ARP ESSER III: Celebrating Two Years of Impact

LANE CARR & DEBORAH DOGBA

OFFICE OF POLICY & STRATEGIC INITIATIVES



Agenda

Provide a high-level ESSER overview

Briefly outline the NDE's priorities, and core values for ESSER storytelling

Share testimonials on the impact of these investments

Describe next steps

ESSER OVERVIEW

Nebraska's Allocation of ESSER Funds

	Coronavirus Aid, Relief, and Economic Security Act (CARES) March 2020	Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) December 2020	American Rescue Plan March 2021
Total Allocation	\$65 million	\$243 million	\$546 million
Formula-Based Direct Aid to Districts	\$59 million	\$218 million	\$492 million
NDE Set-Aside	\$6 million	\$24 million	\$53 million

ARP ESSER III

- March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act
- The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III)
- ESSER III allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the pandemic
- ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students

ARP ESSER III Primary Goals

- Implement strategies to meet students' social, emotional, mental health, and academic needs;
- Offer crucial summer, afterschool, and other extended learning and enrichment programs;
- Support early childhood education;
- Invest in staff capacity; and
- Avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers; counselors, and other school personnel to support their needs.

NDE's ESSER III Statewide Investments

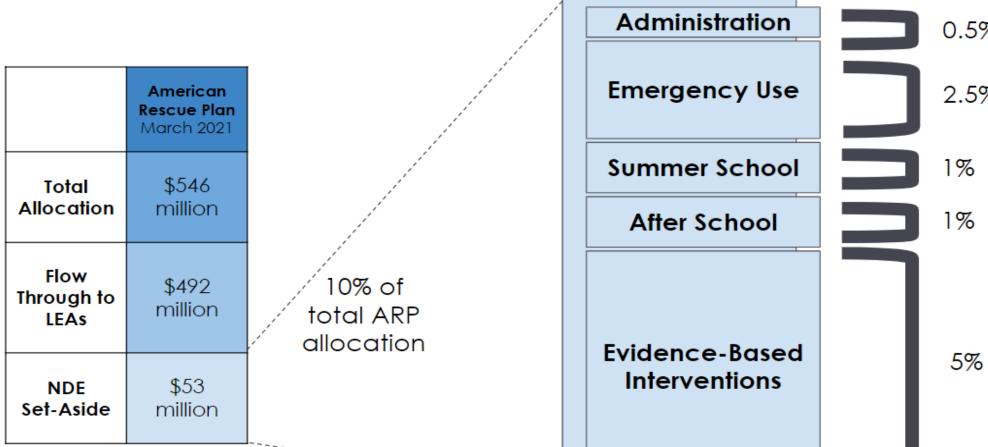
NDE's Five Investment Priorities

After extensive feedback from stakeholders and reviewing preliminary data from the 2020-21 school year, the NDE developed the following five priority areas for statewide investments.

- Access to Comprehensive Mental Health Services
- Reimagined Family and Community Engagement
- Focus on Unfinished Learning and Supporting Learning Acceleration
- High-Quality Professional Learning and Bolstering the Teacher Pipeline
- Modernize Information, Data, Technology, and Process Systems

