

How to use this presentation

This deck has examples that your district can customize to apply to your context. Look for **highlighted text**, *lorem ipsum* text, or XX placeholders to insert your own information.



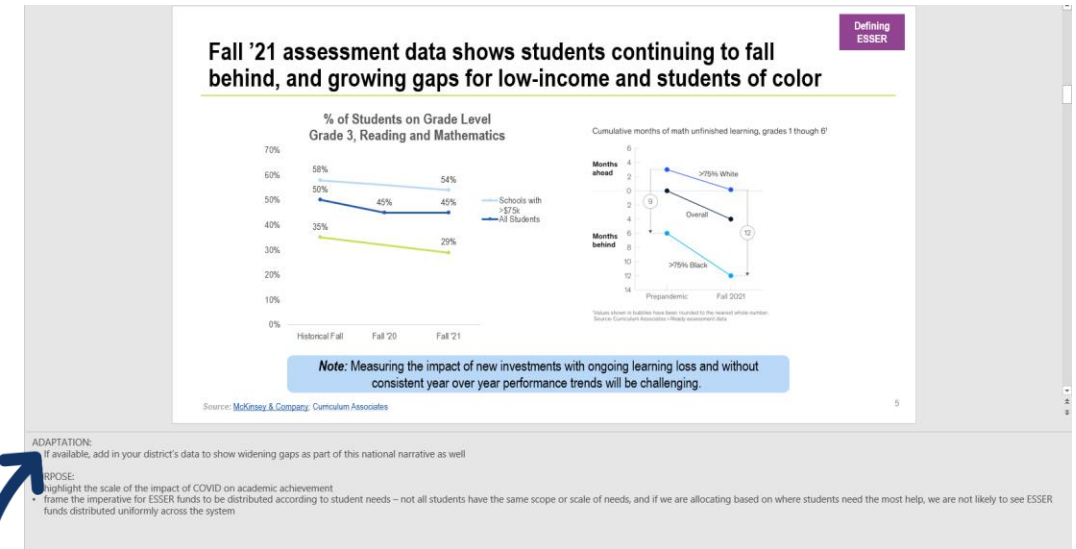
Students missed **XX** days of in-person instruction with educators and peers during the 2019-20 and 2020-21 school years due to COVID and have fallen behind.

Improved District Conditions



STRATEGIC PLAN STRATEGIES

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum.



Check the **notes section** under each slide for an explanation of the purpose each slide serves, as well as suggestions for how to adapt it for your own context.

Note: Descriptions of your ESSER investments should begin by focusing on the ultimate outcome/impact that is desired.

What is the desired IMPACT of your investment?

Below, we provide a bank of examples to choose from or to help spark further thinking.

Category #1

Empowering, Adaptable Instruction

- Improving daily lesson plans, assessments and materials to ensure a rigorous, engaging, culturally relevant experience
- Help teachers learn to use new materials so they are prepared to teach great lessons every day

Category #2

Time & Attention

- Getting kids who need it extra help in math and reading either through more time with their teacher or through small group instruction

Category #3

The Teaching Job

- Ensuring our best teachers stay here
- Supporting your child's teacher with expert coaching & professional development
- Expanding our teacher pipeline to have high-quality teachers in every classroom

Category #4

Relationships & Social-Emotional Supports

- Providing mental health supports for students who are having a hard time
- Creating experiences that lead to happier, more engaged students
- Creating welcoming school cultures and climates

