessment data to design instructional plans for summer 2021; and
  - Accelerate learning for the 2021-2022 school year.

# ASSESSMENT PLANNING WORKSHEET

## Assessment Planning Worksheet

- Be reflective about current student data and determine which students are at the greatest need for additional learning support;
- Ask your school/district partners if data sharing agreements are available ;
- Design learning opportunities;
- Consider available resources;
- Incorporate progress monitoring for the summer;
- Influence fall instruction.

Accelerated Learning: Summer Assessment Planning Guide (Steps 1 - 5)					
School Name				Total No. Students:	
District Name				Total No. Staff:	
<b>#1 What data do we have?</b> <i>Can we use the data for student performance and learning progression?</i>					
Assessments	Available Data	Guiding Questions	Clarifying Details/Action Steps		
IEAD-3		Which students in grade 2-8 have not achieved reading proficiency? Which students in grade 2-8 have not achieved content-area proficiency? Which students have not achieved reading proficiency (Lack mastery)?			
LEARN		Which students with significant cognitive disabilities have not achieved content-area proficiency for content connectors?			
LAM					
STEP		Which students have not achieved proficiency?			
LEAP		Which students need extra support to stay above the cutoff?			
PSA/TAB/SSOT		Which students are not on track for college-and-career readiness?			
INVEST/MSAP		Which students have not achieved proficiency?			
Florida's Assessment		Which students have not achieved proficiency?			
Standards		Which students have not achieved proficiency?			
Project Assessment		Which students have not achieved proficiency?			
Florida's Data		Which students have not achieved proficiency?			
Subgroup's Data		Which students have not achieved proficiency?			
Classroom		Which students have not achieved proficiency?			
Florida's Pinnell		Which students need additional support?			
Response to Intervention (RTI)		Which students need additional support?			
Other					
<b>#2 Where is our focus?</b> <i>How many areas can we support?</i>					
<b>a. Content Areas</b>		<b>Key Area</b>	<b>Guiding Questions or Prompts</b>	<b>Clarifying Details/Action Steps</b>	
Reading			Do there are content area where our students need most support which should be our focus?		
Writing					
Math					
<b>b. Subgroups</b>		<b>Key Area</b>	<b>Guiding Questions or Prompts</b>	<b>Clarifying Details/Action Steps</b>	
English Learners			Are there populations where we do not have data to identify students? Are there populations that need school support where they may not receive home		
Special Education					
Transient/Immigrant					

# ACTIVITIES TO SUPPORT STUDENT LEARNING

## Reading

- Independent Reading
- Word games and puzzles to build vocabulary
- Illustrating what is read to display comprehension
- Foundational skills practice including building word
- Identifying theme or cause/effect from movies, books, songs, shows

## Writing

- Writing journals, plays and skits
- Writing sentences with missing words (Cloze)
- Writing word families and nonsense words
- Written response to songs, visual art, and TV shows
- Write directions to games, physical activities, and recipes

## STEM

- Coding clubs
- Typing Clubs
- Robotics activities
- Legos and building activities
- Experiments and scientific method
- [Weekly Challenges](#)

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# ***FUNDING AND COLLABORATION OPPORTUNITIES***

**Cole Dietrich**

Director of Title Grants and Support

**Christen Peterson**

21st CCLC Grants Specialist

# FUNDING AND COLLABORATION

- Summer School Program
- CARES Act
- ESSER II
- ESSER III (Coming Soon)
  - *Required 20% LEA set-aside that includes summer learning, afterschool, accelerated learning, etc.*
- IDEA Part B and Medicaid
- Title Grants and Support
- Indiana Afterschool Network-Funding Resources

# COLLABORATION

- Connect with your local 21st Century Community Learning Centers
- Engage with community based organizations
- Partner with local school districts, charter schools, and non-public school
- Summer Implementation Guide





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# ***SUPPORTING COMMUNITIES AND STUDENTS***

