

AMERICAN RESCUE PLAN

Elementary and Secondary School Emergency Relief (ARP ESSER)

JEFFERSON COUNTY PUBLIC SCHOOLS

UPDATED NOVEMBER 2022

INTRODUCTION AND OVERVIEW

The past year has been one of the most challenging for public education in a century. As the Council of Great City Schools stated in their guidance document entitled *Using American Rescue Plan Funds Strategically and Effectively* (May 2021), “A global pandemic has shuttered the nation’s schools for much of the current school year and portions of the last; sidelined the instruction of many of the country’s most vulnerable children; and re-exposed gaping inequities in the educational opportunities of many of our children. Experts have estimated that many students, particularly in our major urban public schools, have lost months of instruction and suffered significant social and emotional damage because of the prolonged isolation.”

During this crisis, Jefferson County Public Schools (JCPS), along with other districts across the country, was committed to ensuring that students had access to both an online education, including laptop computers and Wi-Fi access, and to the food that many desperately needed. JCPS distributed approximately 60,000 computers to students across the county and about 10,000 hot spots to ensure that students had access to the internet. This herculean effort was essential to addressing the digital divide so that students would have access to their teacher and learning during the global pandemic. JCPS served approximately 8 million meals to students and their families, assisting our students with meeting their physical needs as well as their educational ones.

At the same time, Louisville was struggling with the killing of Breonna Taylor and the realizations about systemic racism that went hand in hand during the summer of 2020. The entire nation was affected by both Breonna Taylor and the George Floyd killing. It was important for JCPS to support teachers and other staff with the training to help students and staff as they dealt with this highly personalized situation that was traumatic and intense for many.

In the wake of these challenges, the U.S. Congress and the president approved three funding streams over the last year to help stem the virus, reopen the economy, and address unfinished learning among students resulting from the pandemic. The first came in March 2020, amounting to approximately \$35 million for JCPS elementary and secondary schools and including a required nonpublic school allocation. The second came in December 2020 and was approxi-

mately \$178 million. The third allocation was signed into law in March 2021 and was approximately \$384 million. The acceptance of this third funding occurred at the July 13, 2021, Jefferson County Board of Education (JCBE) meeting.

These federal funds were a welcome relief after all of the funding JCPS had spent on meals, devices, hot spots, and Personal Protective Equipment. These initial federal funds that had been expended did not even begin to address the significant learning challenges that students had experienced. The ARP ESSER funds will help mitigate that loss and support students to regain essential standards and learning needed for success.

It is essential for the district to use these funds wisely and allocate them in the best way possible to make a difference for students, staff, and the entire community. It is important for us to rethink and reimagine how the school district can better serve our students over the next several years and beyond.

As a district, we have been thinking through for the past 15 months what the Future State of the District will look like. We have been asking: how do we envision our district in the next decade, and what fundamental changes must we make to better serve our students? This conversation is going to help inform the conversations about how to systemically use the federal funding to help make long-term impacts on our students and community.

During the pandemic, our staff and students were thrust into a new online environment that was beyond what most were experiencing in the classroom. We learned that our staff is resilient and goes above and beyond for students and that our students can adapt to entirely new circumstances in the blink of an eye. There were many challenges that required us to learn new ways of doing things, but our staff came through each time to support students.

One of the things that the pandemic did was to bring the community together in ways that have never happened before. In particular, the collaboration with Evolve502 and the Rapid Response Team was an effective partnership that supported students and families. This collaboration has already grown, as we organized our summer school program around this partnership, and it will continue to be a collaborative team for years to come.

The Council of Great City Schools (CGCS) lays out the following goals, strategies, and principles:

OVERARCHING GOALS: HIGH-LEVEL OUTCOMES FOR ESSER INVESTMENTS

1. Safely reopen schools for all students.
2. Address pre- and post-pandemic unfinished learning.
3. Build lasting, equitable systems of teaching and learning.

TO ATTAIN THOSE GOALS, THE COUNCIL AND ITS TASK FORCE PROPOSE THAT DISTRICTS BUILD THEIR EFFORTS AROUND THE FOLLOWING MAIN HIGH-LEVEL STRATEGIES:

- Attend to the immediate health and safety requirements as well as the social, emotional, and mental health needs of students and adults.
- Ensure grade-level, standards-aligned instruction with just-in-time academic and social-emotional supports.
- Invest in staff capacity and lasting infrastructure and technology that close the opportunity, resource, and digital divides and ensure equitable outcomes for all current and future students.