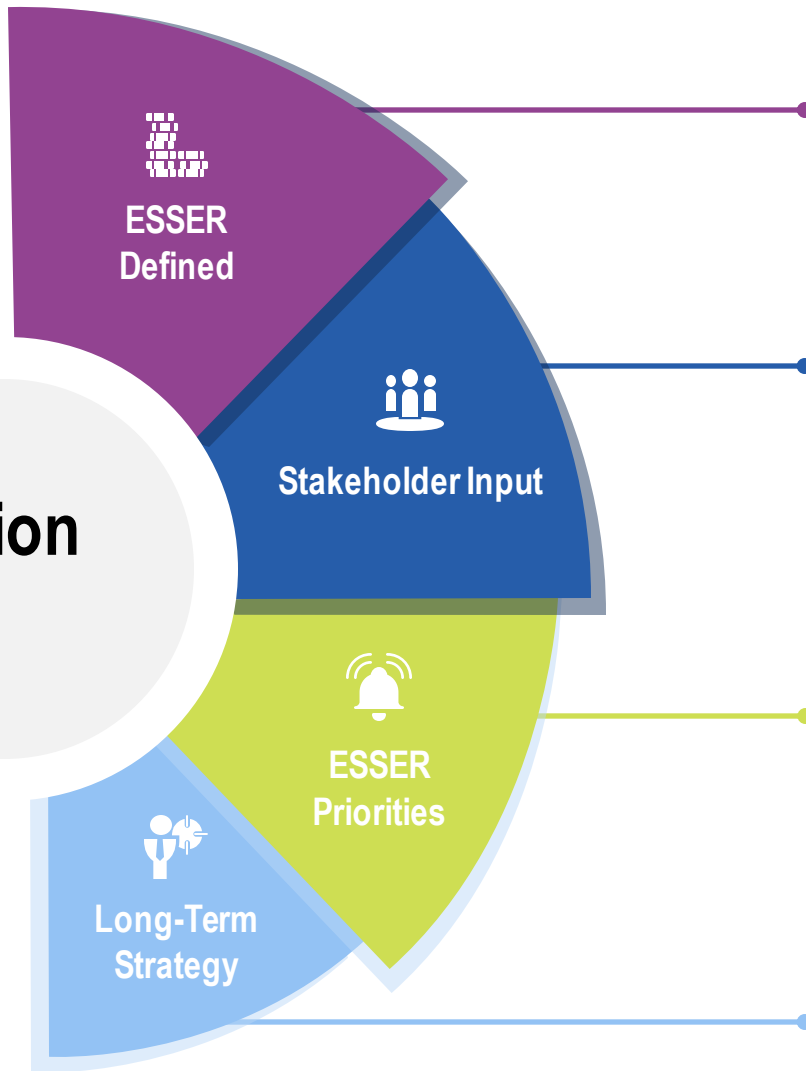
Category #5

Family & Community Partnerships

- Integrating community programs into our schools
- Providing families with timely information and support

The examples on this slide are organized by our [five "Power Strategies"](#) to illustrate how the [common investments we are currently seeing](#) across districts can be tied to common areas of intended impact.

Presentation Overview



- ▶ Student Needs
- ▶ Purpose of funds and impact state context is having on potential costs
- ▶ ESSER fund details

- ▶ Highlights of specific & relative needs from engagement to date
- ▶ Emerging preferences

- ▶ Intended impact of investments
- ▶ ESSER and our Strategic Plan
- ▶ Connection to what research says works
- ▶ Key dependencies and progress monitoring plans

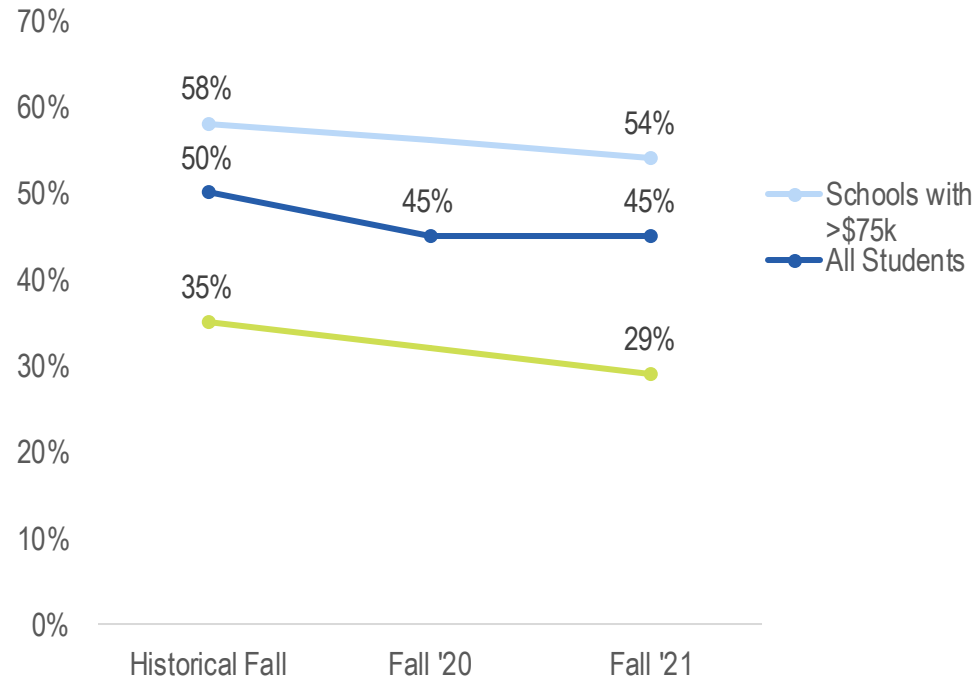
- ▶ Sustainability approach
- ▶ Impact short-term funding wins could have on long-term change in community

The ongoing spread of COVID-19 has significant implications for students, staff, and costs in all districts.

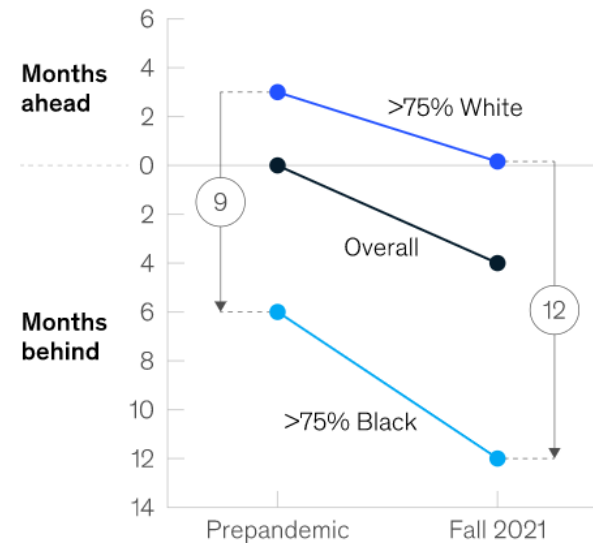
	Pandemic Response	Student Learning & Mental Health Implications	Staff Time Implications	Cost Implications
Managing the Spread	School closures	Isolation & missed learning	Tech and school-work distribution to families; communications	Technology; academic acceleration; mental health supports
	Quarantining	Isolation & missed learning	Coverage for staff, tech. and school-work distribution; communications	Substitutes pay; academic acceleration; mental health supports
	Testing		Running the clinics; communication of logistics	Test kits; stipends for people to run the tests
	Contact tracing		Data collection; communications	Stipends for people doing the work
Health and Safety Measures	Air filtration		Installation	HVAC
	PPE		Distribution to schools and families	Masks, plexiglass, etc.
	Social distancing	Limiting of social interactions	Updated schedules and logistics; communications	More teachers; tents; alternative spaces
	Vaccine clinics		Running the clinics	Stipends for people to run the clinics; cost of vaccines

