NEW MEXICO
LEGISLATIVE
FINANCE
COMMITTEE

Tracking Federal Stimulus Funds

DATE: July 21, 2021

PURPOSE OF HEARING:
Updates on budgeting and use of federal stimulus funding

WITNESS: LFC Staff

PREPARED BY:
Micaela Fischer, Program Evaluation Manager, LFC

EXPECTED OUTCOME:
Informational

Executive begins spending ARPA state fiscal recovery funds without legislative consent. The executive has begun spending down the $1.75 billion American Rescue Plan Act state fiscal recovery fund, primarily to refill the unemployment trust fund and to fund the executive's Vax2Max vaccine incentive program. Though there was a general agreement that the money should be used to replenish the unemployment insurance trust fund—the Legislature included that as an appropriation of the federal funding, which was vetoed in the 2021 regular session—the spending on the vaccination lottery advertisement and prizes occurred without appropriation by the Legislature. The executive has also issued press releases noting that they intend to use an additional $10 million of the federal stimulus funding to provide up to $1,000 incentives for people receiving unemployment benefits who return to work between July 2 and August 28. The executive branch has not publicly indicated a priorities for spending the remainder of the funding.

Table 1. Spending from ARPA State Fiscal Recovery Fund as of 7/13/2021

Spent or Encumbered	Amount	Purpose
Spent	$656.6 million	Replenish the U.I. trust fund ($460.2 m) and pay back the federal loan ($196.4 m)
Encumbered	$1.1 million	To Agenda, LLC for Vax2Max advertising
Spent	$1 million	Four, $250 thousand vaccination lottery prizes
Spent	$350 thousand	Advance payment to Agenda, LLC for $100 vaccine incentives
Spent	$110 thousand	Visa gift cards for Vax2Max incentives
Total	**$659.1 million**	

Source: SHARE

Remaining $1.1 billion

The state can use the ARPA state fiscal recovery funds to 1) respond to the pandemic and its negative economic consequences and 2) replace lost revenue. Once a state counts the ARPA funding as replacing lost revenue, then the U.S. Department of the Treasury allows states to use that funding for almost any purpose except paying down debt, replenishing rainy day funds, or paying into pension funds. Using revenue loss calculators developed by the Government Finance Officers Association, LFC staff estimate that much, if not all, of the remaining $1.1 billion left of state fiscal recovery funds could be counted as replacing lost revenue.

New Mexico-based tribes are estimated to receive $806.2 million in tribal fiscal recovery funds from the American Rescue Plan Act. Like states, local, and county governments, tribes also received fiscal recovery funds. Like the state, tribe can use this funding to both respond to the pandemic or replace lost revenue to their coffers. Though actual allocations for tribes have not be published by the U.S. Department of the Treasury yet, LFC staff estimate that New Mexico-based tribes will receive $806.2 million of the $20 billion allocated for tribal fiscal recovery funds from the American Rescue Plan Act.

> **Three Major Federal Stimulus Packages:**
>
> **CARES** (Coronavirus Aid, Relief, and. Economic Security Act), March 2020
>
> **CRRSA** (Coronavirus Response and Relief Supplemental Appropriations Act), January 2021
>
> **ARPA** (American Rescue Plan Act), March 2021

The estimate is based on New Mexico's national share of the Native American population and used U.S Treasury's allocation methodology as a roadmap. However, data proposed to be used by Treasury for final allocations is unavailable at this time.

Table 2. American Rescue Plan Estimated Tribal Allocations
(thousands)

Tribe	Population Allocation	Unemployment Allocation	Equal allocation of $1 b among all 574 U.S. tribes	Total
Acoma Pueblo	$5,534.8	$3,756.1	$1,828.2	$11,119.0
Cochiti Pueblo	$3,247.8	$1,026.2	$1,828.2	$6,102.2
Isleta Pueblo	$7,704.7	$4,597.6	$1,828.2	$14,130.4
Jemez Pueblo	$4,087.6	$1,000.0	$1,828.2	$6,915.7
Jicarilla Apache Nation	$6,662.4	$7,040.1	$1,828.2	$15,530.6
Laguna Pueblo	$7,744.4	$6,670.6	$1,828.2	$16,243.1
Mescalero Apache Tribe	$7,611.4	$5,788.0	$1,828.2	$15,227.6
Nambe Pueblo	$3,287.5	$1,000.0	$1,828.2	$6,115.7
Navajo Nation (New Mexico)	$343,073.4	$195,500.2	$1,828.2	$540,401.7
Ohkay Owingeh	$12,260.8	$2,565.6	$1,828.2	$16,654.5
Picuris Pueblo	$4,236.5	$1,231.5	$1,828.2	$7,296.1
Pojoaque Pueblo	$6,585.0	$1,600.9	$1,828.2	$10,014.1
San Felipe Pueblo	$6,737.9	$3,017.2	$1,828.2	$11,583.2
San Ildefonso Pueblo	$3,930.8	$1,000.0	$1,828.2	$6,758.9
Sandia Pueblo	$10,176.3	$3,838.2	$1,828.2	$15,842.6
Santa Ana Pueblo	$1,546.5	$1,354.6	$1,828.2	$4,729.3
Santa Clara Pueblo	$23,348.3	$3,345.6	$1,828.2	$28,522.0
Santo Domingo Pueblo	$5,838.6	$1,046.8	$1,828.2	$8,713.5
Taos	$10,188.2	$4,597.6	$1,828.2	$16,613.9
Tesuque Pueblo	$1,993.2	$1,000.0	$1,828.2	$4,821.3
Zia Pueblo	$1,864.1	$1,436.7	$1,828.2	$5,129.0
Zuni Pueblo	$17,871.0	$16,214.7	$1,828.2	$35,913.9
Total New Mexico	**$495,531.0**	**$268,628.2**	**$42,047.5**	**$806,206.8**
* Navajo Nation (Arizona)	$343,339.0	$184,874.9	$1,828.2	$530,042.0

Total with Arizona Navajo $1,336,248.8

DFA has until the last week of July to send smaller cities and municipalities their first half allocation of ARPA funding. Though counties and cities over 50 thousand received ARPA allocations directly from the U.S. Department of the Treasury, smaller cities and municipalities will receive their funding as a pass-through from the federal government through the state. The funding for these smaller governments will come in two, 50 percent tranches of $63 million each. Treasury set an end of July deadline for DFA to send the first tranche of funding. DFA will receive and pass through the other half in July 2022. See Attachment A for allocation amounts to counties and the cities of Albuquerque, Farmington, Las Cruces, Rio Rancho, and Santa Fe. LFC staff will have details on distributions to each smaller local government in August.

Focus Area Update: Childcare and Early Education

Additional Child Care and Development Block Grant and Child Care Stabilization Funds

$435 million will be available to ECECD

16 percent ($24.8 million) expended (via ECECD 7/9/21)

The Early Childhood Education and Care Department (ECECD) is using $320 million of ARPA federal stimulus funds for the recurring costs of expanded eligibility and increased rates for subsidized child care. ECECD announced that it would use $320 million of its $435 million in ARPA federal stimulus funding to both increase rates for childcare providers and increase income eligibility levels for families. ECECD raised the family income eligibility to 350 percent of the federal poverty level, up from 250 percent. The means a family of four with an income of approximately $92 thousand a year will now qualify for subsidized state childcare. Though the department is choosing to use one-time federal stimulus funding, raising rates and eligibility levels creates an increased recurring cost.

