

ESSER III

Elementary and Secondary School Emergency Relief

Presented: November 15, 2021

School Committee Discussion & Vote: November 23, 2021

What is ESSER?

ESSER (Elementary and Secondary School Emergency Relief) is the education part of the American Rescue Plan (ARP).

The ARP Act was passed in March of 2021, and gives school districts additional federal money to help them to reopen and function safely over the next 3 years as they recover from the COVID-19 pandemic.



Elementary and Secondary School Emergency Relief (ESSER) Funding

Legislation		Amount	Period of Performance Expiration
CARES Act	ESSER I	\$946,000	9/30/2022
CRRSA Act	ESSER II	\$3,710,540	9/30/2023
ARP Act	ESSER III	\$8,316,741	9/30/2024

Timeline

- Submit ESSER III application to DESE no later than November 30, 2021; plan to submit this week.
- Within 30 days of receiving approval email from DESE, SPS must make ESSER III Use of Funds Plans available on the district website.

How has SPS spent previous ESSER Funds?

Contracts / Non-Payroll

- PPE
- Supplies
- Furniture
- Hotspots
- Communications support to assist in the safe reopening of schools
- Tents
- Social-emotional Support - Contractual support for students including:
 - Riverside and Home for Little Wanderers
 - Becoming a Man (BAM)
- Expanded Summer 2021 OST Programming

Staffing

- 2 Deans of Students (Capuano and WHCIS)
- ESL Teacher at SHS
- SLIFE Teacher at WHCIS
- Guidance Counselor (SHS)
- 2 District-wide Social Workers
- District-wide Adjustment Counselor
- MLE Social/Emotional Counselor (WHCIS)
- 4 Math Intervention Teachers
- 5 Interpreters/Translators - Gen Ed and Special Education
- 3 Compensatory Resource Room Teachers - Special Education
- 2 Compensatory Speech & Language Pathologists - Special Education
- Director of Operations and Extended Learning

ESSER III

The purpose of the ESSER III fund is to **support the safe reopening and sustaining safe operations of schools** while meeting students' academic, social, emotional, and mental health needs resulting from the COVID-19 pandemic.

-- DESE

Phase I: Stakeholder Data Collection

(October 13 - November 2)

Phase 2: Data Analysis

(November 2 - November 5)

Phase 3: Grant Writing and Submission

(November 8 - November 15)

Community Feedback

Surveys

Canvassing

Focus Groups

Individual conversations

Data collection took place Oct. 13 to Nov. 2

- MLEPAC (ELPAC)
- SEPAC
- Multilingual Families
- Families/students experiencing homelessness
- Students
- Staff
- SPS Parents/Guardians

Representation

Diverse and Intentional Outreach

- Language
- Situation

Survey Analysis

- Focused on allowable use of funds as specified by state
- Analyzed and coded 1,116 open responses
- Analyzed data from focus groups and other outreach efforts for themes and context
- Weighted survey by race, ethnicity, and language to improve representativeness

ESSER Allowable Use Categories

Stakeholder feedback was gathered to inform how available ESSER III funds would be used, with a focus on getting students what they need to recover, be safe and healthy, and succeed in school. The categories of allowable expenditures are:

- Conditions for Student Success (Social-emotional and Mental Health Supports)
- Enhanced Core Instruction
- Talent, Development, and Staffing
- Targeted Student Support

ESSER Survey Response Rates

	# of Responses	Response Rate	Margin of Error
Family	664	15%	+/-5%
Student	997	28%	+/-3%
Staff	239	26%	+/-5%

ESSER Allowable Use Categories – Health Supports

	Family	Staff	Students
Providing enrichment during the school day and/or out of school time	18.8%		24.6%
Increasing personnel and services to support overall student needs (for example, guidance/adjustment counselors, nurses, psychologists)	26.6%	32.3%	22.4%
Arranging for wraparound services such as mental health supports, food, and other basic needs to be provided at schools	18.1%	19.6%	20.7%
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental and physical health		14.4%	

ESSER Allowable Use Categories – Core Instruction

	Family	Staff	Student
Building capacity among educators and other school personnel to support equitable and culturally responsive learning environment	13.6%	17.8%	20.5%
Tutoring programs and support, including early literacy tutoring and peer tutoring program	16.6%	17.8%	18.7%
Expanding use of high-quality, aligned instructional materials (in any content area) and needed professional development			18.8%
Expanding access to career-technical education, innovation pathways, and advanced placement courses	13.3%		
Adopting additional screening assessments (for example, early literacy screening) to identify student academic needs early on		14.6%	

ESSER Allowable Use Categories – Staffing

	Family	Staff	Student
Increasing number of staff and student opportunities for arts, enrichment, world languages, athletics, and elective courses	22.5%	15.8%	28.0%
Increasing academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	26.8%	32.9%	25.5%
Diversifying the educator workforce	14.8%		20.6%
Increasing high-quality common planning time for teachers and academic support staff		16.0%	

ESSER Allowable Use Categories – Student Support

	Family	Staff	Student
Expanding high quality co-teaching and inclusion models for students with disabilities	22.3%	28.5%	30.9%
Dropout prevention and recovery programs	19.5%	20.6%	23.5%
Language support programs, including dual language and heritage language programs (students learning in-home/native language)			19.5%
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	22.7%	17.8%	

Survey Open Response – Other Activities

- Fun Activities - mentioned 120 times
- Lunch/Snack - mentioned 108 times
- Afterschool Enrichment Programming - mentioned 87 times
- Tutoring - mentioned 84 times
- SEL Programming, Resources, and Staffing - mentioned 78 times
- In-School Arts and Enrichment - mentioned 65 times
- Mental/Physical Health - mentioned 58 times

1,052 Responses Submitted

Survey Open Response – Activities to Avoid

- Assessment - mentioned 63 times
- Longer School Day/Year - mentioned 41 times
- Administrators - mentioned 39 times
- Athletics - mentioned 21 times

264 Responses Submitted

Grant Allocations

\$8,316,741 through September 2024

Updated ESSER III Budget Allocations: \$8,316,741

SEL / Mental Health: \$2,477,590

Counselors, Deans of Students, Social Workers, Contractual Mental Health/Counseling

- #1 Health Supports priority for Staff (32.3%) and Families (26.6%)
- #2 Health Supports priority for Students (22.4%)



Special Education: \$1,170,256

Teaching and Supports

- #1 Student Support priority for Students (30.9%) and Staff (28.5%)
- #2 Student Support priority for Families (22.3%)



Learning Loss: \$2,090,307

Math Interventionists and Tutoring

- #1 Core Instruction priority for Staff (17.8%) and Families (16.6%)
- #1 Staffing priority for Staff (32.9%) and Families (26.8%)
- #1 Student Support priority for Families (22.7%)

Multilingual Support: \$1,072,044

Literacy Specialists and Translators

- #1 Core Instruction priority for Students (20.5%) and Staff (17.8%)
- #3 Student Support priority for Students (19.5%)
- Growing number of MLE students enrolling

Enrichment: \$1,553,355

OST Programming (Becoming a Man, etc.)

- #1 Health Supports priority for Students (24.6%)
- #2 Staffing priority for Families (20.5%)

Questions?

