



ESSER III guidance examples

PI-00604-Ex (New 08/22)

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Needs Assessment

Local out of school time resources are limited to at home or center-based childcare centers that primarily serve young children and do not provide targeted academic assistance and enrichment designed to meet the needs of the population targeted with these grant funds. Currently, school age out-of-school time programming is limited to homework assistance provided voluntarily by school staff on an intermittent schedule.

Thirty-nine percent of currently enrolled students in the school district are shown to be one grade level or more deficient in reading. Behavior challenges have become more prevalent, especially for those students who had the highest truancy rates during the previous 2 years. Among these students office referrals increased by 10%.

Student climate surveys taken in the 2021-22 school year indicate that high school age students in the school district are feeling anxious (57%) and depressed (34%), and 55% of students surveyed reported that they did not feel they belonged at school. Anxiety, depression and belonging data for 2022 are higher than those reported pre-pandemic.

When this data is disaggregated, students of color and students with disabilities report higher levels of anxiety, depression and feeling like they don't belong at school. Anxiety 61% students of color/70% students with disabilities. Depression 37% students of color/ 38% students with disabilities and belonging-students of color 73%/students with disabilities 70%.

Our data suggests that students most in need of Out-of-School Time supports are those with the highest truancy rates during the last two school years, students with disabilities and students of color.

Root Cause

The pandemic created several barriers for students. Access to academic support, and socialization with peers contributed to the academic delays and anxiety and depression seen in students. Many of the students most in need of academic and social and emotional support had reduced contact with adults and staff that supported them. Many students anecdotally reported feeling isolated, even upon returning to in person instruction.

In our community many family members were front line workers and were required to be at work when students were to access periods of online instruction. For some students in the target populations, this meant that they were not reliably on virtual classes. Additionally, the levels of food insecurity increased over the last two years. Our district saw an increase in students receiving free and reduced lunch from 48% pre-pandemic to 65% during the most recent academic year. Many of our families were disproportionately impacted by the closures to the economy and the physical and emotional impacts of Covid-19 illness.

Prior to the pandemic, academic assistance was provided after school but that was not available during the last two years due the effects of the pandemic including school closures, staff shortages and high levels of illness in the community.

Many of the students most impacted by the pandemic and school closures were struggling before the pandemic. Our Latino and Native American students have disproportionate academic growth when compared to caucasian peers. Historically, instructional materials have not reflected the diversity of the student population and the impacts of the pandemic on these students, especially our Latino and Native American students, has been especially significant.

This grant project will address:

- Increasing reading and literacy skills
- Increasing students' sense of belonging
- Decreasing Anxiety and depression

The OST program will provide a safe and engaging space for all students and families to receive academic support as well as activities and programs to increase students' feelings of connectedness to one another, to adults and to the school. Students and families will increase their mental health literacy so that they can recognize mental health challenges and advocate for themselves to receive the support that they need. Students with the highest truancy rates, students with disabilities and students of color will be targeted for recruitment for the OST program.

Priority areas

Priority area #1: We believe that we can Increase reading proficiency if we provide reading instruction, tutoring and opportunities to engage with self-selected text.

Priority area #2: We believe we can increase students' feelings of connectedness to one another, adults and school by providing opportunities for socialization, structured activities designed to engage students with one another and adult mentoring.

Priority area #3: We believe we can decrease feelings of anxiety by providing a consistent and safe place where students can learn to recognize and manage strong emotions and advocate for their own social and emotional needs.

Priority area #4: We believe we can decrease in school behavioral referrals of students regularly attending the out of school time program by providing positive, structured and consistent out of school time spaces, opportunities to develop, practice and master emotional management and responsible decision making.

Action Plan

Example 1 - Academic Goal

SMART Goal - Number 1

By September 2024 60 percent of students attending the program 30 days or more will meet or exceed their literacy growth target from fall 2022 to spring 2023 on the district literacy assessment

Priority Area and Supporting Data

We believe that we can increase reading proficiency if we provide reading instruction, tutoring and opportunities to engage with self-selected text for a minimum of 20 minutes per day of programming.
39% of students enrolled are below grade level in reading and literacy.

