

Follow the Money: \$190 Billion to Confront Challenges, Seize Opportunities

December 13, 2022



Moderator



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Presenters



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Presenters



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K-12 Funding in Covid-Relief Plans

How Much Will Congress Spend to Shore Up Schools?

The Covid-19 relief plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.

FutureEd <small>GEORGETOWN UNIVERSITY</small>	CARES Act Signed into Law March 2020	Covid Relief Package Signed into Law December 2020	American Rescue Plan Signed into Law March 2021
Education Total	\$30.7 billion	\$82 billion	\$168 billion
K-12	\$13.2	\$54	\$122
Higher Ed	\$14	\$22	\$40
Governors	\$3	\$4	\$2.7

How that compares to typical funding

CARES Act



\$270 per pupil

Passed March 2020

Obligated by
Sept. 2022

Title I (2019-20)



\$640 per pupil

Annual allotment

CRRSA



\$1,100 per pupil

Passed Dec. 2020

Obligated by
Sept. 2023

American Rescue Plan



\$2,400 per pupil

Passed March 2021

Obligated by
Sept. 2024

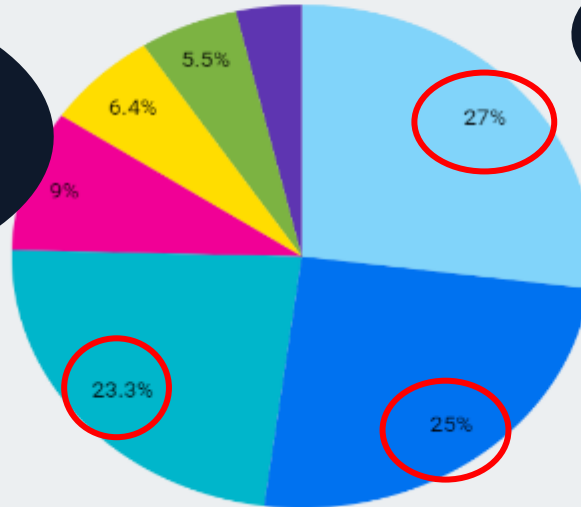
Local Education Agencies' Planned ESSER III Spending

Amount Budgeted
\$64,227,326,915

Number of Districts
5,004

Percent of K-12 Students
74%

Staffing + Academic
Recovery + Facilities
= **3/4 of spending**

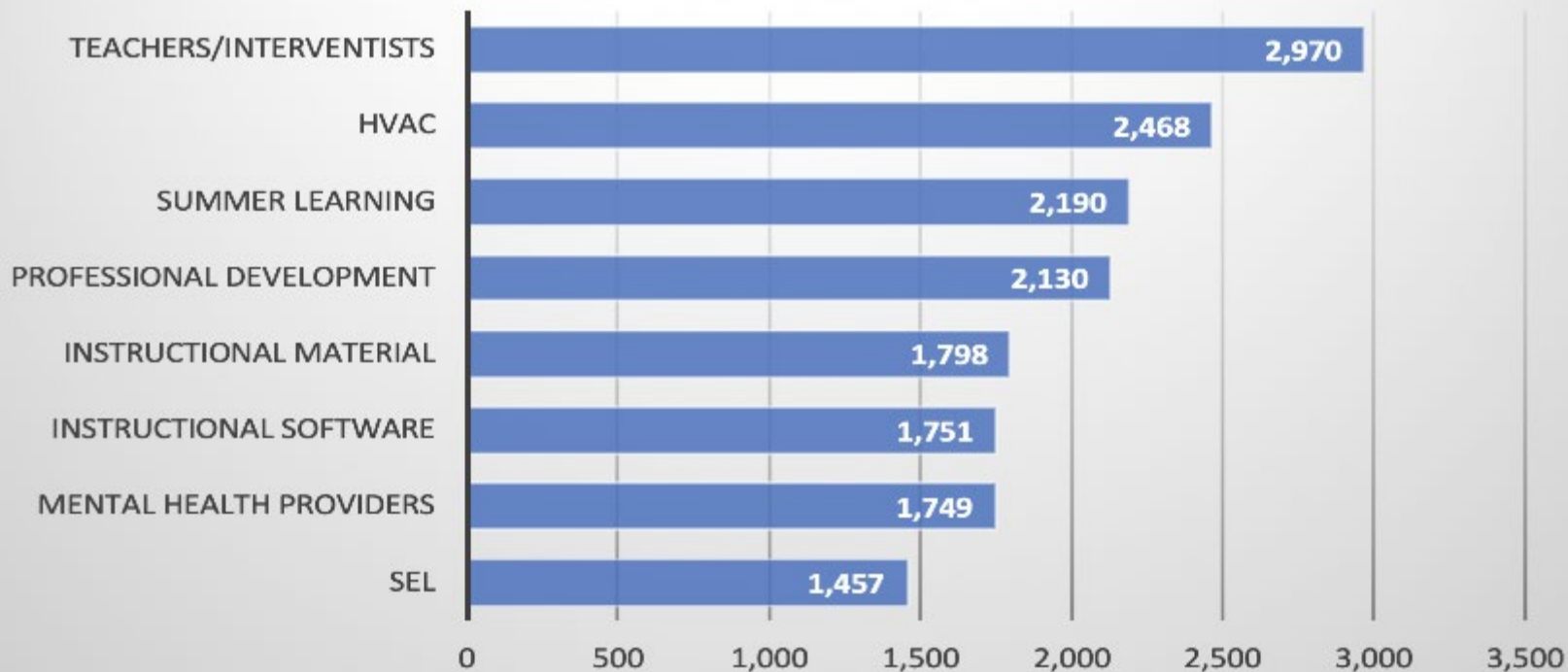


Staffing includes
academic & mental
health priorities

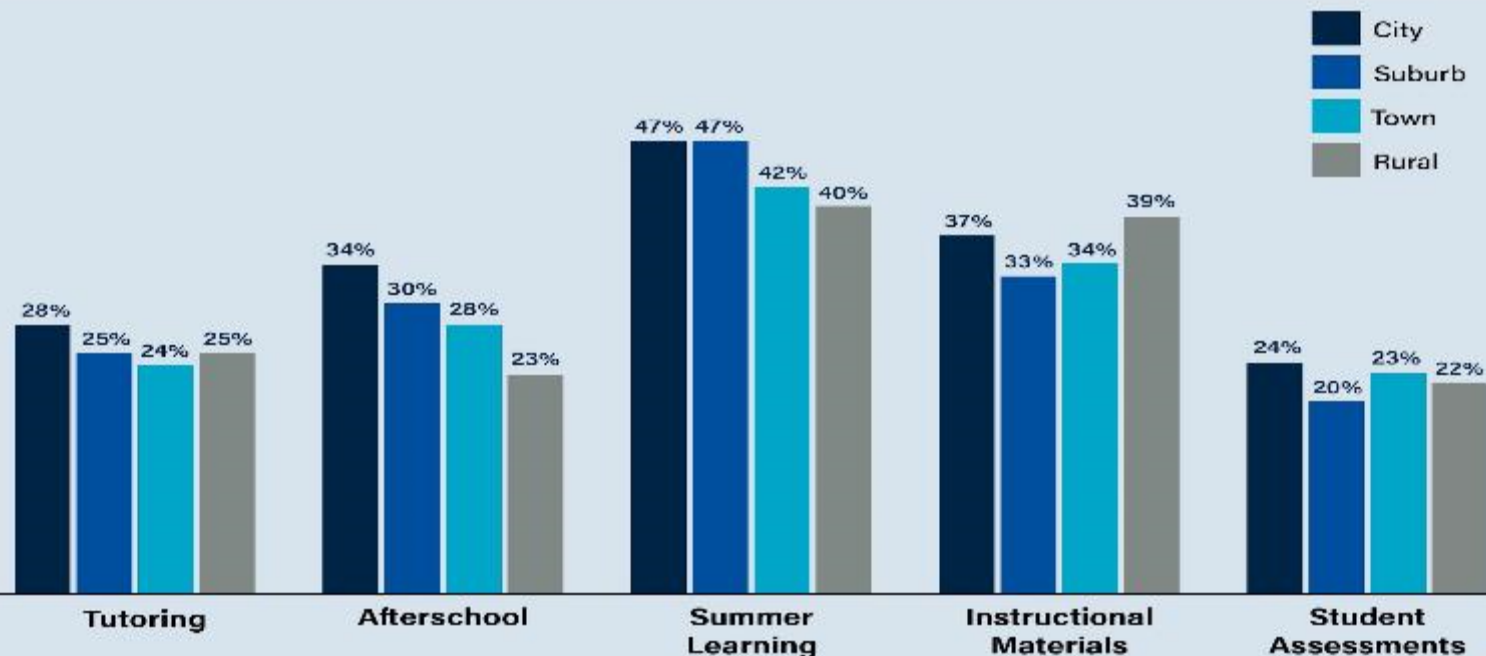
- Staffing
- Academic Recovery
- Facilities and Operations
- Technology
- Mental and Physical Health
- Miscellaneous Financials
- Other