Fall 2021 assessment data shows students continuing to fall behind, and growing gaps for low-income and students of color.

**% of Students on Grade Level
Grade 3, Reading and Mathematics**



Cumulative months of math unfinished learning, grades 1 through 6¹



¹Values shown in bubbles have been rounded to the nearest whole number.
Source: Curriculum Associates i-Ready assessment data

Note: Measuring the impact of new investments with ongoing learning loss and without consistent year over year performance trends will be challenging.

Why do we have ESSER funds?

FEDERAL LANGUAGE:



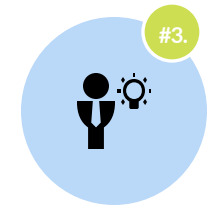
Our district's priorities, in alignment with federal guidance, are as follows (in order of priority):



Keep classrooms **open** and **safe** for students and teachers during this global pandemic.



Expand access to existing services and bring an "all-hands-on-deck" approach to **recover** from disrupted learning and kick-start accelerated learning.*



Lay the groundwork for long-term **redesign** of instruction and underlying cost structures to address heightened student need.*

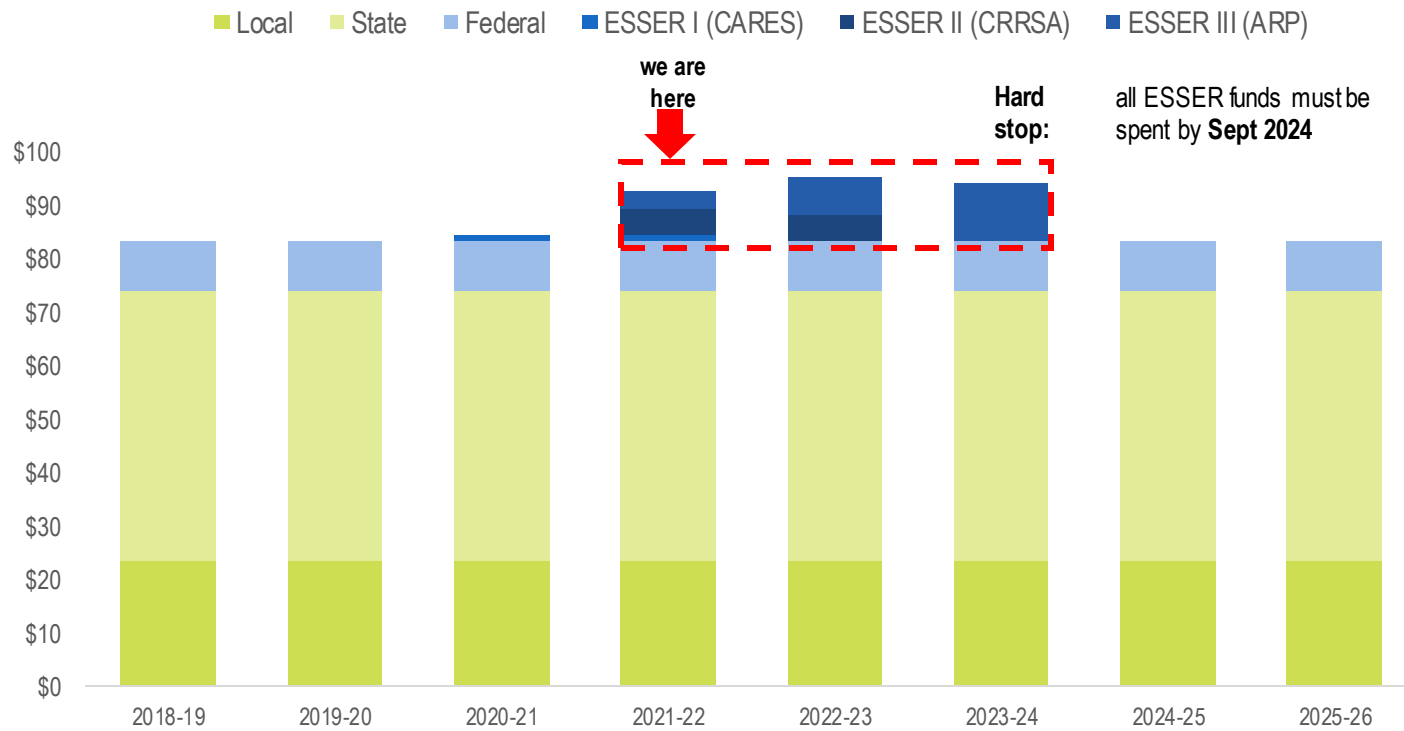
Elementary and Secondary School Emergency Relief (ESSER) funds are provided to State educational agencies and school districts to help safely **reopen** and sustain the **safe operation** of schools and address the **impact of the coronavirus pandemic** on the Nation's students

US DOE's [Summary of ESSER and FAQs](#)

The extent of our progress on priorities #2 & 3 is **fully dependent on the course of the pandemic in our community and the resulting costs and constraints under priority #1.*

ESSER II and III, the most recent federal recovery grants for education, represent a 3-year, \$XXM opportunity.

