Funding for learning loss is related to designing and implementing developmentally appropriate activities to compensate for children’s time spent outside of stimulating, educational environments during the pandemic. A December 2020 study by McKinsey finds that students on average could lose five to nine months of learning by the end of June 2021. Students of color could be six to 12 months behind, compared with four to eight months for white students.

**Examples of approved expenses to combat learning loss include:**

- New or expanded curriculum
- Individual learning supplies for children and families
- Training for staff to implement family engagement programming
- Family engagement opportunities targeting learning loss

**How could your program utilize a Come Back Stronger Fund grant to help combat and improve upon children’s learning loss? Here are a few questions to consider:**

- Do you have the best qualified staff member with children to guide their developmental growth?
- For new staff you’ve hired to meet COVID-19 precautions, is there any training your staff needs in order to best serve children’s developmental needs?
- Does your program have a model in place to assess students’ learning? If so, are your staff members training on the assessment model?
- Do you have a summer readiness camp planned to help children get ready for kindergarten or the next grade level?
- What community partnerships could you establish to help combat learning loss or get children engaged? Ideas include a gardening program or reading buddies program.
Here are examples of how we are ensuring readiness in the Day Early Learning centers:

**STAFFING**

We realized families in the preschool classroom are dropping off their children later in the day than they used to due to family schedules shifting (remote work, e-learning, etc.). Instead of our lead teacher, who assesses developmental growth and creates learning opportunities for her students, coming in from 7 a.m.-4 p.m., we shifted to have her with the students from 8:30 a.m.-5 p.m. This change means the children spend more time engaging in learning experiences with her.

**CHILD-LEVEL ASSESSMENT**

Our teaching team recognized signs that children in our classrooms had gaps in skill development. As a result we implemented a child-level assessment that allows teachers and family members to gauge the growth and development of their student through ongoing observations. Due to the possibility of absences, we provided training to help teachers adjust their process based on attendance. Implementing these assessments has allowed us to gain a holistic picture of each child’s development and guide our individualized lesson planning.

**FAMILY ENGAGEMENT**

Knowing that some families may need to quarantine at some point this year, we created learning tubs to send home with our students. For toddlers, these tubs included books, soft dolls, balls, etc. A caregiver guide in the learning tubs provides families with examples of games and activities that connect to the items, helping them engage their child and connect at-home learning to the learning objectives teachers are doing in their lesson plans.

For more information related to approved uses of Come Back Stronger Fund grants, visit earlylearningin.org/comebackstronger or contact us at stronger@earlylearningindiana.org