This FutureEd analysis is based on an June 7, 2022 compilation by the data-services firm Burbio on Covid-relief spending plans released by 5,004 school districts and charter schools in all 50 states and Washington, D.C. representing roughly 74 percent of the nation's public-school students. The analysis breaks down \$64.2 billion in designated spending in federal Elementary and Secondary School Emergency Relief (ESSER III) funds.

Top Priorities, by Number of Districts

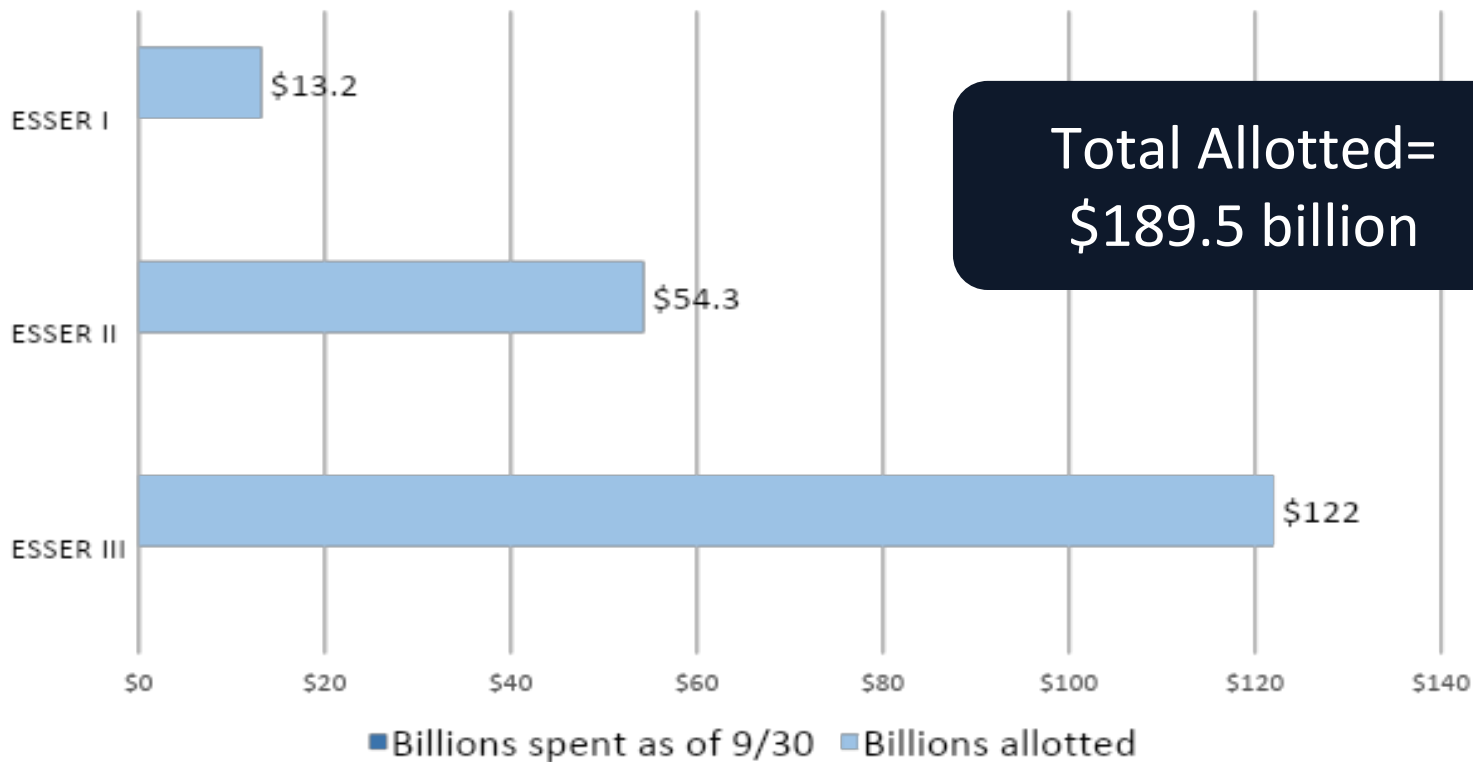


ACADEMIC RECOVERY PRIORITIES, BY LOCAL EDUCATION AGENCY TYPE



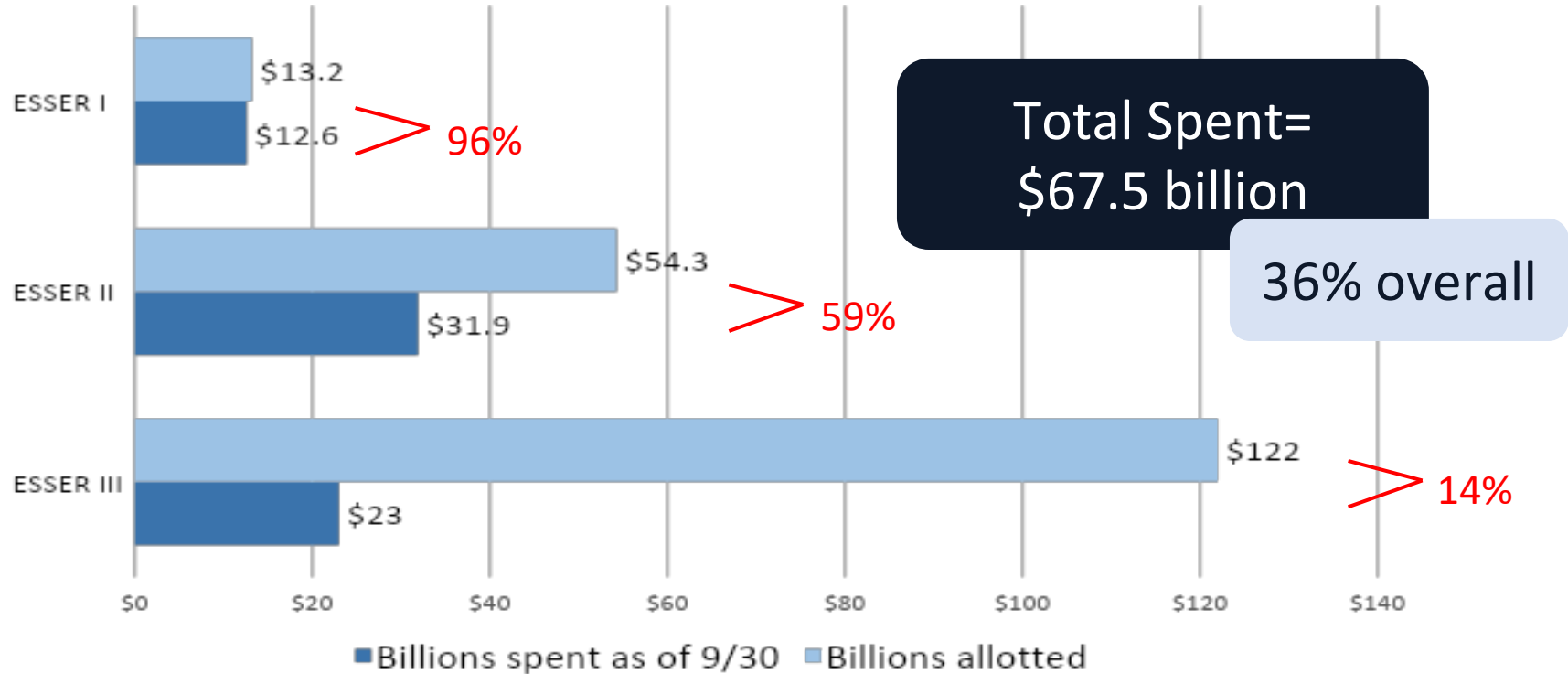
The data reflect FutureEd's analysis of June 7 Burbio data representing 5,004 school districts and charter organizations. The percentages reflect the share of local agencies planning to spend on each priority.