Revenue by Source SY18-26 (\$M)
ILLUSTRATIVE*



Distributed across the three years, ESSER is about 2x typical federal funding (XX% → YY% of total budget)

- Depends on federal policy
- Depends on state funding policy (largely driven by student enrollment)
- Depends on tax base

*Revenue amounts are illustrative.

Feedback from several stakeholder groups informed our planning for ESSER investments.



OPEN & SAFE

Quotes Go Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum. Donec at mi porta, porta justo quis,

Quotes Go Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum. Donec at mi porta, porta justo quis,

Students

1000 student survey responses across grades 5-12

Teachers

1000 teacher survey responses
5 teacher focus groups
3 teachers union meetings



RECOVER

Quotes Go Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum. Donec at mi porta, porta justo quis,

Quotes Go Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum. Donec at mi porta, porta justo quis,

Community

2000 community survey responses
5 community forums



REDESIGN

Quotes Go Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum. Donec at mi porta, porta justo quis,

Quotes Go Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam sed nisi pulvinar eros imperdiet gravida eget quis ipsum. Donec at mi porta, porta justo quis,



Principals

50 principal survey responses
3 principal focus groups



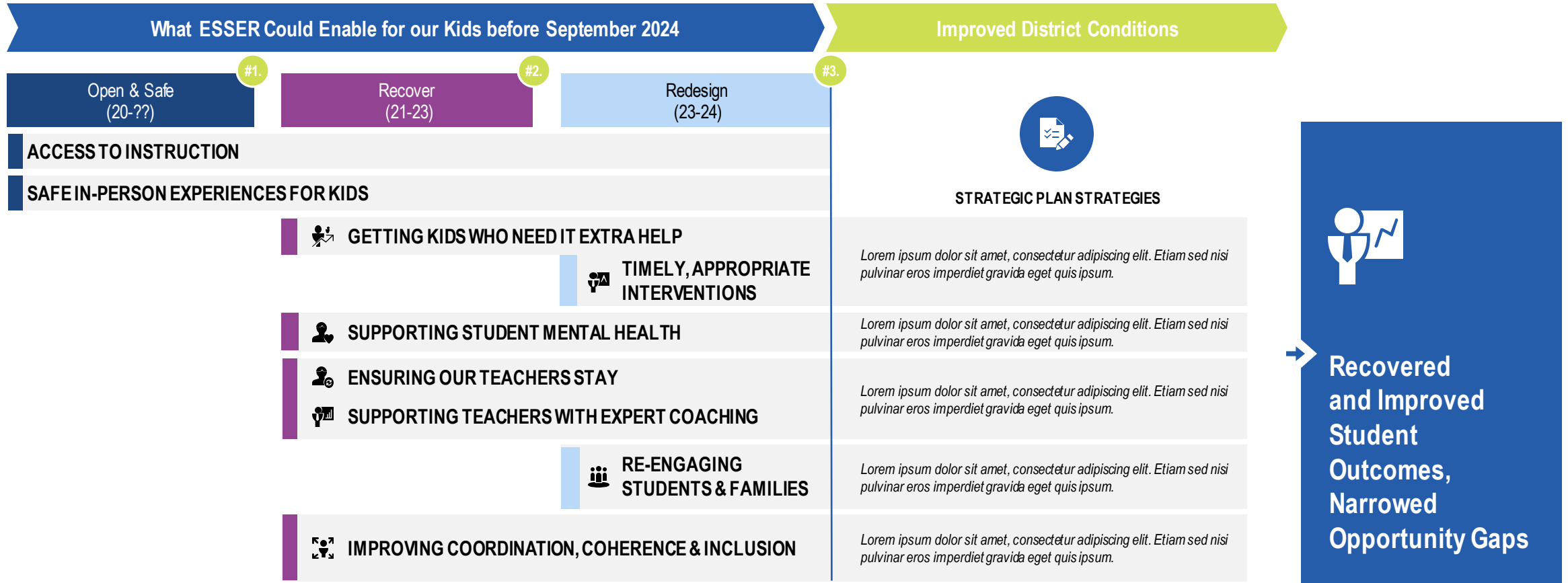
Staff

200 staff survey responses
2 staff focus groups

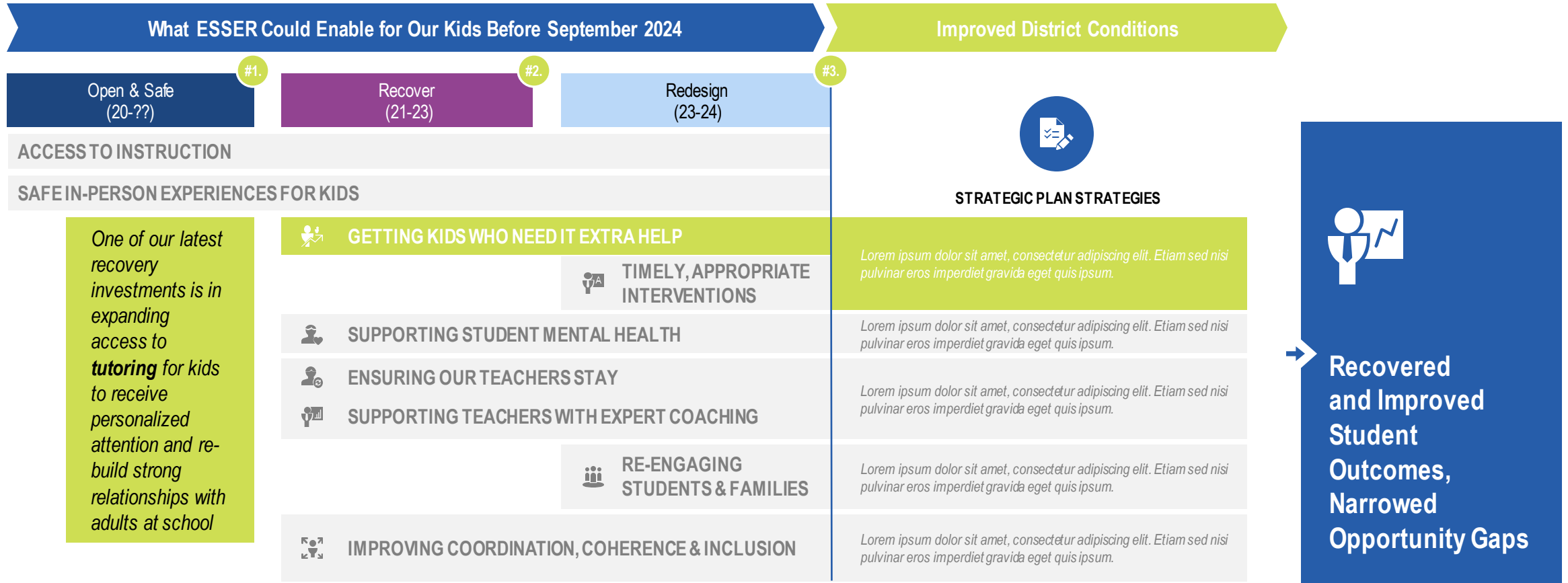
We are prioritizing the highest impact opportunities that meet the needs in each of our communities.

	#1. Open & Safe (20-??)	#2. Recover (21-23)	#3. Redesign (23-24)
Sample Strategies →			
Sample Needs ↓	<i>e.g. getting kids access to virtual instruction when they need to quarantine from COVID-19 exposure</i>	<i>e.g. getting kids who need it extra help</i>	<i>e.g. supporting your child's teacher with expert coaching & professional development</i>
Unfinished learning	XX	XX	XX
