

Hartford Public Schools

The Elementary and Secondary Education Relief (ESSER III) Use of Funds Plan

Kelly Millin, Superintendent

Brad Geesaman, ESSER Program Contact

ARP ESSER III

The American Rescue Plan (ARP) Act of 2021 dedicated funds to the Elementary and Secondary School Education Relief (ESSER) grant. The intent of this grant is to provide education funding to address needs from the COVID-19 pandemic and support the safe reopening and operation of schools.

Committee Members for Planning

| Name | Position on Committee |
|--------------------|---|
| Kelly Millin | ESSER III District Committee, Building and Site Committee, Superintendent |
| Brad Geesaman | ESSER III District Committee, Assistant Superintendent, Federal and State Programs Director |
| Rebecca Drake | Building and Site Committee, Business Manager |
| Rob Sheffey | ESSER III District Committee, Instructional Technologist, Community Representative, Parent |
| Dave Janicki | ESSER III District Committee, High School Principal, Parent |
| Christine Quist | ESSER III District Committee, Elementary School Principal, Parent |
| Stephanie Hallgren | ESSER III District Committee, Migrant Coordinator, EL and Migrant Teacher |
| Susan McLemore | ESSER III District Committee, Elementary Literacy Coach |
| Ginny Rice | Building and Site Committee, School Board Member, Community Member, Parent, Tribal Citizen |
| Mike Banic | Building and Site Committee, School Board Member, Community Member |
| Jason Meachum | Building and Site Committee, School Board Member, Community Member |
| Erica Cardoso | ESSER III District Committee, Community Member, Parent |
| Auna Kuehnle | ESSER III District Committee, Community Member, Parent |
| Jeannene Hernandez | ESSER III District Committee, Community Member, Parent |
| Lenny Weston | ESSER III District Committee, Community Member, Parent |
| Bobbi Johnson | ESSER III District Committee, Community Member, Parent |
| Ashley Sharpe | ESSER III District Committee, Community Member, Parent |
| Angelica Rivas | ESSER III District Committee, Community Member, Parent |
| Misty Ledesma | ESSER III District Committee, Community Member, Parent, Tribal Citizen |

Planning Process for ESSER III Application

Data Used for Planning:

- District administration and program directors meeting input
- Building and Site Committee meeting input
- Parent/Community/Staff survey input
- Student Forum input
- ESSER III District Committee meeting input
- Parent/Community Forum feedback
- Public notification on district website and social media

Description of Process Used for Planning:

- Superintendent meeting with district administration and directors to gather preliminary suggestions
- School Board meeting discussion on estimated allocation of funds and allowable uses
- Building and Site Committee meeting discussion on allowable uses and suggestions
- Survey released to parents, community and staff; input solicited
- Central Office and Principal Forum; input solicited
- ESSER III District Committee Forum; presentation and discussion on stakeholder survey to solicit suggestions and begin consultation process
- Student Forum; input solicited
- ESSER III District Committee Forum; review suggestions and finalize consultation process, approval of district plan
- Parent/Community Forum; solicit feedback from district use of funds plan
- Plan presentation to School Board for feedback and comments
- Plan will continue to be revised as additional feedback or district needs become evident

Prioritize/Decisions Made for the Spending of Funds:

- Mental Health Support in each building
- Continued in-person instruction in all three buildings
- Technology to ensure 1:1 ratio of laptops for students and teachers
- Summer learning for K-8 and Credit Recovery for 9-12

Hartford Public Schools has identified priorities for the Elementary and Secondary School Relief Emergency Funds (ESSER III). The following ideas were generated through the meaningful consultation process from stakeholder input and feedback. The district developed five guiding principles for resource allocation around Health and Safety, Evidence Based, Focus on Equity, Community Involvement, and Responsible Fiscal Management.

1,337

Students

| | | | |
|-------------------|-----|----------------------------|-----|
| Hispanic | 56% | English Learner | 27% |
| White | 39% | Economically Disadvantaged | 79% |
| Black | 2% | At-Risk | 96% |
| American Indian | 2% | Special Education | 13% |
| Two or more races | <1% | | |
| Asian | <1% | | |

Addressing the Instruction/Academic Learning Loss

| Instructional Activities | Person Responsible | Amount of Funds | Timeline | Formative Evaluation |
|--|---|-----------------|----------------------------------|---|
| Provide Summer Learning and Credit Recovery | Building Administrators | \$215,800 | June 2022 June 2023 | Programing for identified students, student rosters, documentation of student performance |
| Mental Health Clinicians | Building Administrators | \$277,200 | 2021-2022 2022-2023 | ISD contract, identified support process, contact logs |
| Purchase additional electric devices for students | Instructional Technologist, Building Administrators | \$170,000 | January 2022 January 2023 | Technology list completed, purchase order completed, technology ordered, inventoried and received |
| Purchase electronic devices for teachers | Instructional Technologist, Building Administrators | \$111,884 | January 2022 | Technology list completed, purchase order completed, technology ordered, inventoried and received |
| High-Quality diagnostic assessment to inform instruction | Building Administrators, District Administration | \$20,000 | Fall 2021-2022 Fall 2022-2023 | Purchase order, software ordered and received, reports from software of progress |

