

# District Spending of One-Time Funds for Educational Recovery

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# One-time funding for educational recovery was unprecedented

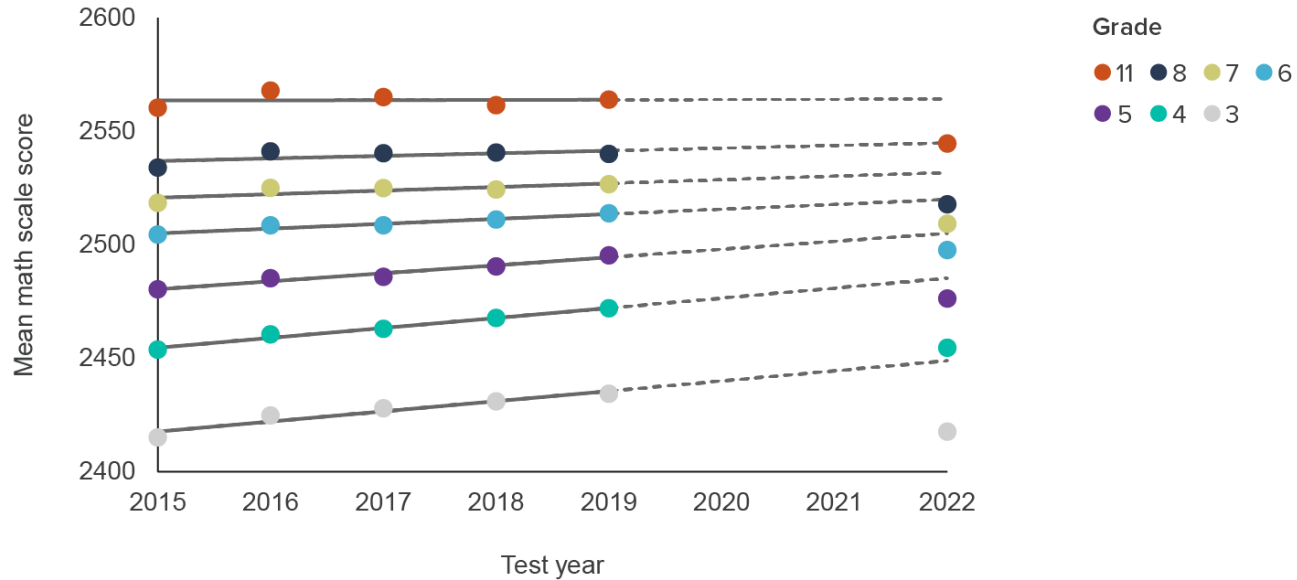
As of June 2023, **\$60 billion** in state and federal funding allocated to public TK–12 schools

- Roughly half federal, half state funding
- Massive scale: total local, state, and federal TK–12 funding was \$102 billion in 2018–19
- Through March 31, 2023: 63% of funding has been spent

# We examined learning recovery dollars statewide

- Learning loss: how did test scores change?
- How were federal dollars spent; how much went to different districts?
- State spending through Extended Learning Opportunities Grant (ELO-G): we analyzed district ELO-G plans
- Case studies of three districts
  - Do innovative practices emerge? Constraints?