The department has an expectation that Congress will continue to provide federal funds in the future to support this childcare expansion. However, if that federal funding does not materialize, the state Legislature will likely need to decide whether to continue providing appropriations for this expanded level of service after the federal grant funding runs out in September 2023. LFC staff has requested a budget forecast for these initiatives but ECECD has not provided this to date.

The rate changes mean that, depending on the quality rating of the childcare center and the age of the child, payments to childcare providers will be between $5 and $429 more per month per child—a 1percent to 83 percent increase. Notably, the highest percentage increases are for the lowest quality childcare centers. On average, the rate for infants will increase 21 percent in center-based care, 48 percent in small family care, 41 percent in group homes, and 29 percent in registered homes. Toddler and preschool-aged child rates will also significantly increase in non-center based care between 37 percent and 71 percent.

As of July 2021, the department reported they had spent $27.9 million of its $29.4 million CARES federal childcare stimulus, mostly on pay incentives for childcare workers and grants to childcare centers. The department received another $82.2 million for childcare support from CRRSA, of which the department is budgeting $30.2 million to "further increase access and quality."

Focus Area Update: K-12

New Mexico school districts only plan to spend 9 percent of their CARES and CRRSA stimulus funds on activities to ad   dress learning loss. Over the course of the pandemic, LFC published two policy spotlights on the [effects of learning loss due to in-person school closures](#) and [recovering lost learning time](#). Both spotlights found that pandemic-related in-person school closures and remote education could have cost New Mexico students up to a year of learning, particularly in math. Research also indicates the pandemic disproportionately affected at-risk students, with students of color and low-income students more likely to be attending school remotely.

Schools have yet to budget for the $979.1 million coming through the American Rescue Plan Act and have just begun spending down their March 2020 CARES funding. However, district and charter school budgets submitted to PED in July show that for the CARES and CRRSA funding ($490 million in total), schools are prioritizing spending on educational technology (23 percent) and facility air quality and repairs (15 percent). Districts and charters seem to be preferentially budgeting for those items instead of activities to address learning loss (only 9 percent) or provide at-risk student interventions (8 percent).

A few large school districts, including Las Cruces and Rio Rancho, are budgeting an even smaller percentage of their CRRSA funds to address learning loss, 4 and 6 percent, respectively. Los Alamos Public Schools is the only district allocating 100 percent of its CRRSA ESSER funds to address student learning loss and implement summer and after-school programs.

Districts will be required to use 20 percent of their $979.1 million in ARPA ESSER funds towards evidence-based interventions to address this learning loss. LFC have prepared a list of the most effective evidence-based

> Los Alamos Public Schools is the only district allocating 100 percent of its CRRSA ESSER funds to address student learning loss and implement summer and after-school programs.

Table 3. Covid-19 Stimulus Funding Overview for K-12 and Higher Education

N.M. Education Stabilization Funds (in millions)	CARES	CRRSA	ARPA
Elementary and Secondary School Emergency Relief (ESSER)	$108.6	$435.9	$979.1
Higher Education Emergency Relief (HEER)	$61.8	$112.1	$201.1
Governor's Emergency Education Relief (GEER)	$22.3	$9.8	
GEER to Non-Public Schools (EANS)		$17.3	$19.6
Total	**$192.7**	**$575.1**	**$1,199.8**

Source: FFIS

interventions for districts and charter schools to help them plan for the best use of that ARPA funding. See attachment

Chart 1. How Districts and Charter Schools are Budgeting thier CARES and CRRSA Federal Stimulus Funding
($490 million total)
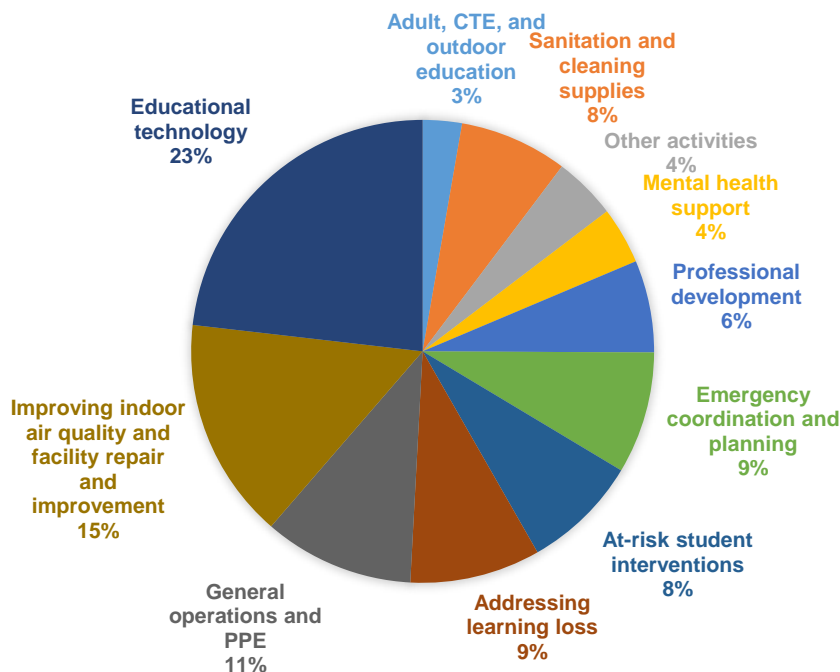
Focus Area: Medicaid

Increased federal matching funds for Medicaid home and community-based services will mean $780 million more to support elderly and disabled Medicaid clients over the next three years. Between state and federal funding, New Mexico currently spends $1.25 billion annually for Medicaid home and community-based services (HCBS) for seniors and people with disabilities. ARPA increased the federal matching rate for Medicaid HCBS spending by 10 percentage points for 12 months between April 2021 and March 2022. HSD estimates this increased federal match will save the state approximately $120 million in state spending for these services.

ARPA directed that any state savings from the increased HCBS federal match be reinvested "to enhance, expand, or strengthen" Medicaid HCBS. New Mexico has until March 2024 to reinvest those state savings, which would also be eligible for federal match plus enhanced federal match through the first quarter of FY22. HSD estimates the total increase spending, inclusive of the federal match, to be approximately $780 million.

HSD has submitted a plan to spend the $780 million to the federal Centers for Medicare & Medicaid Services (CMS) that includes spending half, $537 million, in FY22 on a suite of items including, but not limited to

- one-time recovery payments to HCBS providers,
- grants to providers for loan repayment, sign-on bonuses, and other activities to recruit workforce,

- one-time payments to behavioral health facilities for capital and technology costs,
- other capital investments for adult day-care sites, school-based health centers, and supportive housing units, and
- adding 1,000 more community benefit slots, and 400 developmental disability (DD) waiver clients to reduce or eliminate the waitlist.

