

# Impacting Billions for Education Justice


Knowledge – Accountability – Monitoring

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# Agenda

- Introduction
- WHI on Advancing Equity
- Setting the Stage: Raising the Bar
- COVID Funding Review
- Omnibus Funding
- POTUS Budget
- Other Programs/Grants
- Reminders and Next Steps for Advocacy
- Sign Ups



# Impacting through . . .



Knowledge



Determination of Use



Accountability



Monitoring Outcomes

# White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans

The White House Initiative on Advancing Educational Equity, Excellence and Economic Opportunity for Black Americans (The Initiative) is a cross-agency effort aimed at identifying evidence-based practices that improve student achievement, and developing a national network that shares these best practices.

The Initiative works to strengthen the nation by improving educational outcomes for Black Americans of all ages, and to help ensure that all African Americans receive an education that properly prepares them for college, productive careers, and satisfying lives including in the following ways:

# WHIE: Events

- Opening the Social Emotional Safety Net: SEL Practices for the Black School Community
- Leveraging Black Voices in Education Research
- Breaking Barriers: A Systemic Approach to Support Black Student Mental Health
- AfAmWomenLead: Black #Herstory in the Making
- Second Chance Opportunities: Bridging the Gap from Prison to Higher Education in the Black Community
- Black Pride: Promoting Academic Excellence for Black LGBTQI+ Students
- Summer F.U.N. for Black Students: Families Understanding and Nurturing Learning at Home
- B.L.A.C.K. to School: Supporting Black Leaders and Creating K12 Systems that Attract and Retain Black Teachers



# Raise the Bar: Lead the World



- "Raise the Bar: Lead the World" is the U.S. Department of Education's call to action to transform P-12 education and unite around what truly works—based on decades of experience and research—to advance educational equity and excellence.





## **ACHIEVE ACADEMIC EXCELLENCE**

- » Accelerate learning for every student
- » Deliver a comprehensive and rigorous education for every student

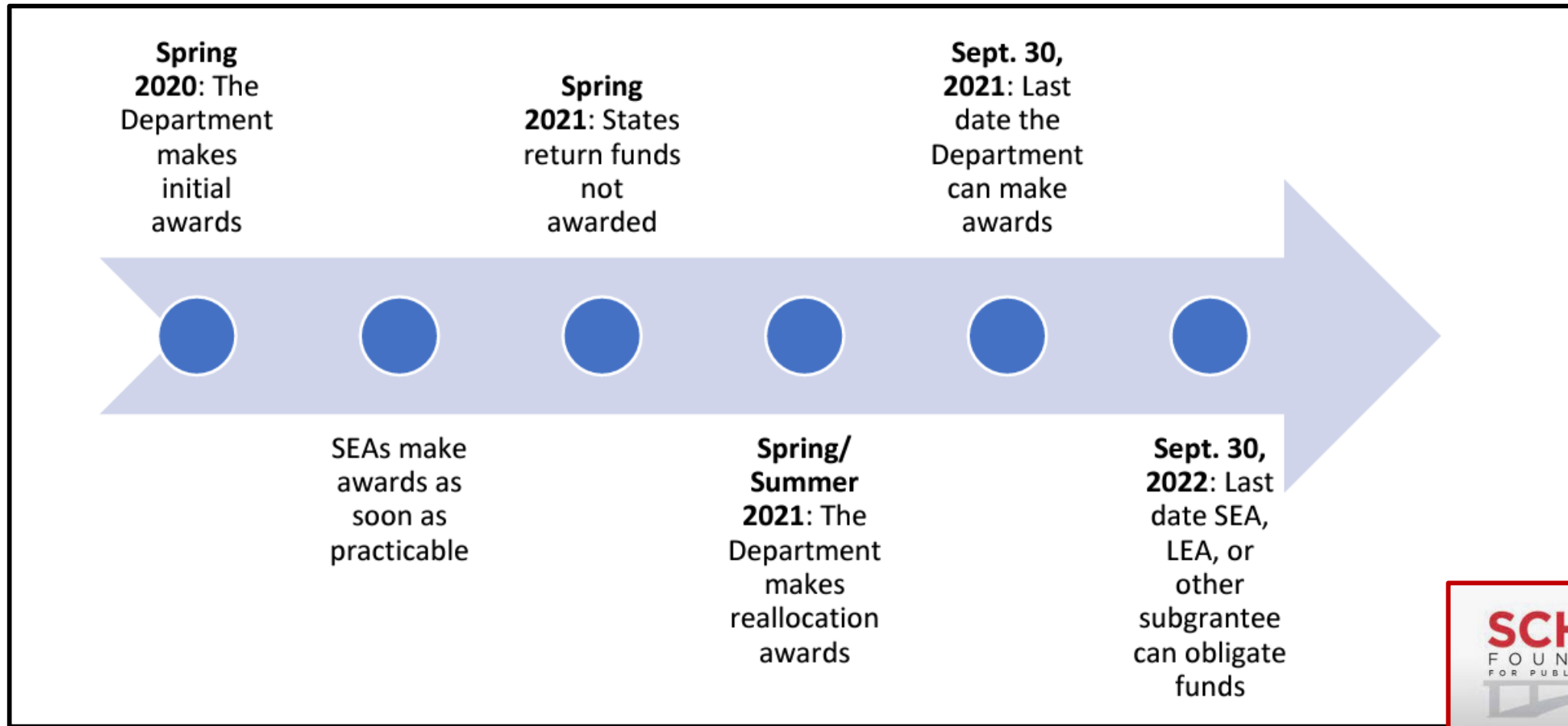
## **BOLDLY IMPROVE LEARNING CONDITIONS**

