

Panel Discussion: EIR Grantees Serving High-Need Students

August 31, 2022



WELCOME AND INTRODUCTIONS



Concetta Lewis



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Resolute Educational Solutions



Grantee Panelists



Jodi Asbell-Clarke
TERC,
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Future Forward
Literacy



Stephen Uzzo
New York Hall of
Science,
Playground Physics



Sherry Barr
Center for Supportive
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Dr. Bernadine Futrell



Dr. Bernadine Futrell
OESE Deputy Assistant Secretary for
Equity and Discretionary Grants
and Support Services



DISCUSSION OBJECTIVES

- Understand issues with trying to innovate and scale when serving high-need students
- Identify challenges across projects using different methods to serve a variety of students
- Identify successful strategies used when working with high-need students and if/how they are different from working with all students



AGENDA

Time	Activity
11:00	Welcome and Introductions
11:05	Opening Comments
11:10	Objectives and Overview
11:15	Panel Discussion and Q&A
11:55	Resources



What do we mean by “High-need”?

- Each grantee defines ‘high-need students’ in their own context
- Can be defined at the individual student level, or more broadly as attending a school or district with a high percentage of high-need students
- Often a combination of needs or statuses



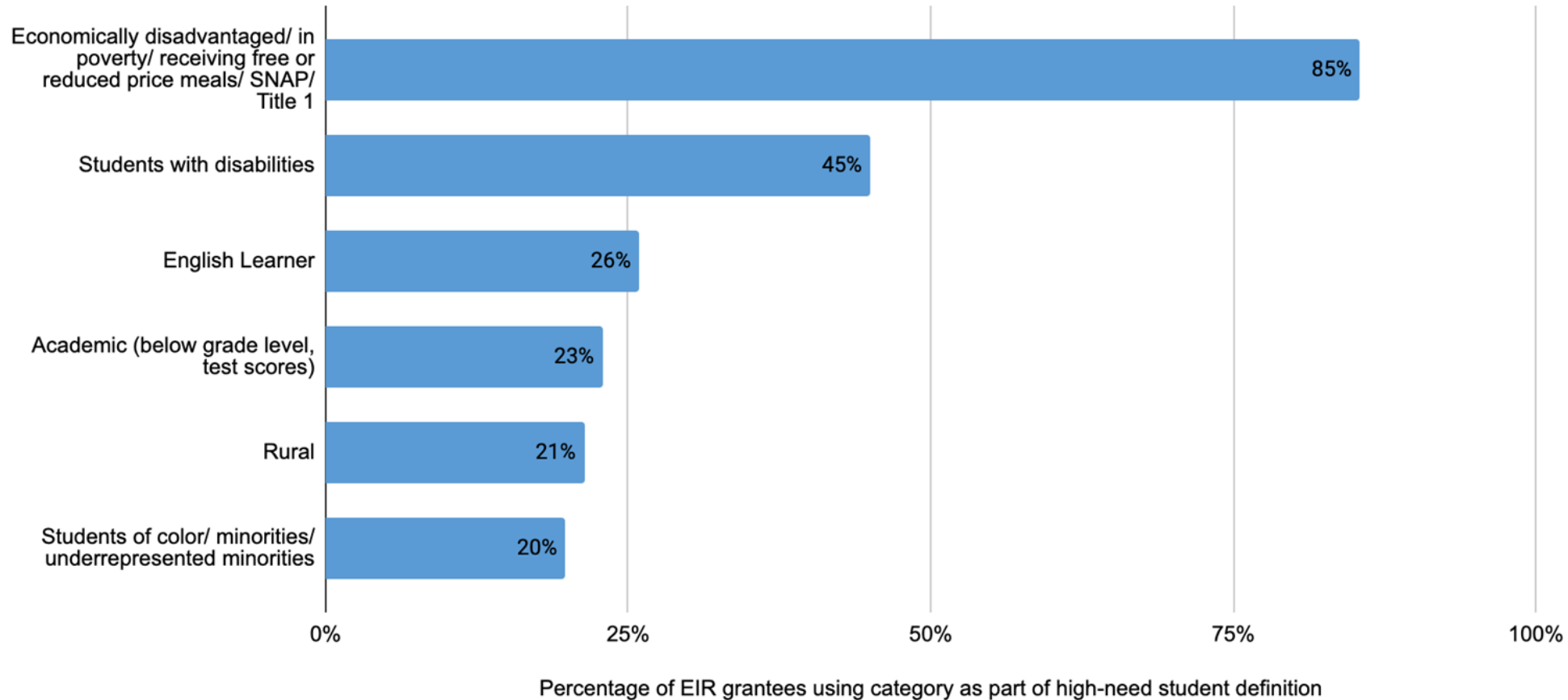
What do we mean by “High-need”? (con’t)