NDE Allocation of ESSER Funds

NDE's ARP Statewide Set Aside



0.5%

2.5%

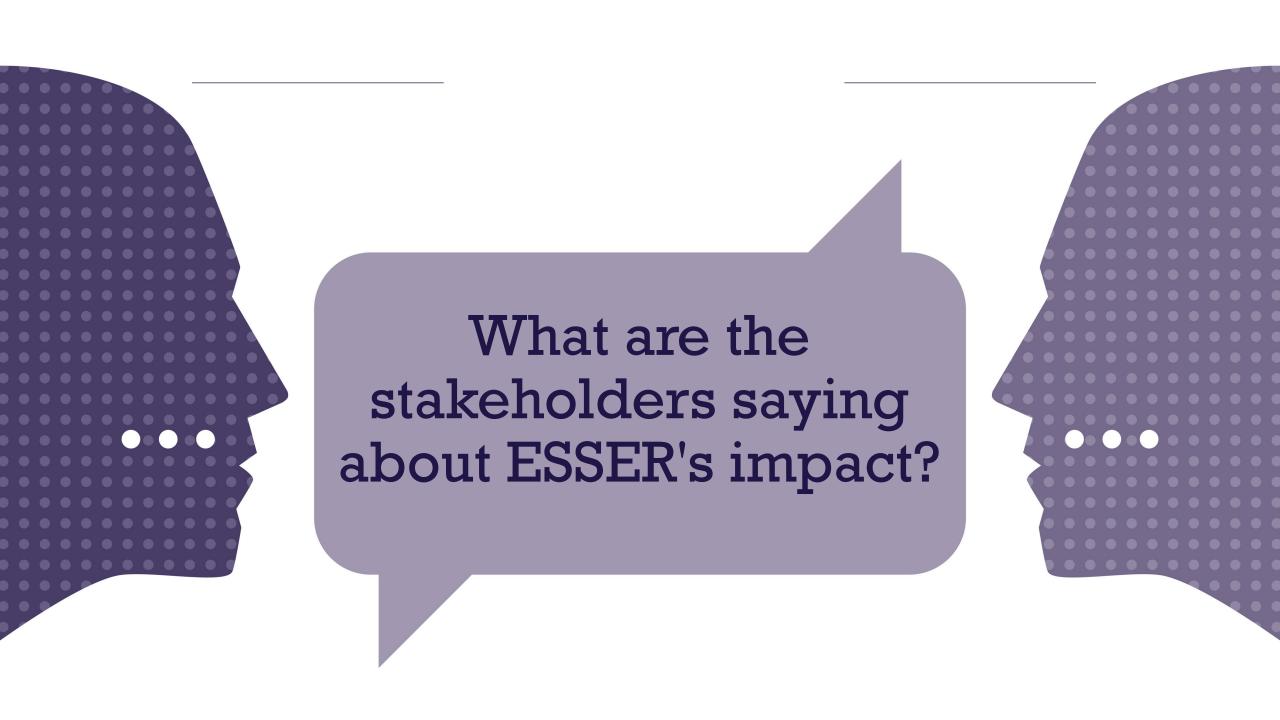
Key Considerations

Opportunities

- > Highlight stories from the field
- Build on what was already working
- > Focus funds on schools most impacted by COVID-19
- > Emphasize the need for sustainability

Core Values for ESSER Reporting

- > Transparency
- > Accountability
- > Communication
- > Evaluation





The ESSER funds increased the capacity of our service unit to support the mental health of students and staff in our school districts. Specifically, the funds provided training to create a sustainable improvement process by focusing on the foundations of an effective system of support. The funds were also used to support specific components of district action plans.

Name: Michele Rayburn Role: Director of Student Services at Educational Service Unit 6



This project has been one of the most impactful initiatives I have been a part of in my educational career.

