Montana
Office of Public Instruction

Everything you Need to Know about the LEA ARP ESSER Plan

SAM 2021 Conference

July 26, 2021

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Session Purpose

To provide a basic understanding of ARP-ESSER and prepare for Meaningful Planning through the LEA ARP ESSER Template

- To review of the American Rescue Plan and ARP ESSER III Funding
- To provide school leaders information about the requirements of the **District ARP ESSER Plan** due by August 24, 2021.
- To review the District ARP ESSER Plan template

Overview of the American Rescue Plan and ARP ESSER III Funding

ARP ESSER Overview

- Nearly $122 billion to States and school districts
- Help safely reopen and sustain safe operations, maximizing in-person instruction
- Address the impact of the coronavirus pandemic on the Nation's students

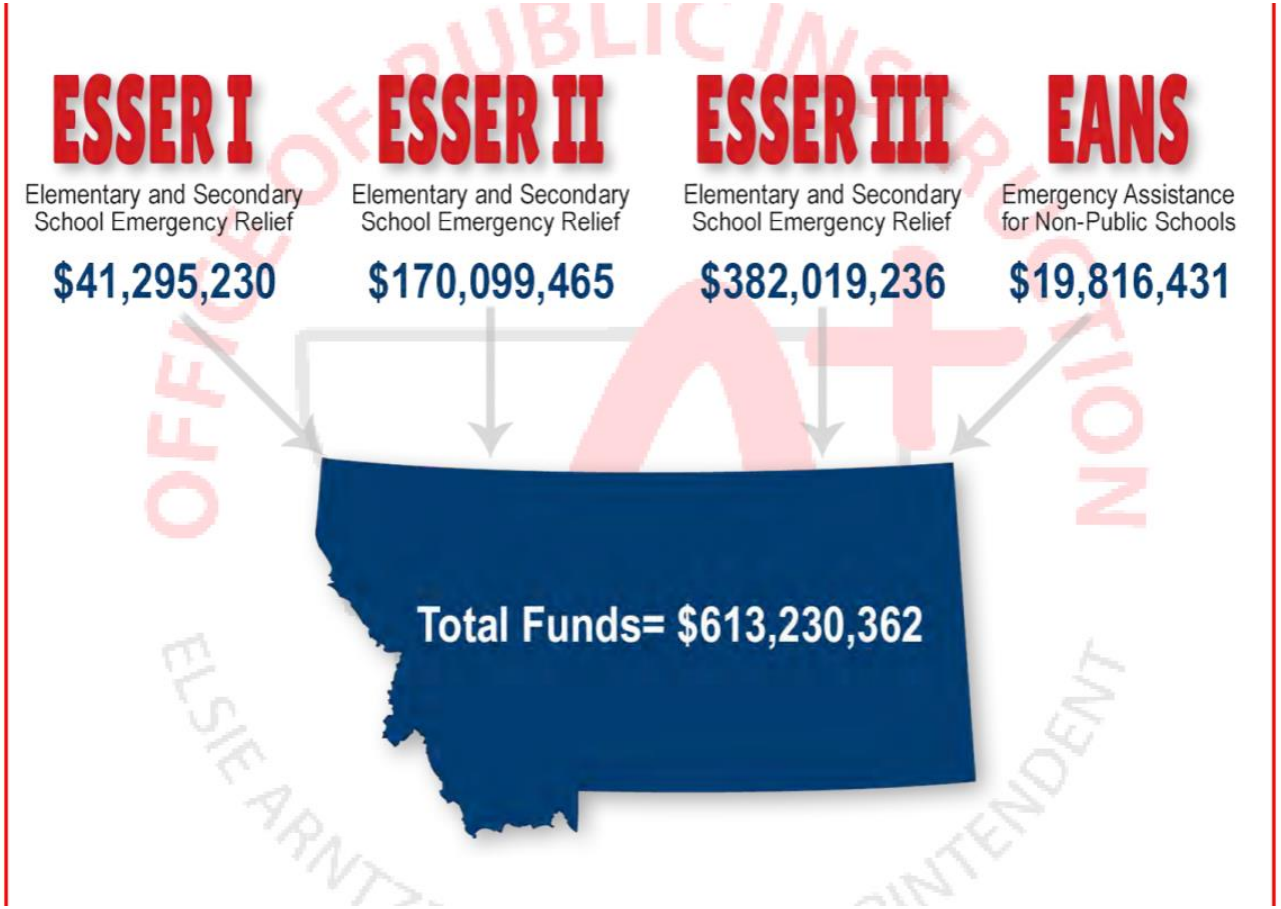
ARP-ESSER Opportunity

- Providing more safe, in-person learning opportunities for students quickly
- Supporting student's social, emotional, mental health, and academic needs
- Addressing the educational inequities that were exacerbated by the pandemic
- Bringing to the table the voices of those who can best speak to how to meet these goals at the State and District levels
- Promoting accountability, transparency, and effective use of funds

ESSER Funding

- The ARP Act represents the third round of funding to come through the ESSER fund, and Montana's allocation totals more than $382,000,000.
- In previous rounds, Montana received more than $41,000,000 (ESSER I) and $170,000,000 (ESSER II).
- Through the Emergency Assistance to Non-Public Schools (EANS), the state also received nearly $20 million for home and private schools.
- Two-thirds of the ESSER III funding has already been released to schools; once USED approves the State Plan, the OPI will be able to release the remaining one-third, or roughly $126 million.