In general, high-need students are at risk of failure or otherwise in need of special assistance and support

- living in poverty
- below grade level
- homeless
- have a disability
- incarcerated
- underrepresented
- high discipline referral
- Covid-related learning loss
- rural
- high absenteeism
- in foster care
- English learner
- migrant
- BIPOC
- first generation



How do EIR grantees define high-need?



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 the high-need student population you are serving?
- ☐ Are there any resources or tools that helped inform the approach you are taking to serve high-need students?
- ☐ How might your program work in other settings or with other students?
- ☐ What successes have you had in working with the high-need student groups identified in your proposal?
- ☐ How have you addressed any challenges serving and meeting the needs of high-need students?



Kate Bauer-Jones

Future Forward Literacy



Future Forward's two-part model directly addresses student needs.

One-on-One Tutoring

- ❖ During the school day
- ❖ Three 30-minute sessions weekly
- ❖ **Intensively-trained** paid, professional tutors building caring relationships with every child
- ❖ Structured lessons **individually customized** to each student's specific needs
- ❖ Each Future Forward location has:
 - Qualified Instructional Coordinator
 - Family Engagement Coordinator
 - Dedicated staffing, space, and learning resources

Family Engagement

- ❖ Regular, **consistent outreach and engagement** including monthly phone calls, texts, email exchanges, and at least two home visits per school year
- ❖ **Family events** monthly to help increase skills to support academic success
- ❖ Individualized strategies supporting different elements of **students' daily experience** increase program impact
- ❖ **Trusting relationships** between schools and families
- ❖ **Collaboration** between families and schools by regularly bringing families to the school building

Future Forward has a significant track record of success.

Recent randomized control trials show:

- ❖ **Reading:** **6 times** more likely to reach grade-level reading benchmarks
- ❖ **Attendance:** **27% reduction** in chronic absenteeism
- ❖ **Evidence-Based:** Proven **significantly effective** and meets the “**strong evidence definitions**” laid out in ESSA
- ❖ **Validity:** **Highest possible rating** from Department of Education's Institute of Education Sciences (“Statistically significant positive effects found”)



MEETS WWC
STANDARDS
WITHOUT
RESERVATIONS



AT LEAST ONE
STATISTICALLY
SIGNIFICANT
POSITIVE FINDING



AT LEAST ONE
FINDING SHOWS
STRONG EVIDENCE
OF EFFECTIVENESS

And a five-year longitudinal follow-up study shows:

- ❖ **Lasting effects on reading:** **6 months ahead** of business as usual peers
- ❖ **Special Education:** Students **less likely to be placed into special education**

Sherry Barr

Center for Supportive Schools





CENTER FOR SUPPORTIVE SCHOOLS

EIR Panel -

Discussion with EIR Grantees Serving High- Needs Students

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August 31, 2022



Project Overviews

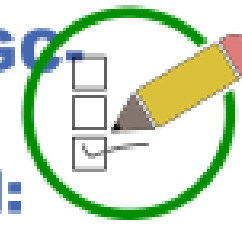
Intervention Name	Intervention Overview	Project Setting	Type/Mode	Target Dosage	Project Status
Peer Group Connection - High School (PGC-HS) (I3, 2015)	Cross-age peer-to-peer group mentoring program to facilitate 9th grade students' transition to high school	High schools in rural communities in NC	8th grade students provide curriculum-based, small group mentoring to 6th grade students	18 weekly 45-minute outreach sessions	Completed with positive impact evaluation results
Peer Group Connection - Middle School (PGC-MS) (EIR, 2017)	Cross-age peer-to-peer group mentoring program to facilitate 6th grade students' transition to middle school	Middle schools in rural communities in NC & urban communities NJ and MD	11th/12th grade students provide curriculum-based, small group mentoring to 9th grade students	18 weekly 45-minute outreach sessions	In progress
Achievement Mentoring (AM) (EIR, 2019)	One-to-one adult to student mentoring model to support 10th students' academic and social success	High schools in rural communities in North Carolina and urban communities in NJ, PA, MD, MA, NY	School-based adult mentors provide individual mentoring to 10th grade students	20 weekly 20-minute sessions + weekly teacher meeting	In progress



