



# ACCELERATING LATINO STUDENT RECOVERY

An Agenda to Strengthen Our Schools  
and Help All Students Succeed



STRONGER COMMUNITIES. STRONGER AMERICA.

UnidosUS is a nonprofit, nonpartisan organization that serves as the nation's largest Hispanic civil rights and advocacy organization. Since 1968, we have challenged the social, economic, and political barriers that affect Latinos through our unique combination of expert research, advocacy, programs, and an [Affiliate Network](#) of nearly 300 community-based organizations across the United States and Puerto Rico. We believe in an America where economic, political, and social progress is a reality for all Latinos, and we collaborate across communities to achieve it.

For more information on UnidosUS, visit [unidosus.org](https://unidosus.org) or follow us on [Facebook](#), [Instagram](#), [LinkedIn](#) and [X](#), formerly known as [Twitter](#).

UnidosUS  
Raul Yzaguirre Building  
1126 16th Street NW, Suite 600  
Washington, DC 20036-4845  
(202) 785-1670  
[unidosus.org](https://unidosus.org)

Copyright © 2023 by UnidosUS  
All rights reserved.

# Table of Contents

---

<b>Foreword</b> .....	iv
<b>Key Findings</b> .....	vi
<b>Introduction</b> .....	1
<b>Pandemic Disruptions Negatively Impacted Student Learning and Well-being</b> .....	3
The pandemic erased decades of academic progress—and contributed to persistent opportunity gaps .....	4
Pandemic-related stressors have taken a toll on the well-being of Latino youth .....	7
Recovery is uneven and complicated by continued hardships .....	9
Latino parents are worried about their children’s futures. ....	10
<b>Education Recovery Efforts: An Unprecedented Opportunity that Must be Sustained.</b> . . .	11
The federal government invested big in helping schools recover. ....	12
States and districts are racing to spend funds—but it still may not be enough for full recovery .....	14
Challenges are preventing mental health support from reaching students .....	14
Latino parents want a say in recovery efforts—and they expect bold changes .....	16
<b>Strategies to Support Latino Students’ Recovery and Continued Progress</b> .....	18
Authentically engage families .....	19
Offer additional learning time .....	21
Increase diversity and multilingualism in the educator workforce .....	26
Provide a welcoming, identity-affirming environment. ....	28
<b>Immediate Actions for Leaders to Promote Latino Students’ Progress</b> .....	30
Federal policymakers .....	31
State policymakers .....	32
School district leaders .....	33
<b>Conclusion</b> .....	34
<b>Appendix: State Profiles</b> .....	35
Arizona State Profile .....	35
California State Profile .....	36
Florida State Profile. ....	37
Illinois State Profile .....	38
Texas State Profile .....	39
<b>Endnotes</b> .....	40

# Foreword

by Janet Murguía, President and CEO, UnidosUS

---



Forty years ago, the landmark report *A Nation at Risk* detailed in stark terms how the U.S. public education system was failing students. It also

highlighted the troubling inequities that underserved students experience in schools. The report sounded a call for the urgent need to make bold, systemic changes in the education system for the sake of the nation's future. A wave of reforms ensued that contributed to incremental improvements in achievement for all students—and decades of steady academic progress among Hispanic students, which came to a halt with the COVID-19 pandemic.

The pandemic reshaped American life and once again elevated education as a top priority and concern for parents, students, and policymakers. While the COVID-19 public health emergency declaration ended in May 2023, the impacts of the pandemic on Latinos and other families continue—especially for school-aged children. Even now, more than three years after school buildings closed, sending children to learn at home for many months, we are just beginning to understand how deeply the disruptions caused by COVID-19 have affected the trajectory of students' academic achievement, mental health, and relationships with school and other students and teachers.



As part of our work to inform policymakers, community-based organizations, and advocates about the state of Latino education, this report synthesizes the latest research on learning recovery, highlights promising practices, and provides recommendations for decision-makers at all levels. Our findings are informed by conversations with Hispanic parents about their experiences during the pandemic, the resources their children's schools have received to address learning recovery and well-being, and their hopes for the future.

The academic recovery from the pandemic will not be easy or swift. Ensuring that children gain access to evidence-based interventions like sufficient high-quality tutoring, summer learning, and effective services and supports for multilingual learners will take time and effort. Rebuilding networks of care and opportunities for family partnership doesn't happen overnight. Above all, we must recommit to the goal of dismantling systemic barriers to educational opportunity that are obstacles to Latino student success—approaching Latino students and their cultural and linguistic diversity as assets rather than liabilities.

Unfortunately, there are signs that our national response to student recovery is waning. States and school districts have until January 2025 to use emergency education funding from the American Rescue Plan Act to help students get back on track. As this report shows, too few states are scaling up these interventions and planning to sustain these efforts until student academic achievement returns to pre-pandemic levels.

Our nation has made a significant down payment on student learning recovery. But our students need and deserve more support. We need sustained, significant investments to support a stronger and more equitable education system that meets the needs of not only the 14 million K-12 students who are Latino but of all American children. If we default on our obligation to invest in our student's academic recovery and success today, then we choose to put our nation's future once again at risk.

A handwritten signature in black ink that reads "Janet Murguía". The signature is written in a cursive, flowing style with a prominent loop at the end of the last name.

# Key Findings

---

■ **The pandemic had a profound toll on the academic progress and well-being of Latino students and multilingual learners**, who represent a large and growing share of public-school K-12 students in the United States. Scores on national assessments dropped sharply in 2022 compared to 2019, erasing nearly two decades of progress. By one measure, it would take more than six months of additional instruction for Latino middle school students to return to pre-pandemic achievement levels in reading and math. Other indicators, such as absenteeism and college enrollment, are troubling. At the same time, Latino youth are more likely than their peers to report mental health challenges, including experiencing persistent feelings of sadness or hopelessness. Put simply, the pace of recovery is nowhere near fast enough to make up for what students missed during the pandemic to set them up for success.

■ **Three rounds of federal pandemic relief funding for education, also known as the Elementary and Secondary School Emergency Relief fund (ESSER), provided an unprecedented infusion of funding for schools.** However, not all states and districts are taking full advantage of these time-sensitive resources to address unfinished learning. Less than one-third of the latest round of supplemental education funding has gone toward academic interventions. The 2023-24 school year is the final full academic year to liquidate (or spend) ESSER funding. Based on what we know today, additional investments and resources—from the federal, state, and local levels—will be

required to ensure a full recovery for all students, including Latino students and multilingual learners.

■ **Parents of Latino students and multilingual learners are concerned about their children’s future and want bold changes in the public education system.** More than 6 in 10 Latino parents think their schools should be doing more to help students catch up who fell behind during the pandemic. Nearly 7 in 10 Latino parents said they worry about their child being on track for their grade level. Across focus groups conducted in Arizona, California, Florida, Illinois, and Texas, parents spoke



about the need for more comprehensive school- and community-based supports for their children. However, many of these parents haven't had the opportunity to provide input into their districts' plans for recovery funds. According to National Parents Union surveys, Latino parents are less likely than white parents to have heard about federal pandemic relief funding or to have been asked for feedback on the use of this funding.

- **Research points to several practices that have the potential to accelerate the academic and social-emotional recovery of Latino students and multilingual learners**—as well as to address long-standing opportunity gaps in education. These promising practices include authentically engaging families, offering additional learning time, increasing diversity and multilingualism in the educator workforce, and providing a welcoming, identity-affirming environment for all students. The benefits of increasing teacher diversity and expanding multilingual education are not limited to Latino students and other historically underserved populations; in fact, research shows positive impacts for all students to build a stronger, more inclusive education system.

- **Across the country, some states and districts are implementing these practices and achieving positive results.** For example, the Chicago Public Schools district is implementing high-dosage tutoring by prioritizing students with the greatest need, and the Fort Worth Independent School District in Texas is hiring family engagement specialists to support social-emotional well-being and welcoming school environments. These examples offer models for state and local leaders to follow as they make final decisions on spending recovery funds and prioritizing future investments.

- **For Latino and other systemically underserved students to succeed—and for our country to prosper in the future—we must ensure that recovery efforts fund promising or proven whole-child approaches** to address the immediate and long-term impacts of the pandemic and make investments to dismantle the deep inequities entrenched in our public education system. Federal, state, and district leaders must act now to invest in, support, and sustain these promising practices to promote the success of Latino students and, ultimately, our country's future prosperity.

# Introduction

---



*"To address years of decline in core areas like math and literacy, made worse by challenges from the COVID-19 pandemic, it's vital for schools to focus relentlessly on strengthening instruction, providing targeted supports such as extended learning time, and working intentionally with families and caregivers to ensure our children and youth are present and fully engaged in school."*

**Miguel Cardona**

U.S. Secretary of Education

Since the COVID-19 pandemic shut down public school buildings across the United States in early 2020, research on academic indicators has documented disproportionate—and potentially long-lasting—impacts on Latino\* students. As described in more detail in our July 2022 report, [Latino](#)

[Student Success: Advancing U.S. Educational Progress for All](#), Latino students—who have grown from representing 23% of the K-12 public-school student population in 2010 to 28% in 2021 and are projected to represent 30% by 2030<sup>1</sup>—made considerable progress prior to the pandemic in academic achievement, high school graduation rates, and postsecondary enrollment. However, the abrupt shift to remote learning, followed by ongoing disruptions to learning, intensified longstanding systemic inequities—from inequitable access to high-speed internet to a shortage of diverse, multilingual teachers. As a result, the pandemic threatened to erase decades of educational gains that were made by the Latino community.<sup>2</sup>

Since the publication of that report, a fuller picture has also emerged of the pandemic's devastating impacts on young people's mental

\* The terms "Hispanic" and "Latino" are used interchangeably by the U.S. Census Bureau and throughout this document to refer to persons of Mexican, Puerto Rican, Cuban, Central and South American, Dominican, Spanish, and other Hispanic descent; they may be of any race.



health and well-being. These challenges directly affect academic recovery, and left unaddressed, they could impede students' healthy development and potential to become flourishing adults. For Latino and other underserved students to succeed in school and life—and for our country to prosper in the future—we must ensure that recovery efforts fund promising or proven whole-child approaches to address the immediate and long-term impacts of the pandemic and make investments to dismantle the deep inequities that persist in our public education system.

In 2020 and 2021, the federal government dedicated unprecedented resources to schools to respond to the emergency and aid in recovery. The window for spending the second round of these funds (from the Coronavirus Response and Relief Supplemental Appropriations Act) is closing, but there is still time to make smart investments with the third and final round of funding (from the American Rescue Plan Act).<sup>\*</sup> With so many needs, states and districts are faced with difficult decisions about how to spend these funds wisely so that they make positive, lasting impacts on students who are most in need of support. To help inform these decisions, this report examines a range of strategies and practices that hold

tremendous promise for accelerating Latino students' recovery and promoting continued educational progress. Throughout the report, there are snapshots of promising practices in action in five states around the country where Latino students represent a significant percentage of the student population: Arizona, California, Florida, Illinois, and Texas. (See appendix for key facts and data on each state, its students, and their recovery.)

Informed by a series of focus groups conducted in these five states in spring 2023 and a national survey conducted in partnership with the National Parents Union, the report also explores Latino parents' views on the potential of these practices for having a positive impact on their children. The report concludes with recommendations for ways that federal and state policymakers, as well as school district leaders, can—and must—put these strategies into action now, leveraging federal relief and recovery funds, along with state and local funds, to support the recovery and success of Latino students and multilingual learners.<sup>†3</sup> In doing so, federal, state, and district leaders share a responsibility and play a critical role in improving the education system for all students.

\* Because these funds have been awarded or "obligated" to state and local governments, they are not at risk of the "clawback" provision of the Fiscal Responsibility Act of 2023.

† UnidosUS uses the terms "English Learner" ("EL"), "Dual Language Learner," and "Multilingual Learner" interchangeably.

# Pandemic Disruptions Negatively Impacted Student Learning and Well-being

*"I would love for [my daughter] to go to college and finish college, but ever since the pandemic she's not very into school anymore. She's not excited about it... doesn't really care about going to college or furthering her education as much as I think she should."*

*-Bianca, Texas*



## The pandemic erased decades of academic progress—and contributed to persistent opportunity gaps

The National Assessment of Educational Progress (NAEP) administered in 2022 was the first nationally representative measurement comparing student learning before and after the pandemic. The results in 4th grade and 8th grade reading and math reaffirmed previous research indicating that the pandemic had profoundly negative impacts on all students, but particularly devastating effects for students of color. Latino students experienced declines in both 4th and 8th grade math and reading performance, compared to 2019. The declines were so steep that Latino students' math scores fell below their 2005 levels—meaning, in essence, that Latino students lost more than 15 years of steady progress in K-12 education during the pandemic.

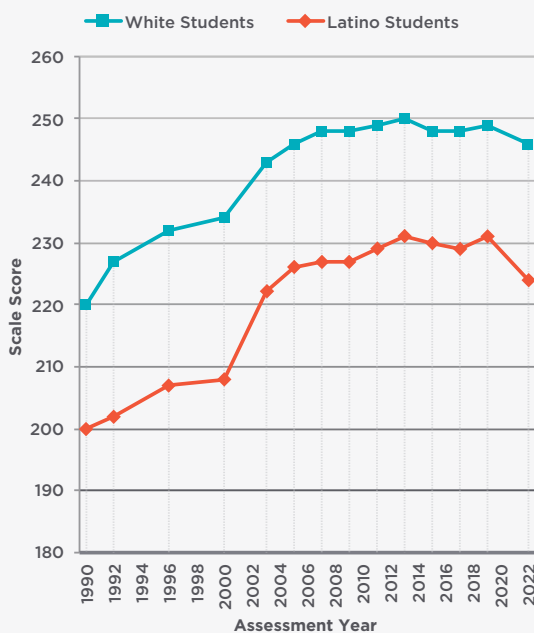
*In essence, Latino students lost more than 15 years of steady progress in K-12 education.*

In addition, while all student groups saw declines on the 2022 NAEP, there were wide gaps between the average scores of Latino students and their white peers—ranging from an 18-point gap in 8th grade reading to a 23-point gap in 8th grade math. Unfortunately, the sizable disparities apparent in the 2022 results were roughly the same in 2019, 2017, and 2015, which underscores the persistent effects of educational inequities pre-pandemic.

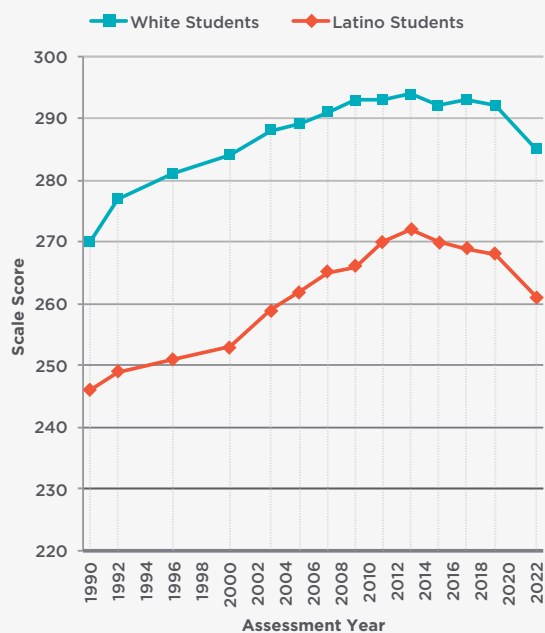
While gaps between English learners and non-English learners on NAEP were also evident, one bright spot came in reading, where 8th grade English learners' scores bucked the broader trend and rose by four points between 2019 and 2022. English learners' 8th grade reading gains were even stronger in cities like

Gaps Between Latino and White Students on the 2022 NAEP

### 4th Grade Math



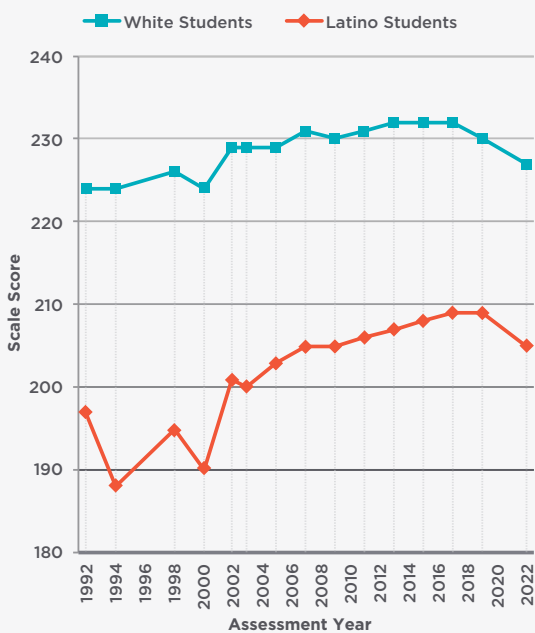
### 8th Grade Math



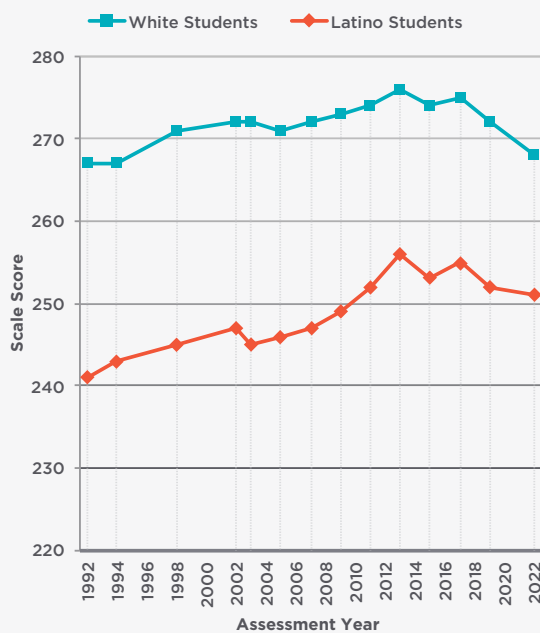
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Assessment.

## Gaps Between Latino and White Students on the 2022 NAEP

### 4th Grade Reading



### 8th Grade Reading



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Assessment.

Chicago, where scores climbed 17 points; Fort Worth, Texas, where they jumped 12 points; and Los Angeles, where there was an eight-point gain.