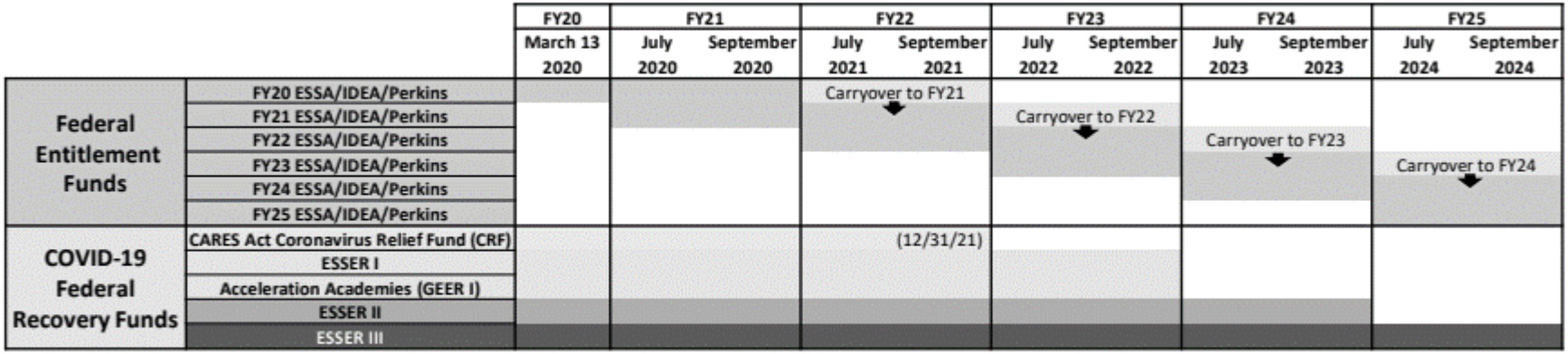
ESSER Funding



Timeline for Funding

ESSER I	September 30, 2022
ESSER II	September 30, 2023
ESSER III	September 30, 2024

Period of Availability: March 13, 2020-September 30, 2024



ARP ESSER Funding Breakdown

- A State must subgrant not less than 90% of ARP ESSER allocation to local LEAs.
- A State must reserve:
  - At least 5% of ARP ESSER allocations for implementation of evidence-based interventions aimed specifically at addressing the academic impact of lost instructional time, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs
  - At least 1% of ARP ESSER allocations for evidence-based summer enrichment programs.
  - At least 1% of ARP ESSER allocations for evidence-based comprehensive afterschool programs.
- A State may use up to ½ of 1% of ARP ESSER allocation for administrative costs
- A State may use the remainder for emergency needs as determined by the State to address issues related to COVID-19.

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ESSER Funding

ESSER Funding Summary for Montana K 12 Public Schools

	ESSER I	ESSER II /HB 630	ESSER III /HB 632	Total
Basic Allocation to School Districts	37,165,707	153,089,519	343,817,312	534,072,538
Special Education - Related Services	3,000,000	0	0	0
Supplemental Allocation to School Districts	593,402	3,400,000	3,400,000	7,393,402
Allocation to Other Educational Institutions	30,000	120,000	120,000	270,000
Special Needs Allocation	0	2,500,000	0	2,500,000
Targeted Support to School Districts	0	1,200,000	0	1,200,000
Education Leadership in Montana	0	939,449	555,234	1,494,683
OPI Database Modernization	0	8,000,000	5,475,248	13,475,248
Administration	206,476	850,497	1,910,096	2,967,069
State Learning Loss	0	0	19,100,962	19,100,962
State Summer Enrichment	0	0	3,820,192	3,820,192
State Afterschool Programs	0	0	3,820,192	3,820,192
Other	299,645	0	0	0
TOTAL	**41,295,230**	**170,099,465**	**382,019,236**	**593,413,931**

Difference between ESSER I, II, and III

ESSER III contains two planning requirements:

- A 20% set-aside for funding to be expended for learning loss type activities
- Has the new Maintenance of Equity provisions.

ESSER III Set Asides

OPI Required Set-Asides	
Address Lost Instructional Time	5%
Summer Learning and Enrichment	1%
Comprehensive Afterschool Programming	1%

LEA Required Set Aside
20% to Address Lost Instructional Time
Activities and interventions may include: • Summer Learning and Enrichment Programs • Extended Day Programs • Comprehensive Afterschool Programs • Extended School Year Programs

All activities and interventions must be evidence-based, respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on Subgroups.

Maintenance of Equity

The USED released guidance on 6/9/21 for SEAs and LEAs as they implement these new requirements: https://oese.ed.gov/files/2021/06/21-0099-MOEq-FAQs.-FINAL.pdf

Section 2004 of the ARP Act includes new maintenance of equity (MOEquity) provisions that are a condition for SEAs and LEAs to receive funds under ARP ESSER. In addition, Appendix A includes information on baseline and initial MOEquity data that each SEA must submit by July 30, 2021 for FY 2022

- It covers both SEA and LEA level of MOEquity requirements.
- MOEquity Requirements apply to: Fiscal Year 2022 (SY2021-2022) and Fiscal Year 2023 (SY2022-2023).

SEA Maintenance of Equity

High-Need LEAs

- In FYs 2022 and 2023, states cannot disproportionally reduce per-pupil state funding to high-need LEAs.
- High-need LEAs are:
  - LEAs with highest percentages of economically disadvantaged students based on SAIPE data provided by Census Bureau (or derived data for LEAs not on the census list), and
  - Collectively serve at least 50% of the state's total enrollment.

Highest-Poverty LEAs

- In FYs 2022 and 2023, states cannot reduce per-pupil state funding to its highest poverty LEAs below what they received in FY 19.
- Highest-poverty LEAs are:
  - LEAs with highest percentages of economically disadvantaged students based on SAIPE data (or derived data for LEAs not on the census list), and
  - Collectively serve at least 20% of the state's total enrollment.

