

American Rescue Plan (ARP) Funding: Planning Update

Charlotte-Mecklenburg Board of Education Meeting
July 13, 2021



COVID-19 Pandemic: Emergency Relief Funds

Elementary & Secondary School Emergency Relief Funds (ESSER)

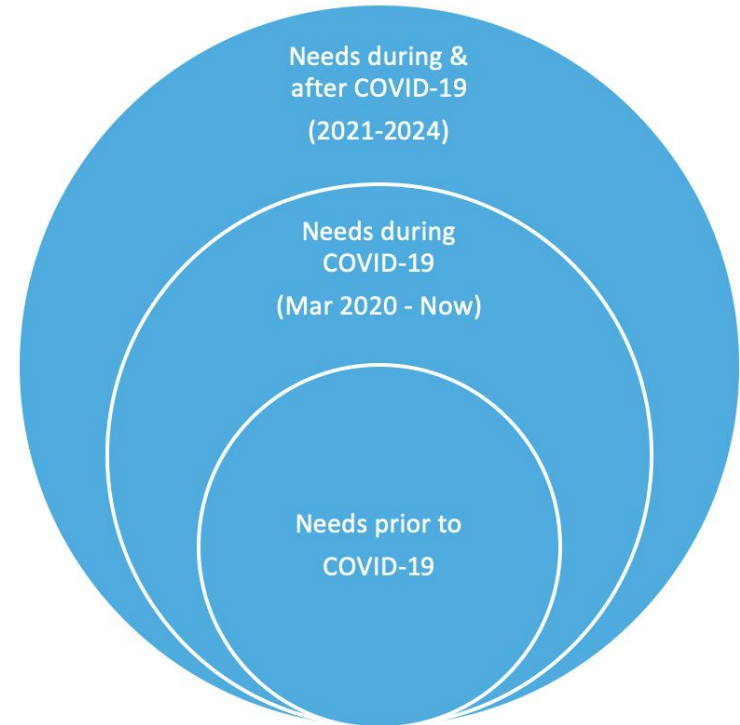
ESSER I	ESSER II	ESSER III
Coronavirus Aid, Relief, & Economic Securities Act (CARES)	Coronavirus Response & Relief Supplemental Appropriations Act (CRRSA)	American Rescue Plan Act (ARP)
\$33.6 M *Additional CARES Funds: \$7.3 M	\$141.9 M	\$317.5 M
June 2020 - Sept 2022	June 2021 - Sept 2023	June 2021 - Sept 2024

*Additional CARES funds with specific purposes (tutoring, EC, SEL staff, digital curriculum, Canvas) were provided in Feb 2021

COVID-19 Pandemic Emergency Funds: Why?

The COVID-19 Pandemic has caused an increase in needs in a variety of areas:

- Social Emotional Learning needs
- Mental health needs
- Unfinished Instruction & Academic needs
- Needs of special populations
- Course performance
- Chronic Absenteeism
- Staffing needs
- Technology needs
- Facility & indoor air quality needs
- Cleaning & sanitation needs
- Personal protective equipment needs



ESSER III (ARP)

- Purpose of the COVID-19 Pandemic Funds**
- ➔ **Prevention Of...**
 - ➔ **Reduction Of...**
 - ➔ **In Response To...**

Allowable Uses of ESSER Funds

Student Learning Needs	Health & Safety	Continuity of Services & Employment
<ul style="list-style-type: none">● Addressing Learning Loss● Summer Learning & Supplemental After School programs● Activities to address the unique needs of special populations● Technology for students for remote & hybrid learning● Mental health services & supports	<ul style="list-style-type: none">● Preparing & Responding to COVID-19: Sanitation, Personal Protective Equipment, Coordinating with local health authorities● School facility repairs and improvements to reduce the risk of virus transmission● Improvement of Indoor Air Quality	<ul style="list-style-type: none">● Planning for & coordinating long-term closures● Activities necessary to maintain operation and continuity of services and continue employing existing staff

Optimization of COVID Funding (CGCS)

Overarching Goals: High-level outcomes for ESSER investments

1. Safely reopen schools for all students.
2. Address pre- and post-pandemic unfinished learning.
3. Build lasting, equitable systems of teaching and learning.