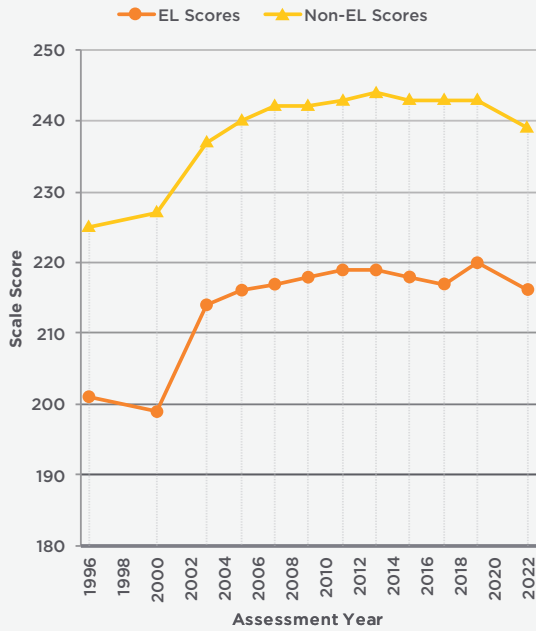
Many experts found these results surprising, given research shows that multilingual learners were disproportionately affected by absenteeism and remote learning during the pandemic—and research showing that only a third of educators say their school often meets the needs of students who are not native speakers of English.<sup>4</sup> Some experts theorize that the gains could reflect the possibility that students who normally would have tested out of “English learner” status weren’t able to take placement exams during the pandemic, and so these students were deemed “English learners” longer than they should have been. Others believe the gains could be attributed to multilingual learners not being pulled out of mainstream classes as frequently, due to staffing shortages, and thus

spending more class time with fluent peers. In Fort Worth, which saw significant gains among multilingual learners, district leaders point to updated curriculum and a new approach that emphasizes immersing multilingual learners in bilingual language learning, and in Chicago, leaders say the gains are not surprising because it’s part of a longer-term trend in rising achievement among multilingual learners.<sup>5</sup>

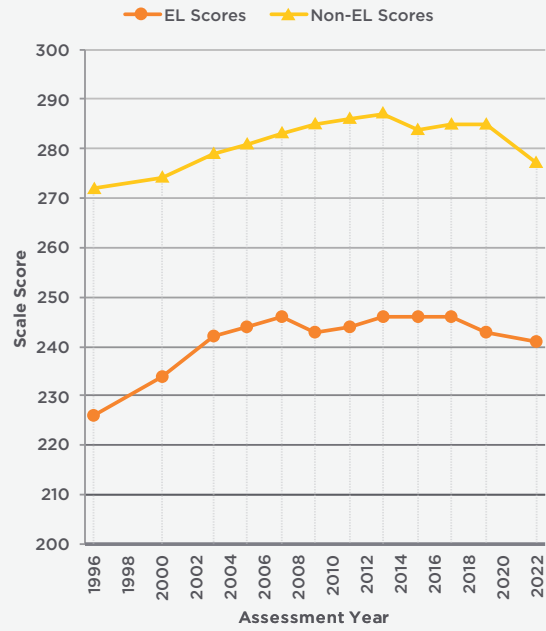
While researchers remain cautious about interpreting the latest NAEP results for multilingual learners, it’s important to acknowledge that the disparities in average scores between these students and their peers are still troublingly large: more than 35 points in 8th grade reading and math. Deeper research on strategies employed to support multilingual learners during and post-pandemic could shed more light on promising practices for improving outcomes and closing gaps for this student population.

## Gaps Between English Learners and Non-English Learners on the 2022 NAEP

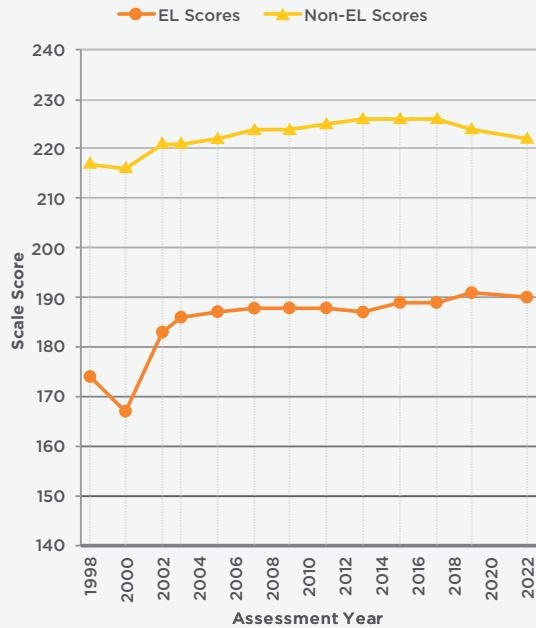
### 4th Grade Math



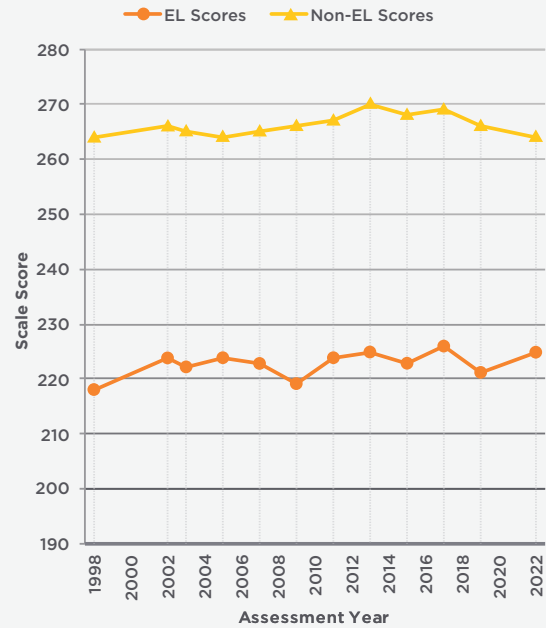
### 8th Grade Math



### 4th Grade Reading



### 8th Grade Reading



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Assessment.

In June 2022, the National Center for Education Statistics released the results of the NAEP long-term trend assessment for 13-year-olds, which was administered in the fall 2022. While these tests measure slightly different skills and are less frequently updated than the main NAEP assessments, the results reflected a similar pattern of unprecedented declines over the past three years. The average math score among Latino students decreased substantially—down 10 points since the fall of 2019, compared to a decrease of just six points among white students in the same timeframe. The average reading score for Latino students was not significantly lower than it was in the fall of 2019; however, it remained lower than nearly all other student groups.<sup>6</sup> Summing up the results, NCES Commissioner Peggy Carr said, “There are signs of risk for a generation.”<sup>7</sup>

Other analyses corroborate the inequities revealed by the NAEP results. A December 2022 federal survey showed that 52% of principals of schools serving a high percentage of students of color said that more than half of their students started the 2022-23 school year behind in at least one subject. Only 17% of principals of schools with a low percentage of students of color said the same about their student body.<sup>8</sup>

In addition, a team of researchers from the Harvard Graduate School of Education and Stanford University analyzed achievement losses between 2019 and 2022 in school districts across 29 states based on national and state test scores. They found that students in higher poverty districts experienced greater declines in math and reading achievement. Students in urban districts also lost more ground in math, compared to students in the suburbs, small towns, and rural areas

(however, students in rural areas lost the most ground in reading).<sup>9</sup> While this research did not look at race and ethnicity, the findings reinforce the impacts of the pandemic on Latino students in systemically under-resourced, urban, and rural districts.

Further research into the factors that influenced declines in test scores released in May 2023 indicated that, within districts, test score declines were similar across racial and income groups. Moreover, researchers found that “test scores declined more in places where the Covid death rate was high, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of children and families were most significantly restricted. In combination, these factors put enormous strain on parents, teachers, and kids—making it unlikely that adults could help kids focus on school.”<sup>10</sup> Other research has shown that these precise hardships affected Latino families disproportionately during the pandemic—indicating that Latino students suffered disproportionate learning setbacks that contribute to a long and complicated road to their full recovery.

## **Pandemic-related stressors have taken a toll on the well-being of Latino youth**

---

The academic consequences of the pandemic are deeply concerning, but the full picture comes into focus when the enormous social, economic, and health impacts on Latino students and their families are considered as well. “In one survey of 500 Latino middle school students in Georgia in spring 2021, researchers found that 10% of the students’ families dealt with hospitalization due to

COVID-19, and nearly half experienced job and income loss. In addition, a staggering 60% of the Latino teenagers said they took on childcare responsibilities during the pandemic. These circumstances contributed to both declining academic performance and students' feelings of depression and isolation from friends, according to the study.<sup>11</sup>

Another nationally representative survey from the fall of 2020 showed that 37% of Latino youth reported symptoms of moderate to severe depression, up from 25% in 2018.<sup>12</sup> In 2021, the Centers for Disease Control and Prevention (CDC) found that nearly one-third of Latino youth reported that their mental health was most of the time or always not good and 46% said they experienced persistent feelings of sadness or hopelessness over the past year—a percentage that is higher than the national average.<sup>13</sup> Latino youth who identify as LGBTQ+ are especially at risk of suffering from mental health challenges: 42% of these young people say they have considered suicide and 15% have attempted suicide over the past year.<sup>14</sup>

*In 2021, the CDC found that nearly one-third of Latino youth reported that their mental health was most of the time or always not good, and 46% said they experienced persistent feelings of sadness or hopelessness over the past year.*

Compounding the additional stress of the pandemic is the fact that 18% of Latino people in the U.S. are uninsured, compared to just 6% of white people, which can make it difficult for Latino youth to access the mental



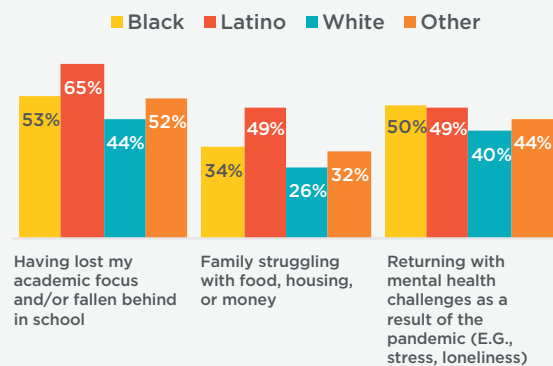
health care they need.<sup>15</sup> Historically, Latino youth have been less likely than other student groups to receive clinical or school-based treatment for mental health. In 2019, just 1 in 10 Latino youth reported seeking out mental health professionals.<sup>16</sup> Some experts say that in addition to poor access to mental health resources, stigmatization of mental health challenges among the Latino community can keep Latino youth and families from seeking treatment.<sup>17</sup>

There is also an enormous lack of Latino mental health professionals: The American Psychological Association reports that less than 8% of licensed psychologists in the U.S. identify as Latino.<sup>18</sup> This lack of representation poses a challenge to accessing culturally relevant interventions and programs and can make it difficult to identify and diagnose mental illness in Latino youth, which ultimately can cause unaddressed issues to fester and jeopardize students' futures.

## Recovery is uneven and complicated by continued hardships

Latino families are still struggling with the economic impacts of the pandemic, which continue to affect students' academic progress and well-being. In the fall of 2022, 22% of Latino households with children reported having lost employment income in the past month, while only 9% of white households with children reported the same.<sup>19</sup> Another survey of Latino teens showed that, when anticipating a return to their activities after the pandemic, nearly two-thirds (65%) were concerned about having lost their academic focus or falling behind in school, almost half (49%) were concerned about mental health challenges such as stress and loneliness, and the same proportion were concerned about their family struggling with food, housing or money.<sup>20</sup> These concerns, which were more prominent among Latino students than among their white peers, demonstrate the multifaceted challenges facing Latino students and their families.

**Percentage of Students Who Are Somewhat/Very Concerned About Activities Post-Pandemic, By Race/Ethnicity**



Source: <https://childmind.org/wp-content/uploads/2021/10/CMHR-2021-FINAL.pdf>

These struggles paint a picture of a complicated recovery for Latino students. While data shows that students made up some ground in the 2021-22 school year (when nearly all students returned to in-person learning full time), progress has largely stalled. According to estimates based on results from NWEA's MAP assessments, Latino elementary students require 2.6 additional months of learning time in reading and 2.9 additional months in math to catch up to pre-COVID achievement levels. Latino middle school students would need 6.7 additional months in reading and 6.4 months in math—the most of any racial or ethnic group.<sup>21</sup> It is worth noting that eliminating these gaps would simply be a return to the pre-pandemic status quo, which was already inequitable. To realize a more equitable education system for long-term Latino success will therefore require expanding on pandemic related recovery efforts.

State assessment results, which should be interpreted with caution because some states experienced low participation rates during the pandemic, also shed light on the inequitable pace of academic recovery. In Texas, for example, the percentage of Latino students scoring proficient on state math tests increased by 10 percentage points between 2021 and 2023. However, Latino students' math proficiency has not returned to pre-pandemic levels and remains significantly behind their white and Asian peers, who are seeing scores well above the pre-pandemic average of all students. In addition, the gap between the math proficiency of Latino students in Texas and their white peers widened to 22 points in 2023, compared to a 20-point gap in 2022 and only a 17-point gap in 2019.



*In 2022, 41% of Latino fourth graders were chronically absent.*

Other indicators suggest that Latino students' academic and social-emotional recovery has been mixed. In 2022, 41% of Latino fourth graders were chronically absent\* according to federal data—a whopping 13 percentage-point increase from 2019 and nine percentage points higher than the data for white fourth graders in 2022.<sup>22</sup> Another analysis found that increases in chronic absenteeism “were comparatively large among economically disadvantaged students as well as Black students and Hispanic students.”<sup>23</sup> And college enrollment among Latinos—which Latino parents consistently voiced as an aspiration for their children in focus groups—declined for the first time during the pandemic and has yet to rebound to its 2019 levels.<sup>24</sup> Overall, these data convey the complex and varied nature of academic recovery among Latino students.

## **Latino parents are worried about their children's futures**

---

In addition to data from researchers, Latino families' views and firsthand experiences paint a stark picture of the impact of the pandemic on Latino students—and how recovery efforts have been slow to reach them. In focus groups of Latino parents that UnidosUS conducted in spring 2023, participants described seeing their children lose motivation to learn and struggle with mental health during the pandemic—and

how those challenges continue to plague them. These findings align with the results of a 2022 survey, which found that 69% of Latino parents said they worry about their child being on track for their grade level. Only 52% of white parents and 46% of Black parents said they worried about this.<sup>25</sup> It is not surprising, then, that two-thirds (64%) of Latino parents who participated in a 2023 National Parents Union / UnidosUS survey believe schools should be doing more to help students catch up who fell behind academically during the pandemic.<sup>26</sup>

*64% of Latino parents believe schools should be doing more to help students catch up who fell behind academically during the pandemic.*

Latino parents also have seen the toll that the pandemic has had on their children's mental health and well-being and believe it is urgent to support these aspects of students' recovery. In a spring 2022 survey of parents nationwide, 77% of Latino parents said they worry about their child's happiness and emotional well-being, and 72% said they worry about their child experiencing stress or anxiety. These concerns are more prominent among Latino parents than Black and white parents.<sup>27</sup> A few months later, in fall 2022, 43% of Latino parents said they were very or extremely worried about their child struggling with anxiety or depression—more than parents of any other race or ethnicity.<sup>28</sup>

\* The U.S. Department of Education defines chronically absent as missing at least 10% of the school year.

# Education Recovery Efforts: An Unprecedented Opportunity that Must be Sustained

*“In my daughter’s school they sent an email saying that they would receive more funding for next year. They will have more funding for student learning recovery for all that happened in the pandemic and they were still deciding in what ways they would use the funds that will benefit the children. That’s what the email said, but I’m not 100% informed.”*

*-Yolanda, Chicago*

*“There should be a study and something that supports the children who need more support. [We should know] how those resources are being used to help precisely the children who had that learning loss.”*

*-Fanny, Florida*



As state and district leaders grapple with how to address the needs of their school communities, they have an unprecedented infusion of federal resources at their disposal to direct to recovery. However, they are faced with competing spending priorities and a rapid timeline. In the face of these challenges, it's critical for leaders to support a strong and sustained recovery for Latino students, who represent more than a quarter of the U.S. K-12 student population and are an important asset to our country and the future workforce. It is also imperative for recovery efforts to work toward dismantling pre-pandemic inequities that, left unaddressed, will continue to hinder the progress of Latino students and, by extension, our country.

