



**MILAN AREA SCHOOLS  
ESSER III Grant Funds  
Presentation and  
Community Consultation**

# Purpose of ESSER Funds



In response to the COVID-19 pandemic, the United States Department of Education released several grants to local educational (K-12) agencies.

The Elementary and Secondary School Emergency Relief (ESSER) grants provide school districts with emergency relief funds to address the impact that COVID-19 has had on elementary and secondary schools.

The ESSER funds were allocated through:

Coronavirus Aid, Relief, and Economic Security Act (ESSER I)

Coronavirus Response & Relief Supplemental Appropriations (ESSER II)

American Rescue Plan (ESSER III)

# ESSER I and II Funds



Funds from each of the ESSER distributions were required to be spent following a set of allowable uses that meet the goals of “preventing, preparing for, and responding to COVID-19”.

## **ESSER I - \$117,527**

- Technology
  - iPads
  - Kids Read Now program

## **ESSER II - \$569,773**

- Technology
  - Chromebooks
  - Lincoln Learning
- Personal Protection Equipment (PPE) cleaning supplies
- Additional lunchroom tables



The ESSER III distribution follows those same allowable uses but also includes additional restrictions.

- 20% of funds must be reserved to address the academic impact of lost instructional time
- Maintenance of equity
- Meaningful consultation with stakeholders
- Plan for Use of Funds

**ESSER III - \$1,280,537 (2021-2022, 2022-2023)**

# Purpose of the Survey



In December of 2021, in accordance with ESSER III grant requirements, through a survey, Milan Area Schools sought feedback from all district and community stakeholders to help determine how the district could best utilize ESSER III funds to address unfinished learning and ongoing COVID-19 recovery.

The survey allowed people to provide input within the allowable categories of use for ESSER III funds.