Student absenteeism			XX
Failing courses	XX	XX	
Isolation, trauma	XX		XX
Teacher burnout			XX

Our goal is for our ESSER investments to accomplish the following.



Let's take a look at one of the investments we are making now to build toward our longer-term goals.



Strategic interventions have been identified and designed based on student needs and national research.

ESSER
Priorities

Tutoring



Our students, like school-age children across the country, have experienced learning loss due to the COVID-19 pandemic.



Students missed **XX** days of in-person instruction with educators and peers during the 2019-20 and 2020-21 school years due to COVID and have fallen behind.



During the 2020-21 school year there were **XXX** cases of COVID and **XXX** students and staff impacted as close contacts. All of these individuals were directed to quarantine and missed in-person learning opportunities and chances to build relationships.

National Research



Research shows that tutoring leads to learning gains across all grades and subjects, **particularly early literacy and high school math**.¹

Tutoring **can increase student learning** by an additional 3-15 months and is one of the most effective ways to increase achievement for students from low-income backgrounds.¹



Tutoring can be an especially **cost-effective** investment given the impact.²



Tutoring provides additional opportunities for students to build **strong, trusting relationships** with adults in a small group setting.

Source: Education Resource Strategies, ¹EdResearch for Recovery; ²the Annenberg Institute

This means, that if successful, they will contribute to improving our district conditions over time.

What are we...

Priority subjects are literacy, math and science. We are targeting K-3 and 6th and 9th grades so we can serve more students at a time to avoid stigmatizing participation.

Student minutes per week for a minimum of 1...

Tutoring hours per week receiving their m...

Training

What are we building toward?



