



Whiteford Agricultural Schools

WELCOME GUEST

**WHITEFORD BOARD OF EDUCATION
SPECIAL MEETING
APRIL 28, 2022**



Whiteford Agricultural Schools

ESSER III and 11t Grant Funds

**Scott L. Huard
Superintendent**



ESSER FUNDS

What is ESSER?

The Elementary and Secondary School Emergency Relief (ESSER) Fund is part of the United States Education Department's Educational Stabilization Fund Program that awards grants to schools for the purpose of providing school districts with emergency funds to address the impact that the Novel Coronavirus Disease has had and continues to have on Elementary and Secondary Schools. For more information, please visit the [Michigan Department of Education \(MDE\) Cares Act and Coronavirus Relief Fund Information page](#).



ESSER FUNDS

What is Section 11t?

Equalization Payments (Section 11t), outlines the use of federal discretionary funds within the American Rescue Plan ESSER III. For more information, please review the [Timelines, Funding for American Rescue Plan \(ARP\), and Section 11t Equalization - Memo COVID -19-208 - dated October 14, 2021.](#)



11t FUNDS

ESSER III-11t funds are available to school districts who did not receive at least \$1,093 in ESSER III Formula Funds. The LEA must reserve the following percentages of its total allocation to address learning loss as outlined in statute (PA 48 of 2021):

- (1) At least 51.4 percent for activities to address learning loss by supporting the implementation of evidence based interventions;
- (2) At least 10.3 percent for the implementation of evidence based summer enrichment programs; and
- (3) At least 10.3 percent for the implementation of evidence-based comprehensive after-school programs.



11t FUNDS

Expenditure Period - Sept. 21, 2021 - Sept. 30, 2024

Reimbursement Based

Spending Uses - 15 Uses - Community, staff, student, and board input

For the Following Subgroups ● Low Income Families ● Students from Each Racial and Ethnic Group ● English Learners ● Students with Disabilities ● Students Experiencing Homelessness ● Students in Foster Care ● Migratory Students ● By Gender

PA 48 of 2021 states under section 11t(2)(b) that an eligible district must ensure that the interventions, activities, and programs respond to students' academic, social and emotional needs, and address the disproportionate impact of COVID-19 on student subgroups



ALLOWABLE USES

ESSER III and 11t Equalization Funds

- Broaden activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, CTE
- Improve the COVID preparedness and response efforts of the schools
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools
- Provide professional development on sanitation and preventing spread of infectious diseases to staff members
- Purchase additional supplies to sanitize and clean schools
- Coordination of continuing education services during long term closures
- Purchase education technology for students



ALLOWABLE USES

ESSER III and 11t Equalization Funds

- Provide mental health services and supports
- Provide summer learning and supplemental afterschool programs.
- Address, assess, and find solutions to prevent learning loss among all students
- Enhance facilities to reduce the risk of virus transmission
- Enhance facilities to improve air quality and ventilation
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
- Staff retention efforts, recruiting, and hiring high-quality staff



ESSER FUNDS SURVEY

Stakeholder Input Survey:

1. Continue to employ existing staff and consider staffing needs to address activities for maintaining services and instruction
2. Address mental health supports for students and staff and offer opportunities for families to gain knowledge in how they can help support their child(ren)
3. Address learning loss through ensuring that students receive evidence-based activities and high-quality assessments to meet the comprehensive needs of students
4. Consider ways to improve air quality
5. Offer after-school and/or summer learning opportunities



ESSER III FUNDS

ESSER III Grant Amount: \$295,917

Whiteford ESSER III Grant Spending Plan:

ELEMENTARY

Counselor Salary/Benefits (Not New FTE)

Academic Interventionist (New FTE)

Social-Emotional Learning (SEL)

-eLearning Staff PD Series

-Book study

SECONDARY

Counselor Salary/Benefits (Not New FTE)

Social-Emotional Learning (SEL)

-Possible book study around trauma



11t FUNDS

11t Grant Amount: \$531,000

Whiteford 11t Grant Spending Plan:

ELEMENTARY

Behavior Interventionist (New FTE)
Summer School (Summer 23)
After-School Programming 22-23

SECONDARY

Academic Interventionist (New FTE)
Summer School (Summer 23)
After-School Programming 22-23



WHY NEW FTE?

Full-Time Equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. A full-time employee is 1.0, and a half-time employee would be .5.



MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Multi-Tiered Systems of Support (MTSS) framework is one which systematizes the use of data, communication, instruction, and services to achieve the ultimate goal of supporting all students.

A cornerstone to successful implementation of an MTSS framework is the consistent and meaningful use of a data review process that informs classroom instructional practices, professional learning, and school/district improvement planning.

The processes involved are complex and interact to inform multiple levels both vertically (across grade-levels) and horizontally (across teams).



