



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

## **Funding Strategy Guide:** *Using ESSER III-ARP to Recover*

In response to the coronavirus (COVID-19) pandemic, the United States Department of Education (USED) has provided the District of Columbia with recovery funding through three federal grant programs:

- Coronavirus Aid, Relief, and Economic Security Act Elementary and Secondary School Emergency Relief Fund (ESSER I-CARES)
- Coronavirus Response and Relief Supplemental Appropriations Act Elementary and Secondary School Emergency Relief Fund (ESSER II-CRRSA)
- American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ESSER III-ARP)

The first round of ESSER recovery funding (ESSER I-CARES) served as a resource to schools during the 2020-21 school year and may be continued, along with the additional rounds of recovery funding, as a resource to local education agencies (LEAs) as you plan for the 2021-22 school year and beyond.

OSSE released the application for ESSER III-ARP application on July 30, 2021. The purpose of both ESSER recovery funding grants is to safely reopen schools as soon as possible and to mitigate and recover student learning lost resulting from the COVID-19 pandemic and associated school closures. In alignment with USED priorities for these funds, Office of the State Superintendent of Education (OSSE) encourages local education agencies (LEAs) to focus both applications on the following:

- **Safely Reopen Schools** (e.g., air quality, facility upgrades and coronavirus testing)
- **Address Specific Needs** (e.g., nutrition, physical and mental health, and educational technology)
- **Address Learning Loss** (e.g., supplemental instructional staff, curriculum and assessment, tutoring programs)

Accordingly, in your ESSER III-ARP applications, you will be asked to organize your budget using these three spending priority areas: Safely Reopen Schools, Address Specific Needs, and Address Learning Loss. In addition to this application, you will be asked to complete a [Continuous Education Plan](#) to demonstrate how you intend to reopen in the fall and address the impacts of the pandemic.

Given the wide range of [allowable uses](#) under ESSER III-ARP, OSSE encourages you to consider how this recovery funding can be best used to implement your LEA's [Continuous Education Plan](#). Therefore, this guide serves to:

- Make connections between the components of [Continuous Education Plans](#) and the ESSER spending priorities to safely reopen schools, address specific needs, and address learning loss; and
- Support LEAs while planning how to use funding by providing examples of programs and activities that can be supported through ESSER III-ARP

For additional information and resources, please visit OSSE's [recovery funding website](#) or if you have questions, please email [OSSE.ESSER@dc.gov](mailto:OSSE.ESSER@dc.gov).



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**Spending Priority:**

**Safely Reopen Schools**

In the ESSER III-ARP applications, you will be asked to organize your budget using three spending priorities: Safely Reopen Schools, Address Specific Needs and Address Learning Loss.

The Safely Reopen Schools spending priority aligns to the **Physical Health and Safety** and **Support Across Learning Environments** sections in the Continuous Education Plan instructions and accompanying Resource Guide. To support LEAs in thinking through these two aspects of reopening schools, the Resource Guide includes:

- Public health guidance and supports
- Outdoor spaces Technical Assistance (TA)
- Department of General Services (DGS) air quality supports
- Office of the Chief Technology Officer (OCTO) support

The tables below list examples of resources that your LEA may need to fund to safely reopen schools. This is not a comprehensive list of all the resources that the ESSER III-ARP grants can support but can serve as a starting point for designing your programming and building a budget.

The budget category and Enterprise Grants Management System ([EGMS](#)) code column below lists budget categories that align with the Safely Reopen Schools spending priority. Also included is the budget code a grant manager would select when completing an ESSER III-ARP grant applications in [EGMS](#). Note that every spending priority also includes a budget category called “other” for activities that may not align to the named priorities.

<b>Physical Health and Safety</b>	
<b>Budget Category and EGMS Code</b>	<b>Examples of Resources to Fund</b>
Air Quality Equipment, Maintenance and Servicing (A1)	<ul style="list-style-type: none"> <li>• HVAC upgrades, supplies or repairs</li> <li>• Portable air purifiers and filters</li> </ul>
Facility and Outdoor Space Upgrades and Modifications (A2)	<ul style="list-style-type: none"> <li>• Remodeling rooms to accommodate physical distancing</li> <li>• Installation of touchless water fountains, sinks, and toilets</li> <li>• Outdoor learning equipment and supplies</li> <li>• Window installation or repair</li> <li>• Room dividers</li> </ul>
Supplemental Staffing – Operations (A3)	<ul style="list-style-type: none"> <li>• Staffing for COVID-19 safety operations</li> <li>• Stipends for staff to assist with arrival, dismissal, additional duties, and/or other COVID-19 related operational needs</li> </ul>
Coronavirus Testing (A4)	<ul style="list-style-type: none"> <li>• Staff to conduct testing</li> <li>• Testing kits</li> <li>• Drop off boxes</li> <li>• Testing contract</li> </ul>
PPE and Other Health and Safety Supplies (A5)	<ul style="list-style-type: none"> <li>• Masks, gloves, hand sanitizer</li> <li>• Thermometers</li> <li>• Cleaning supplies</li> </ul>
Sanitation Services (A6)	<ul style="list-style-type: none"> <li>• Janitorial contract for additional cleaning</li> </ul>



