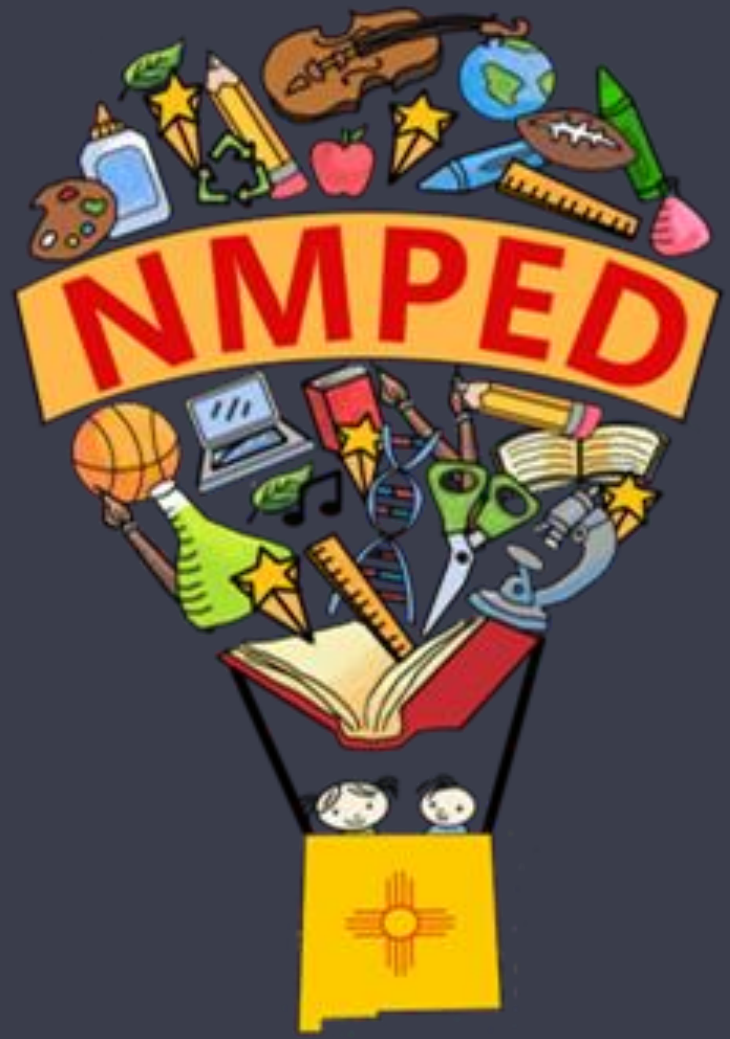
Welcome

Strategic Planning and Use of ESSER Funds: Student-Centered Budgeting to Support Equitable Learning Outcomes

January 26, 2022

Investing for tomorrow, delivering today.



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LEA Workshop Series: Strategic Planning & Use of ESSER Funds

NM PED sponsored series in partnership with Region 13 Comprehensive Center at WestEd

January & February 2022 Sessions

- Budgeting & Planning for Accelerated Learning with EBI Strategies (Jan. 12th)
- **Student-Centered Budgeting to Support Equitable Learning Outcomes (Jan. 26th)**
- Planning for the Equitable, Sustainable Allocation of Resources (February 9th)
- Building a Sustained Educator Workforce Pipeline (February 23rd)

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LEA Workshop Series: Strategic Planning & Use of ESSER Funds

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Today's Session

Objective: *Build the knowledge and mindset of LEA leaders to plan for a more equitable allocation of resources to targeted student populations.*

Agenda:

- *Present by Identity, Equity and Transformation Division, NM PED, and WestEd*
- *Small group breakout session to discuss and share ideas*
- *Closing for whole group share out and final comments*

