

Elementary and
Secondary School
Emergency Relief

**ESSER
Funds:
Creating
District Impact**

Webinar
January 13, 2022

If you can see the
slide and hear the
music, you are all set.



Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

COVID relief funds abound

Elementary and Secondary School Emergency Relief (**ESSER**) Fund:

3/27/20	Coronavirus Aid Relief, and Economic Security (CARES) Act	\$13.2 billion in ESSER funds
12/27/20	Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)	\$54.3 billion in ESSER II funds
3/11/21	American Rescue Plan (ARP) Act	\$122 billion in ARP ESSER funds

The screenshot shows the official website for the Office of Elementary & Secondary Education (OESE). The page is titled "Elementary and Secondary School Emergency Relief Fund". It includes a navigation menu with links for "About", "Programs", "Grantees and Applicants", "Families", "Educators", "Guidance", and "Resources". A search bar is located in the top right corner. The main content area features a breadcrumb trail: "OESE » OFFICES/PROGRAMS BY OFFICE » EDUCATION STABILIZATION FUND » ELEMENTARY AND SECONDARY...". Below this, there is a table with the following information:

PROGRAM OFFICE	Office of State and Grantee Relations, OESE
CFDA NUMBER	84.425D
PROGRAM TYPE	Formula Grant

To the right of the table, there is contact information for the U.S. Department of Education, OESE: "U.S. Department of Education, OESE, Education Stabilization Fund, 400 Maryland Ave., SW, Washington D.C. 20202-6244". Below this is an "E-mail" link. Further down, there is a section titled "Elementary and Secondary School Emergency Relief Fund" with sub-sections for "ESSER Awards" and "ESSER Comprehensive Monitoring Protocols". A paragraph of text states: "Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the Coronavirus Aid Relief, and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). Signed into law on March 27, 2020, the Department awarded these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation."

<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

The American Rescue Plan (ARP)

Professional learning is an allowable and critical use of the ARP funds

States are required to send 90% of the funds to school districts

- **20%** of funds must be used to address learning loss
- **80%** of funds for any authorized activity in current education law

Six steps to measuring impact

- 1 Identify the desired outcomes of your professional learning efforts.
- 2 Identify the indicators that will demonstrate the effectiveness of professional learning.
- 3 Identify the measurement instruments you will use to track progress.
- 4 Identify your baseline data.
- 5 Measure, measure, measure.
- 6 Share your findings.



<https://learningforward.org/2021/04/02/want-your-arp-funds-to-have-long-term-impact-collect-data/>

What is your district doing with its COVID relief funding?

- Do you know (in round numbers) how much funding your district has received in COVID-relief funding? Yes or No
- Has your district published a plan for the use of those funds? Yes or No
- Is professional learning and/or other educator supports part of that plan? Yes or No

Panel discussion



Karen Hawley Miles

President and CEO
Education Resource
Strategies, Inc.
Elmhurst, IL



Karolyn Belcher

Chief Academic
Officer
Charleston County
School District
Charleston, SC



Jennifer Colley

Professional Development
Specialist
Jefferson County Public
School System
Louisville, KY



ESSER Funds: Creating District Impact

Learning Forward Webinar Series

January 13, 2022

It's a big moment...and it's been hard.

Putting out Fires

For the third straight school year, systems have had to pivot from fire to fire, pulling leaders away from key priorities and driving feelings of burnout. Some carefully planned COVID-recovery strategies have started to feel out of reach.

We're so overwhelmed with decisions. How do I cut through to the most important changes we need to make?

-District Leader

Underspending Relative to Initial ESSER Plans

Many districts haven't been able to spend all the money they planned on due to hiring shortages, procurement timelines, and bandwidth challenges.

It's a little tricky. The actual ESSER dollars are going out the door, but I'm building up reserves and not spending as much as I anticipated.