IN ACCORDANCE WITH THE CGCS GUIDANCE, JCPS HAS COMMITTED TO THE FOLLOWING:

- Addressing the immediate needs of students
- Providing instruction that is reflective of the academic and social-emotional structure that best serves students
- Closing the opportunity gaps by creating an infrastructure that expands technology and addresses facility needs
- Investing in staff capacity and sustaining staffing

PLANNING AND STAKEHOLDER ENGAGEMENT

One of the important pieces of the work of thinking about the future use of the federal funds is to plan carefully and to engage stakeholders in the planning process. The Council of the Great City Schools provides the following guidance in their document *Using American Rescue Plan Funds Strategically and Effectively* (May 2021):

- Go slow to go fast: Resist the pressure to rush to create a plan.
- Plan engagement: Think deeply about who is at the table.

Both of these suggestions are thoughtful. It was essential in the beginning of the work to make quick decisions around the initial sets of funding from the federal government that were necessary to get online/virtual learning in place for students. Then there was a second wave of relatively quick decision making when necessary Personal Protective Equipment (PPE) and other facilities and organizational requirements were purchased. This included things like thermometers, air filters, and extended time for staff to support the new health regulations. JCPS worked diligently and provided the support, along with the equipment and supplies, needed for a safe return to in-person learning.

The district returned on a series of days. This was helpful because it allowed the chance to work through protocols first at the level of kindergarten through second grade, then adding third through fifth grades, and then adding middle and high. Additionally, the district used an AB hybrid model that allowed half of the students in the building on a given day. Approximately a third of students opted to stay in a virtual setting once the district returned to classes.

In the spring, the state legislature passed legislation requiring public schools to return to in-person learning five days a week in the fall. As the schools implemented their protocols and became comfortable with routines, we were able to look at options for the 2021-22 school year. One of the first decisions that was made was to continue to offer a virtual learning option for students in sixth through twelfth grades. This school will be an option for students and families who feel this choice is the right one for their children.

The next set of decisions that needed to be made was a focus on student learning and how to support students as they make up for lost time. One of the strategies that was in place immediately was a robust set of summer school programs. Students had a wide range of options for summer learning opportunities, including six-week programs and one-week camps as well as camps focused on English Learners, Early Childhood students, and special education students (for Extended School Year programs). All of these opportunities afforded time for students to make up for interruptions in learning. During one of the summer programs, Summer Backpack, the district has partnered hand-in-hand with Evolve502. This partnership extends the summer learning programs into the community partners' sites, where JCPS provided staff to support students. The federal funding also supported arts enrichment opportunities, high school and college mentors, and arts teachers. Students had the support of both English as a Second Language (ESL) teachers and Exceptional Child Education (special education) teachers.

UNDERSTANDING NEEDS

It is important to fully understand the needs of the organization when considering how to use funds most efficiently. The district has been working in the Future State groups for several months and has been considering the needs of the district and where we need to go to best support students. In many cases, this calls for a reconsideration of past practices. The Assessment, Research, and Systems Improvement (ARSI) Division is leading the work and considering how best to support divisions as they work through the needs assessment process.

The Council of the Great City Schools advises districts to “plan with the end in mind and build for the future.” The following three steps are from the guidance document, *Using American Rescue Plan Funds Strategically and Effectively (May 2021)*:

- Define your goals, state your commitments, and be clear about what problems you are trying to solve.
- Define outcomes, measures, metrics, and evidence on the front end. Tracking the use of funds and ROI will be critical to reporting and evaluation. Districts will want to demonstrate to Congress and the public that these funds were used well and produced measurable student outcomes.
- Determine how you will keep track of the use of funds; implement the budget and accounting system on the front end.

JCPS has a planning tool that will be used to support the three steps above, and it is described later in this document.

As plans are developed, it will be important that they “build from the best of your current vision, mission, goals, values, and strategic plan” (CGCS). Aligning planning with our current strategic plan and Future State work will be essential so that we are coherent in the usage of the funds. Of course, it is also important to be open to ways to expand on the current strategies or to revise based on data and current experiences.

Using the district’s lens of Racial Equity will be a clear driver as plans are put in place. Black and Brown students have been disproportionately affected by the pandemic, so addressing their needs must be paramount. In order to support students as they recover from learning losses, it will be important to focus on Tier 1 instruction and not on remediation. Students will need access to grade-level content and will need to be engaged in their learning in order to make up for lost time. The Council of Great City Schools recommends the following:

FOCUS ON CORE INSTRUCTION: PUT MORE FUNDS INTO IMPROVING TIER I INSTRUCTION THAN REMEDIATION PROGRAMS.

