

American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund III

Plan for Public Comment
August 3, 2021



ESSENTIAL QUESTIONS

1. What are the requirements and the overall intent of ARP ESSER III funds?
2. How might we use these funds to strengthen and deepen our Strategic Plan and Continuity of Learning Plan 6.0, specifically our impact on targeted students and families?
3. In what ways can our community support our prioritized initiatives and get involved in the ongoing work?

SETTING CONTEXT

- ESSER III resources are 7x ESSER II award, approximately \$34.8 Million
- Intended to help reopen schools, accelerate learning and mitigate learning loss
- ARP Act provisions provide Local Education Agencies broad discretion in determining their local needs, while encouraging teams to build **long-term systems** of support to **modernize and sustain improvements**.

VDOE REQUIREMENTS

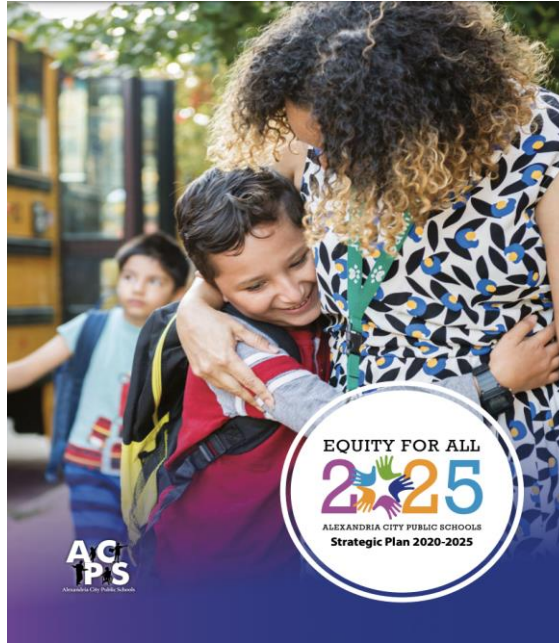
- The Division must develop and make publicly available a Plan for the [Safe Return to In-person Instruction and Continuity of Services](#), along with an aligned ARP ESSER III Plan.
- The ARP ESSER Plan should describe the uses of funds on in the following areas:
 - Prevention and Mitigation Strategies
 - Addressing Unfinished Learning
 - Addressing Students' Academic, Social, Emotional, and Mental Health Needs
 - Other Uses of Funds
- In developing the ARP ESSER III Plan, the Division must conduct consultation with stakeholders, seeking and taking into account public input.
- The Division must ensure the ARP ESSER III Plan is clear, in a uniform format, and available to all, which may require written or oral translations for non-English speakers or providing the document in an accessible format for individuals with disabilities.

OUR GUIDING STRATEGY

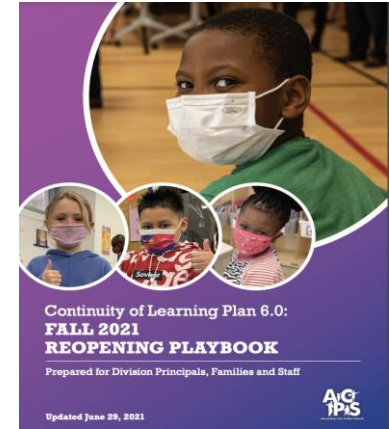
ACPS 2025: Equity for All

ACPS 2025: Strategies

- System Alignment
- Instructional Excellence
- Student Accessibility and Support
- Strategic Resource Allocation
- Family and Community Engagement



Continuity of Learning Plan 6.0 Fall 2021 Reopening Playbook



HOW WE ORGANIZED OUR COMMITTEES

SOCIAL, EMOTIONAL and ACADEMIC LEARNING

Dr. Julie Crawford
Dr. Anthony Sims

* Addressing Unfinished Learning; Addressing Students' Academic, Social, Emotional and Mental Health Needs

COVID 19 MITIGATION PROJECTS

Dr. Alicia Hart

* Prevention and Mitigation Strategies

TECHNOLOGY INFRASTRUCTURE

Dr. Elizabeth Hoover

* Other Uses of Funds

HUMAN RESOURCES

Dr. Melanie Kay-Wyatt

* Other Uses of Funds

School and Community Relations

Finance Team

Subject Matter Experts

OUR PROCESS AND MILESTONES

Prepare June

- Select a team
- Determine an overall approach to spending
- Gather needs, assets and available data
- Understand five-year financial situation and available funding sources

Prioritize July - Aug

- Propose a list of initiatives with estimated costs
- Prioritize initiatives that are allowed uses, aligned to strategy, and immediately actionable
- Release plan for public comment



Thur, 7/29
ESSER III Plan Posted

Tues, 8/3
Public Hearing on ESSER III Plan

Wed, 08/11
ESSER III updates based on stakeholder feedback identified

Organize Aug - Sept

- Collaborate with partners to strengthen the plan
- Develop implementation plans and teams
- Commit to action and communicate broadly
- Initiate contracting through RFPs, cooperatives, etc.