Covid-Relief Spending



Total Allotted=
\$189.5 billion

Covid-Relief Spending



Total Spent=
\$67.5 billion

36% overall

Promising Trends

- A supercharged effort to train teachers in the science of reading
- Dedicated funding for summer learning and afterschool, renewed attention to chronic absenteeism
- Permanent tutoring infrastructure by states and districts that can expand capacity
- A long overdue recognition of the role that emotional well-being plays in academic success
- Research by states and districts to determine what's working

How States are Using the ESSER Set-Aside

Austin Estes, Program Director, COVID Relief Data Project
Council of Chief State School Officers
December 13, 2022



Expenditures Vs. Commitments



Expenditures

(Dollars spent)

- Lagged due to reimbursement and reporting timelines
- Don't illustrate how funds for staff or large contracts will be paid over time
- Funds can be liquidated after the obligation deadline



Commitments

(Sub grants, contracts and obligations)

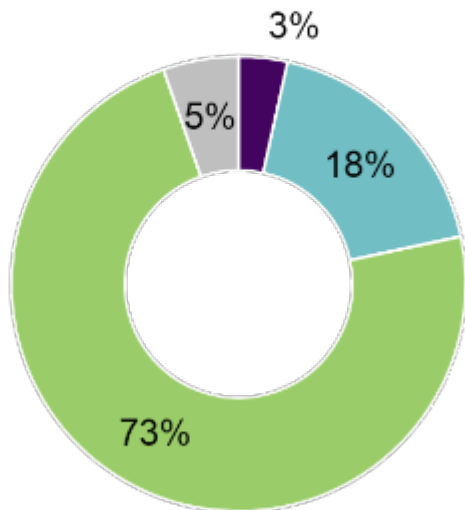
- Better illuminate whether and how funds will be spent during the grant period
- All obligations must be made by federal deadlines
- Much harder to track consistently

CCSSO's COVID Relief Data Project **tracks state-level commitments** to understand how ESSER funds are being used

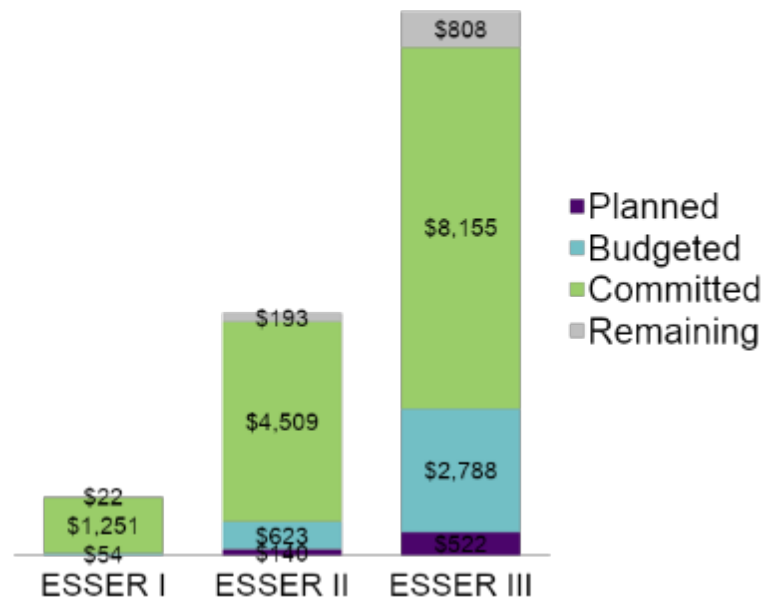
ESSER Spending: Where Are We Now?

Most of the ESSER state set-aside funds have been committed

All ESSER State Set-Aside Funds

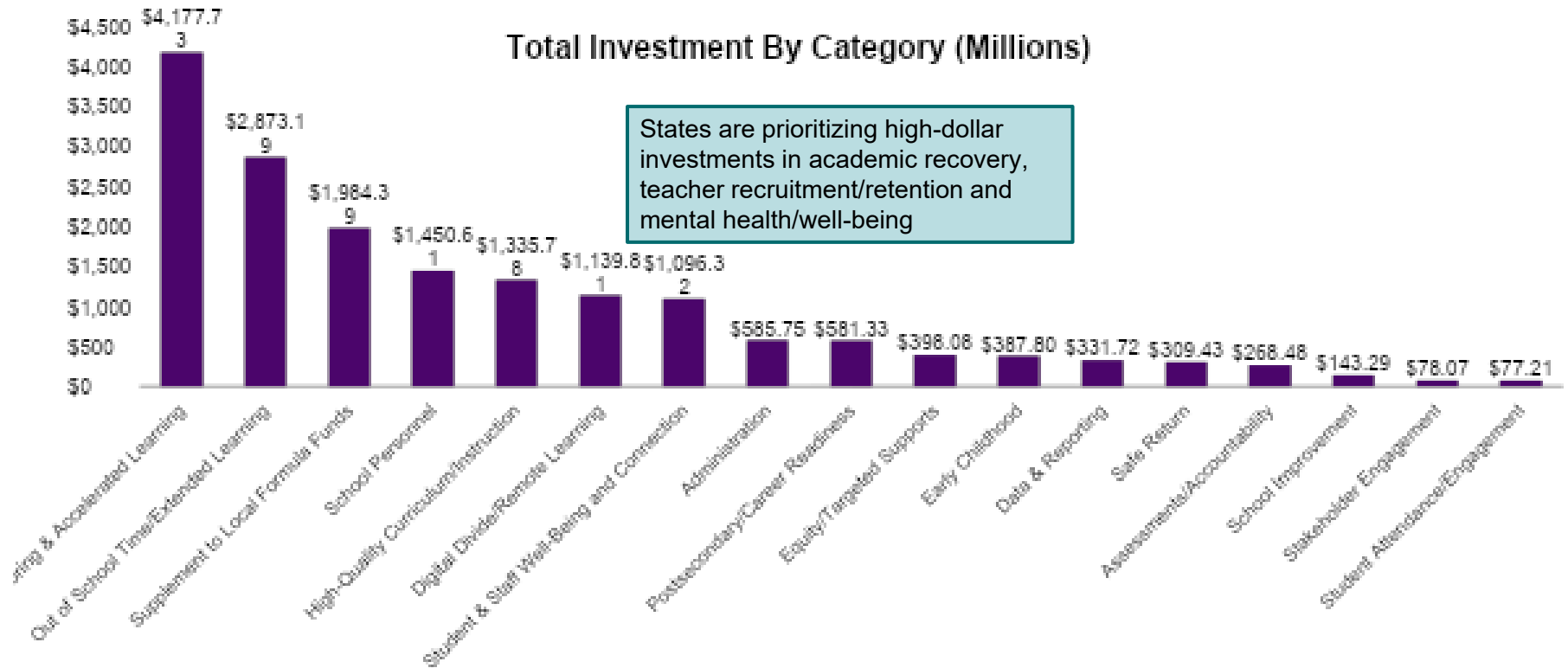


ESSER State Spending by Source (Millions)



