

We got the funds! Now What?

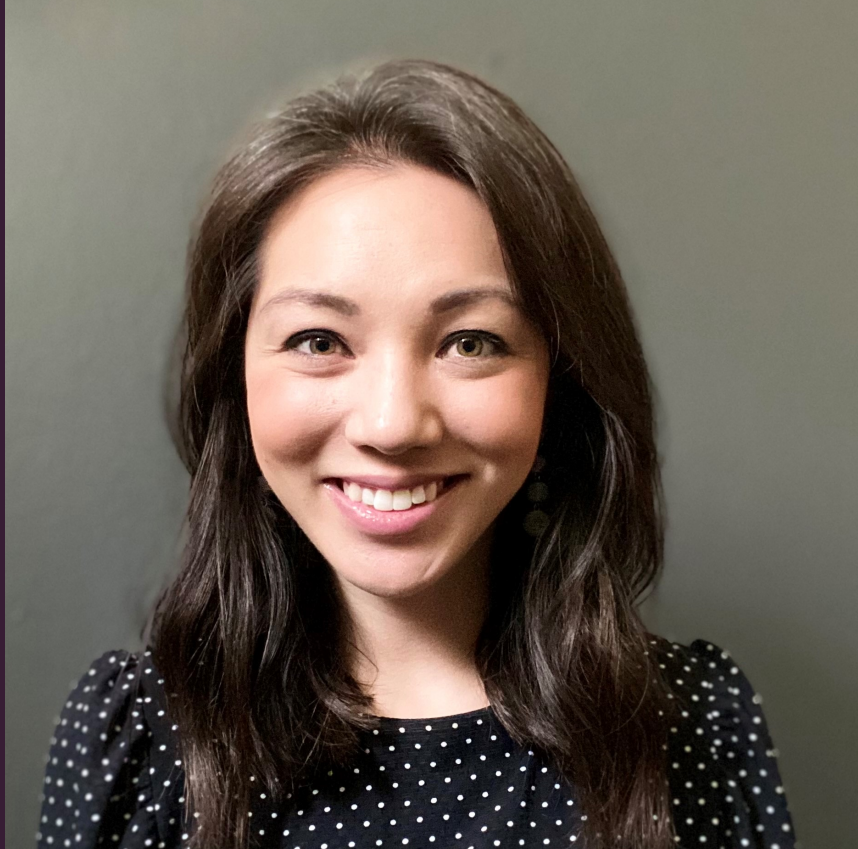
22 October 2021

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Agenda

- Funding Opportunities
- Requirements and Considerations
- Common Practices and Learned Lessons
- Choosing Interventions
- Evaluating and Maximizing Impact
- Open Discussion



Monica Blomker, Cognia
Director of Policy



Alina Chester, Academica
Director of Budgets

Federal funding packages

“The largest one-time federal investment in public education in this country”

Legislation	ESSER Amount	Period of Availability	District Requirements
Coronavirus Aid, Relief, and Economic Security Act (CARES) March 2020	\$13.23 Billion (allocated to SEAs and LEAs based in proportion to Title I, Part A FY19)	30 Sept 2022	Funds must be used for preventing, preparing for, and responding to Covid-19.
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) December 2020	\$ 54.3 Billion (allocated to SEAs and LEAs based in proportion to Title I, Part A FY20)	30 Sept 2023	Same as CARES, with the addition of addressing learning loss, preparing for school reopening, testing/preparing/upgrading projects to improve building air quality.
American Rescue Plan (ARP) March 2021	\$122.75 Billion (allocated to SEAs and LEAs based in proportion to Title I, Part A FY20, after \$800 Million set-aside for homeless children and youth)	30 Sept 2024	20% must be reserved for addressing learning loss through evidence-based interventions (e.g., summer learning/enrichment, extended school year) and interventions must respond to student academic, social, and emotional needs. Funds must address the disproportionate impact of the pandemic on underrepresented student groups. Remaining 80% may be allocated for the same uses as CARES and CRRSA.