- Invest in core educational infrastructure, such as district curriculum guidance; instructional materials; assessment; and aligned, high-quality, and coherent professional learning.
- Align all work with state learning standards that develop essential learning across grade levels, assessments, and district/school curriculum expectations for what quality teaching and learning look like.

BE STUDENT-CENTERED: ENSURE THAT GRADE-LEVEL LEARNING IGNITES STUDENT ENGAGEMENT AND MOTIVATION AND BUILDS ON STUDENTS’ ASSETS.

- Use asset-based language and incorporate approaches that enable students to
- embrace a growth mindset. Ensure that all students feel seen, known, and cared for.
- Hold all district and school staff collectively responsible for the outcomes of each student, including students most affected by the pandemic.
- Be wary of vendors who claim to have the magic solution. All too often their materials are drill and practice on low-level skills that do not support access to grade-level content or state standards, which may lead to students’ falling even further behind their peers.

- Build a system that ensures all students have access to advanced coursework and opportunities to develop the knowledge and skills necessary to participate successfully in advanced courses.

As the district works to develop plans and seeks input from stakeholders, it is essential to look for practices that are proven. An example of this is the summer program that the district is partnering with Evolve502 to implement this summer. Research shows that a six-week program is necessary to have an impact on learning and that community-based organizations often have ways to reach out to families and students and make them more likely to have consistent attendance. We have partnered in the past on summer experiences but never to the scale that we are doing this year, thanks to the federal funding. This program serves more than 5,000 students and uses both community organizations and JCPS staff. This collaboration is based on research and is a great extension of an already-existing relationship with an important community partner that will support students and families. Having projects that are cohesive and aligned is important. If projects are disjointed or unconnected and not aligned with the district vision, they will not be effective.

It will be important to thoughtfully engage with students, families, and staff. Focused initiatives will benefit the students. Our goal is to prioritize students and ensure that they get what they need to be successful and that the adults who are supporting this learning are given the support they need to make this happen.

THE COUNCIL OF THE GREAT CITY SCHOOLS GIVES THE FOLLOWING ADVICE IN THE DOCUMENT USING AMERICAN RESCUE PLAN FUNDS STRATEGICALLY AND EFFECTIVELY (MAY 2021):

- Communicate the clear vision, goals, expectations, and outcomes. Build shared definitions and understanding of the terms and vocabulary used to describe the work.
- Demonstrate how the initiatives are connected to the mission and vision, how they fit together to achieve end goals, and what success will look like.
- Be explicit, be transparent, engage frequently with internal and external stakeholders, and build systems for feedback, all focused on well-defined goals.
- Develop clear roles and responsibilities, both internally and externally.

As the district wrote the plans for the new federal funding, it was essential to think about sustainability and the ability to make adjustments as identified needs arise. The funds are only available for a short time, and then they will be gone. This is known as a “funding cliff” and can be difficult if not planned for effectively. Because these funds end in September 2023 or September 2024, they could lead to a budget shortfall if this is not kept in the forefront of the thinking.

JCPS and our key stakeholders have an opportunity to provide students and staff with funding to mitigate the pandemic challenges that are simply unprecedented. As the planning process evolves, the needs of the students and the staff who support them must be in the forefront of our thinking. This opportunity is one that we want to look back on in ten years and be able to point to the specific impact these funds made and know that they truly made a difference in the lives of our students.

KEY AREAS TO ADDRESS

District leadership prioritized areas with a focus on improving student learning opportunities, organizational coherence, and culture and climate, and all are directly aligned with *Vision 2020 in Action* goals. Comprehensive analysis of organizational, educator and staff, and student learning data suggest that improvements to work processes and practices around these three areas are needed to significantly advance success for all of our students. Three pillars of work were identified to focus the work: Racial Equity, Culture and Climate, and Backpack of Success Skills. And the work in 2019-20 continued to deepen in the implementation and impact phase.

In 2019-20, JCPS framed the Learning and Instructional Climate around Six Systems comprised of the following areas: Standards and Curriculum Implementation, Effective Use of Data, Planning and Instructional Practices, Progress Monitoring and Analysis of Student Work, Academic and Behavioral Supports, and Instructional Feedback and Professional Learning. Using these three core focus areas, Three Pillars, and Six Instructional Systems as frameworks, district stakeholder teams identified more specific district and school needs.