SMART Goal to Address

Academic Needs	Social Emotional Needs	Other:
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Evidence-based Afterschool Framework Elements

Please check all elements addressed by this goal and its action steps:

Active hands-on learning experiences
Development and practice of interpersonal competencies
Meaningful and relevant activities and learning opportunities
Opportunities to practice skills that promote mastery
Learning that engages students in new experiences and development of new skills, while prioritizing student voice and choice
Programming that engages community partnerships and collaboration, including adult family members

Goal # 1 - Action Step # 1

Program Activities	Read Alouds and related project-based learning: Students and staff nominate books for consideration; students vote on read-aloud text; students and adults read aloud; adults model think-aloud; students create a project connected to the text (e.g. a performance, presentation, debate of opposing views, visual interpretation of text, etc.);
Timeline/Due Date	March 2023
Evidence of Completion	List of nominated books, schedule of read alouds, evidence of completed projects related to the text
Personnel Responsible	S. Smith lead teacher

Goal # 1 - Action Step # 2

Program Activities	Slam Poetry Club: Students collaboratively write, workshop, perform, and enjoy diverse poetry
Timeline/Due Date	May 2023
Evidence of Completion	Written poems, workshop dates and performance of Poetry Slam
Personnel Responsible	Site coordinator

Goal # 1 - Action Step # 3

Program Activities	Expanded library service hours: Students access school library print and digital materials. Students use the library resources to develop a meaningful and relevant project- that is connected to their interests, school community, and/or neighboring community Staff provides mini-lessons as needed on library services and tools, inquiry, etc
Timeline/Due Date	February 2023
Evidence of Completion	# of students accessing the library, mini-lesson plans
Personnel Responsible	M. Walters, Librarian S. Smith lead teacher

Goal # 1 - Action Step # 4

Program Activities	One-on-one targeted reading support: Individualized tutoring and learning opportunities based on student needs as communicated by the day school.
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Timeline/Due Date	September 30, 2024- Will occur through grant period
Evidence of Completion	One on one reading support in daily schedule. Documentation of individualized tutoring and progress monitoring
Personnel Responsible	CLC Staff, assigned tutors.

Example 2 - Social Emotional Needs

SMART Goal - Number 2

By September 2024 65% of students attending the program 30 days or more will report feeling that they belong at school as indicated by climate survey results.

Priority Area and Supporting Data

We believe we can increase students' feelings of connectedness to one another, adults and school by providing opportunities for socialization, structured activities designed to engage students with one another and adult mentoring.

55% of all students surveyed reported they did not feel like they belonged at school. Among students of color and students with disabilities feeling like they did not belong at school was higher at 73% and 70% respectively.

SMART Goal to Address

Academic Needs	Social Emotional Needs	Other:
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Evidence-based Afterschool Framework Elements

Please check all elements addressed by this goal and its action steps:

Active hands-on learning experiences
Development and practice of interpersonal competencies
Meaningful and relevant activities and learning opportunities
Opportunities to practice skills that promote mastery
Learning that engages students in new experiences and development of new skills, while prioritizing student voice and choice
Programming that engages community partnerships and collaboration, including adult family members

Goal # 2 - Action Step # 1

Program Activities	Collaborate with day school program to extend implementation of Sources of Strength to OST;
Timeline/Due Date	March 2023
Evidence of Completion	OST staff meeting with SOS planning committee
Personnel Responsible	Program Coordinator and SOS district coordinator

Goal # 2 - Action Step # 2

Program Activities	Identify and train OST Staff as Sources of Strength Advisors
Timeline/Due Date	March 2023
Evidence of Completion	2 OST staff identified and trained
Personnel Responsible	Program Coordinator

Goal # 2 - Action Step # 3

Program Activities	Recruit OST participants to be trained as Peer Leaders and to join the school-day SOS team
Timeline/Due Date	April 2023
Evidence of Completion	OST student Peer Leaders identified and trained
Personnel Responsible	Program Coordinator and SOS planning committee

Goal # 2 - Action Step # 4

Program Activities	Host at least 4 off-site activities for students such as: kayaking, hiking, attending a community play or concert, touring the art museum, or touring an equine therapy facility
Timeline/Due Date	September 30, 2023
Evidence of Completion	List of scheduled events Completion of at least 4 events # of students attending
Personnel Responsible	Program Coordinator, OST program staff

Goal # 2 - Action Step # 5

Program Activities	Provide 2 district wide family events that introduce caregivers to mental health literacy and building resilience.
Timeline/Due Date	December 2023
Evidence of Completion	Events held list of family and caregivers attending
Personnel Responsible	District family coordinator, Program coordinator, School counselor

Goal # 2 - Action Step # 6

Program Activities	One-on-one targeted reading support: Individualized tutoring and learning opportunities based on student needs as communicated by the day school.
Timeline/Due Date	February 2023 contract in place March 2023 mentors begin attending 1 day per week
Evidence of Completion	Sign-in logs showing regular weekly attendance of mentors. Tracking log
Personnel Responsible	Program coordinator, XXX director, identified mentors