

ESSER FUNDING UPDATE

Presented to BOARD OF EDUCATION

July 13, 2021

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Superintendent



ESSER COMMITTEE



Why are you here:

- ❑ The ESSER Committee will advise the Superintendent and SLPS on the key focus areas for these new investments, with a commitment to allocating the funding in an **equitable** and sustainable manner. SLPS will leverage the new funding over three years and must ensure the new opportunities can be supported for years to come. The ESSER Committee will have four meetings, once weekly over the next 30 days with the final meeting to be held on Tuesday, July 20, 2021. The plan will be presented to the Board on Tuesday, July 27, 2021 at the work session and posted for a 10-day public review and comment period. The Board will approve the plan at the Tuesday, August 13, 2021 Board meeting. The plan must be submitted to DESE by August 23, 2021.
- ❑ The core approach of all aspects of current work in SLPS align to our Transformation Plan with a focus on Equity, Coherence. Meetings will be hosted virtually.
- ❑ ESSER Committee members represent a wide range of stakeholders who engage with SLPS on a regular basis, and were selected based on their affiliation with students, schools, and their knowledge of the district's strategic priorities. Meetings will be held from 3:00 – 4:30 p.m.



PURPOSE



To support schools and districts in addressing the impact of COVID-19, Congress has provided financial support through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Funds are allocated to each state in the same proportion as their Title I, Part A grants.

- ☐ In March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act included \$13 billion in ESSER funds.
- ☐ In December 2020, an additional \$54 billion for ESSER II was allocated through the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act.
- ☐ The American Rescue Plan (ARP) authorized another \$122 billion for ESSER III (also called "ARP ESSER") in March 2021.



MISSOURI ESSER (CARES) AMOUNTS



Congress has provided financial support for districts and schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund to address the ongoing impact of the COVID-19 pandemic.

Missouri received:

- ❑ \$208.4 million in ESSER I funding
- ❑ \$871.1 million in ESSER II funding
- ❑ \$1.9 billion has been allocated through ESSER III.



SAINT LOUIS SCHOOL DISTRICT ESSER (CARES) AMOUNTS



SLPS CARES ALLOCATION

❑ \$10,685,754.90

CARES SPENDING TO DATE

❑ \$6,512,530.80 which is 60.9% spent

❑ \$46M (ESSER II) SLPS funds – Sept. 2023

❑ \$103M American Rescue Plan Act of 2021 (ESSER III) – Sept. 2024

❑ \$68M available with plan, total allocation will be available with an approved application and the State application has been approved by the U.S. Department of Education



UNALLOWABLE EXPENSES

- ☐ Bonuses, merit pay or similar expenditures, unless related to disruptions or closures related to COVID-19;
- ☐ Subsidizing or offsetting executive salaries and benefits of individuals who are not LEA employees;
- ☐ Expenditures related to state or local teacher or faculty unions or associations; and
- ☐ Activities and or purchases religious in nature are not allowable with these funds.



ALLOWABLE EXPENSES

Districts have the flexibility to use the ESSER funds on any "activity authorized by the Elementary and Secondary Education Act." Additionally, ESSER II and III legislation specifies that funds can be used to address learning loss. ESSER funds can be used for:

- ☐ Assessments
- ☐ Identifying and addressing unfinished learning
- ☐ Instructional materials
- ☐ After school/extended day
- ☐ Summer learning
- ☐ Professional development
- ☐ Mental health services
- ☐ Software, hardware, connectivity
- ☐ Teacher pay related to closures

States are required to submit a plan for their ESSER funding to the U.S. Department of Education.



ESSER PRIORITIZATIONS



- ☐ How does your overall spending plan advance equity, coherence and access?
- ☐ Are your spending priorities built around pressure-groups or around student needs?
- ☐ How do the priorities you have set for using ARP funds complement or diverge from your district's overarching goals and strategies?
 - ☐ Have you been clear why any divergence is needed?





CONSIDERATIONS

COHERENCES

- ☐ To align with District Goals (and policies and procedures) with success, there must be “coherence” within each entity and between and among them. Most significant is that all staff – especially in our schools - must perceive and see evidence of coherence in the organization that surrounds their particular area of work. In lay terms, do they perceive the proverbial right hand knows what the left is doing? Do they see the alignment on one topic or goal in all departments connected to that work?
- ☐ Coherence describes the extent that a district creates interdependence and alignment of people, resources, systems, and processes with a collective focus on improving student outcomes. It entails a conscious effort to ensure logical consistency across initiatives, programs, and community.
- ☐ Coherence entails a belief in our collective impact, rooted in existing plans and those in development and taking inventory of norms and practices across departments.
- ☐ Coherence is a process, which involves schools and school district central offices working together to craft and align the fit between policies, district models and plans with schools' respective goals and strategies.

GOALS

- ☐ Reading
- ☐ Math
- ☐ Climate and Culture as defined by Panorama
- ☐ FILW

ESSER FUNDS



❑ How do or should we use them?