As of September 2022. Data from CCSSO's COVID Relief Data Project

ESSER State Reserve Spending Trends



As of September 2022. Data from CCSSO's COVID Relief Data Project

Learn More

⌘ New microsite with graphics, dashboards and state examples

⌘ More resources coming soon

⌘ Go to <https://ccsso.org/ESSERfunds>

⌘ Questions? Email austin.estes@ccsso.org

The screenshot shows the CCSSO website with a header navigation bar. The main content area features a large yellow banner with a child's face wearing a mask, overlaid with the text: "States Leading: How State Education Agencies are Leveraging the ESSER Set-Aside". Below the banner is a section titled "ESSER FUNDS Overview" with a paragraph of text and a link "Learn more here". The next section is "ESSER FUNDING TIMELINE", which contains a horizontal bar chart showing the distribution of ESSER funding from 2020 to 2024. The chart is divided into three rows: ESSER I (2020-2021), ESSER II (2021-2022), and ESSER III (2022-2024). The final section is "ESSER DISTRIBUTION OF FUNDS", which includes a pie chart and a smaller bar chart showing the breakdown of funds by state and category.

ESSER FUNDS Overview

To mitigate COVID-19's impact on schools, states received an unprecedented \$191 billion through the Elementary and Secondary School Emergency Relief Fund (ESSER), of which 10% is set aside for state education agency use. Through the COVID Relief Data Project, CCSSO is tracking how states are using that 10 percent ESSER state reserve. [Learn more here.](#)

ESSER FUNDING TIMELINE

ESSER Fund	Start Date	End Date	Amount
ESSER I	2020	2021	\$191 billion
ESSER II	2021	2022	\$191 billion
ESSER III	2022	2024	\$191 billion

ESSER DISTRIBUTION OF FUNDS

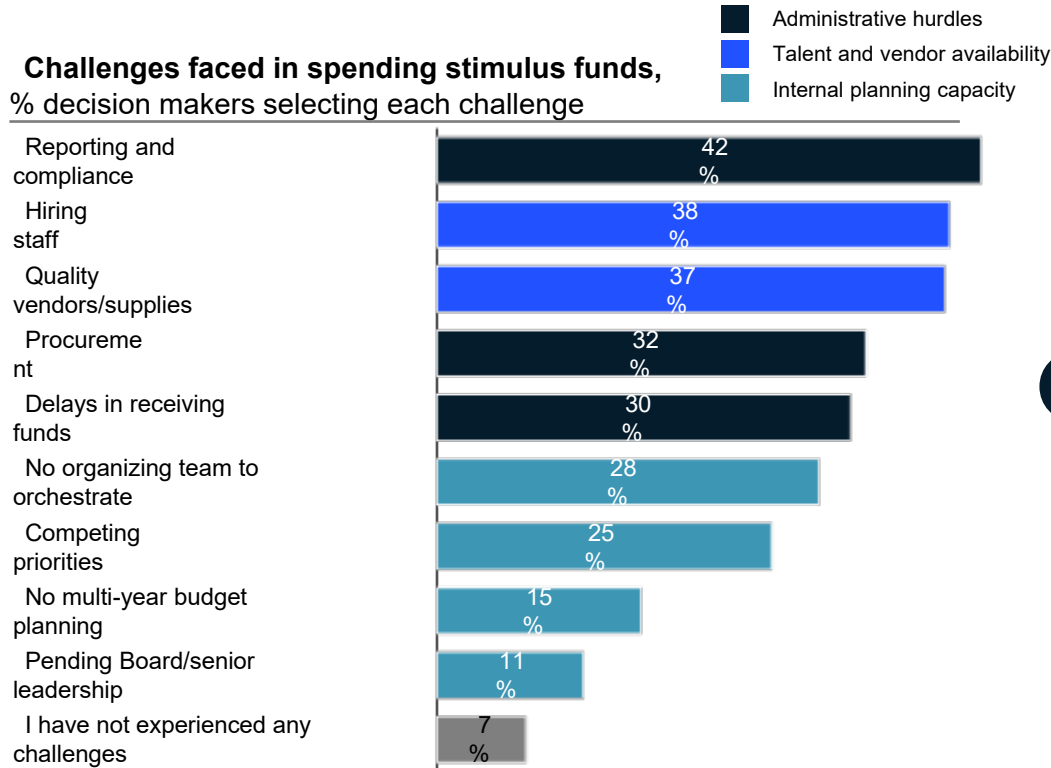
ESSER Fund	Amount	Percentage
ESSER I	\$191 billion	10%
ESSER II	\$191 billion	10%
ESSER III	\$191 billion	10%

Halftime for ESSER: How are districts faring?

CGLR webinar

Dec 2022

Districts have faced numerous challenges in deploying Federal stimulus dollars



61%

Of education leaders **do not strongly agree** that their districts have prioritized the right areas for ESSER spending

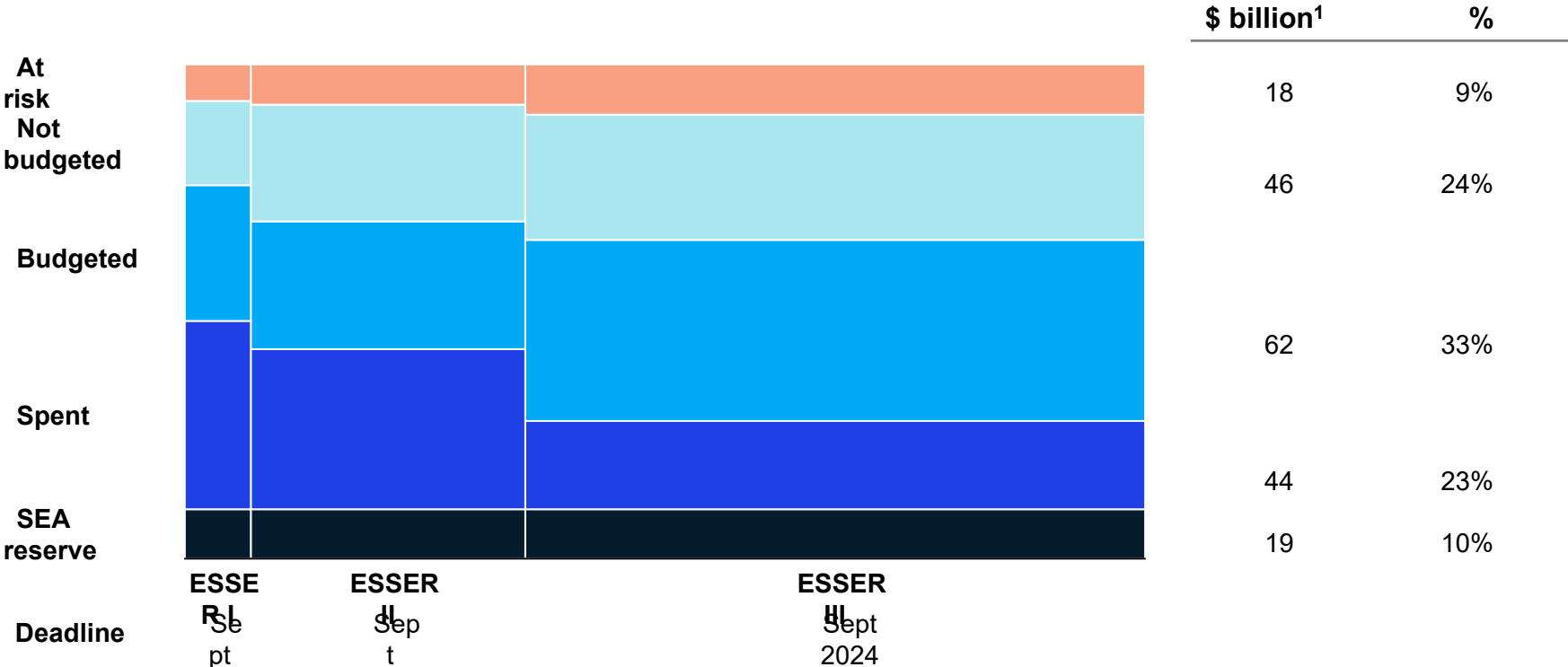
93%

Of education leaders reported experiencing some **difficulty in operationalizing funding allocations**