## **Christy Berger**

Director of Social Emotional & Behavioral Wellness

## **Adam Pitt**

Director of English Learners & Migrant Education Programs

## **Dr. Nancy Holsapple**

Director of Special Education

## WHOLE CHILD TEACHING

**31%**

**OF FOSTER YOUTH  
LOST ACADEMIC  
AND SECONDARY  
SUPPORT DURING  
THE PANDEMIC**

**CHILDREN LIVING  
IN POVERTY  
INCREASED  
15.2%**

**25.9%**  
**OF HOOSIER HIGH  
SCHOOL STUDENTS  
DID NOT FEEL SAFE  
AT SCHOOL**

**2X**  
**ABSENTEEISM  
RATE DOUBLED  
FROM FALL 2019  
TO FALL 2020**

**PRIOR TO COVID,  
ALMOST ONE THIRD OF  
HOOSIER STUDENTS IN  
GRADES 6 THROUGH  
12 REPORTED FEELING  
SAD OR HOPELESS FOR  
TWO OR MORE WEEKS  
IN A ROW**

Source [IYI Kids Count Data Book 2021](#)

# *WHOLE CHILD TEACHING*

**WELLNESS**

**COMMUNITY  
SUPPORTS**

**SOCIAL-  
EMOTIONAL  
LEARNING**

**SENSE OF  
BELONGING**

**YOUTH  
VOICE**

## *IMPORTANT LINKS FOR SEL RESOURCES*

- [COVID-19 Learning Resources](#)
- [Middle School Academic Alignment](#)
- [SEL Bibliotherapy](#)
- [Science of Happiness for 6-12 students](#)
- [Change The Frequency At Home Supports](#)

# SUPPORT FOR ENGLISH LEARNERS (EL)

## Inclusion of ELs

- Promotion and tailoring of activities and opportunities to be inclusive of ELs and families
  - Translation & Interpretation; Native language support
  - Cultural responsiveness
- Instructional activities with opportunities for engagement and language development (i.e. interactive language-focused activities)

## Partnerships with Schools

- Collaboration to determine need and inclusive methods is key
- Possible supports for EL and family education:
  - After school tutoring
  - Adult English courses
  - SEL/Wellness
  - Immigrant youth organizations
  - Cultural heritage organizations

# ***SPECIAL EDUCATION SUPPORT***

- ❖ **FERPA**- (*Family Educational Rights and Privacy Act*) make sure there is an agreement between the school and organization to share student information and the organization agrees to keep it confidential.
- ❖ With parental consent schools may share information within a child's **IEP** (Individualized Education Program) or **504** in order to best meet the child's needs.
- ❖ Organizations cannot discriminate based on a child's disability or 504 plan.

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# ***STUDENT RECOVERY & LEARNING PROGRAM (HB 1008)***

**Jason Callahan**

Assistant Secretary of Student Pathways  
& Opportunities

## ***PROGRAM OVERVIEW***

- \$150M to support Student Learning Recovery
- Grants for up to two years (through June 30, 2023)
- Eligible entities include:
  - Community based organizations;
  - Philanthropic organizations;
  - Institutions of higher education;
  - Prospective, current, and retired teachers; and
  - School corporations, charter schools, and accredited non public school.

Partnerships among eligible entities are strongly encouraged.

# PROGRAM OBJECTIVES

- Targeted interventions for students who **have experienced learning loss** or fallen behind due to COVID-19.
- Specific objectives for each grant recipient. May include:

## EARLY LITERACY

Focus on primary literacy for students in grades K-3.

Research-based literacy programs & curriculum

## MATHEMATICS

Must include standards-aligned math interventions.

May include foundational skill development.

## COLLEGE & CAREER READINESS

Help students catch up or stay on track to achieve their postsecondary aspirations

SAT/ACT Preparation & career guidance or mentorship

## ***TIMELINE & CONSIDERATIONS***

- Grant overview will be posted April 23
- Two week submission window
  - Begin planning and coordinating to develop a proposal now
  - Eligible entities interested in the grant program should register as a vendor with the state
- Goal is to award grants no later than May 19

