AASA Webinar

February 8, 2022

Making the Most of Your ESSER Funds: Planting Seeds During Recovery to Grow Your Long-Term Vision
Presenters

Noelle Ellerson Ng, AASA

Valerie Truesdale, AASA

Dan Gordon, EducationCounsel

Ellie Cash, EducationCounsel

Peter Finch, West Valley School District #208 (Washington)
How can districts use ESSER funds to meet immediate needs and redesign toward a more student-centered, equity-focused, and future-driven approach?
Essential Question for the AASA/EducationCounsel ARP Project

How can districts use ESSER funds to meet immediate needs and redesign toward a more student-centered, equity-focused, and future-driven approach?
Agenda

1. Learning Recovery & Redesign PRIORITIES
2. Guidance in Action: Superintendent Peter Finch
3. Learning 2025: Small Group Discussion
4. Learning Recovery & Redesign SELF ASSESSMENT TOOL II
The Learning Recovery & Redesign Guidance begins with four Guiding Principles.

These cross-cutting ideas are about how you decide and how you translate those decisions into spending and implementation plans.
AASA Learning Recovery & Redesign Guidance

PRIORITIES

Focuses on **what** to include in recovery & redesign plans

Helps identify ways to advance toward AASA’s **Learning 2025** framework
Overview of Learning Recovery & Redesign PRIORITIES

Social-Emotional Learning: The educational system attends to the social, emotional, mental health, and trauma-based needs of all learners as well as their academic achievement and cognitive growth.

Supporting students requires meeting all of their needs, including the social and emotional domains of student development that have been challenged by the pandemic in so many ways. In light of your beginning-of-year data — ideally including assessments, educator observations, information from community partners and public agencies, and student input — are your earlier assumptions about the nature and size of students’ social and emotional needs still applicable as you consider any revisions to your plans? How are you intentionally fostering positive, safe relationships among students and adults? Are your short-term supports aligned with a long-term vision of integrating social, emotional, and cognitive learning?

Understanding needs
- Evidence-Based Practices For Assessing Students’ Social And Emotional Well-Being (EdResearch for Recovery) — This actionable brief summarizes the evidence base (with do’s and don’ts) for understanding students’ social and emotional needs.
- Elevate™ (PERTS) — Secondary teachers can use this free tool to understand and elevate student voices to help create engaging, equitable experiences that support academic and social-emotional learning.

Supporting needs
- Using ESSER Funds for Building Strong Relationships and Social-Emotional Support (Education Resource Strategies) — This guide offers insights on how to best organize resources for effective social-emotional development and support for all elementary students (also see this version for secondary schools focused on advisory and lower teacher loads).
- School Climate (EdResearch for Recovery) — These actionable briefs summarize the evidence base (with do’s and don’ts) for a range of recovery strategies related to learners’ social and emotional needs.
- Reunite, Renew, and Thrive (CASEL) — This SEL roadmap for reopening schools in SY2020-21 nevertheless includes comprehensive and detailed recommendations relevant to current contexts.

SELF-ASSESS: Click here to reflect on how your plan advances this Learning 2025 component.

Learning 2025 component
Guidance / Questions
Resources
Self-Assessment
Poll

How much are you redesigning while you recover?

How much *do you want* to be redesigning while you recover?
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Breakout Room Discussion

From the highlighted Learning 2025 components, select one that you most want to discuss with other participants.

In breakout rooms, take turns answering:

1. How are you advancing toward this component, including during this time and/or with your ESSER funds?

2. What would help you go further, faster?
Self-Assessment Tool II – How Well Does Your Plan Advance the L25 Components?

One editable, two-page self-assessment that can be used for each component, including:

- Reflection questions & space to reflect
- Challenges & mitigation
- Links to Priorities’ resources
- Action planning table
What’s Next?

- Guiding Principles
- Self-Assessment Tool I

Guidance #1

- Priorities
- Self-Assessment Tool II

Guidance #2

- Biggest Bets
- Self-Assessment Tool III

Guidance #3

- 6 more months
- ISO relevant & timely support to provide

TBD

https://tinyurl.com/Recovery-Redesign-Feedback
Thank you!

Feedback & Suggestions: tinyurl.com/Recovery-Redesign-Feedback

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