



The ESSER Cliff

10/19/2023

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Understanding ESSER

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)

Requirements



Pandemic-related



Targeting those most affected



Informed by stakeholders



Broad allowable uses

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

ARP ESSER – Remaining Grants End September 30, 2024

Grant Name	TAPS Number	Grant Purpose	Example Allocation Size for school of 1000 students	Grade Levels Targeted	Grant Period
ESSER III	22A175	The ARP ESSER funds under the ARP Act are provided to Local Educational Agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (“COVID-19”) has had, and continues to have, on elementary and secondary schools in Florida. This includes helping school districts and other LEAs safely reopen schools, restore and maintain high-quality learning environments, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools	\$2,500,000.00	K-12	March 13, 2020 to 9/30/24
Supplemental Programming	23A238	Summer enrichment camps, after school programs, individualized tutoring services.	\$56,000	K-12	Submission date to 9/30/24
Intensive Afterschool and Weekend Academies	22B119	Evidenced-based, comprehensive, intensive outside the school day learning opportunities in the areas of literacy, science, technology, engineering, math, and civics.	\$15,000	K-12	Submission date to 9/30/24
Instructional Materials	22A218	Tools of instruction to standards aligned curricula for any grade level. Instructional materials must be in the 2020-2021, 2021-2022, 2022-2023, and/or 2023-2024 state adopted lists.	\$10,500	K-12	Submission date to 9/30/24
Targeted Math Interventions & STEM Experiential Activities	22A221	Support mathematics acceleration with a focus on closing the achievement gap.	\$1,800	K-12	Submission date to 9/30/24
High-Impact Reading Interventions (HIITS)	22A223	Supplemental support for high-quality reading strategies and literacy professional development based on the science of reading. Focus on providing intensive interventions to low performing students .	\$24,000	VPK-3	Submission to 9/30/24

Liquidation Extension – what to know

- Grant ending period remains the same Sept, 30, 2024 – liquidation extension may allow payments and delivery through January 2025
- Liquidation extension must be requested with proof of each obligation requiring extension





Maximizing Funding

Budget Planning for 2024-25



Look at your 2023-24 budget.

If your ESSER Revenue is **LARGER** than your Surplus then you need to start thinking about where you'll be reducing expenses next year.

Ex. \$500,000 ESSER Revenue and \$350,000 surplus in 23-24 means

-\$150,000 deficit in 24-25 without ESSER

Think about cuts you can make to make up the 150k difference, and you don't want to be at zero, so really you should be looking at 200k cuts.

Remember – hourly staff are making up to 50% more than they were when we started getting ESSER funds so even keeping the same # staff as before may be tricky

Charter School Budget Planning 2024-25

1. Use new funding streams wisely:

- Local Referendums
- Local Capital Outlay

2. Use existing funding streams wisely:

- AP, Dual Enrollment and CTE Programs – check that you are getting the funding, submitting everything timely
- Gifted student funding – identify and code correctly
- Review existing grant allocations

CS/CS/HB 633 (Ch. 23-104) K-12 Education (Class-size)

Effective Date: July 1, 2023

What Does the Bill Do? This law eliminates the financial penalty for noncompliance with Florida class-size requirements and grants military children exceptional status with respect to special academic programs in the district and controlled open enrollment options, if the parent is transferred to Florida during the school year.

Class-size Penalty

Currently, section 1003.03, F.S., establishes a formula to determine the appropriate penalty when a school violates the class-size amendment. This new law strikes all of the financial penalties. However, districts will still need to determine if their October survey indicates any class-size violations and submit a plan to the Commissioner by February 1st detailing what actions the district will take to return to compliance by the next October survey.



Using Local Referendums as an “Off Ramp” from ESSER Funds

	Miami Dade	Broward	Palm Beach	St. Lucie	Pasco	Brevard	Duval	Lake
Teacher Supplements	x	x	x	x	x	x	x	
Paraprofessional Supplements	x	x	x		x	x	x	
Non-Instructional Supplements		x			x	x		
Armed Security	x	x	x	x				x
Unarmed Security	x	x	x	x				x
Nurses		x						x
Clerical Staff		x				x		
Mental Health Staff		x	x	x		x		x
Arts & Choice Program Teachers			x	x		x	x	
Arts & Choice Program Supplies				x		x	x	
Facility Hardening	x		x	x				x
General Ed Teachers						x		
Early Childhood Staff						x		
Technology						x		

Consider rolling forward 23-24 funds to help with the drop in 24-25 funding

CS/CS/HB 1259 (Ch. 23-69) Education (charter school capital outlay funding)

Effective Date: July 1, 2023

~\$600/student from state +
phase in from district

The law will now provide that **districts must share their 1011.71(2) discretionary millage dollars**

Law is being phased in for
districts at 20% per year

Charter School Capital Outlay funds may be used for any of the following purposes:

Must distribute by Feb 1

- a. Purchase of real property.
- b. Construction of school facilities.
- c. Purchase, lease-purchase, or **lease of permanent or relocatable school facilities.**
- d. Purchase of vehicles to transport students to and from the charter school.
- e. Renovation, repair, and maintenance of school facilities that the charter school owns or is purchasing through a lease-purchase or long-term lease of 5 years or longer.
- f. The **purchase, lease-purchase or lease of computer and device hardware** and operating system software necessary for gaining access to or enhancing the use of electronic and digital instructional content and resources; and enterprise resource software applications that are classified as capital assets in accordance with definitions of the Governmental Accounting Standards Board. The software application must have a useful life of at least five years and be used to support school-wide administration or state-mandated reporting requirements. Enterprise resource software may be acquired by annual license fees, maintenance fees or lease agreement.
- g. Payment of the cost of premiums for property and casualty **insurance** necessary to insure the school facilities.
- h. Purchase, lease-purchase, or lease of driver's education vehicles; motor vehicles used for the maintenance or operation of plants and equipment; security vehicles; or vehicles used in storing or distributing materials and equipment.
- i. The payment of the cost of the opening day collection for the library media center of a new school.

Budget

SB 2500 (Ch. 23-__)

General Appropriations Act

Effective Date:

July 1, 2023

Approved by Governor:

June __, 2023

What Does the Bill Do?

This is the General Appropriations Act (GAA) for 2023-24. It is important to remember when reviewing the changes from last year that the Legislature significantly amended the way the FEFP is calculated and instituted universal school choice, so some of the numbers may suggest more significant changes than are actually there.

Category	4 th Calc 22-23	Conf Calc 23-24	Difference	Percentage Diff
Unweighted FTE	2,977,710.18	3,095,082.45	117,372.27	3.94%
Weighted FTE	3,276,847.70	3,413,445.79	136,598.09	4.17%
RLE	3.262	3.262	0	0%
BSA	\$4,587.40	\$5,139.73	\$552.33	12.04%
Total Funds per UFTE	\$8,243.44	\$8,648.11	\$404.67	4.91%
Base FEFP	\$15,034,590,411	\$17,753,850,142	\$2,719,259,731	18.09%
Classroom Teacher & Other Instructional Personnel Salary Increase (fka TSIA)	\$800,000,000	\$1,052,803,316 (Rolled into BSA)	\$252,803,316	31.60%
ESE	\$1,094,851,200	\$1,211,296,702	\$116,445,502	10.64%
Compression and Hold Harmless	\$66,139,409	Rolled into BSA		-100%
Inst. Materials	\$246,978,361	Rolled into BSA		-100%
Mental Health	\$140,000,000	\$160,000,000	\$20,000,000	14.29%
Reading	\$170,000,000	Rolled into BSA		-100%
Safe Schools	\$210,000,000	\$250,000,000	\$40,000,000	19.05%
Sparsity	\$62,181,511	Rolled into BSA		-100%
Transportation	\$515,009,084	\$535,831,174	\$40,822,090	4.04%
Educational Enrichment (fka SAI)	\$719,314,907	\$825,066,525	\$105,751,618	14.70%
Total FEFP	\$19,544,051,475	\$21,186,118,818	\$1,642,067,343	8.40%
Local Effort	\$8,854,248,311	\$9,891,348,974	\$1,037,100,663	11.71%
State Effort	\$10,689,803,164	\$11,294,769,844	\$604,966,680	5.66%
Class Size	\$2,896,071,526	\$2,784,578,812	(\$111,492,714)	-3.85%

FEFP Highlights – Safe School and Mental Health Allocations

Safe Schools FEFP Funds (\$81/FTE)

School Resource Officers, School Safety Officers, School Guardians and School Security Guards, as described in s. 1006.12, F.S.

After-School Programs for Middle School Students

Middle and High School Programs for Correction of Specific Discipline Problems

Behavior-Driven Intervention Programs, including anger and aggression management strategies

Alternative School Programs for Adjudicated Youth that may include a web-based virtual system that results in mastery and certification, competency or credentials in the following inter-related counseling disciplines necessary for success in education and the work environment, including adjustment, educational, employment and optimal mental health areas that will include, but are not limited to, anger and impulse control, depression and anxiety, self-esteem, respect for authority, personal behavior, goal setting, time and stress management, social and workplace adjustment, substance use and abuse, workplace soft skills, communication skills, work ethic, the importance of timeliness, attendance and the self-marketing skills for future educational and/or employment opportunities

Suicide Prevention Programs

Bullying Prevention and Intervention

Detection Dogs

Mental Health FEFP Funds (\$52/FTE)

School Counselor(s) – DOE certified

School Psychologist(s) – DOE certified and/or DOH licensed

School Social Worker(s) – DOE certified and/or DOH licensed

Other (DOH) Licensed Mental Health Service Providers

Mental Health Administrator(s):

Mental Health Support Staff:

Expenditures for services provided by community-based mental health program agencies or providers:

Expenditures for the professional development and training:

Expenditures for travel (in-county, out-of-state, and out-of-county):

Expenditures for supplies, materials, and equipment:

Is the district keeping your funds? If so are you getting your money's worth?