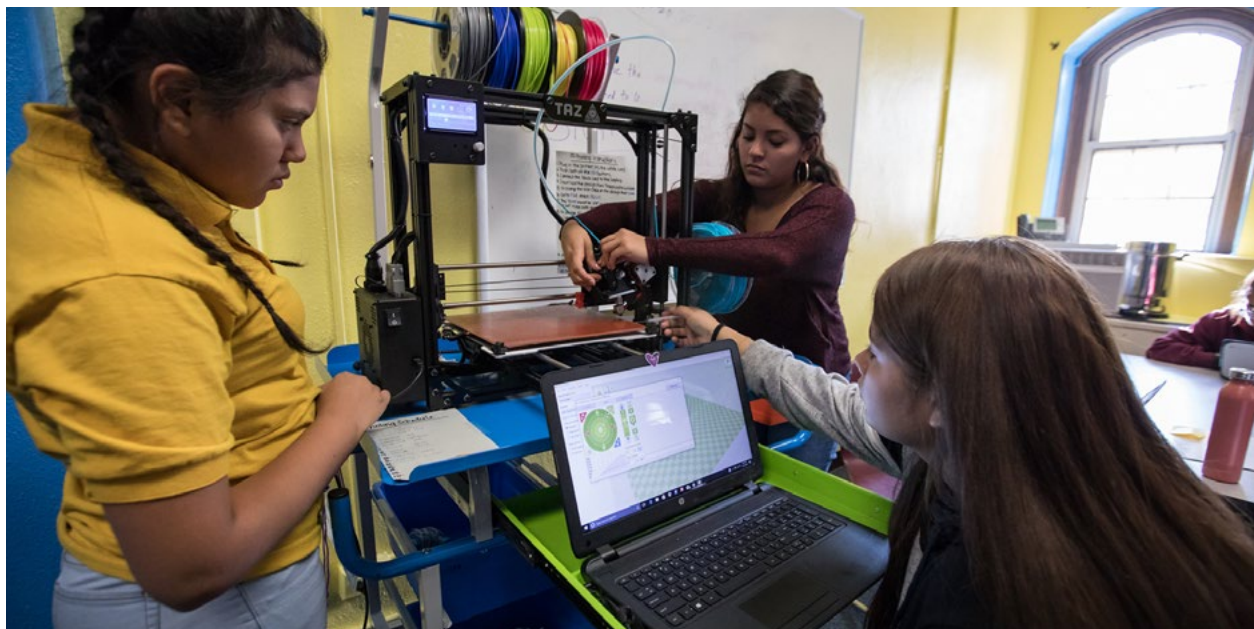
## The federal government invested big in helping schools recover

In the year following the start of the COVID-19 public health emergency in the United States, from March 2020 through March 2021, the federal government passed three major pieces

of pandemic relief legislation. Each directed significant funding to help K-12 public schools respond to the pandemic through a newly established program, the Elementary and Secondary School Emergency Relief fund, or ESSER. These three packages of ESSER funding totaled \$190 billion—about five to six times what the federal government invests in K-12 education in a typical year.<sup>29</sup> Schools have until September 2024 to obligate their ESSER III funds and until early 2025 to draw them down, although the U.S. Department of Education announced that it will accept applications to extend the spending deadline by another 14 months as it had with previous ESSER funding rounds.<sup>30</sup>

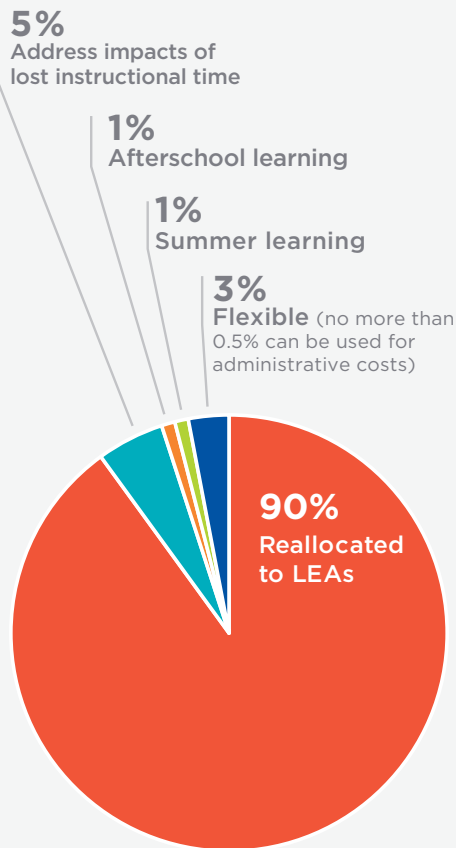
### ESSER Funding Package Amounts and Deadlines

	TOTAL AMOUNT	ALLOCATION DEADLINE	SPENDING DEADLINE
ESSER I (CARES)	\$13.5 billion	Sept 30, 2022	Jan 28, 2023
ESSER II (CRRSA)	\$54.3 billion	Sept 30, 2023	Jan 28, 2024
ESSER III (ARP)	\$122.7 billion	Sept 30, 2024	Jan 28, 2025

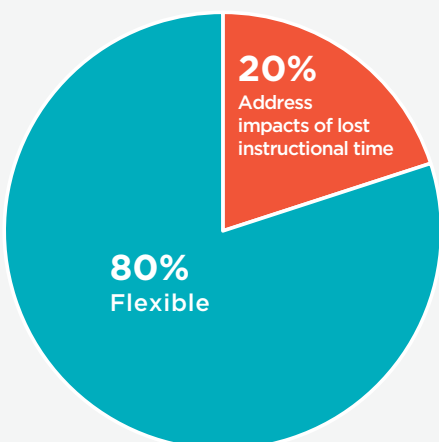


## Spending Requirements for ESSER III Funds

### STATE EDUCATION AGENCIES



### LOCAL EDUCATION AGENCIES



Source: [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf)

Both state and local education agencies have considerable flexibility to use ESSER funds in ways that meet their specific needs, but ESSER III funding—which was passed under the American Rescue Plan and was intended to help schools support students as buildings reopened—requires state education agencies to allocate at least 5% of its funds to address learning loss, 1% for afterschool activities, and 1% for tutoring.<sup>31</sup> In addition, each school district must use at least 20% of its ESSER III funds to address the academic impact of lost instructional time through evidence-based interventions, such as summer learning or high dosage tutoring.



## States and districts are racing to spend funds—but it still may not be enough for full recovery

---

Federal data show that only about 60% of total ESSER funds have been spent as of July 2023.<sup>32</sup> Other survey data indicates that districts plan to spend about 31% of the \$110 billion in ESSER III funds on academic interventions.<sup>33</sup> According to one analysis, more than 4,000 districts were planning to spend a total of \$6.5 billion on summer learning, afterschool programs, and/or extended school days, and nearly 1,300 districts planned to invest a total of \$1.7 billion in tutoring.<sup>34</sup>

Numerous reports have looked at how states and districts—including those that serve large populations of Latino students and multilingual learners—are using their ESSER III funding and whether the investments they are making are the most effective for supporting students' academic recovery. Nationally, one analysis found that lower-income districts are more likely than higher-income districts to use their ESSER III funds on non-academic items like repairing facilities and less likely to invest in interventions that could boost students' academic recovery, such as summer learning.<sup>35</sup> This analysis underscores the deep inequities in our education system, as schools with fewer resources often had to use relief funds to address basic necessities in their school buildings, while more affluent schools were able to spend higher levels of funding on learning enrichment.

At the state level, an analysis from Future Ed showed that, as of March 2023, California districts had only spent about 31% of their ESSER funds on academic recovery.<sup>36</sup> Some districts in other places with high populations of Latino students are also funneling robust

funding toward academic interventions: Chicago Public Schools is spending \$25 million of its \$1.8 billion from ESSER to train 850 literacy tutors, and the Houston Independent School District budgeted \$113 million—or 14% of its total funding—for tutoring.<sup>37</sup>

However, research has suggested that even if states and districts were to spend all their relief funds on academic interventions, it would not be enough to support a full recovery for all students. One study from 2022 estimated that offsetting learning loss from the pandemic would require a total of \$700 billion—more than three times the total amount currently available through ESSER.<sup>38</sup> Other researchers have found that in many districts, the share of the annual instructional budget corresponding to lost achievement is greater than the share the district received in ESSER funds.<sup>39</sup> Still other experts have calculated that correcting funding gaps between high-poverty and low-poverty districts would require \$95 billion per year nationwide, and some states would require significant increases in school funding; for example, Arizona and Texas—which have some of the lowest levels of per-pupil spending in the country—would need to spend at least \$3,000 more per pupil to close gaps.<sup>40</sup> As Harvard Professor Tom Kane told *The Washington Post*: “What districts have been doing is the equivalent of launching bottle rockets at the moon—directionally correct but not sized to the task.”

## Challenges are preventing mental health support from reaching students

---

In addition to funding efforts to accelerate student learning, ESSER funding can be used to expand mental health services in schools.

The U.S. Department of Education specified that states and districts can use funds to invest in areas such as increasing the diversity of school-based mental health professionals, expanding community schools, and improving communication about mental health supports with families and students—including by ensuring that communications are available in families’ home languages.<sup>41</sup> According to one estimate, school districts plan to spend 7.4% of ESSER III funds on physical and mental health supports.<sup>42</sup> However, some districts have noted that shortages of qualified school counselors and psychologists are hampering their efforts to invest in this area.<sup>43</sup> And many districts that have used ESSER funds for mental health efforts are facing funding cliffs that will make it difficult to retain qualified staff and sustain innovative programming, such as telehealth initiatives.<sup>44</sup>

One year after the ESSER III fund was established, President Biden used his 2022 State of the Union address to call on the nation to “take on mental health. Especially among our children, whose lives and education have been turned upside down.”<sup>45</sup> A few months later, following the shootings at a grocery store in Buffalo, New York, and an elementary school in Uvalde, Texas, President Biden signed the Bipartisan Safer Communities Act, which, among other provisions, included more than \$1 billion in funding for schools to expand student mental health services and hire more mental health professionals.<sup>46</sup> However, nine months later, as of March 2023, only 38 of the nation’s 13,000 public school districts had accessed these funds, because many states have been slow to initiate grant programs and application processes for districts.<sup>47</sup> Despite the clear evidence as well as national rhetoric about the urgency of the youth mental health

issue, these bureaucratic delays are holding up critical interventions that students need now.

Medicaid, which millions of Latinos around the country rely on for health care, can also play an important role in funding school-based mental health services. For example, in Arizona, the state Medicaid program has encouraged collaboration between schools and behavioral health outpatient providers, including by incentivizing providers with enhanced payments to work with schools. The state’s Medicaid agency also oversees the administration of a fund that helps students who are underinsured or uninsured access behavioral health services from certain providers.<sup>48</sup> After the special COVID-19 Medicaid coverage requirements ended on April 1, 2023, families around the country have been terminated from the plan. This development makes it even more critical that other funding sources, such as ESSER, support school-based mental health services.

While the variety of funding sources for addressing youth mental health in schools is heartening, in many places, the sheer magnitude of the problem dwarfs the size of the overall funding available. Indeed, in a 2022 survey of district superintendents, 63% said that a lack of budget resources limited their ability to address youth mental health crises.<sup>49</sup>

*While the variety of funding sources for addressing youth mental health in schools is heartening, in many places, the sheer magnitude of the problem dwarfs the size of the overall funding available.*

## Latino parents want a say in recovery efforts—and they expect bold changes

---

As discussed above, Latino parents are concerned about the impacts the pandemic has had—and will continue to have—on their children’s learning and well-being. However, focus groups and surveys of Latino parents indicate that their views and priorities aren’t necessarily being considered as states and districts make decisions about how to spend recovery funds. In a September 2021 survey, 53% of Latino parents said that parents should be involved in deciding how federal pandemic relief funding is used in schools.<sup>50</sup> However, in another survey in August 2022, only 1 in 5 Latino parents said they had been asked to give feedback on the use of this funding—significantly less than the 38% of white parents who said they had been engaged to provide input.<sup>51</sup>

Data also suggests that schools and districts can do better at informing and engaging Latino parents about the federal funding and the opportunity it provides to support their students. More than half (58%) of Latino parents said they had heard nothing at all or only a little about federal pandemic relief funding for schools, compared to less than half (48%) of white parents.<sup>52</sup> In focus groups of Latino parents that UnidosUS conducted in spring 2023, most participants said they hadn’t heard about the funding, and if they had, they didn’t know what it was for or how it helped their school or their children. For example, some parents mentioned that they thought the funding helped schools purchase laptops and tablets for students, and while those are allowable uses, in general the parents we spoke to were not aware of all the ways in which ESSER could be spent. In an October

2022 survey, 57% of Latino parents said they would like to know more about how their child’s school uses government funding.<sup>53</sup>

Latino parents also perceive the current moment of pandemic recovery as a critical opportunity to greatly improve the education system, rather than returning to the pre-pandemic status quo. More than half (57%) of Latino parents say they believe that schools should be focused on rethinking how they educate students and coming up with new ways to teach children moving forward because of the COVID-19 crisis. And 59% of Latino parents say that the additional federal funding opens the door to make bold changes in public education and that we should take advantage of this opportunity.<sup>54</sup> In July 2023, Latino parents’ responses to another survey echoed this theme, as 61% said that the public education system needs a complete overhaul or major changes.<sup>55</sup>

*More than half (57%) of Latino parents say they believe that schools should be focused on rethinking how they educate students and coming up with new ways to teach children moving forward because of the COVID-19 crisis.*

What changes and strategies do Latino parents want to see prioritized as states, districts, and schools spend relief funds to support learning recovery? When asked about the best ways for schools to help children catch up, Latino parents point to academic interventions like tutoring (64%), afterschool programs (56%), online educational resources (51%), and summer school programs (51%).<sup>56</sup> Interestingly, many (47%) Latino parents don’t feel that their children’s schools provide adequate academic support and say they will



look to find extra academic support for their children outside of school.<sup>57</sup> Indeed, Latino parents are more likely than white or Black parents to report having sought out additional academic support for their children outside of resources provided by their school. More than half (53%) of Latino parents said they have pursued private tutoring outside of school for their child, compared to 43% of white parents and 31% of Black parents.<sup>58</sup> This data underscores the need for schools to ensure they provide high-quality academic supports, like high-dosage tutoring, and communicate with parents about how they can access these programs. Schools can also partner with community-based organizations who serve as trusted resources for students and their

families and provide culturally and linguistically responsive programming.

Latino parents also want to see more support for students' mental health in schools. A National Parents Union / UnidosUS survey conducted in July 2023 found that 55% of Latino parents believe that schools need to do more to support students' mental health and emotional well-being.<sup>59</sup> This finding is consistent with the concerns of Latino parents throughout the pandemic. An earlier National Parents Union poll conducted in September 2021 found that 73% of Latino parents ranked guidance counselors, social workers, and school psychologists as one of the top priorities or a very important use of schools' additional federal funding.<sup>60</sup> Similarly, in a survey by the Association of Latino Administrators and Superintendents, Latino parents and students identified communication or check-ins with school staff (25%) and individual mental health counseling services (24%) as the most beneficial resources for students' mental health and well-being support.<sup>61</sup> It is notable that, in contrast to the finding that Latino parents are more likely to seek academic support for students outside of school, Latino parents are less likely than parents of other racial and ethnic groups to have sought outside-of-school mental health or counseling services for their child: Only 31% of Latino parents say they have done this, compared with 42% of white parents and 41% of Black parents.<sup>62</sup> This makes it clear that schools are a go-to resource for mental health services for Latino students—and that districts should invest relief funds in strategies to ensure that these services reach them.



# Strategies to Support Latino Students' Recovery and Continued Progress

*"I don't believe I that [the school has] engaged me as a parent after the pandemic. I always feel like I'm reaching out to the school—to the director, to the teachers. ... I understand that everyone has a lot on their plate--- teachers, assistants, directors. ... In our parent meetings, the information that is provided, it's just providing information to parents, but there isn't a section where the parents are allowed to provide feedback or have questions. I think that should be addressed—having some type of meeting where the purpose of that meeting is only for parents to provide feedback or maybe even an email where parents can send information and that information gets addressed in another email."*

*-Alma, Chicago*

*"It's beautiful and very interesting, my daughter and other students are learning two languages. This will be a great benefit not just for now but for her future. By the time they can work, they'll have greater opportunities to help people in general who speak English and the Hispanic community, which is practically growing. And the Spanish [language] is opening doors for workers that speak both languages."*

*-Luz, California*



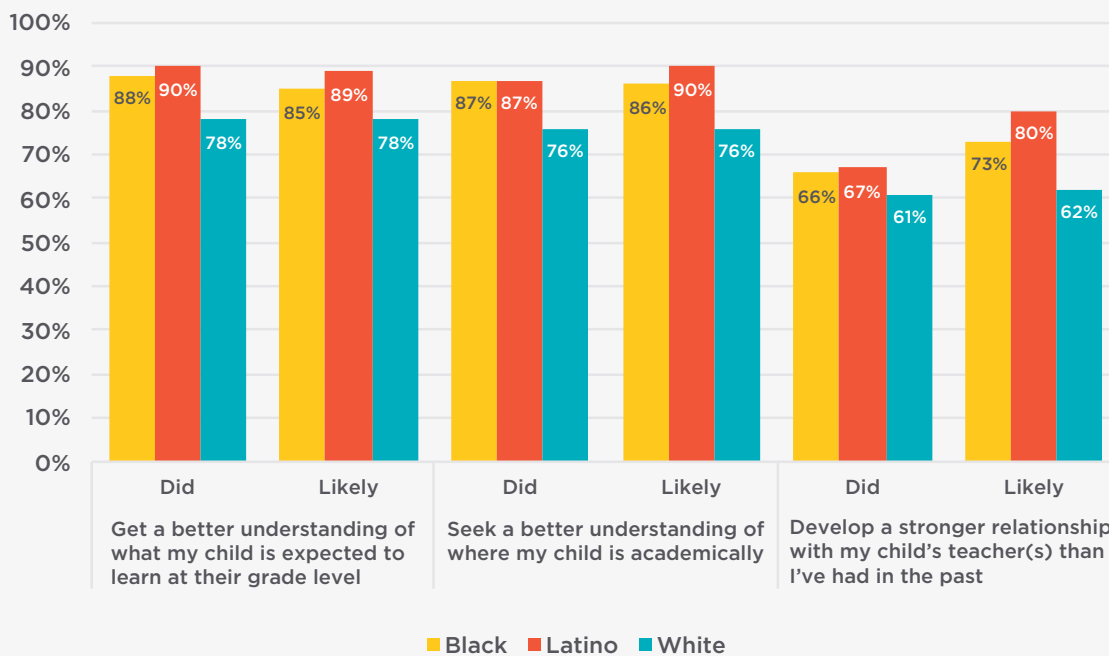
Parents, educators, and researchers agree: the pandemic has jeopardized Latino students’ academic progress. It’s now up to the nation to prioritize not just their recovery but to address historical inequities that contribute to the opportunity gap.

The good news is there are pockets of promising work to help Latino students—and all students—regain their academic footing and accelerate their learning in the aftermath of the pandemic. These strategies and interventions align with what Latino parents believe their children need to succeed and what research says works in boosting student achievement. These practices can provide a path forward for leaders as they continue to make decisions on how to best leverage pandemic relief funds to encourage a more equitable academic recovery for all students.

## Authentically engage families

Widespread research has demonstrated the powerful impact that families have on children’s learning and development.<sup>63</sup> Numerous studies have also demonstrated how schools’ authentic engagement of families can have positive impacts on students’ outcomes.<sup>64</sup> These school-family partnerships are critical to fostering students’ academic and social-emotional recovery from the pandemic, and Latino parents in particular value engaging in their children’s education. In a 2022 survey, Latino parents said that they planned to develop a stronger relationship with their child’s teacher (80%), get a better understanding of what their child was expected to learn at their grade level (89%), and seek a better understanding of where their child is academically (90%). Across

### Latino Parents Are More Likely to Engage in Children’s Education Than Other Groups



Source: [https://bealearninghero.org/wp-content/uploads/2022/06/LH\\_Parents-Research-Deck-2022.pdf](https://bealearninghero.org/wp-content/uploads/2022/06/LH_Parents-Research-Deck-2022.pdf)

the board, Latino parents reported higher likelihood of pursuing these actions than their Black and white peers. Moreover, 92% of Latino parents say that it will be essential for families and teachers to work closely together to help overcome the pandemic's impact on learning.<sup>65</sup>

Unfortunately, effective partnerships between schools and families are often the exception, not the rule—especially as teachers juggle increasing workloads and demands on their time (indeed, in a 2023 survey, 87% of educators agreed that the role of a classroom teacher has too many responsibilities).<sup>66</sup> A 2022 Learning Heroes survey found that less than half of all parents reported that their child's teacher has worked with them on a plan for supporting their academic recovery. Only slightly more than half of teachers and principals say that their school has structures in place to support family engagement—such as time reserved for teachers to communicate with families, a central office staff person dedicated to family engagement, or state or district standards on family engagement. These school-level resources and policies help foster stronger connections with families and support classroom teachers who are already facing considerable demands.