CMS must approve HSD's plan before the department can start spending the $780 million.

Focus Area Update: Housing and Rental Assistance

The rollout of emergency rental and housing assistance funding remains slow, likely influenced by depressed demand due to moratoriums on evections and utility disconnections as well as continuing unemployment payments. This is particularly problematic for the emergency rental assistance program, as the federal government will sweep any unspent balances from the CRRSA allocation of the rental assistance if 65 percent ($104 million) is not used by the end of September. As of July 13, DFA had spent or encumbered $20.3 million of the $284.2 million emergency rental assistance.

Table 4. Emergency Rental Assistance Allocation and Spending Deadlines
(in thousands)

	CRRSA		ARPA		
	Allocation	**Required 65% expenditure by 9/30/21**	**Allocation**	**Required 50% expenditure by 3/31/22**	**Total CRRSA + ARPA Allocation**
Albuquerque	$24,058	$15,638	$18,284	$9,142	$42,343
Bernalillo	$5,091	$3,309	$10,298	$5,149	$15,389
Dona Ana	$9,365	$6,087	$7,118	$3,559	$16,483
State of NM	$161,485	$104,966	$122,729	$61,364	$284,214
TOTAL	**$200,000**	**$130,000**	**$158,429**	**$79,214**	**$358,429**

Source: FFIS

For the homeowner mortgage assistance program, the New Mexico Mortgage Finance Authority has spent or encumbered $2.6 million of the $55.8 million. However, the mortgage assistance program is not under the same spending deadlines—the authority has until September 2025 to spend down the funding.

Demand for the program may soon grow. In late June, the White House extended the Centers for Disease Control and Prevention eviction moratorium deadline back one month to July 31 from the current June 30 deadline. The Public Regulation Commission's (PRC) moratorium on utility cut-offs ended in May for small utilities and co-ops, and PRC staff stated at a June meeting that the moratorium on major utilities would be ending a month early on July 1, as the authority to enforce the rule was tied to the Governor's public health orders.

The PRC did issue another order in May stating that a customer cannot be disconnected while an application for federal relief funds was being processed. LFC analysts report that the PRC will likely recommend that N.M. Gas Company and PNM pre-file applications for federal rent-relief money for delinquent customers and then the Department of Finance and Administration can reimburse the utilities with federal relief money directly (similar to the El Paso Electric

CRRSA and ARPA Emergency Rental Assistance

$284.2 million available to New Mexico. $20.3 million (7 percent) spent as of 7/8/21 (Source: SHARE)

ARPA Homeowner Assistance Fund

$55.8 million will be available to NM MFA. $2.6 million (5 percent) spent as of 7/13/21

ARPA HOME Investment Program for the Homeless

$19.6 million will be available

strategy members heard about in the May Las Cruces LFC hearing). PRC reports about $50-$60 million in delinquency from major utilities.

The state will receive nearly $20 million for housing and services for the homeless. As a part of ARPA the state will receive an extra $19.6 million in the HOME grant funding. HOME is a federal block grant program that provides funding to states and localities for affordable housing and housing support activities to benefit low-income households and the homeless. These HOME funds will require a 25 percent match from the state ($4.9 million.)

Pre-pandemic, the New Mexico Mortgage Finance Authority (MFA) received approximately $2.5 million in HOME funding. With the additional funding, MFA staff have indicated an interest in starting a program similar to one in California where the state would sub grant funding to localities to purchase and rehabilitate housing, including hotels, motels, vacant apartment buildings, and other buildings to convert them into housing.

Other allowable uses of the HOME funding beyond purchasing housing include counseling and other homeliness prevention services, rental assistance, and buying facilities for emergency shelters. HOME funding will be available through September 30, 2025

Focus Area Update: Capital and Infrastructure

The U.S. Treasury has yet to release guidance for the $134 million New Mexico will receive for capital projects. Treasury reports the guidance will be released later this summer. That funding is to be used to "carry out critical capital projects that directly enable work, education, and health monitoring, including remote options, in response to the public health emergency" and will remain available until expended. States will be required to provide a plan describing how they intend to use allocated funds consistent with that guidance before receiving the funds.

> If New Mexico receives 0.5 percent of the total funding, the state should receive approximately $2.9 billion over eight years in infrastructure investments from the next Congressional funding

However, the state is likely to receive a much more significant infusion of capital funding from an upcoming $579 billion federal infrastructure funding package. Depending on the allocation method, New Mexico tends to receive between 0.5 percent and 1 percent of total federal grant funding.

According to the White House, the bipartisan package includes $312 billion (54 percent) for roads, rails, airport, and other new and upgraded transportation infrastructure; $73 billion (13 percent) for grid and power infrastructure; $65 billion (11 percent) for broadband infrastructure; $55 billion (9 percent) for water infrastructure; and $5 billion (1 percent) for Western water storage. The White House reports that the funding for the infrastructure package will come from many avenues, including reducing the tax gap and repurposed unused stimulus funds. Senate Majority Leader Chuck Schumer stated to the press that his goal is to have an infrastructure bill ready for passage by the Senate in July. In addition to the bipartisan bill, Democrats want to use reconciliation to pass an even larger infrastructure bill along party lines later in the year.

Miscellaneous

New Mexico has until August 13 to apply for $104 million in available expanded E-Rate funding. ARPA established a new, $7.17 billion expansion of the E-Rate programs from which schools and libraries can apply for financial support to purchase laptops and tablets, Wi-Fi hotspots, modems, routers, and

broadband connections for off-campus use by students, school staff, and library patrons. E-Rate is a federal 90 percent matching program for school broadband connections. Until the new ARPA program, E-Rate federal matching was limited to expenditures for broadband connections and physical school sites.

FFIS projected that New Mexico's share of the expanded E-Rate funding could be as high as $104.7 million. However, the state's E-Rate coordinator, the Public Schools Finance Authority, would need to apply for and receive that funding first. The program has a 45-day application period which ends August 13.

Non Metro Area Agency on Aging reported they are developing plan, using non-recurring federal funding, to establish Medicaid funded adult day care services. This could significantly increase both funding resources and services availability of adult day care services by senior centers statewide.

No activity reported from DFA in establishing federal funds tracking office. Last month, DFA reported to LFC staff that they would be setting up a six to eight-person office to track and report on federal stimulus spending in the state. As of July, DFA reports no news on efforts to staff up or kick start that tracking.

