

23-24 Budget Work Session

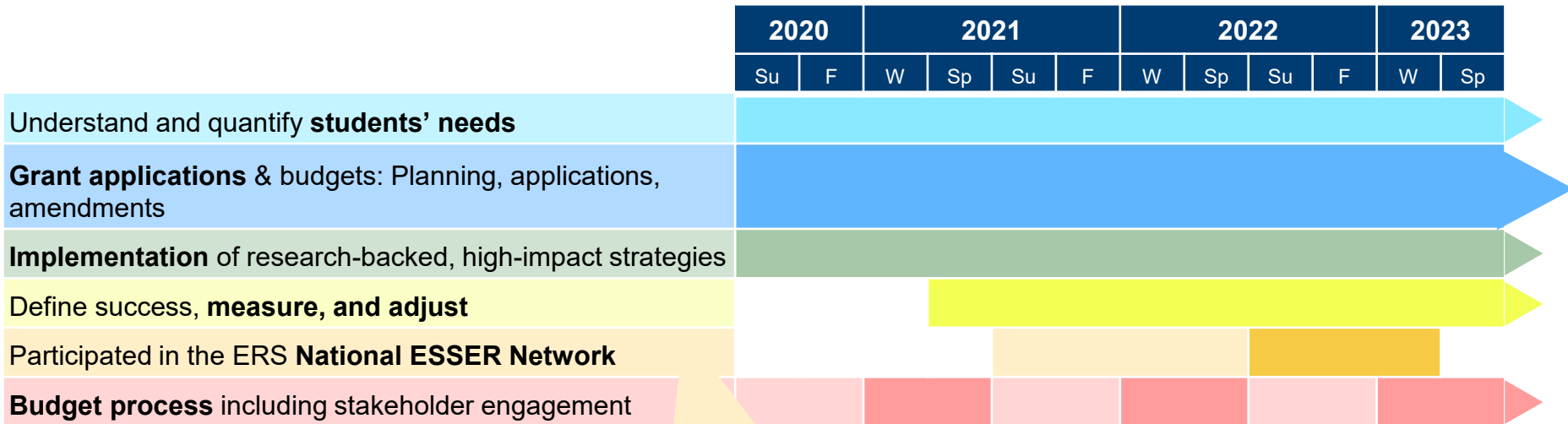
March 3, 2023

ESSER Progress Update

Overall ESSER Context

- Elementary & Secondary School Emergency Relief (ESSER) Funds is federal funding provided to states and school districts to help safely reopen schools and address the impacts of COVID-19
- We are currently 2 years into the 3-year ESSER window
- Spread over the three years, ESSER approximately doubles the amount of federal funding CMS is typically awarded
- As we know, the pandemic had significant negative effects on our students – across all students, across all subjects – but specifically it hit our highest need students the hardest, especially in Math.
- This influx of funding has the potential to transform our ways of operating and address our students' learning needs head-on...
- ...but we have to plan against the timeline to avoid setting ourselves up for a funding cliff.

ESSER Process Timeline



Define success, measure, and adjust includes ongoing monitoring & reporting through public updates to the CMS BOE, EOY reports & planning formal program evaluations

The **National ESSER Network** included the ERS ESSER Halftime Review & the progress checks with initiative owners that came out of it

Legend: Su = Summer; F = Fall; Sp = Spring; W = Winter

COVID-19 PANDEMIC: FEDERAL 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)
Timeline	June 2020 - Sep 2022	June 2021 - Sept 2023	June 2021 - Sept 2024
Initial Grant	\$33.7 M	\$142.2 M	\$319.1 M
Additional Grants	\$7.4 M*	\$9.5 M**	\$30.2 M***
Total <i>as of Feb 2023</i>	\$41.1 M	\$151.7 M	\$350.1 M
	26 grants totaling \$542.1M		

*Additional CARES grants with specific purposes: tutoring, EC, SEL staff, digital curriculum, learning management system

**Additional CRRSA grants with specific purposes: contracted support staff, summer programming, bonus for school nutrition staff

***Additional ARP grants with specific purposes: students experiencing homelessness (MCV), Exceptional Children (EC), \$1000 COVID training bonus for teachers & qualifying instructional support staff, cyberbullying & suicide prevention, math enrichment program, summer career accelerator program, identification and location of missing students, driver training, school improvement/leadership

ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF FUNDS (ESSER)

Allowable Uses of ESSER I, II, III Funds

Purpose of the COVID-19 Pandemic Funds

- ➔ Prevention Of...
- ➔ Reduction Of...
- ➔ In Response To...

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

COVID-19 PANDEMIC: FEDERAL EMERGENCY RELIEF FUNDS

Definitions

- Allotment - total amount provided to CMS in that grant/category
- Fiscal Year (FY) - begins July 1 and ends June 30; we are in FY 2023 (Note: Federal Fiscal Year runs Oct 1 – Sept 30 each year)
- Spent - funding that has been used to pay invoices, salaries, etc.
- Encumbered - funding that is attached to a contract and/or purchase order that will be paid out once goods are received or services are rendered
- Planned Initiatives - funding that is set aside for initiatives that are planned in the current or future fiscal years
- Available for future needs - funding that is available to be used for any additional needs that arise related to the COVID-19 pandemic

Elementary & Secondary School Emergency Relief Funds (ESSER)

[Detailed documents linked here](#)

