

January 27, 2022 OISD CHARTER SCHOOLS

(A) Kevin Walters

Michigan Department of Education

Name of Grant	ESSER I	ESSER II	ARP ESSER III	Section 11t
Expenditure Period Start	March 13, 2020	March 13, 2020	March 13, 2020	March 13, 2020
Expenditure Period End	September 30, 2021	September 30, 2022	September 30, 2023	September 30, 2023
Tydings Amendment End	September 30, 2022	September 30, 2023	September 30, 2024	September 30, 2024
Liquidation Period End	December 30, 2022	December 30, 2023	December 30, 2024	December 30, 2024
Application Deadline	N/A	N/A	December 15, 2021 /	TBD (90 days after
			February 15, 2022	application opens)

Tydings Amendment Period date is the last date to obligate funds for each specific grant

ARP ESSER III: February 15, 2022, deadline for those that checked box requesting more time

TIMELINES FOR ESSER FORMULA FUNDS

NOTE: Section 11t application is under development and deadline to submit will be determined upon opening of application

Program Area	ESSER III Formula Funds	ESSER III Discretionary Funds State: PA 48, 11t - Equalization Funds	
Timeline - 90 days to submit	Sept. 15, 2021 - Dec. 15, 2021* MUST submit by the due date or risk eligibility.	Application coming Due 90 days after application opens	
Purpose	Prevent, prepare for, address the impact of the pandemic		
Target Populations	Needs of all students, particularly the needs of designated students disproportionately affected by pandemic	Needs of designated student populations** only	
Meaningful Consultation in Development of LEA Plan Needs → Plans → Funds approach Ensure access and opportunity Engage in ongoing, two-way communication Strive for consensus	Engage in (and document) meaningful consultation with stakeholders*** and give the public an opportunity to provide input in the development of the LEA's plan (before decisions are made). Consider the lens of all students and LEA's designated student populations. (Requirement met for Return to In-Person Instruction Plan/Continuity of Learning Plan)		

LEA PLAN COMPONENTS - LEA Plan must be accessible and available to stakeholders

Return to In-Person Instruction Plan	LEA's Continuity of Learning Plan meets this requirement. Requirement for meaningful consultation in developing this plan is also considered met. LEA must update the CoL Plan within 6 months.		
LEA Plan for Use of Funds	Requires meaningful consultation with stakeholders and opportunity for public input.		
Dropdown options: Need, Implement, Support, Track, Monitor	ESSER III Plan for Use of Funds *does NOT need to be complete before the initial submission of the app	11t Plan for Use of Funds is a separate plan	
Required Set Asides	Min. of 20% to address learning loss	Min. 51.4% to address learning loss Min. 10.3% for summer programming Min. 10.3% for after school programming	
Allowable Uses of Funds	Sec. 2001(e) LEA Allowable Uses of Funds		
LEA Maintenance of Equity (unless LEA is exempt****)	Maintain equity of per pupil spending & staffing in high poverty schools for FY22 & FY23 (MDE Worksheet pending - Calculate Baseline Data: FY20, use student membership data/FTE per USED)		

ESSER III LEA Planning - Sample Timeline

Program Component	Submit Initial App By Dec. 15	Within next 30 - 60 days	By end of the year
Return to In-Person Instruction Plan Meaningful Consultation	NA Both Requirements met by Continuity of Learning Plan	Update COL Plan within 6 months, as appropriate	
LEA Plan for Use of Funds • Meaningful consultation Incorporate planning into district's continuous improvement process	 Assess Needs of all students and special populations Initiate meaningful consultation with internal & external stakeholders by taking at least one step, such as: Establish a consultation plan Share data summaries or data stories from needs assessment with stakeholder groups Gather input by conducting a survey(s), focus group(s), planning meeting(s) with stakeholder group(s) to inform needs assessment and planning 	Continue consultation with stakeholder groups Compile input from stakeholders Share summary with stakeholders; respond to questions Develop draft plan/budget to address current needs and needs for the remainder of the year Share with stakeholders & public for feedback Amend plan/budget, as needed	 Provide updates to stakeholders and the public on status of plan implementation and interim results Monitor implementation and results Gather input/feedback to inform year 2 and year 3 of the plan Amend the plan/budget, as needed
Maintenance of Equity	 Determine if LEA is required to Review MDE memo; share in district as appropriate 	 Calculate baseline data (FY21): per pupil spending and per pupil staffing Run calculations for FY22, based on current staffing and budget 	 Run MoEq calculations periodically to check for red flags; adjust plan and budget, as needed

LEA Plan for Use of ARP ESSER Funds Meaningful Consultation with Stakeholders

Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

This requirement remains for the LEA Plan for Use of Funds. It is not considered met based on previous submissions of COVID Learning Plans to CEPI

A separate LEA Plan for Use of Funds is required specific to Section 11t funds





What qualifies as Meaningful Consultation?