Attachment A. Final Allocations for New Mexico State and Local Fiscal Recovery Funds (in thousands)

County	Allocation
Bernalillo County	$131,911.3
Catron County	$685.1
Chaves County	$12,550.7
Cibola County	$5,181.3
Colfax County	$2,319.4
Curry County	$9,508.7
De Baca County	$339.5
Doña Ana County	$42,381.8
Eddy County	$11,355.2
Grant County	$5,244.0
Guadalupe County	$835.2
Harding County	$121.4
Hidalgo County	$815.4
Lea County	$13,804.5
Lincoln County	$3,801.6
Los Alamos County	$3,762.2
Luna County	$4,605.2
McKinley County	$13,862.2
Mora County	$878.2
Otero County	$13,109.1
Quay County	$1,603.0
Rio Arriba County	$7,559.9
Roosevelt County	$3,593.4
San Juan County	$24,077.4
San Miguel County	$5,298.2
Sandoval County	$28,504.1
Santa Fe County	$29,205.3
Sierra County	$2,096.0
Socorro County	$3,231.5
Taos County	$6,356.1
Torrance County	$3,003.1
Union County	$788.4
Valencia County	$14,895.7

City	Allocation
Albuquerque	$108,810.9
Farmington	$9,862.9
Las Cruces	$24,759.8
Rio Rancho	$12,873.2
Santa Fe	$15,049.6
All small municipalities*	$126,089.1

* Treasury has not released allocations for individual smaller municipalities as of 5.12.21

TOTALS

Total Large Municipalities	$171,356.4
Total Small Municipalities	$126,089.1
Total Counties	$407,284.5
Total State	$1,751,542.8
GRAND TOTAL	**$2,456,272.8**

Source: U.S. Treasury

Attachment B. Stimulus Funding by Category to New Mexico State Government Entities Only
(as of July 13, 2021, in thousands)

	ARPA	CRRSA	CARES	Other Three Acts	Total
State General	$1,751,543		$1,250,000		$3,001,543
K-12	$1,018,675	$463,069	$130,837		$1,612,581
Housing and Rental Assistance	$260,047	$205,061	$42,885		$507,993
Childcare and Early Ed	$323,727	$82,158	$29,443		$435,328
Higher Education	$210,709	$120,602	$75,316		$406,627
Covid Testing And Vaccination	$105,047	$140,265	$8,632	$78,164	$332,107
Airports, Roads and Other Transportation	$4,674	$105,036	$158,846		$268,555
Food Assistance	$15,197	$4,435	$29,765	$189,880	$239,277
Medicaid FMAP				$436,882	$436,882
State Capital	$133,950				$133,950
Broadband	$104,676				$104,676
FEMA	$1,129		$80,834		$81,964
DOH: Other	$22,499	$39,436	$1,449	$10,783	$74,167
Business Support	$56,234				$56,234
Substance Use / Mental Health Grants	$16,426	$16,852	$2,000		$35,278
Older Americans Support	$9,726	$1,866	$5,643	$1,556	$18,791
UI Admin and Reemployment			$5,430	$5,263	$10,693
Income Supports for TANF Recpt.	$6,385				$6,385
Justice and Courts		$117	$6,059		$6,176
Museum, Arts and Library Supports	$3,927		$1,325		$5,252
Abuse and Violence Prevention	$3,270	$798	$545		$4,612
Healthcare Providers			$3,971		$3,971
Election Support			$3,890		$3,890
Foster Care Supports		$2,147			$2,147
Econ. Development			$600		$600
UNM HSC other			$191		$191
Grand Total	**$4,047,842**	**$1,181,841**	**$1,837,663**	**$722,528**	**$7,789,873**

Stimulus Funding by Category to All New Mexico Governments, Businesses, Individuals, and Other Entities
(as of July 13, 2021, in thousands)

	ARPA	CRRSA	CARES	Other Three Acts	Total
Direct Payments to Individuals	$2,585,638		$1,787,812		$4,373,450
Business Support	$56,234		$3,433,684		$3,489,918
Additional Unemployment Benefits	$275	$650	$2,947,401	$233,000	$3,181,326
State General	$1,751,543		$1,250,000		$3,001,543
K-12	$1,018,675	$463,069	$130,837		$1,612,581
Local General	$704,730				$704,730
Healthcare Providers			$579,498	$1,176	$580,674
Housing and Rental Assistance	$269,237	$205,061	$71,656		$545,954
Childcare and Early Ed	$323,727	$82,158	$29,443		$435,328
Higher Education	$223,367	$120,661	$75,316		$419,345
Covid Testing And Vaccination	$177,163	$140,301	$8,632	$86,071	$412,167
Airports, Roads and Other Transportation	$72,951	$105,036	$158,846		$336,832
Food Assistance	$18,848	$4,435	$31,590	$189,880	$244,753
Medicaid FMAP				$436,882	$436,882
State Capital	$133,950				$133,950
Broadband	$104,676				$104,676
DOH: Other	$22,499	$47,940	$1,826	$10,783	$83,048
FEMA	$1,129		$81,192		$82,321
Substance Use / Mental Health Grants	$16,426	$16,852	$2,000		$35,278
Older Americans Support	$9,726	$1,866	$6,585	$1,556	$19,733
Head Start	$8,306	$2,064	$6,192		$16,562
Econ. Development			$14,940		$14,940
UI Admin and Reemployment			$5,430	$5,263	$10,693
Justice and Courts		$117	$9,451		$9,568
Income Supports for TANF Recpt.	$6,385				$6,385
Museum, Arts and Library Supports	$3,927		$1,325		$5,252
Abuse and Violence Prevention	$3,270	$798	$610		$4,677
Election Support			$3,890		$3,890
Foster Care Supports		$2,147			$2,147
UNM HSC other			$191		$191
Grand Total	**$7,512,682**	**$1,193,155**	**$10,638,346**	**$964,611**	**$20,308,794**

*Staff estimate the increased FMAP at appx. $75 million per quarter. FFIS estimates show $136.8 million in increased FMAP to New Mexico through 6/2020. The estimate in the table adds an additional four quarters at $75 million each to this estimate.

Source: FFIS

Representative Patricia A. Lundstrom
Chairwoman

Representative Gail Armstrong
Representative Jack Chatfield
Representative Randal S. Crowder
Representative Harry Garcia
Representative Dayan Hochman-Vigil
Representative Javier Martinez
Representative Nathan P. Small
Representative Candie G. Sweetser

State of New Mexico
LEGISLATIVE FINANCE COMMITTEE

325 Don Gaspar, Suite 101 • Santa Fe, NM 87501
Phone: (505) 986-4550 • Fax (505) 986-4545

David Abbey
Director

Senator George K. Munoz
Vice Chair

Senator Pete Campos
Senator Roberto "Bobby" J. Gonzales
Senator Siah Correa Hemphill
Senator Gay G. Kernan
Senator Steven P. Neville
Senator Nancy Rodriguez
Senator Pat Woods

July 19, 2021

MEMORANDUM

To:	Stan Rounds, Executive Director of New Mexico Coalition of Educational Leaders & New Mexico Superintendents Association; Joe Guillen, Executive Director New Mexico School Boards Association; Matt Pahl, Executive Director of Public Charter Schools of New Mexico
CC:	Ryan Stewart, Secretary, Public Education Department
FROM:	Ryan Tolman, Program Evaluator; Janelle Taylor Garcia, Program Evaluator; Sarah Dinces, Program Evaluator
THRU:	David Abbey, Director, LFC
SUBJECT:	**Evidence-based Programs for Addressing Learning Loss**

The purpose of this memo is to provide local school districts with a list of evidence-based interventions that districts can implement supported by federal resources, as well as the cost and relative impact of the interventions.