What's more, 69% of educators say that it can be more difficult to communicate with families who are different from them in terms of race, ethnicity, or background, and 68% say that communicating with families whose native language is not English is not easy for them.<sup>67</sup> Among Latino parents who prefer to communicate in Spanish, just 45% report that their child's teacher always or often communicates with them in Spanish.<sup>68</sup> This reality further underscores why increasing teacher diversity and multilingual educators are important. Despite a federal requirement

that schools communicate with parents in a language they understand, many parents—including parents of Latino students and multilingual learners—don't have a clear understanding of their children's academic performance, which limits their ability to advocate for their children. Some researchers have also drawn connections between these hurdles to family engagement and low participation rates in interventions such as tutoring and summer school.<sup>69</sup>

*Many parents—including parents of Latino students and multilingual learners—don't have a clear understanding of their children's academic performance, which limits their ability to advocate for their children. Some researchers have also drawn connections between these hurdles to family engagement and low participation rates in interventions such as tutoring and summer school.*

To overcome these obstacles to productive partnerships between schools and Latino families, districts should ensure that they have structures and well-trained staff dedicated to family engagement. They should also take actions to provide a culturally and linguistically affirming environment, including by complying with laws that mandate providing language interpreters and ensuring communications materials are translated into families' native languages. Districts should also be sure to engage in two-way communication around recovery plans, actively seeking input from Latino families and demonstrating action to respond to that input. Overall, engaging Latino families as partners in students' success requires, for many districts, a shift in mindset—to one that "recast[s] families and communities as co-designers of education."<sup>70</sup>

**SNAPSHOT: Houston Independent School District** in Texas created a new policy to ensure that every school board meeting would have a Spanish language interpreter—a response to concerns voiced by parent group Familias Latinas por la Educación. “That has been awesome, because people have been participating way more,” said HISD parent Mitzi Ordoñez, who was a 2021 fellow with Familias Latinas por la Educación. “We have been encouraging other moms, ‘Hey, there is interpretation here, you’re going to be able to come here.’” HISD has also used ESSER funding to place a parent liaison on each campus to lead parent and community engagement work. Ordoñez says that these supports help both parents and students—as students don’t have to be responsible for translating communications from the school for their parents.<sup>71</sup>

**SNAPSHOT: UnidosUS’s *Padres Comprometidos* program** is a bilingual curriculum and training that aims to help Latino parents navigate the U.S. education system, understand school data and report cards, learn more about state standards and assessments, and advocate for issues that are important to them within their school or district. The program is led by local parents who have been trained to teach the curriculum in their communities. Since 2011, *Padres Comprometidos* has graduated about 10,000 parents across 15 states.

When the pandemic hit, *Padres Comprometidos* shifted to an online model and rolled out new content that helped Latino parents navigate the ins and outs of remote learning, including ed-tech platforms, ways to continue to engage with school meetings over Zoom, and how to manage stress and isolation. “I love these meetings,” a parent shared during one *Padres Comprometidos* session. “They’ve given me the opportunity to unwind, and now I see that I am not alone.”<sup>72</sup>

**SNAPSHOT: Fort Worth Independent School District** in Texas is budgeting \$11.7 million in federal recovery funds to hire more than 100 Family Engagement Specialists. The district will provide extensive professional development for these specialists to support campuses and families in areas such as social-emotional learning support, understanding assessment data, and parent advocacy. Specialists will also receive training on ensuring a welcoming school environment, crisis intervention, and site-based decision making.<sup>73</sup>

## Offer additional learning time

---

Over the past two years, tutoring, afterschool learning, and summer learning have generated a great deal of attention as potentially impactful solutions for addressing unfinished learning. While these are not new strategies, the pandemic has elevated the need to expand them to support learning recovery. Many states, districts, and schools have adopted these uses of additional learning time to some extent, but research indicates that these interventions aren’t reaching enough students, including Latino students and multilingual learners. Below, we look at each of these interventions in more depth.

**SNAPSHOT: The Dallas Independent School District** in Texas is implementing an extended-year school calendar—with more breaks throughout the year but a shorter summer break—to create more learning time for students. The year-round option was introduced in 46 elementary and middle schools in fall 2021. Early data shows that students in the extended-year schools are growing more in reading, compared to students in other schools in the district.<sup>74</sup>



**INTENSIVE TUTORING WORKS.** Multiple studies demonstrate the power of tutoring for improving student outcomes. Meta-analyses of research on tutoring have found that “tutoring programs yield consistent and substantial positive impacts on learning outcomes,”<sup>75</sup> can increase achievement by as much as 15 months of learning across grade levels,<sup>76</sup> and that high-dosage tutoring—defined as more than three days per week or at a rate of at least 50 hours over 36 weeks—is one of the only school-based interventions that has large positive effects on both math and reading achievement.<sup>77</sup> In addition, research has shown that tutoring is equally impactful for multilingual learners and their English-speaking peers.<sup>78</sup> Given this evidence, U.S. Secretary of Education Miguel Cardona called for districts to give “every child that fell behind during the pandemic at least 30 minutes per day, three days a week, with a well-trained tutor who is providing that child with consistent, intensive support.”<sup>79</sup>

Some, but not nearly all, schools and districts have answered this call. In a December 2022 survey of public schools, 37% reported offering high-dosage tutoring. Interestingly, 43% of schools with high populations of minority students reported offering high-dosage

tutoring, compared to just 29% of schools with low populations of minority students.<sup>80</sup> Still, tutoring isn’t reaching enough students: In a December 2022 survey of American adults, less than 2% reported that their child was receiving high-quality tutoring.<sup>81</sup> Another survey of the nation’s largest districts found that less than 10% of students received tutoring in the fall of 2022.

*Tutoring isn’t reaching enough students: In a December 2022 survey of American adults, less than 2% reported that their child was receiving high-quality tutoring.*

Schools face several barriers in implementing high-dosage tutoring, from communicating with families about the importance of tutoring to hiring qualified tutors. Almost half of the schools that provide high-dosage tutoring said that a lack of funding to hire staff has limited their efforts to offer it.<sup>82</sup> But experts have identified a number of strategies for scaling up tutoring initiatives, including scheduling tutoring during the school day, tapping paraprofessionals to tutor, and having state education agencies lead on recruiting and vetting tutors.<sup>83</sup> For multilingual learners, it is critical that tutors speak their native language and provide a linguistically affirming environment. While finding tutors that speak students’ native languages can be a challenge, some schools have partnered with community-based organizations to fill this need. In these cases, it is important that tutors who are not professional educators have strong training and materials and are in frequent contact with teachers.<sup>84</sup>

**SNAPSHOT:** At **Lawndale Elementary School District** near Los Angeles, principal Cristal Moore and her team have created a tutoring program designed to target recovery needs for multilingual learners. To encourage participation in the program, the program emphasizes developing strong relationships between the tutors and the students. They also call the program a “club” rather than “tutoring,” as the latter could signal to students that they have deficiencies or weaknesses. As Moore put it during an Education Week webinar: “Are you seeing students as a deficit? Or do you know who they are? Do you see the worth in them, the possibility of who they are?”<sup>85</sup>

**SUMMER LEARNING CAN IMPROVE PERFORMANCE.** Summer learning is another form of additional learning time that has been found to increase student achievement. Research shows that students who attend a summer program at high rates (for at least 20 days) score better on assessments in the following school year than their peers do.<sup>86</sup> In April 2021, the U.S. Department of Education announced a National Summer Learning & Enrichment Collaborative, noting that ESSER “requires that states invest at least \$1.2 billion on evidence-based summer enrichment programs.”<sup>87</sup>

While many districts offered summer school before the pandemic, the federal funding and encouragement helped expand these efforts. In 2022, 70% of public schools nationwide offered summer learning programs, and 69% required certain students (such as those lacking credits) to attend summer programs. Schools with higher shares of students of color were more likely to offer summer school.<sup>88</sup> However, not all summer learning programs were high-quality and well-structured; a 2021 analysis found that less than half of large urban districts’ summer learning programs

were long enough to provide time for effective instruction—at least three hours a day for five weeks.<sup>89</sup>

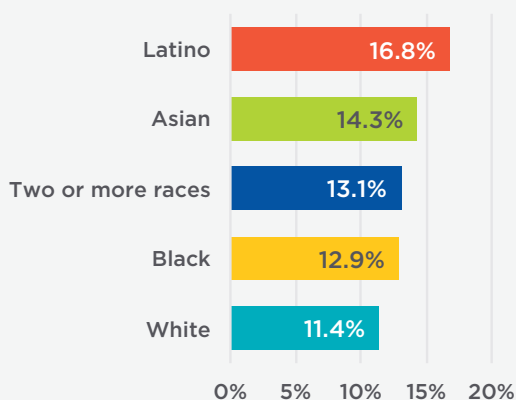
It is also unclear whether summer learning programs are effectively reaching Latino students. In California, 36% of Latino students enrolled in summer learning programs, making them the student group most likely to do so.<sup>90</sup> While this is encouraging, it is worth noting that much higher percentages of California’s Latino students are not proficient in math and reading, according to NAEP scores. For example, only 11% of Latino 8th graders in California were proficient in math and 20% were proficient in reading in 2022.<sup>91</sup> Nationally, a survey of parents in May 2022 found that 36% of Latino parents wanted to enroll their child in in-person summer school classes;<sup>92</sup> however, in a survey a few months later, less than 17% of Latino adults reported that their children actually participated in summer learning activities. Still, this 17% participation rate was higher than any other racial or ethnic group.<sup>93</sup> Moreover, of Latino parents whose children participated in summer learning in 2022, 94% said that it helped their child’s academic improvement somewhat or a lot.<sup>94</sup>

*Of Latino parents whose children participated in summer learning in 2022, 94% said that it helped their child’s academic improvement somewhat or a lot.*

To ensure that summer learning makes a difference for Latino students and multilingual learners, schools and districts must communicate with families—including in their native language—about the benefits of summer learning and the importance of consistent attendance. They should also

provide instruction in students’ native language and work to give staff training in supporting multilingual learners. In addition, to ensure equitable access to summer learning, districts should offer summer programs for free, and they should provide supports and services such as transportation, meals, and afternoon care.<sup>95</sup>

**Percentage of Adults Reporting Their Children Participated in Summer Education Activities in 2022**



Source: <https://www.census.gov/data/tables/2022/demo/hhp/hhp50.html>

**SNAPSHOT: Arizona** used \$100 million from its federal pandemic relief funding to create the Arizona OnTrack summer camp program, which aims to bring subjects like math, reading, and civics into fun, play-based environments. The camps run for up to eight weeks and are free for families. More than 100,000 students participated in the camps in 2022, and according to Lisa Keegan, chair of the program, most of the students were “from lower income families, lots from rural Arizona and families who ordinarily can’t afford an adventure camp.”<sup>96</sup> Parent Elva Federico said that the summer experience was a turning point for her son, who participated in the camp before his third-grade year. “I can see a difference in his grades,” she told a local news station.<sup>97</sup>

**SNAPSHOT: In Stockton Unified School District** in California, where 68% of the students are Latino, the high school graduation rate skyrocketed from 76.6% in 2020 to 85% in 2022. Brian Biedermann, the district’s director of educational services, credits this increase to the district’s summer school program, which includes extensions for multilingual learners and migrant students. “They’re connecting with the kids,” Biedermann says. “I have adults going to houses literally dragging them out of bed to complete coursework, because we don’t want them to be five or 10 credits away and just give up.”<sup>98</sup>

**SNAPSHOT: The Migrant Education Program (MEP)** is a federally funded program that aims to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma. In California, MEP has been supporting migrant students for years but has taken on a particular focus on addressing unfinished learning in the wake of the pandemic. One of MEP’s successful initiatives in California is a summer residency program at Fresno State University for high-school-aged migrant students. Students attend classes on various subjects taught by college professors including literature, coding, algebra, and college readiness. MEP leaders report that the residency program has motivated students to improve their grades and behavior so that they can be on track to succeed in college.<sup>99</sup>



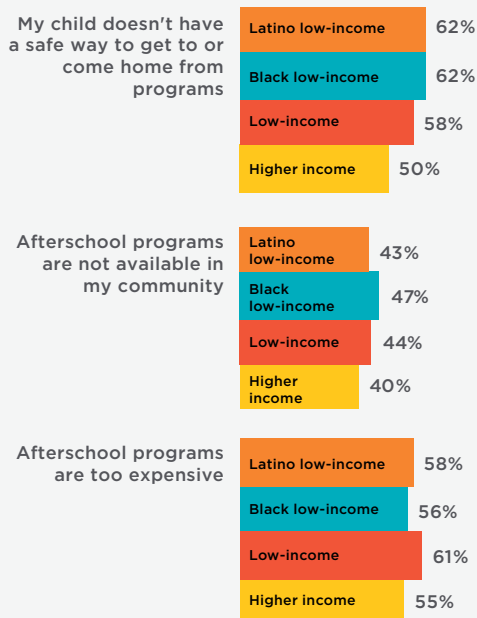
**AFTERSCHOOL LEARNING CAN IMPROVE OUTCOMES.** Afterschool programs have been a mainstay in public schools for decades, but they became even more important in the wake of the pandemic. Research shows that high-quality afterschool programs can lead to better attendance, behavior, and academic achievement for students.<sup>100</sup> Afterschool learning can be particularly beneficial for multilingual learners, especially if the program engages students in language learning and rigorous content.<sup>101</sup>

In the 2022-23 school year, 56% of public schools reported offering afterschool programs for students who “need academic assistance,” and 44% offered afterschool programs for students who “seek academic enrichment.”<sup>102</sup> However, a 2020 survey found that 52% of low-income Latino families said they weren’t able to access afterschool programs, and their

main barriers to access were the unavailability (43%), unaffordability (58%), and their child not having a safe way to get to or come home from the program (62%).<sup>103</sup> In addition, in 2022, 34% of Latino parents whose children weren’t enrolled in an afterschool program said that a key reason for not enrolling was that their child had other afterschool commitments like caring for younger siblings or working (only 27% of white parents said the same).<sup>104</sup>

For afterschool learning opportunities to have an impact on the academic recovery of Latino students, districts should aim to address the major barriers to afterschool participation that Latino parents have cited in surveys. It is also important for districts to reach out to and engage with Latino families, tap into community-based organizations that provide a bridge between Latino families and academic programs, and ensure that staff are trained in and sensitive to the cultural and linguistic needs of Latino students and multilingual learners.<sup>105</sup>

**Percent of households reporting that...**



Source: [https://www.afterschoolalliance.org/afterschoolsnack/Afterschool-in-the-time-of-COVID-19-Barriers-to-afterschool\\_11-17-2022.cfm](https://www.afterschoolalliance.org/afterschoolsnack/Afterschool-in-the-time-of-COVID-19-Barriers-to-afterschool_11-17-2022.cfm)

**SNAPSHOT: Chicago Public Schools**

in Illinois supports more than 5,000 multilingual learners through its After-School English Learner Tutoring Program—a citywide program that provides students with two additional hours with teachers every week. The program also includes athletic or arts enrichment opportunities, such as a mariachi club. One key aim of the program is to help multilingual learners feel comfortable and valued. “There are opportunities to use English without judgment,” said Jorge Macias, the chief of language and cultural education for the district. Sofia Rico, a student who attended the program, told Education Week that she enjoyed how her tutors listened to her and explained topics to her. “It helps me with my vocabulary,” she said.<sup>106</sup>



**SNAPSHOT: Alachua County Public Schools** in Florida used federal relief funds to launch a free virtual tutoring program called “Beyond the Bell.” Students of all grade levels can log on after school and receive live instruction from district teachers. “We also want to look into our lower performing and English learning students to see how we can best serve them after school,” said Candace Davis, the district’s coordinator of supplemental educational interventions. She continued: “One of the really neat things about the tutoring program is the fact that our students love the accountability aspect. They come back day after day. I’ve actually personally tutored in a room just to help out, and I’ve encountered the same student three or four times, and it’s been nice to refer back to a prior lesson.”<sup>107</sup>

## Increase diversity and multilingualism in the educator workforce

---

One of the most impactful ways to improve outcomes for all students—but especially for students of color—is to connect them with highly qualified educators of color. Research has shown that when Latino students have exposure to Latino teachers, they see improved outcomes in several areas including behavior, dropout rates, and high school graduation.<sup>108</sup> Similarly, a growing body of literature demonstrates that multilingual learners benefit in a variety of ways from dual language instruction, which supports the development of both English and students’ home languages.<sup>109</sup> In addition to academic benefits, dual-language learning can enhance multilingual learners’ self-esteem, sense of identity, and social-emotional well-being.<sup>110</sup>

However, it is estimated that only 16.5% of multilingual learners are enrolled in bilingual education or dual language immersion programs, and the limiting variable is the supply of multilingual educators.<sup>111</sup> Latino parents also value a diverse educator workforce. In a July 2023 National Parents Union / UnidosUS survey, 75% of Latino parents indicated that it is very or somewhat important to have teachers at their children’s school whose backgrounds reflect the racial and cultural diversity of their community.<sup>112</sup>

Unfortunately, only about 9% of American educators are Latino, compared to 28% of public school students.<sup>113</sup> Troublingly, a 2022 poll from the National Education Association found that 59% of Latino teachers were planning to retire earlier than expected, many due to stress and burnout.<sup>114</sup> Meanwhile, although 10% of students were classified as English learners in 2020, only 4% of new teachers earned credentials in English as a Second Language instruction and only 2% majored in bilingual, multilingual, and multicultural education.<sup>115</sup> Indeed, 32% of K-12 public schools had difficulties hiring bilingual education teachers in the 2020-21 school year (up from 23% of schools in 2011-12).<sup>116</sup>

In some states like Texas, which has more than a million multilingual learners, a pre-existing shortage of bilingual educators worsened during the pandemic—just as multilingual learners needed more support.<sup>117</sup> And as many states and districts face funding cliffs that could instigate teacher layoffs, “last in, first out” policies—which have been shown to lead to more layoffs of teachers of color—could force even more Latino teachers out of the profession.<sup>118</sup>

*Unfortunately, only about 9% of American educators are Latino, compared to 28% of public school students.*

It is critical for education recovery efforts to target the backsliding representation of Latinos and bilingual individuals in the teacher workforce. Policymakers can work to expand opportunities for individuals of color and bilingual individuals to access teacher preparation programs. This can include providing incentives—such as student loan forgiveness programs, as has been proposed at the federal level with the Supporting Providers of English Language Learning (SPELL) Act.<sup>119</sup> At the state and district levels, leaders can invest ESSER funds in efforts to recruit and retain Latino and multilingual teachers, such as through expanding “grow your own” programs, which draw from the community and tend to attract more candidates of color.<sup>120</sup> They should also prioritize factors other than



seniority, such as educators working with multilingual learners, to ensure that layoffs do not undermine educator diversity efforts.