*Updated Feb 2023 All Numbers in Millions

ESSER I: Coronavirus Aid, Relief, & Economic Securities Act (CARES) June 2020 - Sept 2022		ESSER II: Coronavirus Response & Relief Supplemental Appropriations Act (CRRSA) June 2021 - Sept 2023		ESSER III: American Rescue Plan Act (ARP) June 2021 - Sept 2024	
	Total \$		Total \$		Total \$
FY 2020 & FY 2021 Spent:	\$26.5	FY 2021 Spent:	\$27.8	FY 2021 Spent:	\$ -
FY 2022 Spent:	\$4.8	FY 2022 Spent:	\$39.4	FY 2022 Spent:	\$62.4
*FY 2023 Spent/Encumbered:	\$2.4	*FY 2023 Spent/Encumbered:	\$29.5	*FY 2023 Spent/Encumbered:	\$102.8
Planned Initiatives:	\$ -	Planned Initiatives:	\$45.5	Planned Initiatives:	\$129.7
				Available for future needs	\$24.2
Initial CARES Allotment:	\$33.7	Initial CRRSA Allotment:	\$142.2	Initial ARP Allotment:	\$319.1
	Total \$		Total \$		Total \$
FY 2021 Spent:	\$0.7	FY 2021 Spent:	\$ -	FY 2021 Spent:	\$ -
FY 2022 Spent:	\$5.8	FY 2022 Spent:	\$1.6	FY 2022 Spent:	\$11.5
*FY 2023 Spent/Encumbered:	\$0.9	*FY 2023 Spent/Encumbered:	\$1.5	*FY 2023 Spent/Encumbered:	\$2.3
Planned Initiatives:	\$ -	Planned Initiatives:	\$6.4	Planned Initiatives:	\$16.4
Additional CARES Funds:	\$7.4	*Additional CRRSA Funds:	\$9.5	****Additional ARP Funds:	\$30.2

*NOTE: Encumbered/Paid amounts are based on CMS Lawson General Ledger dated 2/1/2023

*Additional CARES grants with specific purposes: tutoring, EC, SEL staff, digital curriculum, learning management system

**Additional CRRSA grants with specific purposes: contracted support staff, summer programming, bonus for school nutrition staff

***Additional ARP grants with specific purposes: students experiencing homelessness (MCV), Exceptional Children (EC), \$1000 COVID training bonus for teachers & qualifying instructional support staff, cyberbullying & suicide prevention, math enrichment program, summer career accelerator program, identification and location of missing students, driver training, school improvement/leadership

Resource with more details

CMS ESSER II / CRRSA Funding: CMS BOE Update Feb 2023

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) ESSER II - K-12 Emergency Relief Fund (PRC 171): \$142,179,665.92 Funds Available through September 2023

Summer Programming & Afterschool Programming Budgeted Amount: \$42,208,287.77	Total Encumbered/ Paid: \$33,429,704.19 (FY 21- \$7,079,847.48; FY 22 - \$20,884,490.83; FY 23 - \$14,261,946.33) <ul style="list-style-type: none"> Staffing (Teachers + Site Coordinators + Support Staff) Incentive Pay for staff Instructional Supplies & Materials Transportation, meals & snacks for summer & afterschool programming Planned Initiatives: \$8,778,583.45 <ul style="list-style-type: none"> Continuation of items listed above
Student Wellness & Academic Support Budgeted Amount: \$7,314,268.27	Total Encumbered/ Paid: \$5,059,240.00 (FY 21- \$0; FY 22 - \$3,088,831.42; FY 23 - \$2,572,408.58) <ul style="list-style-type: none"> Aimsweb Monitoring Tool & Training 5 Universal Behavior Support Coordinators 2 Intensive Behavior Intervention Coordinators High School SEL Resources Nurse Extenders Summer Extended Employment for MS & HS Counselors SEL Professional Development Summer Enrichment Program for MCV students Planned Initiatives: \$1,655,028.27 <ul style="list-style-type: none"> Continuation of items listed above
Technology Budgeted Amount: \$8,813,512.00	Total Encumbered/ Paid: \$8,403,297.45 (FY 21- \$7,813,512.00; FY 22 - \$299,564.14; FY 23 - \$290,221.31) <ul style="list-style-type: none"> Student Chromebooks Modernization Contract Extensions Planned Initiatives: \$210,214.55 <ul style="list-style-type: none"> Continuation of items listed above
Academics Budgeted Amount: \$27,585,320.70	Total Encumbered/ Paid: \$16,770,989.99 (FY 21- \$338,848.83; FY 22 - \$7,413,858.96; FY 23 - \$9,020,462.20) <ul style="list-style-type: none"> Social Studies Curriculum Review Summer Teacher Institute: English I & Math I Teachers School-based support for Middle School Math Curriculum Implementation School-based support for High School Math & ELA Curriculum Implementation Mastery Connect Platform Orton-Gillingham Training for Teachers Curriculum Development (High School) Math & Literacy Intervention Resources (Dreambox, iReady, etc.) CenterPoint Assessments Professional Development Math curriculum development & professional development Planned Initiatives: \$10,814,350.71 <ul style="list-style-type: none"> Continuation of items listed above Tutoring for multilingual students Curriculum development & materials for language programs
Health & Safety Budgeted Amount: \$29,013,993.99	Total Encumbered/ Paid: \$17,814,487.40 (FY 21- \$0; FY 22 - \$8,079,797.13; FY 23 - \$11,734,690.27) <ul style="list-style-type: none"> Personal Protective Equipment HVAC Optimization Needlepoint Bipolar Ionization Air Filter Replacements Motion Sensor Fixtures

CMS ESSER II / CRRSA Funding: CMS BOE Update Feb 2023

	<ul style="list-style-type: none"> HVAC component replacements & upgrades Planned Initiatives: \$11,199,508.59 <ul style="list-style-type: none"> Continuation of items listed above
Staffing Budgeted Amount: \$23,228,959.38	Total Encumbered/ Paid: \$12,198,846.23 (FY 21- \$11,881,409.00; FY 22 - \$317,437.23; FY 23 - \$0) <ul style="list-style-type: none"> COVID local leave (phase 3) ASEPI/ BSEP Additional Responsibility Stipend for school-based certified staff Planned Initiatives: \$11,030,113.13 <ul style="list-style-type: none"> COVID Recovery Enhancement staffing for 2022-2023 (teacher allocation stabilization)
Grant Administration Budgeted Amount: \$4,217,323.98	Total Encumbered/ Paid: \$2,449,082.47 (FY 21- \$671,539.73; FY 22 - \$1,337,707.12; FY 23 - \$439,835.62) <ul style="list-style-type: none"> Indirect costs & federal programs staff Planned Initiatives: \$1,788,241.49 <ul style="list-style-type: none"> Indirect costs & federal programs staff

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) CRRSA - ESSER II: \$9,535,658