-District CFO

Meanwhile, Academic Recovery and Social Emotional Needs Continue to Rise

Do Now, Build Toward:

7 Principles for Investing Federal Stimulus Dollars

- ✓ Understand and quantify students' needs.
 - ✓ Invest in proven, high-impact strategies.
 - ✓ Design new staffing and scheduling models.
 - ✓ Design for equity.
 - ✓ Plan spending for long-term sustainability.
 - ✓ Create system conditions.
 - ✓ Define success, measure, and adjust.
- Define Vision & Strategy for Recovery & Redesign

Investing ESSER in Power Strategies can support sustainable academic recovery and social-emotional support

- ✓ Grounded in years of **research**
- ✓ Address students' critical **academic and social-emotional needs** that have emerged or been exacerbated as a result of the pandemic
- ✓ Tackle underlying cost structures in ways that make them **sustainable** to implement over time
- ✓ Help leaders **create a stronger and more effective system of schools that benefits all students**

Power Strategies for accelerating equity-focused recovery and redesign

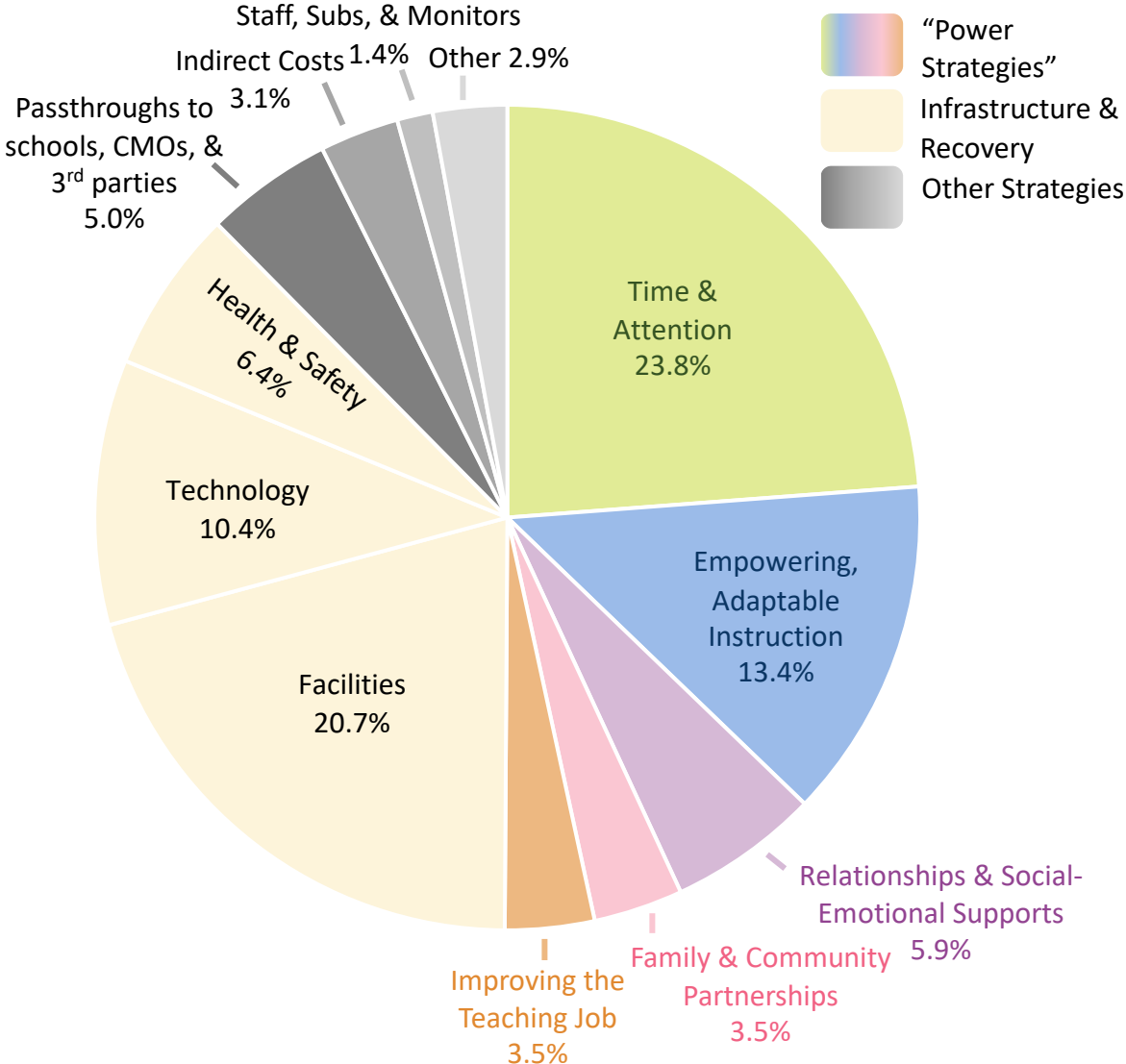
1	Empowering, Adaptable Instruction	Ensure teaching teams have high-quality curriculum, time and support to collaboratively assess and accelerate learning and provide just-in-time support.
2	Time and Attention	Expand and target individual attention and learning time inside and outside of traditional school hours, especially for students with the greatest learning needs.
3	Improving the Teaching Job	Restructure teaching jobs and roles to be more rewarding, collaborative, and sustainable while enabling excellent instruction from a diverse teaching force
4	Relationships & Social Emotional Support	Organize to cultivate positive student-adult relationships and ensure support for wellness and social emotional needs
5	Community & Family Partnerships	Engage families, community partners, and other out-of-school resources to increase academic, health, social, and emotional support for students.

