



**MILAN AREA SCHOOLS
ESSER III, ESSER II, and 11t
Grant Funds
Presentation**

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 (allocated and spent)

- Technology
 - iPads
 - Kids Read Now program

ESSER II - \$569,773 (partially allocated and spent)

- 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 (21-22, 22-23, possibly 23-24)
(being allocated, but not yet spent)**

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.



Survey Question



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.



Survey Responses



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%

Top 5 Selected Uses from Survey



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

1-27-22 Zoom Session



On January 27, 2022, the district hosted a Zoom Session to share the results of the survey and seek additional meaningful consultation from interested community members.

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

Input from Community Zoom Session



- 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



- Funds will be used to cover the cost of additional K-5 classroom teachers to maintain reduced teacher-to-pupil class ratios across all grade levels.
 - Target the improvement of tier I instructional strategies within an MTSS framework to minimize the impact of lost instructional time for all students.
 - Create a greater ability for teachers to implement an evidenced-based instructional approach recalibrated towards the science of reading around the decoding ability of students in grades K-3.
 - All K-5 grade-level teams will also work closely with the district's elementary instructional coaches to draw attention to other content identified as critical.



- Funds will be used to maintain additional teachers in grades 6-12.
 - Create smaller pupil-to-teacher class ratios in order to enhance the ability of teachers to implement tier I instructional strategies within an MTSS framework to minimize the impact of lost instructional time for all students.
 - Create safer and more inclusive classroom environments through differentiated and personalized instruction.
 - Reduce the reliance on tier II and tier III remediation in the MTSS framework.
 - Support an increased attention to student social, emotional, and mental well-being by maintaining additional counselor support at the high school



- Funds will be used to maintain the current number of high school counselors.
 - Support an increased attention to student social, emotional, and mental well-being by maintaining additional counselor support at the high school



- Funds will support the implementation of the Classroom 180 Framework, which is a program that meets the USED's standard as an evidence-based tier I strategy.
 - Classroom 180 Framework will guide teachers' ability to create and sustain classrooms designed to meet the needs of all students in their tier I instructional practices, especially those who have been impacted by trauma.

Additional Support



It is important to note that the district will also be using general fund dollars and 11t funds to cover expenditures in areas that were highlighted by the survey and community input, but not included or fully covered in the ESSER III grant application.

These areas include but are not limited to:

- After School Programs
- Summer Enrichment Programs
- Additional Mental Health Services
- Educational Technology
- Supplies that Address the Academic Impact of Lost Instructional Time
- Provide Principals and Other School Leaders with the Resources Necessary to Address the Needs of Their Individual Schools

ESSER II Expenditures



As part of the upcoming Budget Amendment, the remaining ESSER II funds will be allocated to specific expenditures including the maintenance of staffing levels.

Once the MAS Budget Amendment is approved and the grant application budget is updated and approved with MDE, a revised ESSER expenditure report will be created.

11t Funding



Milan Area Schools will soon begin the process of developing our 11t grant application. The usage of 11t funds are more restricted than any of the other ESSER funds.

- Section 11t equalization funds, as approved by USED, **can only be utilized to affect students identified in these student subgroups**: low-income, racial and ethnic groups, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students
- At least 51.4% for activities to address learning loss through evidence based interventions
- At least 10.3% for the implementation of evidence based summer enrichment programs
- At least 10.3% for the implementation of evidence based comprehensive after school programs



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