

Eagle County School District

ESSER III - Use of Funds Plan





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Overview

On March 11, 2021 the American Rescue Plan (ARP) Act was signed into law. The ARP ESSER III funding from the ARP Act provides support for K-12 schools with a total of nearly \$122 billion to States and school districts to help safely open and sustain the safe operations of schools and address the impacts of the coronavirus pandemic on the nation's students.

Eagle County School District was allocated \$3,848,891 and must be spent by 09/30/2024.



Allowable Use of Funds

- coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- training and professional development on sanitizing and minimizing the spread of infectious diseases;
- purchasing supplies to sanitize and clean the LEA's facilities;
- repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- improving indoor air quality;
- addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth



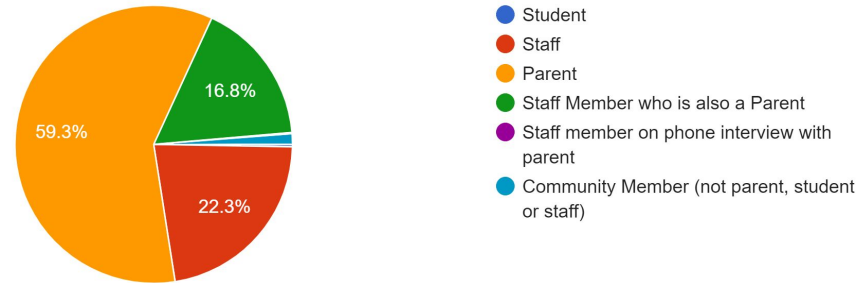
Allowable Use of Funds cont.

- developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.

ESSER III Funds Stakeholder Feedback Survey

A stakeholder survey was sent out to parents, community members, and staff help in the planning and preparation to address the needs of students and staff with the ESSER III funding.

Who is filling out this form?
728 responses



ESSER III Funds Stakeholder Feedback Survey

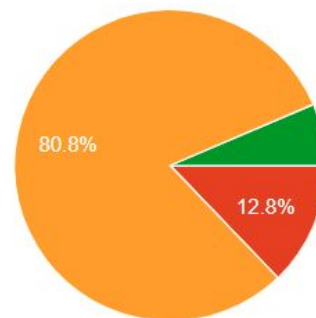
Total respondents 806

English survey 728

Spanish survey 78

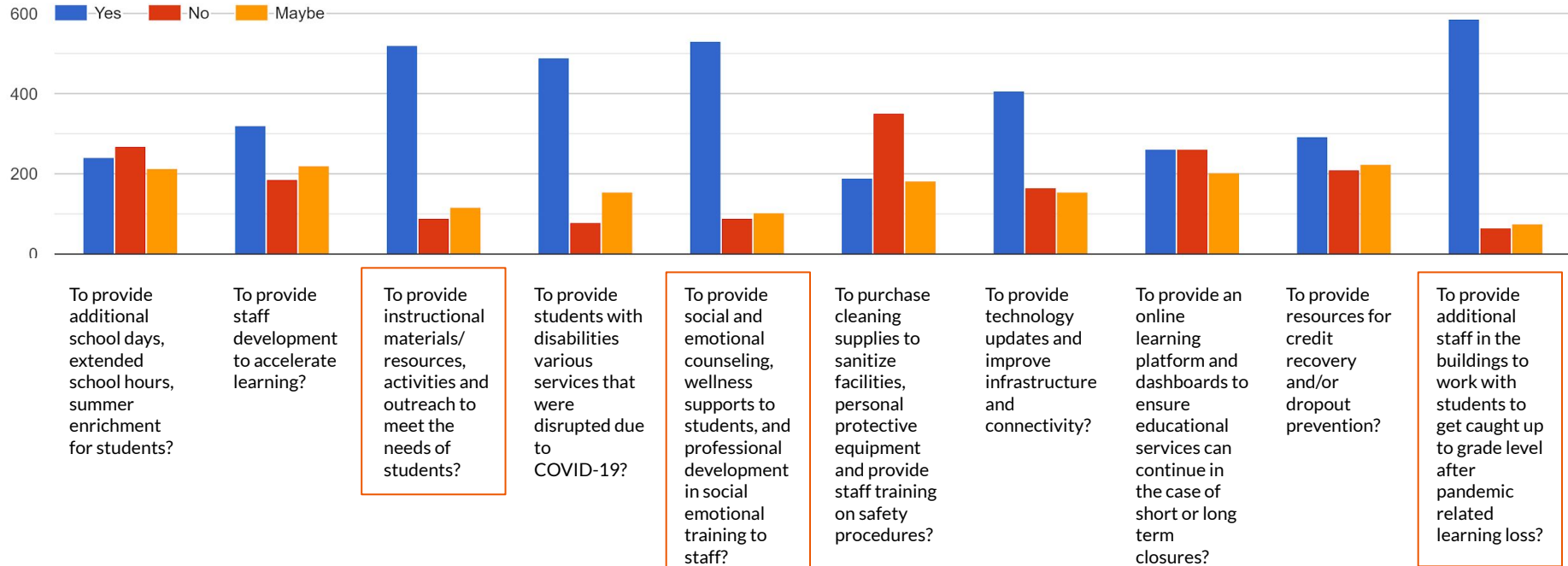
¿Quién contesta esta encuesta?:

78 responses

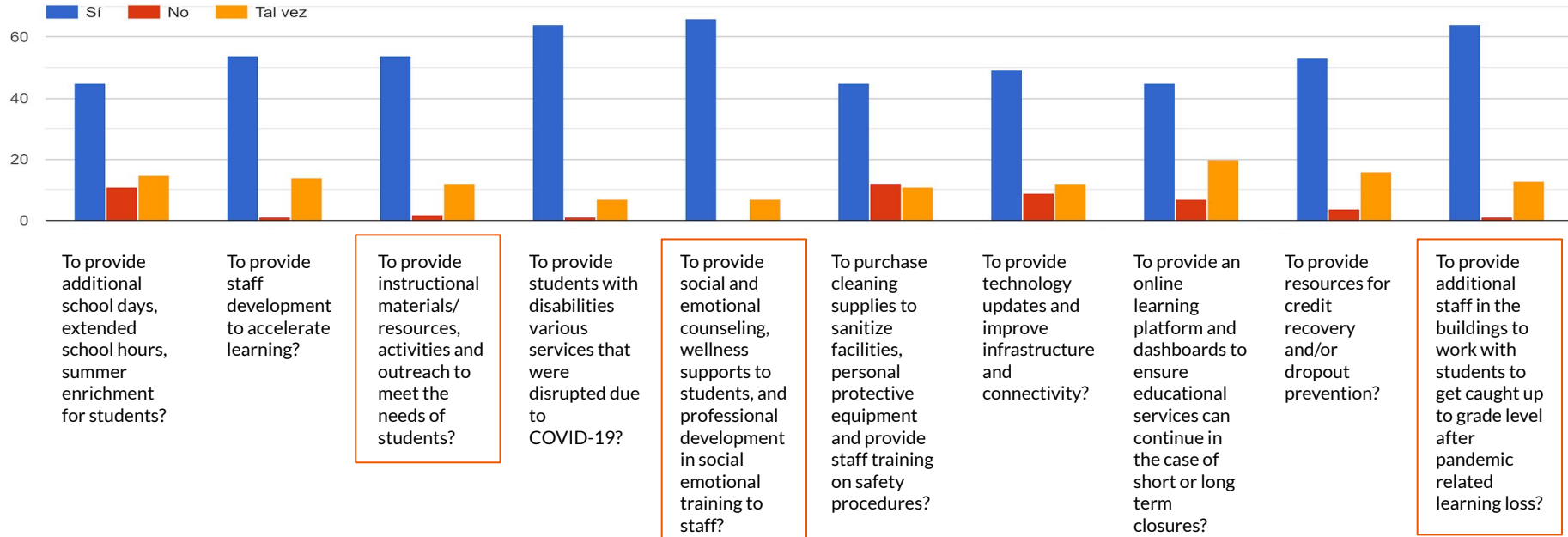


- Estudiante
- Empleado o empleada del distrito escolar
- Padre o madre de algún estudiante
- Empleado o empleada con hijo(s) en el distrito escolar
- Empleado o empleada que entrevista vía telefónica a un padre de familia
- Miembro de la comunidad (que no se incluye en las opciones anteriores)

In your opinion, should the district spend ESSER III funds on the following items? Respond yes, no, or maybe for each item.



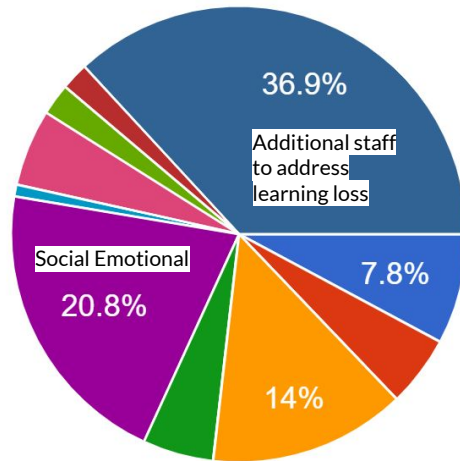
En su opinión, ¿debería el distrito escolar gastar los fondos ESSER III en los siguientes proyectos? Responda sí, no o tal vez para cada uno.



Note: Spanish Survey respondents' top priority was Social Emotional Needs

Which of the previously listed options should be the TOP PRIORITY for ESSER funds?

716 responses



- To provide additional school days, ext...
- To provide staff development to accel...
- To provide instructional materials/reso...
- To provide students with disabilities va...
- To provide social and emotional couns...
- To purchase cleaning supplies to sanit...
- To provide technology updates and im...
- To provide an online learning platform...
- To provide resources for credit recovery and/or dropout prevention.
- To provide additional staff in the buildings to work with students to get caught up to grade level after pandemic related learning loss.

Process

Eagle County School District has analyzed Istation, NWEA MAP, STAR, ACCESS data and class failure data for the secondary level. Based on data results, LEA has determined that all students experienced lack of growth and learning loss due to the factors created during the COVID-19 closures and hybrid learning model. Reading development was the most highly affected area.

In selecting our evidence-based interventions, we focused on research-based approaches to address student engagement, learning loss and lack of growth in reading and math in order to respond to the identified student academic, social, emotional, and mental health needs.

ECSD schools will be conducting Beginning of Year, Middle of Year and End of Year assessments in Istation, NWEA MAP, STAR Reading/Math with STAR and Istation being utilized additionally for monthly progress monitoring and a new SEL universal screening tool (BASC 3, BESS) in January ECSD will also be monitoring 3 times per year our demographic proportionality data on student absences, and class failures, Dual Enrollment class enrollment and passing rates in order to measure the impact of our interventions on students' academic, social, and behavioral needs.



Process Cont.

Eagle County Schools has analyzed interim reading and math scores, attendance data, and parent, staff, and student surveys. Based on data results, ECSD has determined that all students experienced a drop in reading scores and an increased need for mental health services.