A NEEDS ASSESSMENT USING DATA FROM THE 2018-19 SCHOOL YEAR REVEALS THE FOLLOWING ACADEMIC AND NONACADEMIC OUTCOMES:

- **ACADEMIC AREAS OF IMPROVEMENT**—Steady progress has been made in the percentage of students meeting benchmarks since the beginning of MAP administration in 2017-18. Based on the most recent K-PREP trend data and the MAP data, the area of improvement that remains is the percentage of JCPS students meeting grade-level benchmarks in Reading and Math. Based on 2018-19 state accountability results, less than half of JCPS students scored Proficient or Distinguished in Reading or Math. Additionally, JCPS had 35 schools identified as having a Comprehensive Support and Improvement status based on 2018-19 state accountability results.

- **RACIAL EQUITY: ACHIEVEMENT AND ACHIEVEMENT GAPS**—Overall, achievement variability between schools is a concern. JCPS has a large range of performance among our schools. Additionally, an area of concern is the achievement gaps that exist between our student groups. For example, at the elementary level, 61 percent of White students are Proficient/Distinguished in Reading compared to 27 percent of Black students, and in Math, 54 percent of White students are Proficient/Distinguished compared to 21 percent of Black students.
- **BEHAVIORAL MEASURES OF IMPROVEMENT**—In 2018-19, there was a total of 1,943 suspensions at the elementary level; 8,023 suspensions at the middle school level; and 8,847 suspensions at the high school level. In 2019-20, there was a total of 1,493 suspensions at the elementary level; 6,190 suspensions at the middle school level; and 7,057 suspensions at the high school level. This represents a 23 percent decrease from the 2018-19 school year, although careful interpretation is needed due to COVID-19.
- **RACIAL EQUITY: DISPROPORTIONALITY IN BEHAVIOR DATA**—Of all suspensions in 2018-19, 67 percent are represented by Black students. Though suspensions declined in 2019-20, the disproportionality for Black students remained the same (67 percent).
- **CULTURAL AREAS OF IMPROVEMENT**—The percentage of respondents reporting they were satisfied with JCPS range from 61 percent for high school students to 84 percent for parents. In general, satisfaction rates have remained stable over the last few years but continue to show a developmental/grade-level decline in culture and climate as reported by students.

JCPS has also gathered stakeholder feedback regarding their NTI experiences and return to in-person school experiences. In June 2020, 18,207 surveys were received from parents, staff, and students. The purpose of the surveys was to gather information to use for summer learning planning as well as for 2020-21 school year planning. Four major areas were assessed: Health and Wellness, Communications, Learning, and Technology. Survey results indicated a few key areas to address: 1. Continue to ensure equity in device access, 2. Ensure that family contract information is up to date, and 3. Improve connectedness between families and teachers.

More recently, JCPS conducted an abbreviated comprehensive school survey of students, parents, and teachers in May 2021. Overall, the majority of students reported personally feeling stressed during NTI about both school work and problems not related to school. Half of students reported that their families experienced loss or stress during NTI. In general, older students had higher ratings of stress. Approximately 95 percent or more students reported having a device that they could use during NTI, and more than 80 percent reported receiving frequent feedback from their teachers. The majority of parents (57 percent) reported that they were interested in summer learning activities. In sum, these findings indicate a need for extended learning opportunities and social-emotional supports, which are both important strategies identified in our future state work.

FUTURE STATE

In the spring of 2021, seven Future State teams were formed to lead the efforts in planning for the JCPS Strategic Plan: Continuous Learning, Extended Learning, Workforce and Leadership Development, School Choice, Technology, Facilities, and Resourcing High-Poverty Schools.

Each team was intentionally formed to have representation and stakeholder input at various levels and across various departments. Each team included school-based instructional staff (selected by the teachers' union), school-based administrators, district administrators, and district instructional staff. These cross-sectional teams were charged with researching an identified issue/problem, describing the current state, and articulating the future goals that JCPS is aiming to reach in the upcoming years. The descriptions below identify the current states and needs identified by each team. These current states and identified needs serve as a foundation for long-term support of student learning.

JCPS will be able to advance our work regarding the Future State by using the stimulus funds strategically and effectively. This approach aligns with the CGCS guidance of building a coherent and focused plan using a cross-functional team of stakeholders to address current needs and lay a foundation for long-term acceleration of student achievement.

CONTINUOUS LEARNING

The outdated industrial model of education is disproportionately failing Black and Brown students. Traditional educational systems perpetuate inequality amongst racial groups, and the longer children experience a toxic environment, the more difficult and expensive it is to return to developmental learning trajectories. Most Black and Brown learners do not experience a curriculum that is engaging or relevant to them. Our current educational systems lack pathways for students of color to achieve educational and economic mobility. The Future State of Student Learning is about prioritizing Black and Brown learners in our decisions and designs, supporting teacher competency in the Black experience, and designing experiences and environments that reflect this understanding. This begins with Early Childhood, appreciating that education begins before birth. Needs include enhanced course selection and curriculum choice, training in more current grading/feedback practices, adjusting the school day and student schedule, and educator support.