High-Need LEAs
LEAs have the **highest percentage of poverty students**, that **collectively serve 50%** of the **state's total enrollment**

Highest Poverty LEAs
LEAs have the **highest percentage of poverty students**, that **collectively serve 20%** of the **state's total enrollment**

Overall Per-Pupil Reduction in State Funds
The amount of any reduction in total State funds compared to the total provided to all LEAs in the previous fiscal year, divided by the total LEA enrollment served by all LEAs in the calculation fiscal year

LEA Maintenance of Equity

MOEquity applies to all LEAs that receive ARP ESSER funds (except for those with less than 1,000 students, only one school, or only one school per grade span).

- Per-Pupil Funding: LEAs may not reduce per-pupil funding in High Poverty Schools more than the rate that may be reduced across all schools in FY22 and FY23.
- FTE Staff: LEAs may not reduce FTE staff in High Poverty Schools more than rate that may be reduced across all schools in FY22 and FY23.

Highest Poverty Schools
Schools in the **top 25%** of the all schools in the LEA based on the percentage of poverty students served

Summary of ESSER Fund Eligible Activities

- ESSER III-are highly **flexible** and are designed to help address **local** recovery efforts relative to responding to the pandemic.
- ESSER III Funds can be used throughout the LEA, in all schools and in support of all students and staff
- Supplement and not supplant requirements **do not apply** to LEA use of ESSER Fund monies.
- Spending must be **reasonable** and **necessary** (EDGAR and USS apply).
- LEAs must continue to comply with local ESEA and IDEA Maintenance of Effort (MOE) requirements.

MT OPI ARP-ESSER State Plan

On **June 7, 2021,** the Montana OPI submitted to the U.S. Department of Education (USED) its State Plan for the ARP ESSER Fund. This plan recognizes local control, removes obstacles and barriers for schools, and enhances accountability without being overly burdensome.

State Plan Sections

A. Describing the State's Current Status and Needs
B. Safely Reopening Schools and Sustaining their Safe Operations
C. Planning for the Use and Coordination of ARP ESSER Funds
D. Maximizing State-Level Funds to Support Students
E. Supporting LEAs in Planning for and Meeting Students' Needs
F. Supporting the Educator Workforce
G. Monitoring and Measuring Progress

LEA ARP-ESSER Plans

Section E: LEA ARP ESSER Plans

The OPI is requiring districts to use a uniform template. LEAs must submit an ARP ESSER Plan to the OPI through the TEAMS. **The uniform template will allow:**

- Efficient gathering of data and information for USED Reporting requirements, measurement and impact
- Leverage local control and allow for local solutions for local needs.

LEA ARP ESSER Plans

The **District ARP ESSER Plan** template opened July 1st and closes on August 24th in TEAMS.

The OPI will continue to release information on the OPI website under the ESSER Info page, so that LEAs can begin work in anticipation of the opening of the template in TEAMs.

Key Dates

- **June 24, 2021.** Districts must make publicly available the **Return to In-Person Instruction and Continuity of Services Plan.**
- **July 1, 2021.** The **District ARP ESSER Plan** template opened in TEAMS
- **July 27, 2021. ARP ESSER Webinars** to assist districts in developing and submitting District ARP ESSER Plans.
- **August 3-5, 2021. Regional Summit** for all schools in Comprehensive Status. There will be designated times for school leadership teams to meet, plan, and coordinate programming and funding .
- **August 24, 2021.** Districts must **submit the ARP ESSER Plan** to the OPI through TEAMS.
- **September 1, 2021.** Due date to complete and **submit ESSER II and ESSER III applications** in the E-grants system.

Constructivist Dyad

A dyad is an exercise to develop both our concise speaking skills, and more importantly, our active listening skills. Active listening looks like making eye contact (the best you can on screen), being fully present and engaging with only your ears to the speaker's words, and focusing on the speaker only, limiting the chatter in your own head.

Here are some agreements to support a successful dyad:

- Respect the time parameters for the speaking times for each person sharing
- Stay on topic
- Only one person speaks while the other actively listens
- Respect and honor what is shared as sacred and belonging only in the time and space provided
- Bring compassion, positivity, and respect for all; especially for colleagues not present in your dyad

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Constructivist Dyad

Questions:

- How can the ARP-ESSER impact Montana students?
- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- Who will you ask to support you in developing and submitting the plan?

ARP-ESSER Plan Requirements

LEAs APR-ESSER Requirements

The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans. Each of these federally required components are embedded into this school district ARP ESSER plan.

LEAs APR-ESSER Requirements

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

i. implementation of evidence-based interventions;

ii. address the student groups specifically that were disproportionately impacted by the pandemic; and

iii. identify, reengage, and support students who have experienced the impact of lost instructional time. The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

- Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities.
- These components are embedded in the school district ARP ESSER plan.
- Additionally, on July 15, 2021 the OPI sought and was approved flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Pre-planning

Prior to beginning your school district ARP ESSER plan, consider the following:

- Has your district and/or individual schools within the district completed a Gap Analysis to assist in **identifying the top needs** due to COVID19 19? If no, click on Gap Analysis.
- What kinds of data will or have assisted you in **identifying the gaps**?
- What were the **needs you identified in your subgroups**?
- Did you meet with **all stakeholders** to get input on needs and possible solutions to formulate a plan for the funds? (Parents, Students, Teachers, Staff, Community Members, Tribal Members, School Board, etc.…) If not, how will you make this happen prior to creating your plan?

Resources

Resources to help with completing your plan:

- Curriculum Selection
- Acceleration Guidance
- ESSA Tiers of Evidence
- Gap Analysis Tool
- U.S. Department of Education FAQ - ESSER/GEERS
- FAQ's of Maintenance of Equity Requirements
- Montana Office of Public Instruction ESSER website
- SEL Priorities

Hot topics about the LEA ARP-ESSER Template

Hot Topics

- Stakeholder Input/Meaningful Consultation
- Lost instructional time vs. Learning Acceleration
- Gap Analysis

Stakeholder Input

What are recommended best practices for LEAs to meet the stakeholder input requirement?