- » Eliminate the educator shortage for every school
- » Invest in every student's mental health & well-being

## **CREATE PATHWAYS FOR GLOBAL ENGAGEMENT**

- » Ensure every student has a pathway to college & a career
- » Provide every student with a pathway to multilingualism

# ESSER - GEER Timeline







# ESSER-GEER II & ARP ESSER

- September 30, 2023
- September 30, 2024
- must be awarded within one year of receipt
- grant activities carried out through a valid obligation of funds may continue beyond that date

The CARES Act, CRRSA Act, and ARP Act provide vital support to States, LEAs, and schools as they work to reopen schools safely, maximize in-person instructional time, and address the impact of the COVID-19 pandemic on students, educators, and families.

"ESSER and GEER Use of Funds" (ED)

# Purpose



# Expenditures

- **any activity authorized by**
  - the ESEA (ESSA) - IDEA - AEFLA
  - the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V)
  - coordinating preparedness and response efforts to COVID-19
  - providing principals and other school leaders with the resources for schools
  - activities to address the unique needs of marginalized student groups
  - developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
  - training and professional development for staff of the LEA on minimizing the spread of infectious diseases
  - purchasing supplies to sanitize and clean the facilities of the LEA, and other buildings
  - planning for, coordinating, and implementing activities during long-term closures
  - purchasing educational technology
  - providing mental health services and supports
  - planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of marginalized student groups
  - addressing the academic impact of lost instructional time among students, including marginalized students
  - school facility repairs and improvements to enable operation of schools to reduce risk of illness
  - inspection, testing, maintenance, repair, replacement, and upgrade projects in schools
  - developing strategies and implementing public health protocols to effectively maintain the health and safety of students, educators, and other staff
  - other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA

# New Provisions: ESSER ARP



Safe Return to In-Person Instruction and Continuity of Services



Maintenance of Equity for “High Poverty Schools”



Reservation to Address the Academic Impact of Lost Instructional Time (20% or more)



LEA Plan for Use of ARP ESSER Funds

# Must an SEA engage in meaningful consultation before determining how to use the ARP ESSER funds it reserves?

Yes. Each SEA is required to submit to the Department a State Plan for ARP ESSER funds (ARP ESSER State Plan) that includes, among other requirements, a description of how it will use the funds it reserves. As required in the interim final requirements, an SEA must engage in meaningful consultation with stakeholders, and provide the public the opportunity to provide input, in the development of the plan. Specifically, in the development of its ARP ESSER State Plan, an SEA must engage in meaningful consultation with stakeholders including, but not limited to, students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable), teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other 20 underserved students. An SEA should translate relevant materials and obtain the services of interpreters, as needed, to engage its English learners as well as families and other stakeholders with limited English proficiency.

