

# ESSER III Funds and EBIS

Investing the Required 20%\* for Evidence-Based Improvement Strategies (EBIS) to Address the Disproportionate Impact of the COVID-19 Pandemic on Underrepresented Student Subgroups

## Prepare

### Who has been most impacted by the pandemic?

- **Foster an equity mindset:** Centering the students most impacted and addressing the barriers they face helps ensure that post-pandemic school planning addresses the needs of *all* students.
- **Look at your data:** Grades, attendance, participation, and other data can indicate which groups are most affected. Look at race/ethnicity groups, gender, and other typically underserved groups: students experiencing poverty, students with IEPs, English learners, and students who are migratory, incarcerated, experiencing homelessness, or in foster care.
- **Engage with stakeholders:** Once you identify impacted groups, students and families can help identify and deepen understanding of students' unique needs.

### What are the ESSER III requirements for EBIS and how can they help you?

- **Understand requirements:** Consult resources and experts as needed to avoid unnecessary revisions to your plan.
- **Why evidence-based strategies:** Strategies backed by evidence that they have been effective, particularly in a similar setting to yours, are more likely to succeed. Successful strategies also target strategic needs and are teachable, learnable, and doable in your context.

## Decide Strategically

### What can you build on that you are already doing?

- **Look at what your district or schools are already implementing:** Are these EBIS your district or schools are implementing based on federal identification? How could these funds strengthen the EBIS?
- **Look for places additional funding might have impact:** What is going well? What shows promise but could use better data collection, training, coaching?
- **Build on existing relationships:** What data and insight might your current service providers have to support you in using these funds?

### What's the best use of ESSER III funds?

- **Include key voices in the decision:** Who needs to be at the table? How will you ensure those most affected by decisions have a voice and are supported to participate in decision making?
- **Strategize around student assets and needs:** Which existing strategies best address the needs and honor the assets of the students most impacted by the pandemic?
- **Consider capacity and support:** Where is there adequate capacity (skills, money, time, infrastructure) to support implementation? Where are supports available, internally or externally?
- **Think about context:** How does the EBIS fit into the rest of your ESSER III planning? Your plans in general?

## Plan & Budget Sustainably

- **Support sustainable implementation:** What systems and structures will be put in place to measure and monitor the impact of the EBIS? What are the best indicators of impact? How can students and families support implementation?
- **Consider communications:** How will the story of the impact be shared, and with whom?
- **Think long term:** How will implementation of the EBIS be sustained when ESSER funds are no longer available?

## Resources

For additional assistance, contact [EBISsupport@dpi.wi.gov](mailto:EBISsupport@dpi.wi.gov) or [schedule a phone call through Bookings](#).

- [Equity Mindset Cards](#)
- [DPI's ESSER III web page](#), EBIS section
- [Criteria for the Tiers of Evidence](#)
- [Hexagon Exploration Tool](#) to evaluate EBIS
- [DPI's COVID-19 webpage](#)
- [Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time \(USDE\)](#)
- [Continuous Improvement Process Criteria & Rubric](#)
- [ESSER III Stakeholder Engagement slide deck template](#)

\*(20% is the minimum, there is no maximum)