The LEA will need to document supporting data that meaningful consultation was accomplished as it relates to ARP ESSER III use of funds

There are a number of local approaches to meet this: Face-to-Face, Surveys, Part of regularly scheduled stakeholder meetings, Town Hall type meetings



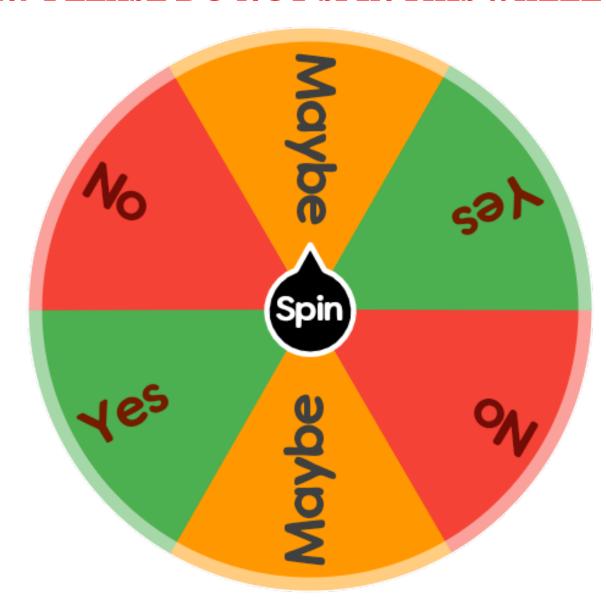
Making Meaningful Consultation MEANINGFUL

Simply soliciting responses to a survey or other means equates to Consultation

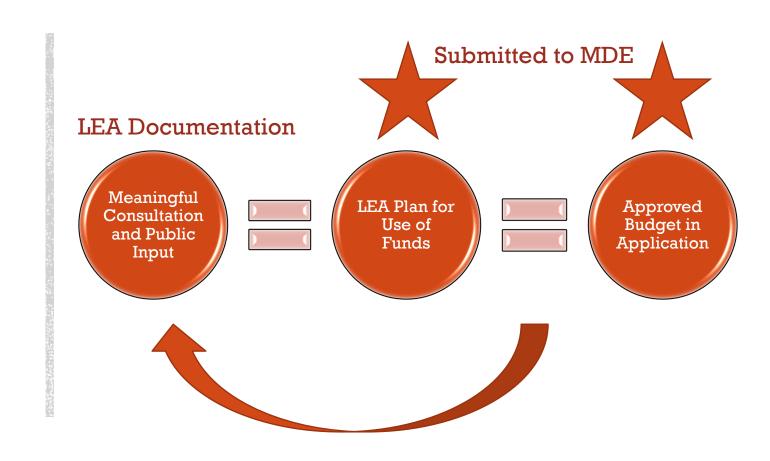
Using gathered information to engage in discussion in an effort to reach consensus equates to Meaningful Consultation

MEANINGFUL CONSULTATION: PLEASE DO NOT SPIN THIS WHEEL









MEANINGFUL CONSULTATION: PLEASE GET TO YES!





GUIDANCE FOR COVID-19 PREVENTION IN K-12 SCHOOLS | CDC

ED COVID-19 HANDBOOK, VOLUME 2 (PDF)

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ED COVID-19 HANDBOOK, VOLUME 2 (PDF)

LEA PLAN OF USE NARRATIVE

Each LEA must submit a LEA Plan of Use Narrative. If the LEA has not yet been able to complete their LEA Plan of Use Narrative, they should indicate so by checking the checkbox below and leaving the narrative questions blank. Once the LEA Plan of Use Narrative has been completed the LEA should amend the application and include the narrative content below and remove the check from the checkbox and resubmit the application.