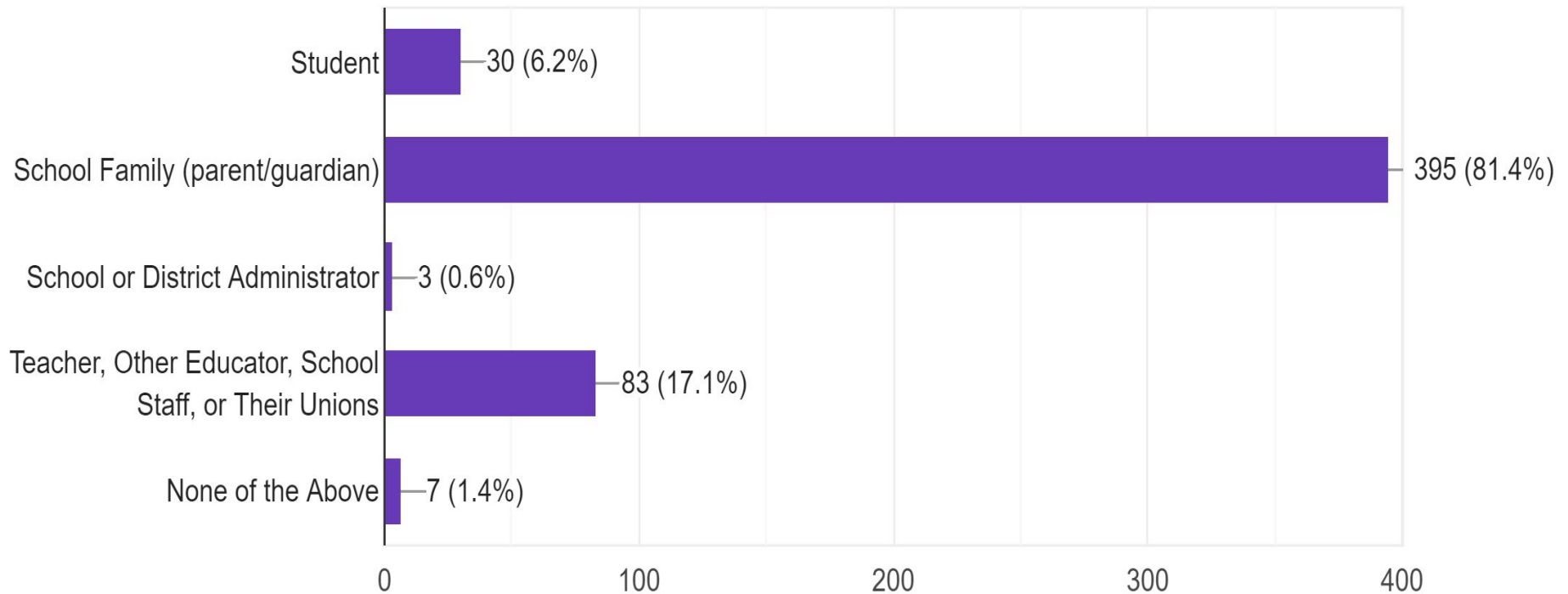


# Question 1



Please select the stakeholder group(s) that best describe(s) you. If you do not represent any of these stakeholder groups, please choose "None of the Above".

485 responses

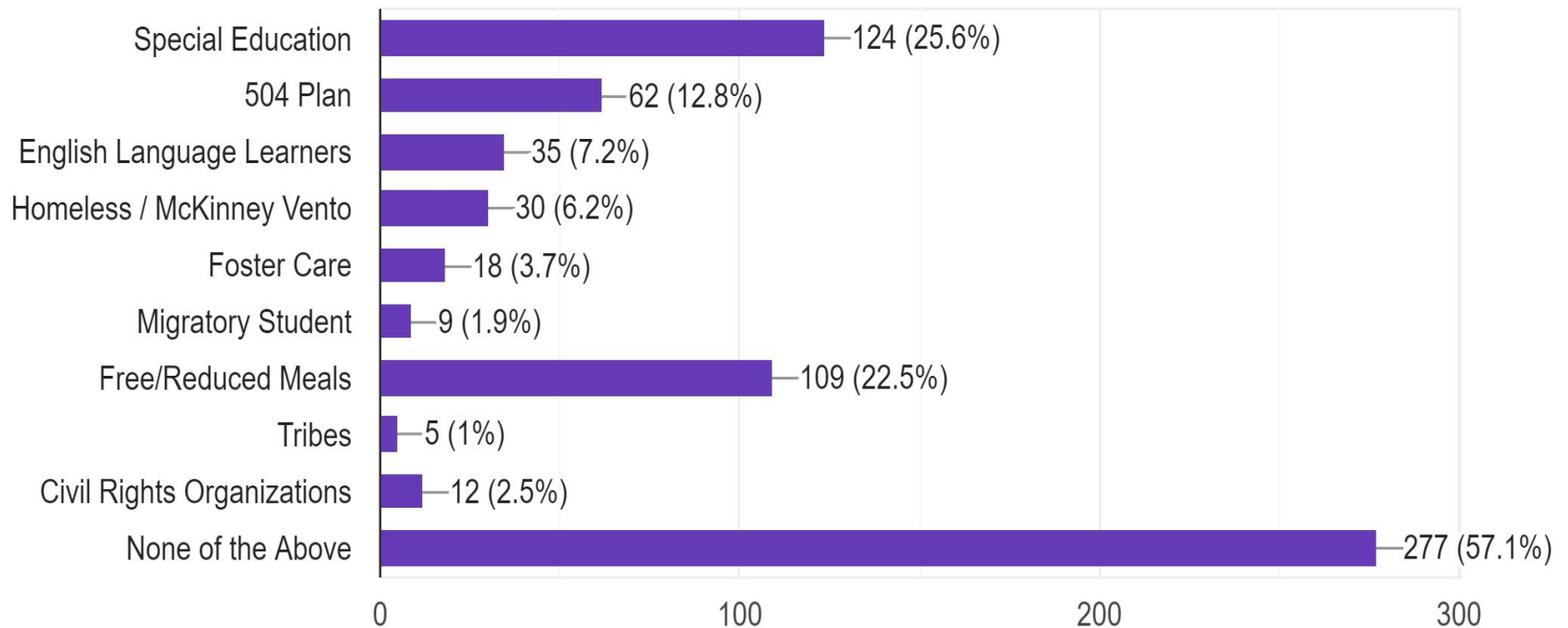


## Question 2



As a stakeholder, do you represent the interests of students with any of the following needs (please check all that apply)? If you do not represent these students, please choose "None of the Above".

485 responses



## Question 3



The following are options allowed by the state for the use of ESSER III funds. What do you believe should be the top priorities for Milan Area Schools? Please select up to FIVE items that you consider to be top priorities for the use of these funds.