*“In every job I have held, my multilingual abilities have been instrumental in engaging and empowering students, parents, paraprofessionals, and workers. Multilingualism is a superpower that has enabled me to positively impact the lives of those I work with and advocate for equitable opportunities in education and beyond.”*

**Montserrat Garibay**

Assistant Deputy Secretary and Director,  
Office of English Language Acquisition, U.S.  
Department of Education

**SNAPSHOT: The U-46 school district in Elgin, Illinois**, where more than half the students are Latino, has increased the number of teachers of color in by 11% over the past decade. Mireya Pérez, the district’s director of human resources, says they did it by looking internationally and recruiting teachers from Mexico, Spain, and Puerto Rico. The district even attends job fairs in Puerto Rico every year.<sup>121</sup>

**SNAPSHOT: Mineral Wells School District** in Texas has grown its cadre of bilingual educators by encouraging general educators who were bilingual and interested in shifting roles to get their bilingual teaching certification. The district reimburses them for their courses, gives them flexibility for attending courses and taking exams, and then provides them with mentoring and coaching as they transition into bilingual teaching. Natalie Griffin, who oversees the district’s bilingual program, also emphasizes that bilingual educators receive professional development specific to bilingual teaching and can attend professional conferences and collaborate with peers in other districts.<sup>122</sup>

**SNAPSHOT: The Tech Teach Across**

**Texas program**, designed by Texas Tech University, is a teacher residency that provides prospective teachers with an intensive blend of coursework with on-the-job training. Graduates of the program are much more likely to be Latino than other new teachers in Texas, and they're more likely to be in schools that have more Latino and multilingual learner students than the overall school population in the state. Notably, the students of these teachers also showed better growth in reading on annual state tests than students of other new teachers.<sup>123</sup>

## Provide a welcoming, identity-affirming environment

To achieve the greatest impact, these strategies must be accompanied by a school environment that nurtures the development and well-being of the whole learner. While plummeting test scores have received ongoing attention in the wake of the pandemic, it is critical to also acknowledge the deep social and emotional toll that the pandemic had on students, especially Latino children. Even before the pandemic, Latino youth were more likely than other demographic groups to suffer mental health challenges, and for many, the stresses of the pandemic—such as grief, isolation, and economic hardship—exacerbated these issues.<sup>124</sup>

Research has shown strong links between students' social-emotional well-being and their academic achievement. While untreated mental health issues can contribute to academic issues—such as absenteeism and dropping out of school—studies have shown that students who feel safe, supported, and connected at school are more likely to engage in learning and achieve academic

success.<sup>125</sup> Thus, as schools reopened, experts emphasized the need for educators to not just teach academic content but also attend to students' social-emotional well-being. As Education Secretary Miguel Cardona put it: "Amid the pandemic, we know that our students have experienced so much. We can't unlock students' potential unless we also address the needs they bring with them to the classroom each day. As educators, it's our responsibility to ensure that we are helping to provide students with a strong social and emotional foundation so that they also can excel academically."<sup>126</sup>



Schools play an important part in creating environments that are safe, welcoming, engaging, and affirming of students' identities and cultures. A whole child approach to education leverages a multi-tiered system of support to improve the full range of developmental outcomes for Latino students. These supports should include robust and meaningful family and community engagement, access to nutrition and comprehensive health services, comprehensive support and capacity building for teaching



staff and school leaders, positive relationships with peers and caring adults, and a focus on students in the greatest need of support. They should be implemented not only during school time, but also integrated into tutoring, afterschool, and summer learning programs.<sup>127</sup> In some communities, schools partner with local nonprofit organizations, businesses, and families to provide wraparound services, making the school a resource hub for the holistic needs of students and families.

**SNAPSHOT: Rocketship Public Schools**

is a network of high-quality charter schools with locations across the country. In California, 73% of Rocketship students are Latino and 59% are multilingual learners. During the pandemic, Rocketship built on its community schools model to launch a program called Care Corps. Each school site has a full-time Care Corps coordinator who partners with students and families to get the food, healthcare, housing, and other resources and supports they need. The coordinators help Rocketship students and families, some of whom are monolingual Spanish speakers, navigate systems, fill out paperwork, and access essentials—the coordinators have even organized food, hygiene, and clothing drives by partnering with local organizations.<sup>128</sup>

**SNAPSHOT: At the Michael Anderson**

**School** near Phoenix, nearly all the students are Latino, Black, or Native American. During the pandemic, the school saw its chronic absenteeism rate spike to almost 40%, so school leaders took action to engage students and make them feel welcome. They rolled out a schoolwide goal to achieve a 95% attendance rate and encouraged students to take ownership of their own attendance by tracking it on a sheet. Students with good attendance are recognized and those who are chronically absent receive home visits from school leaders to understand potential reasons for the absences and target supports and resources to the families. As a result, the school's chronic absenteeism rate has decreased to just 2.5%.<sup>129</sup>

# Immediate Actions for Leaders to Promote Latino Students' Progress

*"The truth is I didn't know about these [recovery] funds. The school offered to [my daughter] one more hour after school, and right now she's going to summer classes—nothing else."*

*-Rosalba, Arizona*



Leaders across the country have an unprecedented and urgent opportunity to support Latino students—and with them, all students—in reclaiming bright futures. Bolstering students’ academic and social-emotional recovery now will pay dividends to the nation for years to come. But this work can’t wait. Policymakers at the federal and state levels, as well as school district leaders, must move swiftly to recover and accelerate students’ learning while also supporting youth mental health. We call upon leaders to take the following actions.

## Federal policymakers

---

■ **Appropriate more funds to sustain programs aimed at supporting students’ recovery.** While the \$190 billion in federal pandemic relief funds for schools was unprecedented, experts say this total will not be enough to support a full recovery for students. Moreover, states and districts across the country face a looming funding cliff that could threaten recovery efforts before they have had time to make a meaningful impact on students. Additional federal funding could help sustain efforts to engage families, provide additional learning time for students, increase teacher diversity, and foster welcoming school environments. As schools continue to recover, federal policymakers should also significantly increase funding for the Elementary and Secondary Education Act (ESEA) Title I, and Title IV, part A and 21st Century Community Learning Center program to provide students access to well-rounded education, improve school conditions for student learning, supports to help students

from low-income families, and expand afterschool learning and mental health supports. Overall, this targeted, sustainable funding could ultimately contribute to better student outcomes.

- **Provide foundational funding for multilingual learners under Title III of ESEA.** While annual increases in ESEA Title III funding since FY2020 are encouraging, federal policymakers must provide more funding to adequately reflect the growth, needs, and assets of the multilingual learner population.<sup>130</sup> We support the Biden administration’s decision to shift Title III implementation from the Department of Education’s Office of Elementary and Secondary Education back to the Office of English Language Acquisition. This will help strengthen the administration of the program, increase its capacity, and bolster the program’s technical assistance efforts in the disbursement of Title III formula grants to states. Congress should build on this move by making a bolder, necessary investment of \$2 billion in ESEA Title III to provide supplemental support for the recovery and future success of multilingual learners.<sup>131</sup>
- **Support legislation to provide targeted incentives for highly qualified educators to teach in high-need schools and increase funding for Title II of ESEA.** Teachers supporting student recovery in high-need schools also need additional support. This can include providing bonuses, student loan forgiveness, tax credits, or other benefits. Teachers helping support student recovery should also be provided with continuous

professional development to ensure they have the best tools and skills to bring to the classroom. This can be accomplished through a significant increase in Title II of ESEA.

## State policymakers

---

### ■ **Make meaningful investments in learning recovery.**

All states should prioritize sustainable, equitable investments in learning recovery as the need is urgent but will also require continued support. By building on the relief funds provided by the federal government, states can help to accelerate students' recovery.

### ■ **Use data to target resources to the students, schools, and districts with the highest needs.**

State assessment data is a valuable tool for identifying where needs exist and where to target support. States play an important role in connecting these dots. For example, lawmakers in Texas recently passed a law that requires districts to use data from the annual state assessments to identify struggling students and develop accelerated learning plans to help students in the areas where they need the most support.<sup>132</sup> It is critical that state assessment data is not used punitively but rather to equip those in need with resources for improvement. As U.S. Education Secretary Miguel Cardona wrote in a dear colleague letter in September 2022, "assessment data has always been meant to be used constructively—to help inform parents and families about their students' schools and to ensure schools receive the necessary resources to help support students."<sup>133</sup>

### ■ **Support additional time for learning.**

States can invest recovery funds in statewide initiatives, such as summer learning programs. They can also play a role in setting standards for interventions such as tutoring; recruiting, vetting, and training tutors and afterschool learning providers; and providing the infrastructure for programs like summer learning camps. Additionally, policymakers can take the initiative to adopt policies that allow for additional instructional time that meets their state's needs. For example, New Mexico, where nearly 62% of students are Latino, raised its minimum instructional time requirements by the equivalent of 10 days for high school and 27 days for elementary and middle school.<sup>134</sup>

### ■ **Support dual-language instruction.** States can make dual-language instruction a priority by engaging multiple stakeholders in creating a strategic plan to expand dual-language instruction statewide and ensuring equitable access to these programs for multilingual students whose first language is not English. Recent research has shown that the share of English learners in dual-language immersion programs has declined as the share of white native-English speakers in these programs has risen.<sup>135</sup> States can also bolster bilingual teacher recruitment by investing in partnerships with colleges to develop teacher preparation programs for bilingual teachers, develop alternative certification routes, or offer financial incentives for bilingual teachers. Some states have even provided districts with "start-up grants" to launch dual-language or bilingual programs.<sup>136</sup>

- **Ensure data transparency around ESSER funds.** States should require districts (and model for them how) to report and explain how they are investing their ESSER funds. Reporting should be transparent and accessible to families and community members, provide up-to-date data on decisions and spending, and where possible, provide information on the return on investment and elevate promising strategies and best practices.

## School district leaders

---

- **Support strategies that foster a whole child approach.** Districts should implement an education approach that is culturally and linguistically affirming for all students, including multilingual students, and that provides an environment where students feel safe, welcomed, and engaged. Schools can also provide students with emotional and mental health resources and supports as they recover from the hardships of the pandemic and, for many, continue to experience its impacts.
- **Increase diversity in the teacher workforce.** Districts should make concerted efforts to recruit and retain diverse teachers, including Latino and bilingual teachers. This can include “grow your own” programs, offering incentives to prospective teachers, and partnering with teacher preparation programs.<sup>137</sup>
- **Offer tutoring, afterschool learning, and summer learning in ways that work for Latino students and multilingual learners.** Additional learning time should be framed as an opportunity rather than as a punishment or sign of a deficit for Latino students and multilingual learners. School districts should encourage students’ consistent participation by making programs free and accessible, providing supports like meals and transportation, and offering identity-affirming and enriching activities. Districts can also consider partnering with and compensating community-based organizations to add capacity—including multilingual capacity—to these programs.
- **Engage families and caretakers as partners.** Districts should offer accessible, user-friendly information and engagement opportunities about children’s performance and recovery to their families. They also should provide families with clear information about interventions such as tutoring, afterschool learning, and summer education—and communicate the importance of consistent attendance in these programs. Districts should also listen and respond to the needs, concerns, and recommendations of Latino families and work to meet families where they are.



# Conclusion

---



Latino students and multilingual learners are essential to the future of our country. Investing in their educational success today is a down payment on a more prosperous tomorrow. Unfortunately, the COVID-19 pandemic disproportionately impacted the achievement and well-being of these students, deepening long-standing inequities within the U.S. public K-12 education system. Even after the public health emergency ended in May 2023, the lingering effects of the pandemic continue to make academic and social-emotional recovery challenging for Latino students, as their parents have expressed in focus groups and surveys.

States and districts across the country have a unique and significant opportunity to leverage a tremendous amount of federal relief funding

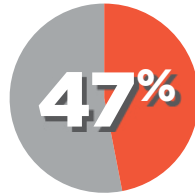
to transform schools—and the education system as a whole—to better serve Latino students and multilingual learners. While some states and districts are leveraging the funds for innovative practices and targeted supports—such as efforts to recruit diverse educators or provide in-school mental health resources—even the enormous amount of federal relief funding made available so far will not be enough to sustain a full recovery for Latino students and multilingual learners.

The clock is ticking for the generation of learners whose academic and social-emotional development has been impacted by the pandemic. It is up to policymakers at the federal, state, and district levels to act now by making swift and meaningful investments and prioritizing inclusive, data-driven decision making to support the recovery of Latino students, multilingual learners, and all students. It is up to leaders to listen to the parents of Latino students and multilingual learners, who call for schools to use this moment to rethink how they educate students, make meaningful changes in their approaches, and offer more comprehensive supports. It is up to leaders to answer these calls, seize the opportunity at hand, and drastically improve our education system. Because today's students, like every generation before and after them, deserve an education that helps them achieve their full potential.

**STUDENTS**

**1.1 million**  
total K-12 students<sup>138</sup>

**7.4%** of students are  
multilingual learners<sup>139</sup>

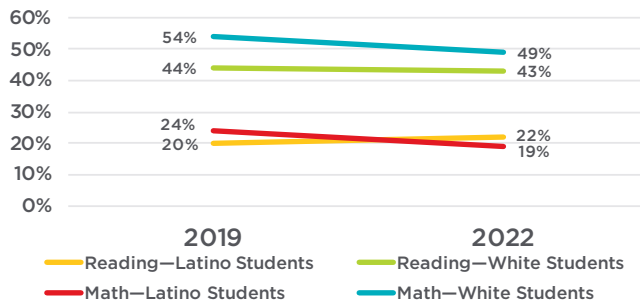


**of students are Latino**<sup>140</sup>

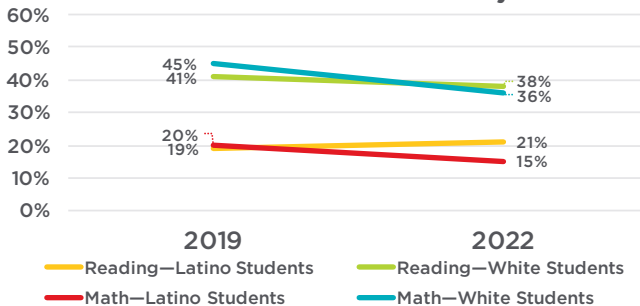
**ACADEMICS**

**NAEP SCORES—PERCENTAGE OF STUDENTS PROFICIENT IN 2019 AND 2022, BY STUDENT GROUP**

**4th Grade NAEP Proficiency**



**8th Grade NAEP Proficiency**



From 2019 to 2022, Latino 4th grade students saw a slight decrease in math proficiency and a slight increase in reading proficiency. Gaps between Latino 4th graders and their non-Hispanic white peers remained the same in math and narrowed slightly in reading.

Similarly, Latino 8th grade students saw a slight decrease in math proficiency and a slight increase in reading proficiency. Gaps between Latino 8th graders and their non-Hispanic white peers narrowed in both subjects but remained significant.

**MENTAL HEALTH**

**Ranks #49 out of 50** among states for youth mental health, based on school mental health professionals, funding, training for teachers and other staff, and community partnerships<sup>141</sup>

**One school psychologist for every 1,593 students**<sup>142</sup>



the recommended ratio is 1:500

**34.2%** of students were chronically absent in 2021-2022<sup>143</sup>

**PANDEMIC IMPACT AND RECOVERY**



**\$253.2 billion** estimated loss in state GDP as a result of learning losses<sup>144</sup>

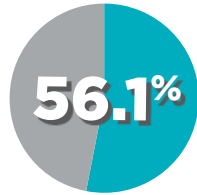
**\$4 billion** received in ESSER funding<sup>145</sup>

**\$2.4 billion** (59.6%) of ESSER funding has been spent<sup>146</sup>

**STUDENTS**

**5.9 million**  
total students<sup>147</sup>

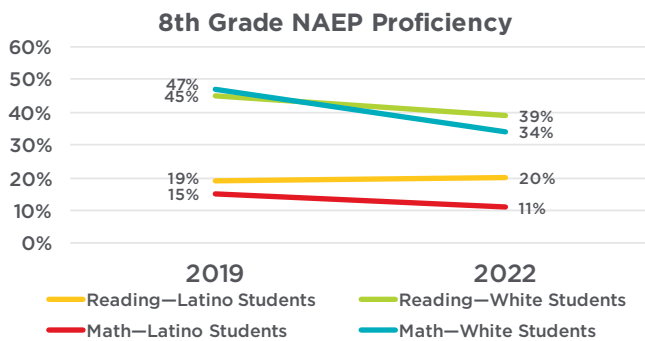
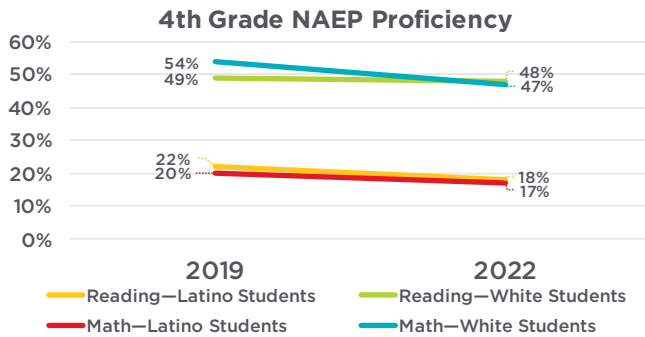
**19%** of students are  
multilingual learners<sup>148</sup>



**of  
students  
are  
Latino**<sup>149</sup>

**ACADEMICS**

**NAEP SCORES—PERCENTAGE OF  
STUDENTS PROFICIENT IN 2019 AND  
2022, BY STUDENT GROUP**



From 2019 to 2022, Latino 4th grade student proficiency decreased in both math and reading. Gaps between Latino 4th graders and their non-Hispanic white peers widened slightly in reading and narrowed slightly in math.

Latino 8th grade student proficiency decreased in math and increased slightly in reading. Gaps between Latino 8th graders and their non-Hispanic white peers narrowed in both subjects.