A portion of federal relief must address learning loss. Over the course of the Covid-19 pandemic, Congress passed three stimulus bills, providing nearly $1.5 billion to New Mexico through the ESSER fund, or approximately $4,441 dollars per student.[i] The American Rescue Plan Act (ARPA), passed on March 11, 2021, provided supplemental Elementary and Secondary School Emergency Relief (ESSER) funding, known as the ESSER III fund. *ARPA requires local school districts to reserve at least 20 percent of the funding they receive to address the academic impact of lost instructional time through the implementation of evidence-based interventions.* The ESSER III funding will provide districts $500 - $2,500 dollars per pupil to address learning loss due to the Covid-19 pandemic for New Mexico students. School districts should ensure that interventions respond to students' social, emotional, and academic needs, and address the disproportionate impact of COVID-19 on underrepresented student subgroups.[ii]

Evidence-based interventions can help close Covid-19 achievement gaps. Over the course of the pandemic, the Legislative Finance Committee (LFC) has published two policy spotlights on the effects of learning loss due to in-person school closures and recovering lost learning time. Research indicates in-person school closures and remote education in response to the pandemic could cost New Mexico students four months to more than a year of learning, particularly in math. Research also indicates the pandemic disproportionately affected at-risk students, with students of color and low-income students more likely to be attending school remotely.

Selecting proven, evidence-based interventions can improve outcomes if implemented with fidelity. New Mexico should utilize evidence-based interventions from the Pew Results First Initiative Database, which lists interventions from multiple clearinghouse databases, including the U.S. Department of Education's What Works Clearinghouse. School districts should determine the most effective interventions for their schools and communities in line with federal guidance (https://www2.ed.gov/documents/coronavirus/reopening-2.pdf).

How to use this memo. This memo provides a list of evidence-based interventions to address students' social, emotional, and academic needs from the Pew Results First Initiative. The first section provides interventions organized by different strategies (e.g., tutoring, extended learning time) ranked by impact on student achievement from the Results First database. The second section provides an additional list of programs that meet the Elementary and Secondary Education Act (ESEA) criteria for an evidence-based intervention. Specifically, the ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA, which means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on evidence from at least one well-designed study (for additional info, see the U.S. DOE FAQ on ESSER and GEER programs).

Elementary and Secondary School Emergency Relief (ESSER) funding for New Mexico

- March 27, 2020: Coronavirus Aid, Relief and Economic Security (CARES) Act (ESSER I): $109 million

- December 27, 2020: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (ESSER II): $436 million

- March 11, 2021: American Rescue Plan Act (ARPA) (ESSER III): $979 million

ARPA requires school districts to reserve at least 20 percent of funds to **address learning loss** through implementation of **evidence-based interventions**.

- Tutoring
- Extended Learning Time Programs
- Consultant Teachers
- Professional Development
- Instructional Practices
- Non-Academic Supports in School Settings
- College and Career Readiness Interventions
- Programs for English Language Learners
- Social-Emotional Learning Programs

This is a locked page break so that the right page footer cannot be accidentally deleted. Support staff can delete it for you when the brief is finalized.

Section 1. Interventions by Impact on Student Achievement

Interventions listed under this section are from the Pew Results First database. They are organized by different strategies (e.g., tutoring, extended learning time) and ranked in order by impact on student achievement.

Tutoring
The U.S. Department of Education's *ED Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs* recommends one strategy that districts can also use ARP funds for is tutoring. The evidence base indicates tutoring is more effective when trained educators are used as tutors, tutoring is conducted during the school day, high dosage tutoring is provided consistently, aligns with an evidence-based core curriculum.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Tutoring: By adults, one-on-one, structured	Structured, systematic approaches to tutoring struggling students in specific English language arts and/or mathematics skills. The programs provide, on average, about 30 hours of tutoring time to an individual student each year. Tutors are typically certificated teachers or specially trained adults. Tutors receive about 10 hours of training per year focusing on specific content and tutoring strategies.	$1,904	$7	Large Effect/ Moderate Cost
Tutoring: By certificated teachers, small-group, structured	Structured, systematic approaches to tutoring struggling students in specific English language arts and/or mathematics skills. An average program provides about 40 hours of tutoring time to groups of two to six early elementary students. Certified teachers provide the tutoring and usually receive about 35 hours of training focusing on specific content and strategies used in the programs.	$820	$15	Large Effect/ Moderate Cost
Tutoring: K-12 Peer Tutoring	An instructional strategy that uses students to provide academic assistance to struggling peers. Peer tutoring may use students from the same classrooms or pair older students with younger struggling students. Tutoring assistance can occur through one-on-one interactions or in small groups and in some instances students alternate between the role of tutor and tutee. These programs provide on average, about 30 hours of peer tutoring time a year and about six hours of training time for teachers and students to learn program procedures.	$120	>$20	Medium Effect/ Low Cost
Tutoring: By adults for English Language Learner Students	One on one tutoring for ELL students.	$1,531	$9	Medium Effect/ Moderate Cost
Tutoring: By non-certificated adults, small-group, structured	Structured, systematic approaches to tutoring struggling students in specific English language arts and/or mathematics skills. The programs provide, on average, about 22 hours of tutoring time to groups of two to six early elementary students. Tutors are usually instructional aides or college student volunteers and participate in about 20 hours of training a year.	$234	>$20	Medium Effect/ Low Cost
Out-of-school-time tutoring by adults	Provides one-on-one or small-group tutoring support to struggling students in English language arts and/or mathematics outside of the regular school day. The program provides, on average, about 40 hours of tutoring time to students each year. Tutors are typically specially trained adults and receive approximately 10 hours of training.	$992	$6	Medium Effect/ Moderate Cost
Tutoring: By adults, one-on-one, non-structured	The tutoring programs included in this analysis provide one-on-one assistance to struggling students in English language arts and/or mathematics. The programs typically serve early elementary school students and provide, on average, about 30 hours of tutoring time to an individual student each year. The tutors are non-certificated adults who receive approximately two hours of training a year.	$749	$5	Medium Effect/ Moderate Cost

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Parents as tutors with teacher oversight	Teachers meet with parents in person and maintain contact over the phone to train and encourage parents to engage in planned, structured academic activities with their children at home, usually in the form of one-on-one reading tutoring.	$859	$5	Small Effect/ Moderate Cost
Tutoring: Supplemental computer-assisted instruction for struggling readers	Computer assisted instruction as a supplement rather than a replacement for regular instruction. On average, the reviewed programs required 4.03 hours of teacher time per student, and effects were reported after one school year.	$579	$7	Small Effect/ Moderate Cost

Extended Learning Time Programs

Additional learning time – either as part of the regular school year, or as add-on programs – can serve as a tool to expand learning opportunities, helping to offset learning gaps for low-income students. Additional time is either added to the school day and/or school year, or added as out-of-school time (OST) in the form of summer or afterschool programs. Previous evaluations by the Legislative Finance Committee have found that extended learning time programs, like K-5 Plus, can impact student achievement.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Summer learning programs: Academically focused	Summer learning programs in which academic improvement is the main goal, typically with a focus on remediation and/or prevention of summer learning loss. The average summer program included 140 service hours and 40 hours of staff training/planning time.	$595	$8	Medium Effect/ Moderate Cost
Extended Learning: Summer Book Programs	Provides free books to elementary school students. Generally, the goal of summer book programs is to increase print exposure, the number of books at home, and voluntary reading time. Books are matched to each student's reading level and area of interest and are mailed to students weekly over the summer break.	$83	>$20	Small Effect/ Low Cost

