

ESSER III American Rescue Plan

Stakeholder Committee Mtg
July 12, 2021

ESSER III Overview & Intended Outcomes

1. Understand the process and role of the ESSER III Stakeholder Committee
2. Know and understand the federal funds awarded to South Sioux City Community Schools
3. Consider the grant program guidelines for allowable use
4. Review the results of the district ESSER III Planning Survey
5. Offer input to the District Use of Funds Plan

The Process

- Grant allocations released from Federal Government to State Departments of Education to Local School Districts
- SSCCS District Administration reviewed ESSER III requirements; compiled list of possible uses of funds; possible uses and ESSER requirements reviewed at BOE meeting
- Initial ESSER III Planning Survey released to students, staff, parents and community
- Volunteers sought for ESSER III Stakeholder Committee
- Input received at ESSER III Stakeholder Committee Meeting
- SSCCS Administration will review input from Stakeholder Committee
- SSCCS Administration will develop plan to be shared with Stakeholder Committee, submitted to Board of Education and NDE
- Plan will be released to students, parents, staff and community
- Plan will be reviewed and revised as necessary based on feedback and changing needs

Note: The District may not be able to implement all Stakeholder recommendations, however, we are committed to transparency and accountability in the process

The Funds

Elementary and Secondary School Emergency Relief Fund (ESSER)

	ESSER I	ESSER II	ESSER III
	<i>Coronavirus Aid, Relief and Economic Security Act (CARES)</i> March 2020	<i>Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)</i> December 2020	<i>American Rescue Plan (ARP)</i> March 2021
Nebraska Allocation	\$65 Million	\$243 Million	\$546 Million
SSCCS' Portion	\$900,006	\$3,429,331	\$7,701,790*

*20% (\$1,540,358) of ESSER III funds must be used to address learning loss

Use of Funds Timeline

ESSER I

April 2020

September 2022

ESSER II

January 2021

September 2023

ESSER III

March 2021

September 2024

ESSER III Funds

ESSER III funds are one-time funds to be used to respond to the pandemic & the impact it has on student learning. Implementation requires school districts to target resources to support four core actions:

1. Anchor core instruction to high-quality instructional materials and content and move forward with appropriate supports and interventions
2. Collect and analyze student-level data to determine the level of support needed by each student, especially those known to be most at risk
3. Assess and address whole-child needs (e.g. mental health, nutritional needs, etc.) while integrating with and aligning to academic acceleration
4. Utilize community and higher education engagement and partnerships as strategies for service innovation that maximizes every asset and resource, not just those controlled by the district

ESSER III Requirements

To access ESSER III Funds, every district must complete TWO PLANS:

1. A Plan for Safe Return to In-Person Learning
2. A Plan for Use of Funds
 - a. Use of Funds Plan must articulate a “Theory of Action” for our investments

In completing their plans, districts must collect input and meaningfully consult with stakeholders in the development of their plans/strategies.

ESSER III Requirements

- 20% of funds must be used to address learning loss through the implementation of evidence-based interventions for:
 - meeting students' social, emotional, mental and physical health and academic needs, including through meeting basic student needs; re-engaging students; and providing access to a safe and inclusive learning environment,
 - addressing the impact of COVID-19 on students' opportunity to learn, including closing the digital divide, implementing strategies for accelerating learning, effectively using data; and addressing resource inequities; and
 - supporting educator and staff well-being and stability, including stabilizing a diverse and qualified education workforce.
- Must address the disproportionate impact of the coronavirus on marginalized student groups including students of color, students with disabilities, English learners, students experiencing homelessness, students in foster care and the economically disadvantaged.

ESSER III Allowable Activities & Use of Funds

Districts may use their ESSER III funding on the following allowable activities:

1. Any activity authorized under:
 - a. Elementary & Secondary Education Act (Title I, Title II, Title III, Title IV)
 - b. Individuals with Disabilities Education Act (IDEA)
 - c. Adult Education & Family Literacy Act (AEFLA)
 - d. Carl D. Perkins Career & Technical Education Act of 2006
2. Coordination of preparedness and response efforts
3. Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
5. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases
6. Purchasing supplies to sanitize and clean the facilities of the LEA
7. Planning, coordinating and implementing activities during long-term closures

ESSER III Allowable Activities & Use of Funds

Districts may use their ESSER III funding on the following allowable activities:

8. Purchasing educational technology for students that aids in regular and substantive educational interaction between students and their classroom instructors
9. Providing mental health services and supports
10. Planning and implementing activities related to summer learning and supplemental after-school programs
11. Addressing learning loss among students
12. School facility repairs and improvements to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs
13. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities
14. Development of strategies and implementation of public health protocols that align with CDC guidance for schools

NOTE: The USDE generally does not consider the following to be an allowable use of funds: 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 employees of the school district, expenditures related to state or local teacher or faculty unions or associations

ESSER III Survey Results

[English Survey Results](#)

[Spanish Survey Results](#)

Stakeholder Committee Input

Before we begin...

The federal investment provides a significant, transformational, one-time investment in education.

- What are your greatest hopes with this opportunity?
- What are your biggest concerns?

Principles to Guide Our Planning

- Honor the promise to taxpayers to focus on **students & relief**
- Commit to a **multi-year spending plan**
- Seek **targeted investments** to increase learning time
- Consider **how equitably funds are applied**
- Be **transparent** and ensure **broad participation** in spending decisions

from Edunomics Lab, Georgetown University

Considerations for Use of Funds

From NDE's [ESSER III Flowchart](#)

- Do all students have access to high-quality instructional materials?
- Has a professional learning plan been developed to support implementation of high-quality instructional materials?
- Does every student have access to properly credentialed educators?
- Does your school have access to SPED, CTE, EL, counselors and other teachers necessary to teach diverse students with diverse needs?
- Does every student have access to high-quality expanded learning opportunities (before/after/summer school, tutoring, etc.)?

Considerations for Use of Funds

- Does our community have access to pre-kindergarten services for all students.
- Are early literacy opportunities being provided to ensure that all students achieve reading proficiency by the end of 3rd grade? Do all high school students have access to advanced coursework?
- Do all students have coordinated learning opportunities through Career and Technical Education across grades K-12?
- Do our students have access to comprehensive health services (social-emotional, mental health, nutrition, physical health, etc.)
- Do all students and teachers have access to reliable internet at home?

Considerations for Use of Funds

- Do all students and teachers have access to internet computing devices when away from school?
- Do all students and teachers have access to digital teaching and learning tools and supports? Do teachers and leaders have access to real time data analytics and information to inform decisions?
- During remote learning, to the greatest extent possible, was FAPE provided to each student with a disability?
- Do you have systems in place to ensure families are actively involved in the work of the school?
- Do you have systems in place to ensure community partners are actively involved in the work of the school?

Stakeholder Committee Input