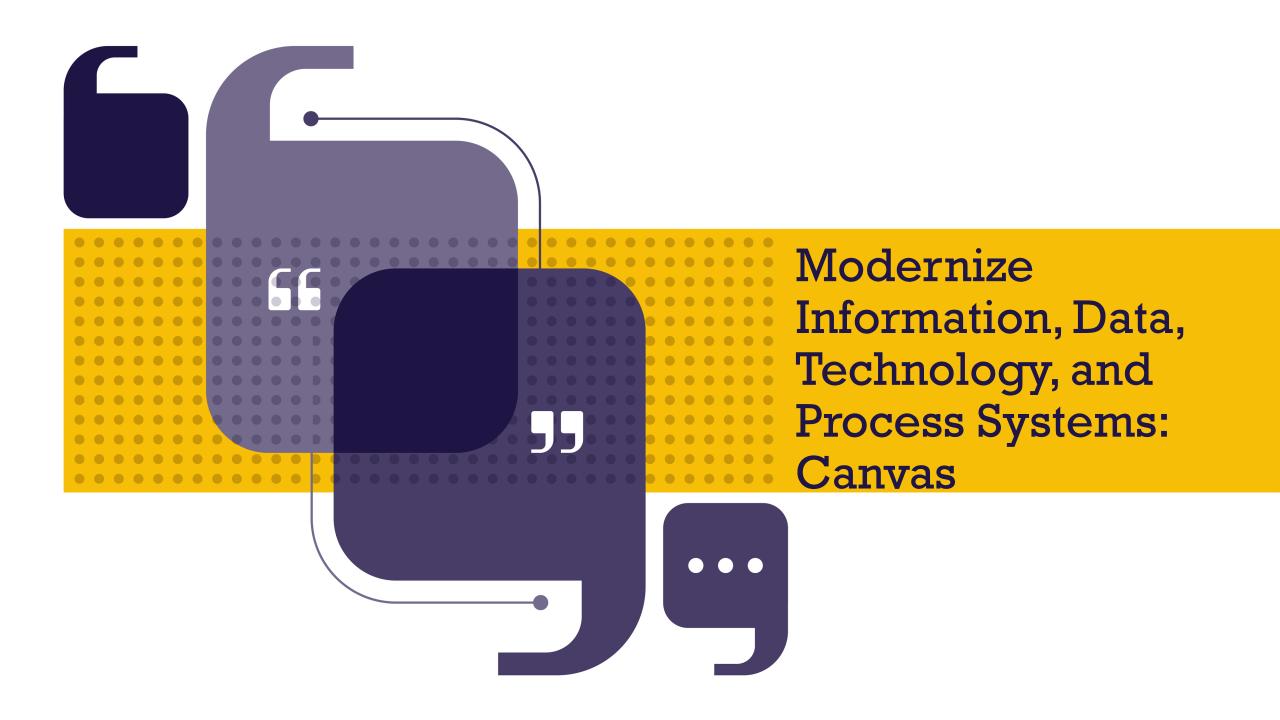
Name: Haley Hoarty

Role: 7-12 Counselor at Fillmore

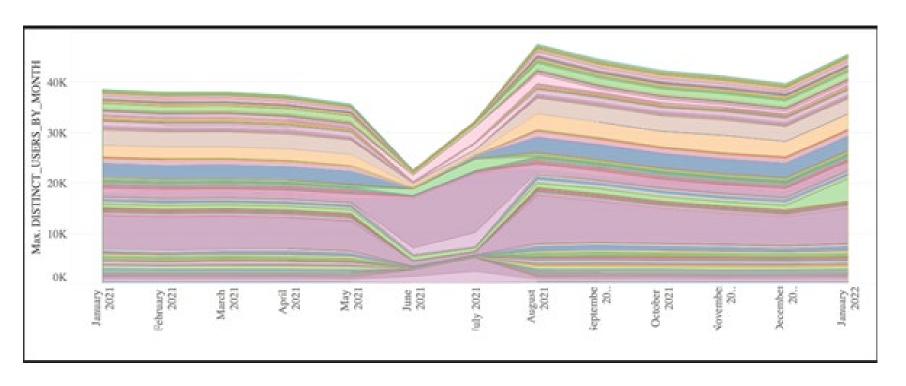
Central Public Schools

I think all students and staff at Fillmore Central will feel a positive lasting effect from our work with the Mental Health Project. We are beyond grateful to ESU 6

As a staff, we knew we were saying more concerns, but I was hoping to find some solid data showing its impact on learning; furthermore, I was hoping to learn some strategies or idea to help facilitate social emotional growth in our students. ESU 6 has done a great job facilitating this project and has really encouraged our mental health team, as well as our whole staff, to take a closer look at our students social and emotional wellbeing. They have provided resources for trauma informed care, resilience, staff wellness, and a multitude of others which has our team at Fillmore Central excited to continue in this work.



Canvas



As a result of our investment, over 50,000 students use Canvas *per day* in the state.



[Canvas is a] great way to organize everything for students and staff; rather than using a variety of learning management systems and having students log in to multiple sites, we've been able to use single sign-on with their Gmail accounts, so it is quick and easy for kids and staff; All courses are loaded in Canvas from PowerSchool as our students, so the process is much quicker than adding them individually; simplified things for parents, staff, etc.; grading syncs directly to PowerSchool

The use of Canvas within our district has helped create consistency with a single learning management system (LMS). A single LMS has helped the district provide support and professional development in an easier fashion than when we had multiple platforms across the district. Teachers use the Canvas platform to create and engage students within discussion groups, house and share learning resources, and create both formative and summative assignments and assessments. We have also used the Canvas platform to streamline how our building leaders share information and house important documents in a consistent manner. All team notes from Professional Learning Community (PLC) meetings are linked within Canvas.