ERS Analysis of District Spending Plans

- *24 districts collectively educating 1.3 million students*
- **Median size: 21,000 students | Median \$pp: \$12,700**
- **Median ESSER \$: 26% of annual budget**

Half of ESSER II/III funds are allocated toward research-backed “Power Strategies”

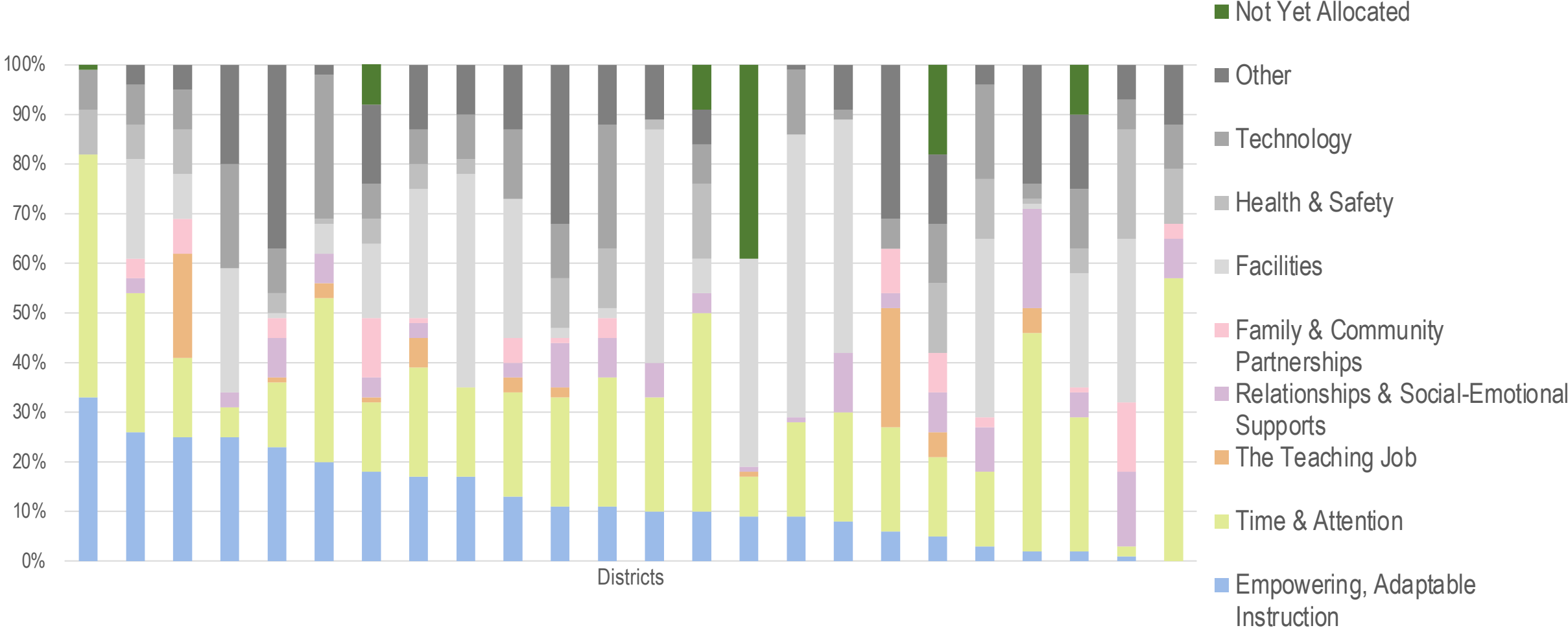
- Nearly 40 percent of funds are being targeted toward facilities upgrades or investments related to technology, health, and safety
- Districts have allocated the most funds to strategies that aim to expand and target learning time and individual attention