Consultant Teachers

Coaching of teachers by experienced teachers is an effective method to improve teaching practices and student outcomes. Consultant teachers involves highly effective teachers who provide ongoing, active coaching to classroom teachers. Effective consulting typically consists of individualized, time-intensive coaching, and focuses on concrete skills to improve instructional practices and student outcomes.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Consultant teachers: Literacy Collaborative	Literacy Collaborative is a comprehensive teacher professional development model that uses coaching for teachers as a primary strategy to improve instructional practices and student outcomes. Coaches provide professional development and work one-on-one with classroom teachers with a focus on the specific instructional strategies in the Literacy Collaborative model.	$665	>$20	Large Effect/ Moderate Cost
Consultant teachers: Content-Focused Coaching	This professional development model provides structured training to administrators, coaches, and teachers to improve instructional practices and student outcomes. The program provides training for school coaches and principals led by program developers. Coaches provide professional development and one-on-one feedback to classroom teachers on specific reading comprehension strategies.	$44	>$20	Medium Effect/ Low Cost

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Consultant teachers: Online coaching	Online coaching programs provide professional development support and feedback to classroom teachers in a web-based environment. Teachers receive feedback and guidance on methods to improve their interactions with students. Teachers participated in an average of 20 hours of training and coaching time.	$108	>$20	Medium Effect/ Low Cost
Consultant teachers: Coaching	Coaching is a form of job-embedded professional development for teachers. Generally, coaches work directly with classroom teachers to help them improve their instructional strategies. Coaches observe teaching, provide individual feedback, engage in co-teaching sessions, model effective instructional practices, and provide professional development workshops.	$185	>$20	Medium Effect/ Low Cost

Professional Development

Effective teaching is arguably the most important school factor impacting student outcomes. The most effective professional development models are those that are content based, or focused on skills and concepts specific to a teacher's discipline, and job-embedded.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Teacher professional development: Use of data to guide instruction	This type of PD involves training teachers how to use student academic assessment data to modify and improve instruction. It is usually paired with computer software that tracks and reports student assessment data to teachers. Teachers received an average of 26 hours of training in how to use student assessment data to guide instruction.	$85	>$20	Medium Effect/ Low Cost
Teacher professional development: Targeted	Targeted PD focuses on improving teaching in a particular content area (such as reading, math, and science) and/or a particular grade level. Teachers received an average of 63 additional hours of targeted professional development.	$182	>$20	Medium Effect/ Low Cost
Teacher professional development: Induction/mentoring	Teacher induction programs typically assign an experienced mentor to new teachers in the first and second year of their careers. Reducing teacher turnovers is the primary goal of these programs.	$754	$6	Small Effect/ Moderate Cost
Teacher professional development: Online, targeted	Provides online training and collaboration for teachers who teach the same content and/or grade level. Teachers received an average of 70 additional hours of targeted online professional development.	$200	$9	Small Effect/ Low Cost
Teacher professional development: Not targeted	Providing more time and funding for teacher PD without directing how those resources are used. Teachers received an average of 20 additional hours of non-targeted professional development.	$69	$0	Small Effect / Low Cost

Instructional Practices

In addition to having effective teachers, students also benefit from evidence-based approaches to instruction – both interventions targeted to individual students as well as school-wide programs. Academic interventions combine high-quality, evidence-based instruction with targeted interventions matched to student need.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Double Dose Classes	Provided to middle and high school students struggling in reading or, more typically, math. Students participating in this intervention enroll in two reading or math classes instead of one, thus doubling their instructional time in these subjects.	$518	>$20	Medium Effect/ Moderate Cost
Growth Mindset Interventions	This analysis evaluates psychological interventions that encourage students to believe that intelligence is malleable and can be changed with experience and learning. The interventions aim to enhance students' persistence and prevent students from attributing setbacks to innate ability. Students receive between two to eight lessons, each lasting about one hour.	$41	>$20	Small Effect/ Low Cost

Non-Academic Support

School environments that provide a whole child approach can mitigate the negative effects of adverse experiences and boost achievement for all children. An emerging evidence base points to non-academic supports as a key driver of academic achievement.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Case management in schools	Case management involves placing a full-time social worker or counselor in a school to help identify at-risk students' needs and connect students and families with relevant services in and outside of the K-12 system.	$191	>$20	Small Effect/ Low Cost

English Language Learners

Students whose first or heritage language is not English and who is unable to read, write, speak or understand English at a level comparable to grade level English proficient peers and native English speakers. When planning interventions targeted at English language learners, districts should utilize evidence-based programs with the highest impact on student achievement.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
Special Literacy Instruction for English Language Learner Students	Program involves a structured, direct instruction approach to teaching reading to ELL students in the classroom during the regular school day. Some programs include multimedia components such as computer-based instruction.	$316	>$20	Medium Effect/ Low Cost

Social-Emotional Learning Programs

To succeed, students need school environments that support their social, physical, and emotional development – sometimes referred to as a "whole child" approach to education. Social-emotional learning programs develop self-awareness, self-control, and interpersonal skills that are vital for school work, work, and life success.

Intervention	Description	Cost-Per Pupil	Benefit-to-Cost Ratio	Effect Size Cost Matrix
First Step to Success	First Step to Success is an early intervention program for students at risk for behavior problems with three components: universal screening, classroom intervention, and home-based intervention. he intervention typically runs for three months.	$632	$4	Small Effect/ Moderate Cost

Section 2. Additional Evidence-Based Interventions to Address Lost Instructional Time

This section provides an additional list of interventions from the Pew Results First database. Although cost-benefit and impact on student achievement have not been modeled, these programs meet the Elementary and Secondary Education Act (ESEA) criteria for evidence-based interventions.