September 2024

ESSER funds **must be obligated by** September 2024

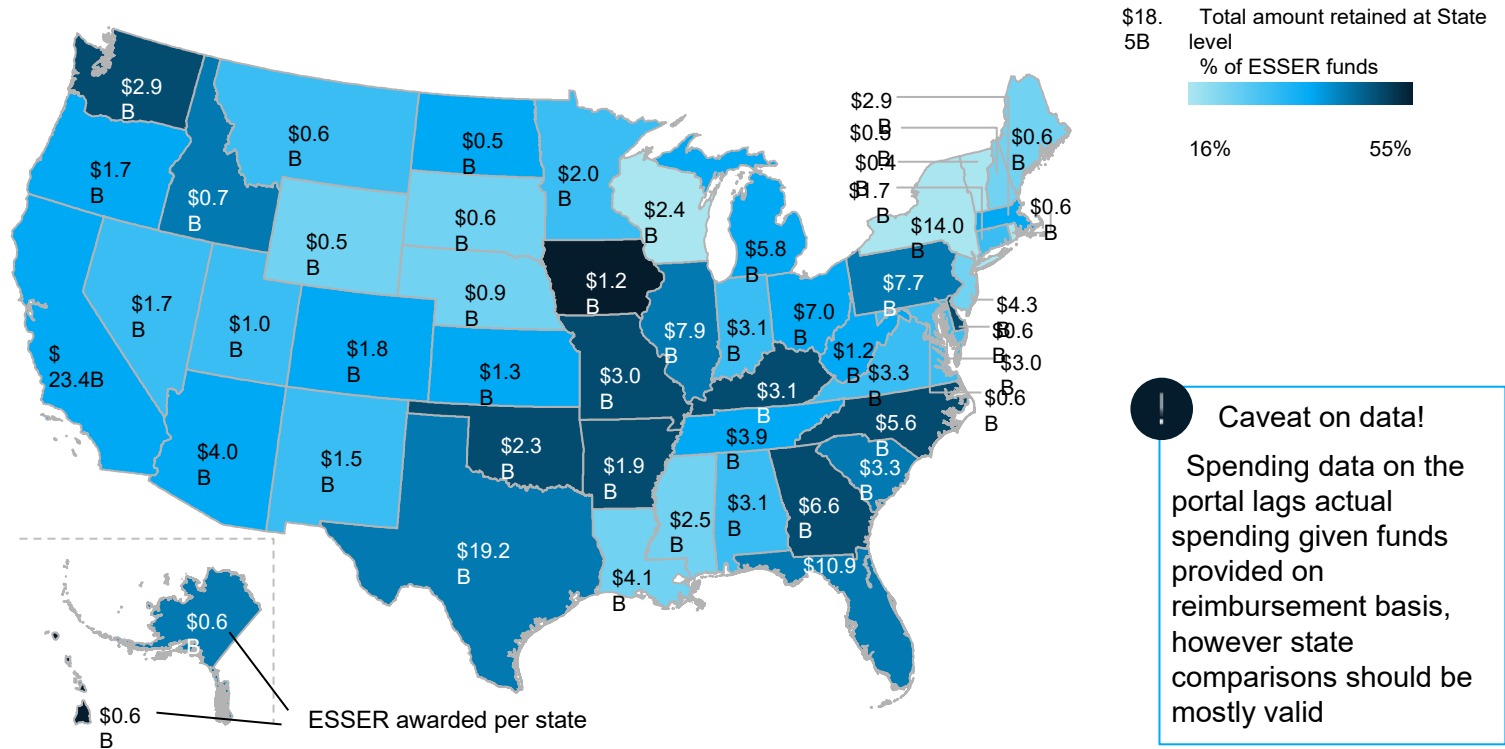
As of May, districts reported having spent ~\$45 bn of \$190bn ESSER funds, with nearly \$20 bn possibly at risk



1. Assumes that full \$190bn will eventually be allocated to districts. In the ESSER legislation SEAs had to allocate at least 90 percent to LEAs, with 10 percent reserved at the SEA level

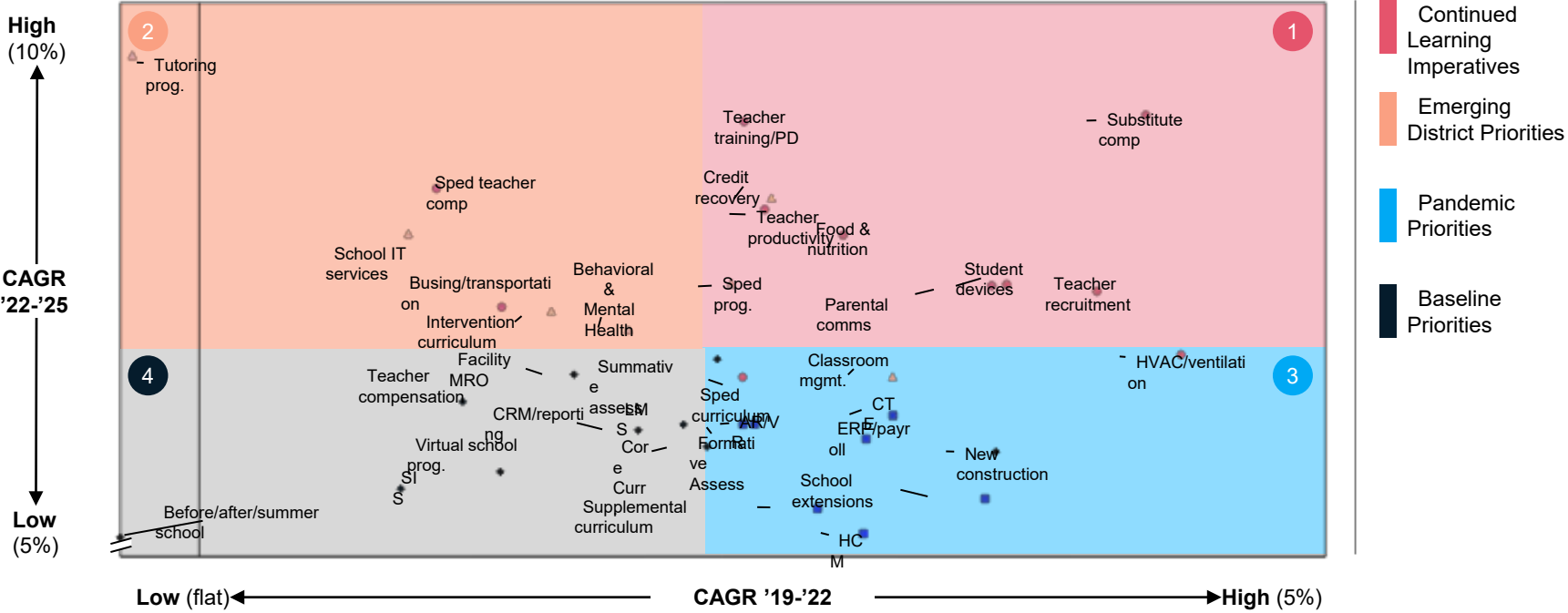
The portion of funds spent varies significantly by state