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Public Health Consulting Services (A7)	<ul style="list-style-type: none"><li>• Consultant fees</li></ul>
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Support Across Learning Environments	
Budget Category and EGMS Code	Examples
Facility and Outdoor Space Upgrades and Modifications (A2)	<ul style="list-style-type: none"><li>• Outdoor learning equipment and supplies</li><li>• Landscaping for outdoor classrooms</li><li>• Technology space to support virtual learning environments</li></ul>



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Spending Priority:

## Address Specific Needs

In the ESSER III-ARP application, you will be asked to organize your budget using three spending priorities: Safely Reopen Schools, Address Specific Needs and Address Learning Loss.

The Address Specific Needs spending priority aligns to the **Whole Child Supports, Educator Wellness, Family Engagement** and **Attendance and Re-Engagement** sections in the Continuous Education Plan instructions and accompanying Resource Guide. To support LEAs in thinking through these aspects of addressing specific needs, the Resource Guide includes:

- Food access and nutrition
- School behavioral health supports
- Crisis planning and response
- Educator wellness
- Parent resource center for families of Students With Disabilities (SWDs)
- Updated attendance guidance

The tables below list examples of resources that your LEA may need to fund to address specific needs. This is not a comprehensive list of all the resources that the ESSER III-ARP can support but can serve as a starting point for designing your programming and building a budget.

The budget category and Enterprise Grants Management System ([EGMS](#)) code column below lists budget categories that align with the Address Specific Needs spending priority. Also included is the budget code a grant manager would select when completing an ESSER III-ARP grant application in [EGMS](#). Note that every spending priority also includes a budget category called “other” for activities that may not align to the named priorities.

Whole Child Supports	
Budget Category and EGMS Code	Examples of Resources to Fund
Nutrition, Physical Activity, and Physical Health Supports (B1)	<ul style="list-style-type: none"> <li>• Supplies for alternative delivery of meal program</li> <li>• Physical education supplies for in-person or virtual learning environments</li> <li>• Physical activity supplies for in-person or virtual learning classrooms for neediest students</li> </ul>
Mental Health Services and Supports for Students (B2)	<ul style="list-style-type: none"> <li>• Stipends for behavioral health staff to develop new program or expand existing program</li> <li>• Social-emotional learning and mental health promotion curriculum and programs</li> <li>• Supplies to setup calming spaces for students</li> <li>• Professional development for school behavioral health providers</li> </ul>



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## Educator Wellness

Budget Category and EGMS Code	Examples of Resources to Fund
Mental Health Services and Supports for Staff (B3)	<ul style="list-style-type: none"> <li>Professional development focused on trauma-informed practices, grief and loss, and mental illness risk identification</li> <li>Membership fees for mental health apps</li> </ul>

## Family Engagement

Budget Category and EGMS Code	Examples of Resources to Fund
Address Specific Needs - Other (B7)	<ul style="list-style-type: none"> <li>Software or app to support communication with families</li> <li>Supplies for family engagement events</li> <li>Stipends for staff to perform extra duties relating to family engagement</li> <li>Professional development for teachers on how to best engage parents as partners</li> </ul>

## Attendance and Re-Engagement

Budget Category and EGMS Code	Examples of Resources to Fund
Address Specific Needs - Other (B7)	<ul style="list-style-type: none"> <li>Attendance monitor for virtual students</li> </ul>

## Educational Technology

Budget Category and EGMS Code	Examples of Resources to Fund
Educational Technology – Devices (B4)	<ul style="list-style-type: none"> <li>Laptops and tablets for virtual learning</li> </ul>
Educational Technology – Internet Access (B5)	<ul style="list-style-type: none"> <li>Contract agreement for internet services for families and staff</li> <li>Hot spots for staff or students</li> <li>Stipend for staff to upgrade home broadband service</li> </ul>
Educational Technology – Digital Services (B6)	<ul style="list-style-type: none"> <li>Distance learning platforms and subscriptions</li> <li>Building technological capacity and infrastructure</li> </ul>



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Spending Priority:

**Address Learning Loss**

In the ESSER III-ARP applications, you will be asked to organize your budget using three spending priorities: Safely Reopen Schools, Address Specific Needs and Address Learning Loss.