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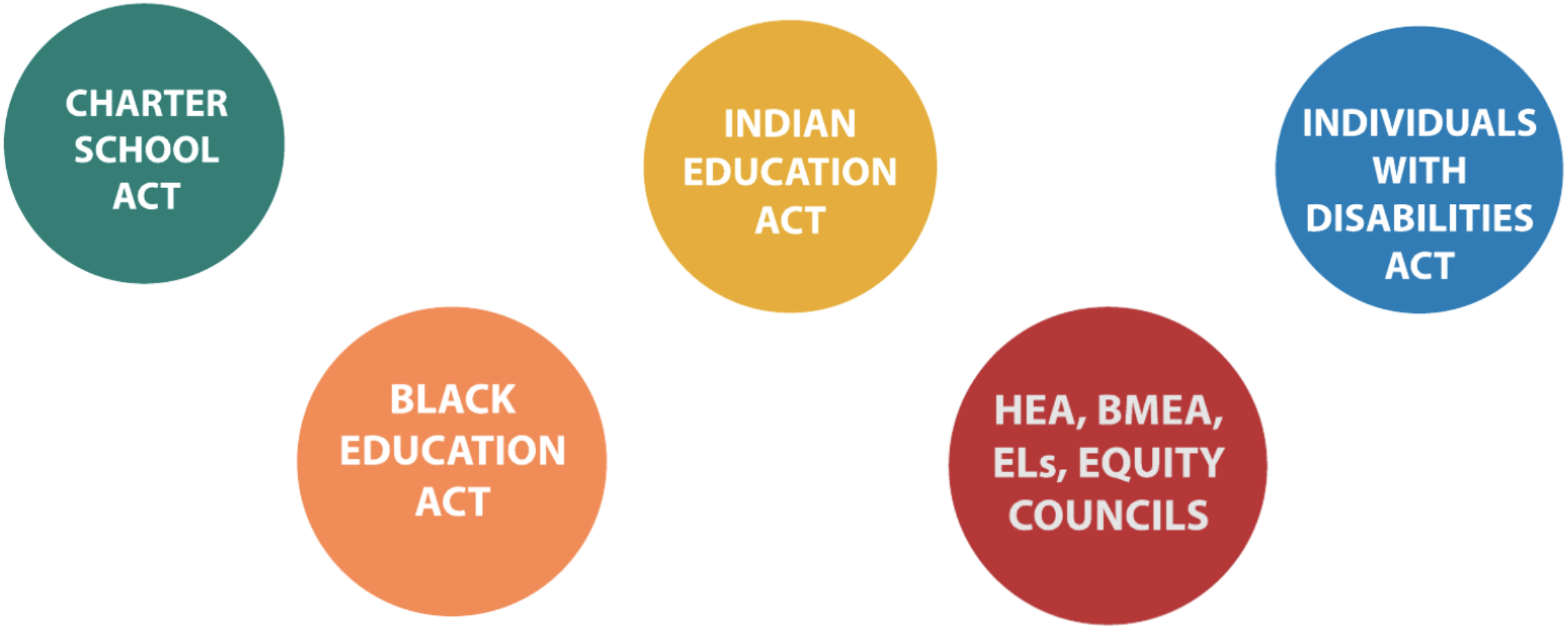
Identity, Equity & Transformation Frame



Contact NM PED for More Information & Thought Partnership

- **Dr. Vickie Bannerman,** Deputy Secretary for Identity, Equity, and Transformation Division, NM PED, vickie.bannerman@state.nm.us
- **Lashawna Tso,** Assistant Secretary for Indian Education, lashwana.tao@state.nm.us
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Virtual Workshop for New Mexico Local Education Agencies:

Strategic Use of The American Rescue Plan (ARP) Funds: Student-Centered Budgeting to Support Equitable Outcomes

January 26, 2022

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Warm-up

What is one success that your school or school district has had in the last month?

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AGENDA

- Re-orienting the planning mindset
- Drivers of Student-Centered, Equitable Budgeting
- New Mexico Acts & Targeted Strategies
- Breakout discussion