Tutoring

Intervention	Description
Class Wide Peer Tutoring - Beginning Reading	A peer-assisted instructional strategy designed to be integrated with most existing reading curricula. This approach provides students with increased opportunities to practice reading skills by asking questions and receiving immediate feedback from a peer tutor. Pairs of students take turns tutoring each other to reinforce concepts and skills initially taught by the teacher. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/81
Reading Recovery	The program is an intensive one-to-one tutoring intervention program for the lowest 20% of readers in first-grade classrooms. During daily 30-minute lessons, teachers trained in Reading Recovery techniques individually tutor up to eight readers to help them develop strategies that good readers use. Children typically leave the program within 12 to 20 weeks, depending on when they reach the average level of text reading for their class. https://www.blueprintsprograms.org/programs/624999999/reading-recovery

Extended Learning Time Programs

Intervention	Description
Summer learning programs	Summer learning programs provide academic instruction to students during the summer, often along with enrichment activities such as art, music, theater, sports, or outdoor activities. Programs typically spend one to two hours for each academic subject covered, and operate four to eight hours per day, four or five days per week, for four to eight weeks, targeting performing students, but may also serve all students. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/summer-learning-programs

Instructional Practices

Intervention	Description
Comprehensive school reform	A coordinated effort to overhaul all parts and systems of a school's operation, integrating curriculum, instruction, professional development, parental involvement, classroom management, and school management efforts. Requires measurable student achievement goals, and regular evaluation to assess a school's academic results and CSR implementation progress. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/comprehensive-school-reform
Later middle and high school start times	Delaying school start times, via policy change at the school or district level, until after 8:30 or 9:00 a.m can provide an opportunity for students to get the recommended 8.5-9.5 hours of sleep on school nights. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/later-middle-and-high-school-start-times
Repeated Reading - Students with a Specific Learning Disability	Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level. During repeated reading, a student sits in a quiet location with a teacher and reads a passage until he or she achieves a satisfactory fluency level (usually 3 times). http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/576
Targeted Reading Intervention	The classroom teacher - rather than a specialized tutor or educator - deliver individualized instruction to struggling readers in regular kindergarten and first-grade classrooms. The instruction takes the form of 15-minute one-on-one instructional sessions in the regular classroom until the child makes rapid progress, and the teacher can go on to instruct another struggling reader. https://www.blueprintsprograms.org/programs/646999999/targeted-reading-intervention
Technology-enhanced classroom instruction	Technology such as computers, mobile devices, internet access, and interactive white boards can be incorporated into instruction to help deliver learning materials and support learning in traditional classrooms. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/technology-enhanced-classroom-instruction

Non-Academic Support

Intervention	Description
Attendance interventions for chronically absent students	Attendance interventions for chronically absent students provide support and resources to address individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions; familial factors such as discipline, parental support, or poverty; and school factors such as attendance policies, teacher/student relationships, and bullying. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/attendance-interventions-for-chronically-absent-students
Community schools	Community schools partner with a variety of community service organizations to provide academics, youth development, family support, mental and physical health resources, and social services for students and families, as well as community development opportunities through partnerships. Services offered through community schools vary; each school is designed to address local needs and priorities. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/community-schools
Dropout prevention programs	Dropout prevention programs provide at-risk students with specific (usually multi service) supports such as mentoring, counseling, vocational or social-emotional skills training, college preparation, supplemental academic services, or case management. Dropout prevention programs can undertake comprehensive changes to high school environments such as restructuring schools into smaller learning communities, or offering alternative schools. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/dropout-prevention-programs
Dropout prevention programs for teen mothers	Dropout prevention programs for teenage mothers typically offer multiple services such as remedial education, vocational training, case management, health care, transportation assistance, and child care. Some dropout prevention programs focus on attendance monitoring interventions, which can include contingencies or financial incentives for mothers to attend school, for example, making welfare receipt contingent on school attendance. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/dropout-prevention-programs-for-teen-mothers
Financial Incentives for Teen Parents to Stay in School - Dropout Prevention	Financial incentives for teen parents are components of state welfare programs intended to encourage enrollment, attendance, and completion of high school as a means of increasing employment and earnings and reducing welfare dependence. The programs typically provide case management and social services to supplement financial incentives. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/177
School breakfast programs	Provide students a nutritious breakfast, often incorporating a variety of healthy and culturally relevant choices. Breakfast can be served in the cafeteria before school starts, from grab and go carts in hallways, or in classrooms as the school day begins. Students from families with incomes at or below 185 percent of the federal poverty level (FPL) are eligible for free breakfast; schools are reimbursed at higher rates for free and reduced-cost breakfasts. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-breakfast-programs

College and Career Readiness

Intervention	Description
ACT/SAT Test Preparation and Coaching Programs - Transition to College	Test preparation programs-or test coaching programs-are implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the test format; (b) introduce general and specific test-taking strategies; and (d) provide specific drills. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/664
Career & technical education for high school completion	Career and technical education (CTE) or vocational training programs teach high school students, especially those at risk of dropping out, job skills needed for specific occupations as they complete their academic coursework. Programs often include internships or job shadowing outside of school settings., with some programs including support services such as childcare, transportation, or job placement assistance, along with remedial coursework and life skills training. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/career-technical-education-for-high-school-completion
Career Academies	Small learning communities within high schools that focus on specific vocational fields. Career Academies organize academic, college preparatory, and technical education around a career theme, apply academic skills to real world problems, and offer exploratory field trips and work experience through partnerships with local employers. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/career-academies

Intervention	Description
College access programs	College access programs help underrepresented students, often high or low performing, low income, and first generation high school students, prepare academically for higher education and complete the college entry process. This may include counseling, social enrichment, mentoring, parent involvement or scholarships. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/college-access-programs
Dual Enrollment Programs - Transition to College	Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. enrollment programs support college credit accumulation and degree attainment via at least three mechanisms: 1. allowing high school students to experience college-level courses; 2. students who accumulate college credits early and consistently are more likely to attain a college degree; and 3. many dual enrollment programs offer discounted or free tuition. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/671
Early College High School Model	A high school model that offers enrolled students an opportunity to earn an associate's degree or up to 2 years of college credits toward a bachelor's degree during high school at no or low cost to the students. https://www.blueprintsprograms.org/programs/1472999999/early-college-high-school-model
Health career recruitment for minority students	Programs to recruit and train underrepresented minority (URM) students for careers in health fields generally include academic support and professional experiences for high school, college, or post-baccalaureate students, and may also offer financial support. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/health-career-recruitment-for-minority-students

English Language Learners

Intervention	Description
Bilingual Cooperative Integrated Reading and Composition (BCIRC) - English Language Learners	Designed to help Spanish-speaking students in grades 2-5 succeed in reading Spanish and then making a successful transition to English reading. Students complete tasks that focus on reading, writing, and language activities in Spanish and English, while working in small cooperative learning groups. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/47
Fast ForWord® - English Language Learners	A computer-based reading program intended to help students develop and strengthen cognitive skills necessary for successful reading and learning. The program, designed to be used five days a week, for 4 to 16 weeks, includes two components. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/174
Instructional Conversations and Literature Logs - English Language Learners	The program helps English learners develop reading comprehension ability along with English language proficiency through having facilitators engage students in discussion and requiring students to also respond in writing with prompts which are then shared in small groups. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/236
Peer Tutoring and Response Groups - English Language Learners	Aims to improve the language and achievement of English learners by pairing or grouping students to work on a task. The students may be grouped by age or ability, or the groups may be mixed. Peer response groups give four or five students shared responsibility for a task, such as editing a passage or reading and answering comprehension questions. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/363
Reading Mastery - English Language Learners	Provides systemic reading instruction to either struggling readers, as a supplement to the school's core reading program, or as a stand alone program. Students are groups based on reading level and the program provides continuous monitoring. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417

Social-Emotional Learning Programs

Intervention	Description
Second Step	A classroom social skills program to reduce aggressive behavior in elementary school students by teaching social emotional and self-regulation skills. https://web.archive.org/https://nrepp.samhsa.gov/Legacy/ViewIntervention.aspx?id=66
Good Behavior Game	A classroom-based behavior management strategy for elementary school teachers use along with ... s and ... ssroom