Josh Snyder –
Director of
Learning at
Wahoo





nebraskachildren

AND FAMILIES FOUNDATION







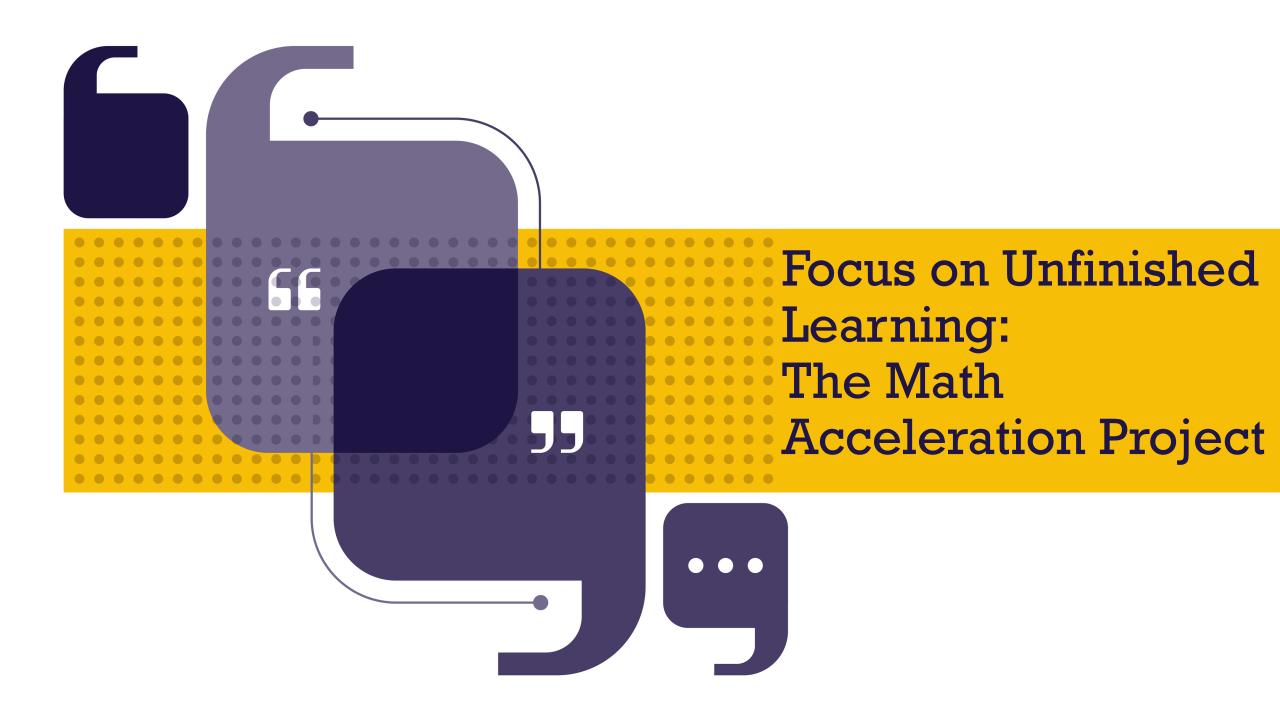














This was a really good opportunity to pair with another math person, and talk and learn from each other, and just really dive into what's happening.

Kelly Georgius from ESU 2
ESU 2/Northeast
Elementary at Lyons

ESU 4/Pawnee City Schools
Jen Madison and Tara
Gossman in ESU 4

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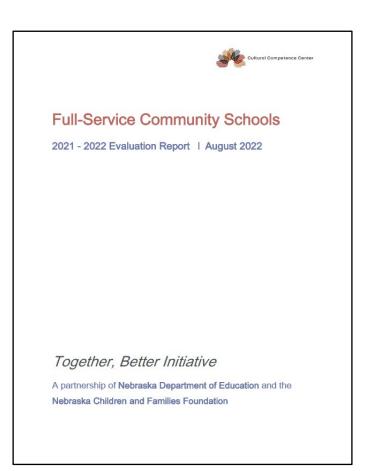
Seeing teachers make connections with each other and the curriculum through grades [kept] the district moving forward with good conversations."

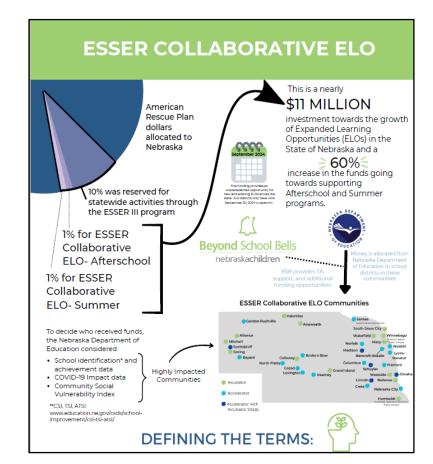
This project has provided a roadmap to guide successful implementation of HQIM while building leadership capacity. As a professional development provider, coming alongside the teachers and leaders has been critical with the process of the math acceleration project so that true implementation of HQIM occurs and all, and I mean all, students grow in their learning.