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# ***EXTENSIONS FOR POST-SECONDARY AND EARLY CHILDHOOD***

## **Jason Callahan**

Assistant Secretary of Student Pathways and  
Opportunities

## **Robin LeClaire**

Director of Elementary & Early Learning

# *EARNING COLLEGE CREDIT*

**64%**  
**OF THE CLASS OF  
2018 EARNED  
COLLEGE CREDIT IN  
HIGH SCHOOL**

**IN 2016, OUT OF THE  
11.6 MILLION JOBS  
CREATED IN THE POST  
RECESSION ECONOMY,  
11.5 MILLION WENT  
TO WORKERS WITH AT  
LEAST SOME  
EDUCATION**

**94%**  
**OF STUDENTS WHO  
EARN THE INDIANA  
COLLEGE CORE GO  
ON TO ENROLL IN  
COLLEGE**

**THE INDIANA  
COLLEGE CORE  
OFFERS  
SIGNIFICANT COST  
SAVINGS FOR  
FAMILIES**

**ACHIEVEMENT GAP IN  
EARNING COLLEGE  
CREDIT IN HIGH  
SCHOOL CONTINUES  
TO GROW**

Source [CHE Early College Report](#)  
[America's Divided Recovery](#)

# POST-SECONDARY EXTENSIONS



## Career & Technical

- Identify students who are close to earning industry recognized certifications, technical certifications, and certificate of graduation.
- Identify students who still require assessments and/or apprenticeships for certification and licensure
- Identify Work-Based Apprenticeships, Internship and Externship Opportunities.

## Post-Secondary Credentials

- Identify students who are close to earning the Indiana College Core
- Partner with Higher Education and/or Community Partners to provide tutoring for college readiness assessments.

## Partnerships & Funding

- Leverage ESSER Funding to provide dual credit and/or dual enrollment
- Engage Higher Education partners to provide dual credit and/or dual enrollment
- Engage in LEA consortiums to increase access to dual credit and dual enrollment.



# Kickstarting Kindergarten

**Three  
weeks**

**Four hours  
per day**

**Teach  
student role  
literacy and  
numeracy**

**Located  
in school  
child will  
attend**

**Transportation**

**Snack or  
meal**

**Family  
activities**

**Pre- and  
Post- Data**

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# ***LOGISTICS & OTHER CONSIDERATIONS***

**Marcia Yurczyk**

School & Community Nutrition Assistant Director

**Mike LaRocco**

Director of School Transportation

**Jolene Bracale**

Student Health Services Specialist

## ***NUTRITION CONSIDERATIONS***

USDA pandemic waivers allow all children 18 and younger to eat for free at approved meal sites through the end of summer.

Up to two meals (normally breakfast and lunch) may be served using one of the two programs below:

- ❑ **Summer Food Service Program (SFSP)**
- OR
- ❑ **Seamless Summer Option (SSO)**

## ***NUTRITION CONSIDERATIONS***

**Easiest way to get meals:** Schools, private nonprofit organizations, and city governments may become a site under an existing sponsor or apply for sponsorship.

**Important Deadline:** Applications for new sponsoring organizations are due to IDOE Summer Food Service Office no later than **April 30**. Since that deadline is approaching quickly, please start communicating with us now.

# ***NUTRITION CONSIDERATIONS***



## **Meal sites have several requirements:**

- Follow established USDA meal patterns;
- Meet all USDA recordkeeping requirements;
- Be pre-approved in advance of start date; and
- Meet all sponsorship and training requirements.

Reimbursement is paid only on actual meals served and funds may only be used for allowable expenditures within a dedicated non profit food service account.

# ***NUTRITION CONSIDERATIONS***

## **Where to start:**

- Easiest and fastest solution is to contact the local school corporation and ask to be a site under their sponsorship, if they are an approved sponsor
- Review SFSP program eligibility requirements at:
  - [Learn More about SFSP \(How to Apply\) | IDOE \(in.gov\)](#)
  - **Email us:** [SummerMeals@doe.in.gov](mailto:SummerMeals@doe.in.gov)

# *TRANSPORTATION CONSIDERATIONS*

## **Scheduling:**

- Students designated for the accelerated learning program need to be identified.
  - That information should be given to transportation as early as possible—recommend at least one month in advance, particularly for any students that have specific needs related to transportation (e.g. wheelchair students, aides on the bus, McKinney-Vento, ESSA, etc.).