Answer: Best practices might include a community-wide public notice and comment process with an optional survey to gather input from the various required stakeholder groups. School board meetings, small group meetings or public forums would also supplement the process. Regardless of the process followed, the LEA must document that all the applicable stakeholder groups were included in the process and that meaningful consultation occurred. Documentation of all plans and public comment need to be saved locally as OPI may request the documents as part of compliance monitoring of ESSER grantees.

- Note: Public comment should be sought in a manner that is consistent with your existing local procedures.

Stakeholder Input

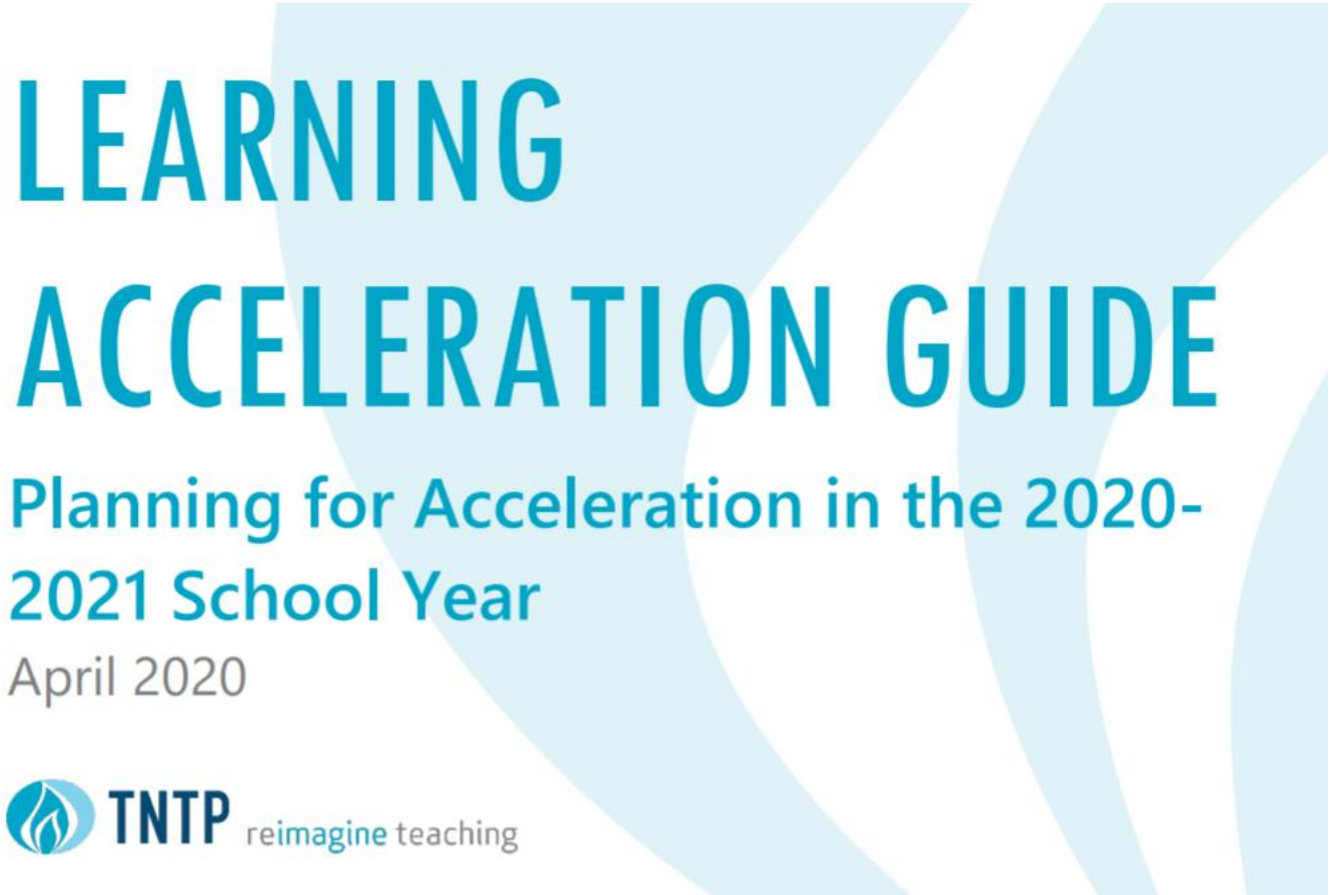
How have you gathered stake-holder input?

- Survey
- Virtual input webinar
- Board meeting with public comment
- Mass email/bulletin with options to gather stakeholder input
- Other?

Learning Acceleration

The primary focus of remediation is mastering concepts of the past. Acceleration, on the other hand, strategically prepares students for success in the present—this week, on this content. Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning

Learning Acceleration



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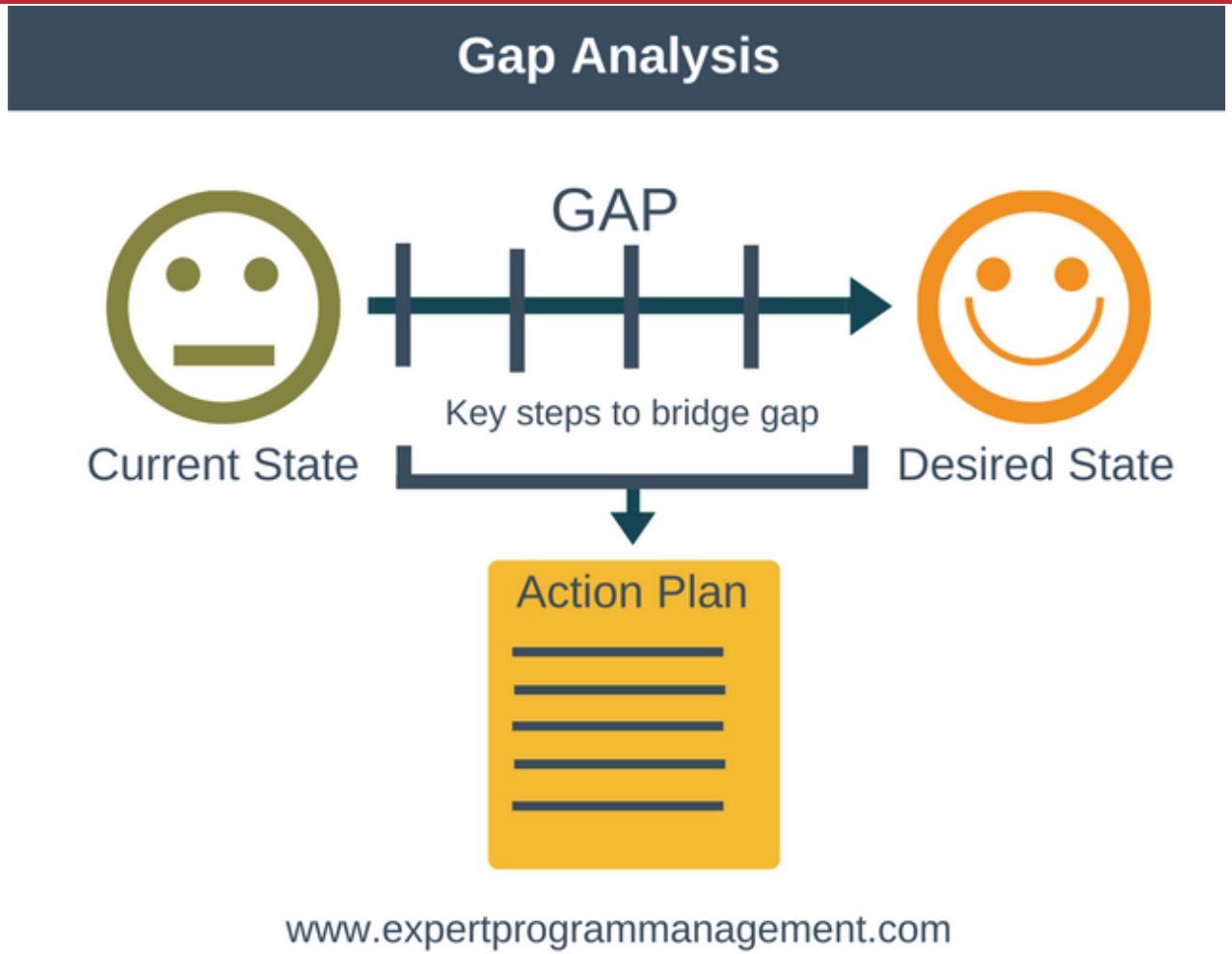
Learning Acceleration

RECOMMENDATIONS FOR ACCELERATING STUDENT LEARNING

1. **Prioritize the most critical prerequisite skills and knowledge** for each subject area and grade level *now*.
2. **Plan your approach to diagnosing students' unfinished learning** in that prerequisite content knowledge and those prerequisite skills.
3. **Adapt your scope and sequence/pacing guidance** for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. **Train your teachers and leaders** to diagnose students' unfinished learning and provide acceleration support.
5. **Monitor your students' progress** on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Gap Analysis



Gap Analysis Tool: Available on OPI website

Assessments	Students in Grades K-12	
Local Assessments	Examples: ISIP, DIBELS, MAPS, SBAC Interim	
Montana State Assessments Elementary	SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/ ACCESS for ELLs MSAA https://mt.portal.cambiumast.com/ (Including interim assessments)	
Montana State Assessments Middle/High School	ACT SBAC-Student data reports can be found on the Student Achievement data domain in Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/ ACCESS for ELLs MSAA https://mt.portal.cambiumast.com/ (including interim assessment)	

Gap Analysis: Additional Data to Consider

- Attendance
- Graduation Rates
- Student Engagement
- Behavior/Discipline
- Technology Use
- Teacher Retention
- Teacher Recruitment
- Teacher Attendance
- Professional Learning Offerings and What Types
- Walkthrough Data

Overview of the LEA ARP-ESSER Template

Template sections

The template **sections** are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

TEAMS Login: http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation

School Accreditation

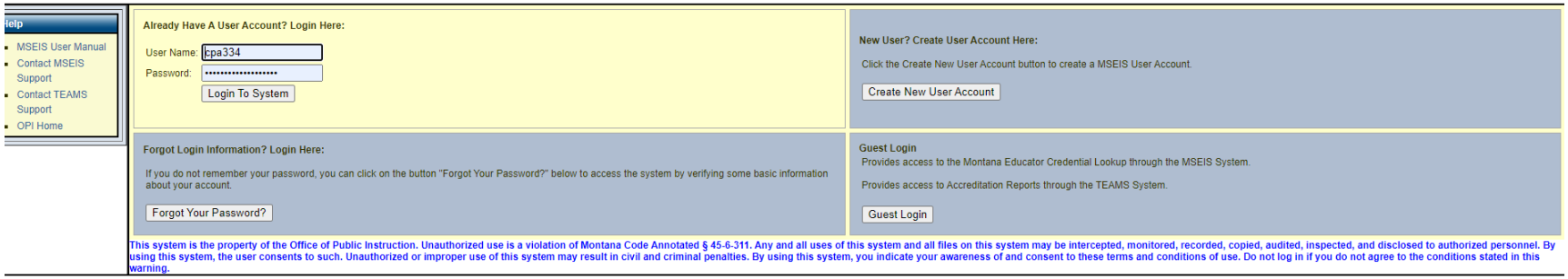
The state board of public education establishes and maintains standards
the benefit of attending accredited schools under the Administrative Rule
school districts to develop, implement, and evaluate continuous school ir
them on an annual basis.