Intervention	Description
Mentoring programs for high school graduation	Mentoring programs pair adult mentors with at-risk students to provide guidance through academic and personal challenges. Trained mentors meet regularly with students, establishing a personal relationship and helping the student overcome obstacles in and out of school with mentors modeling positive behavior and decision-making skills. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mentoring-programs-for-high-school-graduation
School-based social and emotional instruction	School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making typically including efforts to develop skills such as recognizing and managing emotions, setting and reaching goals, appreciating others' perspectives, establishing and maintaining relationships, and handling interpersonal situations constructively. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-based-social-and-emotional-instruction
School-based trauma counseling	School-based trauma-specific counseling interventions help students process trauma exposure and learn how to cope with feelings that result from their experiences. These interventions include trauma screening and assessment, individual or small group counseling from mental health professionals or school staff with trauma-specific training, and parent and caregiver education and engagement. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-based-trauma-counseling
School-based violence & bullying prevention programs	These programs address disruptive and antisocial behavior by teaching self-awareness, emotional self-control, self-esteem, social skills, social problem solving, conflict resolution, or team work. Focusing on general violent behavior or specific violence. School-based bullying programs may focus on bullies, victims, peers, teachers, or the entire school. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-based-violence-bullying-prevention-programs
School-wide Positive Behavioral Interventions and Supports (Tier 1)	A school-wide positive behavioral system. In schools using this program, staff teams establish three to five positively stated behavior expectations. These expectations are taught to all students and staff and reinforced through verbal praise and student rewards such as prizes or privileges. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-wide-positive-behavioral-interventions-and-supports-tier-1
Botvin LifeSkills Training Middle School Program	The program is a substance abuse and violence prevention program for youth in grades 6-9. It is comprehensive and developmentally designed to promote positive youth development. http://www.cebc4cw.org/program/botvin-lifeskills-training-middle-school-program/detailed
Coping Power - Children Identified With Or At Risk For An Emotional Disturbance	Emphasizes social and emotional skills that are needed during the transition to middle school. The program incorporates child and parent components, both with modules that can fit into the full school year. http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/588
Coping Power Universal	A program for at-risk students with the goal of preventing behavioral problems in school-aged children, teachers deliver the program to classrooms of elementary students, with 24 weekly sessions and focuses on skills related to understanding and communicating emotions as a basic step toward self-control. https://www.blueprintsprograms.org/programs/1676999999/coping-power-universal
Cross-age youth peer mentoring	Cross-age youth peer mentoring programs establish an ongoing relationship between an older youth or young adult, usually a high school or college student, and a younger child or adolescent, usually an elementary or middle school student. Mentors and mentees are often paired based on some shared characteristic or circumstance such as age, ability, or interests. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/cross-age-youth-peer-mentoring
Extracurricular activities for social engagement	Extracurricular activities include any organized social, art, or physical activities for school-aged youth that occur during out-of-school time, usually before- or after-school or during the summer, including clubs, volunteering programs, sports. These sometimes include academic components. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/extracurricular-activities-for-social-engagement
Families and Schools Together	Families and Schools Together (FAST) is a group-based family intervention program for at-risk children. Groups of 9-12 families gather for 8 facilitated 2.5 hour weekly meetings that include a family meal, structured activities, parent support time, and parent-child play therapy. FAST teams are representative of the ethnic or cultural background of participating families. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/families-and-schools-together
Mental Health First Aid	Mental Health First Aid is a training course to help school staff know how to assist individuals with mental health problems or at risk for problems such as depression, anxiety, and substance use disorders. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mental-health-first-aid

Intervention	Description
Mentoring programs: delinquency	Mentoring programs (with the mentor not having a predetermined relationship with the mentee) focused on reducing delinquency enlist mentors to develop relationships and spend time individually with at-risk mentees for an extended period. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mentoring-programs-delinquency
Promoting Alternative Thinking Strategies (PATHS)	A comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children (grades K-6) while simultaneously enhancing the educational process in the classroom. https://www.blueprintsprograms.org/programs/33999999/promoting-alternative-thinking-strategies-paths
School-based social and emotional instruction	School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making typically including efforts to develop skills such as recognizing and managing emotions, setting and reaching goals, appreciating others' perspectives, establishing and maintaining relationships, and handling interpersonal situations constructively. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-based-social-and-emotional-instruction
School-based trauma counseling	School-based trauma-specific counseling interventions help students process trauma exposure and learn how to cope with feelings that result from their experiences. These interventions include trauma screening and assessment, individual or small group counseling from mental health professionals or school staff with trauma-specific training, and parent and caregiver education and engagement. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/school-based-trauma-counseling
Trauma-informed schools	Trauma-informed schools include trauma-informed strategies and education for all students, supplemental supports for some students, and intensive interventions for students who suffer from trauma exposure. These multi-component interventions typically include revisions to disciplinary policies, social-emotional instruction, school-wide culturally appropriate education about trauma, parent/caregiver education and engagement, data monitoring and routine screening, and individualized intensive support for students who exhibit symptoms of trauma. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/trauma-informed-schools
Universal school-based suicide awareness & education programs	Universal school-based suicide awareness and education programs deliver a curriculum-based approach to suicide prevention to all students, usually in middle or high school settings. Students learn to recognize warning signs of suicide in themselves and others. https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/universal-school-based-suicide-awareness-education-programs

Appendix. How to interpret the effect size/cost matrix.

School districts must consider both the impact and cost of interventions. Interventions with the largest effect size will have the greatest impact on student achievement, while those with the smallest effect size will have the smallest impact on student achievement. However, programs with the greatest student impact can often be the costliest. Therefore, when deciding on potential interventions, districts should consider a framework that stresses the importance of potential returns per dollar and total upfront costs along with student impact.

A Schema for Interpreting Effect Sizes from Causal Studies with Achievement Outcomes

	Cost-Effectiveness Ratio (ES/Cost)		
	Cost Per Pupil		
	Low (<$500)	Moderate ($500 to < $4,000)	High ($4,000 or >)
Small Effect Size (<.05)	Small ES/ Low Cost	Small ES/ Moderate Cost	Small ES/ High Cost
Medium Effect Size (.05 to <.20)	Medium ES/ Low Cost	Medium ES/ Moderate Cost	Medium ES/ High Cost
Large Effect Size (.20 or >)	Large ES/ Low Cost	Large ES/ Moderate Cost	Large ES/ High Cost

Notes. ES= Effect Size, Adapted from Kraft (2018)

[i] National Conference of State Legislatures (2021, June 23). Elementary and Secondary School Emergency Relief Fund Tracker. Available: https://www.ncsl.org/ncsl-in-dc/standing-committees/education/cares-act-elementary-and-secondary-school-emergency-relief-fund-tracker.aspx.

[ii] U.S. Department of Education (2021, May). Frequently Asked Questions: Elementary and Secondary School Emergency Relief Programs, Governor's Emergency Education Relief Programs. Available: https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf.