

ESSER III: Pandemic Recovery Resource Planning

Dr. Elizabeth Homan, Superintendent
Ms. Julie Dunn, Director of Grants and Communications
Mr. Michael Mason, Chief Financial Officer



Overview & Purpose



The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The Education portion of ARP is known as the Elementary and Secondary School Emergency Relief Funds (ESSER III or ARP ESSER).

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

APS has been allocated \$1,133,653

Community Outreach to Inform Planning

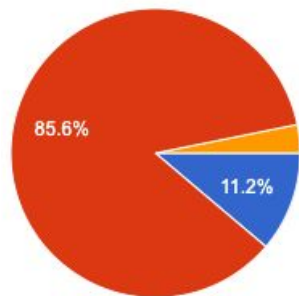
- Pandemic Recovery Plan development process with 98 cross-stakeholder groups;
- Superintendent's Listening Sessions and Entry Plan Process and Data Analysis;
- [Descriptive Flyer](#) to the community describing initiative ideas and Possible Expenditures;
- [Survey](#) for families to complete and share feedback; and
- Opportunity for input from SC Budget Subcommittee, School Committee, and SEPAC on both Recovery and ESSER III Spending Plans.

Timeline



Task	Who	When
Development, Approval, and Public Posting of Responsive Recovery Plan	Stakeholder Planning Team	July-August
Initial Discussion of Recovery Priorities and Core Initiatives	Stakeholder Planning Team and Supt's CO Cabinet	August
Initial Discussion of ESSER III Process	SC Budget Subcommittee	Sept 1st
Presentation of Process to School Committee	Supt, Michael Mason, Julie Dunn	Sept 9th
ESSER III Survey to Community	Supt & Cabinet	Sept 10th
ESSER III Presentation to and Feedback from Arlington SEPAC	Supt & Alison Elmer	Sept 21st
Presentation of Community Feedback and ESSER III Initial Spending Plan to School Committee	Supt, Michael Mason, Julie Dunn	Sept 23rd
Deadline for ESSER III Application	Supt & Cabinet	Oct 4th
Regular updates of Recovery Plan	Supt & Cabinet	Ongoing

Survey Participation

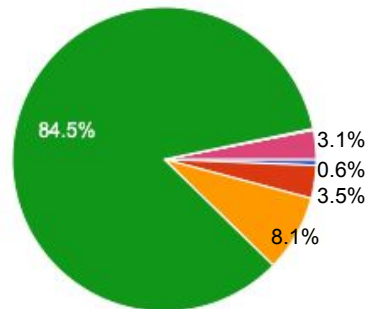


Is your child an English Learner?

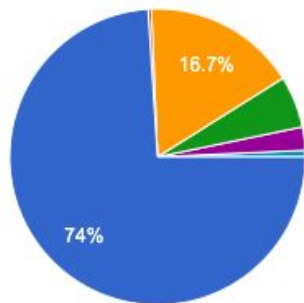
No

Yes

I don't know



- Black or African American
- Hispanic or Latino/a/x
- Asian
- White / Caucasian / Non-Hispanic
- Native Hawaiian / Pacific Islander
- Native American
- Multi-racial



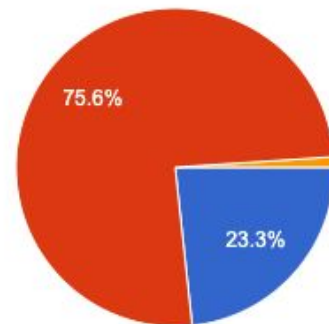
- Parent, Family, or Caregiver of an APS Student
- APS Student
- APS Teacher
- APS Staff Member
- APS Administrator
- Arlington Community Member

Does your child have an IEP?

No

Yes

I don't know



Three Initiative Options

01

Initiative Option A

Improved communications and outreach to families and the community

02

Initiative Option B

Support to Ensure Student Access to Consistent and Equitable Instruction

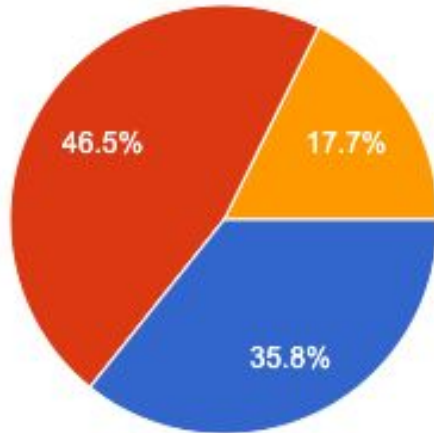
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Initiative Option C

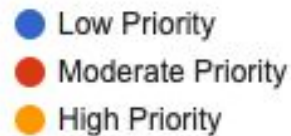
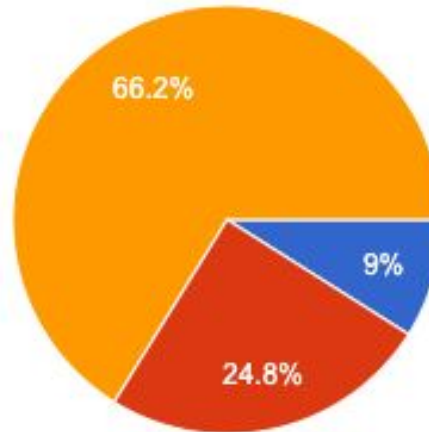
Extended learning time and coordinated out-of-school services

Survey Responses

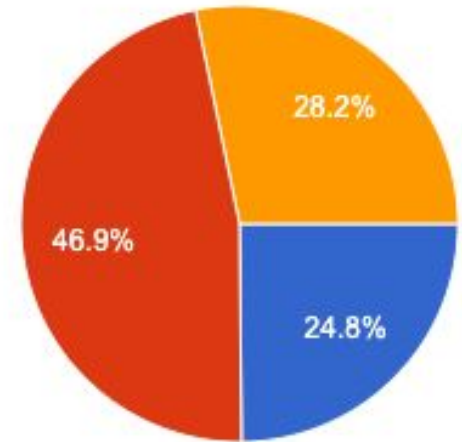
OPTION A



OPTION B



OPTION C



Feedback to Support Option B: Comments



Trends:

- Focus on systemic and structural adjustments and accessibility / applicability of learning experiences;
- Build consistency and coherence across the system;
- Broadly define diversity to include LGBTQIA+, ability, and other intersectional identities;
- Prioritize mental health and social-emotional learning supports as critical pre-conditions to academic success;
- Empower teachers to lead the work - engage them as experts and build internal capacity for teacher leadership of instruction and professional learning efforts.

Quotes:

“Time built in to assess data, consult with team members, meet with curriculum coaches, review data, reflect on practices...”

“Technical assistance to analyze existing coaching and intervention practices and provide recommendations...”

“I would like to see the emphasis be on anti-racism, mental health and trauma-informed teaching practices.”

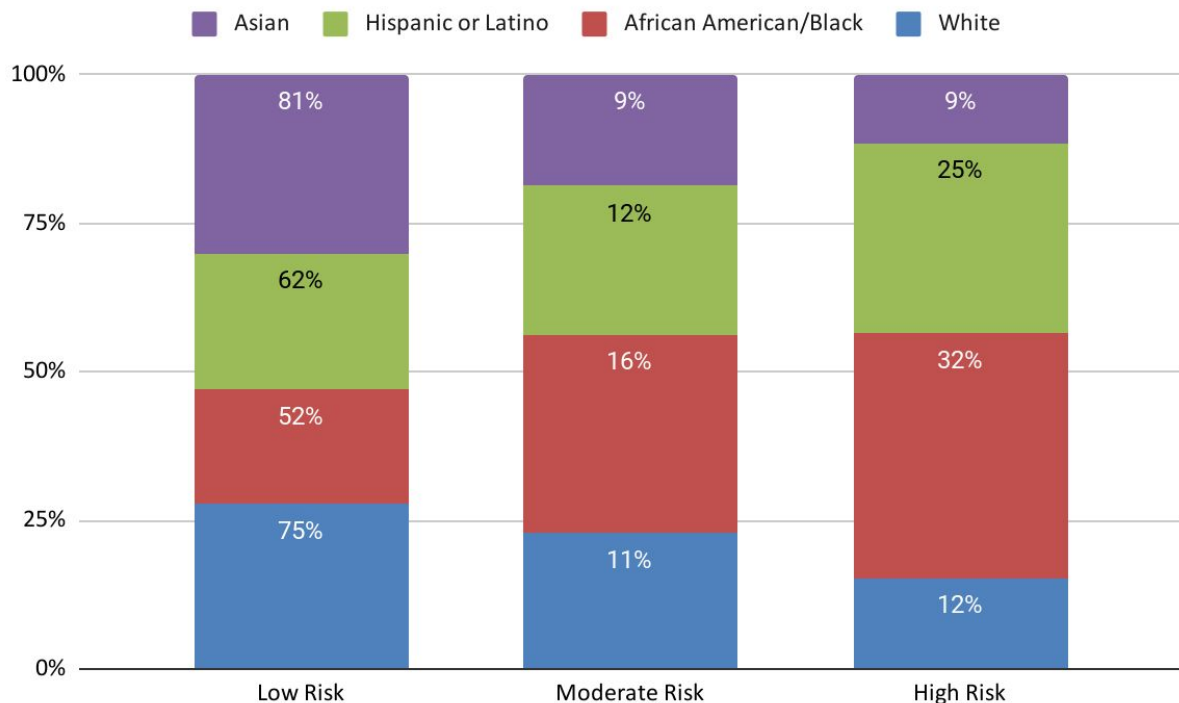
Experiential Outcomes to Support Option B