EXTENDED LEARNING

The current state of extended learning in JCPS includes a variety of offerings; however, district data show disproportionate suspensions, lack of authentic engagement, lower transition-readiness rates, and lower sense of belonging with our students of color in their schools. To address these challenges, extended learning needs to be redefined to include authentic, learner-centered experiences that are community-collaborative, are committed to equity, and can occur anytime. Additionally, the redefined extended learning opportunities need to intentionally affect students of color; be measured for validity and reliability, including community members and learners as co-creators and co-designers; be aligned with best practices and research; and meet the goals of the district's vision.

FACILITIES

The current state of JCPS facilities affects student learning and limits instructional support. Due to not prioritizing updates or facility planning, the cost to maintain and upgrade facilities is substantial. The cost to upgrade surpasses building a new facility in some cases. Additionally, facilities within JCPS are not equitable, modern, adaptive, professionally relevant, or supportive of 21st-century instructional and professional learning needs. Coherence is needed with facilities planning, student assignment, school choice, programmatic offerings, and shifting community demographics. Facilities need updates, or new facilities are needed that support learning environments that are flexible and responsive to the intellectual, physical, social, and emotional needs of students and also are considerate of community contexts.

TECHNOLOGY

Educational technology has been increasing rapidly as a field, especially with the implementation of device one-to-one (1:1) initiatives. This accelerated growth has challenged digital equity and resulted in three gaps apparent in the current state of the digital divide within JCPS: (1) access to computers, software, the internet, and necessary infrastructure; (2) differentiated lower-order and higher-order uses of technology; and (3) technology uses that develop learner agency and efficacy in addressing the realities of the learner's issues, interests, and community. JCPS needs infrastructure and systems in place to address the following components of the digital divide: 1:1 instructional devices, internet access, digital content, classroom use, and student agency. Without a sustainable system for providing technology resources and supports, digital inequities for students, staff, and families are perpetuated. Digital equity is needed in order to remove the barriers and create engagement, innovation, and authentic learning experiences for all students and staff.

RESOURCING HIGH-POVERTY SCHOOLS

The current state of JCPS includes a growing number of schools that serve a higher rate of students living in poverty. In the district, the current budget includes an increased amount if the student is living in poverty; however, that increased amount isn't enough to adequately close the achievement gap and support each student. To do that, the budget needs a further increase, which will go to each school for allocations for every student; an increase in the facility budget, adjusting the time allotment; and an increase in staff allotment, including all staffing, mental health resources, and Early Childhood and Exceptional Child Education (ECE) resourcing to take into account the needs of the students served.

Additional needs include curricular and literacy support and resources, professional development in pedagogical models for diverse student populations and specifically populations living in poverty, and furthering the extended learning budget. Needs also include resourcing the selection and funding for evidence-based results in powerful instruction, positive learning environment and behavior, and higher attendance rates in our schools that serve a high percentage of students living in poverty.

JCPS SCHOOL CHOICE

The current state for JCPS School Choice reveals a need for a districtwide strategy and purpose for magnet programs and magnet schools, specifically around promoting diversity and choice. In addition, there is a lack of trust in the community due to broken promises and also due to initiatives that had negative consequences for students of color. Capacity within school buildings is also a current issue, and some schools are at or over capacity and cannot effectively accommodate all programs or meet the needs of every student.

To address the issues, a districtwide strategy and purpose are needed, and a way to measure trust and inclusion of voice is needed, specifically ensuring

that trust is measured from a sample size that demographically reflects parents of Black and Brown students. Additionally, centralization and increased access to the school choice system are needed with enhanced infrastructure to support equitable access and increased understanding in addition to navigating the school choice system. To ensure that capacity needs are met, there must be adjustments in resourcing and considerations of school boundaries based on school needs so that magnet programs and magnet schools can fully accommodate every student.

WORKFORCE AND LEADERSHIP DEVELOPMENT

Recruitment, development, and retention are needs in the current state of the JCPS workforce and leadership development. A comprehensive model is needed to include and address teacher and leader pipelines. To address teacher recruitment, addressing root causes of barriers and creating structured succession and communication plans are needed. In addition to recruitment, teacher development is needed that supports teachers through aligned, consistent systems of professional development and training. To fully support teacher retention in JCPS and the field, a systemic and systematic approach is needed in improvement cycles, a reward system (both intrinsic and extrinsic), and differentiated supports. To address the leadership pipeline, the comprehensive model would include recruitment of diverse leaders, development for effective leadership, wraparound support, retention with growth pathways, and succession planning of ready-to-lead administrators.