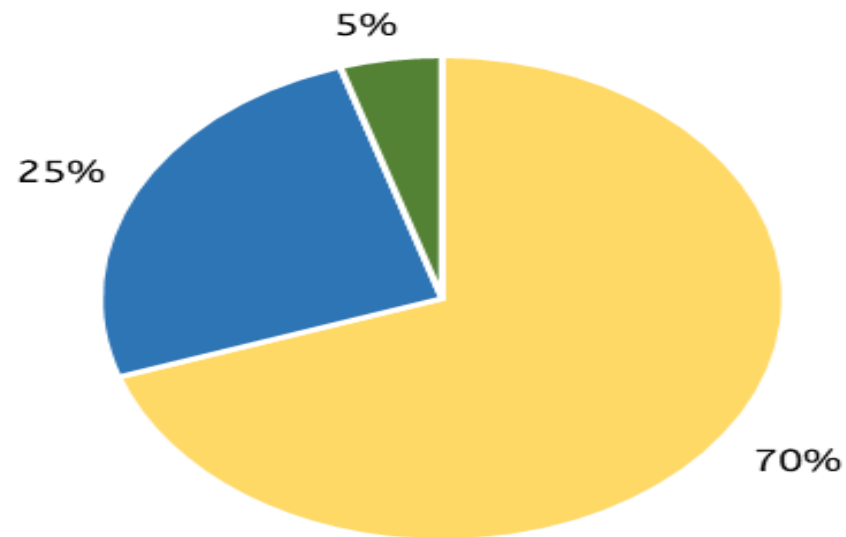
❑ INNOVATION – Innovation in education encourages educators to research, explore, and use all the tools to uncover something new. Innovation involves a different way of looking at problems and solving them. It also improves education because it compels everyone to use a higher level of thinking to solve complex problems.





SURVEY RESULTS - TOTAL

Overall Respondents Funding
Priorities by Group

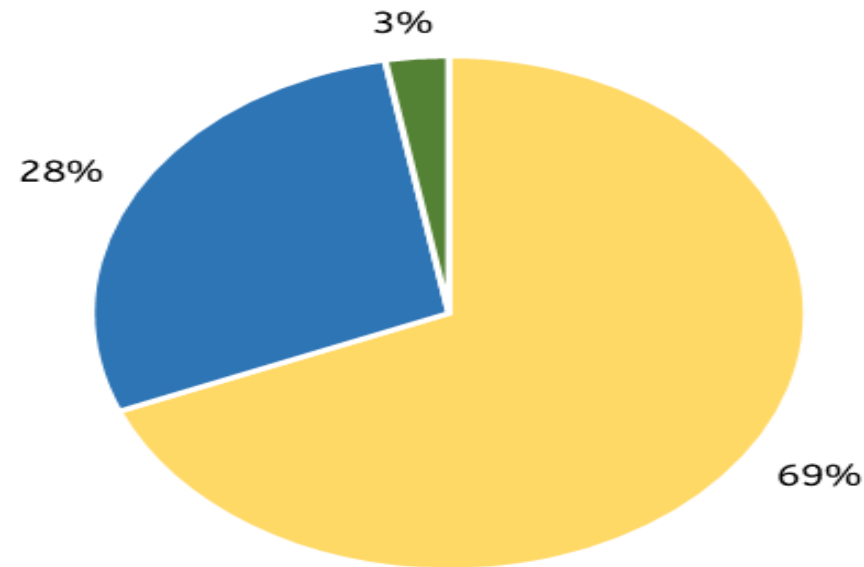


- Direct support to Learners
- Facility improvements/COVID prevention
- Training/Procedure creation

SURVEY RESULTS – EMPLOYEES



Employee Funding Priorities by Group

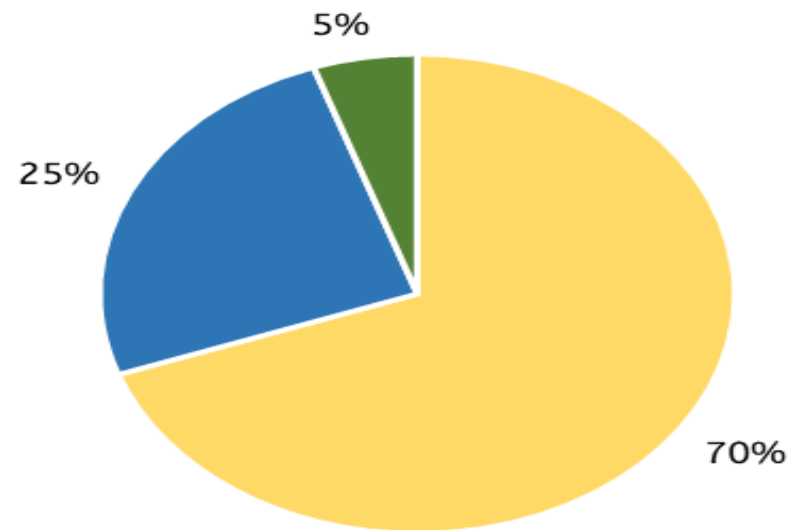


- Direct support to Learners
- Facility improvements/COVID prevention
- Training/Procedure creation



