

# Buffalo Public Schools Board Work Session April 14, 2021 Use of Federal Stimulus Funding: Process

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# I. Federal Stimulus Aid

- The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act) was signed into law in December 2020.
  - The funds allocated to the District are estimated at \$88.8 million
- The American Rescue Plan of 2021 (ARP) was signed into law in March 2021
  - The funds allocated to the District are estimated at \$201.0 million
  - 20% “learning loss” set-aside
- Together these funds are referred to as Elementary and Secondary School Emergency Relief (ESSER) Funds – ESSER II and ESSER III
- Final allocations, guidance, and grant application to follow
- Funding treated as a grant, not general fund
- Duration is through September 2024
- These funds have a wide range of allowable uses up to and including activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency
- A process must be followed to develop a plan, starting with community engagement
  - July 1, 2021 deadline to post the plan

## II. Public Engagement for Elementary and Secondary School Emergency Relief (ESSER) Funding

### Purpose:

To receive feedback from BPS stakeholders and the general public on potential uses of ESSER Funding as stipulated in federal and state guidance.

- 3 public livestream meetings with the District Committee of Stakeholders
  - ✓ Thursday, April 29 4-6pm
  - ✓ Tuesday, May 11 5-7pm
  - ✓ Thursday, May 20 10:00am-noon
- Each constituent group from the Committee to provide recommendations based on the federal and state guidance
- General public chat during the meetings to submit questions or comments
- General public email submissions through BPS website
- Board of Education Members will be encouraged to log in to the meetings and participate
- Summary findings to Dr. Cash by May 24



### III. Process for Identifying High-Priority, High Leverage Expenditures to Improve Pre-K – 12 Academic and Social-Emotional Learning and Prenatal – Postsecondary Options

- How does this investment address current and long-term student needs?
  - Comprehensive assessment of student academic and social-emotional needs
  - Best practices in strategic thinking and decision-making
  - Advance the effective use of educational technology
  - Emphasis on access, equity, opportunity, and quality
- How does this investment advance the strategic plan and instructional priorities, vision, and goals of the district?
  - Deepen and broaden the Education Bargain
  - Build capacity of school leaders, teachers, and support staff
  - Build on outreach and involvement engagement of parents and families
  - Emphasis on access, equity, opportunity and quality



### III. CONTINUED

## Process for Identifying High-Priority, High Leverage Expenditures to Improve Pre-K – 12 Academic and Social-Emotional Learning and Prenatal – Postsecondary Options

- What do we know already about the efficacy of this investment or the likelihood that a new, innovative initiative will be successful?
  - Backed by cross-disciplinary research or considered best practices in the field
  - Best chance for improving student outcomes
  - Communication plan that clearly articulates the rationale, evidence-base, and ultimate decision for purchases
  - Emphasis on access, equity, opportunity and quality



### III. CONTINUED

## Process for Identifying High-Priority, High Leverage Expenditures to Improve Pre-K – 12 Academic and Social-Emotional Learning and Prenatal – Postsecondary Options

- What will it take to effectively and equitably implement this program or strategy?
  - Do we have the right people at the table, the right people to do the work?
  - Do we have the capacity to take on this investment at this time?
- How will this investment be sustained or continue to build district capacity after the three years of relief funding ends?
  - Prioritize investments that build internal instructional and/or organizational capacity of the district
  - Prioritize investments that advance the long term vision and mission of the District



### III. CONTINUED

## Process for Identifying High-Priority, High Leverage Expenditures to Improve Pre-K – 12 Academic and Social-Emotional Learning and Prenatal – Postsecondary Options

- How will success be measured? What are the metrics that will be employed?
  - Be transparent about what success will look like, how progress will be measured during implementation, at the end of funding, and beyond
  - Consider the time needed for new programs, approaches, or strategies to take root
  - Accountability – how will we hold leaders, staff, external partners responsible for meeting the short and long term objectives of any given investment?
  - Are we a student outcomes driven school district, governance board?



## IV. Build the Infrastructure to Launch

- Pending







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