STANDARDS OF ACCREDITATION

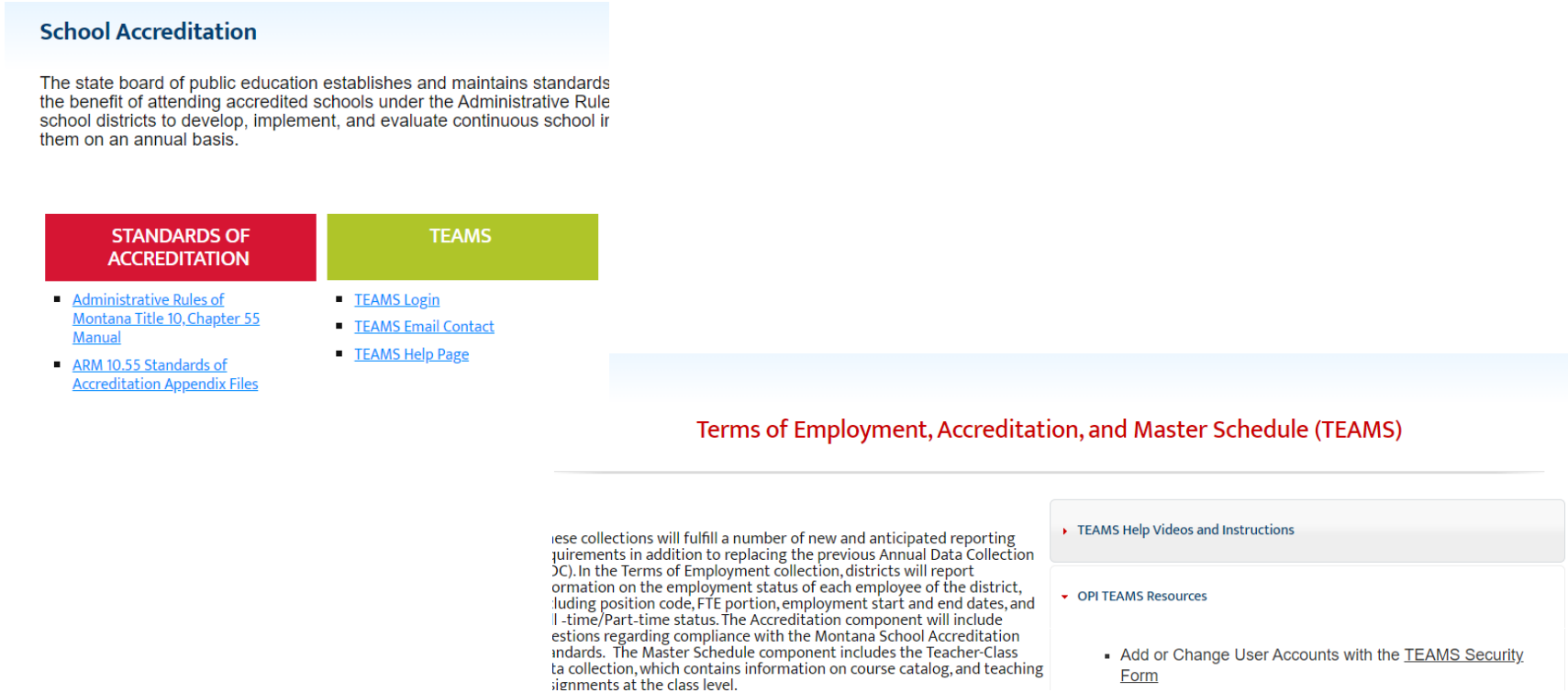
- Administrative Rules of Montana Title 10, Chapter 55 Manual
- ARM 10.55 Standards of Accreditation Appendix Files

TEAMS

- TEAMS Login
- TEAMS Email Contact
- TEAMS Help Page



TEAMS Login: OPITEAMS@mt.gov



TEAMS Login: http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation

Your TEAMS User Role(s):

OPI Read Only User: (OPIREADONLY)

The 2020-2021 TEAMS screens are closed.

Questions? Contact the OPI at OPITEAMS@mt.gov.

ARP ESSER LEA Plan

Clickhere to complete the ARP ESSER LEA plan. Please review the checklist and instructions before completing the LEA response.

The deadline is August 24, 2021 by 8:00am.

TEAMS Access/Security

Don't forget, if district TEAMS users have changed, the district's Authorized Representative must complete a **TEAMS Security Form (link)** in order for access to be updated.

TEAMS DEADLINE

TEAMS closed December 1, 2020.

FY2022 Course Codes and Endorsements

Some courses have changed for the 2021-2022 school year, please review the Course Codes with Endorsements List under the Reports menu in TEAMS. The OPI completed a full review of all courses and endorsements to align with NCES versions 6.0 and 7.0 and a list of changes is located on the **Endorsements & Course Codes** page.

2020-2021 Compensation Expenditure TOE

The COMPENSATION EXPENDITURE TOE (2020-2021) screen is now open. The screen is located under the SYSTEM drop down menu. You can also generate SEID numbers if necessary.

For more information, contact Nathan Miller at (406) 444-4317, nmiller5@mt.gov or OPITEAMS@mt.gov.

Quick Links:

- TEAMS Security Form
- TEAMS Help Page

Instructions for completing your school district ARP ESSER plan

- When you reach a stopping point, click Next to save your work. Return anytime before August 24 to finish your submission.
- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.
- Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.

While completing your school plan

- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

Template Contact Information

Please choose your county and district from the dropdown.

County

District

Who is submitting this form?

Please indicate your role in the district.