"ESSER and GEER Use of Funds" ED



## OFFICE OF Elementary & Secondary Education

### American Rescue Plan Elementary and Secondary School Emergency Relief Funds (ARP ESSER): State and Local Educational Agency (LEA)/School District Plans

State	Total American Rescue Plan ESSER Funds Awarded	Approved State Materials (Final ARP ESSER State Plan, Approval Letter)	Communication Materials (State Plan Highlights)	School District/LEA Use of Funds Plans on State Websites
ALABAMA	\$2,021,518,529	<ul style="list-style-type: none"> <li>Approved ARP ESSER State Plan (PDF)</li> <li>Approval Letter (PDF)</li> <li>PDF (Submitted)</li> </ul>	<ul style="list-style-type: none"> <li>Highlights (PDF)</li> </ul>	<a href="#">Alabama State Link to Local Plans</a>
ALASKA	\$358,770,937	<ul style="list-style-type: none"> <li>Approved ARP ESSER State Plan (PDF)</li> <li>Approval Letter (PDF)</li> <li>PDF (Submitted)</li> </ul>	<ul style="list-style-type: none"> <li>Highlights (PDF)</li> </ul>	<a href="#">Alaska State Link to Local Plans</a> <a href="#">Alaska State Link to Local Plans (PDF)</a>

A list of State Educational Agencies and their contact information can be found here: <https://www2.ed.gov/about/contacts/state/index.html>





Advancing  
Educational Equity in  
COVID-19 Response

# Ensuring that ESSER Funds are Equitably Allocated Among Schools

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ESSER funds are distributed to LEAs in proportion to the amount each LEA received under part A of title I of the ESEA in the most recent fiscal year.



# Ensuring that GEER Funds are Equitably Allocated Among Schools

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- The percentage of families in the LEA with incomes below the poverty line;
- The percentage of students in an LEA that represent underserved populations
- The projected number of days that the LEA was unable to provide in-person instructional services as a result of the COVID-19 pandemic
- Unemployment data for the geographic area in which the LEA is located
- The extent to which the LEA is located in a geographic area in which a significant number or percentage of individuals have tested positive for or been significantly affected by the COVID-19 pandemic.



# Supporting Students – Lost Instructional Time

- **Evidence – Based**
- Summer Learning / Enrichment
- Responding to ALL Needs
- Addressing Disproportionate Impact
- High Dose Tutoring
- Leveraging Technology
- Extending School Day / Year
- Supplementing Salaries
- Hiring More Teachers and Support Personnel
- Professional Development

Supporting  
Students'  
Social,  
Emotional,  
Mental health,  
and Academic  
Needs

- Hiring Teachers and Other Personnel
  - Programmatic Needs
  - Culturally Responsive Practices
  - Trauma Informed Care
- Addressing Disproportionate Impact  
[Coronavirus Reopening-2.pdf \(ED\)](#)



# Supporting Bilingual Students and Families

## Lost Instructional Time

- Extended-Day / Year Activities
- Language Accommodations (Content Access)
- Activities for Social-Emotional Access and Advancement
- More Bilingual Staff

## Culturally Responsive Practices

- Implementation Strategies for Access to Content
- Implementation and Use of Formative Assessments
- Asset-Based Scheduling Practices
- Articulation and Collaboration for Transition
- Technology
- PPE

## Family Engagement

- Outreach to Families
- Translation Services



# Supporting Bilingual Students and Families Continued

Supporting the development or expansion of multilingual instructional programs, including programs that provide instruction in Native American languages

Supporting an increase in available learning and enrichment time, such as through extended day, week, or year programs, or additional out-of-school time (e.g., during school breaks)

Supporting services to meet increased needs of immigrant children or youth including by providing a whole child approach.

Assessing individual student needs and tailoring supports to unique circumstances.

Providing professional development to educators and others who provide additional supports, such as tutors, to ensure instruction and enrichment are evidence-based and culturally and linguistically responsive, including by ensuring students learn listening, speaking, reading, and writing skills in an integrated manner in all languages they are studying.

Supporting collaboration between teachers and others providing additional instruction to integrate multilingual learners' experiences or to ensure continuity of instruction between the regular school day and any additional out-of-school learning time.

