

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Addressing Learning
Loss Requirements for
ESSER II and III Funds

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April 27, 11-12pm

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Federal Funding

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law. CRRSA provides around \$54 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II).

The American Rescue Plan (ARP) Act, was signed into law by President Biden on March 11, 2021. This legislation includes \$122 billion for a new ESSER III fund.

	ESSER I CARES	ESSER II CRRSA	ESSER III ARP
National	\$13.2 B	\$54.3 B	\$122 B
ND	\$33.2 M	\$54.3 M	\$305.2 M

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Resources

COVID-19 Funding

In the wake of the COVID-19 pandemic, Congress has approved a number of emergency support measures to provide education funding.

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed by President Trump on March 27, 2020. This emergency funding is a relief package intended to provide school districts with additional funding to provide support and services for K-12 education.

ESSER information is found [online](https://nd.gov/dpi) | nd.gov/dpi



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Program	Requirement
ESSER II	<p>An LEA is strongly encouraged to reserve a portion of its funds of its total CRRSA ESSER II allocation to address learning loss through the implementation of evidence-based interventions.</p> <p>NDDPI highly recommends a portion be reserved to address learning loss. Districts will be required to publicly report amount funded. Use assessment scores to target funding.</p>
ESSER III	<p>An LEA must reserve no less than 20% of its total ARP ESSER III allocation to address learning loss through the implementation of evidence-based interventions. Interventions must:</p> <p>Respond to students' social, emotional, and academic needs; and address the disproportionate impact of COVID-19 on underrepresented student subgroups.</p>

Learning Loss Requirements (pending final USDE guidance)

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Learning Loss Requirements (Cont.)

Learn	American Rescue Plan funds must be spent to address lost learning.
Assess	Administer high-quality assessments to determine academic needs
Implement	Implement evidence-based practices, support students and families in distance learning, track student attendance and engagement during remote instruction
Monitor	Monitor student academic progress to identify students who need more help

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Learning Loss Reporting

Districts need to be prepared to submit both federal and state reports outlining what initiatives were funded with ESSER II and III funding to address learning loss and recovery.

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Documenting Learning Loss

- Districts will be required to document that they spent 20% of their ESSER III funds and indicate what percent of their ESSER II funds to address learning loss and track expenditures separately.
- The following NDSFARM project codes to track learning loss activities have been created:
 - ESSER II - 109
 - ESSER III - 110
 - ESSER II Learning Loss - 111
 - ESSER III Learning Loss - 112
- It is critical for districts to use these tracking codes in order to run a report, as districts will need to submit documentation when final ESSER II and III claims are submitted.

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HB 1013 includes a required State Report

SECTION 24. LEARNING LOSS, ACCELERATED LEARNING RECOVERY, AND ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND - REPORT TO LEGISLATIVE MANAGEMENT.

School districts receiving funds from the elementary and secondary school emergency relief fund:

- Must provide two narrative summary reports to DPI
- Must include information regarding learning losses of students identified within the district, including subgroup gaps; school district plans to accelerate learning recovery for all students, including closing subgroup gaps
- Must include use of ESSER funds by category
- Must include the impact ESSER funds have had on accelerating learning recovery for the districts' students

December 1, 2021 – District submits report #1 to DPI

June 1, 2022 – NDDPI reports to legislative management

December 1, 2022 – District submits report #2 to DPI

Legislative Session 2023 – NDDPI provides legislative report

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ESSER II and III Application Processes

- The NDDPI is committed to providing an expedited process for districts to apply for funding to ensure these dollars can be used to meet immediate needs.
- ESSER II and III funding will each require an application to be submitted to NDDPI.
- [HB 1394](#) and [HB 1395](#) give the NDDPI authority to disseminate ESSER II and ESSER III funds.
 - Training on May 3rd for ESSER II applications
 - Before official application information can be released regarding ESSER III, the NDDPI needs the official USED guidance

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Direct Services to Students

- Districts are reminded of the following:
 - Justification of expenditures will need to align to COVID and learning loss
 - Supplies, materials, equipment should be appropriately related to the direct service to students
 - Costs must be reasonable, allowable, and allocable



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All requests must be reasonable, necessary, and allocable.