Source: [ERS analysis of district ESSER plans](#)

Districts vary widely in how much spending targets improved instruction and how much they have already allocated

Percent of Planned ESSER Dollars by Investment Area



Source: [ERS analysis of district ESSER plans](#)

Federal stimulus funds provide an opportunity to **address students' current needs *and* build toward lasting improvement.**

To plan ESSER investments with [long-term sustainability](#) in mind...



Size the full cost of implementing strategies over time.

Consider *all* the cost components associated with implementing the strategy well, including those that address intensified needs and those that build long-term capacity. Understand which costs will need to be sustained over time.



Plan out how spending and organization will shift to sustain critical investments over time.

To avoid fiscal cliffs, have an exit strategy where possible. Carefully monitor and plan for what needs to be sustained.



Invest in building bridges to new ways of organizing.

Pilot and evaluate new approaches that lower future costs or redirect resources to sustain this strategy.



Define success, measure, and adjust.

Investing in a continuous improvement system is critical for ensuring that strategies evolve and improve over time. For more on this, see [Uncharted Waters](#).



Size the full cost of implementing strategies over time.

To invest sustainably, districts and schools will need to size the *full* cost of key components of their approach to professional learning and collaboration.



Content-Expert Roles

What new and/or existing roles are best for supporting professional learning and collaboration?



Dedicated Time for Professional Learning and Collaboration

How will we find sufficient time for professional learning and collaboration while protecting individual planning time? How will we minimize tradeoffs?



High-Quality, Aligned Materials

High-quality instructional materials and assessments are the basis of any strong, curriculum-connected professional learning. Depending on the current state of your district's materials, what investment is needed?