ASSESSING THE IMPACT OF ESSER FUNDS

JCPS plans to improve the strategic and equitable use of stimulus funding in improving student outcomes by using a district-created tracking investment system. JCPS started tracking district investments in FY2015-16. With the tracking, we are able to show how much has been invested in what district improvement priority and strategy through which program(s). More importantly, it allows us to analyze equity in and academic return on those investments at both the pillar level (e.g., culture and climate, deeper learning) and program levels as well as make continuous improvement adjustments based on evidence through a cycle-based budgeting process.

For each investment, the tracking involves collecting information in four areas: 1) alignment with district improvement priorities and strategies, 2) target population and sites, 3) target outcomes, and 4) budget details. For target populations, student demographics are recorded so that we know whether an investment is targeting a certain student population (e.g., minority, ECE, ESL) for improvement. With this information, not only do we know what programs have been implemented to improve learning for whom in which schools, but also it allows us to apply an equity lens when examining our investment strategies and effectiveness.

For target outcomes, the owner of a district investment who is responsible for its success is required to specify success metrics, baseline data on the measures, expected outcomes, and an investment cycle for continuous improvement review. At the end of each investment cycle, we are able to review academic return on the investment and its alignment with the current investment strategies and priorities. Based on that review, continuous improvement adjustments can be made to ensure that limited resources are used both effectively and efficiently to improve student outcomes.

This year, the district made significant upgrades to the investment tracking system (ITS 2.0) and further implemented the cycle-based budgeting process for supporting the district's continuous improvement efforts. For instance, a new section will be

introduced to help school and district administrators develop a strong theory of change for their program using a logic model when planning rollout, as recommended by the CGCS guidance document. During each continuous improvement review, the theory of change can be modified based on implementation and outcome evidence to drive the next round of implementation.

ITS 2.0 is aligned with the best practices recommended by the Council of the Great City Schools (*Using American Rescue Plan Funds Strategically and Effectively: Guidance for Districts, 2021*), with theory of change and logic model embedded in the investment tracking form. After six years of implementation, most school and district administrators are already familiar with the system and process. They not only can use the modified system to plan and document their stimulus money uses in reference to investment proposals they submitted earlier through the same system but also can monitor the effectiveness of the usage and make needed adjustments along the way.

With investments made through both the general fund and stimulus money tracked in one system, we will also be able to analyze the potential impact of the stimulus money on the district's improvement priorities and investment strategies, which will provide valuable information when the district sets new improvement priorities and develops new investment strategies for the Future State.

PUBLIC ENGAGEMENT AND COMMUNITY FEEDBACK

Establishing a mechanism for community members to provide ideas and insight is key for our future planning. JCPS has taken intentional steps to ensure that public voice is a vital part of any large project or initiative. The resources from this federal support will address the "right now," but the goal is to create systems of addressing the immediate need that can transition to an innovative future for our students. We need community feedback to develop a sustainable model.

A voice in how this funding is utilized is essential to building community buy-in and connection to the projects that JCPS will undertake in the coming months and years. Hearing from our valued stakeholders also builds greater potential for participation in future endeavors that are outside of the traditional school day or traditional school year.

JCPS prides itself on transparency and community collaboration. This process must be clear, and our framework should strongly represent feedback and insight from families; employees, including educators and their unions; students; civil organizations; and community members. We also remain committed to educating the community that COVID-19 has had a long-term impact and it's going to require cross-community support and long-term investments with tangible solutions. A key component of community engagement around this topic is explaining that JCPS cannot spend money on things that cannot continue once the funds are gone.

This level of engagement has brought together a diverse group to share unique ideas and give new insight on innovations the district is already considering. Our strategy and tactics to bring this group together are highlighted in this document along with our process for capturing their input.

COMMUNITY FEEDBACK LAUNCH

In an effort to connect the information with as many members of the community as possible, initially, the JCPS Communications Department developed an overview and introductory [video](#) that included Superintendent Marty Pollio. This video was shared in direct messaging to families and employees. The information was also prominently displayed on our district webpage. Key messages from this video include:

- "Once-in-a-lifetime opportunity to have the resources to do the things we know will help students."
- "We invite the community to work with us to build something new together."
- "Together, we can become stronger after this pandemic, and it will take all of us committed to working in unity."