Group Name	Group Size	Challenging Feelings Cultural Awareness and Action Learning Model Positive Feelings Student Engagement Student Relationships					
All respondents	1,191	50%	49%	52%	54%	53%	47%
Student Race							
A	144	+3	-1	+1	+1	+10	-1
A, W	53	-8	0	+1	-1	-10	-7
B	42	-10	-15	-7	-11	-14	-7
B, W	21	+4	-13	-3	+3	-14	-9
W	836	+1	+1	0	0	0	+1
W, H	69	+4	+2	-1	+1	+4	+4

**Fall 2020
Panorama
Student
Experience
Survey, Grades
6-12**

Early Warning Outcomes to Support Option B

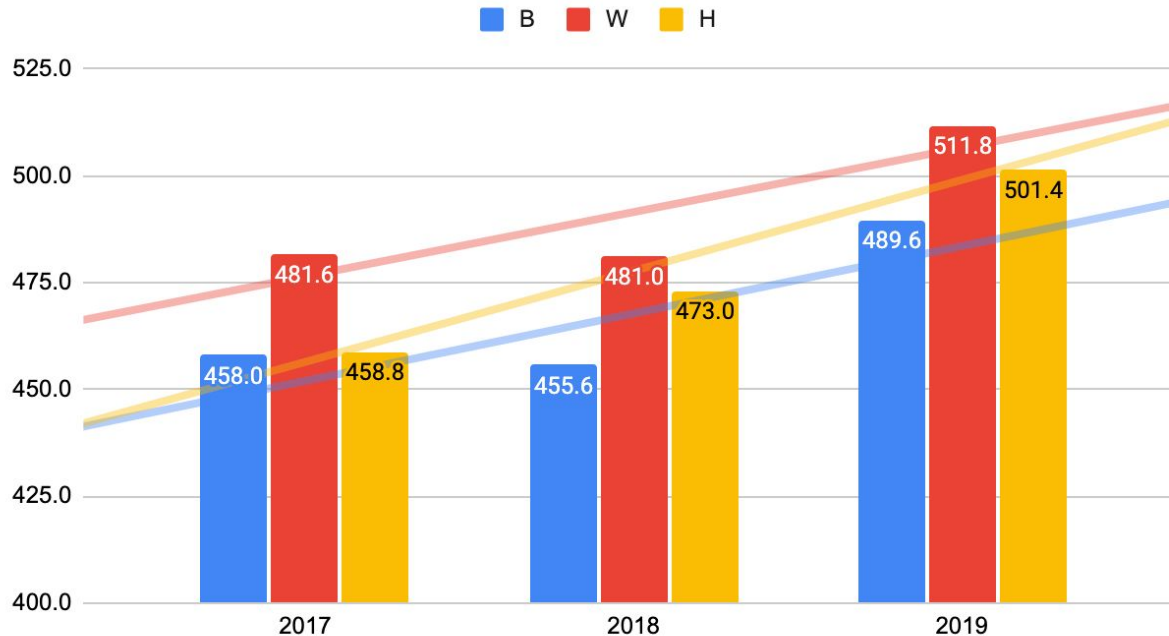


Early Warning Indicator System (EWIS) Risk Levels, 2021-22, by race.

EWIS Risk Levels combine measures to determine a risk level for each student. It is a model that includes attendance, discipline, economic, gender, retention, course performance, EL status, IEP status, and other measures. Learn more about 2021-22 EWIS reporting [here](#).

Academic Outcomes to Support Option B

2017-2019 Math Ave Scaled Score



2017-2019:

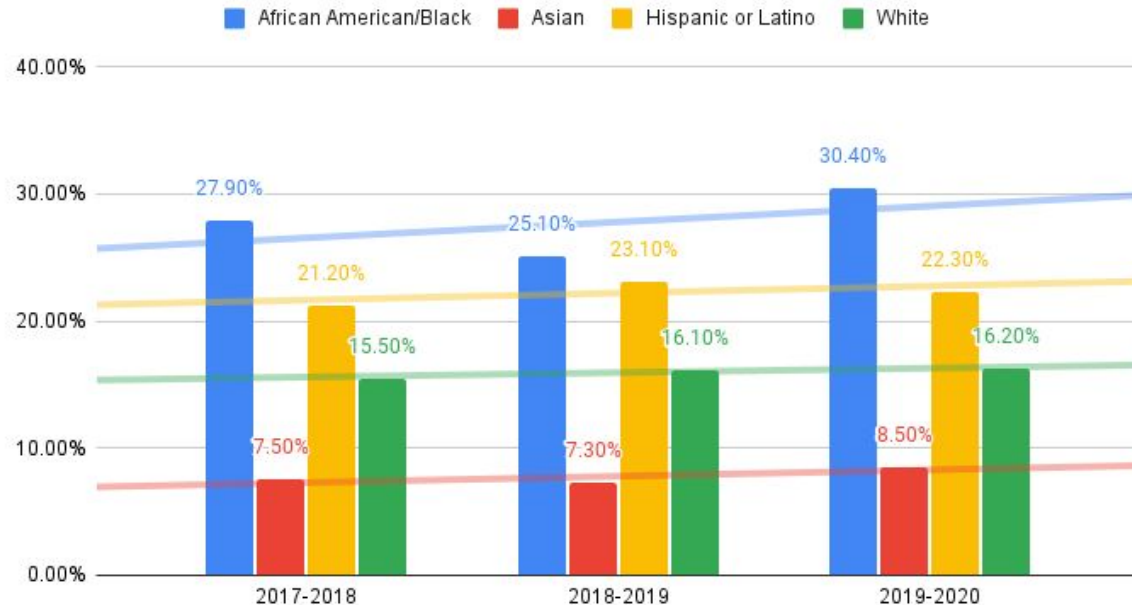
- Significant gains for all subgroups in ELA and Math, Districtwide, 2017-2018
- Closing achievement gap for students who identify as Hispanic
- Persistent achievement gap for students who identify as black or African American compared to their white peers
- Growing gaps for students on IEPs in both ELA and Math

Academic Outcomes to Support Option B

% of Students with IEPs Ages 6-21 in Substantially Separate Settings

	School Year		
	2017-18	2018-19	2019-20
Af. Amer / Black	15.5%	18.4%	12.3%
White	5%	4.3%	2.8%

% of Students with IEPs



Initiative Option B: Support to Ensure Student Access to Consistent and Equitable Instruction



Initiative Objectives:

- Develop teachers' capacity for culturally responsive instruction that effectively differentiates for all students;
- Ensure sufficient coaching and intervention supports at all schools to inclusively serve all students, including students with IEPs and English Learners; and
- Develop a comprehensive professional learning plan to provide development opportunities for all teachers in the areas of anti-bias and anti-racist teaching practices and social emotional learning.
- Analyze and improve APS's multi-tiered system of instructional support.

Relief funds could support:

- Curriculum coaches and interventionists;
- Technical assistance to analyze existing coaching and intervention practices and provide recommendations;
- Professional development for teachers and administrators to support data-informed instructional practices;
- Resources and professional learning for embedded and explicit instruction of social and emotional skills;
- Resources and staffing to support student mental health; and/or
- Professional learning on universal design and anti-racist practice for all APS educators by 2024.

ESSER III Preliminary Planning: Core Initiatives

Comprehensive Equity Audit and Strategy Development



- Complete the Equity and SEL curriculum audit started in 2019
- 1.0 District DEI Specialist: Year 2
- Expand access to IDEAS courses
- Develop and support school-based teacher-facilitators and leaders for DEI efforts

Expanding Teacher Leadership Capacity System-wide



- Teacher-led Professional Learning Plan development
- Expansion of Teacher Leadership District-wide
- Support for School-Based Equity and Instructional Leadership Teams

Resources to Support Engagement, Mental Health, and School Culture



- INTERFACE referral service partnership
- Continuation of Panorama School Climate and SEL community Surveys
- Expansion of teacher leadership and professional learning in equity, trauma-informed instruction, and SEL

Acceleration and Improvement of APS Coaching Models



- 1.0 Literacy Coach: building-based coaching in literacy and mathematics K-5
- Coaching Program Audit and Program Development

Spending Plan



Core Initiatives	YEAR 1	YEAR 2	YEAR 3
Equity Audit and Strategy Development	\$135,875.00	\$169,075.00	\$41,132.00
Teacher Leadership and Professional Learning	\$120,367.95	\$250,367.95	\$70,000.00
Engagement, Mental Health, School Culture	\$30,000.00	\$70,000.00	\$30,000.00
Acceleration and Improvement of Coaching Models	\$83,333.33	\$123,200.00	\$21,632.00
Subtotal:	\$369,576.28	\$612,642.95	\$162,764.00
Fringe Benefits:	\$4,800.00	\$34,976.00	\$8,893.76
Year 1-3 Totals:	\$374,376.28	\$647,618.95	\$171,657.76
		Total:	\$1,193,652.99