Maximizing the Elementary and Secondary School Emergency Relief Fund

A 3-year Plan to Accelerate Learning and Overcome COVID Related Learning Loss Through Increased Support for Students and School Communities

LOWELL
PUBLIC SCHOOLS
“The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. A months-long disruption of school has exacerbated long-standing inequities in our education system at a moment when the nation has faced a reckoning with systemic racism across our society. One study estimates that Black and Latinx students will lose about 10 months of learning that they would have otherwise gained had schools remained open as usual, compared to six months of learning lost by white students. The same study estimates that students from low-income backgrounds will lose an entire year of learning they would have otherwise gained.”

- TNTP Learning Acceleration Guide, 2021
Agenda

1. Summary of ESSER Funding and Guidelines
2. Core Beliefs, Fundamental Commitments and Strategic Goals
3. Guiding Principles in Resource Allocation
4. Multi-Tiered Support System to Accelerate Student Learning with Required Resources and Projected Costs
5. Next Steps Between Now and Implementation
This table shows estimates of the amount school districts will receive from the $54.3 billion elementary school emergency relief fund (HR 133). Each state must allocate no less than 90% to districts. These numbers are based on the USED's preliminary FY20 Title I allocation which does not take out 1% for state admin or 7% for SIG. The district's relative share of charter schools or non-traditional LEAs, so the "LEA est. ESSER" amount will likely be different. Remember the saying: "all models are wrong. Some are useful." (Updated June 2021)

**ESSER II (from CARES Act)**

**CATEGORICAL GRANT (e.g., Title I) – WE HAVE TO FOLLOW THE RULES ON SPENDING**
## ESSER III Estimates from Massachusetts Teachers Association

<table>
<thead>
<tr>
<th>Town</th>
<th>Estimate</th>
<th>Actual 1</th>
<th>Actual 2</th>
<th>Actual 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln</td>
<td>157</td>
<td>20,090</td>
<td>85,841</td>
<td>0</td>
</tr>
<tr>
<td>Littleton</td>
<td>158</td>
<td>41,118</td>
<td>169,057</td>
<td>358,000</td>
</tr>
<tr>
<td>Longmeadow</td>
<td>159</td>
<td>242,553</td>
<td>498,960</td>
<td>1,100,000</td>
</tr>
<tr>
<td>Lowell</td>
<td>160</td>
<td>4,707,937</td>
<td>17,882,494</td>
<td>40,215,000</td>
</tr>
<tr>
<td>Ludlow</td>
<td>161</td>
<td>360,382</td>
<td>1,377,953</td>
<td>3,078,000</td>
</tr>
<tr>
<td>Lunenburg</td>
<td>162</td>
<td>198,073</td>
<td>588,834</td>
<td>1,302,000</td>
</tr>
<tr>
<td>Lynn</td>
<td>163</td>
<td>4,929,062</td>
<td>18,745,330</td>
<td>42,157,000</td>
</tr>
</tbody>
</table>

*Senate estimates predict $43,993,830 which is more than $3 million higher*
ESSER grants are non-recurring and unlikely to be sustained with state or local revenue which can result in a “fiscal cliff.”

Federal $ enables districts to maintain cost structure, but eventually runs out.

Typical K-12 State Revenue trend

Fed $ fills gaps

COVID-impacted K-12 State Revenues

Funding cliffs are typical when federal relief aid stops

2020  2021  2022  2023  2024

Non-recurring $ - if used responsibly - cannot be applied toward large-scale recurring costs such as salary increases or employee benefits.

A multi-year funding strategy is required to minimize the impact of the reduction in federal aid and sustain support for students.
1. **Strategic Alignment.** Overcoming gaps in student learning due to COVID-19 will require multiple years of support and intervention that can only be accomplished through intentional and strategic alignment of priorities with the District’s overarching plan for systemic improvement.

2. **Research Based.** Achieving the maximum benefit of each investment requires a disciplined approach toward implementation of interventions that are supported by empirical evidence.

3. **Focus on Equity.** The impact of COVID-19 has varied across students, schools and communities. Resources will be targeted toward students and schools with the greatest needs.

4. **Community Involvement.** Input, thought-partnering and feedback-gathering from the people who are closest to our children and know them by name, strength and need - parents, teachers, support staff and other stakeholders - is essential to building an effective plan for accelerating learning in the classroom.