The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend t	hair application at the
time the Plan of Use Narrative is complete.	пен аррисации ас ше
Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies	es
that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:	
order to continuously und surely open and operate surous for in person learning.	
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Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to	
address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended	
school year:	
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Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARI	9
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Please describe how the LEA will ensure that the interventions it implements, including but not limited to the	
interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of	
lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and	
particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low- income families, students of color, English learners, children with disabilities, students experiencing homelessness,	
children in foster care, and migratory students.	\neg
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If you requested more time.....

• LEA Plan for Use of Funds must be submitted by February 15, 2022. The budget does not need to be complete to submit.

Why February 15.....

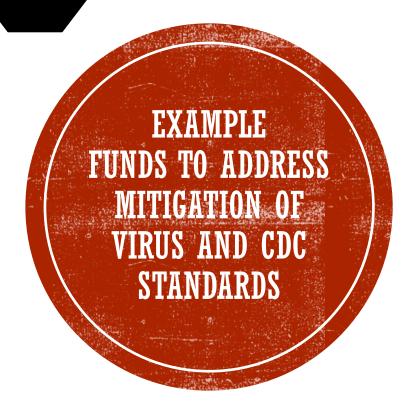
• MDE must post any/all LEA Plan for Use of Funds for all eligible entities by March 1, 2022.

Why is LEA Plan important?

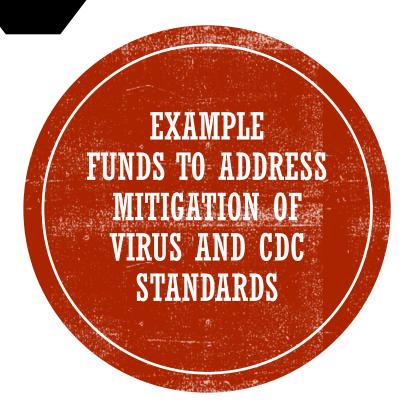
• The LEA Plan for Use of Funds must be developed based on "meaningful" consultation with local stakeholders and public input BEFORE submission.

Review Process is Two-Step at MDE

LEA Plan for Use of Funds and Program
 Description Narratives are reviewed FIRST.
 When approved, they are moved to budget
 review. MUST BE ALIGNED to gain approval



Funds will be used to update school buildings to improve air quality throughout buildings including updating windows, roof updates, and updating indoor and exterior doors. Also, funds will be used to provide supplies for filtration systems to continuously improve air quality; the purchase of cleaning and sanitation supplies to keep classrooms and frequently occupied areas clean; the purchase of masks to allow students and staff who wish to wear masks the ability to do so or in mandated areas such as buses; and dividers/barriers for areas where distancing of greater than 3 feet is not possible.



We have returned to face-to-face learning this fall and are committed to staying face-to-face to ensure consistent and equitable learning opportunities for all students. We follow the mandates from the **CDC and** our local health department to safely maintain **instruction** in the classroom setting. Our build and the aging infrastructure is a concern. Improving air quality is a recommended mitigation strategy that requires upgrading building air handler systems to include better ventilation and air filtration. A portion of the ESSER III funds will be used to replace the heating, ventilation, and air conditioning (HVAC) system in our oldest building in the district to reduce the spread of disease and lower the risk of exposure by reducing the **viral particle concentration**.

2

EXAMPLE **FUNDS TO ADDRESS** 20% LEARNING LOSS To address the academic impact of lost instructional time while learning remotely from March 2020 through February 2021, the XXXXX School District will provide summer learning, summer enrichment and comprehensive after school programs. Summer school will be provided to students in the area of Reading and Mathematics for an 8-week duration. We will use software, in addition to in-person access to highly qualified teachers, to provide students with evidence-based **interventions that target their learning needs**. Learning needs will be determined on the review of common assessments and benchmark data with building principals and Learning Specialists. A summer enrichment program will also be offered in the district and will include extending Reading and Mathematics software licenses; Lexia and Dreambox respectively, to allow students to "power up" during the summer months and accelerate their learning. In addition, a 2-week **STEM summer enrichment option** will also be available to district participants. After school evidence-based programs, such as one-on-one tutoring, will be employed at all levels, in addition to after school small group tutoring options in the area of **Reading and Mathematics**. Funds will be allocated to staff our summer school initiative, summer enrichment and after school programs, as well as needed summer curriculum materials, software licenses and staff professional development.