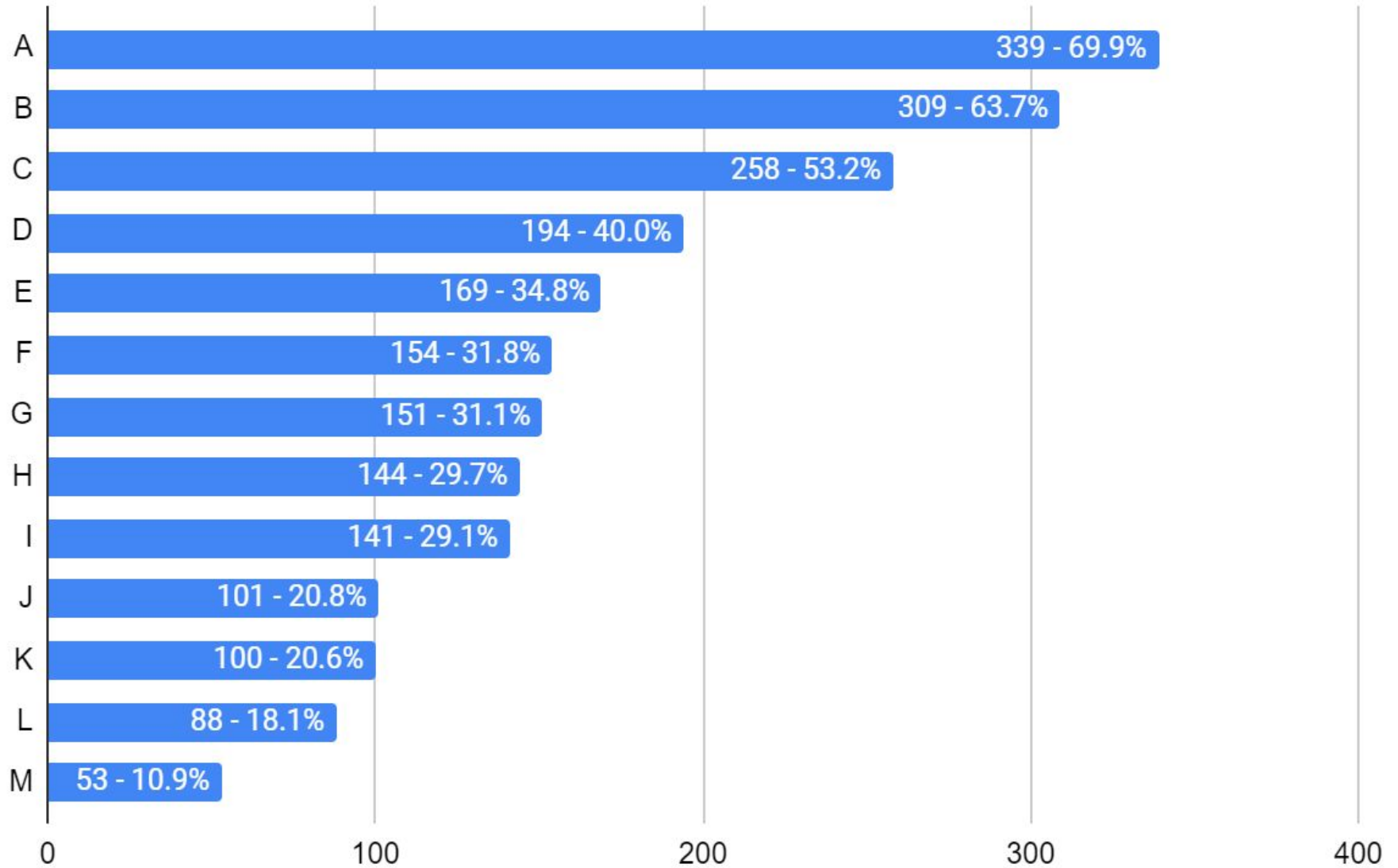


# Answer 3



A. Continue to employ existing staff (to minimize class size and provide differentiated instruction)	339	69.9%
B. Mental health services and supports	309	63.7%
C. Address the academic impact of lost instructional time	258	53.2%
D. Educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment)	194	40.0%
E. Provide principals and other school leaders with the resources necessary to address the needs of their individual schools	169	34.8%
F. School facility repairs and improvements to enable operation of schools to reduce risk exposure to environmental health hazards	154	31.8%
G. Replace and upgrade projects to improve the indoor air quality in school facilities	151	31.1%
H. Activities to address the unique needs of identified subgroups of disadvantaged students	144	29.7%
I. Summer learning and supplemental after-school programs	141	29.1%
J. Purchasing supplies to sanitize and clean facilities	101	20.8%
K. Planning for or implementing activities during long-term closures	100	20.6%
L. Training and professional development for staff	88	18.1%
M. Develop strategies to implement public health protocols in line with the CDC	53	10.9%

# Answer 3



# Top 5 Selected Uses



Below are the top 5 selected responses of how the district should best utilize ESSER III funds to address unfinished learning and ongoing COVID-19 recovery. While our plan will focus on these areas, we will include expenditures in other allowable areas as well.

- Continue to employ existing staff (to minimize class size and provide differentiated instruction)
- Mental health services and supports
- Address the academic impact of lost instructional time
- Educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment)
- Provide principals and other school leaders with the resources necessary to address the needs of their individual schools

# Potential Expenditures



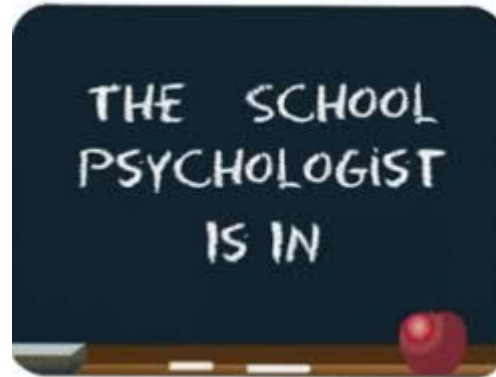
- Continue to employ existing staff (to minimize class size and provide differentiated instruction)
  - Retaining/hiring staff, particularly at K-5



# Potential Expenditures



- Mental health services and supports
  - Hire additional social workers
  - Hire additional psychologist
  - Professional Development/Training for teachers



# Potential Expenditures



- Address the academic impact of lost instructional time
  - Employ additional interventionists
  - Create additional summer learning opportunities
  - Increase before/after school learning supports
  - Provide teacher professional development
  - Enhance our K-5 classroom libraries to support the Science of Reading