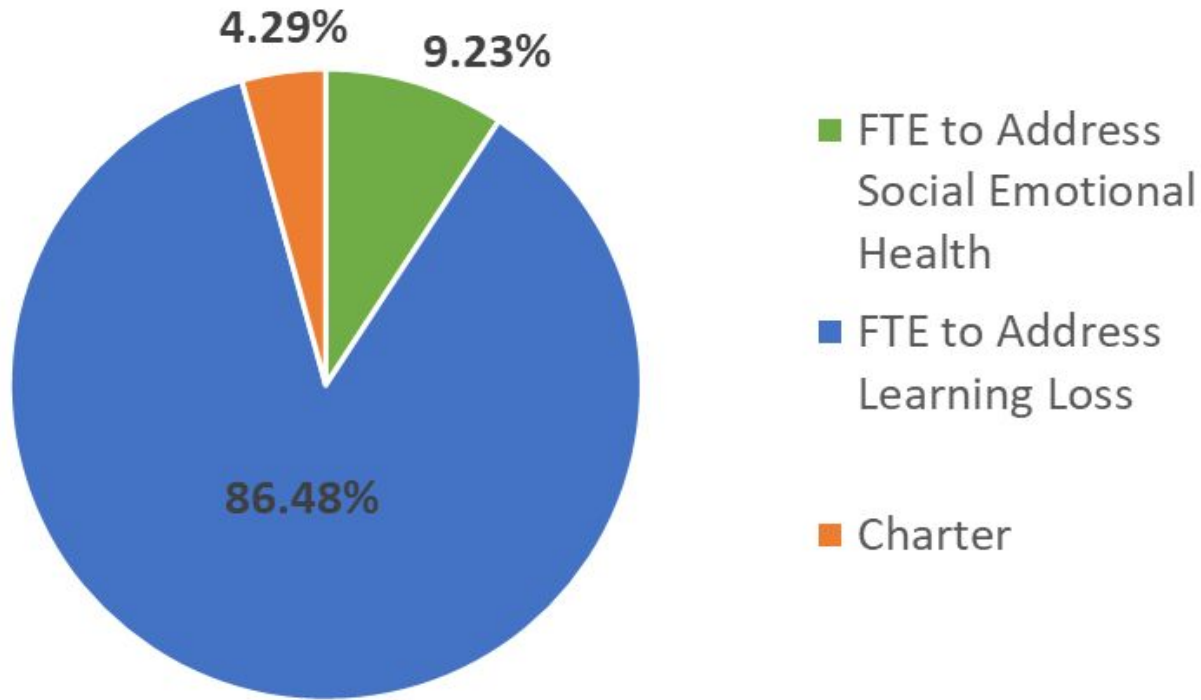
Data shows a greater academic decline for students of color, English learners, and students with disabilities compared to the general student population.

In selecting our evidence-based interventions, we focused on research-based approaches to address the increased need for literacy instruction and need for access to mental health services in order to respond to the identified student academic, social, emotional, and mental health needs. These interventions are detailed in the budget.

ECSD schools will be conducting monthly progress monitoring K-8 through the district reading and math assessments and annually analyzing parent, student, and staff wellness surveys in order to measure the impact of our interventions on students' academic, social, and behavioral needs.



ECSD ESSER III Use of Funds Plan



Level	Category	Sum of 2021-22 Budget	Sum of 2022-23 Budget
<input type="checkbox"/> Elementary	FTE to Address Learning Loss	\$ 721,006.00	\$ 721,006.00
	FTE to Address Social Emotional Health	\$ 59,812.00	\$ 59,812.00
Elementary Total		\$ 780,818.00	\$ 780,818.00
<input type="checkbox"/> K-8	FTE to Address Learning Loss	\$ 155,120.00	\$ 155,120.00
K-8 Total		\$ 155,120.00	\$ 155,120.00
<input type="checkbox"/> Middle	FTE to Address Learning Loss	\$ 331,165.00	\$ 331,165.00
Middle Total		\$ 331,165.00	\$ 331,165.00
<input type="checkbox"/> High	FTE to Address Learning Loss	\$ 450,639.00	\$ 450,639.00
	FTE to Address Social Emotional Health	\$ 117,090.00	\$ 117,090.00
High Total		\$ 567,729.00	\$ 567,729.00
<input type="checkbox"/> Charter	Charter	\$ 82,212.00	\$ 97,015.00
Charter Total		\$ 82,212.00	\$ 97,015.00
Grand Total		\$ 1,917,044.00	\$ 1,931,847.00

Thank you.