The video has been viewed by various community organizations, families, employees, and groups representing specialized populations, including stakeholders representing children from historically disadvantaged groups. Intentional steps were also taken to make sure that this message reached our international community. The video was produced in Spanish, Arabic, Nepali, Somali, and Swahili with the help of interpreters and our ESL office.

Instructions on completing a community survey were also explained in the video. The survey asked for a participant's ZIP code, what role group they represented, what group of students they live or work with, and their level of agreement with supporting three areas—expanded summer learning, student learning centers, and enhanced technology. Participants were also asked about their level of agreement with components of the our Future State plan. This will also be used for initial community feedback around the strategic plan. The survey concluded with an open-ended question about what stakeholders would like to see the funds used for that weren't referenced. The final results from more than 1,800 respondents and a summary of responses are included in the appendix of this document.

FACE-TO-FACE OUTREACH

While many stakeholders have strong digital agility skills, JCPS recognizes the need to connect directly with community members in person. It was important to have an opportunity to have conversations with people about the survey and dialogue with them in our great community. JCPS sought out opportunities to engage with a variety of residents. In June, Louisville Mayor Greg Fischer encouraged community members to attend Juneteenth events. This came as President Joe Biden made Juneteenth a national holiday. The Juneteenth event at Fourth Street Live was widely attended on June 19. JCPS set up a table and connected with the community about the funding, the survey, and how they could be a part of the process. In all, we collected hard copies of the survey and talked to 100 people from across Louisville.

Building on the success of our initial face-to-face outreach, we also attended the Dirt Bowl at the California Community Center to further talk with families. This annual basketball tournament is wildly popular and well attended. By engaging in meaningful conversations at this location, we were able to invite several people to our in-person community meeting that took place on July 21 at VanHoose Education Center. In many cases, families and students were eager to share their ideas and were pleased to see JCPS representatives in place seeking their input.

Efforts were made to connect with community members in all city neighborhoods in Jefferson County. Through a coordinated approach with the YMCA and their Child Enrichment Program (CEP), flyers with a QR code that linked directly to the digital survey were shared with families as they picked up their children at sites across the community.

CONNECTING WITH DIVERSE POPULATIONS

Having information readily available in multiple languages about our ESSER funds and the survey was a critical part of our planning. With the support of JCPS Language Services, the survey was translated in multiple languages and connections were made with several of the community organizations that support international families in order to share hard copies of the survey in their preferred language and to share the translated videos. Information about community feedback was shared on international local media as well. A JCPS representative conducted multiple interviews on Ponder Radio to make sure that families heard from the district representatives directly.

In addition to our outreach for international families, JCPS also used local media affiliates to spread the message about the survey and feedback to a broad audience. Numerous interviews were conducted encouraging people to provide input. The reach on those television stations extended to more than 20,000 people, including what was shared on social media platforms.

VIRTUAL AND IN-PERSON MEETINGS

Meaningful conversations took place on several occasions throughout this process. Two successful opportunities happened in our community meetings. With a concerted effort to discuss this important topic with stakeholders, JCPS scheduled two meetings with community members from various backgrounds to gain the most diverse input. Stakeholder groups represented at the meetings included the following:

- Students
- Families
- School and District Administrators
- Special Education Administrators
- Teachers
- Principals
- Civil Rights Representatives
- Families With Special Education Students
- English Learner Representatives
- Representatives Assisting Homeless Students
- Representatives Assisting Students in Foster Care
- Representatives Assisting Incarcerated Students
- Employee Union Representatives

During the [virtual meeting](#), a brief presentation was shared with the community giving an overview of the funds, the possible uses of the resources, and the Future State planning of JCPS. More than 50 people attended the meeting. After the presentation, district leaders coordinated breakout rooms through Zoom to conduct small group conversations. After the discussions, all participants returned to the larger group and shared their thoughts.

During the in-person meeting, a summary of the survey findings were shared with our core stakeholder group. As themes were developed from the survey, the top three themes with examples were shared with this group. Through a “dot” process, we gained information about which areas the group was most supportive of that were identified in the feedback form from the community.

COMMUNITY REFLECTION

Seeking this level of input from community members and those with close connections to JCPS is invaluable. As a district that prides itself on transparency and inclusiveness, steps taken to engage the community will lead to lasting change. Not only will community members be able to say they played a role in programs or facilities developed from the ESSER funds but they can also share the sense of collaboration that was born from this engagement. Trust is earned and can take a long time to strengthen. JCPS is committed to doing what it takes to let the community know that they are valued.