Dual Enrollment and Early Graduation Funding

Advanced Placement: 0.16 (\$822) for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination

Industry Certification: 0.1 (\$514) or 0.2 (\$1,028) for each student who completes a course as defined in s. [1003.493\(1\)\(b\)](#) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education.

Dual Enrollment: .08 FTE (\$411) for each student who completes a general education core course through the dual enrollment program with a grade of "A."

AA Degree through Dual Enrollment with a 3.0 or better: A value of .3 FTE (\$1,542) for any student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better

Additional FTE on the Charter School Revenue Estimate Worksheet

Additional FTE	<p style="text-align: center;">Number of FTE</p> <p style="text-align: center;"><i>Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.</i></p>		<p style="text-align: center;">2023-24 Base Funding (WFTE x BSA x CWF x SDF)</p>	
Advanced Placement	0.16		\$ 822	
International Baccalaureate			\$ -	
Advanced International Certificate			\$ -	
Industry Certified Career Education	0.10		\$ 514	
Early High School Graduation	0.30		\$ 1,542	
Small District ESE Supplement			\$ -	
Dual Enrollment	0.08		\$ 411	
Total Additional FTE		0.6400	Additional Base Funds	\$ 3,289
Total Funded Weighted FTE		0.6400	Total Base Funding	\$ 3,289

Gifted Student Funding

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	1.00	PK-3	251	\$ 975	\$ 975
		PK-3	252	\$ 3,147	\$ -
		PK-3	253	\$ 6,422	\$ -
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.	1.00	4-8	251	\$ 1,093	\$ 1,093
		4-8	252	\$ 3,265	\$ -
		4-8	253	\$ 6,540	\$ -
	1.00	9-12	251	\$ 778	\$ 778
		9-12	252	\$ 2,950	\$ -
		9-12	253	\$ 6,225	\$ -
Total FTE with ESE Services	3.00			Total ESE Guarantee	\$ 2,846

Gifted Students are funded the same as basic ESE students.

Make you are testing your population for gifted students and that their schedule shows gifted classes with a gifted – endorsed teacher (or teacher on a waiver for gifted).

Note: You still get full funding if you have a combination class of gifted and regular students as long as gifted students are showing coded to a gifted class code

Note of Caution: Title I – Districts choosing CEP affect charter schools

Reductions in Title I allocations due to:

- An overall 5% reduction of the M-DCPS Title I, Part A Preliminary Allocation released by the Florida Department of Education (FDOE)
- In addition, there was an increase in the number of schools with an eligibility poverty threshold of 75% or above, based on the Preliminary February 2023 Survey 3 received from FDOE, that also impacted the per pupil allocation tiers in the rank and serve model implemented by M-DCPS.
- Lastly, the FDOE had given Districts the option to utilize the February 2020 Survey 3 data for the past couple of years, therefore, any loss of enrollment from February 2020 to February 2023 would have also impacted the FY 2023-2024 allocation

**Make Cuts where
Possible**

Must Have vs. Nice to Have



Must Have	Nice to Have
❖ Teachers	❖ Teacher Assistants
❖ Progress Monitoring Tools	❖ Special Programs for Electives
❖ Curriculum (Core)	❖ Curriculum (non-core)
❖ Counselor (Social Emotional Learning Support)	❖ Additional Administrative Staff
❖ Rent, Utilities	❖ Special projects (new bathrooms, painting)
❖ Technology (Hardware & Software)	❖ Workbooks, Textbooks, Paper



Culture Building and Budget Cuts

- Identify the greatest need in your school
 - Establish high priority areas
 - Free and Reduced Lunch
 - English Language Learners
 - Students with Disabilities
- Recognize the opportunity to build leaders
 - Additional responsibilities
 - Streamline job responsibilities
- Provide opportunities to build collegiality
 - Staff games/social outings
 - Staff recognition
 - Team building

Collaborative Decision Making



Involve your team ASAP

Assistant Principals
Department/Grade Level
Chairs
Curriculum Specialists



Make them part of the solution



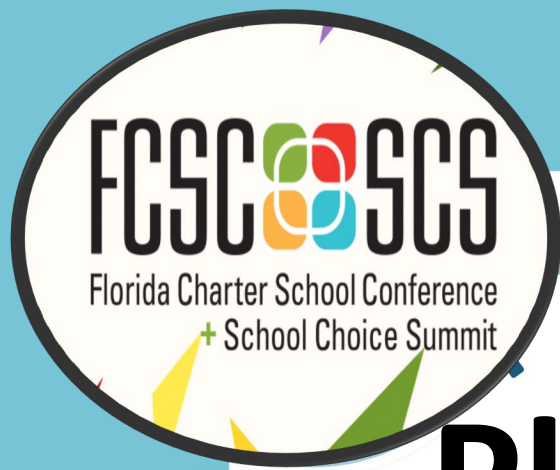
Have a clear mission/vision in all planning discussions



Communication &
Transparency with all
stakeholders

Stakeholder Surveys
Townhall meetings

Questions?



**Please complete
the session
evaluation!**