# Test scores fell sharply across all grades

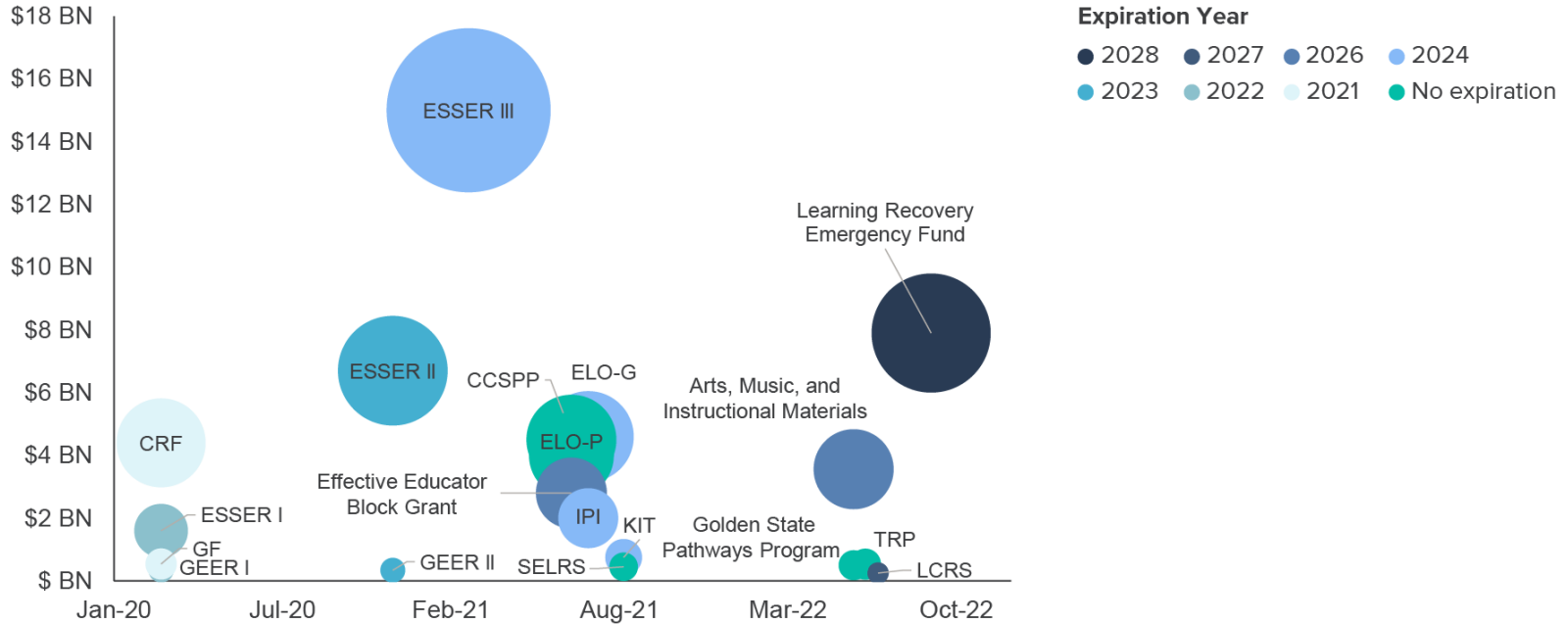


Note: Math SBAC exam scores. Dashed lines extrapolate trends based on pre-COVID test scores.

# Stimulus funds came to districts via several programs

- Coronavirus Relief Funds (CRF)—\$4.4 billion
- Elementary and Secondary School Emergency Relief Fund (ESSER I)—\$1.6 billion
- Governor's Emergency Education Relief Fund (GEER I)—\$355 million
- GEER II—\$341 million; ESSER II—\$6.7 billion
- ESSER III—\$15 billion

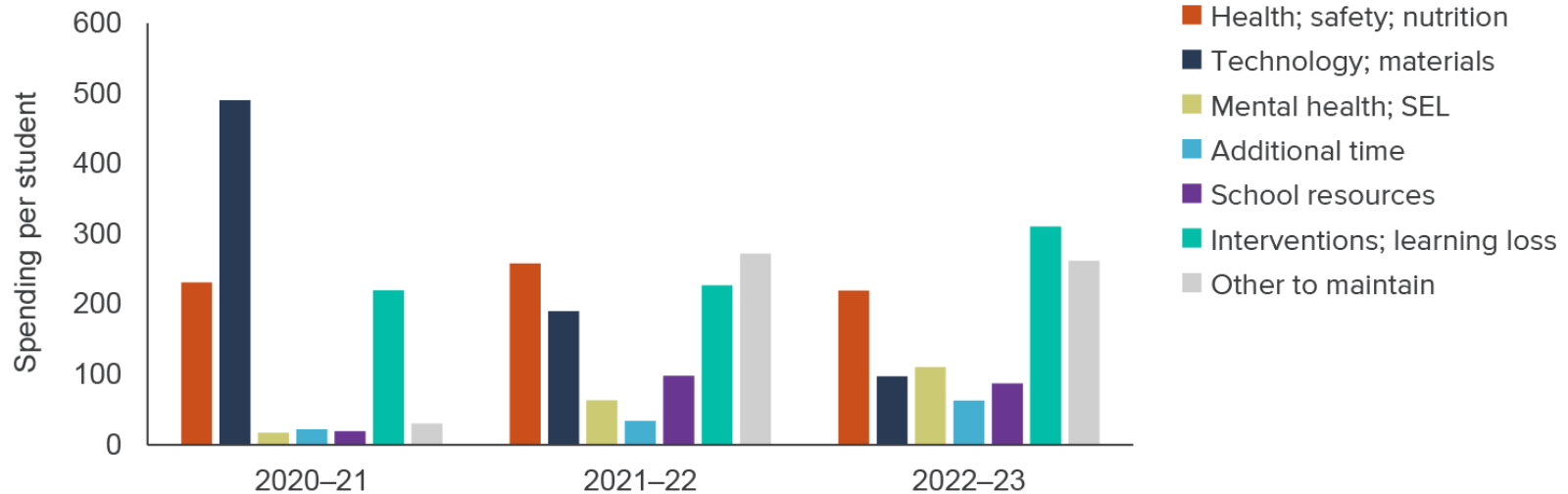
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# One-time funds have been targeted towards high-need students

- Most funding allocated to districts based on share low-income
- **Implication:** greatest funding for districts with lowest scores
  - But: weaker relationship between allocations and *learning losses*

# After early focus on health/technology, federal spending shifted towards academic interventions





# State ELO-G dollars were spent to accelerate learning, provide student supports

- Over 90% of districts used funding to accelerate learning
  - Small-group instruction
- 86% used funds for student supports
  - Meals, mental health, social-emotional learning (SEL)
- 84% used funding to extend instructional learning time
  - Extended school year, summer programs

# Case studies show funds aided in-person return and efforts to support learning and well-being

Three districts (urban, suburban, rural)

- Innovative efforts to improve student learning and well-being
- Distribution varied: central office vs. site decisions
- Constraints: staffing, program restrictions, and reporting

# Conclusion and policy implications

- Streamlining funding sources would lessen planning burdens
- More effective outreach and assistance could aid use of funding
- Funding more suited to address preexisting gaps than losses
  - Should ongoing recovery efforts target learning losses or preexisting gaps?
- Better and more consistent data needed to target and assess recovery practices

# Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

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Thank you for your interest in this work.