Highlights of Impact Evaluation Findings from PGC-HS Project



Students Who Were Randomly Assigned to PGC HS as Compared to Students Randomly Assigned to the Control Group, demonstrated:



- Fewer suspension incidents

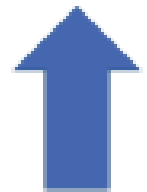


- Fewer disciplinary referrals

Behavioral Findings



- Greater school engagement



- Increased educational expectations

SEL/ Non-Cognitive Findings

Jenner, E., Lass, K., Walsh, S., Demby, H., Leger, R., Falk, G. (in press). Effects of Cross-Age Peer Mentoring Program Within a Randomized Controlled Trial. *Journal of Research on Educational Effectiveness*.



Students Who Participated in 14+ Sessions as Compared to Students Who Participated in Fewer Sessions, also demonstrated:



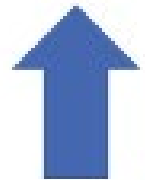
- Higher weighted grade point average

Academic Findings



- Greater peer support for doing well in school

**SEL/
Non-Cognitive Findings**



- Stronger decision-making skills



Jodi Asbell-Clarke

TERC, project INFACT

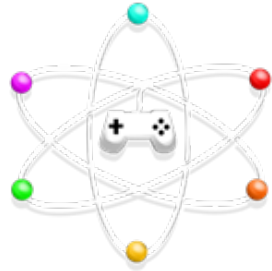


INFACT

Including **N**eurodiversity in **F**oundational
and **A**ppplied **C**omputational **T**hinking

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FUN ATOMIC
EDUCATIONAL GAME STUDIO

TERC

Because math and
science build futures



CREATIVE TECHNOLOGY
RESEARCH LAB

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA



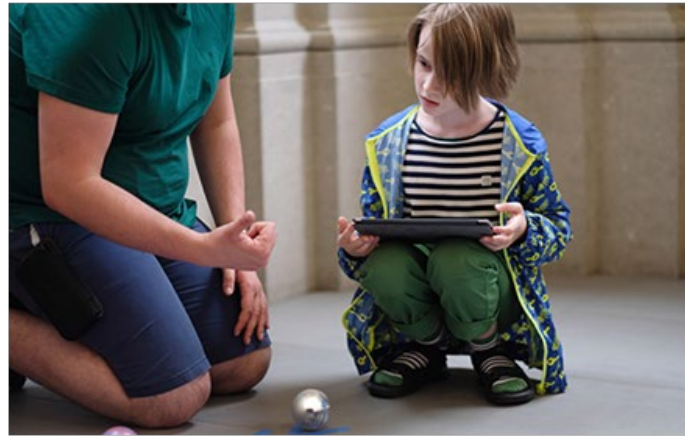
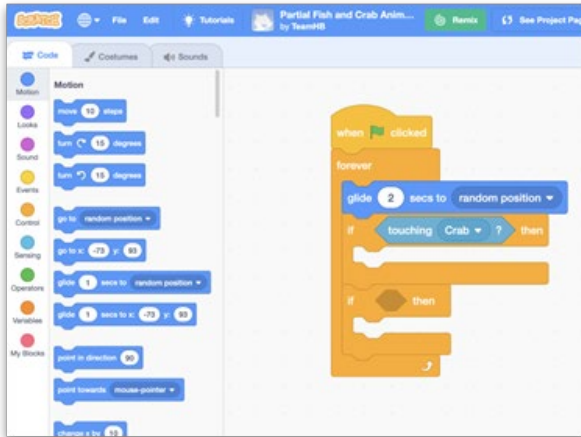
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Knology

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MARYLAND

FableVision
STUDIOS

INFACT Activities



...through activity
sequences...