# HEALTH CONSIDERATIONS

## Mitigation Strategies:

- Wearing Masks
- Social Distancing
- Handwashing
- Increasing Ventilation
- Staying Home if Sick

### Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission

#### Background

When a novel virus with pandemic potential emerges, nonpharmaceutical interventions, which will be called community mitigation strategies in this document, often are the most readily available interventions to help slow transmission of the virus in communities. Community mitigation is a set of actions that persons and communities can take to help slow the spread of respiratory virus infections. Community mitigation is especially important before a vaccine or drug becomes widely available.

The following is a framework for actions which local and state health departments can recommend in their community to both prepare for and mitigate community transmission of COVID-19 in the United States. Selection and implementation of these actions should be guided by the local characteristics of disease transmission, demographics, and public health and healthcare system capacity.

#### Goals

The goals for using mitigation strategies in communities with local COVID-19 transmission are to slow the transmission of disease and in particular to protect:

- Individuals at increased risk for severe illness, including older adults and persons of any age with underlying health conditions (See Appendix A)
- The healthcare and critical infrastructure workforces

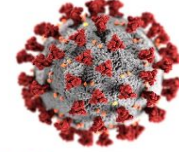
These approaches are used to minimize morbidity and mortality and the social and economic impacts of COVID-19. Individuals, communities, businesses, and healthcare organizations are all part of a community mitigation strategy. These strategies should be implemented to prepare for and when there is evidence of community transmission. Signs of ongoing community transmission may include detection of confirmed cases of COVID-19 with no epidemiologic link to travelers or known cases, or more than three generations of transmission.

Implementation is based on:

- Emphasizing individual responsibility for implementing recommended personal-level actions
- Empowering businesses, schools, and community organizations to implement recommended actions, particularly in ways that protect persons at increased risk of severe illness
- Focusing on settings that provide critical infrastructure or services to individuals at increased risk of severe illness
- Minimizing disruptions to daily life to the extent possible



01284-010001



#### Guiding principles

- Each community is unique, and appropriate mitigation strategies will vary based on the level of community transmission, characteristics of the community and their populations, and the local capacity to implement strategies (Table 1).
- Consider all aspects of a community that might be impacted, including populations most vulnerable to severe illness and those that may be more impacted socially or economically, and select appropriate actions.
- Mitigation strategies can be scaled up or down depending on the evolving local situation.
- When developing mitigation plans, communities should identify ways to ensure the safety and social well-being of groups that may be especially impacted by mitigation strategies, including individuals at increased risk for severe illness.
- Activation of community emergency plans is critical for the implementation of mitigation strategies. These plans may provide additional authorities and coordination needed for interventions to be implemented (Table 2).
- Activities in Table 2 may be implemented at any time regardless of the level of community transmission based on guidance from local and state health officials.
- The level of activities implemented may vary across the settings described in Table 2 (e.g., they may be at a minimal/moderate level for one setting and at a substantial level for another setting in order to meet community response needs).
- Depending on the level of community spread, local and state public health departments may need to implement mitigation strategies for public health functions to identify cases and conduct contact tracing (Table 3). When applied, community mitigation efforts may help facilitate public health activities like contact tracing.

For more information: [www.cdc.gov/COVID19](http://www.cdc.gov/COVID19)

# *HEALTH CONSIDERATIONS*

## **Staff Requirements:**

- Assess and send home youth and youth workers - encourage testing
- Organizations should track and report positive cases to their local health department
- Local health department can assist with guidance

# HEALTH CONSIDERATIONS

## Resources:

- Local Health Department
- Indiana Department of Health
  - Back to School Website - <https://www.coronavirus.in.gov/2400.htm>
  - Back to School Mailbox - [backtoschool@isdh.in.gov](mailto:backtoschool@isdh.in.gov)

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## DATA CONSIDERATIONS

- One of the statutory requirements likely to be included in the final language governing the use of funds will be metrics.
- Applicants should prepare data systems and processes in order to report information to IDOE.



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***THANK YOU!***