Strong tier 1 instruction supplemented by opportunities for small group instruction during the school day that meet students' real-time learning needs








Strong student-adult relationships that are built and evolve over time
















We are currently allocating \$ X M to hire X tutors and a program coordinator for 3 years and invest in outreach to families



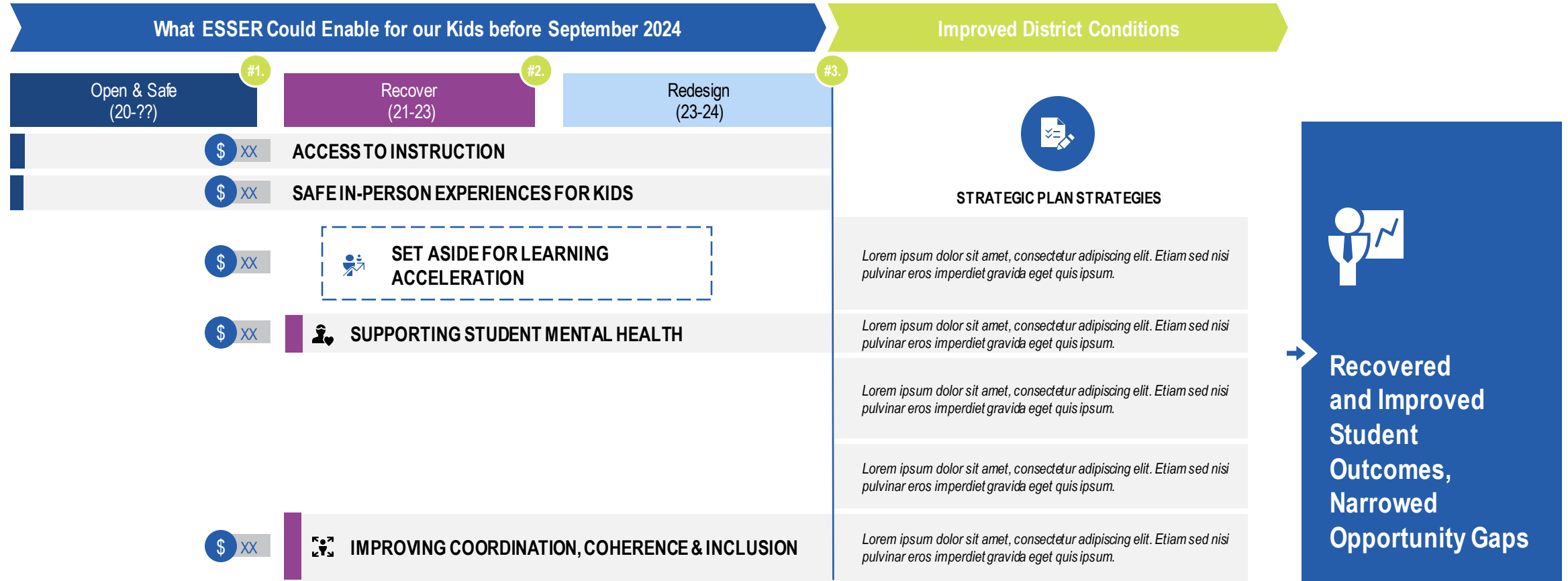
The current state of uncertainty around the pandemic means we need to closely monitor programs to be able to make smart adjustments to our investments as we go.

	Student, Family and Staff Interest 	Design Choices and Trade-offs 	Program Effectiveness 
 <p>What would make us spend <i>more</i> on tutoring?</p>	<ul style="list-style-type: none"> High interest from students, families & staff in program leading to a decision to expand access to tutoring 	<ul style="list-style-type: none"> Reducing student group sizes to increase individualized attention Expanding tutor talent pool beyond retired teachers (e.g. college students) Need for more program oversight due to multiple service providers 	<ul style="list-style-type: none"> Observed learning gains leading to decision to expand access to tutoring
 <p>What would make us spend <i>less</i> on tutoring?</p>	<ul style="list-style-type: none"> Difficulty hiring and recruiting tutors Low student attendance at tutoring sessions 	<ul style="list-style-type: none"> Reducing frequency of tutoring sessions Further waves of the pandemic driving up costs to keep schools open and safe (see Slide 5), requiring reallocation of funds Alternative sources of funding provided to sustain program 	<ul style="list-style-type: none"> Program phased out due to measured ineffectiveness
<p>How will we know what <i>changes</i> are needed?</p>	<ul style="list-style-type: none"> % and # of tutoring positions filled tutoring daily attendance rate (by grade, student groups, school, etc.) turnover rates 	<ul style="list-style-type: none"> group size average average weekly minutes of tutoring provided 	<ul style="list-style-type: none"> satisfaction survey data tutoring assessment/proficiency data interim assessment data

These uncertainties could impact all initiatives, so we will provide regular updates as we adjust our plans.

	Open & Safe <i>access and safety</i> 	Recover <i>individualized attention, mental health, retaining staff, growing great instructors</i> 	Redesign <i>timely interventions, re-engaging students and families</i> 
 As of June 2021	 X M	 X M	 X M
 <p>What would make us spend <i>more</i>?</p>	<ul style="list-style-type: none"> • Further waves of the pandemic (see Slide 5) • Unfunded or lack of attention to COVID safety guidelines (e.g. testing or distancing) • Sustained enrollment loss reducing state funding • Rising costs of services due to inflation 	<ul style="list-style-type: none"> • Observed learning acceleration from programs leading to expansion of programs • Coordination and management requests for programs from schools or families • High interest from students, families & staff in programs 	<ul style="list-style-type: none"> • Strategic planning to identify opportunities for redesigning schools • High interest from students, families & staff in programs • Observed learning acceleration from programs leading to desire to expand existing initiatives
 <p>What would make us spend <i>less</i>?</p>	<ul style="list-style-type: none"> • Retention of existing staff • Enrollment rebound • Additional federal funding for infrastructure costs releasing ESSER funds from those planned investments 	<ul style="list-style-type: none"> • Need to allocate additional funds to keep schools open & safe • Difficulty hiring staff to fill new positions • Observed lack of impact or capacity to maintain programs 	<ul style="list-style-type: none"> • Need to allocate additional funds to keep schools open & safe and/or recover • Alternative sources of funding provided to sustain programs
 As of January 2022	 X M	 X M	 X M