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"Budgeting is the manifestation of an organization's strategy: ***whether they are the result of thoughtful planning***; the inertia of long years of doing approximately the same thing; or competing political forces that result in organized borrowing with others."

– Lee, Johnson, and Joyce, 2004

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Re-orienting the Planning Mindset

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What is student-centered equitable budgeting?

*"Refers to processes and practices focused on the **equitable distribution of resources** through **alignment to identified student needs**. This process is part of a wider approach for increasing and sustaining student achievement and positive educational outcomes for all students."*

Re-orienting the planning mindset

Basis versus Purpose

Basis of Funding

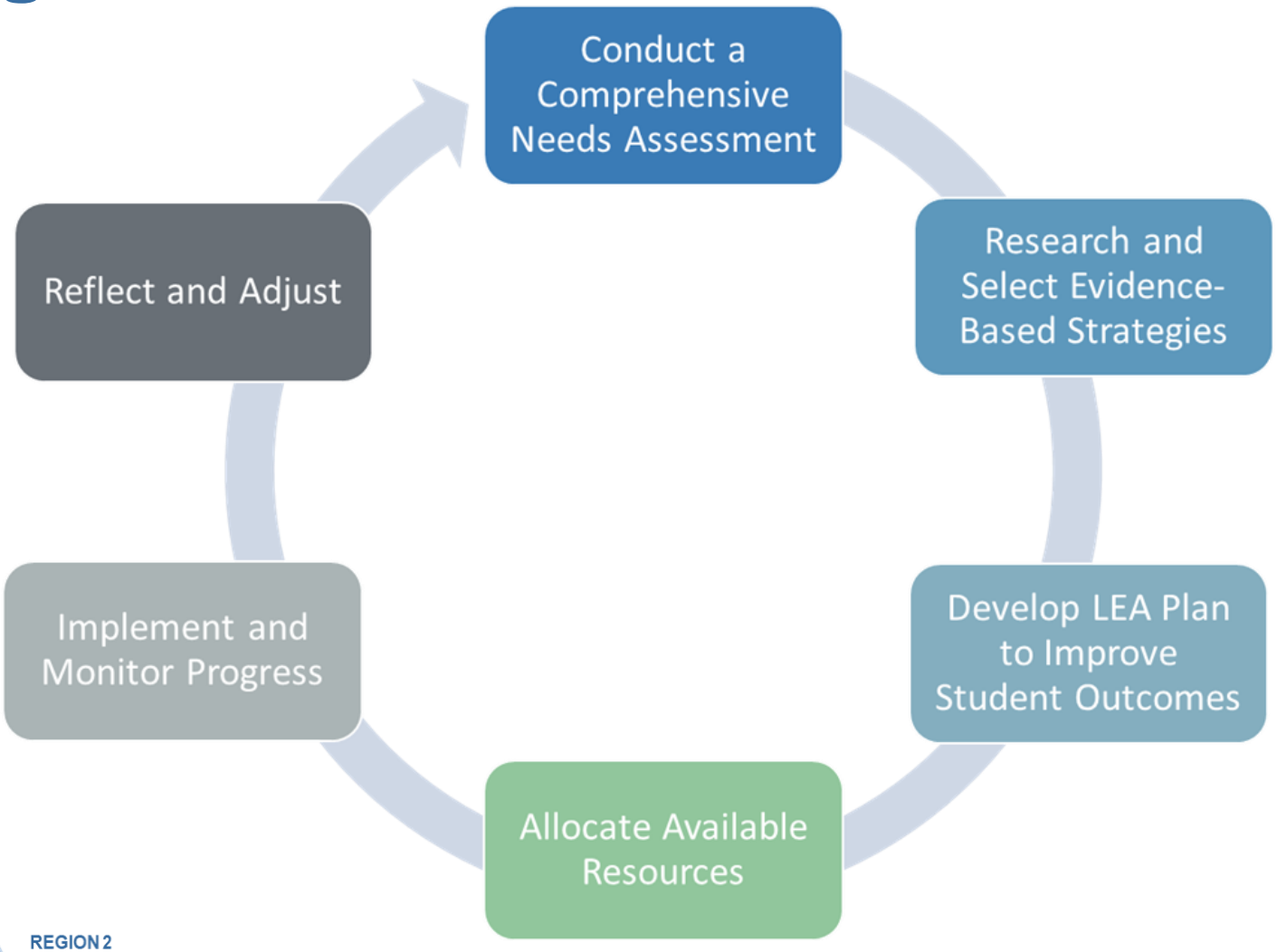
Refers to the methodology under which revenues and expenses are recognized in financial statements.