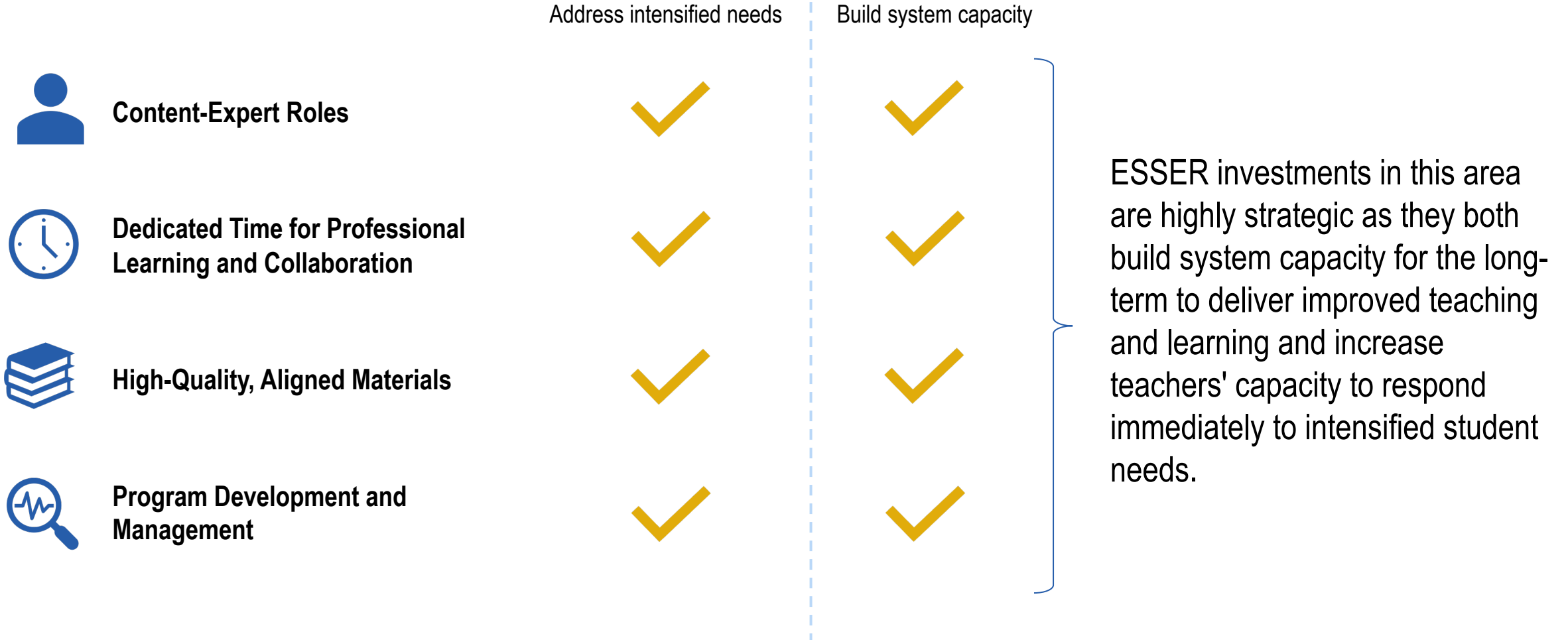
Program Development and Management

What investments must be made in developing, managing, and monitoring the program?



Plan out how spending and organization will shift to sustain critical investments over time.

ESSER investments should balance investing in immediate student needs with building lasting capacity.



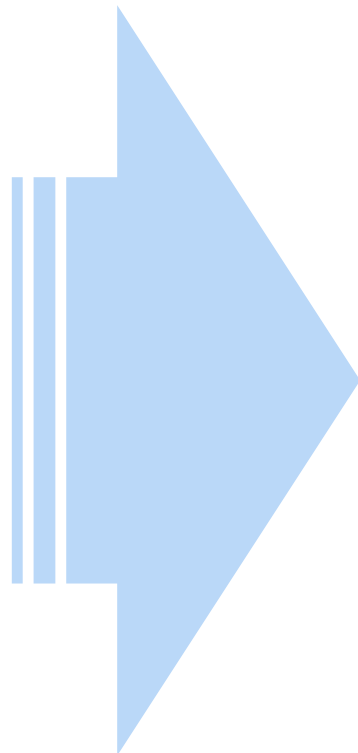


Do now build toward by Investing to building bridges to new ways of organizing.

Districts and schools can pilot ways to sustain better professional learning and opportunities for collaboration than were provided pre-COVID.

For now, schools might...

- Provide stipends to staff to meet after school and during additional professional learning days.
- Provide stipends to teacher-leaders or hire instructional coaches to facilitate professional learning and collaboration.
- Add staff to increase teacher release time.