Recruiting, preparing, and developing multilingual educators and staff, including through pathway programs such as high-quality residencies, grow your own programs, and registered apprenticeships.

Providing teacher candidates with additional financial support such as stipends, loan forgiveness, and service scholarship programs.

Supporting existing educators and staff in adding bilingual or other specialized certifications that support multilingual learners, including by covering the costs associated with earning those additional certifications.

Supporting or expanding programs that offer a seal of biliteracy to recognize students who demonstrate proficiency in multiple languages.

Supporting the development or expansion of digital literacy programs for multilingual students, families, and caregivers.

# Support Family Engagement for Multilingual Learners



OUTREACH FOR  
ORGANIZATIONS THAT SERVE  
MULTILINGUAL LEARNERS



EXPANDING MULTILINGUAL  
SOCIAL MEDIA



TRANSLATION /  
INTERPRETATION SERVICES



ENGAGING COMMUNITIES TO  
SUPPORT INSTRUCTION OF  
STUDENTS

# Assessments for Multilingual Learners

Formative,  
Diagnostic,  
Interim, and  
Summative

Developing  
Assessments in the  
Language

Ensuring Families  
Understand  
Results of  
Assessments

# Supporting the Needs of Children with Disabilities under the IDEA

Age 3-21  
Under Section  
611 of IDEA  
Part B

Providing support and direct services for children with disabilities, including technical assistance, personnel preparation, and professional development and training

Implementing child find policies and procedures, including ensuring identification, location, and evaluation of children who may need special education and related services including underserved groups, such as children experiencing homelessness, migratory children, and highly mobile children

Eliminating evaluation backlogs

Addressing the loss of instructional time and loss of skills for children with disabilities, and determining on an individual basis, in accordance with applicable requirements, by the IEP Team whether compensatory services may be needed for a child with a disability who was unable to receive FAPE as a result of school closures or other disruptions in services due to the COVID-19 pandemic



# Supporting the Needs of Children with Disabilities under the IDEA

Age 3-21  
Under Section  
611 of IDEA  
Part B

Providing extended-school-year services as determined to be necessary to provide FAPE to the student

Monitoring, enforcement, complaint investigations, and the mediation process, including providing for the costs of mediators and support personnel

Providing positive behavioral interventions and supports and mental health services for children with disabilities

Supporting the use of technology, including technology with universal design principles and assistive technology devices


Implementing transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities

Assisting LEAs in meeting personnel shortages including by hiring additional personnel to provide special education and related services and reducing caseloads in key areas


Supporting capacity-building activities and improving the delivery of services by LEAs to improve results for children with disabilities

Developing programming for children with disabilities who have been expelled from school, children with disabilities in correctional facilities, children enrolled in State-operated or State supported schools, and children with disabilities in charter schools

Increasing the number of high-need children with disabilities funded under a State's high-cost fund.



# Supporting Preschoolers with Disabilities 3 - 5 Under Section 619 of IDEA Part B:

- Implementing child find policies and procedures, including ensuring identification, location, and evaluation of children who may need special education and related services
  - Assisting LEAs in personnel shortages by hiring additional early childhood special education and related services providers
  - Assisting LEAs in meeting personnel training needs for preschool staff
  - Costs related to safely providing FAPE across a variety of preschool settings
  - Providing developmentally appropriate positive behavioral interventions and supports and mental health services for preschoolers with disabilities
  - Implementing transition activities, including coordination with the Part C program on the transition of children exiting Part C, and planning of services with schools for preschoolers entering kindergarten.
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# Services under IDEA Part C

Providing early intervention services to infants and toddlers with disabilities and their families

Supporting IDEA Part C personnel including service coordinators through technical assistance, personnel preparation, use of alternative delivery methods, and professional development and training

Implementing the State's child find system with a specific emphasis on addressing related issues of equity for historically underserved populations

To make available early intervention services to those infants and toddlers with disabilities and their families that were not provided such services

Addressing any 45-day timeline backlogs including the child and family assessment and evaluation of the child to determine eligibility

Improving the use of technology to deliver IDEA Part C services and improve use of teleintervention by early intervention service (EIS) providers