ESSER & GEER Funds in Florida

Coronavirus Aid, Relief & Economic Security (CARES) Act

ESSER I

- Governor's Emergency Education Funds (GEER I)
 - GEER Tutoring/Summer Recovery
 - GEER K12 Civic Literacy
 - GEER CTE
 - GEER PPE (closed)
 - GEER Charter Growth Fund
- Elementary and Secondary School Emergency Relief Fund (ESSER I)
- ESSER High Quality Reading Curriculum
- CARES Instructional Continuity Plans

Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act

ESSER II

- Governor's Emergency Education Funds (GEER II)
- Elementary and Secondary School Emergency Relief Fund (ESSER II)
 - Lump Sum
 - Advance Lump Sum
 - Balance of Lump Sum
 - Technology Assistance
 - Academic Assistance
 - Nonenrollment Assistance

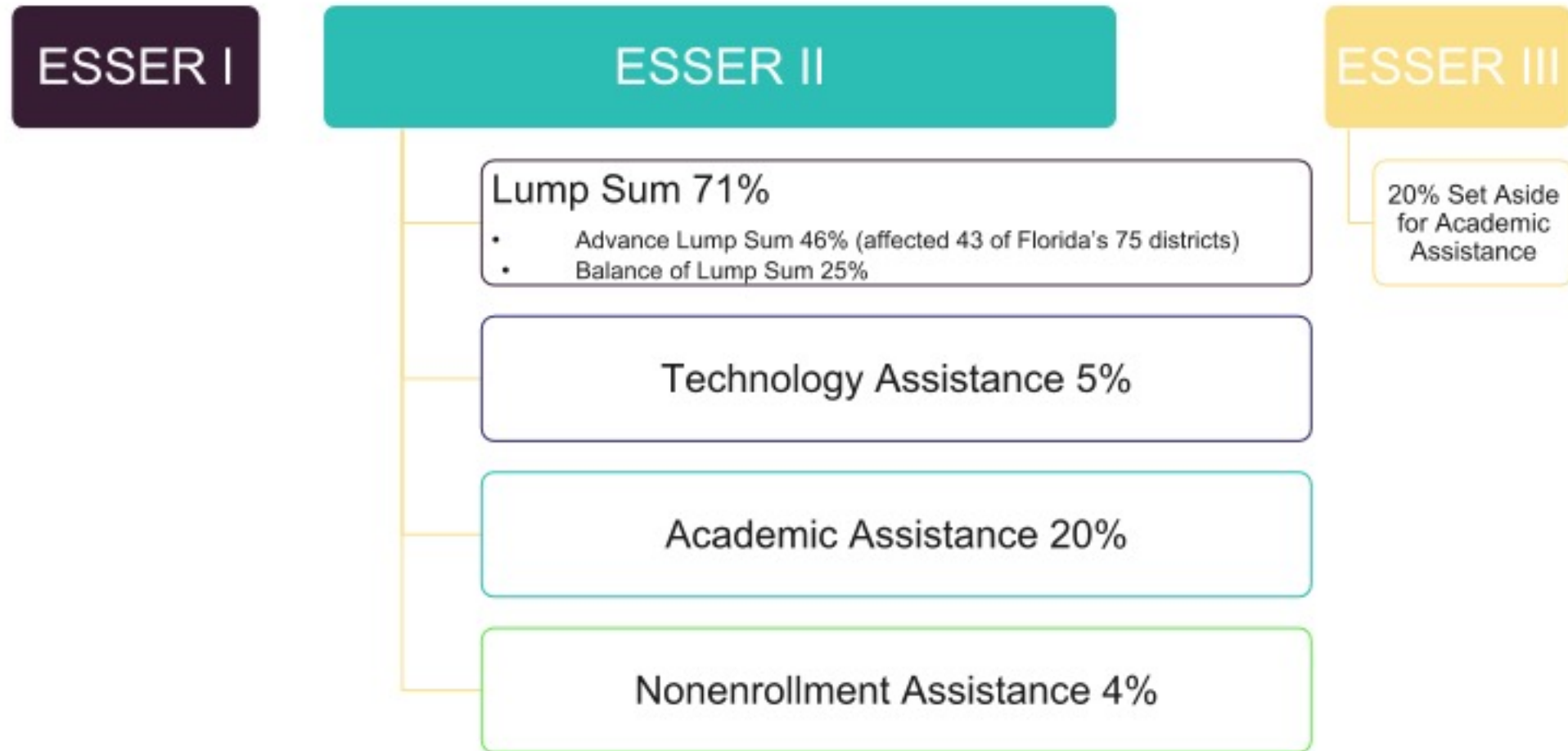
American Rescue Plan Act (ARP)

ESSER III

- Governor's Emergency Education Funds (GEER III)
- Elementary and Secondary School Emergency Relief Fund (ESSER III)



Florida's Unique Approach to ESSER II



Requirements



Pandemic-related



Targeting those most affected



Informed by stakeholders



Broad allowable uses

Supplement vs Supplant

MEMORANDUM

TO: School District Superintendents

FROM: Richard Corcoran

DATE: March 16, 2021

SUBJECT: Coronavirus Response and Relief Supplemental Appropriations Act, 2021 for the Elementary and Secondary School Emergency Relief Fund

The Florida Department of Education (FDOE) is providing all school districts with the request for applications (RFA) to apply for Elementary and Secondary School Emergency Relief (ESSER II) funding, under the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act).