Emerging high-level strategies for achieving these goals:

1. Attend to the immediate health and safety requirements as well as the social, emotional, and mental health needs of students and adults.
2. Ensure grade-level, standards-aligned instruction with just-in-time academic and social emotional support.
3. Invest in staff capacity and lasting infrastructure that closes the opportunity, resource, and digital divides and ensures equitable outcomes for all current and future students.



Setting Strategic Spending Priorities (CGCS)

1. How does this investment address current and long-term student needs?
2. How does this investment advance the strategic plan and instructional priorities, vision, and goals of the district?
3. What do we know already about the efficacy of this investment or the likelihood that a new, innovative initiative will be successful?
4. What will it take to effectively and equitably implement this program or strategy?
5. How will this investment be sustained or continue to build district capacity after the three years of relief funding ends?
6. How will success be measured? What are the metrics that will be employed?



Planning for the ESSER III (ARP) Funds: Process



Planning for the ESSER III (ARP) Funds: 7.13.21 Update

Stakeholder input was collected from a variety of stakeholder groups during existing meetings in April, May & June:

- 4/23/21: COVID District Response Team
- 4/23:/21: MCPHD Meeting
- 4/28/21: Generation Nation
- 4/29/21: Interfaith Advisory
- 4/29/21: Superintendent's Teacher Advisory Council
- 4/29/21: Title I Parent & Community Advisory
- 4/29/21: Support Services Advisory
- 4/29/21: Principal/ Leadership Meeting
- 5/3/21: Community Partner Meeting
- 5/27/21: Vision Retreat: Team Leads & Champions
- 6/24/21: Learning Community Principal Meeting
- July/ Aug: Additional Stakeholder Input Sessions

The logo for ThoughtExchange, featuring a white speech bubble icon with a plus sign inside, followed by the text "ThoughtExchange" in white on a dark purple background.

343
Participants



375
Thoughts



6,927
Ratings

Planning for the ESSER III (ARP) Funds: 7.13.21 Update

Themes from the stakeholder Input:

- Increased academic needs
- Increased social emotional & mental health needs
- Increased absenteeism & disengagement
- Increased need for translation & interpretation services for students & families
- Continued need for the virtual/remote learning option
- Continued need for technology & connectivity

Increased Needs



Planning for the ESSER III (ARP) Funds: 7.13.21 Update

Themes from the stakeholder Input:

- Additional staff to support students (academic & social emotional & health)
- Mental Health support/ access
- Family engagement & support (wrap around services)
- After school enrichment & tutoring programs
- Interpretation & translation to engage families in their home language
- Technology & Connectivity
- *Additional pay for teachers & school-based staff (bonuses, raises)

Stakeholder Ideas



*NOTE: some things that were requested through stakeholder input are not allowable on the American Rescue Plan such as raises and/or across the board bonuses

Stakeholder Input: Highly Rated Thoughts

Additional instructional positions at all schools, based on student performance data, to support with interventions, small group instruction, etc. Students will require more support than ever. Strategic positions will help ensure their needs are met.

4.6  (24 )

Ranked #1 of 344

MTSS Leader position at all schools Lead & manage the MTSS process with integrity / facilitate quality PD for staff / provide interventions for students / support families & staff w/ MTSS

4.5  (25 )

Ranked #6 of 344

Additional counselors, social workers and SEL specialists The SEL needs and counseling needs of students returning to campus will interfere with teaching and learning if we do not have support staff in place.

4.3  (22 )

Ranked #31 of 344

Schools with high ESL/ELL population to receive an full-time / part-time interpreter or additional bilingual social worker. It would help to eliminate barriers with chronic absenteeism, student engagement, and lack of parental involvement.