**MENTAL HEALTH**

**Ranks #36  
out of 50** among states  
for youth mental health, based on  
school mental health professionals,  
funding, training for teachers  
and other staff, and community  
partnerships<sup>150</sup>

**One school  
psychologist for every  
998 students**<sup>151</sup>



the recommended ratio is 1:500

**30%** of students were  
chronically absent in 2021-2022<sup>152</sup>

**PANDEMIC IMPACT  
AND RECOVERY**



**\$1.28 trillion** estimated  
loss in state GDP as a result of  
learning losses<sup>153</sup>

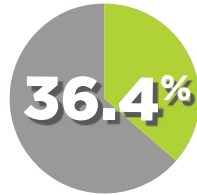
**\$23.4 billion** received in  
ESSER funding<sup>154</sup>

**\$15 billion** (63.9%) of  
ESSER funding has been spent<sup>155</sup>

**STUDENTS**

**2.9 million**  
total students<sup>156</sup>

**10.6%** of students  
are multilingual learners<sup>157</sup>

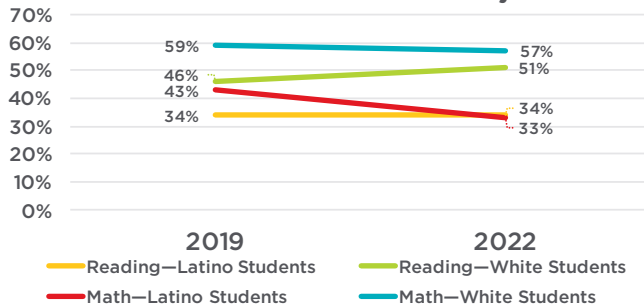


**of students are Latino**<sup>158</sup>

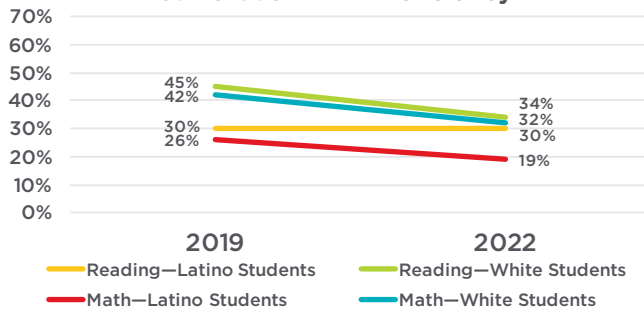
**ACADEMICS**

**NAEP SCORES—PERCENTAGE OF STUDENTS PROFICIENT IN 2019 AND 2022, BY STUDENT GROUP**

**4th Grade NAEP Proficiency**



**8th Grade NAEP Proficiency**



From 2019 to 2022, 4th grade Latino student proficiency in math decreased significantly while reading proficiency stayed flat. Gaps between Latino 4th graders and their non-Hispanic white peers widened in both math and reading.

Similarly, 8th grade Latino student proficiency in math also decreased and reading proficiency stayed flat. Gaps between Latino 8th graders and their non-Hispanic white peers widened slightly in math and narrowed in reading.

**MENTAL HEALTH**

**Ranks #30 out of 50** among states for youth mental health, based on school mental health professionals, funding, training for teachers and other staff, and community partnerships<sup>159</sup>



No data available on student to psychologist ratio

**32.3%** of students were chronically absent in 2021-2022<sup>160</sup>

**PANDEMIC IMPACT AND RECOVERY**



**\$601.9 billion** estimated loss in state GDP as a result of learning losses<sup>161</sup>

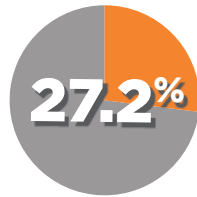
**\$10.9 billion** received in ESSER funding<sup>162</sup>

**\$7.1 billion** (64.9%) of ESSER funding has been spent<sup>163</sup>

**STUDENTS**

**1.9 million**  
total students<sup>164</sup>

**13.7%** of students  
are multilingual learners<sup>165</sup>

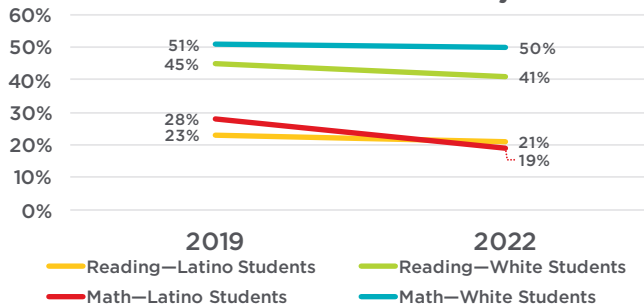


**of students are Latino**<sup>166</sup>

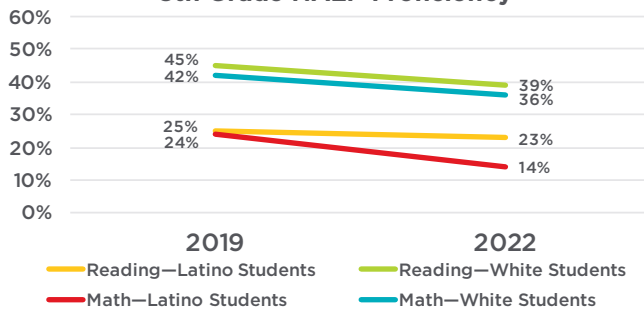
**ACADEMICS**

**NAEP SCORES—PERCENTAGE OF STUDENTS PROFICIENT IN 2019 AND 2022, BY STUDENT GROUP**

**4th Grade NAEP Proficiency**



**8th Grade NAEP Proficiency**



From 2019 to 2022, 4th grade Latino students saw a significant drop in math proficiency and a slight decrease in reading proficiency. Gaps between Latino 4th graders and their non-Hispanic white peers widened in both subjects.

Similarly, 8th grade Latino students' math proficiency dropped by 10 percentage points and reading proficiency edged down 1 percentage point between 2019 and 2022. The gap between 8th grade Latino students and their non-Hispanic white peers widened in math but narrowed slightly in reading.

**MENTAL HEALTH**

**Ranks #12 out of 50** among

states for youth mental health, based on school mental health professionals, funding, training for teachers and other staff, and community partnerships<sup>167</sup>

**One school psychologist for every 1,261 students**<sup>168</sup>



the recommended ratio is 1:500

**29.8%** of students were chronically absent in 2021-2022<sup>169</sup>

**PANDEMIC IMPACT AND RECOVERY**



**\$456.4 billion** estimated loss in state GDP during this century as result of learning losses<sup>170</sup>

**\$7.9 billion** received in ESSER funding<sup>171</sup>

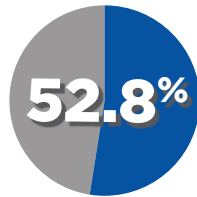
**\$5.2 billion** (65.5%) of ESSER funding has been spent<sup>172</sup>

# Texas State Profile

## STUDENTS

**5.4 million**  
total students<sup>173</sup>

**21.9%** of students  
are multilingual learners<sup>174</sup>

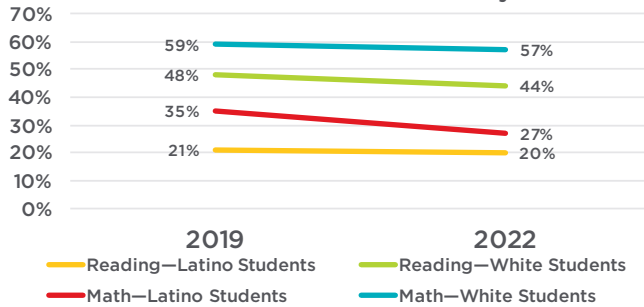


**of students are Latino**<sup>175</sup>

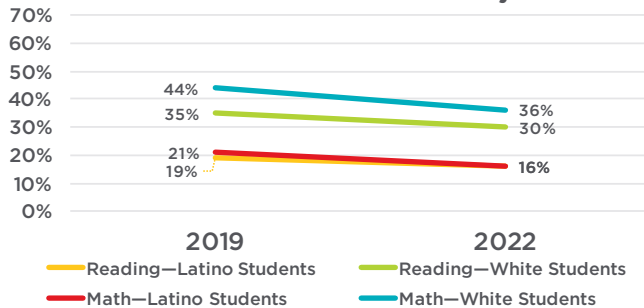
## ACADEMICS

**NAEP SCORES—PERCENTAGE OF STUDENTS PROFICIENT IN 2019 AND 2022, BY STUDENT GROUP**

**4th Grade NAEP Proficiency**



**8th Grade NAEP Proficiency**



From 2019 to 2022, Latino 4th grade students saw a significant decrease in math proficiency and a slight decrease in reading proficiency. Gaps between Latino 4th graders and their non-Hispanic white peers widened in math and narrowed slightly in reading but remained significant.

Latino 8th grade students saw decreases in proficiency in both math and reading. The gaps between Latino 8th graders and their non-Hispanic white peers narrowed slightly in both math and reading.

## MENTAL HEALTH

**Ranks #41 out of 50** among states for youth mental health, based on school mental health professionals, funding, training for teachers and other staff, and community partnerships<sup>176</sup>

**One school psychologist for every 1,390 students**<sup>177</sup>



the recommended ratio is 1:500

**25.7%** of students were chronically absent in 2021-2022<sup>178</sup>

## PANDEMIC IMPACT AND RECOVERY



**\$938.7 billion** estimated loss in state GDP during this century due learning loss<sup>179</sup>

**\$19.2 billion** received in ESSER funding<sup>180</sup>

**\$13.2 billion** (68.8%) of ESSER funding has been spent<sup>181</sup>

# Endnotes

---

- 1 National Center for Education Statistics, "Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2031," U.S. Department of Education, Institute of Education Sciences, October 2022, [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_203.50.asp](https://nces.ed.gov/programs/digest/d22/tables/dt22_203.50.asp) (accessed June 9, 2023).
- 2 "Latino Student Success: Advancing U.S. Educational Progress for All," UnidosUS, July 2022, <https://unidosus.org/publications/latino-student-success-advancing-u-s-educational-progress-for-all/> (accessed June 9, 2023).
- 3 "From Practice to Policy: English Learners and Multilingual Learners in California," UnidosUS, April 11, 2023, <https://unidosus.org/publications/from-practice-to-policy-english-learners-and-multilingual-learners-in-california/> (accessed June 9, 2023).
- 4 Jo Napolitano, "English Learners Make Significant Gains in Reading Despite Pandemic Disruptions," *The 74*, October 31, 2022, <https://www.the74million.org/article/english-learners-make-significant-gains-in-reading-despite-pandemic-disruptions/> (accessed June 9, 2023); "Voices from the Classroom 2023: A Survey of America's Educators," Educators for Excellence, April 2023.
- 5 Catherine E. Shoichet, "One group of students saw unexpected gains on the 'Nation's Report Card' during the pandemic," CNN, May 1, 2023, <https://www.cnn.com/2023/05/01/us/nations-report-card-english-learners-ccc/index.html> (accessed June 9, 2023).
- 6 "NAEP Long-Term Trend Assessment Results: Reading and Mathematics," June 2022, <https://www.nationsreportcard.gov/highlights/lt/2023/> (accessed June 22, 2023).
- 7 Ben Chapman, "Pandemic Learning Slide Continues for 13-Year-Olds, Making Full Recovery Unlikely," *The Wall Street Journal*, June 21, 2023, <https://www.wsj.com/articles/pandemic-learning-slide-continues-for-13-year-olds-making-full-recovery-unlikely-3fe4b085?mod=djemedu> (accessed June 22, 2023).
- 8 "School Pulse Panel," U.S. Department of Education, Institute of Education Sciences, December 2022, <https://ies.ed.gov/schoolsurvey/spp/> (accessed June 9, 2023).
- 9 Erin Fahle, Thomas J. Kane, Tyler Patterson, Sean F. Reardon, and Douglas O. Staiger, "Local Achievement Impacts of the Pandemic," Education Recovery Scorecard, October 28, 2022, [https://educationrecoverycard.org/wp-content/uploads/2022/10/Education-Recovery-Scorecard\\_Key-Findings\\_102822.pdf](https://educationrecoverycard.org/wp-content/uploads/2022/10/Education-Recovery-Scorecard_Key-Findings_102822.pdf) (accessed June 12, 2023).
- 10 Tom Kane and Sean Reardon, "Parents Don't Understand How Far Behind Their Kids Are in School," *The New York Times*, May 11, 2023, <https://www.nytimes.com/interactive/2023/05/11/opinion/pandemic-learning-losses-steep-but-not-permanent.html> (accessed June 12, 2023).
- 11 Kathleen M. Roche, David M. Huebner, Sharon F. Lambert, and Todd D. Little, "COVID-19 Stressors and Latinx Adolescents' Mental Health Symptomatology and School Performance: A Prospective Study," *Journal of Youth and Adolescence*, April 6, 2022, <https://link.springer.com/article/10.1007/s10964-022-01603-7> (accessed June 12, 2023).
- 12 "Coping with COVID-19: How Young People Use Digital Media to Manage Their Mental Health Fact sheet: Mental health, digital health practices, and social media use among Hispanic/Latinx U.S. teens and young adults (age 14–22)," Common Sense Media, 2021, [https://www.common SenseMedia.org/sites/default/files/research/report/final\\_coping\\_with\\_covid-19\\_fact\\_sheet\\_-\\_latinxhispanic\\_youth.pdf](https://www.common SenseMedia.org/sites/default/files/research/report/final_coping_with_covid-19_fact_sheet_-_latinxhispanic_youth.pdf) (accessed June 12, 2023).
- 13 Adolescent Behaviors and Experiences Survey (ABES), "Race/Ethnicity: Mental Health," Centers for Disease Control and Prevention (CDC), March 2022, <https://www.cdc.gov/healthyyouth/data/abes/tables/race-ethnicity.htm> - MH (accessed January 2023).
- 14 "2023 U.S. National Survey on the Mental Health of LGBTQ Young People," The Trevor Project, May 2023, [https://www.thetrevorproject.org/survey-2023/assets/static/05\\_TREVORO5\\_2023survey.pdf](https://www.thetrevorproject.org/survey-2023/assets/static/05_TREVORO5_2023survey.pdf) (accessed June 12, 2023).
- 15 "Census Bureau Releases New Report on Health Insurance by Race and Hispanic Origin" November 22, 2022, U.S. Census Bureau, <https://www.census.gov/newsroom/press-releases/2022/health-insurance-by-race.html> (accessed June 12, 2023).
- 16 Victoria Pelham, "Expanding Mental Health Resources Among Latinx Youth," Cedars-Sinai Blog, August 5, 2022, <https://www.cedars-sinai.org/blog/mental-health-latinx-youth.html> (accessed June 12, 2023).
- 17 Victoria Pelham, "Expanding Mental Health Resources Among Latinx Youth," Cedars-Sinai Blog, August 5, 2022, <https://www.cedars-sinai.org/blog/mental-health-latinx-youth.html> (accessed June 12, 2023).
- 18 "Data Tool: Demographics of the U.S. Psychology Workforce," American Psychological Association, 2022, <https://www.apa.org/workforce/data-tools/demographics> (accessed June 12, 2023).
- 19 "Households with Children Who Lost Employment Income by Race and Ethnicity in United States," The Annie E. Casey Foundation, 2022, <https://datacenter.aecf.org/data/tables/11134-households-with-children-who-lost-employment-income-by-race-and-ethnicity?loc=1&loct=1#detailed/1/any/false/2485,2475,2470,2460,2461,2421,2420,2102,2101,2099/4411,4039,2638,2597,7817,1353/21497> (accessed June 16, 2023).
- 20 Kelsey Osgood, Hannah Sheldon-Dean, and Harry Kimball, "The Impact of the COVID-19 Pandemic on Children's Mental Health What We Know So Far," Child Mind Institute, 2021, <https://childmind.org/wp-content/uploads/2021/10/CMHR-2021-FINAL.pdf> (accessed June 12, 2023).
- 21 Karyn Lewis and Megan Kuhfeld, "Education's long COVID: 2022-23 achievement data reveal stalled progress toward pandemic recovery," NWEA, July 2023, [https://www.nwea.org/uploads/Educations-long-covid-2022-23-achievement-data-reveal-stalled-progress-toward-pandemic-recovery\\_NWEA\\_Research-brief.pdf](https://www.nwea.org/uploads/Educations-long-covid-2022-23-achievement-data-reveal-stalled-progress-toward-pandemic-recovery_NWEA_Research-brief.pdf) (accessed September 18, 2023)
- 22 Kids Count Data Center "Fourth-graders who are chronically absent from school by race and ethnicity in United States," The Annie E. Casey Foundation, November 2022, <https://datacenter.aecf.org/data/tables/8817-fourth-graders-who-are-chronically-absent-from-school-by-race-and-ethnicity?loc=1&loct=1#detailed/1/any/false/1095,1729,871,573,36,867,38,18,16,14/10,11,9,12,1,185,13/17671> (accessed June 14, 2023).
- 23 Thomas Dee, "Higher Chronic Absenteeism Threatens Academic Recovery from the COVID-19 Pandemic," August 2023, <https://osf.io/bfg3p/> (accessed September 18, 2023)
- 24 Jaime Adame, "Spring Enrollment Steady, but Not for All Institutions," *Inside Higher Ed*, April 3, 2023, <https://www.insidehighered.com/admissions/article/2023/04/03/spring-enrollment-holds-steady-not-all-institutions> (accessed June 14, 2023).
- 25 "Hidden in Plain Sight: A Way Forward for Equity-Centered Family Engagement," Learning Heroes, June 2022, [https://belearninghero.org/wp-content/uploads/2022/06/LH\\_Parents-Research-Deck-2022.pdf](https://belearninghero.org/wp-content/uploads/2022/06/LH_Parents-Research-Deck-2022.pdf) (accessed June 14, 2023).