Providing developmentally appropriate positive behavioral interventions and supports and mental health services for infants and toddlers with disabilities and their families

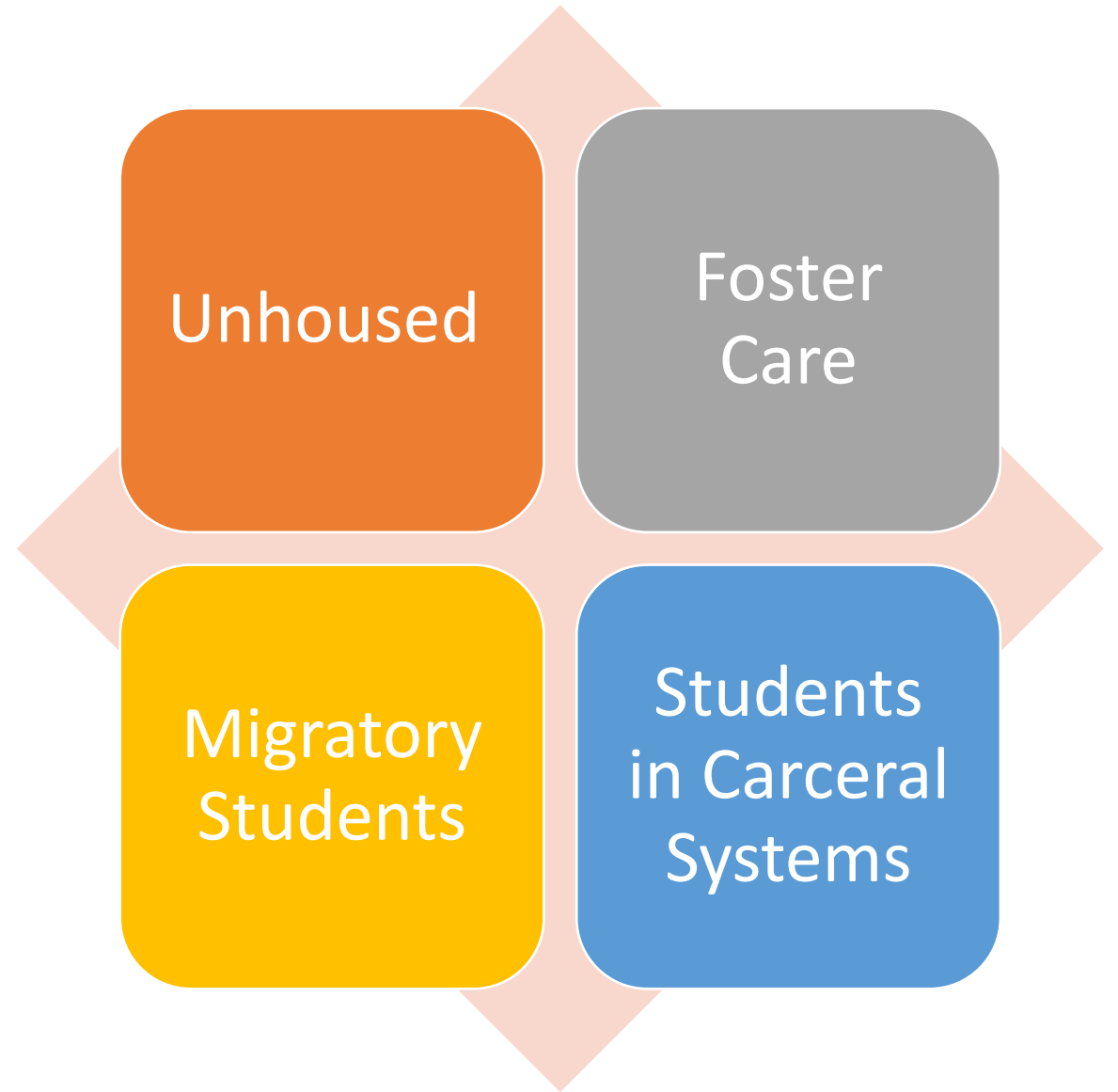
Implementing early childhood transition, including coordinating with the Part B preschool program and the SEA

Assisting EIS providers and programs in meeting personnel training needs and provider shortages

