



INTRODUCTION & OVERVIEW

In the Fall of 2021, the federal government announced another round of special relief funding available to public schools called the Elementary Secondary School Emergency Relief (ESSER III). ESSER III had two separate funds available with distinctly different requirements: ESSER III ARP and ESSER III 11t.

To collaborate on the best use of these potential funds, and to meet the requirements of the funding, North Muskegon Public Schools sought meaningful consultation with key stakeholders in the development of the plan, including:

- ▶ Survey input from District staff
- ▶ Survey input from District parents
- ▶ Survey input from District students
- ▶ Survey input from local community
- ▶ One-on-one and small group meetings
- ▶ Emails and phone calls

We were then able to use information gathered from stakeholders to determine the best way to spend the allocated funds.

NMPS USE OF FUNDING

While there were specific requirements and qualifications applied to how the funding could be used, North Muskegon Public Schools was able to utilize this funding to provide a number of new and expanded benefits and supports to our school community and families in need. The specific requirements for the funding and the plans NMPS has put in place for the funding can be found below.



ESSER III Section 11t

NMPS Allocation: \$814,338 (includes \$18,778 of indirect services)

Requirements for ESSER III 11t funds are restrictive and must only be spent on the following subgroups:

- Low Economic
- Special Education
- English Language Learners
- Students of Color
- Foster Care
- Homeless

There are three required minimums to be spent for this grant. Those buckets are Learning Loss (51.4% minimum); Summer Programming (10.3% minimum) and After School Programming (10.3% minimum). The remaining portion, if only spending the minimums would be 28% on discretionary purposes. **(to be spent over 2.5 years):**

- 51.4% on Learning Loss: \$418,570
- 10.3% on Summer Programming: \$84,000
- 10.3% on After School Programming: \$84,000
- 28% Discretionary: \$227,768

NMPS ESSER III 11t Plan:

Incorporating the meaningful consultation inputs described previously, the following ESSER III 11t Plan was developed: (last revised on 1/15/2024):

Qualifiers: ELL, Spec Ed, Free & Reduced (low income), Students of Color, Homelessness/Foster Care, Migrant

GRANT REQUIRED: Additional learning time to accelerate learning (\$170,000):

The district continued to run a summer school program since the 2021 school year. Before that, the district did not run any program due to cost and lack of funding in other "buckets" of funding. The district has created a program based on the student's NWEA scores and also based on teacher's recommendation. The district is planning on staffing this program with our own teachers and staff, along with providing some materials to ensure that the students are receiving meaningful instruction. The district is also employing our two interventionists to assist with students needs. One of the biggest barriers for any summer school program is transportation so the district is planning on creating a couple of routes are strategic stops to ensure that the students that need and want to come are able to do so.



Additionally, the district also plans on increasing the extended day programming for the life of the grant. The majority of the program's costs will be teachers and interventionists compensation along with planning to ensure the staff are ready for the one hour per night for two to four days per week. The elementary staff requested some supplies to assist the program so that was approved thus needing a revision to the spending plan.

Students that do not qualify from the grant's requirements could still attend if the district believes they need these programs. The district will pro-rate the cost of the entire program each fiscal year and fund the pro-rated cost of any non-qualified students using the At-Risk grant.

Staff to help accelerate learning and reduce learning gaps (\$609,765):

\$477,578 for Learning Loss and \$132,187 for Discretionary

During the last couple of years, the district's elementary classrooms have been hard to plan for staffing due to the uncertainty each year for the school of choice program. Therefore, the district is trying to maintain a class size as low as we can without increasing cost that the "system" is not affordable in the next couple of years. The district's plan was to use a large allocation of the district's Section 11t grant on keeping the class size as low as possible.

The district's plan in the secondary was to use ESSER 3 (see this section under the ESSER 3 grant) but the grant was used in other expenses. Therefore, Section 11t was used to finish the district's plan for the secondary building.

The district plans to determine each teacher's percentage of qualified students each year and pro-rate their costs to the grant. The district has determined that around 75% of the teacher's salary is based on evidence-based learning (thus learning loss). The other 25% is based on planning time or other times that the teacher is not either in front of the student or teaching core content.

Services for students with disabilities (\$15,795):

\$15,795 for Learning Loss

The district teamed up with another district to provide psych services for our students. The other district was the fiscal agent for the employee so the district will be billed for our portion of the cost shared agreement. This cost is 100% allocated to this grant due to the psych's caseload being 100% of students that qualify.



ESSER III ARP (American Rescue Plan)

NMPS Allocation: \$307,889 (includes \$8,000 of indirect services)

Requirements for ESSER III ARP funds are less restrictive than 11t funds:

- The District must mitigate the spread of COVID
- Spend at least 20% to address learning loss (\$41,192)
- USED has released five questions for districts to consider when evaluating whether the proposed spending is appropriate:
 - Will the proposed use of funds "prevent, prepare for, and respond to Coronavirus?"
 - Is it an allowable use of funds under the CARES Act?
 - Is it reasonable and necessary?
 - Does it promote equity?
 - Does it support returning students to the classroom?

Our revised plan of use for ESSER III ARP funds as submitted (last revised on 1/15/2024):

Staff to help accelerate learning and reduce learning gaps (\$294,629):

The district has increased staffing in the secondary building throughout the period for the ESSER 3 grant. During the grant period, the district has reflected on the NWEA data as the district's math scores are not where the district wants them to be. Therefore, district understands that adding and/or maintaining appropriate staffing levels allows for the implementation of smaller class sizes, promoting better student-teacher interactions and creating a conducive atmosphere for individualized instruction. While there were possibilities to reduce staffing during the past couple of years, the district used this grant to maintain the staffing levels within the math subject area.

The district has also added a staff member in the science subject area within the secondary building. The building needed the additional teacher to either add electives or reduce the class size during the core instruction. Again, the district was looking at their internal and external data to make the decision to add within the science subject area.

The district has also increased staffing levels using additional grants that were awarded in the 2023 and 2024 fiscal years. The increase to the At-Risk grant has allowed the district to add additional supports in the elementary buildings.



Instructional materials to help with learning recovery (\$5,260):

During the meaningful consultation meetings along with the discussion during our curriculum improvement meetings, the district started to discuss upgrading our instructional materials to better suit our teachers and students. During those meetings, the staff and stakeholders determined that our instructional materials such as textbooks were appropriate but the district needed to have better materials incorporated with technology. From other COVID related grants, the district has added more technology materials or other things within the classroom to best support the teachers to have the best ability to educate the students.

Revised 1/15/2024