Reasonable: Not excessive in cost and based on prudent and sound purchasing practices

Necessary: Essential for carrying out a need as a result of the ongoing impact of COVID-19 and loss of learning

Allowable/Allocable: ESSER allowable categories

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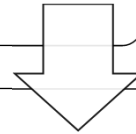
Understanding Impacts of the Pandemic on Students

Research	Plan	Target
<ul style="list-style-type: none"> • What does the evidence say? • Consult resources and tools that lead you toward making strategic decisions around programming and funding. • Toolkit to Overcome Learning Loss • Hunt Institute: Menu of Options 	<ul style="list-style-type: none"> • Craft a plan for collecting data that will be used to accelerate learning. • Consider both academic and SEL impacts. • Align funds to current needs and initiatives. 	<ul style="list-style-type: none"> • Target funding to activities and students that need it most. • Consider the following subgroups: <ul style="list-style-type: none"> • each major racial and ethnic group, • children from low-income families, • children with disabilities, • English learners, • gender, • migrant students, • students experiencing homelessness, and • children and youth in foster care

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Data Collection

What data do you already collect to inform this work?



What data should you be collecting?

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Ideas for Allowable Uses

Ideas for the Learning Loss set-aside include:

- | | | |
|--|--|--|
| <input type="checkbox"/> Offer or extend summer school programming | <input type="checkbox"/> MTSS supports | <input type="checkbox"/> Hire additional staff to work with at-risk students |
| <input type="checkbox"/> Offer or extend before or after school programming | <input type="checkbox"/> Additional counseling time | <input type="checkbox"/> Conduct a four-week prestart of school camp |
| <input type="checkbox"/> Intensive one-to-one or small group tutoring | <input type="checkbox"/> Expand Title I direct services | <input type="checkbox"/> Offer an intense week-long acceleration for students |
| <input type="checkbox"/> Expand Advanced Placement (AP) and dual credit for students | <input type="checkbox"/> Provide prep courses for ACT/College Algebra or other areas of need | <input type="checkbox"/> Pay for additional CDE courses for students |
| <input type="checkbox"/> Expand CTE offerings for students | <input type="checkbox"/> Contract for tutoring services | <input type="checkbox"/> Pay for students to take CREAM reading and math courses |
| | <input type="checkbox"/> Behavioral health supports and interventions | |

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Programming

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Sub-awards: Award mini-grants within district to schools with great ideas

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Direct Services: Contract with partner groups/agencies to provide tutoring supports (i.e. Sylvan, YouthWorks, shelters, local Parks and Rec etc.)

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Inspire Innovation: Create inventive summer school and school vacation acceleration academies and/or intensive academic bootcamps for students on the cusp of graduation

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Community-Based Programming

Community in Schools: Provide wraparound services (academic, physical and mental health supports) for students and families.

Community Partnerships: Provide incentives to schools that create community partnerships with out-of-school providers.

Expand Public Services: Partner with local libraries for out-of-school time learning opportunities. Create one-time program grants to help design curricular and extra-curricular out-of-school-time learning opportunities, both during school and over the summer – in the school and community.



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- Work with your [local REA](#) to consult on opportunities for both academic and SEL supports.
 - [NDMTSS](#)
 - [Trauma-Sensitive Schools](#)
 - Standards-Based Education
 - Reading Corps
 - Suicide Prevention
- [Exact Path](#)
- [Native American Essential Understandings](#)

State-Based Programming

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Example: Summer Learning Program

Allowable Learning Loss Activity: Activities to address learning loss

Description of Activity: A summer learning program offered to elementary and middle school students to provide increased instructional time. This will allow for additional learning opportunities lost during school closures or transition periods to remote learning.

Use of Funds:

- Salaries for instructional staff working the summer program
- Benefits for instructional staff working the summer program
- Supplies and materials, as needed.

Location: Districtwide – all elementary and middle buildings

Will this activity benefit the entire or a portion of the population at this location? All students are welcome, but a portion of the population will be served.

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Example: After School Program to Enhance Instruction for English Learners

Allowable Learning Loss Activity: Summer learning and supplemental after school programming

Description of Activity: Supplemental English Language Development instruction will be provided in an afterschool program to enhance linguistic instruction offered to English learners. Due to disruptions caused by school closures, English learners have experienced disruptions in access to programming, with the greatest impact on secondary school students.

Use of Funds:

- Salaries for English Learner teachers to provide supplemental supports
- Benefits for instructional staff working the after-school program
- Supplies, materials and transportation, as needed.

Location: ABC High School

Will this activity benefit the entire or a portion of the population at this location? The intent of the activity is to supplement instruction and support for English learners in secondary school.

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Example: Embedded High-Dosage Tutoring

Allowable Learning Loss Activity: Intensive Tutoring programming

Description of Activity: High-dosage tutoring tied to classroom content will be provided to all academically at-risk students in the middle school. Tutoring groups (1 preservice teacher: 2-4 students) will meet 3 days per week for 30-60 minutes session – this time will be embedded during the current school day.