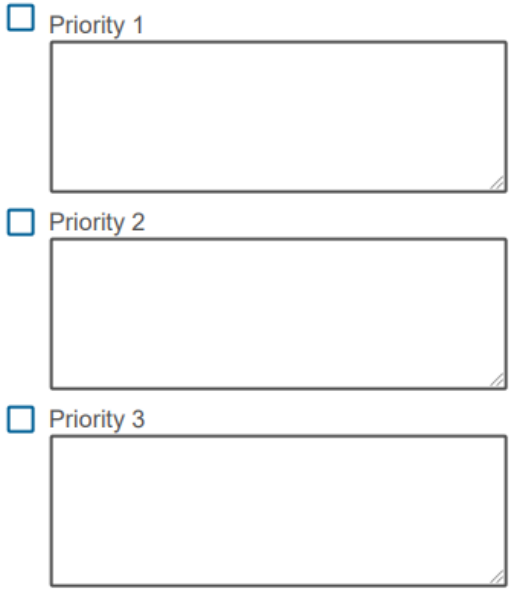
- District-level Administrator
- Principal
- Other (Please identify your role in the box below.)

What is your official school district email address?

What is your school district phone number?

Section 1: School District Identified Priorities

Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.



Section 1: School District Identified Priorities

When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- [ ] Economically Disadvantaged (Free and Reduced Lunch)
- [ ] White
- [ ] Black or African American
- [ ] American Indian or Alaska Native
- [ ] Multi-Racial
- [ ] Migrant
- [ ] Homeless
- [ ] Foster Youth
- [ ] Children with Disabilities
- [ ] Male
- [ ] Female
- [ ] English Language Learners
- [ ] Other (please identify in the box below)

Section 2: Meaningful Consultation

ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- ☐ Parents
- ☐ Students
- ☐ Teachers
- ☐ Staff
- ☐ Tribal governments
- ☐ Local bargaining units
- ☐ Educational advocacy organizations
- ☐ County health departments
- ☐ Community members
- ☐ _____ Other (please identify in the box below)

What method(s) did you use to seek stakeholder input? Choose all that apply.

- ☐ Webinars
- ☐ Public meetings
- ☐ Website
- ☐ Media
- ☐ Social media
- ☐ Email
- ☐ _____ Other (please identify in the box below)

Section 3: Goals

Goal Action Plan:
Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.
Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

☐ Math Goal

☐ ELA Goal

☐ Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.)

Section 3: Goal Action Plan, Part 2

Identify what strategies/action steps will be used to support the achievement of the goals.
Describe a realistic and achievable timeline to achieve the goals.
Identify who is responsible to ensure the strategies/action steps are achieved.
Click the box and provide the text response for each applicable box.

- [ ] Math Goal Strategies, Actions, Timelines, and Assignments

- [ ] ELA Goal Strategies, Actions, Timelines, and Assignments

- [ ] Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

Section 3: Goal Action Plan, Part 2

For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Hispanic
- [ ] MultiRacial
- [ ] White
- [ ] Free and Reduced Lunch
- [ ] Homeless
- [ ] Students with Disabilities
- [ ] None

For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- [ ] American Indian or Alaska Native
- [ ] Black or African American
- [ ] Hispanic
- [ ] MultiRacial
- [ ] White
- [ ] Free and Reduced Lunch
- [ ] Homeless
- [ ] Students with Disabilities
- [ ] None

For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

Section 3: Goal Action Plan, Part 2

Describe your Math goal for each identified student group.

Describe your ELA goal for each identified student group.

Describe your Other goal for each identified student group.

If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 4: Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- ○ Yes
- ○ No

Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- ☐ Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- ☐ Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
- ☐ Title I, Part C of the ESEA (Education of Migratory Children)
- ☐ Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- ☐ Title II, Part A of the ESEA (Supporting Effective Instruction)
- ☐ Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)
- ☐ Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- ☐ Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- ☐ Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
- ☐ McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
- ☐ Carl D. Perkins Act Career and Technical Education Act
- ☐ IDEA, Part B (Excess costs of providing FAPE)
- ☐ IDEA, Part B (Coordinated Early Intervening Services)
- ☐ Workforce Innovation and Opportunity Act

Section 5: Creating Safe and Healthy Learning Environments

If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- ☐ Mental health supports
- ☐ Social emotional learning
- ☐ Academic support
- ☐ Extended learning/enrichment
- ☐ Hiring new staff and avoiding layoffs
- ☐ Meeting the nutritional needs of underserved students.
- ☐ Locating absent students and re-engaging disconnected youth
- ☐ Providing safe, healthy, inclusive learning environments.
- ☐ Activities to address the unique needs of at-risk populations.
- ☐ Developing and implementing procedures and systems to improve the preparedness and response efforts
- ☐ Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- ☐ Purchasing supplies to sanitize and clean the facilities
- ☐ Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- ☐ Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- ☐ School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- ☐ Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement
- ☐ [ ] Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

[ ]

Section 6: Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instruction time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at OPI's Multi-Tiered Systems of Support page.

How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- ☐ Extended learning time
- ☐ Tribal/community engagement
- ☐ Wraparound academic/health/social services
- ☐ SEL learning supports
- ☐ Evidenced-based curriculum
- ☐ Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- ☐ Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- ☐ Accelerating learning through instructional approaches:Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.

Section 6: Addressing Lost Instructional Time

- ☐ Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- ☐ Access to and effective use of technology
- ☐ Engaging families in digital learning training and effectively using technology and platforms
- ☐ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- ☐ Providing information and assistance to parents and families on how they can effectively support students
- ☐ Tracking student attendance and improving student engagement provided by the school
- ☐ Using data about students opportunity to learn indicators to help target resources and support
- ☐ Professional Learning Communities
- ☐ Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- ☐ Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- ☐ Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- ☐ [ ] Other (please identify in the box below)

Section 6: Addressing Lost Instructional Time

How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- [ ] Extended learning time
- [ ] Tribal/community engagement
- [ ] Wraparound academic/health/social services
- [ ] SEL learning supports
- [ ] Evidenced-based curriculum
- [ ] Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.