- “Per pupil amount”
- Dollars per student group

Purpose of Funding

Improve outcomes for all students that particularly increase and improve services for student groups in need of additional supports.

LEA Planning Process



Drivers of Student-Centered, Equitable Budgeting

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1. Meaningful Consultation with Stakeholders

Each LEA that receives federal and state funds must engage in meaningful consultation with stakeholders and public opportunity to provide input in the development of its plan, including:

- **Students and families;**
- **School and district administrators (including special education administrators);**
- **Teachers, principals, school leaders, other educators, school staff, and their unions.**

Also, to the extent present in or served by the LEA:

- **Tribes;**
- **Civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities,**
- **English learners,**
- **Children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.**

2. Clear Guidance from Federal (and State) Sources

In the school district plan for the use of ARP ESSER:

…and address the disproportionate impact of COVID-19 on underrepresented student subgroups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and children and youth in foster care…

3. Data to Show Disproportionality in Student Groups

What does data help us as practitioners do? How students are doing, generally, that leads to an assignment of strategies to address them.

Shifts

- Label versus need problem
- From 'what's **all the data**' to 'what's the **right data**'

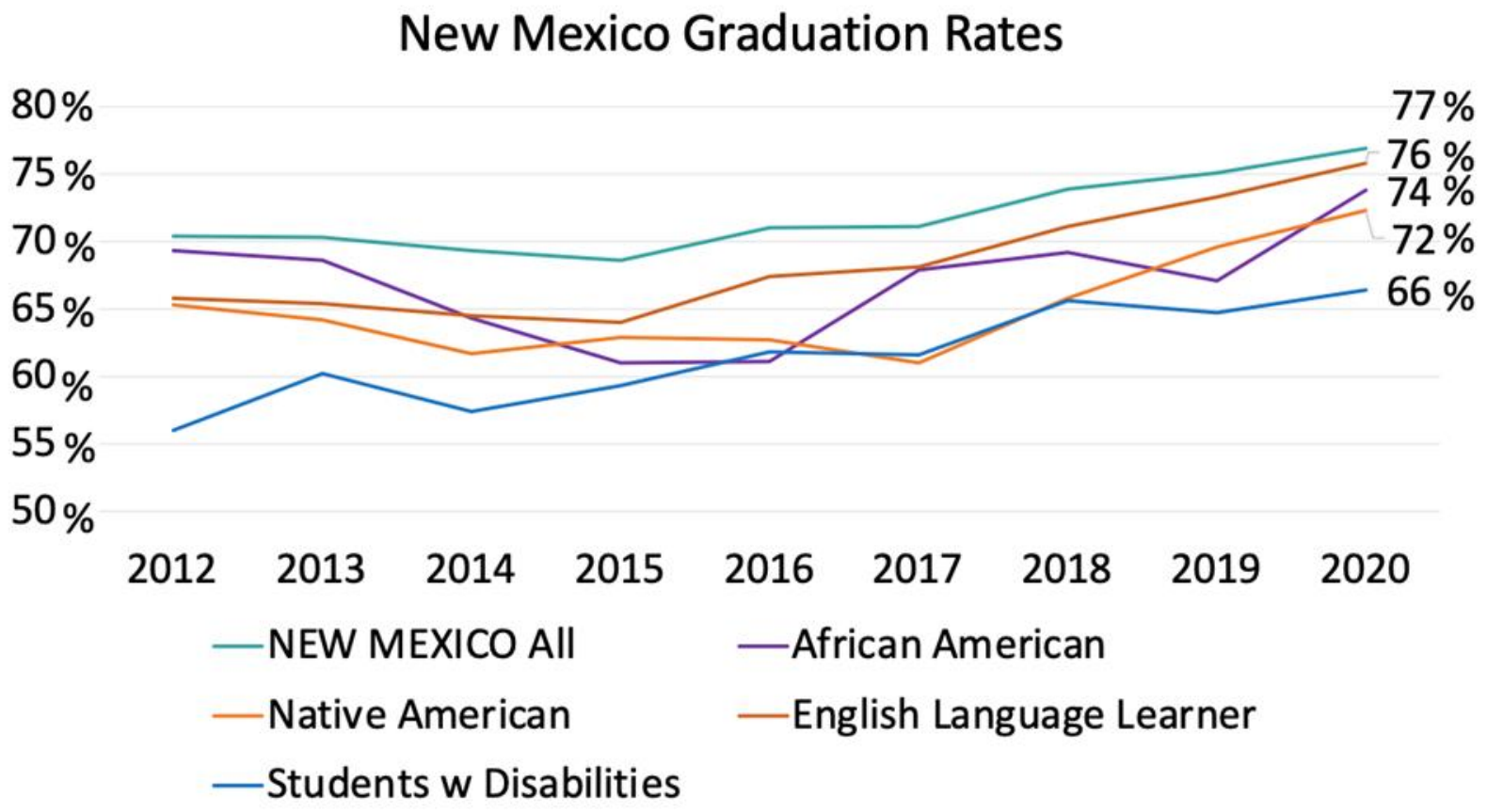
<u>Additional resources</u>

- DASH 90-day plans and/or EdPlan
- Supplemental modules Student Groups and Strategic Resource Allocation

Moving the Needle: Attainment

While English Learners and African American students have made great gains in graduation rates, they still fall below the NM state average.

Native American students are graduating at a lower rate than other peers.