...while piloting and evaluating ways to provide more and better professional learning and collaboration, even without stimulus dollars.

- Pilot other ways to embed more **staff collaboration time** into the school day.
- Build **partnerships with community organizations** who can provide programming while teachers engage in professional learning and collaboration.
- **Restructure compensation systems** to pay for teacher-leader responsibilities instead of, for example, lanes.
- Shift more resources to **roles focused on professional learning**. For example, reduce administrative staff to instead allocate teacher-leaders or instructional coaches based on students' needs.
- Explore **shifts to funding systems** that will increase resources at higher-need schools. For example, schools with more novice teachers are allocated an instructional coach.



Define success, measure, and adjust.

Districts and schools will need to monitor progress and learn from experience to plan and improve on future investments.

Districts and schools should invest in rapid cycles of continuous improvement to answer questions, such as:

- Where is professional learning and collaboration being implemented with fidelity? Where it isn't, what are the barriers? How can we address them?
- Which schools are bright spots where professional learning and collaboration are improving teacher practice? What effective practices can we try?
- What challenges are arising? How can we address them?
- As more students are reaching grade-level achievement, how should we adjust our structures for professional learning and collaboration?

1

Empowering & Adaptable Instruction

Ensure **teaching teams have high-quality curriculum, time and support** to collaboratively assess and accelerate learning and provide just-in-time support.

Do Now...

- Adopt **new curricula and/or to adapt existing curricula** to embed cultural relevancy, SEL, and just-in-time support
- Evolve **assessment systems** and invest in capacity to unpack data and plan supports
- **Invest in job-embedded instructional experts** supporting school-based PL, through **new school-based content coaches** and/or by **deepening investment in teacher leadership** (more release time and coaching, stipended master-teacher roles)
- Partner with 3rd parties to provide **training and support to staff in instructional expert roles** during team meetings and coaching cycles
- Expand **professional learning time**, both through added days (e.g. for literacy training) and expanded job-embedded professional learning time
- Partner with 3rd party or pay teacher stipends to **evolve and improve tools supporting teacher professional learning** like observation protocols and PLC meeting agendas and artifacts

Build Towards...

- All students have access to engaging, **culturally relevant, and standard-aligned instructional materials** that **embed culturally responsive instruction and SEAD**
- Students engage in regular **formal and informal assessments** that are standards-aligned and used to inform future instruction and student groupings.
- Teachers have **state-of-the-art technology & tools** that help them save time & problem-solve instructional challenges
- Sufficient teacher time for **content-focused and curriculum-connected professional learning** and instructional planning, **led by instructional experts** built into the regular teacher work-day

Helpful ERS Resources

District Trends

- [First Look \(July\)](#)
- [ESSER Plan Analysis \(November\)](#)

The Planning Process

- [Strategy Planner & Spending Calculator](#)

Equity

- [Resource Equity Diagnostic \(& Full Toolkit\)](#)
- [Investing ESSER Funds Equitably](#)

Sustainability

- [Overview Brief](#)
- [Getting Real About Sustainability](#)

Continuous Improvement

- [Uncharted Waters](#)
- Getting Real About Continuous Improvement: Spotlight on Dallas ISD -- *Coming Soon!*

States

- [5 Actions for States](#)
- [Enabling Conditions Examples](#)
- [States Start Here](#)

PL & Collaboration

- [Connected Professional Learning](#)
- [Professional Learning Spending, Strategy and Collaboration Guidebook](#)
- [Alliance for Resource Equity Teaching Guidebook](#)

Tutoring

- [Getting Real About Tutoring](#)
- [Schools Start Here: Tutoring \(ES & HS\)](#)

Targeting Instruction

- [Power Strategies](#)
- [Schools Start Here: Small Group Instruction \(ES\)](#)
- [Schools Start Here: Targeted Academic Supports \(HS\)](#)