ESU 16/Sutherland Alison Smith from ESU 16



Example Evaluations







Executive summary

The 2021–2022 school year marked the beginning of the Nebraska Math Acceleration Project, a partnership between the Nebraska Department of Education (NDE), Nebraska Educational Service Units (ESUS, districts and/or schools chosen by their ESUs, and Instruction Partners. This three-year project aims to build instructional leadership to accelerate learning in math through leveraging K-8 high-quality instructional materials (HQIM). This support focuses on work addressing three key levers visions extiting, unit internalization, and observation and feetback.

Each ESU participates in the project for two years in partnership with one or two districts. The project is structured to build the capacity of ESU leads, then local education agency (LEA) leaders, then teachers gradually releasing the responsibility of implementing the work through the chain of stakeholders so that it is sustainable after the conclusion of the project.

Theory of Change Articulate key components of an effective vision for communicate it to Partners/NDE/ESUs Support HOIM unit implement an internalization acceleration model • Conduct teacher to provide schools observation with support using key instruction using math structional tenets of the IPG and the pacity unit-internalization process ESUs support districts to . Develop/refine a vision of effective instruction in math that is shared across all educators Conduct/Support HOIM unit internalization meetings Provide support for teacher observation and feedback

Year 1 Goals

In year 1 of the Math Acceleration Project, four ESUs and six school districts, along with ten elementary and middle/junior high schools, participated between August 2 oz 1 and May 2 oz 2. The intended outcomes for year 1 were that ESU leads would build their capacity, schools would make progress on each of the key levers, and instruction would improve as measured by the <u>adapted instructional Practice Guide</u>. All of this work intends to lead to student growth in mathematics with a particular focus on priority students who have been historically marginalized. As part of this work, ESU leads together with instruction Partners participated in specific activities related to wilkthroughs and action planning, working to build ESU Independence in leading these activities.

www.instructionpartners.org | #InstructU



Example Evaluations



Responding to post-COVID student mental health needs by supporting the development of Comprehensive School Mental Health Systems (CSMHS) across Nebraska.

THE PROCESS



NEBRASKA DEPARTMENT OF EDUCATION—trains ESUs

school districts

and ESUs trained

individuals trained

EDUCATIONAL SERVICE UNITS (ESU)—trains schools and districts

schools and districts trained

423 individuals trained

57 schools and districts plan to implement

SCHOOL DISTRICT-

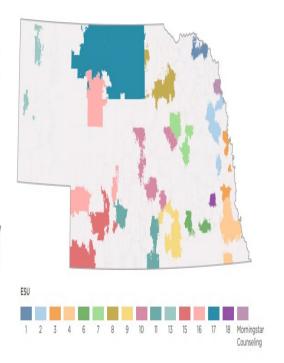
implementation

PARTICIPATION



Across Nebraska, CSMHS has the potential to reach nearly

37,000 students



RESULTS

Participant surveys before and after the institute show an INCREASE IN KNOWLEDGE that was statistically significant.

Rank scale ranges from 1 (Not at all knowledgeable) to 5 (Extremely knowledgeable).



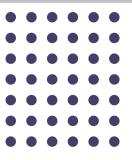
STATE INSTITUTE

REGIONAL INSTITUTE

several of the districts that participated that day, they were pretty energized and excited about some of their next steps... They saw [the CSMHS model] really connected to current works."

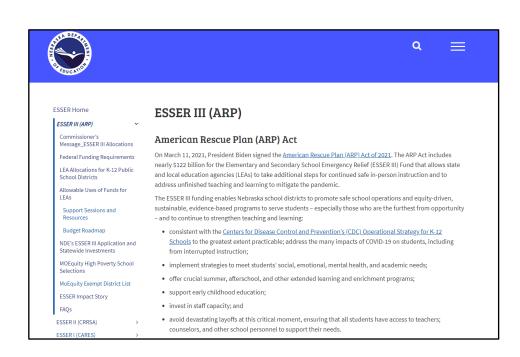
"My experience with

- an Institute participant



Next Steps

- Transparency Dashboards
 - School-Level Expenditures
 - NDE Statewide Expenditures
- Updates to the NDE page
- Engaging School & District Leaders





Thank You!