Data from Education Stabilization Fund Transparency Portal as of August 2022



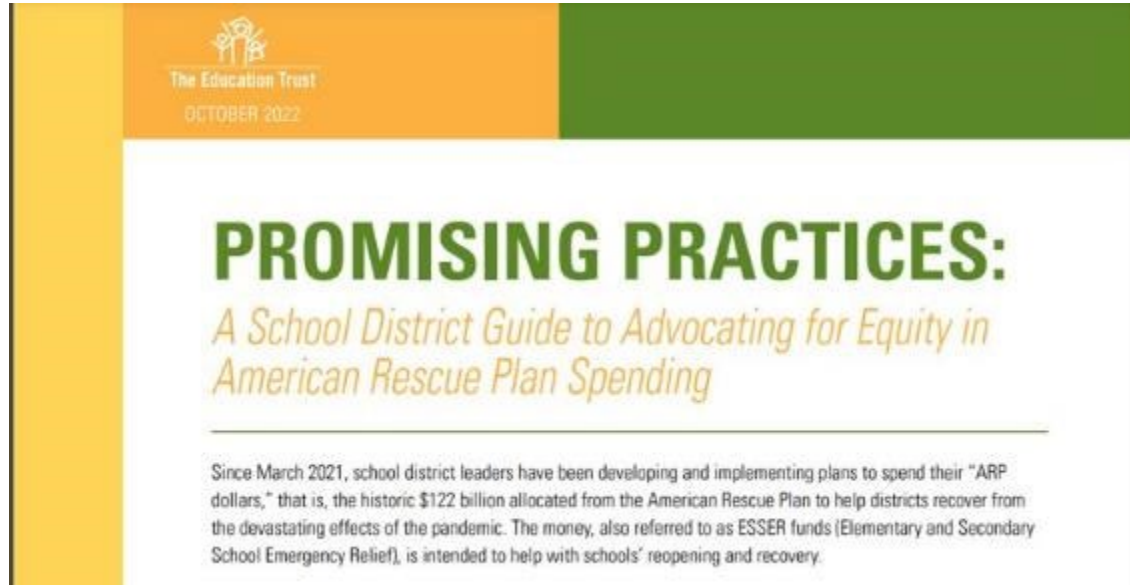
District priorities shifting away from COVID-safety measures and towards addressing unfinished learning

District administrator estimated Compound Annual Growth Rate by category; 2019-2022 and 2022-2025



Source: McKinsey ESSER Survey 2022, n=260; Expert Interviews

Digging into Promising Practices Brief



<https://edtrust.org/resource/a-school-district-guide-to-advocating-for-equity-in-american-rescue-plan-spending/>

Areas of Equitable Practices

Unfinished learning: Targeted Intensive Tutoring

Unfinished learning:
Expanded learning
time

Student, Family,
and Community
Engagement

Safe & Equitable
Learning
Environments

Addressing Teacher
Shortages

Data Equity &
Reporting
Transparency

Unfinished Learning: Targeted Intensive Tutoring

Look for:

- Tutoring programs that use certified professionals (e.g., teachers, paraprofessionals) or trained volunteers, have small student to teacher ratios, occur all year and at least several times a week, and target students with the greatest need
- Programs that use data to identify students most in need of support, monitor students' progress, and assess program effectiveness

Beware of:

- Tutoring programs that use only peers or untrained volunteers, have larger student to teacher ratios (more than four students per tutor), or are not using a skill-building curriculum
- Programs that are not specifically prioritizing students with the greatest need
- A lack of attention to the quality of instruction throughout the school day



District Spotlight: Nashville, TN

Accelerating Scholars Program

- **Program Components**

- Served 4,000+ students
- 3x per week for ≥ 30 min
- Groups of 3 students or less
- Trained tutors
- Grade-level curriculum
- Targeted Enrollment using district equity matrix
- Collects weekly data (surveys, SEL, MAP) to measure success

- **Lessons Learned**

- *Quality over quantity*
 - Scaled down to keep ratios low
- *Stakeholder engagement critical for success*
 - Worked collaboratively with families, community orgs, and school leaders
- *Fiscally feasible*
 - \$450 per student/semester
- *Requires substantial planning time, but worth it*
 - Opted for district created program—more flexibility and more affordable

Student, Family, and Community Engagement

Look for:

- Practices rooted in evidence (e.g., Dr. Karen Mapp's [dual-capacity framework](#))
- Engagement practices that have strong links to accelerating student learning
- Family engagement practices that are integrated into the strategic plans of the school/district as key for student learning
- Practices that are [solidarity-driven, liberatory, and equity focused](#)

Beware of:

- Focusing on niche programs instead of the ongoing practice of family engagement
- Practices rooted in a deficit approach that prioritize fixing "problems" over collaborating with families as equal partners and decision-makers
- Building capacity of families without also providing training and development for educators
- Not communicating in or providing translation for families that speak a language other than English

A graphic of a spotlight beam shining from the top left corner onto the title text.

District Spotlight: Alexandria, VA

Engaging Multilingual Families

- **Program Components**

- Identified need for additional Spanish-, Arabic-, and Amharic-speaking family liaisons
- Hired from within district community
- Focused on implementing Dual Capacity Building Framework
- Training staff on cultural competence
- Clear metrics for success

- **Lessons Learned**

- *Ask families what they need*
 - Used data from surveys and district family help line
- *District responsible for meeting families where they are*
 - Communicated with parents via WhatsApp, families' preferred method
 - Launched Parent Square, which allows two way communication in families' native language

Teacher Recruitment and Retention

Look for:

- Districts that are also prioritizing ongoing support, including safe and responsive working conditions, for current educators and staff (not just newly recruited teachers)
- Districts that are prioritizing hiring culturally and linguistically diverse staff
- Districts that are investing in evidence-based practices (e.g., Grow Your Own programs)

Beware of:

- Districts that are hiring large numbers of novice teachers to fill staffing shortages
- Districts that are lowering standards (e.g., not requiring college degrees or evidence of preparation to become a teacher) to hire teachers, particularly in schools that serve high concentrations of students of color or students from low-income backgrounds

A graphic of a spotlight beam shining from the top left corner onto a yellow oval on the title.

District Spotlight: Providence, RI

Targeted Hiring Incentives

• Program Components

- Used vacancy and applicant data to target incentives to the hardest-to-fill positions
- Large incentives—up to \$13k
- Includes incentives for early hiring and experienced teachers
- Conducting interviews with teachers hired via incentive program to inform long-term practices

• Lessons Learned

- *Who you hire is important*
 - Focused on ensuring fit with school culture
 - Investing in improving school working conditions and hiring practices
- *Retention is as important as recruitment*
 - Providing current educators with referral bonuses and paying for additional certifications
 - Provided \$3,000 bonus to returning educators last school year
- *Hiring strong teachers requires strong hiring practices*
 - Updated hiring systems (and training staff)
 - Gathered additional data and integrated data systems
 - Focus on early hiring

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

The NAEP Scores: Behind and Beyond the Numbers, Special Director's Cut Rebroadcast
Tuesday, December 20, 3–4:30 p.m. ET/12–1:30 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

REBROADCAST: Stabilizing the Early Care and Education Workforce: Increasing Compensation ASAP
Tuesday, December 27, 3–4:30 p.m. ET/12–1:30 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

REBROADCAST: Easier Said Than Done? Advancing the Science of Reading as the “New Normal”
Tuesday, January 3, 3–4:30 p.m. ET/12–1:30 p.m. PT