Supplemental Contracted Instructional Support (PRC 173)	Allotment: \$947,581 Total Encumbered /Paid: \$947,581 (FY 22: \$452,503.90 ; FY 23: \$495,077.10) <ul style="list-style-type: none"> Nurse Extenders
School Nutrition COVID support (bonus) (PRC 174)	Allotment: \$1,033,390 Total Encumbered /Paid: \$842,188.34 (FY 22: \$797,057.18; FY 23 - \$45,129.16) <ul style="list-style-type: none"> Retention Bonus for School Nutrition Staff - 1st payment Planned Initiatives: \$191,203.68 <ul style="list-style-type: none"> Recruitment Bonus for School Nutrition Staff
Learning Loss - Summer Bridge Programs (PRC 178)	Allotment: \$4,068,375 Total Encumbered /Paid: \$1,075,435.72 (FY 22: \$281,070.29; FY 23: \$787,369.21) <ul style="list-style-type: none"> Rising 9th grade summer bridge program (targeted schools) Planned Initiatives: \$2,999,935.50 <ul style="list-style-type: none"> Summer Bridge Program (summer 2023)
Learning Loss - Summer Career Accelerator Programs (PRC 177)	Allotment: \$2,824,883 Total Encumbered /Paid: \$311,484.38 (FY22: \$83,716.42; FY 23: \$227,747.96) <ul style="list-style-type: none"> Career Accelerator summer program (targeted schools) Planned Initiatives: \$2,313,418.62 <ul style="list-style-type: none"> Summer Career Accelerator (summer 2023)
Competency Based Assessment (summer program) (PRC 178)	Allotment: \$861,429 Planned Initiatives: \$861,429 <ul style="list-style-type: none"> MAP Assessment (summer programming)

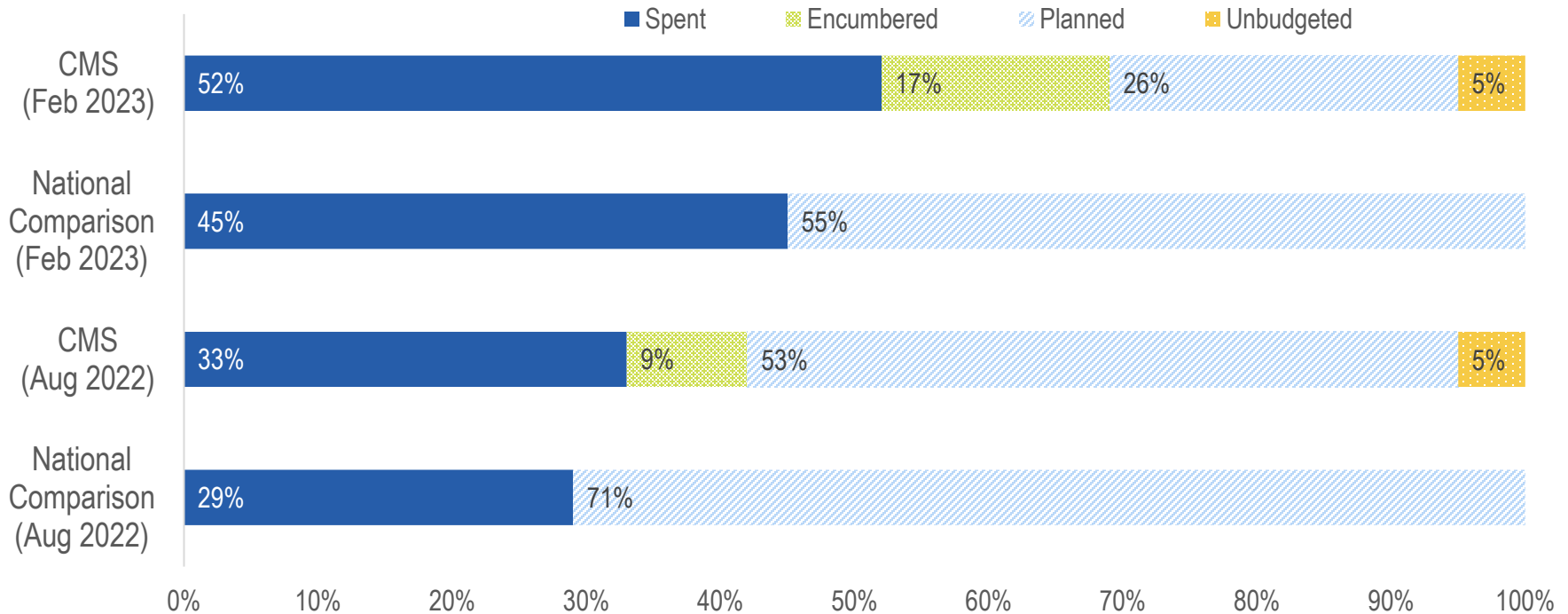
*NOTE: Encumbered/Paid amounts are based on CMS Lawson General Ledger dated 2/1/2023

ERS ESSER National Network



CMS has spent 52% of its ESSER funds so far; 17% is encumbered, 26% is planned according to priorities, and 5% remains unbudgeted

Total ESSER Spend to Date



Source: CMS ESSER spend data compiled by ERS General Ledger data for PRC's 163, 171 and 181, End of Year Reports, and FY23 planning data shared with ERS August 2022, updated with FY23 YTD General Ledger data in January 2023
 National Comparison based on average of four peer districts as of August to September 2022.