4.0  (25 )

Ranked #84 of 344

more orton-gillingham training opportunities for schools to have expanded staff serving interventions

4.1  (25 )

Ranked #61 of 344

Stakeholder Input: Highly Rated Thoughts

Technology Ensures all students can maintain equal access to digital learning

4.2  (23 )

Ranked #48 of 344

food support for students over the summer The need for meal support does not go away when the school year ends, many students are experiencing food insecurity and are in need of support.

4.1  (25 )

Ranked #60 of 344

Support with chronic absenteeism It is important because some of our students have missed a large amount of instruction due to being absent.

4.1  (23 )

Ranked #70 of 344

Providing equitable language assistance support to language minority families in a language they understand Esp. during pandemic, this has been the major huddle for the language minority to understand what is going on in order to take actions, FRA, Camp CMS

4.1  (10 )

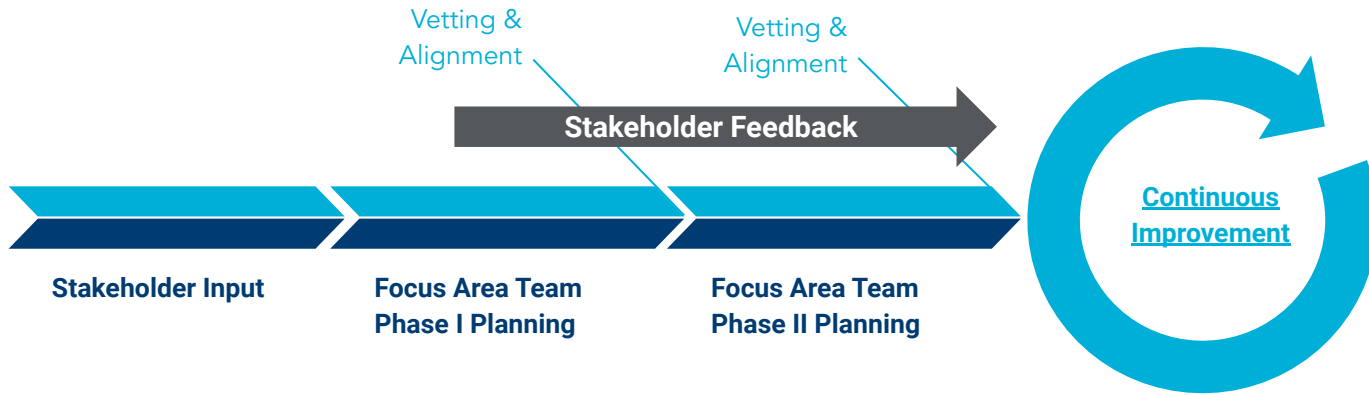
Ranked #78 of 344

Mental health needs Students and staff members will be returning to an environment unlike any before. They will have potentially experienced trauma from the pandemic.

4.0  (24 )

Ranked #89 of 344

Planning for the ESSER III (ARP) Funds: Process



Planning Process (so far):

- Stakeholder Input Sessions
- Vision Retreat - Focus Area Team Leads & Champions
- Focus Area Team Initial Planning

Next Steps:

- Stakeholder Input Sessions
- Focus Area Team Planning
- Vetting & Alignment of Plans; Identify gaps/ additional needs
- Sharing of initial plans for stakeholder feedback
- Continuous Improvement Cycle: Plan-Do-Check-Act (2021-2022 school year)



Planning for the ESSER III (ARP) Funds: Continued Stakeholder Engagement via ThoughtExchange

Any stakeholder who has additional comments or input not represented in the themes we have collected so far is encouraged to use the information below to login to ThoughtExchange and share their thoughts!



tejoin.com

790-169-136

What are the immediate needs of CMS Students and Staff that could be alleviated with the help of the American Rescue Plan Funding?