

The Learning Opportunity and Achievement Act would provide the following resources for states, school districts, K-12 schools, colleges and universities, and others to address instructional loss caused by the coronavirus pandemic:

**Resources for professional development and training, tutoring and academic services, innovation grants, and learning hubs:**

- \$2.25 billion in formula grants for ESSA professional development and training programs (Sec. 5).
- \$100 million in competitive grants for states and school districts, working with K-12 schools, colleges and universities, national organizations, and community-based organizations (including Alaska Native and Native Hawaiian organizations), to develop training programs (Sec. 7).
- \$50 million in competitive grants for states to provide supplemental professional development for educators, paraprofessionals, specialized instructional support personnel, and school leaders, focused on distance and hybrid learning models (Sec. 6).
- \$50 million in grants for states and school districts, working with K-12 schools, colleges and universities, national organizations and community-based organizations, to provide tutoring services for at-risk and marginalized students (defined as low-income students, minority students, students with disabilities, English learners, migrant students, homeless students, and foster youth), and Native students (Sec. 8).
- \$25 million in grants for school districts to support educators, paraprofessionals, specialized instructional support personnel, and school leaders with innovative ideas to improve distance learning, especially for at-risk students and Native students (Sec. 9).
- \$25 million in grants to support on-campus “learning hubs” for at-risk students and Native students with limited access to broadband and devices.

**Research and best practices related to instructional loss:**

- Requirements for the U.S. Department of Education (ED), working through the Institute of Education Sciences (IES), to identify and disseminate best practices for schools to address instructional loss caused by the coronavirus pandemic (Sec. 11).
- Requirements for IES to research instructional loss in at-risk students (Sec. 12).

**Endorsing organizations** include the National Board for Professional Teaching Standards (NBPTS), American Association of Colleges for Teacher Education (AACTE), American Council on the Teaching of Foreign Languages (ACTFL), American Federation of School Administrators (AFSA), Council for Exceptional Children (CEC), CEC Teacher Education Division (TED), Council of Administrators of Special Education (CASE), Hawaii Association of Secondary School Administrators (HASSA), Hawaii State Teachers Association (HSTA), HawaiiKidsCAN, Higher Education Consortium for Special Education (HECSE), International Society for Technology in Education (ISTE), Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Center for Learning Disabilities (NCLD), National Education Association (NEA), New Leaders, Parents for Public Schools of Hawaii (PPSH), Public Advocacy for Kids (PAK), and Rural School and Community Trust (RSCT).