# Potential Expenditures



- Educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment)
  - Continue to provide devices for students (iPads/Chromebooks)
  - Continue to provide hotspots
  - Purchase instructional software



# Potential Expenditures



- Provide principals and other school leaders with the resources necessary to address the needs of their individual schools
  - Provide teacher professional development
  - Continue to provide Personal Protection Equipment and cleaning supplies
  - Purchase furniture/equipment/supplies to maintain student safety





# Community Consultation



# Community Input on Potential Uses



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C. Address the academic impact of lost instructional time	258	53.2%
D. Educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment)	194	40.0%
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F. School facility repairs and improvements to enable operation of schools to reduce risk exposure to environmental health hazards	154	31.8%
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# Input from Community



The bulleted points on the following slides were generated during the meeting. The suggested expenditures listed represent specific items discussed by the people attending the Zoom session.

Participants were asked to verify that the notes taken truly captured their specific comment.

The parenthetical ( ) numbers before some items represent the number of times the same suggestion was made by separate individuals.

# Input from Community



- Summer programs for students with special needs and 504 plans (in-person)
- (8) Retain staff for youngest learners (lower class size)
- More interventionists at elementary buildings (Math)
- Monitor amount spent on PD as it was a low ranked category
- Support activities to get students re-engaged in post graduation activities (college, career training, military, work force)
- PD on Learning Strategies and Teaching Strategies
- SEL Needs of Students (all building levels)
  - (2) Therapy dogs at each building
- (2) PD for paraprofessionals
- Reading support for EL students (tutoring options)

# Input from Community



- (8) Smaller class sizes for elementary specials
- Smaller secondary class sizes
- Return educational field trips to curriculum
- Increase elementary STEM time
- Increase elementary PE time
- HS mental health support (counselors and social workers)
- (2) Extra support time/schedule options for HS students (small group/intervention time)
- Staff mental health
- Consider 6 hours at MHS



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