Wed, 08/25
ESSER Grant Application finalized & submitted to VDOE

Thur, 08/26 until Award
Respond to VDOE questions during application review/ approval process

OUR WORKING DOCUMENTS

Project Planning Materials

Step	Decisions to Make	Project Actions
1.1 Select a team	<ul style="list-style-type: none"> Which stakeholders do we want to engage and how will we involve them? What voices beyond our district can we elevate in the planning process? (e.g. city / county leaders, higher education, community organizations) What structures will we set up to coordinate and communicate with each other throughout this planning process? 	<ul style="list-style-type: none"> Name planning lead, finance lead, strategy lead and communications lead to guide work Create a cadence of project meetings with key mile including communications to State Education Agency Design a communication and feedback process to keep district leaders and Board updated throughout the process
1.2 Determine an overall approach to spending	<ul style="list-style-type: none"> How will we manage the planning for 20% of funds reserved to measure and address the academic impact of lost instructional time on all students? Who will take the lead? How will we actively promote equity throughout both our planning process and eventual plan? Are we expanding an existing strategy or setting course for a new strategy? Is our strategy concentrated ("big bet") or spread across lots of smaller, interconnected ideas? 	<ul style="list-style-type: none"> Initiate planning with Academics for 20% mandated ARP funds set aside to address the academic impact instructional time Identify any "big bet" priorities to guide the development of initiatives to continue to safely reopen schools for students, sustain your safe operations, and support students Develop a high level timeline for communication, decision making, and community involvement to demonstrate transparency in planning Understand State Education Agency distribution timeline and requirements

Plan for Public Comment

ACPS American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund III
Plan for Public Comment

Initiative List and Budget

Initiative Type	Point of Contact	SY 20-21	SY 21-22	SY 22-23	SY 23-24
Facilities and Maintenance	Ms. Hoover	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Human Capital	Mr. Gordon	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Capital	Ms. Gordon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities and Maintenance	Mr. McKinley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology	Dr. Kings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	Dr. Rans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reporting Dashboards



GENERAL PRINCIPLES FOR ESSER III

1

Concentrate Efforts

Focus on evidence-based programs in high-impact areas

2

Build Internal Capacity

Find ways to expand existing strengths and successful practices

3

Implement with Fidelity

Develop structures to successfully implement and monitor programs

Influenced by Stakeholder Survey Results (729)

20% Recovery and Accelerating Learning

- Tier I
 - Innovative Teaching Approaches
 - Additional Screening Tools
 - Family Engagement and Communications
- Tier II
 - Extended Learning Opportunities
- Tier III
 - Expanding Staff (e.g. Student Support Staff - SSTs) Based on Needs

Consistent with our Continuity of Learning Plan 6.0; Addresses 20% Learning Loss Provision

Efforts Underway to Mitigate Against Academic Learning

Loss: SEAL and MTSS

A critical aspect of mitigating learning loss resulting from school closure during the pandemic is the accurate identification of specific learning needs in order to develop targeted educational support plans. Teachers will triangulate performance data from classroom assessments and divisionwide screening measures to identify specific academic needs that drive individualized educational planning. In addition, school staff recognize that learning loss may have occurred due to social-emotional barriers and challenges.

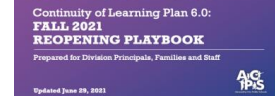
School staff will use the data to provide instructional and/or social-emotional support through grade-level intervention and enrichment blocks that provide flexible, tiered intervention instruction support by classroom teachers as well as Special Education (SPED) staff, English Learner (EL) staff, and interventionists. A free [24/7 Online Tutoring](#) service will be available to all ACPs students in grades 6–12. Every session is one-on-one and individualized to the subject matter. Additionally, schools will use established partnerships with community-based tutoring partners to provide supplemental academic support to students both during and after the school day. Further, each school's *Student Support Team (SST)*—composed of school counselors, school nurses, school psychologists, and school social workers—will address any social-emotional barriers, access to basic needs, or health and wellness concerns that may be impacting a student's academic performance. Student performance profiles will serve an important role in guiding academic instruction and assessing the impact of services to address academic learning loss.

The school division will continue to utilize multiple data sources to identify student needs in the current learning environment. This includes *Academic Learning (SEAL)*, chronic absenteeism data, and *Systems of Support (MTSS)* and their School of Learning (SOL) data. Schools will implement various interventions to address students' needs. All schools will implement various interventions to address students' needs, analyze student performance data, and provide support through the MTSS process.

Examples of supports and strategies staff will use to provide support to parents to address academic learning challenges.



