



Community Day
Charter Public Schools

Community Day Charter Public School – Gateway Implementation Plans for Federal ESSER III Grant Funds

Background information

- As part of the federal government's American Rescue Plan, the Massachusetts Department of Elementary and Secondary Education (DESE) has given CDCPS schools ESSER III Funds (Elementary and Secondary School Emergency Relief Fund III) funds.
- They are aimed at supporting student learning, health, and emotional wellbeing in the FY22, FY23, and FY24 school years to address the on-going effects of the COVID-19 pandemic.
- The US Dept of Education (USED) requires 2 plans from districts w ESSER III funds:
 - Plan for the safe return to in-person instruction and continuity of services, revised as needed every 6 months
 - Plan for the Use of ESSER III Funds based on broad stakeholder input and addressing: 1) prevention and mitigation strategies, 2) how the district will address loss of instructional time with evidenced based interventions, and 3) how the use of ESSER III funds will respond to the academic, social, emotional, and mental health needs of all students, especially those disproportionately impacted by the COVID-19 pandemic.
 - These two plans must be published on schools' websites and access to families in a language they understand and in an accessible format for those with disabilities.

Background information

- In January 2022, CDCPS-Gateway was awarded ESSER III (Elementary and Secondary School Emergency Relief Fund III) grant funds totaling \$1,222,242.
- CDCPS conducted a detailed assessment of needs and capacity through various means, including collecting survey input from many stakeholder groups (students, families, district administrators, school leaders, teachers, and other school and community stakeholders).
- This in-depth process informed the planned uses for the ESSER III Grants funds over three school years. The implementation plan is presented here.

Planned Uses of ESSER III Funds

- CDCPS will invest in and employ multiple Evidence-Based Strategies, Interventions, and Supports (outlined over next few slides)
- These supports will focus on addressing pandemic-related learning loss and disproportionate impact of COVID on certain student groups, especially on English learners, students with disabilities, and low-income students
- We will measure the impacts of these evidence-based strategies through multiple means:
 - Formative assessments, summative assessments, in-class assessments, and student work products focused on literacy or other academic areas or arts areas
 - Measures of social emotional well-being, evidence of academic and personal engagement, and parent engagement
 - Measures of enhanced capacity to facilitate teaching and learning experiences



Planned Uses of ESSER III Funds

- **Strategy 1: Enhanced Core Instruction**

- Enhance tutoring and individualized academic supports, including early literacy support.
- Support for literacy will be focused on English learners, students with disabilities, and low-income students and will address pandemic related learning loss

Planned Uses of ESSER III Funds

- **Strategy 2: Targeted Student Supports**
- High quality co-teaching and inclusion models for students with disabilities and related professional development to support differentiated instruction & individualized support
- Acceleration academies during school year vacations and summer learning opportunities for individualized instruction and enrichment
- Community-based afterschool programs for parents, including ESL classes organized by our Family Engagement Director, working with families in crisis as well as engaging and empowering all families with afterschool and evening opportunities to develop themselves and to support their children's learning

Planned Uses of ESSER III Funds

- **Strategy 3: Talent Development and Staffing**
- Additional academic support staff, including academic coaches, literacy interventionists, Teaching Fellows, and paraprofessionals will support struggling readers and students with other academic needs
- Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses by bringing in additional arts and music focused staffing and services for school-day and afterschool opportunities and by incorporating arts and music into core academic experiences



Planned Uses of ESSER III Funds

- **Strategy 4: Improved Conditions for Student Success – Social/Emotional and Mental Health Supports**
- Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers, to support all students but especially those disproportionately impacted by COVID-19 and extended remote learning
- Working with community based organizations that provide enrichment during the school day and/or out of school time and increasing these opportunities, especially for students most impacted by COVID.
- Improvements to facilities to create healthy and safe school environments, including improved connectivity, improved technology resources for classrooms to facilitate learning, improved spaces for learning



Planned Uses of ESSER III Funds

- **Strategy 5: Other Intervention Strategies**
- Work with upper grade students and families on improving their academic readiness for secondary school and supporting their engagement in academic, enrichment, and extra-curricular activities.
- Increasing support for their application and admissions activities and transition to secondary school programs

Timeline and Equitable Use of ESSER III Funds

- The ESSER III funds will be used over three academic school years:

- 2021-22
- 2022-23
- 2023-24

In order to maximize the impact on students and to extend the supports and improvements over a longer period of time for more sustained impact

- The CDCPS schools' use of funds takes educational equity into account by:

- Ensuring that resource use reflects input/priorities of all stakeholders
- All additional staff positions, stipends, contracted services, and resources:
 - directly support enhanced, more differentiated learning experiences for students
 - offer more varied ways to engage students and additional supports,
 - identify and address academic and social/emotional needs, accelerate learning, and provide holistic support to students, especially targeted to English learners, low-income students, students with special needs, and those disproportionately impacted by the pandemic.