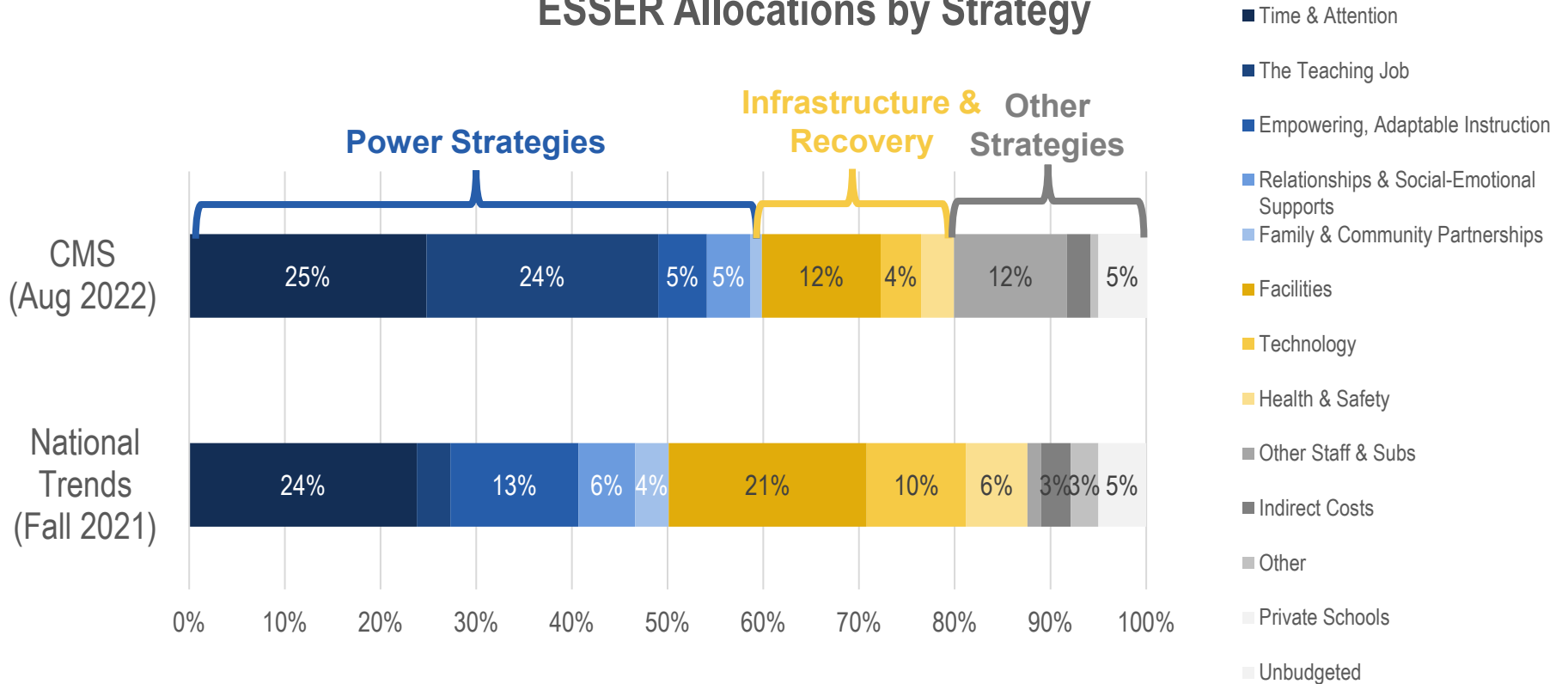
Power Strategies for Accelerating Equity-focused Recovery and Redesign

1	Empowering, Adaptable Instruction	Ensure teaching teams have high-quality curriculum, time and support to collaboratively assess and accelerate learning and provide just-in-time support.
2	Time and Attention	Expand and target individual attention and learning time inside and outside of traditional school hours, especially for students with the greatest learning needs.
3	Improving the Teaching Job	Restructure teaching jobs and roles to be more rewarding, collaborative, and sustainable while enabling excellent instruction from a diverse teaching force
4	Relationships & Social Emotional Support	Organize to cultivate positive student-adult relationships and ensure support for wellness and social emotional needs
5	Community & Family Partnerships	Engage families, community partners, and other out-of-school resources to increase academic, health, social, and emotional support for students.

Source: [ERS 5 Power Strategies](#)

As of August, CMS allocated a greater proportion of funds to Power Strategies than national trends, driven by investments in teachers

ESSER Allocations by Strategy



Source: CMS ESSER initiative data compiled by ERS using General Ledger data for PRC's 163, 171 and 181, End of Year Reports, and FY23 planning data shared with ERS August 2022. Power strategy categorizations by ERS. National trend data as of Fall 2021 from ERS analysis [here](#). Retention bonuses were split proportionally across "The Teaching Job" and "Other Staff & Subs" according to NCES data available [here](#).

ESSER Progress Check Reports - Template

Goal/Purpose: what is the theory of change for this initiative and how does it connect to district strategy?

Design Elements

Should contain:

- Description of intervention with key elements of the design linked to what research says works

Evidence of Implementation

Should contain:

- Data on implementation to date
- Could include targeted student groups such as:

	District Overall	Participating Students
African American	20%	xx%
Emergent Bilingual	47%	xx%
Total # of students		xx,xxx
Total # of schools		xx

Lessons Learned

Should contain:

- Major lessons learned and shifts in approach
- Where we think it needs to go next
- Upcoming milestones or decisions

Impact to Date

Should contain:

- Where available: growth measures for students impacted & disaggregated to see which student groups are driving progress
- Leading indicator measures

What is the expected impact/outcome for this initiative?

Annual Total Cost: \$__ [% ESSER funded] Cost per student impacted per year: \$__

Areas of Expected High Impact:

Safety, Security, Health, Satisfaction Student Learning Experience
 Recruitment, Morale, Retention of Employees Equity Attract & Retain Families

What is your level of certainty that this initiative will result in the desired impacts/outcomes?

High Med Low

ESSER Funded Initiatives: Implementation & Outcome Metrics

Ex. TUTORING PROGRAM

IMPLEMENTATION METRICS

Are we implementing the program we designed?

- How many **students are participating** in the tutoring program?

FIRST FEW WEEKS

OTHER EXAMPLES

- How many student service positions have been filled?
- Which educators have been trained in Orton Gillingham?
- How many schools have sufficient PPE?
- Is Zoom being used at the rate we expected?

OUTCOME METRICS

SHORT TERM: *Is the design starting to improve conditions for success?*

- Did students who attended tutoring regularly for the summer session **show growth from spring MAP to fall MAP?**

END OF PROGRAM

OTHER EXAMPLES

- Are teachers likely to recommend the new professional development sessions? Do they show promising results on their post-session quizzes?
- What percent of DUSI requests for support are being met? How likely are principals to be satisfied with the training they are receiving?

LONG TERM: *Did the program meet its conditions for success?*

- Did students who attended tutoring regularly over the summer, fall, and spring **improve on End of Year assessments?**

END OF SCHOOL YR

OTHER EXAMPLES

- How do student absences due to illness/COVID at schools with air quality improvements compare to that of schools without those improvements?
- Do students with more tutoring hours have improved MAP scores?
- Are the teachers who received the retention bonus more likely to stay in CMS?