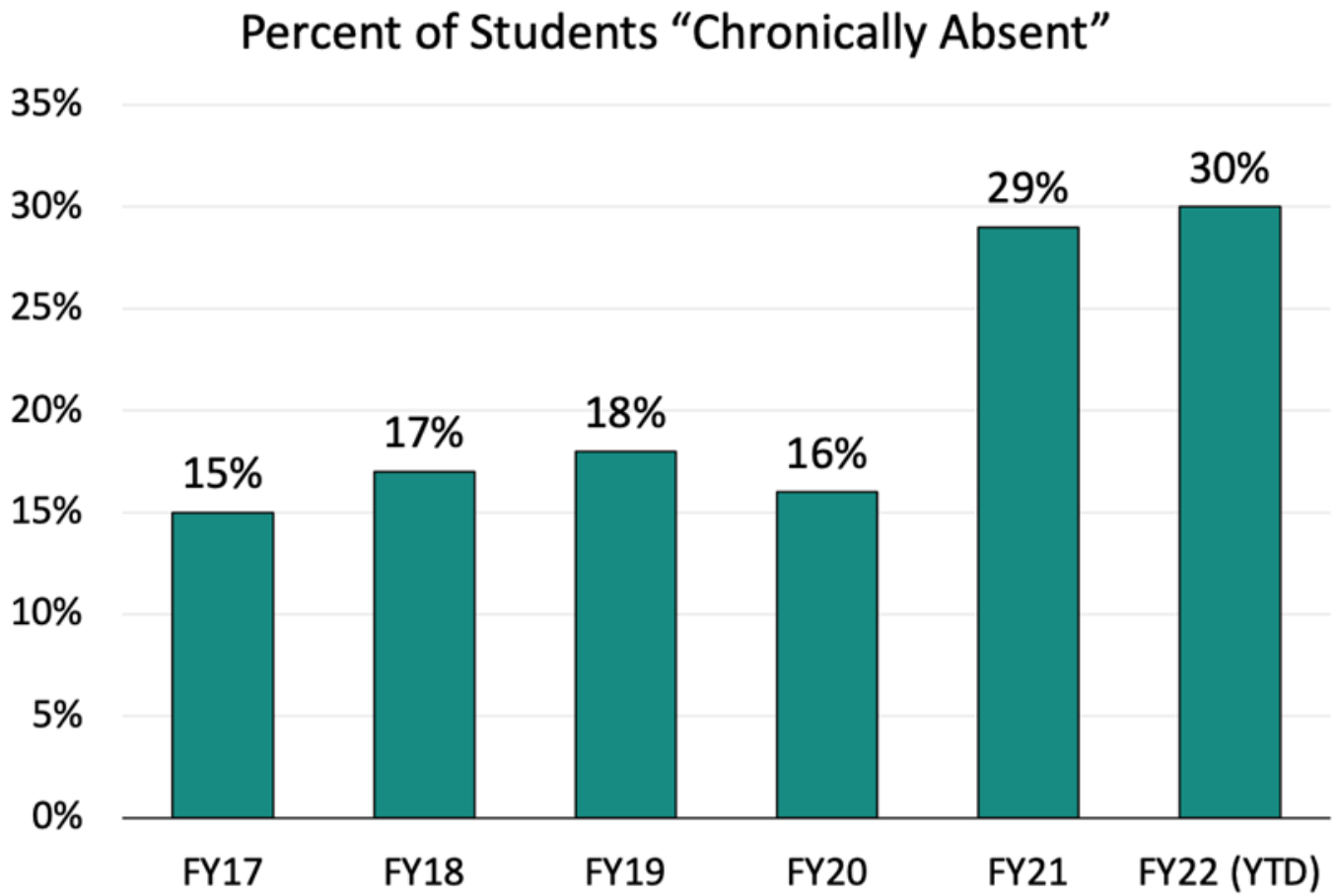
Source: PED

Attendance Challenges

The chronic absenteeism rate nearly doubled during COVID-19.

In 2019, absenteeism exceeded the state average for Native American Students (26%) and Economically Disadvantaged Students (20%).

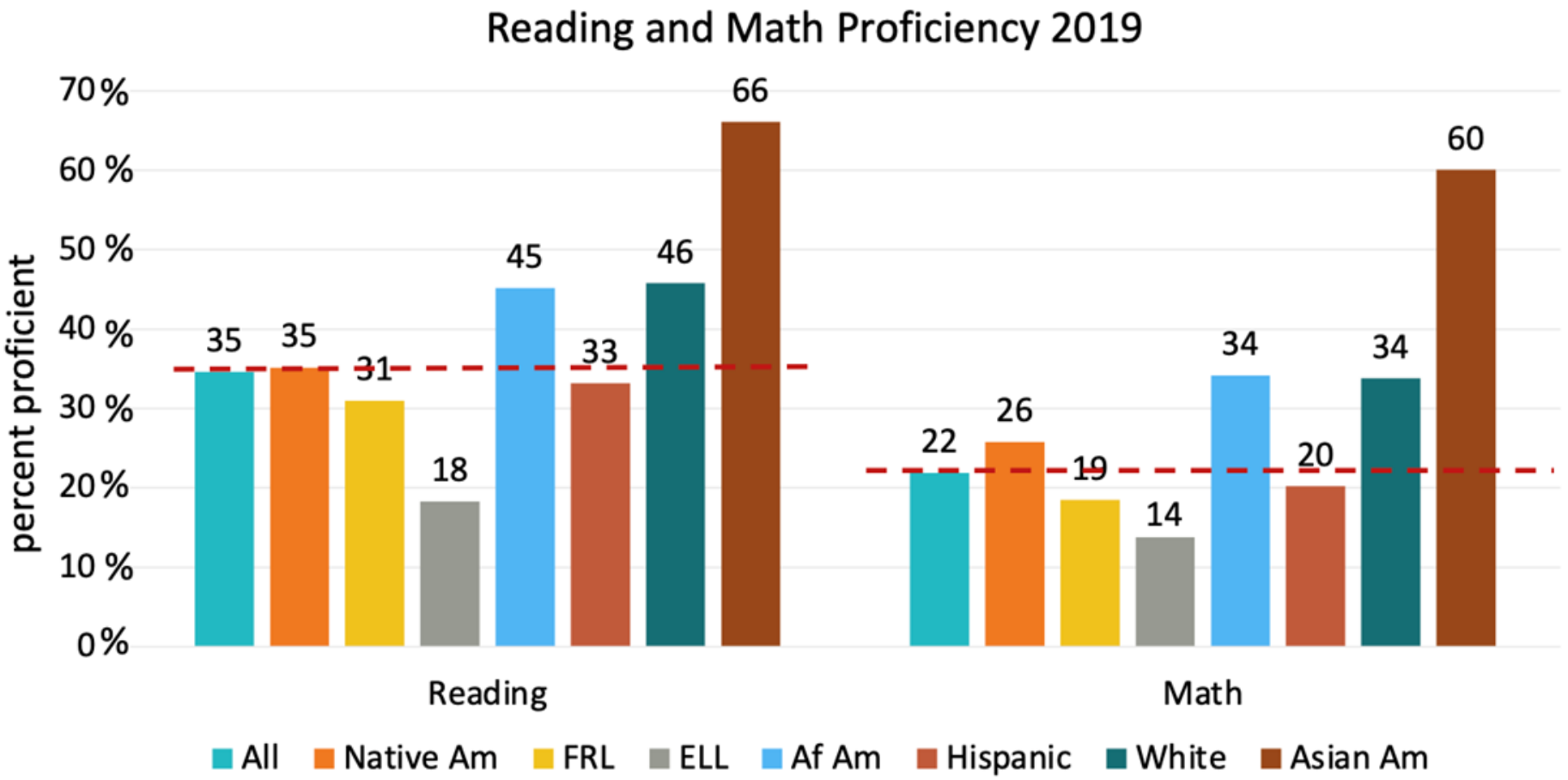
Note: Chronically absent means missing 10% or more of the school year for any reason, including both excused and un-excused absences