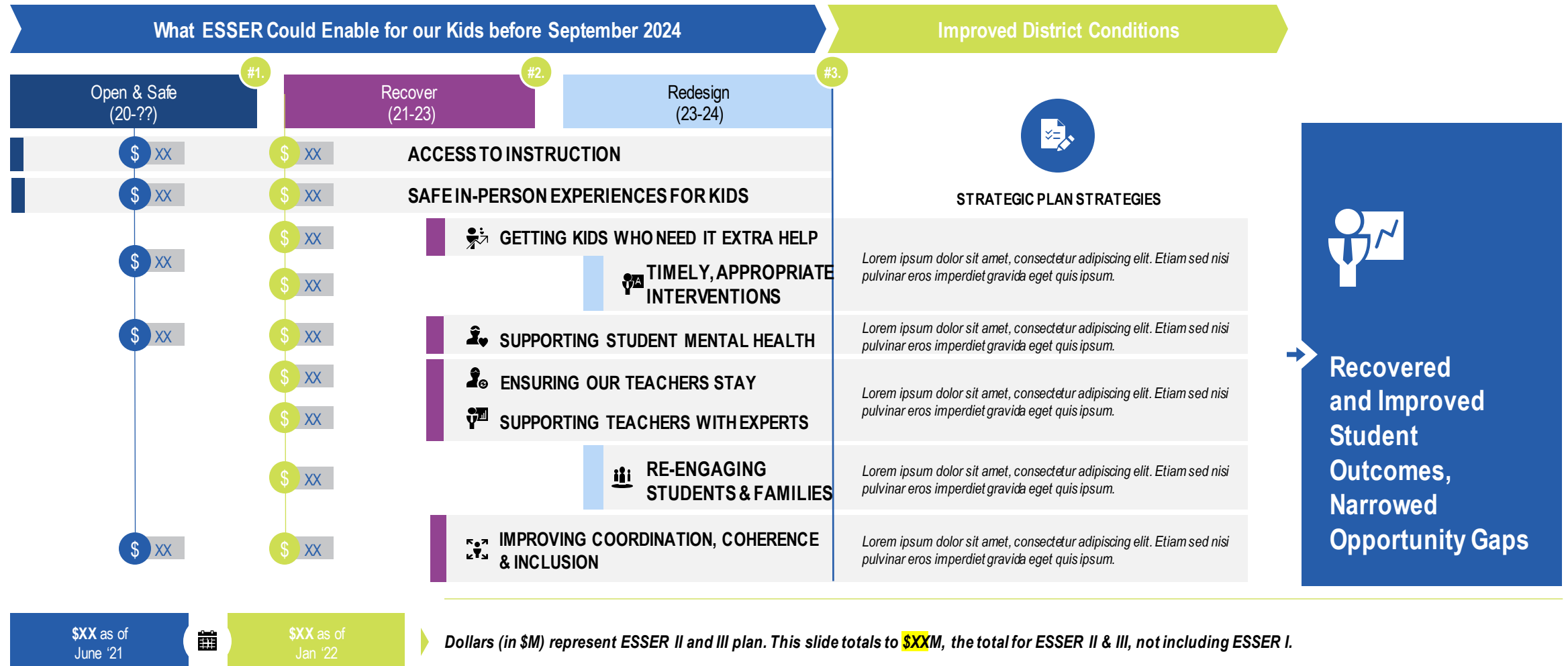
In June, we showed you a plan with the following distribution of investments.