Intro to CT

Clear Commands

Conditional Logic

Repeat Loops

Variables

Functions


INFACT Portal




Forgot your password? Educator, [click here](#). Student, ask your teacher.

Total Estimated Time: ~ 75 minutes

Activation




Get learners excited to begin a series of activities related to **IF-THEN** conditional statements by playing a game in which players must obey the leader's instructions IF stated conditions are true. (~ 10 minutes; Offline; Group/Class)

- [CL_1_What IF Game.pdf](#)
 - Optional: [Conditional Logic Word Cards](#) (See [Overview and Support Materials: Word Cards](#).)

What IF Game

Time Estimate:
~ 15 minutes



Get learners excited to begin a series of activities related to **IF-THEN** conditional statements by creating their own unique Zoombini based on a series of **IF-THEN** conditionals. (15-25 minutes; Offline OR Online; Individual)

- [CL_1_Make Your Own Zoombini.pdf](#)
 - [CL_1_Make Your Own Zoombini_Activity Sheet](#) (PDF; [Google Slides](#))
 - Optional: [CL_1_Make Your Own Zoombini_Zoombini Photo Gallery.pdf](#) (from the **Clear Commands** sequence)
 - Optional: [Conditional Logic Word Cards](#) (See [Overview and Support Materials: Word Cards](#).)

Make Your Own Zoombini

Time Estimate:
~ 15 minutes

Foundational

Applied

Wrap-Up

Digital EF Scaffolds



- Zoombinis is a series of logic puzzles that require learners to decompose a problem and find solutions using conditional and algorithmic thinking.
- Scaffolds include:
 - graphical organizers that help learners keep track of the information they gather during the puzzle solving
 - a flashlight tool that highlights salient information on the screen
 - expression tool that supports students' metacognition

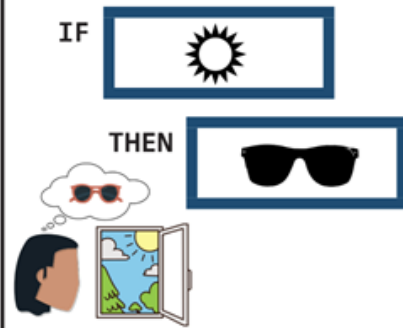
*These tools do not help with the logic to solve the puzzle, just with the attention and working memory needed to persist with the puzzles productively.

Other EF Scaffolds

conditional logic

A way to decide what happens **IF** something is **TRUE** or **FALSE**

Example:



I Can:

- ☐ I can identify a repeat loop.
- ☐ I can identify a nested repeat loop.
- ☐ I can create a set of commands with a repeat loop.
- ☐ I can create a set of commands with a nested repeat loop.



Set Up for Success

- Model gameplay before having learners play or allow learners to watch another pair/small team for the first several rounds of the activity before trying it on their own.
- Suggest an additional learner join each pair or team to be a “troubleshooter.” This learner can see both the pre-assembled structure and the loose pieces. They can provide “hints” when needed and/or provide guidance for how to give and/or ask clarifying questions (without giving too much away!).
- Use the Key Terms list to identify **Word Cards** for learners who may need additional support with vocabulary in the activity.



Decide whether you will incorporate the **Picture Cards** into the activity for some or all learners.

- The **Picture Cards** may work well for learners with language challenges, spatial strengths, and/or a preference for giving or receiving instructions visually. These cards may make the game easier for some learners and harder for others.