Source: PED

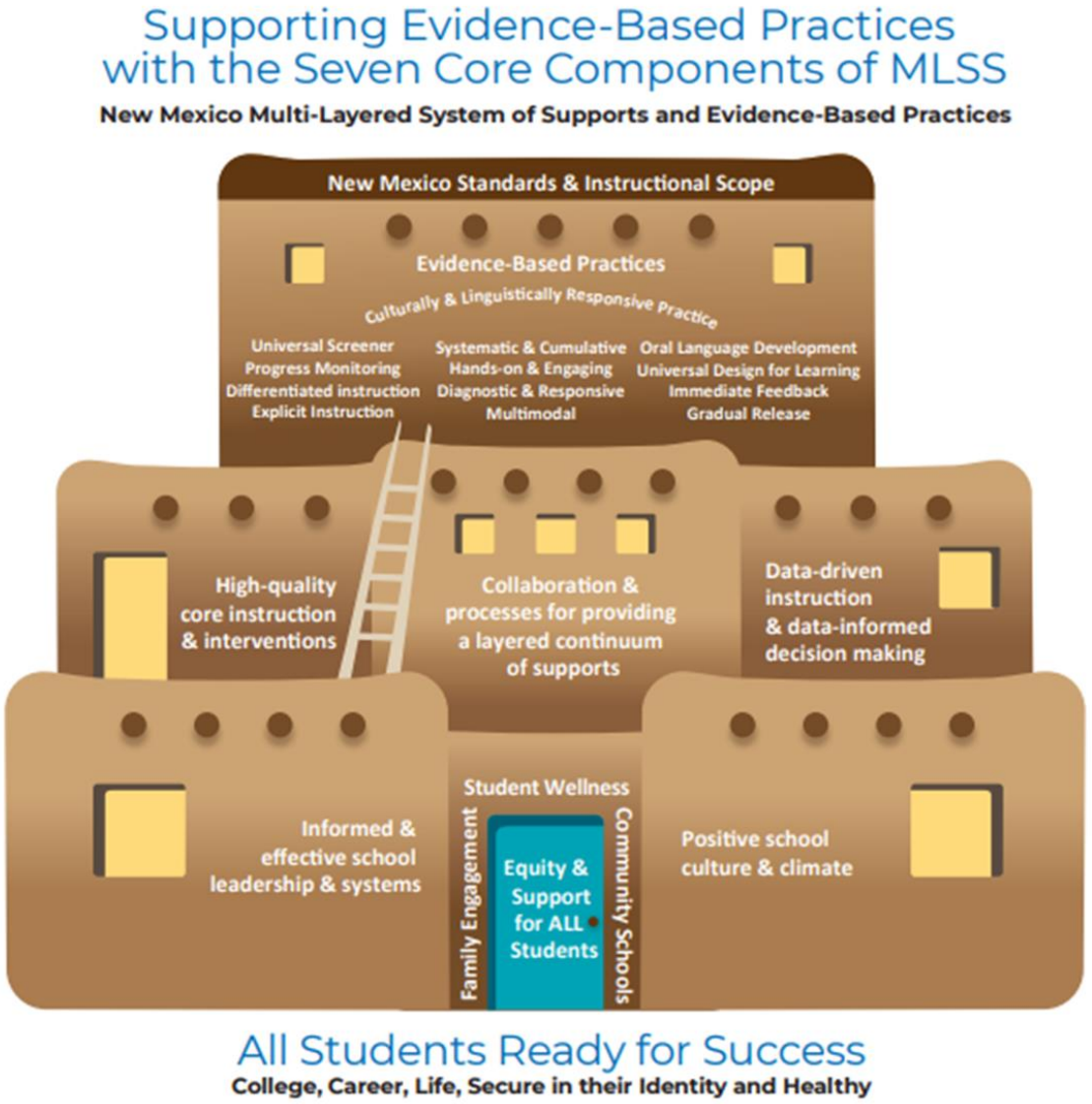
Achievement: Proficiency by Demographics

Reading and Math proficiency is lowest among Native American, economically disadvantaged, and English Learner students in contrast to other peers.



Source: PED

4. Design Programs Based on Student Needs



4. Allocate Resources to those Programs Based on Student Needs

Universal Funds

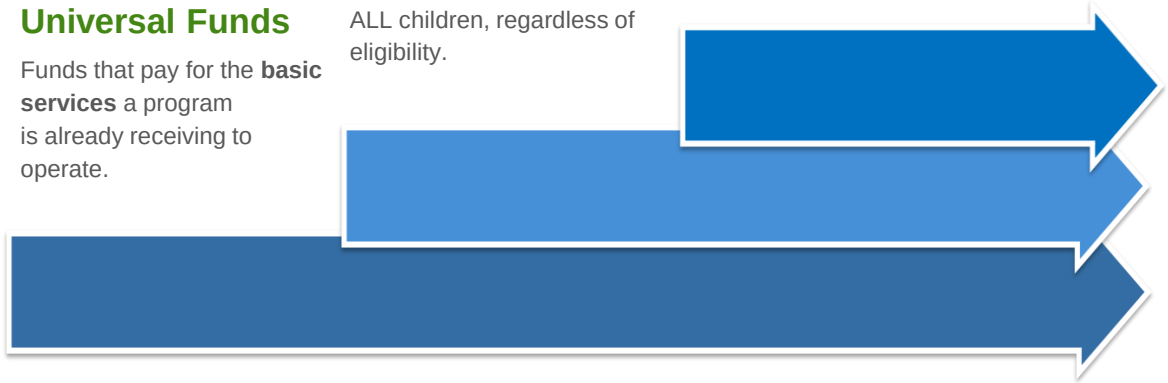
Funds that pay for the **basic services** a program is already receiving to operate.

