

**ESSER III – PROPOSED
EXPENDITURES
INCLUDING 20% TO
ADDRESS LEARNING
LOSS AND
SOCIALEMOTIONAL
LEARNING**

OVERVIEW

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2. Safe Return to In-Person Instruction Plan
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ESSER III ALLOCATION AND SET-ASIDES

ESSER III allocation is \$805, 913.07. These funds can be spent through September 30, 2024, are highly flexible, and are designed to help address local recovery efforts relative to responding to COVID-19. ESSER III differs from the first two ESSER awards.

For this grant there is a:

- a. New 20% required set aside to address learning loss using evidence-based academic, social and emotional learning.
- b. The set-aside, based upon the above allocation, is \$161,182.61.
- c. ESSER III LEA plan and a Safe Return to In-Person Instruction plan that will provide opportunities for input and feedback from stakeholders as part of the ongoing revisions/updates of the plans.

20% SET-ASIDE TO ADDRESS LEARNING LOSS

20% of an LEA's total ESSER III award (per ARP Act Sec. 2001(e)(1)) must be reserved to address learning loss through the implementation of evidence-based interventions. All activities and interventions funded through this required set aside must be evidence-based, respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on vulnerable student populations, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, and migrant status, students experiencing homelessness, and children and youth in foster care.

According to ESSER III federal guidance from the United States Department of Education (USDOE), expanded learning opportunities (ELOs) offered as part of ESSER III funding to address learning loss may include:

- a. Extended day or comprehensive afterschool programs (SCED28 will be offering after school tutoring)
- b. Other intervention strategies which could be during the regular school day (SCED28 also offers in-school interventions)

SAFE RETURN TO IN-PERSON INSTRUCTION PLAN REQUIREMENTS

The Plan must include how the district will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies/procedures, and a description of any such policies/procedures, on each of the following safety recommendations established by the CDC.

Specifically the plan will address:

- Universal and correct wearing of masks (NUSD strongly suggests continued use which is compatible with the passage of A.R.S. 15-342.05)
- Modifying facilities to allow for physical distancing (e.g., use of cohorts, etc.)
- Handwashing and hygiene protocols
- Cleaning, disinfecting, and maintaining healthy facilities plans
- Contact tracing in combination with isolation and quarantine will continue (in collaboration with the State and local, health department officials and through referrals as part of the collaboration with Mariposa Health Center)

PROPOSED EXPENDITURES

As expenditures that meet the ESSER III requirements were identified, including the set-asides, they were classified as falling into one of three categories:

Operations

Safety and Security

Curriculum and Instruction

Operational expenses to support local recovery needs and efforts in response to COVID-19 comprise the smallest amount of the ESSER III allocation.

The expenditures falling into the operations category total approximately \$620,730.46.

These expenditures include about \$24,000 for after school tutoring.

A 20% set aside amount of \$161,182.61 for learning loss.

Safety and Security

The CDC recommends key prevention strategies for safely reopening schools that includes use of PPE, handwashing, proper ventilation/purification, and cleaning/disinfection to maintain healthy facilities. USDOE, in ESSER III guidance, indicates that these strategies work best in combination and school districts should do what they can to address other infrastructure issues, such as ensuring that preexisting ventilation and plumbing needs do not inhibit healthy learning environments as students return to school buildings full-time. Therefore, expenditures for improvements in ventilation systems, air purification systems/devices, and touchless plumbing are recommended.

Approximately \$31,292.94 is allocated for expenditures in the safety and security category over the grant period (which end in fall of 2024). A majority of these expenditures will be used for PPE, air purification equipment, and disinfecting products to be utilized through September 30, 2024 in school facilities.

CURRICULUM AND INSTRUCTION

This is the category of ESSER III expenditures allocated to support district recovery needs and efforts in response to COVID-19. In total, approximately \$10,680,000 is designated for costs related to curriculum and instruction. This category includes a majority of the expenditures which comprise the required set-aside to address learning loss and social-emotional learning other than those already discussed that fall into the operational category.

All activities and interventions funded through the new 20% reservation for addressing learning loss will be evidence-based, respond to students' academic, social, and emotional needs and address the impact of COVID-19 for all students. The USDOE indicates to address academic and social-emotional learning, expanded learning opportunities (or ELOs) will be provided. These ELOs should be structured, engaging learning environments that support and complement what students are learning in class. ELOs can occur outside of the traditional school day through before- and after-school, summer, and extended-day, - week, -year programs. These programs offer more personalized learning opportunities for students and can include learning opportunities during the school day. The district offers such ELOs and will offer after school programs.

As part of the plan to address learning loss through the set-asides, the district will use certified educators as tutors and funds will be utilized to provide expanded learning opportunities in the form of tutoring. The research indicates that tutoring can be an effective intervention for a wide range of students if provided as "high dosage tutoring." This means tutoring that is provided consistently by well-trained tutors.

The County Superintendent's Office will provide a variety of social-emotional learning activities at each school and provide staff training in this area. The district will also hire a social worker to work individually and in whole group instruction with students with social emotional learning.

Research also indicates that, as we begin to enter the post-pandemic era, differentiated instruction may be the single most important instructional strategy that can be provided. Online instructional programs are an effective way to supplement core instruction and provide differentiation to meet individual students needs, providing both remediation and acceleration.

A summary of these ESSER III expenditures will be included in the ESSER plan and information provided to stakeholders and the explanation of the Safe Return to In-Person Instructional plan posted publicly on SCED#28 web-site.

THANK YOU