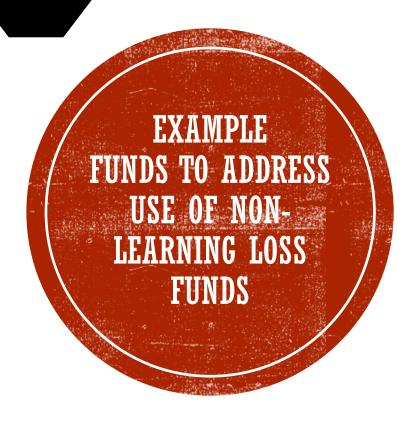
Our teaching staff and administration will collaborate throughout the school year to review our current curriculum resources, pacing guides, and State and National guidelines to ensure accurate identification of the key standards of each course as well as appropriate alignment between courses within and between content areas.

This work will be significantly influenced and informed by the work that our teaching staff continuously does in identifying 'power' standards, alignment of curriculum, and review of best practice in teaching. The expectation for each course will be identify approximately five key grade level targets for each course and to identify appropriate supports and 'just in time' learning practices to ensure all students will be able to access grade and age-appropriate learning.

3

EXAMPLE FUNDS TO ADDRESS USE OF NON-LEARNING LOSS **FUNDS**

Maintaining the current staffing as mentioned above will help the district **implement multiple CDC layered prevention strategies** to protect students, teachers, staff, visitors, and other members of their households. In addition to this but more indirectly, resources that were dedicated at the beginning of the pandemic to providing internet hot spot access points, as well as a virtual alternative instruction method will be able to continue to supplement our in-person learning. This **additional programming provides an opportunity** for families that regardless of how many mitigation factors the district takes, still feel that at home learning is **best for their child**. The district is able to provide district in house teaching to those students using the **Bright Space LMS platform** as well as a myriad of other online software to create a similar expectation to those students that are in-person. Providing equal opportunities to online students is essential to maintaining as much physical distancing of in-person learning as possible.



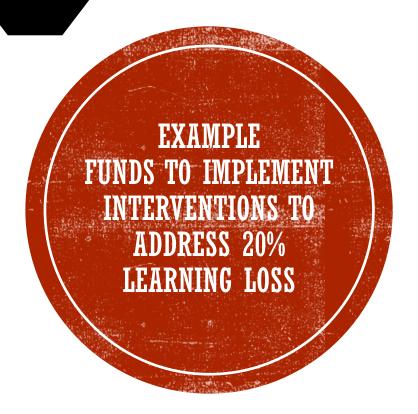
The district will purchase technology that will allow access to for all students to updated curriculum and research-based intervention programs. Purchase subscription for an online program that provides individualized instruction based on a screening assessment. Hire additional staff that will allow for smaller class sizes and teacher to student ratio and allow more individualized small group instruction in the K-5 classrooms.

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EXAMPLE FUNDS TO IMPLEMENT INTERVENTIONS TO ADDRESS 20% LEARNING LOSS

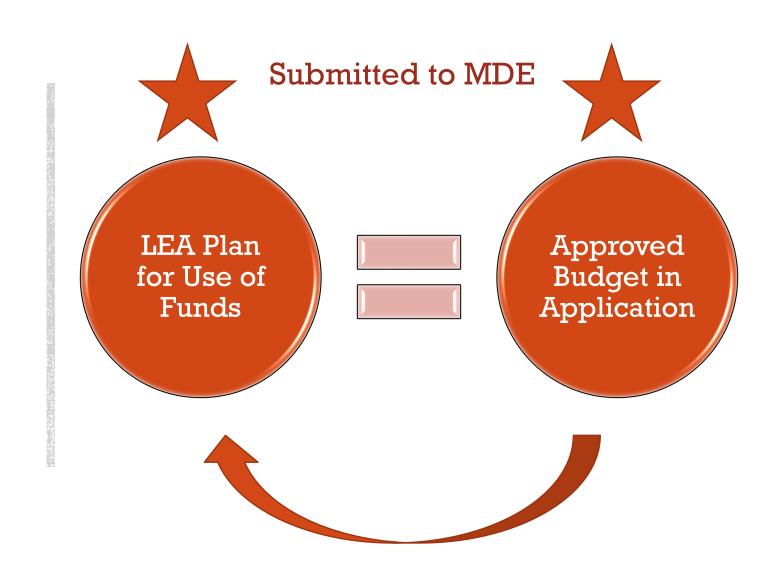
Benchmark Assessment data will be reviewed in the fall, winter and spring, to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. iReady, the diagnostic assessment tool used for grades K-8, provides resources specific to the needs of every child and adapts to their individual changing progress. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. Our middle school and high schools will be staffed with highly qualified **counselors**. Four new **social workers** have been added based on anticipated additional grant funding. These positions are also assisting us with meeting the social, emotional, and academic needs of all students. Funding will also support the **development of a socialemotional screening tool** to be implemented as part of our ongoing **MTSS work**. This screening tool will provide data to help staff address needs of individual students as well as groups in need of intervention.