SURVEY RESULTS – PARENTS

Parent/Guardian Funding Priorities
by Group

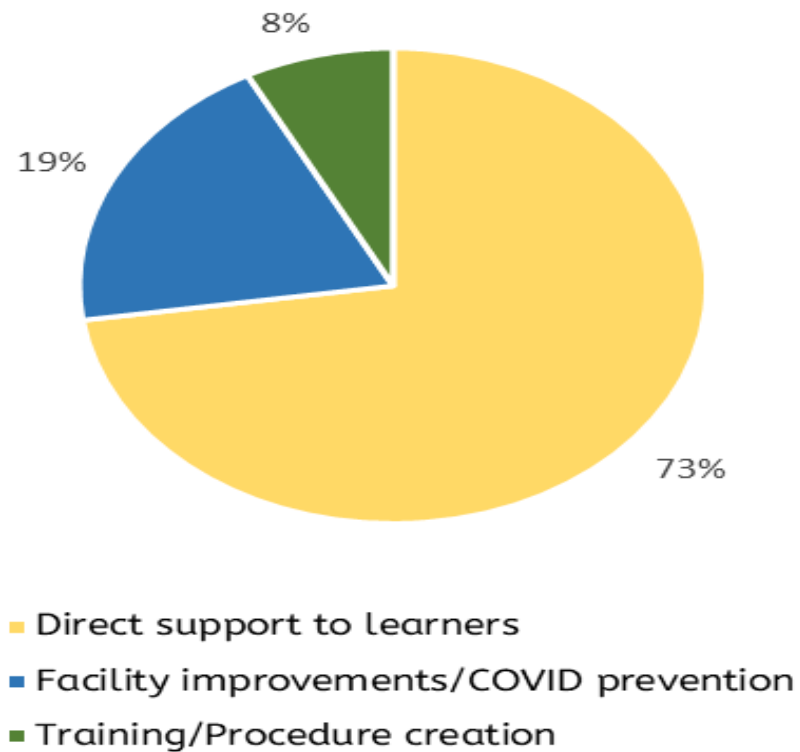


- Direct support to Learners
- Facility improvements/COVID prevention
- Training/Procedure creation

SURVEY RESULTS - COMMUNITY



Community Member Funding
Priorities by Group



YOUR WORK



- ☐ Direct Support to Learners – 70%
 - ☐ District and School
 - ☐ Assessments
 - ☐ Identifying and addressing unfinished learning
 - ☐ Instructional materials
 - ☐ After school/extended day
 - ☐ Summer learning
 - ☐ Professional development
 - ☐ Mental health services
 - ☐ Software, hardware, connectivity
 - ☐ Teacher pay related to closures
- ☐ Facility Improvements/COVID Prevention – 25%
- ☐ Training/Procedure Creation – 5%

EXAMPLES



☐ Direct Support to Learners – 70%

☐ District and School

☐ Mental Health Services

Acquire

- ☐ Licenses or create activities for digital content that supports the mental health needs of students
- ☐ HIPPA/FERPA compliant virtual and remote platforms for the delivery of counseling services

Contract with

- ☐ Mental health providers (licensed counselors, psychologists, social workers) to screen and provide support to students and staff
- ☐ Partners to expand support for behavioral and mental health in schools
- ☐ Partners to provide training to school leaders and Medicaid providers on Medicaid documentation
- ☐ Partners or hire social workers and additional school counselors to provide support and counseling for student well-being

Provide

- ☐ School based infrastructure for telehealth operations
- ☐ Professional development to school personnel on providing tiered mental health support, suicide prevention, trauma, and related issues
- ☐ Counseling, telehealth, mentoring, and therapeutic services and supports to address student well-being
- ☐ Development opportunities and informational resources to parents, students, and community members on student well-being

EXAMPLES



☐ Direct Support to Learners – 70%

☐ District and School

☐ Identifying and Addressing Unfinished Learning

Hire/Contract

- ☐ Personnel to locate students enrolled but not attending school (virtual, hybrid or in-person)
- ☐ Staff, partners, or vendors to provide 1-to-1 or small group tutoring
- ☐ High-quality vendors to support the development of a system or structure to provide intensive instruction

Provide

- ☐ Development opportunities to support parents and guardians with technology
- ☐ Professional development to school staff on data driven decision making, intensive instruction, accelerated intervention instructional models
- ☐ Extended school year calendar to increase instructional minutes each week or each day (e.g., Saturday school, extended time during current week days, 30 days of additional instruction, etc.)
- ☐ Learning pods (pandemic pods) for families seeking or wanting this option

Purchase

- ☐ High-quality curriculum-embedded assessments and high quality literacy screeners
- ☐ Automated systems for tracking attendance
- ☐ ACT vouchers



QUESTIONS?