5. **Responsible Fiscal Management.** ESSER II and III represent non-recurring revenue that will create a fiscal cliff for the District at the conclusion of the grant cycle. Mitigating the impact of this inevitable cliff requires a multi-year budget strategy with prioritization of high-impact, non-recurring investments.
Core Beliefs:
- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Parents are our partners.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

Fundamental Commitments:
- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district’s diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

Strategy:
- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

Goals:
- Improve Academics and Student Achievement at Every School Site
- Improve operational efficiency across the system
- Ensure that every school enjoys a safe and welcoming culture
- Increase community engagement and empower families as partners
A Multi-Tiered Support System to Accelerate Student Learning

- Supporting Teachers to Improve Classroom Practice
- Extending Learning Time Across the District
- Supporting the Home-School Partnership
- Supporting Students with Strategic, School-Based Interventions
- Meeting the Non-Instructional Needs of Students and School Communities
ESSER Targeted Investment: **Extended Learning Time for Students**

*Aligned LPS Strategic Goal: Improve academics and student achievement at every school site*

Additional learning time within the standard school calendar and outside of the school day are required to account for COVID-related losses in academic time which included a reduction from the standard 180 days to 170 days for all students in SY20/21 as well as inconsistent daily attendance and engagement levels for students who experienced difficulty in the remote environment.

**Planned investment from ESSER 2: $5,700,000**

**Projected investment from ESSER 3: $3,000,000**

**TOTAL: $8,700,000**
3 full days per year of additional learning time will be added for ALL students in the District - totaling 9 additional school days over the three-year grant cycle - without shifting the start or end dates of the overall school calendar.

The after-school program will be expanded to include programs at every school in the District and enrollment capacity will be expanded with space available for every student who is identified at each school as requiring additional academic support and every additional family who opts for an extended school day.

The summer program will be expanded to include programs at every school in the District and enrollment capacity will be expanded with space available for every student who is identified at each school as requiring additional academic support and every additional family who opts for an extended school year.
## Extended Learning Time for Students

### Districtwide Support for All Schools

- **Total Cost**
  - **ESSER II**
    - Eliminate early release days to extend learning time on 6 days during the standard calendar year; an additional 18 hours/3 full days per year of additional learning time for students (costs accounted for in additional PD - see slide 19)
    - Twilight program at all schools in FY22 and FY23 – after school tutoring, homework help, remediation, credit recovery – [cost of staff – teachers, clerk and admin supervision, transportation and food + PD/prep time] -- $1.7 million/year or $3.5 million total 2 years
    - Districtwide summer program – expand summer program to all schools beyond 21st century in current year FY21, next year FY22 and following year FY23 (+ add transportation) -- $1.5 million per year/$3.0 million total 2 years
  - **ESSER III**
    - Extended year (2 week districtwide/year) - $3,940,000/year [$7,880,000/ 2 years] + transportation $500,000/year ($1,000,000 total)
    - Districtwide summer program – expand summer program to all schools beyond 21st century for year 3 continuation from ESSER 2 for summer of 2023 ($1.3 million)

### Extended Learning Time for Students

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESSER II</td>
<td>ESSER III</td>
<td>ESSER II</td>
</tr>
<tr>
<td><strong>Extended Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eliminate early release days</td>
<td>$ 1,700,000.00</td>
<td>$ 1,700,000.00</td>
<td>$ 1,700,000.00</td>
</tr>
<tr>
<td>Twilight Program</td>
<td>$ 700,000.00</td>
<td>$ 800,000.00</td>
<td>$ 900,000.00</td>
</tr>
<tr>
<td>Summer Program</td>
<td>$ 400,000.00</td>
<td>$ 400,000.00</td>
<td>$ 400,000.00</td>
</tr>
<tr>
<td>Transportation for summer program</td>
<td>$ 2,800,000.00</td>
<td>$ 2,900,000.00</td>
<td>$ 3,000,000.00</td>
</tr>
</tbody>
</table>

More details to follow
ESSER Targeted Investment: Supporting Students with Strategic, School-Based Interventions

{Aligned LPS Strategic Goals: Improve academics and student achievement at every school site; Ensure that every school enjoys a safe and welcoming culture}

The impact of COVID-19 has been found to be more significant for some students and more moderate for others with that impact ranging from academic challenges to social and emotional wellness, requiring school-based resources that can be tailored by school communities to meet the individual needs of each child.