Section 6: Addressing Lost Instructional Time

- [ ] Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- [ ] Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- [ ] Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- [ ] Access to and effective use of technology
- [ ] Engaging families in digital learning training and effectively using technology and platforms
- [ ] Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- [ ] Providing information and assistance to parents and families on how they can effectively support students
- [ ] Tracking student attendance and improving student engagement provided by the school
- [ ] Using data about students opportunity to learn indicators to help target resources and support
- [ ] Professional Learning Communities
- [ ] Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- [ ] Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- [ ] Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

Section 6: Addressing Lost Instructional Time

- [ ] Mental health supports
- [ ] Hiring new staff and avoiding layoffs
- [ ] Meeting the nutritional needs of underserved students
- [ ] Locating absent students and re-engaging disconnected youth
- [ ] Providing safe, healthy, inclusive learning environments
- [ ] Activities to address the unique needs of at-risk populations
- [ ] Developing and implementing procedures and systems to improve the preparedness and response efforts
- [ ] Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- [ ] Purchasing supplies to sanitize and clean the facilities
- [ ] Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- [ ] Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- [ ] School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- [ ] Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- [ ] [ ] Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 7: Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- ☐ Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- ☐ Cover costs of bonuses for recruiting and retaining educators and support personnel
- ☐ Additional pay for additional work
- ☐ Class-size reduction
- ☐ Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- ☐ Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- ☐ Staffing additional physical and mental health support staff (counselors, social workers)
- ☐ [ ] Other (please identify in the box below)

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 8: Monitoring and Measuring Impact of ARP ESSER Funds

How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

Please indicate the type of data you are obtaining and using to monitor outcomes.

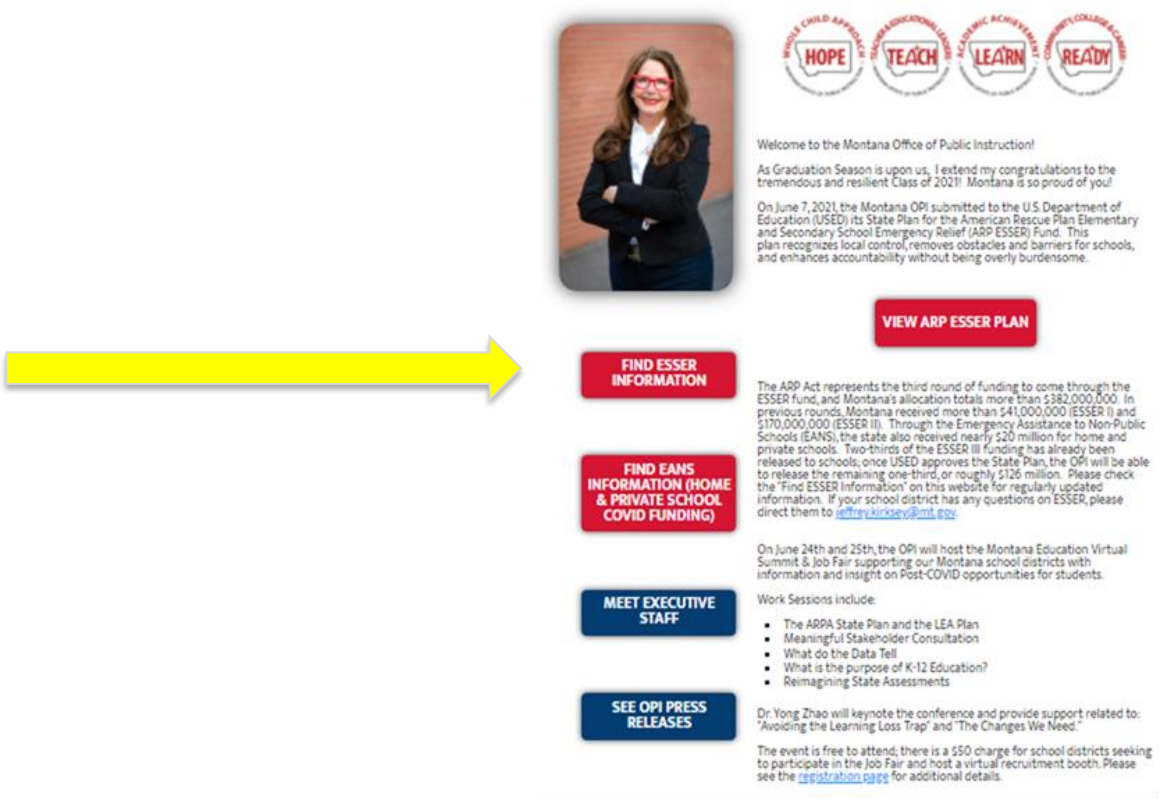
- [ ] Early Warning System
- [ ] Interim Formative Assessment
- [ ] Opportunities to Learn surveys
- [ ] Summative assessments
- [ ] Chronic absenteeism
- [ ] Student engagement
- [ ] Use of exclusionary discipline
- [ ] Advanced coursework
- [ ] Access to technology
- [ ] Educator PD on technology
- [ ] Access to and preparation of high-quality educators
- [ ] Access to mental health and nursing staff
- [ ] Student, parent, or educator surveys
- [ ] Per-pupil expenditures
- [ ] Classified and certified staff (numbers of positions or people)
- [ ] Summer, Afterschool, and ESY enrollment
- [ ] Health protocols
- [ ] Student enrollment by Mode of instruction
- [ ] Student attendance by Mode of Instruction
- [ ] Other (please identify in the box below)

After Submission of the Plan

- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed. Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months. The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts.

Resources on Webpage

OPI Website-ARP ESSER: opi.mt.gov



Thank you!

For questions or additional information please contact Julie Murgel at Julie.Murgel@mt.gov

Montana
Office of Public Instruction
opi.mt.gov Elsie Arntzen, Superintendent