Highlights

63 counselors, social workers, psychologists were hired allowing a **50% increase in social work student contacts** & an **11% caseload reduction** for school counselors



350

college & career coaching sessions were completed in Fall 2022

1,500 therapy sessions for **290 uninsured or under-insured students** were conducted since Summer 2022

All data reported out by initiative owners, further details included in individual progress checks

Highlights Cont'd



1,200,000 minutes
27,000 sessions
of **high-dosage tutoring** for 4,600
students since Summer 2022



48,000 iPads &
Chromebooks were distributed
to students for take-home and
within-school use

Summer Programs
Read to Achieve (2nd - 3rd grade) &
Bridge/Accelerator (9th grade) were
attended by

3,300 students

All data reported out by initiative owners, further details included in individual progress checks

Highlights Cont'd

2,900 educators have been trained in **Orton Gillingham** since Sept 2020 It is the intervention for **6,500** plans



The six **Data Use for School Improvement specialists** have provided **400** PD sessions with **97%** of participants rating the session positively



18,000 staff received the all-staff **retention bonus**

All data reported out by initiative owners, further details included in individual progress checks

Highlights Cont'd

Nurse extenders provided

54,000 hours

of additional medical care in SY21-22 &
provided coverage to

40 schools

that otherwise would not have had a nurse



The **24/7 language assistance line** has been used in 58 languages for

20,000 calls &

169,000 minutes

Facility upgrades to **improve air quality** were completed at

49 schools



All data reported out by initiative owners, further details included in individual progress checks

Our SY22-23 ESSER initiatives fall primarily into four buckets, which determine SY23-24 plans and investments

Investments where...

- We are **seeing promising initial data** & will continue to invest (*7 investments*)
- We are **seeing promising initial data** & will continue to invest but see **opportunities to reallocate a portion of unused funds** (*6 investments*)
- It is **too soon to tell** (*6 investments*)
- They are under consideration to deprioritize because the **needs have changed** (*3 investments*)

For these initiatives we are seeing promising initial data & will continue to invest

#	Initiative	What we are doing and Why it Matters:	Budget	Enc & Spent	Left to Spend
1	Summer Programs: Read to Achieve Camp, Bridge/Accelerator, Camp CMS, PACE Academy	<p>What is it?: Multiple summer learning opportunities targeted to specific grade levels, subjects, and students based on academic needs.</p> <p>Why it matters: Summer Programming provides additional learning time for students as they recover from the pandemic.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Read to Achieve Camp: 3,059 students attended in summer 2022; 91% of students responded liking Reading Camp activities; Average reading percentile grew from 27% in Spring 2022 to 31% in Fall 2022 • Bridge/ Accelerator: 260 students attended in Summer 2022, 75% were African-American; 58% earned math elective credits; Average pretest score of 0.5% increased to 25% in the post-test 	\$63.9M	\$35.7M	\$28.2M
2	Indoor Air Quality Improvements	<p>What is it?: Multipronged approach to indoor air quality that includes HVAC Optimization, Needlepoint Bipolar Ionization, new HVAC components, upgraded filters</p> <p>Why it matters: Reduce the spread of COVID-19 through improving indoor air quality</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Facility upgrades to improve air quality were completed at 49 schools 	\$54.2M	\$21.7M	\$32.5M
3	Nurse Extenders	<p>What is it?: Contracted Nurses that support CMS schools as Nurse Extenders</p> <p>Why it matters: Due to COVID-19, the demand on school nurses has increased. Due to nursing vacancies, many schools do not have a full-time school nurse.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Provided 54,000 hours of additional medical care in SY21-22 • Provided coverage to 40 schools that otherwise would not have had a nurse 	\$7.4M	\$6.3M	\$1.1M

For these initiatives we are seeing promising initial data & will continue to invest

#	Initiative	What we are doing and Why it Matters:	Budget	Enc & Spent	Left to Spend
4	Mental Health Services	<p>What is it?: Contracted mental health services provided to students</p> <p>Why it matters: The services are provided for uninsured and under insured students who need of mental health services.</p> <p>Highlights: 1,500 therapy sessions for 290 uninsured or under insured students were conducted since Summer 2022</p>	\$1.5M	\$0.5M	\$1.0M
5	Telephonic Interpreting Services	<p>What is it?: A phone line for interpretation services available to schools and central office departments 24/7.</p> <p>Why it matters: This supports parent engagement and communication between home and school for non-English speaking families.</p> <p>Highlights: Has been used in 58 languages for 20,000 calls & 169,000 minutes</p>	\$0.6M	\$0.2M	\$0.4M
6	Guest Teachers	<p>What is it?: Additional school-based positions to support with vacancies and absences due to the COVID-19 pandemic. Guest Teachers are not required to be licensed teachers.</p> <p>Why it matters: Absences and vacancies have increased due to COVID-19 and guest teachers provide consistency and support for schools and students.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 461 have been allotted to schools, 93% of positions are filled • Principals report high satisfaction • As of February, 17 GTs are enrolled for next year's CMS teacher residency 	\$28.6M	\$13.9M	\$14.6M
7	Recruitment & Retention Incentives	<p>What is it?: Bonuses provided to staff for recruitment & retention</p> <p>Why it matters: Due to COVID-19, there are more vacancies, higher turnover, and a number of hard to staff areas.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 18,000 staff received the all-staff retention bonus • 83% retention of employees who received first bonus payout • 364 new teachers received critical shortage recruitment bonuses • Instructional substitute bonus resulted in over 10,000 more absences covered by instructional subs 	\$129.0M	\$116.6M	\$12.3M

For these initiatives we are seeing promising initial outcomes & will continue to invest but see opportunities to reallocate a portion of the unused funds