Planned investment from ESSER 2: $4,234,000
Projected investment from ESSER 3: $10,044,000
TOTAL: $14,278,000
Additional School-Based Positions Will Be Added In SY2021-2022 To Support Students Based on Individual School Needs Assessments and School-Site Council Determinations

5- Social Workers
11- Teachers (including interventionists)
4- 1 to 1 paras
6- ELL paras
12- mainstream paras
2- Instructional Resource Teachers
1- Instructional Specialist (coach)
34- Tutors
15- SEL Tutors

The School-Based Budgeting Process Was Completed During the Month of March at All LPS Schools
A Full-Time, Virtual School Will Be Established in SY2021-2022 for Students in Grades 7 to 12 as a Permanent Addition to the District’s Alternative School Portfolio

Next year, we will continue to offer a remote learning option for secondary students, recognizing that a small subset of students perform at a higher level in a remote environment and some students and families may desire to continue with remote learning due to their individual circumstances.

The LPS Virtual School will serve up to 400 middle and high school students with a flexible and rigorous instructional model which includes an embedded Social Emotional Learning (SEL) curriculum and opportunities for individualized, in-person tutoring and support as needed.

**Virtual Schools require an additional application to DESE beyond the ESSER grant application and are required to undergo a separate application approval process.**
## Supporting Students with Strategic School-Based Interventions

### Districtwide Support for All Schools

#### Intensive Support for the Renaissance Network

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESSER II</td>
<td>ESSER III</td>
<td>ESSER II</td>
</tr>
<tr>
<td>Strategic Intervention Plus $4 million for one year</td>
<td>$4,000,000.00</td>
<td>$4,000,000.00</td>
<td>$4,000,000.00</td>
</tr>
<tr>
<td>Strategic Intervention 1 social worker shared by the</td>
<td>$117,000.00</td>
<td>$117,000.00</td>
<td>$117,000.00</td>
</tr>
<tr>
<td>Strategic Intervention VA: Administrator</td>
<td>$140,000.00</td>
<td>$117,000.00</td>
<td>$4,117,000.00</td>
</tr>
<tr>
<td>Strategic Intervention VA: 16 teachers $97,500 avg salary</td>
<td>$1,560,000.00</td>
<td>$1,927,000.00</td>
<td>$117,000.00</td>
</tr>
<tr>
<td>Strategic Intervention VA: Guidance Counselor</td>
<td>$110,000.00</td>
<td>$4,000,000.00</td>
<td></td>
</tr>
<tr>
<td>Strategic Intervention VA: Social Worker</td>
<td>$117,000.00</td>
<td>$117,000.00</td>
<td></td>
</tr>
</tbody>
</table>

**Total Cost:** $4,234,000.00

**ESSER II**

**ESSER III**

**ESSER III**
ESSER Targeted Investment: **Supporting Teachers to Improve Classroom Practice**

*Aligned LPS Strategic Goal: Improve academics and student achievement at every school site*

Relevant and meaningful professional development for teachers has been consistently found to improve student learning with direct correlations documented between teacher quality and student performance across multiple studies.

*Planned investment from ESSER 2: $5,695,220*
*Projected investment from ESSER 3: $6,604,426*

**TOTAL: $12,299,646**
34 hours per year of additional professional learning time will be added for every teacher and instructional support provider in the District - totaling more than 100 hours over the three-year grant cycle - to support improvements in teaching and learning.

Additional support will be provided through professional learning for teachers and support staff across the District to **embed culturally and linguistically sustaining practices within the curriculum**.