\$XX as of June '21

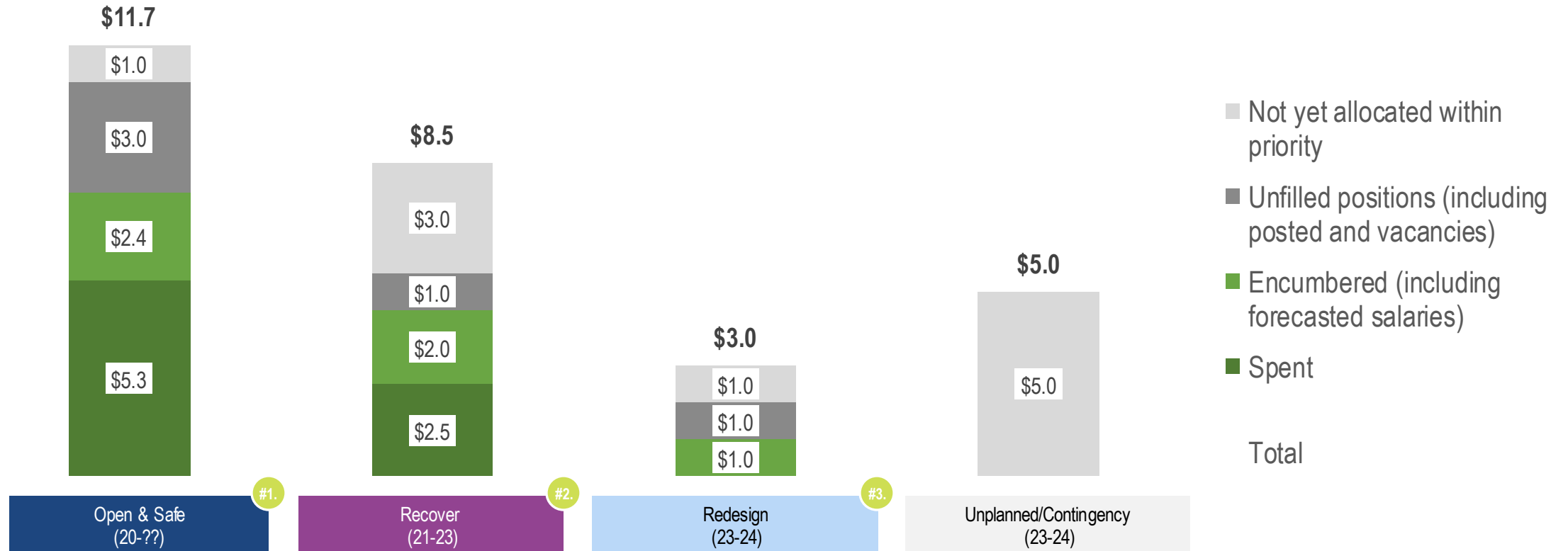
► Dollars (in \$M) represent ESSER II and III plan as of June '21. This slide totals to \$XXM, the total for ESSER II & III, not including ESSER I.

In the context of ongoing waves of COVID-19, we are currently planning the following distribution of funds.



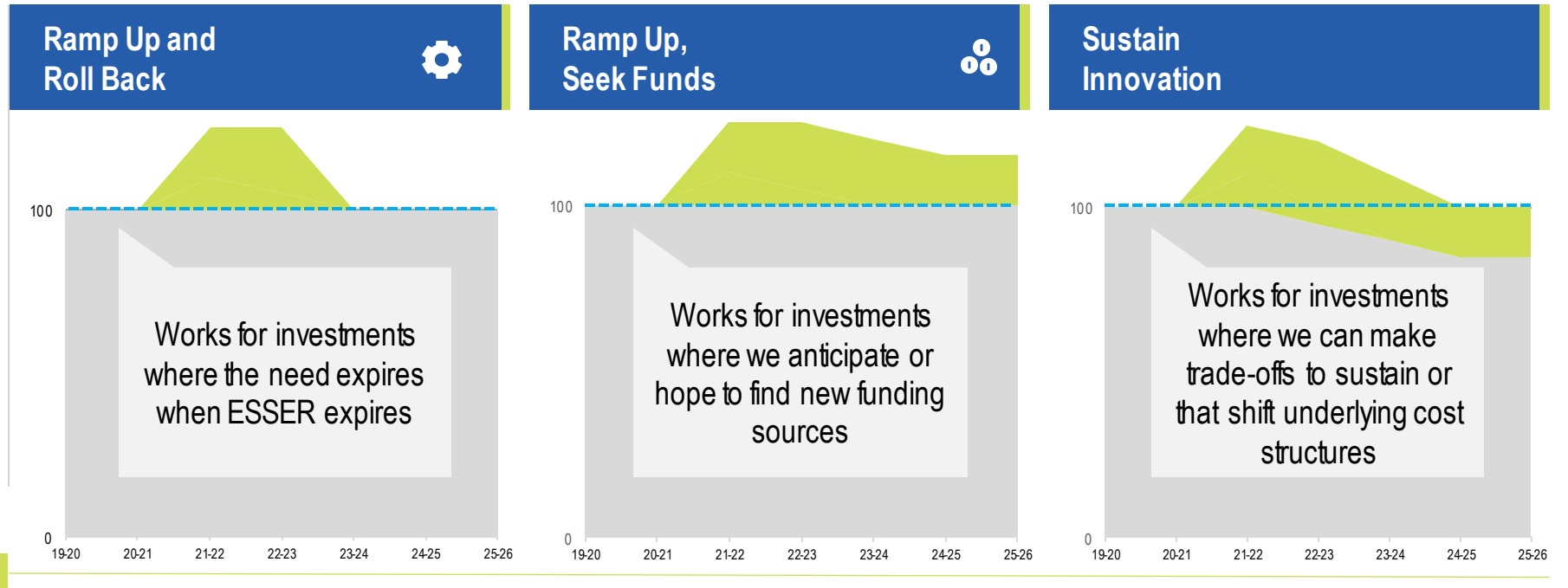
Here is where we are in terms of spending as of XX/XX/XX.

Status of ESSER Spending in \$M's
As of XX/XX/XXXX



We are using three approaches to inform our long-term financial strategy in the context of the 2024 cliff created by ESSER.

- ESSER strategies
- Current strategies



Example initiatives:

- XX
- XX

- XX
- XX

- XX
- XX

To sustain successful new programming, we will need to explore trade-offs within pre-existing expenditures or find new revenue.

If external conditions support our ability to invest funds in Recovery and Redesign initiatives, we believe we could continue to drive towards long-term improvement in our community.