#	Initiative	What we are doing and Why it Matters:	Budget	Enc & Spent	Left to Spend
1	Student Services Positions	<p>What is it?: Additional Counselor, Social Worker, and Psychologist positions</p> <p>Why it matters: Due to COVID-19, students and families have increased needs for direct student services.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 50% increase in social worker contacts with students due to additional social workers (83,078 in 19-20 to 124,942 in 21-22) • 11% reduction in student to counselor ratio (332:1 in 19-20 to 296:1 in 21-22) • 12% increase in school psych EC evaluations (4878 in 19-20 to 5475 in 21-22) 	\$21.0M	\$7.3	\$13.8M
2	Orton Gillingham	<p>What is it?: Orton Gillingham is an explicit, sequential, systematic, and multi-sensory approach used to teach literacy.</p> <p>Why it matters: Orton Gillingham is a Supplemental and Intensive intervention to be implemented as part of each school's multi-tiered system of support (MTSS) for all students.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 2,898 CMS educators have been training in Orton Gillingham by IMSE (the Institute of Multi-Sensory Education) between Sept 2020 – Jan 2023 • 99.7% of surveyed participants reported they could implement what they learned in Orton Gillingham Training into their instructional practice • 6559 intervention plans that indicate use of OG intervention 	\$4.4M	\$2.5M	\$1.9M
3	Professional Learning + Support	<p>What is it?: Professional development and ongoing support for teachers</p> <p>Why it matters: Teachers have the greatest impact on student academic success. The PD Cycles are structured to provide intensive, aligned support and learning to instructional staff who most closely work to support the district's goal-aligned areas (3rd grade reading + Math 1).</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Average participation rate of 89% with more than 85% of participants scoring 80% or higher on PD knowledge-based questions 	\$4.4M	\$1.1M	\$3.3M

For these initiatives we are seeing promising initial data & will continue to invest but see opportunities to reallocate a portion of the unused funds

#	Initiative	What we are doing and Why it Matters:	Budget	Enc & Spent	Left to Spend
4	HR Staff	<p>What is it?: Additional HR staff to support due to increased HR needs from COVID-19 (hiring, licensure, leave requests)</p> <p>Why it matters: Additional staff allow for decreased caseloads and faster processing times</p> <p>Highlights:</p> <ul style="list-style-type: none"> Pre-Covid, licensure completed 2660 licensure verifications. Post-Covid, licensure processed 6270 license verifications.. The human capital management team processed the hires for these same verifications. Increased alternative licenses for teachers from 300 pre-Covid to over 1200 currently 1901 COVID absence requests with time credits and 499 COVIC leaves from July 2023 to Jan 2023 	\$1.9M	\$0.4M	\$1.5M
5	Data Use for School Improvement (DUSI) Specialists	<p>What is it?: 6 Additional Data Use for School Improvement Specialists to expand professional development and coaching on data-informed continuous improvement including the access, analysis, and action planning in response to relevant data</p> <p>Why it matters: Effective analysis and use of data is critical to address learning loss from COVID-19; DUSI specialists support SOFG and PD cycles</p> <p>Highlights:</p> <ul style="list-style-type: none"> 408 professional development sessions on data use 332 leaders and 313 teachers have attended a DUSI training this school year 97% of participants rated the session as Excellent or Good 	\$1.1M	\$0.3M	\$0.8M
6	College & Career Coaches	<p>What is it?: 12 College & Career Coaches split funded by CPCC & CMS</p> <p>Why it matters: Due to pandemic related learning loss, CCCs are working directly with students to increase advanced coursework enrollment through career coaching for students with a GPA below 2.5</p> <p>Highlights:</p> <ul style="list-style-type: none"> 350 coaching sessions completed by 4 earliest hires (Title I schools) 	\$0.8M	\$0.7M	\$0.1M

For other initiatives, it is too soon to tell

#	Initiative	What we are doing:	Budget	Enc & Spent	Left to Spend
1	MTSS Staff & Resources	<p>What is it?: 16 MTSS Facilitators, 50 MTSS Interventionists, MTSS Academic Resources (iReady, Do the Math, Dreambox), Aimsweb Progress Monitoring, Branching Minds Platform</p> <p>Highlights:</p> <ul style="list-style-type: none"> • MTSS Interventionists – 93% positions filled • MTSS Facilitators – 84% positions filled <p>Number of students receiving interventions with ESSER funded resources:</p> <ul style="list-style-type: none"> • Dreambox long term assignment- 7,673 • Do the Math- 934 • Orton Gillingham- 6,559 • i-Ready- 3,658 <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to support schools with the use of intervention resources and the Branching Minds platform to meet students’ intervention needs • Ensure the ability to differentiate between students with the need for intervention support and the need for language acquisition support 	\$26.9M	\$8.5M	\$18.4M
2	Bilingual Family School Advocates	<p>What is it?: 40 Bilingual Family School Advocates allotted to schools with greatest need for bilingual FSA support</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 36 of 40 BFSAs have been hired as of Jan 2023 • BFSAs are providing language assistance, student-mentoring/support, family engagement events/opportunities (e.g., a ML Parent Night) • Principals report that BFSAs are having a position impact <p>Next Steps:</p> <ul style="list-style-type: none"> • # of family outreach touchpoints (will be available by the end of June) • Family impact/engagement survey will be deployed by the end of April • Principal Survey by the end of April 	\$2.5M	\$0.7M	\$1.8M

For other initiatives, it is too soon to tell

#	Initiative	What we are doing:	Budget	Enc & Spent	Left to Spend
3	Motion Sensor Fixtures	<p>What is it?: Installation of motion sensor fixtures to minimize the transmission of COVID-19 as well as other viruses by eliminating the need for students to touch highly used surfaces which could adversely impact student attendance.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 188 bottle fillers were installed at 96 schools impacting 67,908 students (1740 bottle fillers are planned to be installed at all schools) • 2 schools have motion sensor fixtures installed impacting 667 students (28 additional schools are planned) <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue with installations and tracking progress to completion • Compare student absences due to illness/ quarantine 	\$2.4M	\$0.6M	\$1.8M
4	Multilingual & Immigrant Tutors	<p>What is it?: Tutoring that provides supplemental instructional support to Immigrant students during the instructional day by providing small group instruction under the direction of the English Learner teacher and to cultivate strong relationships with students and parents to insure student success.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 1 Immigrant Tutor Hired (late December 2022) Serves 145 students at Palisades HS & Ardrey Kell HS • Contracted tutoring services underway <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue hiring Immigrant Tutors (4) & providing contracted tutoring services • Measure impact on student academic success 	\$0.8M	\$0M	\$0.8M