Targeted support will be added for all schools within the Renaissance Network to improve school-based professional learning through the **implementation of a Collaborative Coaching and Learning model** and the use of data to drive instructional decisions.
## Supporting Teachers to Improve Classroom Practice

### Districtwide Support for All Schools

- 1 hour per week of district-wide Professional Development, a total of 40 hours - a net increase of 22 hours beyond a typical year ($2,297,610/year, $4,595,270/2 years @ $35/hour)

- CLSP Coordinator ($100,000/year, $200,000/2 years)

- Centralized coordination of Collaborative Coaching and Learning Model @ all Renaissance schools (Deputy CAO, 3 centralized Academic Coaches ($450,000/year; $900,000/2 years)

### Intensive Support for the Renaissance Network

- 2 additional days of PD for teachers districtwide ($939,072/year, $1.87 million total/2 years)

- Data Inquiry Facilitators (3 @ $90,000, $313,000/year with fringe, $626,000/2 years)

### Total Cost

**ESSER II**

<table>
<thead>
<tr>
<th>High Quality Teacher</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD 42 weeks@1 hr/wk</td>
<td>$2,297,610.00</td>
<td>$2,297,610.00</td>
<td>$2,297,610.00</td>
</tr>
<tr>
<td>CLSP Coordinator</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Deputy CAO</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>Academic Coaches</td>
<td>$300,000.00</td>
<td>$300,000.00</td>
<td>$300,000.00</td>
</tr>
<tr>
<td>2 additional days of PD</td>
<td>$939,072.00</td>
<td>$939,072.00</td>
<td>$939,072.00</td>
</tr>
<tr>
<td>3 Data Inquiry Facilitators</td>
<td>$313,200.00</td>
<td>$313,200.00</td>
<td>$313,200.00</td>
</tr>
</tbody>
</table>

**ESSER III**

<table>
<thead>
<tr>
<th>High Quality Teacher</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,847,610.00</td>
<td>$2,847,610.00</td>
<td>$4,099,882.00</td>
</tr>
</tbody>
</table>

**Total Cost**

- **ESSER II**: $5,695,220.00
- **ESSER III**: $6,604,426.00

(Department of Education, Fiscal Year 2023-2024)
ESSER Targeted Investment: Meeting the Non-Instructional Needs of Students and School Communities

{Aligned LPS Strategic Goal: Ensure that every school enjoys a safe and welcoming culture}

Other factors - beyond classroom teaching - can have a significant impact on whether students have access to meaningful learning. School communities which have historically required additional support will need even more resources as they work to reconnect and re-engage students who have been disconnected from the learning environment for extended periods of time through the pandemic. And some school buildings require physical upgrades to create classroom environments that are more conducive to teaching and learning now and into the future.

Planned investment from ESSER 2: $1,425,274
Projected investment from ESSER 3: $22,436,404

TOTAL: $23,861,678
A Student Resource Center will be established in SY2020-2021 to recruit and re-engage students who have dropped out of school through direct outreach to students, families and community-based organizations while also coordinating and aligning services in the District’s alternative school portfolio to better meet the needs of our most at-risk students.

School Climate Specialists will be added to every elementary, middle and K-8 school in the Renaissance Network to support students who experience challenges with the transition back to an in-person learning environment, ensuring that every school in the Network is safe and welcoming for all students and families.

Investments in HVAC systems will be made to further support air quality and enhance temperature control in classrooms and significant investments in our multi-year Digital Learning Plan will continue across the District.
## Non-instructional Support for Students and School Communities

<table>
<thead>
<tr>
<th>Position</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td><strong>ESSER II</strong></td>
<td><strong>ESSER III</strong></td>
<td><strong>ESSER III</strong></td>
</tr>
<tr>
<td>Non-Instructional Director of Technology 120k plus</td>
<td>$139,200.00</td>
<td>$139,200.00</td>
</tr>
<tr>
<td>Non-Instructional Digital Investment</td>
<td>$750,000.00</td>
<td>$750,000.00</td>
</tr>
<tr>
<td>Non-Instructional Districtwide HVAC investment</td>
<td>$14,960,048.00</td>
<td></td>
</tr>
<tr>
<td>Non-Instructional Districtwide Safety Coordinator</td>
<td>$139,200.00</td>
<td>$139,200.00</td>
</tr>
<tr>
<td>Non-Instructional Lead Data Analyst</td>
<td>$92,800.00</td>
<td>$92,800.00</td>
</tr>
<tr>
<td>Non-Instructional Director of Alternative Education</td>
<td>$130,000.00</td>
<td>$130,000.00</td>
</tr>
<tr>
<td>Non-Instructional Clerk</td>
<td>$59,000.00</td>
<td>$59,000.00</td>
</tr>
<tr>
<td>Non-Instructional Student Outreach Liaison</td>
<td>$61,000.00</td>
<td>$61,000.00</td>
</tr>
<tr>
<td>Non-Instructional 6 specialists @ 70k/yr plus fringe</td>
<td>$487,200.00</td>
<td>$159,674.00</td>
</tr>
</tbody>
</table>