WHY MTSS? WHAT IS TIERED SUPPORT?

MTSS is a thought process that is constantly trying to answer the questions, “How well are the students responding to this instruction?” and “How can we make it better for them?”.¹ The MTSS framework allows us to respond to both the academic and behavioral needs of students.

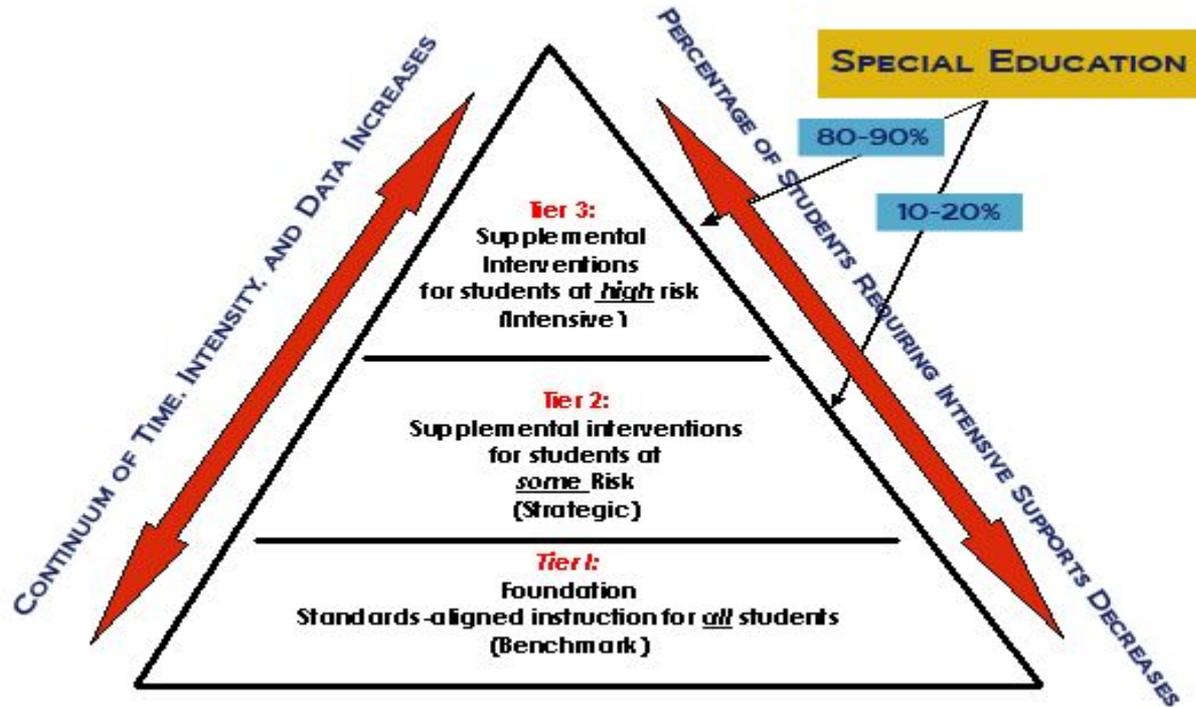
Tiered Support

The framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not used to describe categories of students or specific instructional programs. **All tiered instruction is provided within the general education classroom.**

¹ <https://www.conovercompany.com/downloads/mtss.pdf>



ORGANIZING THE SCHOOL FOR TIERED SUPPORT





TIER 1

TIER 1 refers to the common learning experiences all students share. This can range from the common grade level academic and behavior curriculum. This foundational instruction is intended for all students and includes both the content that is delivered as well as instructional and assessment practices.

Most MTSS models indicate that around 80% of students should be proficient after receiving Tier 1 instruction. All staff play an important role in the implementation of Tier 1 instruction, in regards to academic and behavioral learning environments.



TIER 2

After or during Tier 1 instructional methods, some students may not exhibit expected levels of proficiency. **Tier 2** strategies, interventions, or supports are the methods we utilize to respond to students who need more targeted instruction to reach proficiency.

Often Tier 2 supports may be given in small groups within the classroom, and usually involve pre-teaching or re-teaching content, skills, or processes. Most MTSS models indicate that an additional 15% of students should be proficient after receiving both Tier 1 and Tier 2 instruction.



TIER 3

After a student receives the Tier 1 and Tier 2 supports, they may continue to need support. This generally is a very small portion of the population. Students in the **Tier 3** category will have already experienced consistent, intentional instruction at both the Tier 1 and 2 level. Tier 3 support is highly individualized, intensive, and involves scheduled time or support in addition to the typical school experience.

Most MTSS models indicate that an additional 5% of students should be proficient after receiving Tier 1, Tier 2, and Tier 3 instruction.