For other initiatives, it is too soon to tell

#	Initiative	What we are doing:	Budget	Enc & Spent	Left to Spend
5	Out of School Time Tutoring (OSTT)	<p>What is it?: High-dosage tutoring outside of the school day in response to pandemic related learning loss for students who need it most at our lowest performing schools.</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Summer - 845 students received 5040 in-person and 5265 virtual tutoring sessions • Summer 2022 participants increased 2 percentile points on average Fall 2022 versus Spring 2022 measured by MAPS and DIBELS • Fall - 3492 students received 15453 in-person and 14276 virtual tutoring sessions (90% In-Person seats filled; 31% Virtual seats filled) • Increased the number of schools from 42 to 61 and increased the number of students served from 845 to 3492 from <p>Next Steps:</p> <ul style="list-style-type: none"> • Currently analyzing Winter 2023 MAPs and DIBELS assessment data versus Fall 2022 and Spring 2022 for participating students who are attending tutoring regularly 	\$51.9M	\$23.9M	\$28M
6	High School Math Curriculum	<p>What is it? New HS Math Curriculum to ensure that all students in Foundations of Math 1, Math 1, Math 2, and Math 3 courses across all CMS schools experience standard-aligned, rigorous coursework</p> <p>Highlights:</p> <ul style="list-style-type: none"> • By June 2023, Foundations of Math 1, Math 1, Math 2 and Math 3 will all have coherent and comprehensive courses created & reviewed as part of the CMS HS Math Curriculum. This work is being done by expert consultants and a team of CMS educators. • Math I - Full Implementation (74 schools); Foundation of Math I – Partial Implementation (20 schools); Math II – Pilot Implementation (7 schools); Math III - curriculum writing and vetting is in process <p>Next Steps: Continue implementation process and continue tracking progress with core action walks and student academic progress</p>	\$3.0M	\$2.3M	\$0.7M

Investments under consideration to deprioritize because the needs have changed

#	Initiative	What we are doing:	Budget	Enc & Spent	Left to Spend
1	Student Devices	<p>What is it?: Chromebooks & iPads</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 49,283 iPads and Chromebooks purchased with ESSER funds • All CMS students had an opportunity to have an iPad or Chromebook during remote & hybrid learning <p>Need met: CMS purchased enough devices to be 1:1 in K-12 during remote and hybrid instruction</p> <p>NOTE: CMS is evaluating continued needs particularly to ensure students have access to devices for participation in expanded learning and summer programming</p>	\$17.7M	\$17.7M	-
2	PPE	<p>What is it?: Personal Protective Equipment to reduce the spread of COVID-19</p> <p>Highlights:</p> <ul style="list-style-type: none"> • All CMS students and staff were provided with PPE <p>Need met: The district also received PPE donations and continues to provide PPE to schools as requested.</p>	\$5.2M	\$4.4M	\$0.7M
3	Zoom EDU	<p>What is it?: Video conferencing software</p> <p>Highlights:</p> <ul style="list-style-type: none"> • 11,199 Active users and 237,960 meetings <p>Need met: ZoomEdu was provided to all CMS staff to support hybrid and remote instruction and work</p>	\$1.1M	\$0.5M	\$0.6M

Proposed ESSER Investments for 23-24

Work aligned to Pillars	Academic Excellence Pillar & Engagement Excellence Pillar	Operational Excellence Pillar	People Excellence Pillar
ESSER Allowable	Student Learning Needs	Health & Safety	Continuity of Services & Employment
Continuing Investments	<ul style="list-style-type: none"> • MTSS (facilitators, interventionists, Branching Minds platform, academic intervention resources) • Orton-Gillingham Trainings • Bilingual Family School Advocates • Students Services Positions (Counselors, Social Workers, Psychologists, Behavior Support Positions) • Out of School Time Tutoring (OSTT) • Data Use for School Improvement Specialists • College & Career Coaches • School-based Mental Health Services • Summer Programs • Telephonic Interpreting Services - 24/7 Language Assistance • Multilingual & Immigrant Tutors • High School Math Curriculum Development & Resources • MS/HS School-based support positions 	<ul style="list-style-type: none"> • Indoor Air Quality Improvement Projects • Motion Sensor Fixtures Projects 	<ul style="list-style-type: none"> • Instructional Professional Development & Support (Teachers & School Leaders) • Recruitment Bonus and Critical Shortage Pay (EC Teachers, Secondary Science, Secondary Math) • Guest Teachers • Monthly substitute bonus • ESSER HR positions • Nurse Extenders
New Investments	<ul style="list-style-type: none"> • ML Teachers, ML Guest Teachers & ML Teacher Pipeline • Lexia Learning Digital Program • Formative ML Language Acquisition Progress Monitoring • Interpretation for ML students to receive direct services from counselors, social workers, & mental health professionals • Street Teams to address chronic absenteeism • Hospital Social Worker • Support for 504 & homebound services • K-12 Science Curriculum • World Languages Curriculum Resources • Book Creator • District Benchmark Assessments • Family/Student on demand instructional resources • Review and alignment of learning resources • AP Pre-Calculus Curriculum Resources • Expanded Learning Department Staff 	<ul style="list-style-type: none"> • Custodial Equipment for sanitation 	

Board considerations for continued use of ESSER funds 2023-24

Purpose: CMS BOE provides thoughts and questions about the proposed 23-24 ESSER Initiatives

Context: We have access to ESSER funds now and it would be beneficial to begin planning and execution in preparation for the 23-24 school year

- What are your thoughts and questions about the new ESSER funded projects/initiatives?