Monitoring and enforcing IDEA requirements, and conducting dispute resolution

Conducting outreach to parents and families of infants and toddlers with disabilities

# Other Student Groups



# Omnibus Package

- **Title 1 Part A : \$18.4 billion, a \$850 (5%) million increase over FY22 funding**
- **Title IV Part A: \$1.38 billion, a \$100 million (8%) increase over FY22 funding**
- **IDEA Part B: \$16.3 billion in FY23, a \$3 billion (22%) increase over FY22 funding levels**
- **IDEA Part D: \$115 million, a \$20 million (21%) increase over FY22 funding**
- **Augustus F. Hawkins Center for Excellence Program: Augustus F. Hawkins Center for Excellence program is set to receive \$15 million in FY23, a \$7 million (87%) increase over FY22 funding**
- **Educator Innovation and Research Program (EIR): receive \$284 million, a \$50 million (21%) increase over FY22 funding**
- **Title II Part A; \$2.19 billion, a \$20 million (1%) increase over FY22 funding. The increased funding for Title II-A is intended to “address concerns about staffing shortages, increase educator diversity, and implement evidence-based programs**
- **Supporting Effective Educator Development (SEED) Grant Program: \$90 million for the SEED program, a \$5 million (6%) increase over FY22 funding levels**
- **Teacher Quality Partnership (TQP) Grant Program: \$70 million, an \$11 million (18%) increase over FY22 funding**





- Investment in High-Poverty Schools: \$20.5 billion for Title I - a \$2.2 billion increase above the 2023
- Expands Access to High-Quality Preschool: new mandatory funding proposal for a federal-state partnership
- More Mental Health Supports for All Students: provides \$578 million
- Supports Full-Service Community Schools: \$368 million for this program, an increase of \$218 million above the 2023
- Addresses Critical Educator Shortages
- Supports Multilingual Learners
- Fosters Diverse Schools

President's Budget:



**Bipartisan Safer  
Communities Act  
Stronger Connections  
Grant Program**

**1 billion Title IV Part A**

- **grant competition in SEAs**
  - emergency drills and plans
  - safety and violence prevention
  - evidence based strategies
  - anti-bullying and harassment plans
  - positive and fair discipline policies and practices
  - multi-tiered systems of support
  - social and emotional student needs
  - mental health needs of students
  - students with disabilities
  - preschool students
  - increasing student connections and belonging
  - promote physical fitness

**Bipartisan Safer  
Communities Act  
Stronger Connections  
Grant Program**

**1 billion Title IV Part A**

- responding to identity-based hate and harassment
- professional development to educators
- professional development for trauma informed care
- Professional development for principals and other school leaders
- Interated supports
- early detection, screening, or warning systems to identify students who may be at risk or those in need of additional supports
- hiring mental health professionals and other support staff
- support mentors, integrated student support coordinators, post-secondary education transition coaches and student success coaches
- **school-based police officers, law enforcement, or school resource officers (SROs)**
- **surveillance cameras, metal detectors, and other physical or infrastructure-related security equipment**
- **implement threat assessment systems or teams**



# Other Initiatives

- [U.S. Department of Education Announces More Than \\$188 Million from the Bipartisan Safer Communities Act to Support Mental Health and Student Wellness](#)
- [U.S. Department of Education Announces Partnership with Carnegie Corporation of New York and Overdeck Family Foundation to Support Family Engagement](#)
- [U.S. Department of Education Awards Over \\$35 Million for Grants to Support Cradle-to-Career Solutions in High-Needs Communities](#)
- [U.S. Department of Education Announces \\$63 Million to Expand Community Schools and Increase Social, Emotional, Mental Health, and Academic Support for Students, Educators, and Families](#)

# Actionable Steps:

- Knowledge
- Determination of Use
- Accountability
- Monitoring



# Attention: Federal Grants

Exploring  
Eligibility: Nonprofit  
Organizations Seeking  
Federal Grants

# Updates: Sign Up

- [ED Subscribe](#)
- [White House Briefing Room Stay Connected](#)
- [Federal Register](#)
- Representatives (D/R - Federal – State)
- Nonprofit and Other Agencies
- Local Alerts

# Contact

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