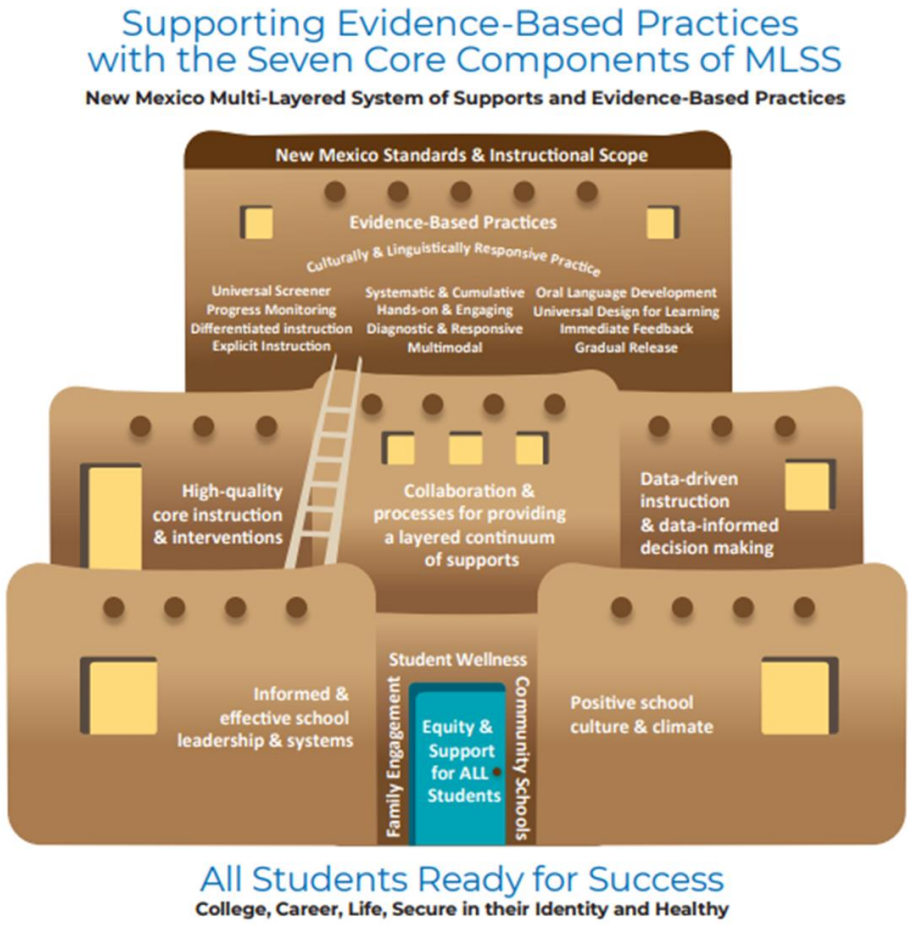
Supplemental Funds

Funds that pay for the **comprehensive services** necessary to strengthen the program and can benefit ALL children, regardless of eligibility.

Specialized Funds

Funds that pay for **eligible services** that increase or expand access to programs and services.





New Mexico Education Acts & Strategies to Target Student Groups

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Education Acts

Diverse, Inclusive Curriculum (HEA, BEA, IEA, BMEA and IDEA)

- Acquiring diverse instructional materials
  - Hispanic, Black, Native American, Multicultural materials
    - Examples of materials

Training

- How can you merge training requirements to offer quality training without overwhelming staff?
  - Review training requirements currently in statute and use funding to design and offer quality trainings that focus on more than 1 related topics (i.e. BEA and NSDH)
- What happens after the training?
  - School/classroom resources (what can be purchase to support classroom implementation?)
  - Monitoring and follow-up supports (How do you know what's working and what is not?)

Students with Disabilities

Family engagement/ advocacy

- Create additional contact information on your school web page and invite parents to online evidence based trainings as appropriate. Use funds for interpreters and offer trainings in multiple languages.
- Maintain consistent contact with families. Use funds to support surveys that can provide information to your and create parent partnerships. Use those funds to support those ideas.