As four of 76 school districts have spent approximately 90 percent of their ESSER I allocations, with this RFA FDOE is now releasing the more than \$2.82 billion in ESSER II federal funds to Florida's school districts with the goal of supporting local efforts in safely keeping schools open while working to ensure a world-class education for our all students.

As you plan for the expenditure of these funds, the following guidance is strongly advisable to ensure the effective use of these funds, both in the spirit of the CRRSA Act and in a fiscally responsible manner:

- Districts should continue to first spend down ESSER I funds before spending ESSER II funds, especially as 72 districts still have more than 20+ percent of unspent ESSER I funds and 39 districts have 50+ percent of unspent ESSER II funds;
- Districts should allocate these funds for nonrecurring needs; in other words, needs that will not exist after Florida's recovery from the pandemic;
- Districts should plan on these funds supporting pandemic-related needs and operations through at least the 2021-22 school year (per law they may be spent through September 2023);
- Districts should expect that these are the funds that would support any costs related to 2021-22 student enrollment counts that are in excess of the enrollment estimates that are used to establish the 2021-22 Florida Education Finance Program (FEFP);

A-18. Is there a "supplement not supplant" requirement for ESSER and GEER funds?

No. The ARP Act, the CRRSA Act, and the CARES Act, however, include detailed provisions requiring States to maintain effort for elementary and secondary education and higher education. (See the [Maintenance of Effort FAQs](#).) Maintenance of effort provisions are designed to keep States from substantially reducing their support for K-12 education and higher education. While these Acts do not address maintenance of effort requirements associated with other Federal funds, such as those for IDEA and ESEA, States and LEAs must be mindful that these requirements continue to apply.

In addition, the ARP Act includes maintenance of equity requirements for both States and LEAs, which will be described in greater detail in separate Department guidance. (See FAQ A-4.)

- Districts should carefully monitor the 2021 Legislative Session in the event that there are temporary adjustments to districts' recurring appropriations in the 2021-22 General Appropriations Act; and
- Individual public charter schools should follow the same guidance provided herein to school districts.

For the current fiscal year – thanks to the leadership of Governor DeSantis – Florida's K-12 education budget has been spared any negative financial impacts associated with the state's fiscal recovery. Additionally, school districts were given incredible financial flexibilities with FDOE emergency orders 2020-EO-01, 2020-EO-06 and 2020-EO-07. These flexibilities have helped districts and individual public charter schools to adjust for the increased costs of normal, routine activities (e.g., increased costs for transportation, food services, teacher professional development and resources to serve students learning in different modalities, etc.).

However, with the 2021 Florida Legislative Session underway, our state's legislators have challenging decisions to make to balance the entire 2021-22 General Appropriations Act and position Florida for success. Therefore, we must recognize the need for fiscally responsible stewardship of ESSER I and now, ESSER II funds.

Needs and Considerations

Student recovery and intervention

School ongoing pandemic support

Building capacity and preparing for funding cliff

Florida's Most Common ESSER Investments

- Staffing
 - Extended school days & tutoring
 - Summer Learning
 - Recruitment and Retention
 - Specialized staff – counselors, social workers, reading specialists
- Technology
- High Quality Instructional Materials
- Building Improvements

Lessons Learned

- Keep it simple. Fewer invoices, easier reimbursements
- Tutoring & Summer – offer higher than previous rates to teachers
- Acknowledge that new positions are grant funded and therefore temporary
- Target students most impacted
- Retain teachers
 - Professional development
 - Recruitment and retention stipends with acknowledgement of individual contributions (awards/ceremonies)

Choosing the Right Interventions

- Show me the evidence!
 - Learning Policy Institute: [How Can States and Districts Use Federal Recovery Funds Strategically?](#); [Resources and Examples](#)
 - US Dept of Education Resources: [Strategies for Lost Instructional Time](#); [COVID-19 Handbooks](#); [Best Practices Clearinghouse](#)
 - FutureEd: [Parsing the Evidence Requirements of Federal Covid Aid](#)