The Address Learning Loss spending priority aligns to the **Clear Goals and High Expectations, Intentional Strategies for Accelerating Learning**, and **Special Populations** sections in the Continuous Education Plan instructions and accompanying Resource Guide. To support LEAs in thinking through these aspects of addressing learning loss, the Resource Guide includes:

- Assessment supports
- High-dosage tutoring
- Virtual coaching
- Consultative services
- Professional development
- Summer learning guidance
- OSSE webinars
- High-quality math curriculum
- High-quality ELA curriculum
- Planning and scheduling special education services
- Parent resource center for families of SWDs
- English Learner benchmark assessment

The tables below list examples of resources that your LEA may need to fund to address learning loss. This is not a comprehensive list of all the resources that the ESSER III-ARP grant can support but can serve as a starting point for designing your programming and building a budget.

The budget category and Enterprise Grants Management System ([EGMS](#)) code column below lists budget categories that align with the Address Learning Loss spending priority. Also included is the budget code a grant manager would select when completing an ESSER III-ARP grant application in [EGMS](#). Note that every spending priority also includes a budget category called “other” for activities that may not align to the named priorities.

Clear Goals and High Expectations	
Budget Category and EGMS Code	Examples of Resources to Fund
Diagnostic, Formative, and Interim Assessment (C2)	<ul style="list-style-type: none"> <li>• Contract with vendor for assessments</li> <li>• Stipends for testing proctors</li> <li>• Additional duty pay for staff to administer tests</li> </ul>
Curriculum (C3)	<ul style="list-style-type: none"> <li>• High-quality instructional materials and curriculum for all students</li> <li>• Evidence-based curriculum for interventions</li> </ul>
Professional Development (C5)	<ul style="list-style-type: none"> <li>• Training on integrating technology in the classroom</li> <li>• Training on student data analysis</li> <li>• Curriculum-specific and/or content training</li> <li>• Training on social emotional learning, behavior supports, positive behavioral incentive systems, and/or addressing bullying and harassment</li> <li>• Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology</li> </ul>



## Intentional Strategies for Accelerating Learning

Budget Category and EGMS Code	Examples of Resources to Fund
Supplemental Staffing – Instructional (C1)	<ul style="list-style-type: none"> <li>Teachers to provide extra pull out or push in supports</li> </ul>
Diagnostic, Formative, and Interim Assessment (C2)	<ul style="list-style-type: none"> <li>Assessment services</li> </ul>
Curriculum (C3)	<ul style="list-style-type: none"> <li>Subject-specific curriculums to address learning loss</li> <li>Blended learning programs</li> </ul>
Intervention Programs (C4)	<ul style="list-style-type: none"> <li>Purchase of evidence-based programs</li> </ul>
Professional Development (C5)	<ul style="list-style-type: none"> <li>Professional learning related to accelerating learning</li> <li>Instructional coaches</li> <li>Training on implementing Advanced Placement (AP) classes, and where necessary, how to provide additional supports so that marginalized students can access and succeed in AP classes</li> <li>Training on intervention programs, culturally responsive pedagogy training, trauma informed training</li> </ul>
Summer Programs (C6)	<ul style="list-style-type: none"> <li>Staff for summer school programs</li> <li>Communications to parents on summer programs</li> <li>Software licenses for summer programming curriculum or tools</li> <li>Curricular materials for summer programming</li> </ul>
Afterschool Programs (C7)	<ul style="list-style-type: none"> <li>Staff for afterschool programs</li> <li>Communications to parents on afterschool programs</li> <li>Partners providing after school programming</li> </ul>
Tutors Programs and Services (C8)	<ul style="list-style-type: none"> <li>Staff or stipends for high dosage tutoring</li> <li>Tutoring curriculum materials and supplies</li> <li>Communications to families on tutoring program</li> </ul>

## Special Populations

Budget Category and EGMS Code	Examples of Resources to Fund
Supplemental Staffing – Instructional (C1)	<ul style="list-style-type: none"> <li>Specialized teachers for students with disabilities</li> <li>Classroom aides</li> </ul>
Diagnostic, Formative, and Interim Assessment (C2)	<ul style="list-style-type: none"> <li>Assessments for specific subgroups of students</li> </ul>
Curriculum (C3)	<ul style="list-style-type: none"> <li>Curriculum for EL students</li> <li>Intervention curriculums for specific groups of students</li> <li>Activities that improve instructional practices for developing relationship-building skills</li> </ul>
Intervention Programs (C4)	<ul style="list-style-type: none"> <li>Establishing or improving school dropout and reentry programs</li> </ul>
Professional Development (C5)	<ul style="list-style-type: none"> <li>Training for supporting student in foster care, at risk students and students experiencing homelessness</li> </ul>



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Summer Programs (C6)	<ul style="list-style-type: none"><li>• Summer supplies for students with disabilities, English learners, students in foster care, and students experiencing homelessness</li></ul>
Afterschool Programs (C7)	<ul style="list-style-type: none"><li>• Supplies and materials for students with disabilities, English learners, students in foster care, and students experiencing homelessness</li></ul>
Tutors Programs and Services (C8)	<ul style="list-style-type: none"><li>• High dosage tutoring for students with disabilities, English learners, students in foster care, and students experiencing homelessness</li></ul>