- 26 "Majority of Latino parents want big changes or a complete overhaul of the U.S. education system," National Parents Union, July 2023, <https://nationalparentsunion.org/2023/07/24/latino-parents-sound-off-on-the-economy-and-education-in-new-unidosus-national-parents-union-poll/> (accessed September 18, 2023)
- 27 "Hidden in Plain Sight: A Way Forward for Equity-Centered Family Engagement," Learning Heroes, June 2022, [https://bealearninghero.org/wp-content/uploads/2022/06/LH\\_Parents-Research-Deck-2022.pdf](https://bealearninghero.org/wp-content/uploads/2022/06/LH_Parents-Research-Deck-2022.pdf) (accessed June 14, 2023).
- 28 Rachel Minkin and Juliana Menasce Horowitz, "Parenting in America Today: 2. Race, ethnicity and parenting," Pew Research Center, January 24, 2023, <https://www.pewresearch.org/social-trends/2023/01/24/race-ethnicity-and-parenting/> (accessed June 14, 2023).
- 29 Austin Reid, "How Schools Are Spending Unprecedented Education Relief Funding," National Conference of State Legislatures, May 11, 2022, <https://www.ncsl.org/news/details/how-schools-are-spending-unprecedented-education-relief-funding> (accessed June 15, 2023).
- 30 Kara Arundel, "Education Dept issues details for ARP spending extension requests," K-12 Dive, September 20, 2023, <https://www.k12dive.com/news/guidance-for-ARP-spending-extension/694222/> (accessed September 29, 2023).
- 31 "Elementary and Secondary School Emergency Relief Fund Tracker," National Conference of State Legislatures, January 25, 2022, <https://www.ncsl.org/in-dc/standing-committees/education/elementary-and-secondary-school-emergency-relief-fund-tracker> (accessed June 15, 2023).
- 32 Progress in Spending Federal K-12 Covid Aid: State by State," Future Ed, September 5, 2023, <https://www.future-ed.org/progress-in-spending-federal-k-12-covid-aid-state-by-state/> (accessed September 18, 2023).
- 33 "ESSER III Planned Spending Dataset," Burbio, <https://about.burbio.com/school-budget-tracker> (accessed September 18, 2023)
- 34 Micah Ward, "ESSER III funds: Here's how districts are spending them," District Administration, February 7, 2023, <https://districtadministration.com/esser-iii-funds-heres-how-districts-are-spending-them/> (accessed June 15, 2023).
- 35 Phyllis W. Jordan and Bella DiMarco, "How District Poverty Levels Influence Covid-Relief Spending," Future Ed, June 7, 2023, <https://www.future-ed.org/how-district-poverty-levels-influence-covid-relief-spending/> (accessed June 15, 2023).
- 36 Phyllis W. Jordan and Bella DiMarco, "How California's Schools are Spending Billions in Federal Pandemic Relief," Future Ed, June 14, 2023, <https://www.future-ed.org/california-esser-spending/> (accessed June 15, 2023).
- 37 Phyllis W. Jordan and Bella DiMarco, "National, Regional Trends in Educators' Covid-Relief Spending," Future Ed, March 1, 2022, <https://www.future-ed.org/national-reading-trends-covid-relief-spending/> (accessed June 15, 2023).
- 38 "New Research Finds Federal Pandemic Aid to U.S. Public Schools Was Insufficient to Address Student Learning Loss," American Educational Research Association, October 11, 2022, <https://www.aera.net/Newsroom/New-Research-Finds-Federal-Pandemic-Aid-to-US-Public-Schools-Was-Insufficient-to-Address-Student-Learning-Loss> (accessed June 15, 2023).
- 39 Erin Fahle, Thomas J. Kane, Tyler Patterson, Sean F. Reardon, and Douglas O. Staiger, "Local Achievement Impacts of the Pandemic," Education Recovery Scorecard, October 28, 2022, [https://educationrecoverycard.org/wp-content/uploads/2022/10/Education-Recovery-Scorecard\\_Key-Findings\\_102822.pdf](https://educationrecoverycard.org/wp-content/uploads/2022/10/Education-Recovery-Scorecard_Key-Findings_102822.pdf) (accessed June 12, 2023).
- 40 "The Adequacy and Fairness of State School Finance Systems," School Finance Indicators Database, December 2022, <https://www.schoolfinancedata.org/the-adequacy-and-fairness-of-state-school-finance-systems-2023/> (accessed June 15, 2023); Chris Gilligan, "Which States Invest the Most in Their Students," U.S. News, August 26, 2022, <https://www.usnews.com/news/best-states/articles/2022-08-26/which-states-invest-the-most-in-their-students> (accessed June 15, 2023).
- 41 "Supporting the Mental Health Needs of All Students with American Rescue Plan Funds," U.S. Department of Education, 2022, <https://oese.ed.gov/files/2022/04/Mental-Health-Fact-Sheet.pdf> (accessed June 15, 2023).
- 42 "Burbio's School Budget Tracker," Burbio, 2023, <https://about.burbio.com/school-budget-tracker> (accessed September 18, 2023).
- 43 "Halftime for the K-12 stimulus: How are districts faring," McKinsey & Company, November 2, 2022, <https://www.mckinsey.com/industries/education/our-insights/halftime-for-the-k-12-stimulus-how-are-districts-faring> (accessed June 15, 2023).
- 44 Sabrina Moreno, "The funding cliff for student mental health," Axios, February 2, 2023, <https://www.axios.com/2023/02/02/funding-cliff-student-mental-health> (accessed June 15, 2023).
- 45 "Remarks of President Joe Biden - State of the Union Address As Prepared for Delivery," The White House, March 1, 2022, <https://www.whitehouse.gov/briefing-room/speeches-remarks/2022/03/01/remarks-of-president-joe-biden-state-of-the-union-address-as-delivered/> (accessed June 15, 2023).
- 46 "Bipartisan Safer Communities Act One Pager," The Office of Senator Chris Murphy, 2022, [https://www.murphy.senate.gov/imo/media/doc/bipartisan\\_safer\\_communities\\_act\\_one\\_pager.pdf](https://www.murphy.senate.gov/imo/media/doc/bipartisan_safer_communities_act_one_pager.pdf) (accessed June 15, 2023).
- 47 Mark Lieberman, "Congress Passed \$1B for School Safety Last Year. Only 38 Districts Have Gotten Money," Education Week, March 30, 2023, <https://www.edweek.org/policy-politics/congress-passed-1b-for-school-safety-last-year-only-38-districts-have-gotten-money/2023/03> (accessed June 15, 2023).
- 48 Nirmita Panchal and Madeline Guth, "Leveraging Medicaid for School-Based Behavioral Health Services: Findings from a Survey of State Medicaid Programs," Kaiser Family Foundation, February 16, 2023, <https://www.kff.org/medicaid/issue-brief/leveraging-medicaid-for-school-based-behavioral-health-services-findings-from-a-survey-of-state-medicaid-programs/> (accessed June 15, 2023).
- 49 "2023 Voice of the Superintendent Survey Executive Brief," EAB, 2023, <https://pages.eab.com/2023SuperintendentSurveyExecutiveBrief.html> (accessed June 15, 2023).
- 50 Data from crosstabs analysis of the September 2021 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 51 Data from crosstabs analysis of the August 2022 National Parents Union poll, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 52 Ibid.
- 53 Data from crosstabs analysis of the October 2022 National Parents Union poll, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 54 Data from crosstabs analysis of the September 2021 National Parents Union poll, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 55 "Majority of Latino parents want big changes or a complete overhaul of the U.S. education system," National Parents Union, July 2023, <https://nationalparentsunion.org/2023/07/24/latino-parents-sound-off-on-the-economy-and-education-in-new-unidosus-national-parents-union-poll/> (accessed September 18, 2023)



- 56 "Majority of Latino parents want big changes or a complete overhaul of the U.S. education system," National Parents Union, July 2023, <https://nationalparentsunion.org/2023/07/24/latino-parents-sound-off-on-the-economy-and-education-in-new-unidosus-national-parents-union-poll/> (accessed September 18, 2023).
- 57 Data from crosstabs analysis of the December 2022 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 58 Data from crosstabs analysis of the December 2022 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 59 "Majority of Latino parents want big changes or a complete overhaul of the U.S. education system," National Parents Union, July 2023, <https://nationalparentsunion.org/2023/07/24/latino-parents-sound-off-on-the-economy-and-education-in-new-unidosus-national-parents-union-poll/> (accessed September 18, 2023).
- 60 Data from crosstabs analysis of the September 2021 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 61 "Whitepaper: National Mental Health and Wellbeing Needs Assessment Survey," Association of Latino Administrators and Superintendents and Hanover Research, July 2022, [https://3409306.fs1.hubspotusercontent-na1.net/hubfs/3409306/ALAS-National-Mental-Health-and-Wellbeing-Survey\\_Whitepaper\\_HanoverResearch2022.pdf](https://3409306.fs1.hubspotusercontent-na1.net/hubfs/3409306/ALAS-National-Mental-Health-and-Wellbeing-Survey_Whitepaper_HanoverResearch2022.pdf) (accessed June 15, 2023).
- 62 Data from crosstabs analysis of the May 2022 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 63 Jung-Sook Lee and Natasha K. Bowen, "Parent Involvement, Cultural Capital, and the Achievement Gap Among Elementary School Children," *American Education Research Journal*, January 2006, <https://journals.sagepub.com/doi/abs/10.3102/00028312043002193> (accessed June 15, 2023).
- 64 S. Andrew Garbacz, Keith C. Herman, Aaron M. Thompson, and Wendy M. Reinke, "Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes," *Journal of School Psychology*, June 2017, <https://psycnet.apa.org/record/2017-28505-002> (accessed June 15, 2023).
- 65 "Hidden in Plain Sight: A Way Forward for Equity-Centered Family Engagement," *Learning Heroes*, June 2022, [https://bealearninghero.org/wp-content/uploads/2022/06/LH\\_Parents-Research-Deck-2022.pdf](https://bealearninghero.org/wp-content/uploads/2022/06/LH_Parents-Research-Deck-2022.pdf) (accessed June 14, 2023).
- 66 "Voices from the Classroom 2023: A Survey of America's Educators," *Educators for Excellence*, April 2023, [https://e4e.org/sites/default/files/voices\\_from\\_the\\_classroom\\_2023.pdf](https://e4e.org/sites/default/files/voices_from_the_classroom_2023.pdf) (accessed June 9, 2023).
- 67 "Hidden in Plain Sight: A Way Forward for Equity-Centered Family Engagement," *Learning Heroes*, June 2022, [https://bealearninghero.org/wp-content/uploads/2022/06/LH\\_Parents-Research-Deck-2022.pdf](https://bealearninghero.org/wp-content/uploads/2022/06/LH_Parents-Research-Deck-2022.pdf) (accessed June 14, 2023).
- 68 "Majority of Latino parents want big changes or a complete overhaul of the U.S. education system," National Parents Union, July 2023, <https://nationalparentsunion.org/2023/07/24/latino-parents-sound-off-on-the-economy-and-education-in-new-unidosus-national-parents-union-poll/> (accessed September 18, 2023).
- 69 Rachel M. Perera, Ayesha K. Hashim, and Hayley R. Weddle, "Family engagement is critical for schools' COVID-19 recovery efforts," *The Brown Center Chalkboard* at Brookings Institution, December 6, 2022, <https://www.brookings.edu/blog/brown-center-chalkboard/2022/12/06/family-engagement-is-critical-for-schools-covid-19-recovery-efforts/> (accessed June 15, 2023).
- 70 Ann M. Ishimaru, Megan Bang, Michelle Renée Valladares, Charlene Montañó Nolan, Henedina Tavares, Aditi Rajendran, and Katherine Chang, "Recasting Families and Communities as Co-Designers of Education in Tumultuous Times," *National Education Policy Center*, July 16, 2019, <https://nepc.colorado.edu/publication/family-leadership> (accessed June 15, 2023).
- 71 Sarah Schwartz, "Engaging Latino Parents: One District's Success Story," *Education Week*, March 8, 2023, <https://www.edweek.org/leadership/engaging-latino-parents-one-districts-success-story/2023/03> (accessed June 15, 2023).
- 72 "The help Latino parents needed: *Padres Comprometidos* Ed-Tech," *UnidosUS Blog*, June 17, 2021, <https://unidosus.org/blog/2021/06/17/the-help-latino-parents-needed-padres-comprometidos-ed-tech/> (accessed June 15, 2023).
- 73 "Fort Worth, Texas, Schools Hiring Over One Hundred Family Engagement Specialists," *Education Recovery Hub*, 2021, <https://edurecoveryhub.org/practice/fort-worth-texas-schools-hiring-over-one-hundred-family-engagement-specialists/> (accessed June 15, 2023).
- 74 "In Dallas, Bold Changes to the School Calendar to Address Covid Slide," *Future Ed*, May 13, 2022, <https://www.future-ed.org/in-dallas-bold-changes-to-the-school-calendar-to-address-covid-slide/> (accessed June 15, 2023).
- 75 Andre Nickow, Philip Oreopoulos, and Vincent Quan, "The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence," *NBER Working Paper*, January 28, 2023, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3644077](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3644077) (accessed June 15, 2023).
- 76 Andre Nickow, Philip Oreopoulos, and Vincent Quan, "The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations," *Poverty Action Lab*, 2020, [https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review\\_The-Transformative-Potential-of-Tutoring.pdf](https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf) (accessed June 15, 2023).
- 77 Douglas N. Harris, "Toward Policy-Relevant Benchmarks for Interpreting Effect Sizes: Combining Effects with Costs," *University of Wisconsin at Madison*, September 17, 2008, <https://citeseerx.ist.psu.edu/viewdoc/download?jsessionid=91F2328132A5FE73BC40711264C0C25C?doi=10.1.1.212.450&rep=rep1&type=pdf> (accessed June 15, 2023).
- 78 Kalena Cortes, Karen Kortecamp, Susanna Loeb, Carly Robinson, "A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial," *National Student Support Accelerator*, February 2023, <https://studentsupportaccelerator.org/sites/default/files/Scalable%20Approach%20to%20High-Impact%20Tutoring.pdf> (accessed June 15, 2023).
- 79 "Secretary Cardona's Vision for Education in America," U.S. Department of Education Press Office, January 27, 2022, <https://www.ed.gov/news/speeches/priorities-speech> (accessed June 15, 2023).
- 80 "School Pulse Panel," U.S. Department of Education, Institute of Education Sciences, December 2022, <https://ies.ed.gov/schoolsurvey/spp/> (accessed June 9, 2023).
- 81 Amie Rapaport and Daniel Silver, "Two Percent of U.S. Children Receive High Quality Tutoring, Despite Billions Funneled into School Systems," *The University of Southern California, Leonard D. Schaeffer Center for Health Policy and Economics*, March 9, 2023, <https://healthpolicy.usc.edu/evidence-base/two-percent-of-u-s-children-receive-high-quality-tutoring-despite-billions-funneled-into-school-systems/> (accessed June 15, 2023); This study defines high-quality tutoring as being 1) in person, 2) in groups of four or fewer students to one tutor, 3) for 30 or more minutes each session, and 4) for three or more sessions per week.
- 82 "School Pulse Panel," U.S. Department of Education, Institute of Education Sciences, December 2022, <https://ies.ed.gov/schoolsurvey/spp/> (accessed June 9, 2023).

- 83 Patrick Wall, "Tutoring isn't reaching most students. Here's how to vastly expand it," Chalkbeat, March 22, 2023, <https://www.chalkbeat.org/2023/3/22/23650920/tutoring-covid-learning-loss-expand-pandemic> (accessed June 15, 2023).
- 84 Caroline Osborn, "Supporting English Learners, Supporting Families: Using Community-Based Tutoring to Accelerate Learning," The Century Foundation, July 20, 2021, <https://tcf.org/content/commentary/supporting-english-learners-supporting-families-using-community-based-tutoring-accelerate-learning/?agreed=1> (accessed June 15, 2023).
- 85 Evie Blad, "Clearing the Hurdles to Effective School Tutoring Programs," Education Week, March 14, 2023, <https://www.edweek.org/leadership/clearing-the-hurdles-to-effective-school-tutoring-programs/2023/03> (accessed June 15, 2023).
- 86 Catherine H. Augustine and Heather L. Schwartz, "Summer Learning Is More Popular Than Ever. How to Make Sure Your District's Program Is Effective," The Rand Corporation Blog, March 30, 2022, <https://www.rand.org/blog/2022/03/summer-learning-is-more-popular-than-ever-how-to-make.html> (accessed June 15, 2023).
- 87 "U.S. Department of Education Launches National Summer Learning & Enrichment Collaborative to Help Students Most Impacted by the Pandemic," U.S. Department of Education, April 26, 2021, <https://www.ed.gov/news/press-releases/us-department-education-launches-national-summer-learning-enrichment-collaborative-help-students-most-impacted-pandemic> (accessed June 15, 2023).
- 88 Darriya Starr and Niu Gao, "Are Summer School Programs Reaching Students Who Need Them Most?," Public Policy Institute of California, March 3, 2023, <https://www.ppic.org/blog/are-summer-school-programs-reaching-students-who-need-them-most/> (accessed June 15, 2023).
- 89 "Most Students in Urban Districts Will Have Summer Learning Options, But Schools' Plans May Miss the Mark," Center on Reinventing Public Education, July 2021, <https://crpe.org/most-students-in-urban-districts-will-have-summer-learning-options-but-schools-plans-may-miss-the-mark/> (accessed June 15, 2023).
- 90 Darriya Starr and Niu Gao, "Are Summer School Programs Reaching Students Who Need Them Most?," Public Policy Institute of California, March 3, 2023, <https://www.ppic.org/blog/are-summer-school-programs-reaching-students-who-need-them-most/> (accessed June 15, 2023).
- 91 "California Overview," The Nation's Report Card, 2022, [https://www.nationsreportcard.gov/profiles/stateprofile/overview/CA?cti=PgTab\\_OT&chort=1&sub=MAT&sj=CA&fs=Grade&st=MN&year=2022R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&sfj=NP](https://www.nationsreportcard.gov/profiles/stateprofile/overview/CA?cti=PgTab_OT&chort=1&sub=MAT&sj=CA&fs=Grade&st=MN&year=2022R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&sfj=NP) (accessed June 15, 2023).
- 92 Data from crosstabs analysis of the May 2022 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 93 "Week 50 Household Pulse Survey: October 5 - October 17," United States Census Bureau, October 26, 2022, <https://www.census.gov/data/tables/2022/demo/hhp/hhp50.html> (accessed June 15, 2023).
- 94 Data from crosstabs analysis of the August 2022 National Parents Union poll, National Parents Union, <https://nationalparentsunion.org/category/polling/> (accessed June 16, 2023).
- 95 "Supporting Quality in Summer Learning: How Districts Plan, Develop, and Implement Programs," Education Development Center, June 2022, <https://www.edc.org/sites/default/files/uploads/Supporting-Quality-Summer-Learning.pdf> (accessed June 15, 2023).
- 96 Kylee Cruz, "100,000 Arizona kids participated in the state's 'AZ OnTrack Summer Camp' program," AZ Family, July 25, 2022, <https://www.azfamily.com/2022/07/25/100000-arizona-kids-participated-states-az-ontrack-summer-camp-program/> (accessed June 15, 2023).
- 97 "Another year for AZ OnTrack Summer Camp," Yahoo!, October 26, 2022, <https://www.yahoo.com/now/another-az-ontrack-summer-camp-002032923.html> (accessed June 15, 2023).
- 98 Ben Irwin, "Stockton Unified's summer school program is helping district's graduation rate," The Record, March 27, 2023, <https://www.recordnet.com/story/news/education/2023/03/24/summer-school-is-saving-stockton-unifieds-graduation-rate/70033546007/> (accessed June 15, 2023).
- 99 Sarah Williams, "How a Little-Known Federal Program Creates Opportunities for Migrant Students," EdSurge, May 17, 2023, <https://www.edsurge.com/news/2023-05-17-how-a-little-known-federal-program-creates-opportunities-for-migrant-students> (accessed June 15, 2023).
- 100 "High Quality Afterschool Programs Accelerate Student Achievement," Expanded Learning, 2012, [http://www.expandinglearning.org/docs/ExpandedLearning&Afterschool\\_Infographic.pdf](http://www.expandinglearning.org/docs/ExpandedLearning&Afterschool_Infographic.pdf) (accessed June 15, 2023).
- 101 "ESL After the Bell: After-School Programs Give English Learners a Boost," Association for Supervision and Curriculum Development, January 23, 2020, <https://www.ascd.org/el/articles/after-school-programs-give-english-learners-a-boost> (accessed June 15, 2023).
- 102 Sophie Kidd, "More than half of public schools report offering afterschool programs for students who need academic assistance," Afterschool Alliance, November 10, 2022, [https://www.afterschoolalliance.org/afterschoolsnack/More-than-half-of-public-schools-report-offering-afterschool\\_11-10-2022.cfm](https://www.afterschoolalliance.org/afterschoolsnack/More-than-half-of-public-schools-report-offering-afterschool_11-10-2022.cfm) (accessed June 15, 2023).
- 103 "America After 3pm," Afterschool Alliance, 2022, <http://www.afterschoolalliance.org/AA3PM/> (accessed June 15, 2023).
- 104 Sophie Kidd, "Afterschool in the time of COVID-19: Barriers to afterschool and summer participation," Afterschool Alliance, November 17, 2022, [https://www.afterschoolalliance.org/afterschoolsnack/Afterschool-in-the-time-of-COVID-19-Barriers-to-afterschool\\_11-17-2022.cfm](https://www.afterschoolalliance.org/afterschoolsnack/Afterschool-in-the-time-of-COVID-19-Barriers-to-afterschool_11-17-2022.cfm) (accessed June 15, 2023).
- 105 "Expanded Learning Opportunities: Helping Latino Students Achieve Success," UnidosUS, July 2021, <https://unidosus.org/wp-content/uploads/2021/07/expandedlearningopportunities.pdf> (accessed June 15, 2023).
- 106 Corey Mitchell, "New Breed of After-School Programs Embrace English-Learners," Education Week, March 10, 2020, <https://www.edweek.org/leadership/new-breed-of-after-school-programs-embrace-english-learners/2020/03> (accessed June 15, 2023).
- 107 Taryn Ashby, "Beyond the Bell returns to ACPS," Main St Daily News, October 3, 2022, <https://www.mainstreetdailynews.com/education/beyond-the-bell-returns-to-acps> (accessed June 15, 2023).
- 108 Constance A. Lindsay, Tomás Monarrez, and Grace Luetmer, "The Effects of Teacher Diversity on Hispanic Student Achievement in Texas," Urban Institute, January 11, 2022, <https://www.urban.org/research/publication/effects-teacher-diversity-hispanic-student-achievement-texas> (accessed June 15, 2023).
- 109 Lindsay Rapkin, "New Study Shows Academic Benefits of Two-Way Immersion Programs for Miami's English Learners," New America, March 16, 2020, <https://www.newamerica.org/education-policy/edcentral/academic-benefits-of-two-way-immersion-programs-for-miamis-english-learners/> (accessed June 15, 2023).
- 110 John Rosales, "Dual-Language Immersion Programs Boost Student Success," National Education Association, November 26, 2018, <https://www.nea.org/advocating-for-change/new-from-nea/dual-language-immersion-programs-boost-student-success> (accessed June 15, 2023).