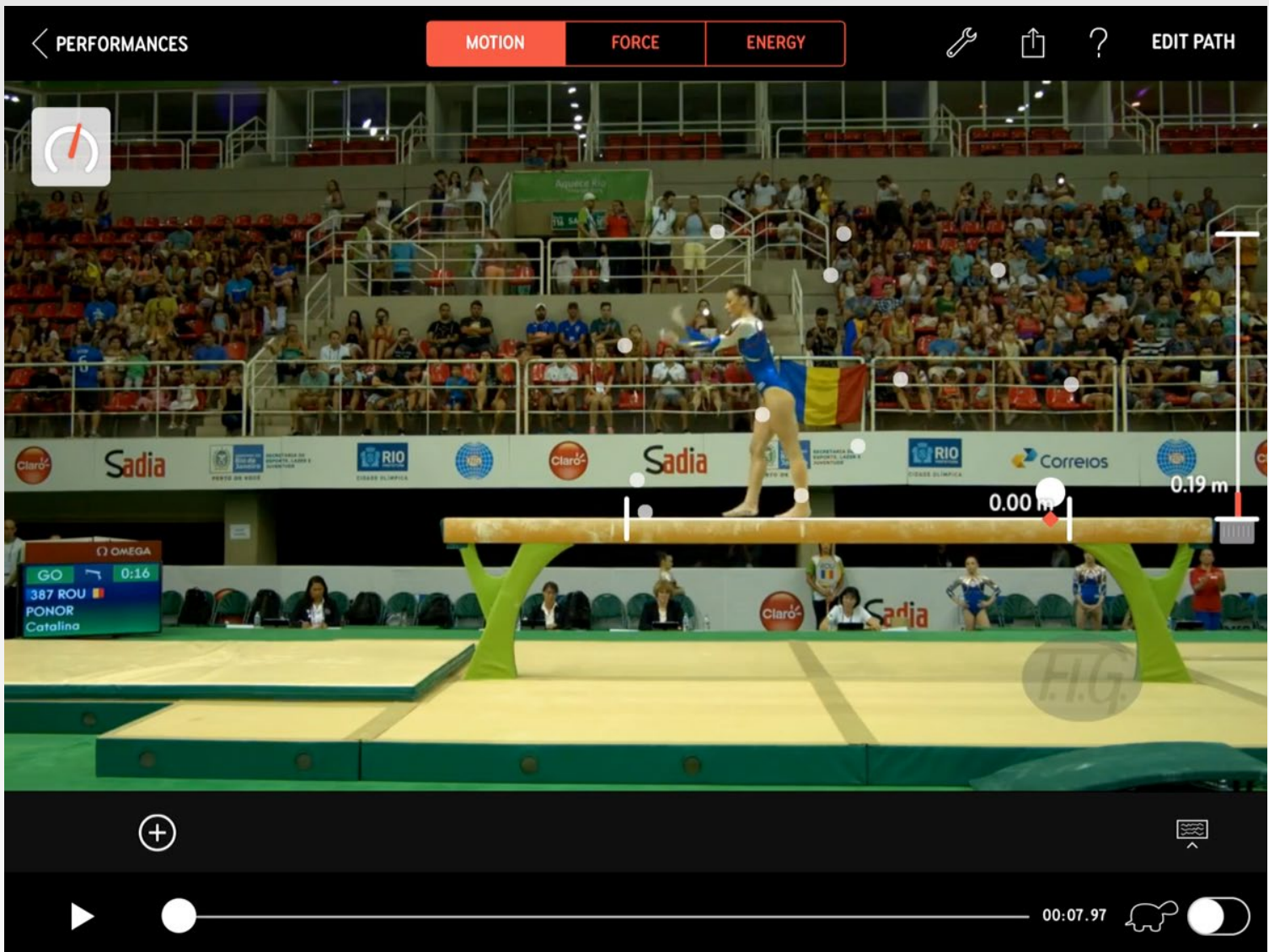
Stephen Uzzo

New York Hall of Science

Playground Physics



Playground Physics



New York Hall of Science



Pandemic “Silver Lining”

- Flexibility in the kinds and timing of support for teachers and ability to leverage coaching and mentorship for successful implementation.
- Digital interventions must be platform agnostic, highly available, and with adequate support and preparation.
- Recognize the value of embodied learning and adaptiveness to open-ended learning settings.



New York Hall of Science



QUESTIONS?



RESOURCES

- U.S. Department of Education EIR Program – EIR@ed.gov
- 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/>



RESOURCES - Final reports with positive and significant findings

- English learners
 - Pathway to Academic Success: Scaling Up a Text-Based Analytical Writing Intervention for Latinos and English Learners in Secondary School
 - WWC Report
- Students with disabilities
 - Redesigning Secondary Courses to Improve Academic Outcomes for Adolescents with Disabilities and Other Underperforming Adolescents
 - WWC Report
 - HEROES: Helping Early Readers Obtain Excellence in Special Education
 - WWC Report



THANK YOU!