Proposed ESSER Investments for 23-24

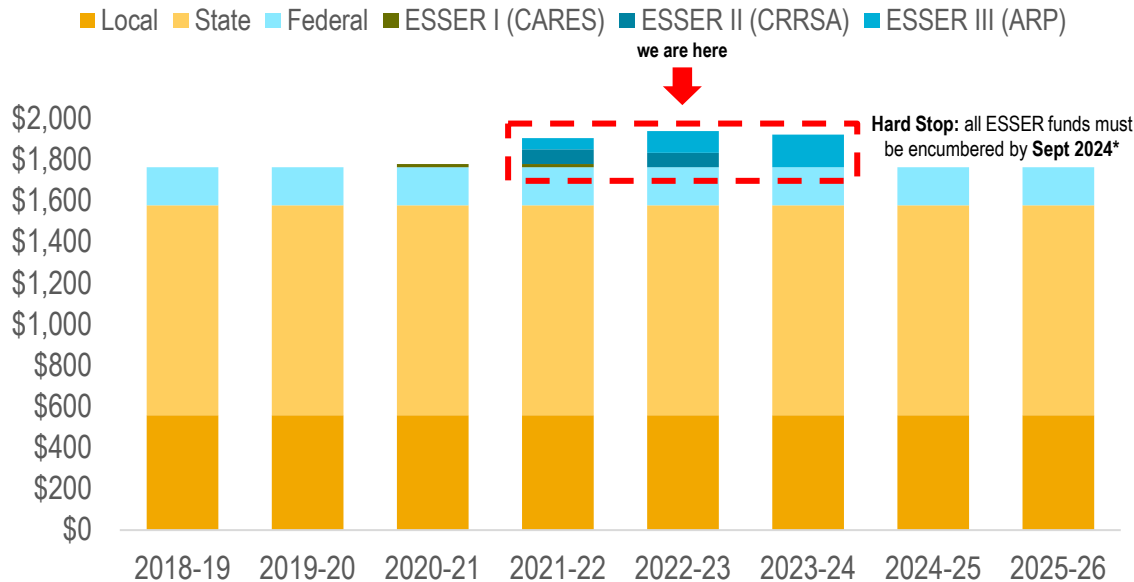
Work aligned to Pillars	Academic Excellence Pillar & Engagement Excellence Pillar	Operational Excellence Pillar	People Excellence Pillar
ESSER Allowable	Student Learning Needs	Health & Safety	Continuity of Services & Employment
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APPENDIX

Currently in year 2 of 3-year ESSER window

Revenue by Source SY18-26 (\$M)
ILLUSTRATIVE*



Distributed across the three years, ESSER is about 2x typical federal funding.

- ← Depends on federal policy

- ← Depends on state funding policy (largely driven by student enrollment)

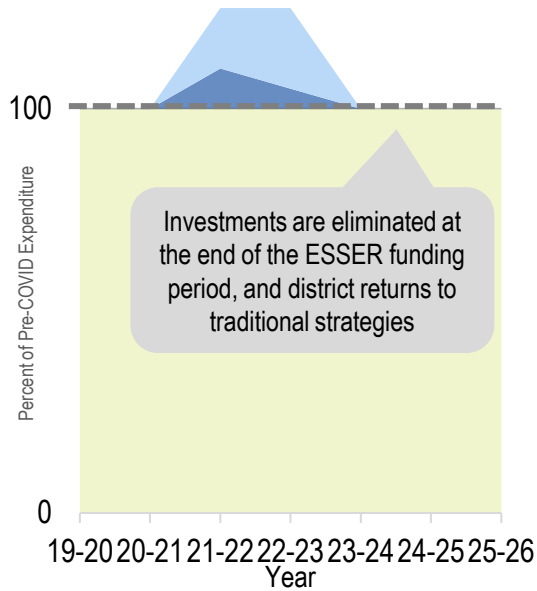
- ← Depends on tax base

*Revenue amounts are illustrative, based on FY23 Total Proposed [Budget](#) and CMS Total ESSER [Allocation](#); does not include recent [exceptions](#) that extend ESSER timeline for certain property and contractor and utility services. Graphics developed by Education Resource Strategies

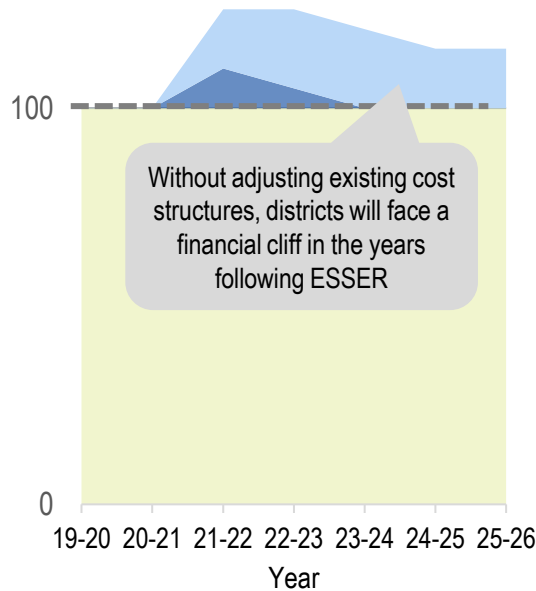
ESSER funding could transform our ways of operating

Illustrative

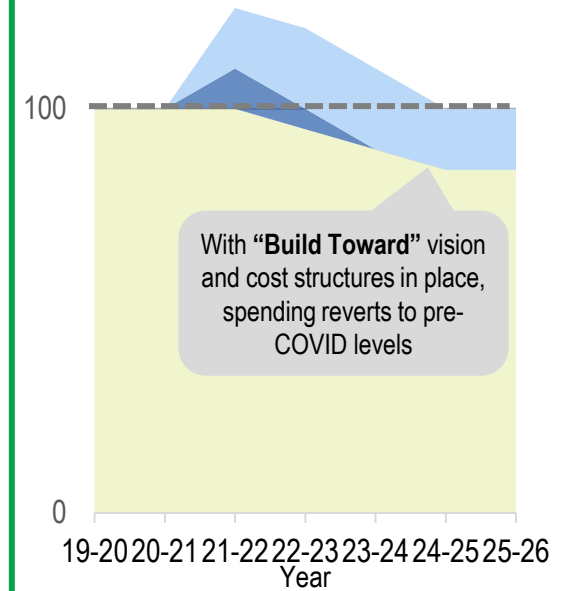
Scenario 1: Ramp up redesign and then ramp down once the funding period ends, getting back to baseline in FY25



Scenario 2: Ramp up redesign, ramp down some programs without making tradeoffs betting on additional funding



Scenario 3: ESSER gives districts a three-year runway to implement a “do now, build toward” approach



■ Current Strategies
 ■ Redesign Strategies
 ■ Recovery Strategies

*Amounts are illustrative, graphics developed by Education Resource Strategies

Guiding Principles: Investing in Recovery & Redesign

- ✓ Understand and quantify students' needs.
- ✓ Invest in proven, high-impact strategies.
- ✓ Design new staffing and scheduling models.
- ✓ Design for equity.
- ✓ Plan spending for long-term sustainability.
- ✓ Create system conditions.
- ✓ Define success, measure, and adjust.

Source: [ERS 7 Principles for Investing ESSER Funds in Recovery & Redesign](#)