Use of Funds:

- Tutor (preservice teachers) intensive training
- Tutor stipends
- High quality instructional materials.

Location: ABC Middle School

Will this activity benefit the entire or a portion of the population at this location? The intent of the activity is to supplement classroom instruction, build positive relationships, and support middle school students.

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Vacation Acceleration Academy

Allowable Learning Loss Activity: Student activities to address learning loss

Description of Activity: An intensive instructional program focusing on English language arts and mathematics will be provided over extended school vacation and break days. These are full-day experiences and are provide highly engaging, hands-on learning opportunities for students. This program is geared toward the school's most at-risk student population. The ratio of staff to students will be 1:10

Use of Funds:

- Stipends for instructional staff working the vacation program
- Supplies, materials, students meals, transportation, as needed.
- Student prizes (PTO funded and provided)
- Student recreational opportunities to sustain high engagement

Location: Title I buildings

Will this activity benefit the entire or a portion of the population at this location? Students will qualify for this program and receive a special invitation to participate.

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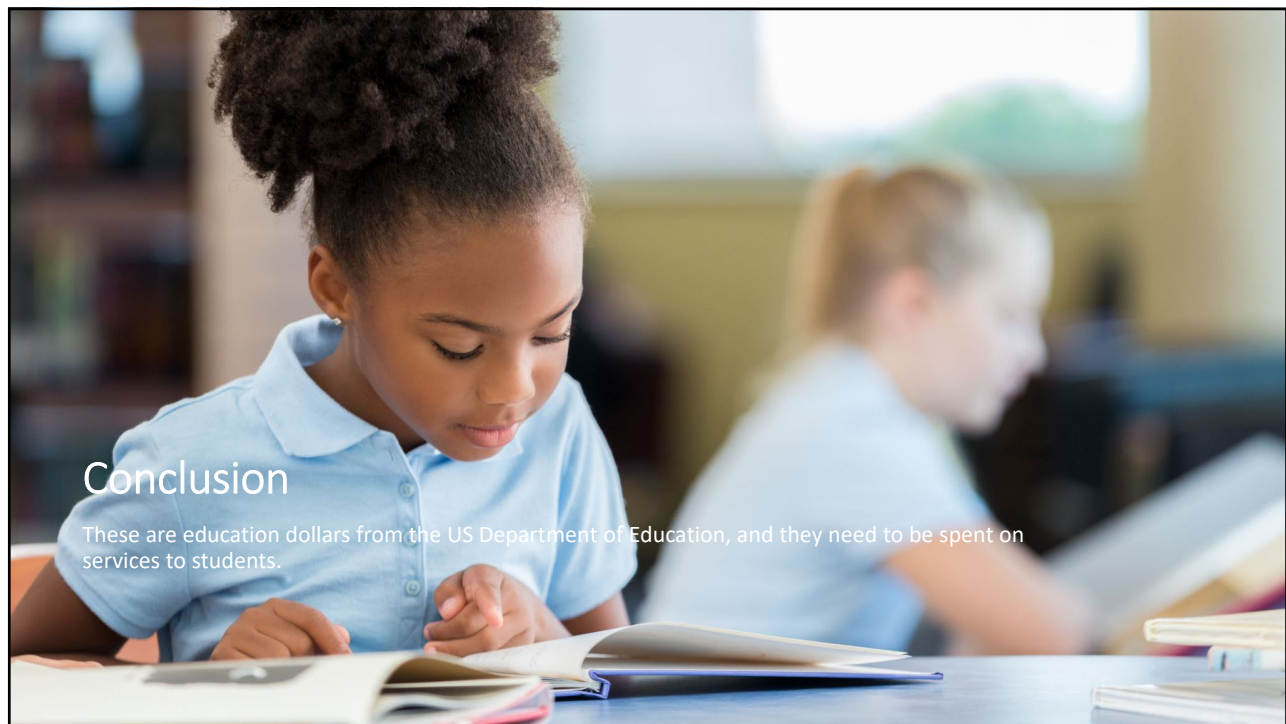
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Hybrid and Distance Learning Impacts

- In March 2021, the NDDPI surveyed North Dakota's public school families asking questions about families' educational experiences from August 2020 to February 2021.
 - Collected data on experiences of 3,661 K-12th students from 100 school districts.
 - 3,545 (96.8%) parent respondents
 - 116 (3.2%) students
- Families with students using hybrid or distance learning were more likely to report that their experiences were worse than prior years in the following areas:
 - More challenging lessons
 - Lessons designed for unique needs
 - Consistent grading and assessments
 - School and district communication
 - Support for social and emotional needs
 - Student interest and engagement



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Contact Us!

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