For More Info,
see Page 72



SOCIAL, EMOTIONAL and ACADEMIC LEARNING

\$19m

*Estimated Allocation
of ESSER III Funds*

55%

*Estimated % of Total
ESSER III Funds*

When planning for the use of ESSER III funds, we aim to support all staff with the implementation of high quality programs, increase effectiveness of existing programs, and direct support to students and families that need it most:

- Strengthening our integrated continuum of extended learning opportunities by aligning resources, professional learning, and partner support. This includes tutoring, extended day and Summer Academic Academy Success (SAAS). Focus additional extended day services for students with disabilities.
- Develop a monitoring and evaluation system to review the effectiveness of major Social, Emotional and Academic Learning initiatives (in person and virtual learning) focused on supporting Tier 1 instruction and the instructional program for English language learners and students with disabilities.
- Continue to build school leader and staff expertise in Multi-Tiered Systems of Support, as well as build data analytics and reporting tools at the classroom, school and district level.

SOCIAL, EMOTIONAL and ACADEMIC LEARNING

\$19m *Estimated Allocation
of ESSER III Funds*

55% *Estimated % of Total
ESSER III Funds*

When planning for the use of ESSER III funds, we aim to support all staff with the implementation of high quality programs, increase effectiveness of existing programs, and direct support to students and families that need it most:

- Expand our social-emotional curriculum (RULER) to incorporate lessons into the core curriculum on emotions, relationships and decision making.
- Implementation of a universal social-emotional screening tool focusing on student strengths.
- Prepare teachers and staff to recognize signs of distress and students with potential mental health concerns with trauma-informed practices that include the use of evidence-based practices.

COVID 19 MITIGATION PROJECTS

\$ 5m

*Estimated Allocation
of ESSER III Funds*

15%

*Estimated % of Total
ESSER III Funds*

With ESSER III funds, we will continue to focus on major repairs and upgrades so that all facilities have and maintain adequate indoor air quality. Many of these enhancements and changes will put ACPS in a more favorable budget position, reducing long term maintenance costs. Some initiatives we've identified for this funding include:

- Ensure heating, ventilation, and air conditioning (HVAC) systems are efficient and operational in relation to proper ventilation guidelines, with targeted testing throughout the year.
- Ensure building exteriors are air-tight to help in the prevention of mold, allergens and pests entering facilities.
- Conduct necessary interior and exterior facility repairs based on forthcoming Facilities Conditions Assessment results, including recommended and ongoing preventative maintenance.

TECHNOLOGY INFRASTRUCTURE

\$ 5m

*Estimated Allocation
of ESSER III Funds*

15%

*Estimated % of Total
ESSER III Funds*

With ESSER III funds, we will be able to provide a reliable, scalable and transparent technology infrastructure that facilitates the operation of the school division and supports greater access and equity. Some sample initiatives earmarked for this funding include:

- Modernize communication systems and upgrade required equipment in all schools.
- Upgrade building wifi equipment and replace aging fiber optic backbone to support greater speeds and newest technology standards.
- Modernize and integrate our infrastructure to support our users across education and business operations.
- Grow expertise of technology staff as they guide projects and implement these upgrades.

HUMAN RESOURCES

\$1.7m *Estimated Allocation
of ESSER III Funds*

5% *Estimated % of Total
ESSER III Funds*

With ESSER III funds, we will focus on expanding employee wellness and retention programs, as well as increasing our recruitment efforts to build a larger and more diverse pipeline. Some initiatives we've identified for this funding include:

- Coordinate wellness and welcoming efforts at school facilities and expanding wellness programs based on staff needs.
- Increasing our staffing levels to support new initiatives, reignite our teams and accommodate COVID safety requirements
- Establish an Employee Benefits Committee for ongoing review of various components of ACPS benefits program.
- Develop and coordinate an employee onboarding program that supports all new employees through their first year on the job.
- Create a larger educator pipeline for recruitment through a variety of diversity-focused programming.

COMMUNITY IDENTIFIED NEEDS, CONTINGENCY

\$3.5m

*Estimated Allocation
of ESSER III Funds*

10%

*Estimated % of Total
ESSER III Funds*

With ESSER III funds, we are retaining 10% of our funds to further develop community-focused services based on our ongoing assessment of our community's needs. We do not intend to create point in time solutions, therefore will continue to engage with our families and schools to develop targeted programs and supports as needs arise.

Some initiatives we've identified for this funding include:

- Vaccination engagement and education
- Ongoing family engagement, outreach and empowerment that leads to additional supports in the community (including housing, food, social-emotional related services)

Continued conversations regarding ACPS Reopening, Recovery and Accelerating Learning, across a variety of stakeholder groups, including Continuity of Learning Plan 6.0 Thought Partners, Children Youth and Families Collaborative Commission, ACT for Alexandria.

MONITORING PLAN



NEXT STEPS

- Gather feedback + additional needs
- Detailed cost of initiatives (e.g. staffing, contracted services, capital outlay)
- Prepare VDOE application to receive funds
- Prepare for future Public Forums and Public Hearings
- For further conversation, please contact to Robert Easley, Budget Director (robert.easley@acps.k12.va.us)