Relationships & SEL

- [Power Strategies](#)
- [Schools Start Here: Relationships & Social-Emotional Supports \(ES\)](#)
- [Schools Start Here: Building Strong Relationships \(HS\)](#)

Karolyn Belcher, Chief Academic Officer

Charleston > excellence is our standard
County SCHOOL DISTRICT

“Do Now, Build Toward”
Learning Forward Webinar
January 13, 2022

Understand and Quantify Needs

- CCSD Context
 - We opened for in-person instruction beginning in Fall of 2020
 - Our buildings on average are new with high-quality HVAC; highly effective nursing team; and we invested early in safety equipment from reserve
 - 80+ schools in countywide system that include schools that are best in state and those that have struggled historically
- We do NOT have a systemwide COVID achievement gap. Instead, we have bigger learning gaps in areas that existed pre-COVID [See Board Student Achievement Data presentation from July 2021]
- Students and adults in the system are struggling with Mental Wellness because of the pandemic and its accompanying trauma [See Board Mental Wellness presentation from December 2021]

Now: Invest in Proven Strategies

- Launch additional supports to close specific COVID gaps:
 - Partner with [Saga Education](#) for high-dosage tutoring approach to help high school students NOT on track to pass Algebra
 - Schools could apply for up to \$100,000 to fund a plan to close their particular COVID gap, e.g., adding teaching assistant to work with small groups, pay teachers to tutor subset of kids, etc. Project can only extend beyond this year if effective
 - Summer program for approximately four weeks focused on ELA/Math and enrichment (through outside partners) for bottom 15% of students K–8 on MAP— 1-2% achievement gain on MAP (no learning loss)
- All hands-on-deck to meet mental health needs: Free up social workers, school psychologists, etc. to support students directly

Build Toward: Invest in Proven Strategies

- Prioritized Acceleration Schools
 - Acceleration team focused on supporting rapid turnaround: 90 plans; Regular principal and assistant principal coaching cycles; Principal/Assistant principal network meetings; and Instructional Learning Walks
 - Key Partnerships to build district leader, school leader and teacher capacity
 - [University of Virginia - Partnership for Leaders in Education](#) on capacity building on school turnaround strategies;
 - [Leading Educators](#) to support 1) continuous improvement in math instruction through professional learning communities (PLCs) and 2) piloting of new ELA curriculum aligned to science of reading

Build Toward: Invest in Proven Strategies

- Prioritized Acceleration Schools (cont'd)
 - Focus on improving core instruction first
 - Rigorous, research-based curricula: EL and Bridges/Illustrative
 - Professional learning: Pay for an extra hour a week for teachers
 - Exploring compensation to attract and retain talented teachers and leaders in these schools
- Building toward rigorous, grade-level instruction systemwide
 - Early childhood: Adopting Creative Curriculum, early Bridges, and Heggerty's phonemic awareness with necessary professional learning
 - New ELA curriculum in place by 2024 with professional learning
 - Launch systemwide benchmark assessments in ELA/Math
- Provide access to early childhood instruction for every family that needs it
- Expand mental health care and wraparound services to remove obstacles and support student well-being

Long-term Considerations

- Engage high-need school communities in deciding what enrichment, intervention, engagement, extension programs will differentiate their school and meet community needs
- Review all funding sources: Titles, State funds, grant options to plan for sustainability of effective ESSER strategies
- Think about new school calendar possibilities: We do NOT have a lot of teacher PD time built into our schedule. Would a modified academic calendar help?



