



Meeting the Needs of Highly Impacted Student Populations: Supporting Evidence



In April 2021, as part of a national convening hosted by the US Department of Education, NCSI was asked to identify key considerations for learning acceleration and recovery as part of enrichment efforts this summer and beyond. Four big concepts were identified by NCSI and then discussed by interested participants. Below are the big ideas as well as the research that substantiates their relevance.

MEETING STUDENT NEEDS: DRILLING DEEPER INTO THE BIG IDEAS

Harness community systems and family leadership

- Focus on enrichment for collective impact that leverages education along with Community will and resources.
- Think holistically. This is an opportunity to expand Community partnerships.
- Lean on community partners who have existing infrastructure; and listen to families to inform what would work best for them.

Focus on peer interactions

- Plan for social emotional and academic needs in ways that are supported by research and that center student to student connections.
- Be intentional about inclusion... create heterogeneous settings for mixed student groups.
- Think about Extended School Year (ESY) decision-making. Be thoughtful about data/rationale, plus inclusion implications.

Remember kids receive multiple support services

- Consider that EL kids are also SWD and who may also be homeless and/or experiencing poverty, for example.
- Plan for alignment across funding streams. Prioritize wraparound services. Plan for cultural and linguistic responsiveness.
- Don't silo enrichment activities into separate buckets which result in redundancy, competition, and segregation.

Be systemic about building capacity

- Don't spend the funds all at once. Plan for this summer and at the same time strategically allocate resources for the next four years.
- Be purposeful in increasing educator capacity for data literacy and evidence-based practices.
- Plan for differentiation to meet individual and student group needs.

SUPPORTING RESOURCES

Harness Community Systems and Family Leadership

English Language Learners

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Students with Disabilities

- Cohen, R., Linker, J. A., & Stutts, L. (2006). Working together: Lessons learned from school, family, and community collaboration. *Psychology in the Schools, 43*(4), 419–428. <https://doi.org/10.1002/pits.20156>
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Students Experiencing Homelessness and Low-Income Students

- Chow, K. A. (2015). Against all odds: Examining how parents and teachers help homeless students stay on track academically. *Dissertation Abstracts International: Section B: The Sciences and Engineering, 75*(10). Retrieved from http://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqm&rft_dat=xri:pqdiss:3627468
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Focus on Peer Interactions

English Language Learners

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Students with Disabilities

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- Asmus, J. M., Carter, E. W., Moss, C. K., Biggs, E. E., Bolt, D. M., Born, T. L., Bottema-Beutel, K., Brock, M. E., Cattey, G. N., Cooney, M., Fesperman, E. S., Hochman, J. M., Huber, H. B., Lequia, J. L., Lyons, G. L., Vincent, L. B., & Weir, K. (2017). Efficacy and Social Validity of Peer Network Interventions for High School Students with Severe Disabilities. *American Journal on Intellectual and Developmental Disabilities, 122*(2), 118–137. <http://dx.doi.org/10.1352/1944-7558-122.2.118>

Students Experiencing Homelessness and Low-Income Students

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Remember Kids Receive Multiple Support Services

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Be Systemic about Building Capacity

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