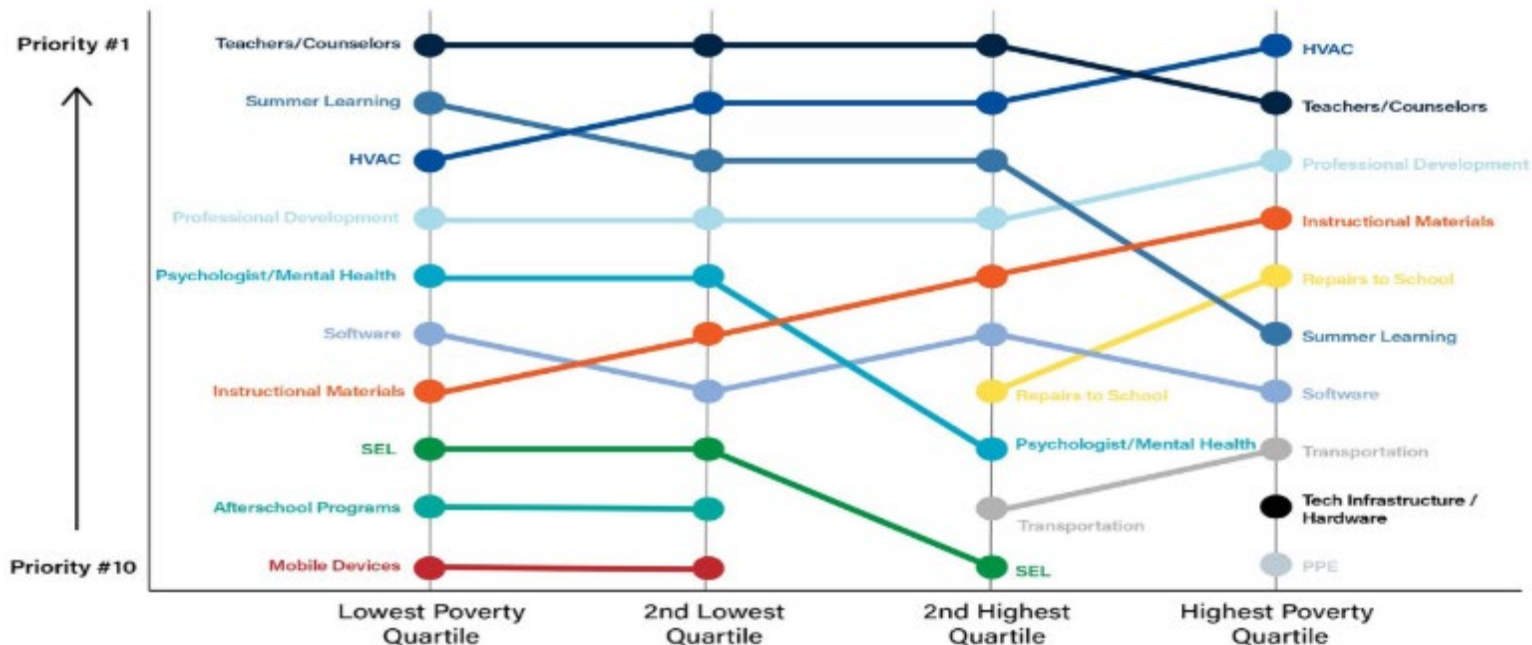
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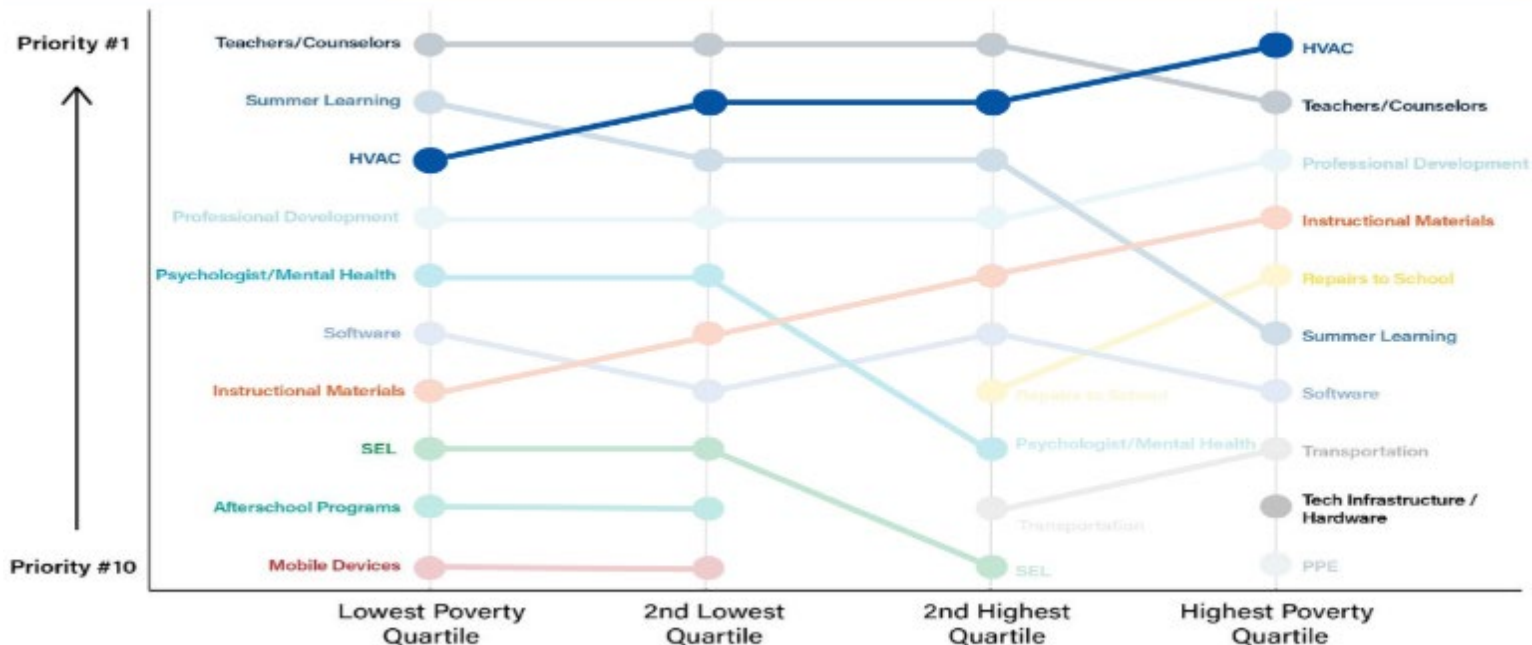
Appendix: **Additional Data**

SCHOOL DISTRICT COVID-RELIEF SPENDING PRIORITIES, BY POVERTY LEVEL



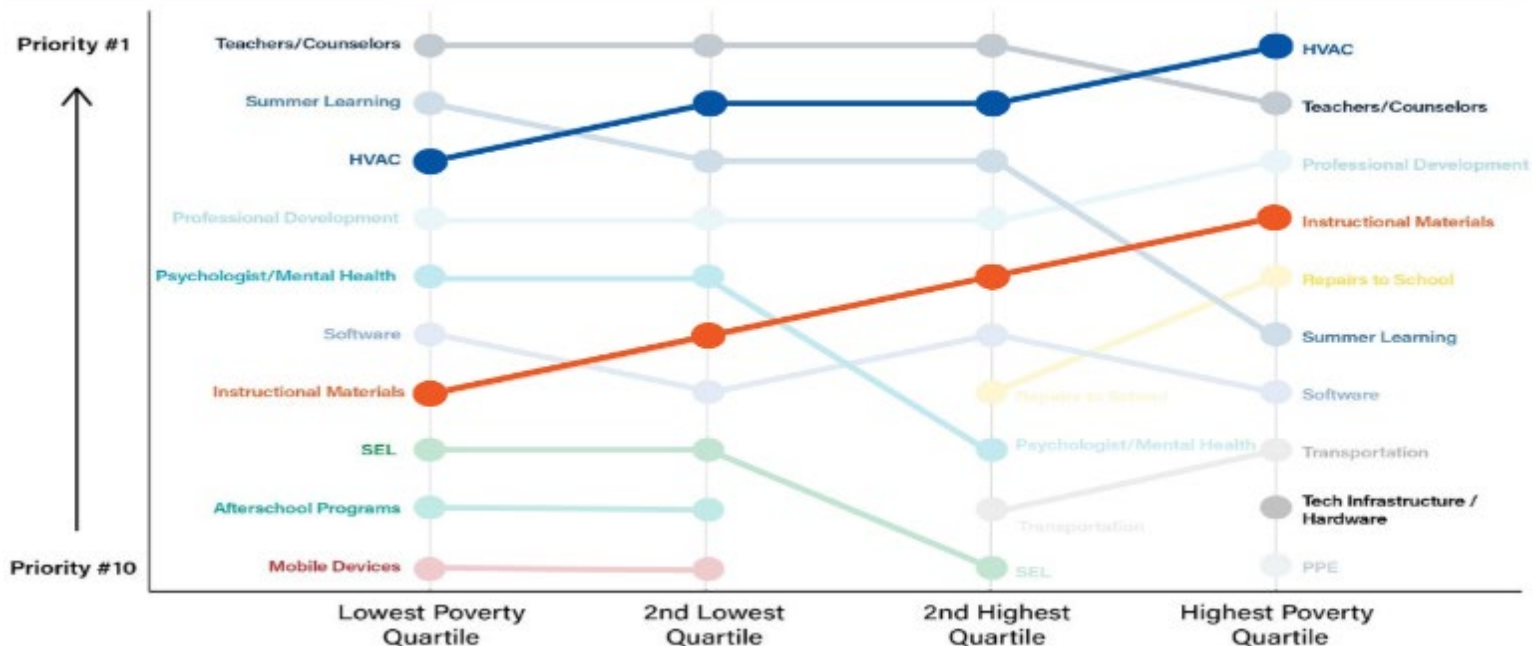
The chart reflects FutureEd's analysis of Burbio's June 7, 2022 on Covid-relief spending plans for 4,635 school districts. The priorities reflect the proportion of school districts intending to invest in this category. School districts' poverty levels are based on U.S. Department of Education calculations of the proportion of children in each district, ages 5 to 17, eligible for federal Title I funding. Districts with the lowest poverty level have the least children living in poverty.