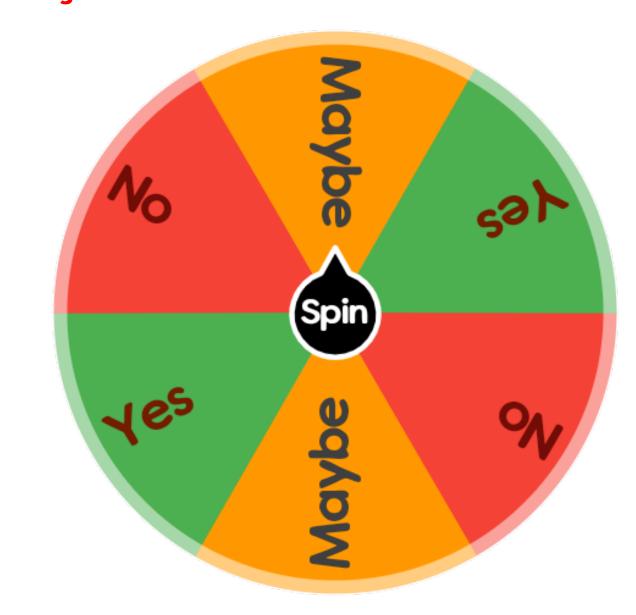
Guidance Counselor to support the needs of students as a result of COVID-19, difficulties transitioning to remote learning, dropout prevention activities with students, Social emotional learning support advocate, Thrively social emotional learning license, Woodcock Johnson professional development, Odysseyware/Edgenuity Spanish teacher site licenses, Athlos web program for monitoring goals and progress, MS/HS Woodcock Johnson materials, hire technology/digital skills and math teacher, purchase **Eureka math** program, **encourage family** engagement through tv, media and radio. A STEM **teacher** will support all students through hands-on activities that will promote student engagement





LEA Plan For Use of Funds and Budget Alignment: PLEASE DO NOT SPIN THIS WHEEL

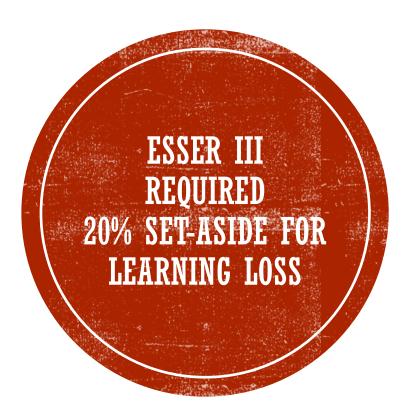




LEA Plan for Use of Funds and Budget Alignment: PLEASE GET TO YES!

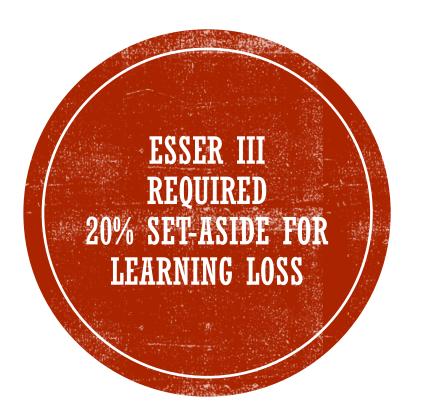






What defines Evidence Based Practices?

Evidence-based practices (EBPs) – which include activities, strategies, and interventions – are "derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance"



What qualifies as Evidence Based Practice?

Leveraging EvidenceBased Practices for Local
School Improvement Office of Elementary and
Secondary Education

ESSER & GEER, MEGS+, Budgets, Applications

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QUESTIONS?

CRF, Grant Accounting, FID Reporting

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