

ESSER III

Due: February 1, 2022

20% Set-Aside

Evidence-based Interventions

[Search Evidence-based Resources Database \(link\)](#)

➤ Academic

and

➤ Social Emotional Learning

includes

Trauma Sensitive Practices

Mental Health

All summer and afterschool programs are not created equal.
Descriptions are needed in 20% set-aside.

Summer School

Very targeted is best

Answer the following questions:

1. Who is teaching summer school? (highly performing teachers, recently retired teachers; not individual names)
2. What is the teacher to student ratio? (1:15 or less evidence-based)
3. When will summer school take place? (dates; 5 weeks minimum is evidence-based))
4. What is frequency and session length? (daily, 4 days a week; 4 hours minimum evidence based)
5. What evidence-based practices, programs/ curriculum will be used?
6. How will equitable accessibility/attendance be ensured for all students needing learning support due to COVID?

Tutoring

[Tutoring Programs Template \(link\)](#)

Answer the following questions:

1. Who is teaching the tutoring groups? (teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors; not individual names)
2. What is the tutor to student ratio? (1:1 or 1:2 is best; 3:1 or 4:1 has strong impact)
3. When will tutoring take place? (during school day, before school, after school, Saturdays)
4. What is frequency and session length? (daily, 3 times a week; for a semester, 9 weeks, etc.)
5. What evidence-based practices, program/ curriculum will be used?
6. How will equitable accessibility/attendance be ensured for all students needing learning support due to COVID?



How are LEAs spending ESSER III funds?

Academic, social, emotional, mental, and physical health

- New curriculum materials adoptions to better meet student needs
- Assessment platforms linked to instructional materials for targeted support
- Additional staff to lower class size and increase small group instruction
- Increased instructional time through a variety of strategies
- Academic Interventionists
- Counselors and social workers
- SEL specialists
- Improved physical activity spaces

High-quality staff

- Retention and recruitment stipends
- Induction programs
- Staff support systems and programs

Safe, high-quality learning environments

- Technology to address the digital divide
- HVAC systems' repair and upgrades to ensure excellent air quality
- Additional classroom space
- Improved lighting
- Student data systems

Community engagement

- Partnering for before and after school care
- Counseling services
- Wrap-around services
- Enrichment activities

ESSER III

You can reach an ESSER specialist by emailing ESSER@azed.gov.

Call us directly for support or assistance.

Devon Isherwood,
Deputy Associate Superintendent
School Support & Improvement
(602) 364-0379
Devon.Isherwood@azed.gov

Allison Barbor, ESSER Director
(602) 542-3068
allison.barbor@azed.gov

January ESSER Application Office Hours

January 27, 2022

8:30-9:30 AM (link)

**Registration not required –
simply join a session
during the hours listed.**

FEDERAL Accountability Waiver: Reducing COVID's Negative Impact

- Shifting timelines forward by 2 years:
 - Long term and interim goals
 - Additional requirements for CSI and TSI schools, not exiting
- Reducing impact of chronic absenteeism criteria on identification
- Using non-consecutive three years of data for annual TSI identification
- Allow schools identified for improvement in Fall 2022 (CSI and (A)TSI) to exit after one year
- Extend the allowable duration of the subgrant period from four to five years

Public Comment <https://www.azed.gov/improvement>