SCHOOL DISTRICT COVID-RELIEF SPENDING PRIORITIES, BY POVERTY LEVEL



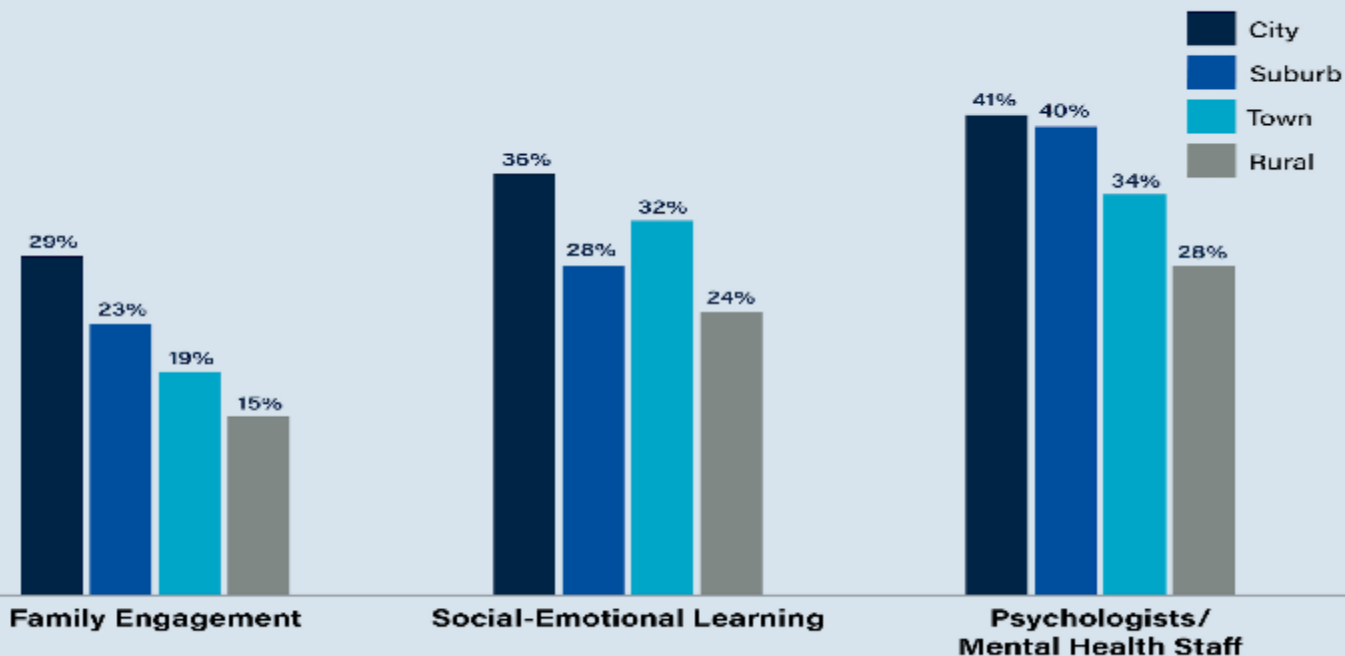
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STUDENT AND FAMILY SUPPORT, BY LOCAL EDUCATION AGENCY TYPE

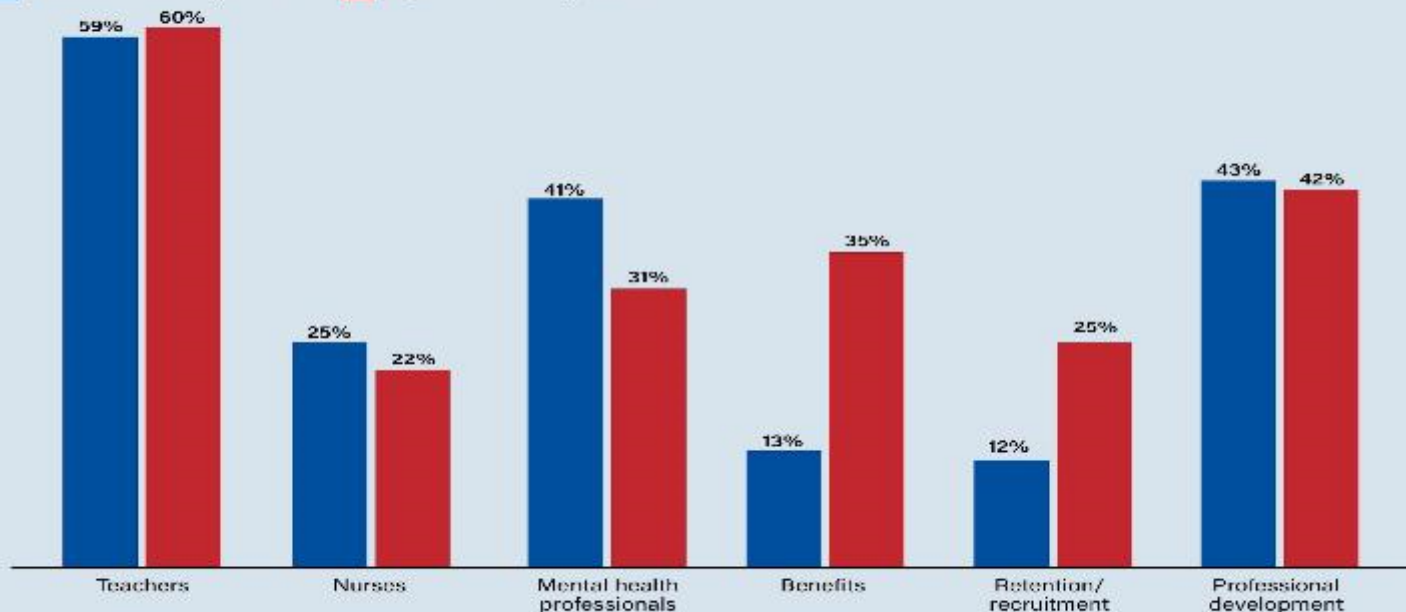


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SCHOOL STAFFING

Democratic Leaning States

Republican Leaning States



This chart is based on a June 7 compilation by the data-services firm Orbis of Covid-relief spending plans released by 3,000 school districts and charter schools in all 50 states and Washington, D.C. The percentages reflect the share of local agencies planning to spend on each priority. The political classification of states is based on I live/they/it's partisan lean scale.