Ideas that funding can be used for:

- Any backlog of evaluations due to the school closure
- Contract related service providers to perform assessments or provide therapy outside of the school day
- Purchase additional instructional materials and equipment for classrooms. Many items went home and were not returned. (fidgets, small equipment)
- Additional tutoring and/or intensive support
- Upgrade assessment and evaluation tools in order to streamline reporting
- Evidence based professional development

Indian Education: Support for Native American Students

- **Digital Divide**
  - Broadband access/improvements, technology accessories/assistive technology devices, hardware/software access for students and staff, use of education technology platforms (i.e. access to remote instruction)
- **Learning Loss**
  - High-dosage tutoring, planning and implementing activities related to summer learning and supplemental after-school programs
- **Social, Emotional, Mental Health, and Academic Needs/Supports**
  - Provide additional resources (i.e. contracting counselors/mental health providers, PD for educators, and implement interventions), supplemental instructional opportunities
- **Indian Education Act**
  - Professional Development and training for staff, access to culturally relevant curriculum, implementing evidence-based activities to meet the comprehensive needs of students

Language and Culture

- **At-risk student group: English Learners**
  - Strengthening the instruction of English Learner students in content classes and designated English Language Development
  - Supporting the education of refugee and newcomer students
- **Equity Council: Equity in Action Items**
  - Recommendations from equity council members based on the readiness assessment, culturally and linguistically responsive inventory and framework
- **Bilingual Multicultural Education Act, Hispanic Education Act and State Seal of Bilingualism and Biliteracy**
  - Professional development, career readiness, internships, completion of the SSBB

Charter Schools

- **Mission/Innovation focused infrastructure and Student Access**
  - transportation services for extended learning, facilities, tech modernization
  - kitchen, food services, science lab, arts, outdoor space, technology
- **Staff and School capacity to support students & teachers**
  - Staff PD, educational assistants, OPAL pal, signing bonuses
  - 20% evidence based high-dosage tutoring,
- **Partnership & program development**
  - after school, community school, health, mental health/wellness, dental, homeless student program, family engagement

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Breakout Groups

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Breakout Prompts

- What techniques that were introduced today can you apply in your FY23 budget planning process? What ***existing processes*** will help you?

- What else would be helpful in the application of these strategies in your FY23 budget planning process?

- What commitment can you make to applying these strategies?

Closing Comments

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Feedback Survey

Please take a few moments to fill out this brief survey about this session.

Your feedback is important to us!

https://www.surveymonkey.com/r/NMPEDuseOfFunds2

Thank you!

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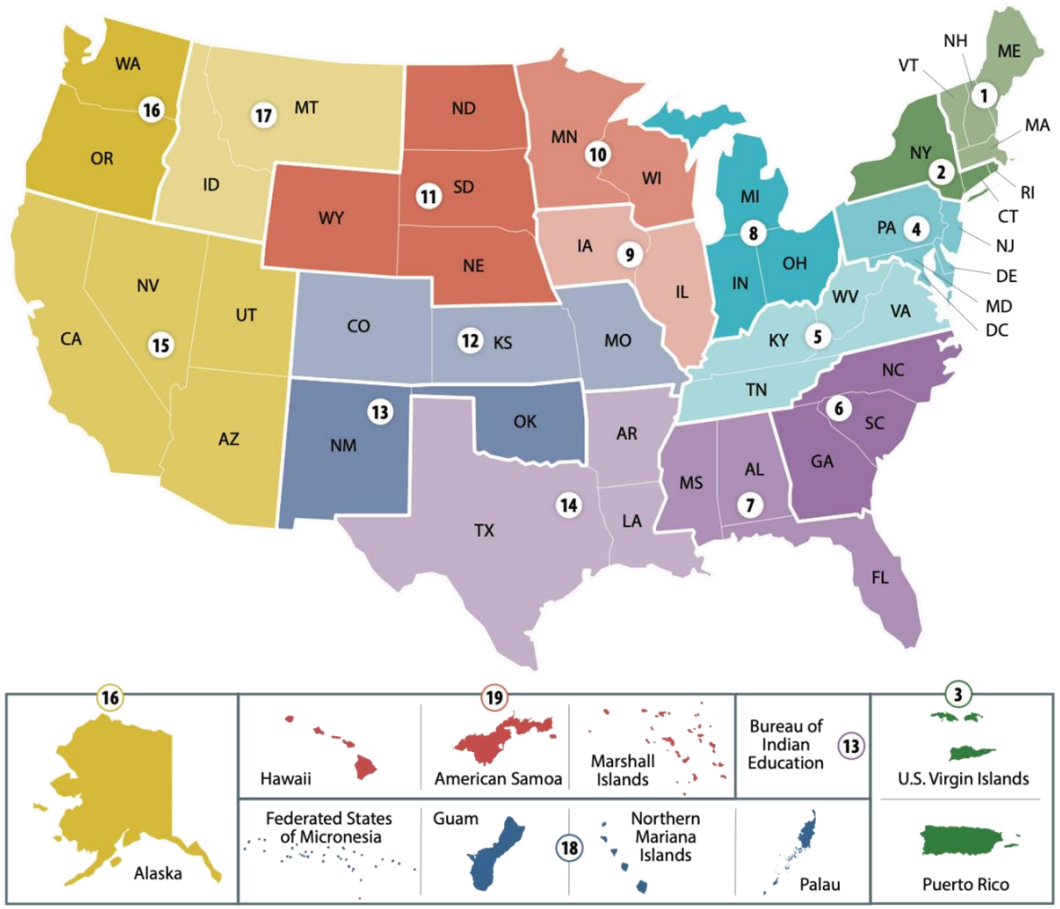
Comprehensive Centers Program (2019–2024)

- The Comprehensive Centers Program is a federally funded network of technical assistance centers comprised of 19 regional centers serving clusters of states and one national center providing universal and targeted multi-state support to address common high-leverage problems among states.



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