**Total Cost:** $1,752,800

**ESSER III**

<table>
<thead>
<tr>
<th>Position</th>
<th>ESSER II</th>
<th>ESSER III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districtwide HVAC upgrades</td>
<td>$20,000,000</td>
<td></td>
</tr>
<tr>
<td>District Safety Coordinator</td>
<td>$120,000.00</td>
<td>$240,000.00</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>$80,000.00</td>
<td>$160,000.00</td>
</tr>
</tbody>
</table>

**Total Cost:** $21,516,400

**2022-2024**

- ESSER II $20,640,000 plus ESSER II continuation in year 3 $6,800,000

**Lowell Public Schools**
ESSER Targeted Investment: Supporting the Home-School Partnership
{Aligned LPS Strategic Goal: Increase community engagement and empower families as partners}

The connection between home and school has historically been found to be an important factor in the success of students in the classroom. That partnership became even more critical in the remote learning environment and will continue to be essential as students transition back to in-person learning in the fall.

Planned investment from ESSER 2: $818,000
Projected investment from ESSER 3: $1,909,000
TOTAL: $2,727,000
A Parent Leadership Institute will be established in SY2021-2022 to increase family literacy through centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of students.

Bilingual Family Liaisons will be added to every school in the Renaissance Network to support students and families of linguistically diverse backgrounds.
Supporting the Home - School Partnership

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ESSER II</td>
<td>ESSER III</td>
<td>ESSER II</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual Parent Liaison at each school</td>
<td>$350,000.00</td>
<td>$350,000.00</td>
<td>$350,000.00</td>
</tr>
<tr>
<td>Front Desk Support based on c</td>
<td>$59,000.00</td>
<td>$59,000.00</td>
<td>$59,000.00</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>$140,000.00</td>
<td>$140,000.00</td>
<td>$140,000.00</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 schools for 35 weeks for 8 hrs</td>
<td>$274,400.00</td>
<td>$274,400.00</td>
<td>$274,400.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$85,600.00</td>
<td>$85,600.00</td>
<td>$85,600.00</td>
</tr>
</tbody>
</table>

Total: $818,000.00

ESSER II: $818,000.00

ESSER III: $1,909,000.00
The following questions are being used to gather feedback regarding the Elementary and Secondary School Emergency Relief (ESSER) II and ESSER III funds that are being proposed by the District.

The information from this feedback form will help District leaders finalize how these funds will be allocated and make any necessary changes to the budget.

We appreciate your input.

* 1. What role do you most identify with?
   - Community Partner
   - District Staff
   - Parent/Family Member
   - Other (please specify)

2. I understand the ESSER II and ESSER III guidelines
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

3. I understand how the ESSER II and ESSER III funds are awarded
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

4. Please indicate your level of agreement on each of the following Lowell Public Schools guiding principles for planning the use of ESSER funds.
   - Agreement to the Strategic Plan
   - Research Based
   - Focus on equity
   - Involving community
   - Fiscal management

5. What investments within the current plan are most important to you? (Check all that apply)
   - Extended learning time for students
   - Non-instructional support for schools
   - Strategic school-based interventions for students
   - Support for home-school partnerships
   - Support for teachers to improve classroom practice

6. What pieces of the budget or ESSER process need improvement?

7. What additional investments to accelerate student learning should be included?

Thank you!

https://www.surveymonkey.com/r/Budget_Process_Input_Form
Next Steps

- Host focus groups and forums to gather additional community input
- Balance ESSER spending plans with final grant amounts
- Continue collaboration with City agencies and community partners to further refine investment opportunities related to facilities, professional learning and extended learning time
- Prepare and submit grant application to the Department of Elementary and Secondary Education (DESE)
- Following approval of final grant application...
  - post jobs, interview and hire highly qualified educators for all newly identified positions
  - post Requests For Proposals (RFPs) and complete all remaining required steps in the procurement process for all contractual services