Determining Impact



EXPECTATIONS



MONITORING

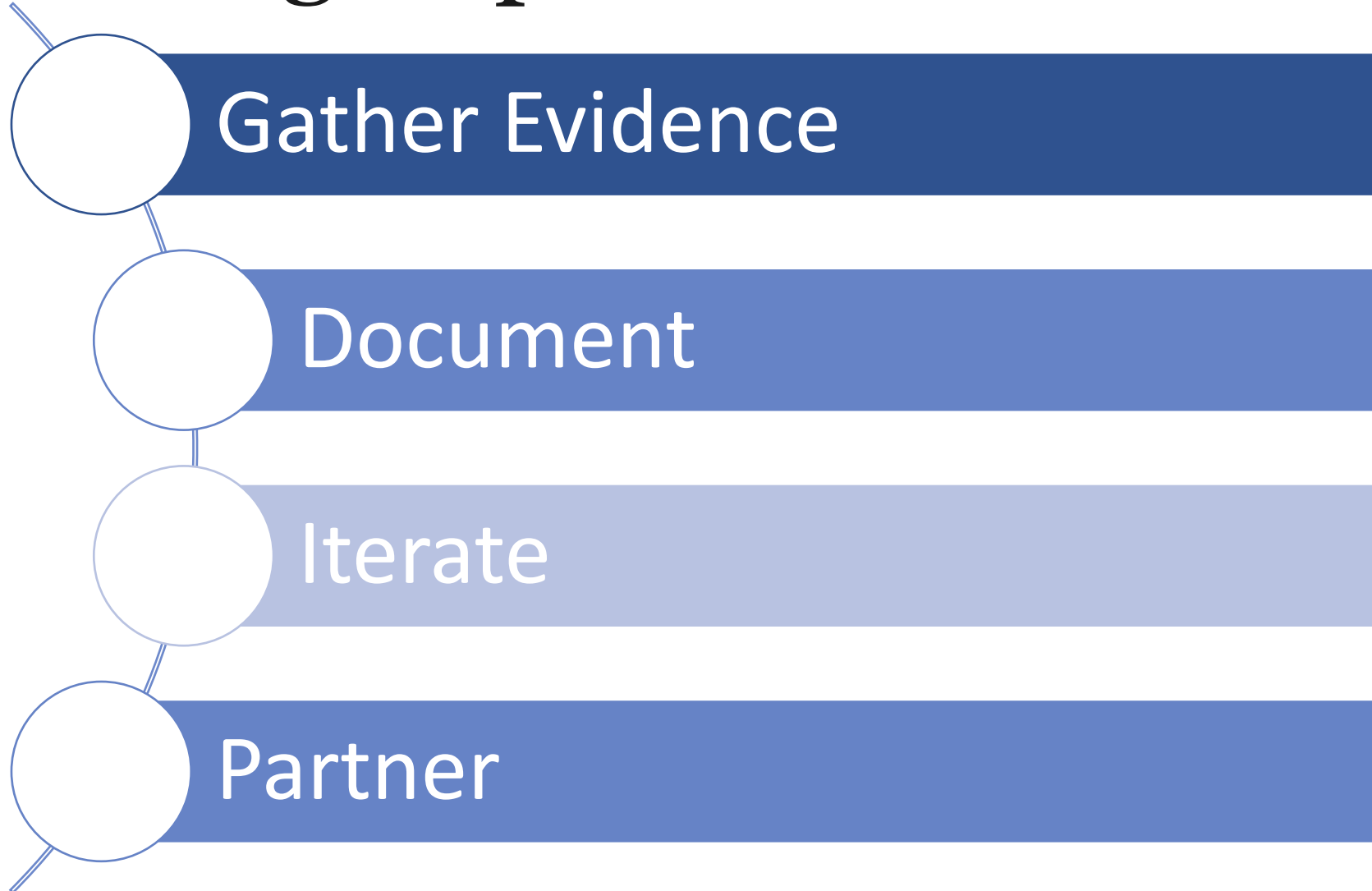


EVALUATION

What does evidence of impact look like?

- Data → Information → Action
- Multiple Measures
- Qualitative and Quantitative
 - Surveys (Climate/Culture, Student Engagement)
 - Observations (eleot, Teacher Observation Tool)
 - Attendance/Engagement (Stakeholder engagements)
 - Performance (Interim/Benchmark assessments)

Maximizing Impact



Open Discussion

- Guiding Questions
 - How are you measuring the impact of these funds?
 - Where are opportunities to partner or integrate to build capacity?
 - Are those most affected by the pandemic targeted by these interventions?

Thank you for coming!

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