- 111 Conor P. Williams and Jonathan Zabala, "How to Grow Bilingual Teacher Pathways: Making the Most of U.S. Linguistic and Cultural Diversity," The Century Foundation, August 28, 2023, <https://tcf.org/content/report/how-to-grow-bilingual-teacher-pathways-making-the-most-of-u-s-linguistic-and-cultural-diversity/> (accessed September 18, 2023)
- 112 "Majority of Latino parents want big changes or a complete overhaul of the U.S. education system," National Parents Union, July 2023, <https://nationalparentsunion.org/2023/07/24/latino-parents-sound-off-on-the-economy-and-education-in-new-unidosus-national-parents-union-poll/> (accessed September 18, 2023)
- 113 Katherine Schaeffer, "America's public school teachers are far less racially and ethnically diverse than their students," Pew Research Center, December 10, 2021, <https://www.pewresearch.org/fact-tank/2021/12/10/americas-public-school-teachers-are-far-less-racially-and-ethnically-diverse-than-their-students/> (accessed June 15, 2023).
- 114 "Poll Results: Stress And Burnout Pose Threat Of Educator Shortages," GBAO, January 31, 2022, <https://www.nea.org/sites/default/files/2022-02/NEA%20Member%20COVID-19%20Survey%20Summary.pdf> (accessed June 15, 2023).
- 115 Joanne Jacobs, "To Bring Back Bilingual Ed, California Needs Teachers," Education Next, April 23, 2019, <https://www.educationnext.org/bring-back-bilingual-ed-california-needs-teachers-districts-offer-bonuses-talent/> (accessed June 15, 2023).
- 116 "Report on the Condition of Education 2023," Institute of Education Sciences, U.S. Department of Education, 2023, <https://nces.ed.gov/pubsub2023/2023144.pdf> (accessed June 15, 2023).
- 117 "Texas Teacher Workforce Report," University of Houston College of Education, 2021, <https://www.raiseyourhandtexas.org/wp-content/uploads/2020/11/Texas-Teacher-Workforce-Report.pdf> (accessed June 15, 2023).
- 118 "Rethinking Layoff Policy to Protect Teacher Diversity," So All Students Thrive, February 2023, <https://soallstudents thrive.org/wp-content/uploads/2023/03/So-All-Students-Thrive-Rethinking-Layoff-Policy-to-Protect-Teacher-Diversity-v2.pdf> (accessed June 15, 2023).
- 119 "The Supporting Providers of English Language Learning (SPELL) Act Increases Loan Forgiveness for Teachers of English Learners (ELs) to Address National Multi-Lingual Teacher Shortage," The Office of Congressman Adriano Espaillat, January 26, 2023, <https://espaillat.house.gov/media/press-releases/espaillat-grijalva-introduce-spell-act-address-dramatic-shortage-teachers> (accessed June 15, 2023).
- 120 "How States Can Use American Rescue Plan Funding and Federal Grants to Support Teacher Diversity," The Education Trust," 2022, <https://edtrust.org/how-states-can-use-american-rescue-plan-funding-and-federal-grants-to-support-teacher-diversity/> (accessed June 15, 2023).
- 121 Peter Medlin, "How Illinois schools are trying to make their teacher workforce more diverse to help all students," Northern Public Radio, March 9, 2023, <https://www.northernpublicradio.org/wnij-news/2023-03-09/how-illinois-schools-are-trying-to-make-their-teacher-workforce-more-diverse-to-help-all-students> (accessed June 15, 2023).
- 122 Caitlynn Peetz, "Why Recruiting Bilingual Educators Works," Education Week, February 6, 2023, <https://www.edweek.org/leaders/teaching-learning/why-recruiting-bilingual-educators-works/2023/02> (accessed June 15, 2023).
- 123 Lynn Olsen, "Teachers Like Us: Strategies for Increasing Educator Diversity in Public Schools," Future Ed, February 2023, [https://www.future-ed.org/wp-content/uploads/2023/02/FutureEd-Report\\_Educator-Diversity\\_final.pdf](https://www.future-ed.org/wp-content/uploads/2023/02/FutureEd-Report_Educator-Diversity_final.pdf) (accessed June 15, 2023).
- 124 Katherine Sypher, "'This is trauma': Some Latino children face mental health struggles during pandemic," Cronkite News, November 17, 2020, <https://cronkitenews.azpbs.org/2020/11/17/pandemic-heightens-mental-health-struggles-for-some-latino-kids/> (accessed June 15, 2023).
- 125 "Title: The Impact of Trauma on Education: Understanding the Effects and Finding Solutions," Reading Readiness, <https://www.readingreadiness.org/title-the-impact-of-trauma-on-education-understanding-the-effects-and-finding-solutions/> (accessed June 15, 2023).
- 126 "U.S. Department of Education Releases New Resource on Supporting Child and Student Social, Emotional, Behavioral and Mental Health during COVID-19 Era," U.S. Department of Education, October 19, 2021, <https://www.ed.gov/news/press-releases/us-department-education-releases-new-resource-supporting-child-and-student-social-emotional-behavioral-and-mental-health-during-covid-19-era> (accessed June 15, 2023).
- 127 "Why Whole Child Equity Matters," Learning Policy Institute, 2021, [https://learningpolicyinstitute.org/sites/default/files/Opportunity\\_Institute\\_Whole\\_Child\\_Equity.pdf](https://learningpolicyinstitute.org/sites/default/files/Opportunity_Institute_Whole_Child_Equity.pdf) (accessed June 16, 2023).
- 128 Maricela Guerrero, "Care Corps is Filling in the Gaps for Rocketship California Families," Rocketship Public Schools, March 21, 2022, <https://www.rocketshipschools.org/carecorps-is-filling-in-the-gaps-for-rocketship-california-families/> (accessed June 15, 2023).
- 129 Daniel Gonzalez, "Chronic absenteeism soared during the pandemic. Here's why Arizona students still aren't going to school," USA Today, March 28, 2023, <https://12ft.io/proxy?q=https%3A%2F%2Fwww.usatoday.com%2Fstory%2Fnews%2Feducation%2F2023%2F03%2F28%2Farizona-students-still-arent-going-to-school-post-covid-19%2F11552724002%2F> (accessed June 15, 2023).
- 130 "Investing in English Learners: Federal recommendations," UnidosUS, October 27, 2022, <https://unidosus.org/publications/investing-in-english-learners-federal-recommendations/> (accessed June 16, 2023).
- 131 "Letter to House and Senate LHHS Subcommittees in Support of \$2 Billion for Title III," UnidosUS, May 2, 2023, <https://unidosus.org/publications/letter-to-house-and-senate-lhhs-subcommittees-in-support-of-2-billion-for-title-iii/> (accessed June 16, 2023).
- 132 "Texas can do more to ensure students recover from pandemic learning loss," UnidosUS, May 19, 2022, <https://unidosus.org/progress-report/texas-can-do-more-to-ensure-students-recover-from-pandemic-learning-loss/> (accessed June 15, 2023).
- 133 "Letter from Secretary Cardona re: State Assessment Data," ESEA Network, September 14, 2022, <https://www.eseanetwork.org/news-and-resources/blogs/used/letter-from-secretary-cardona-re-state-assessment-data> (accessed June 15, 2023).
- 134 Kevin Mahnken, "In Rare Move, New Mexico Adds Weeks' Worth of Extra K-12 Class Time," The 17, March 20, 2023, <https://www.the74million.org/article/new-mexico-extra-learning-days/> (accessed June 15, 2023).
- 135 Conor P. Williams, Dr. Shantel Meek, Dr. Maggie Marcus, and Jonathan Zabala, "Ensuring Equitable Access to Dual-Language Immersion Programs: Supporting English Learners' Emerging Bilingualism," The Century Foundation, May 15, 2023, <https://tcf.org/content/report/ensuring-equitable-access-to-dual-language-immersion-programs-supporting-english-learners-emerging-bilingualism/> (accessed June 15, 2023).
- 136 Andrea Boyle, "Five Ways States Can Support Dual Programs," American Institutes for Research, May 26, 2016, <https://www.air.org/resource/blog-post/five-ways-states-can-support-dual-language-programs> (accessed June 15, 2023).
- 137 Hannah Putman and Abigail Swisher, "Seven strategies school districts are using to increase teacher diversity," National Council on Teacher Quality, March 9, 2023, <https://www.nctq.org/blog/Seven-strategies-school-districts-are-using-to-increase-teacher-diversity> (accessed June 15, 2023).

- 138 "AZ School Report Cards," Arizona Department of Education, 2022, <https://azreportcards.azed.gov/state-reports#:~:text=More%20than%201%2C11%2C000%20students%20attend,K%2D12%20schools%20in%20Arizona> (accessed June 14, 2023).
- 139 "English Learners in Public Schools: Figure 1," Institute for Education Sciences, U.S. Department of Education, May 2023, <https://nces.ed.gov/programs/coe/indicator/cgf> (accessed June 16, 2023).
- 140 "AZ School Report Cards," Arizona Department of Education, 2022, <https://azreportcards.azed.gov/state-reports> (accessed October 11, 2023).
- 141 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 142 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 143 AZ School Report Cards," Arizona Department of Education, 2022, <https://azreportcards.azed.gov/state-reports> (accessed October 11, 2023).
- 144 Eric Hanushek, "The Economic Cost Of The Pandemic: State By State," Hoover Institution, January 4, 2023, <https://www.hoover.org/research/economic-cost-pandemic> (accessed June 14, 2023).
- 145 "Education Stabilization Fund", U.S. Department of Education, <https://covid-relief-data.ed.gov/profile/state/AZ> (accessed October 11, 2023)
- 146 Ibid.
- 147 "Fingertip Facts on Education in California," California Department of Education, March 15, 2023, <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp> (accessed October 11, 2023).
- 148 "Facts about English Learners in California," California Department of Education, May 15, 2023, <https://www.cde.ca.gov/ds/ad/cefelfacts.asp#:~:text=The%201%2C11%2C%20535%20English%20learners%20constitute%2019.01%20percent%20of%20the%20total%20enrollment%20in%20California%20public%20schools> (accessed September 26, 2023).
- 149 "Fingertip Facts on Education in California," California Department of Education, March 15, 2023, <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp> (accessed June 14, 2023).
- 150 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 151 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 152 Bianca Vazquez Toness, "Millions of kids are missing weeks of school as attendance tanks across the US," Associated Press, August 11, 2013, <https://projects.apnews.com/features/2023/missing-students-chronic-absenteeism/index.html> (accessed October 11, 2023)
- 153 Eric Hanushek, "The Economic Cost Of The Pandemic: State By State," Hoover Institution, January 4, 2023, <https://www.hoover.org/research/economic-cost-pandemic> (accessed June 14, 2023).
- 154 "Education Stabilization Fund", U.S. Department of Education, <https://covid-relief-data.ed.gov/profile/state/CA> (accessed October 11, 2023).
- 155 Ibid.
- 156 "PK- 12 Public School Data Publications and Reports: Students," Florida Department of Education, 2023, <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml> (accessed October 11, 2023).
- 157 "PK-12 Public School Data Publications and Reports: Students," Florida Department of Education, 2022, <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml> (accessed June 14, 2023).
- 158 "PK-12 Public School Data Publications and Reports: Students," Florida Department of Education, 2022, <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml> (accessed June 14, 2023).
- 159 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 160 Bianca Vazquez Toness, "Millions of kids are missing weeks of school as attendance tanks across the US," Associated Press, August 11, 2013, <https://projects.apnews.com/features/2023/missing-students-chronic-absenteeism/index.html> (accessed October 11, 2023)
- 161 Eric Hanushek, "The Economic Cost Of The Pandemic: State By State," Hoover Institution, January 4, 2023, <https://www.hoover.org/research/economic-cost-pandemic> (accessed June 14, 2023).
- 162 "Education Stabilization Fund", U.S. Department of Education, <https://covid-relief-data.ed.gov/profile/state/FL> (accessed October 11, 2023).
- 163 Ibid.
- 164 "Illinois Report Card," Illinois State Board of Education, 2022, <https://www.illinoisreportcard.com/State.aspx?source=studentcharacteristics&source2=enrollment&Stateid=IL> (accessed June 14, 2023).
- 165 "Illinois Report Card," Illinois State Board of Education, 2022, <https://www.illinoisreportcard.com/State.aspx?source=studentcharacteristics&source2=enrollment&Stateid=IL> (accessed June 14, 2023).
- 166 "Illinois Report Card," Illinois State Board of Education, 2022, <https://www.illinoisreportcard.com/State.aspx?source=studentcharacteristics&source2=enrollment&Stateid=IL> (accessed June 14, 2023).
- 167 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 168 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 169 Bianca Vazquez Toness, "Millions of kids are missing weeks of school as attendance tanks across the US," Associated Press, August 11, 2013, <https://projects.apnews.com/features/2023/missing-students-chronic-absenteeism/index.html> (accessed October 11, 2023)
- 170 Eric Hanushek, "The Economic Cost Of The Pandemic: State By State," Hoover Institution, January 4, 2023, <https://www.hoover.org/research/economic-cost-pandemic> (accessed June 14, 2023).
- 171 "Education Stabilization Fund", U.S. Department of Education, <https://covid-relief-data.ed.gov/profile/state/IL> (accessed October 11, 2023).
- 172 Ibid.
- 173 National Center for Education Statistics, "Elementary and Secondary Information System QuickFacts," U.S. Department of Education, Institute of Education Sciences, <https://nces.ed.gov/ccd/elsi/quickFacts.aspx> (accessed June 14, 2023).

- 174 "Public Schools Explorer," The Texas Tribune, <https://schools.texastribune.org/states/tx/> (accessed October 11, 2023)
- 175 "Public Schools Explorer," The Texas Tribune, <https://schools.texastribune.org/states/tx/> (accessed October 11, 2023)
- 176 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 177 "America's School Mental Health Report Card," Hopeful Futures Campaign, February 2022, [https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master\\_022322.pdf](https://hopefulfutures.us/wp-content/uploads/2022/02/FINAL-EDITS-Master_022322.pdf) (accessed June 14, 2023).
- 178 Bianca Vazquez Toness, "Millions of kids are missing weeks of school as attendance tanks across the US," Associated Press, August 11, 2013, <https://projects.apnews.com/features/2023/missing-students-chronic-absenteeism/index.html> (accessed October 11, 2023)
- 179 Eric Hanushek, "The Economic Cost Of The Pandemic: Texas," Hoover Institution, 2023, [https://www.hoover.org/sites/default/files/research/docs/Texas\\_HESI\\_PaperSeries\\_template\\_Final.pdf](https://www.hoover.org/sites/default/files/research/docs/Texas_HESI_PaperSeries_template_Final.pdf) (accessed June 14, 2023).
- 180 "Education Stabilization Fund", U.S. Department of Education, <https://covid-relief-data.ed.gov/profile/state/TX> (accessed October 11, 2023).
- 181 *Ibid.*

# UNIDOS US

STRONGER COMMUNITIES. STRONGER AMERICA.

[UnidosUS.org](http://UnidosUS.org)