Jefferson County Public Schools

Louisville, Kentucky

January 13, 2022



Ms. Sheryl Bibby
Supervisor



Ms. Jennifer Colley
Specialist



Dr. Tara Isaacs
Director

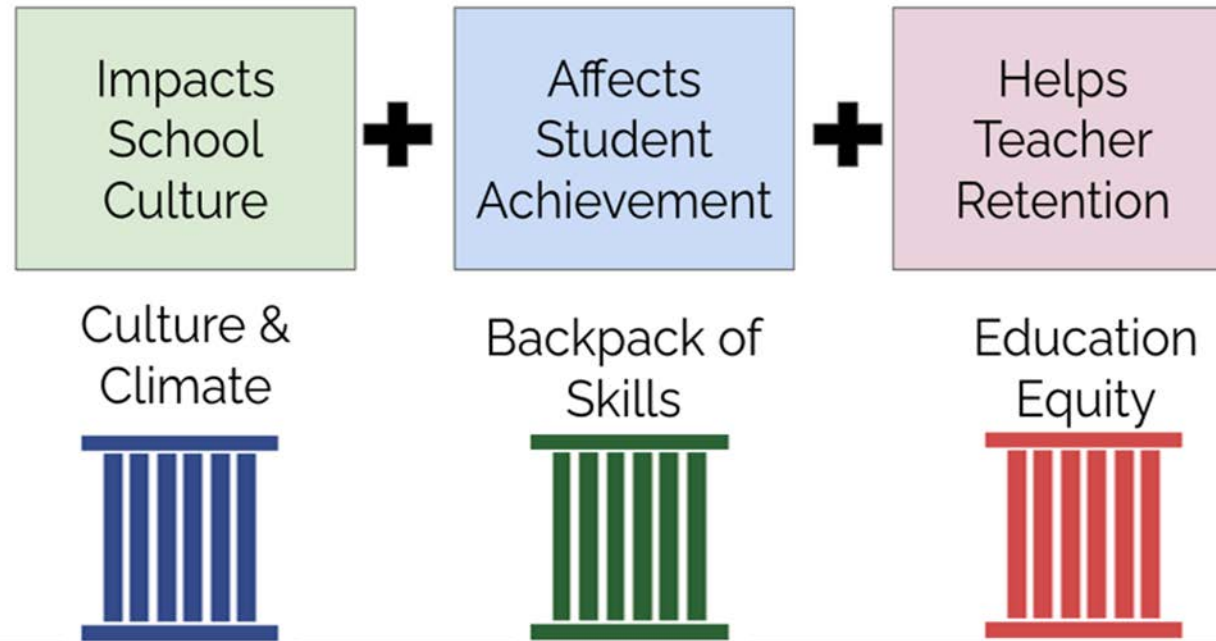


Problem of Practice

How can we shift educator practice to improve student learning?

The Why...

Research shows...Teacher Leadership and Development



Travel Grant Site Visits



Fulton County School System



Gwinnett County Public Schools



Moved from 87%–96% in 2 years!



Syracuse City School District



© WorldAtlas.com



Miami-Dade County Public Schools



School District of Palm Beach County



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ESSR Funds Focus

- **District Professional Development Plan**
- **Mentoring Academic Instructional Coaches**
- **Teacher Leadership Mentoring Program Expansion**



Investment in Future State



Resources

Retaining & Supporting New Teachers

- New Teacher Onboarding
- New Teacher Induction
- New Teacher Survey
- New Teacher Networking
- School-Based Induction Plan
- New Teacher Support Model
- District Support Teams Handbook

Discussion and Questions



Let us hear from you

**Please fill out our
post-webinar
survey**

<https://www.surveymonkey.de/r/NBZ6229>



Ensure your ARP funds have a long-term impact on teaching and learning

Visit services.learningforward.org/arp/

Systemwide Planning

Set a vision
for equity and
excellence

School Leadership

Support school
leaders to meet
needs of students
and families

Coaching & Mentoring

Ensure
high-quality,
job-embedded
teacher support

Learning Teams

Implement a learning
team cycle for
continuous
improvement

Learning Networks

Work
collaboratively
to build capacity
and leadership

Mark your calendars

**Thursday,
January 20
3 pm ET**

**Student Voice
and Agency**

**Thursday
February 10
3 pm ET**

**Retaining
Educators
Through
Transition**

**Thursday
February 24
3 pm ET**

**Communication
and Collaboration
in a Divided
World**

Thank you!