SUMMARY OF COMMUNITY FEEDBACK

It is clear JCPS has a coalition of support in the community. Participants in the community forums and in the online survey voiced passionate and caring perspectives to better the outcomes of our students as they return to school this fall. Our participants were diverse and represented a cross-section of the Jefferson County community. Across the feedback collected through the surveys and community forums, several themes (listed below) emerged as important investments for the ESSER stimulus fundings. More detailed information about community feedback can be found in Appendix A.

1. **Provide more personalized and intense student supports, both academically and socio-emotionally**—Respondents repeatedly voiced the importance of supporting student learning and well-being. Generally, the concept of student learning centers was well-received and in the development phase, we will need to leverage our community partners’ knowledge and experience in implementing high-quality centers.

2. Increase both capacity and support of teachers.

Another theme that emerged was the importance of supporting teachers. Across the feedback, participants voiced the importance of having more teachers so that small class sizes and intervention groups could be provided to students, especially for students who are at-risk and struggled during NTI. Participants who represented students of color, English Learners, and students with disabilities voiced the importance of allocating more resources to high-poverty schools and supported providing the teachers in these schools with increased benefits or incentives.

3. Investing in technology and facilities.

There also was general agreement that technology and facilities were important areas to invest in equalizing across JCPS schools. It is critical to provide safe and innovative facilities and ensure that each student is equipped with the technology access they need to learn.

During the July 21 community feedback meeting, we learned what examples of these themes resonated the most with stakeholders through a gallery walk. This interactive approach to gaining input was well received by participants and allowed them to vote and prioritize the ideas that are most important to them based on the feedback obtained. After reviewing their additional input, we were able to get a better sense of the ideas that mattered most. The top three areas voted on by the community members at our meeting were resourcing high-poverty schools and providing support to teachers serving students of color, English language learners, and students with special needs; student learning centers; and expanding early childhood learning opportunities.

Update Fall 2022

Since the original meeting in July 2021, we have had regular public reports on ESSER funding where the public can engage in providing feedback to the Board. The dates of these Board meetings are: 8/31/21, 9/14/21, 1/11/22, 5/10/22, 5/24/22, 8/30/22, and 9/13/22. In May 2022, we also provided a survey for all stakeholders to provide input.

REQUIREMENTS FOR ESSER PLANS

THE REQUIREMENTS OF THIS PLAN INCLUDE A DISCUSSION OF:

- The extent to which and how funds will be used to implement mitigation strategies consistent with the CDC guidance on reopening schools.
- How the district will use the funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions.
- How the district will spend the remainder of the funds.
- How the district will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional, and mental health needs of all students.
- Additionally, plans must include relevant citations for each evidence-based practice listed in the plan, a description of how the district conducted meaningful consultation with the required stakeholders, and how they took stakeholder feedback into account when creating the plan (*KDE, Finance Officers' Webcast: ARP ESSER Application Revisions to ARP ESSER Allocations Maintenance of Equity, July 15, 2021*).

THE EXTENT TO WHICH AND HOW FUNDS WILL BE USED TO IMPLEMENT MITIGATION STRATEGIES CONSISTENT WITH THE CDC GUIDANCE ON REOPENING SCHOOLS

JCPS has a plan for the safe reopening of school. This plan is based on guidance from the CDC and the Kentucky Department for Public Health. The plan is on the July 27, 2021, JCBE meeting for approval and will be an addendum to this document. Additionally, the plan will be posted publicly on the district's website. In order to ensure a safe return to school, the district will commit a portion of the ESSER funds to Personal Protective Equipment, including masks, hand sanitizer, and other items that will ensure a safe return.

How the district will use the funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions

AND

How the district will ensure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional, and mental health needs of all students

Resourcing High-Poverty Schools—JCPS is committed to serving students equitably. It is important to ensure that schools have the funding required to support the needs of their students. School staff know their students, families, and communities. To this end, it is important to ensure that there is funding for school decision makers to use to support their students. We know there were some communities in our city that were hit harder than others by the effects of COVID. When we determine how to provide schools with funding, we wanted to take into effect that some needs were higher than others. Therefore, the formula that was developed had a base amount of funding per child and then additional funds on top of that based on specific categories. The categories included the following:

- \$150 per student enrollment
- \$225 Poverty (determined using free and reduced-price meals status)
- \$450 Minority (students of color)
- \$600 English Learners
- \$1,050 Disability (determined using SEEK definitions)
- \$656 Severe
- \$327 Moderate
- \$67 High

This formula resulted in the allocations of over \$75 million directly allocated to schools. (See Appendix C for School Allocations.) Community input asked for more staff for interventions. (See Appendix A for community input.) Schools are able to use these funds for a number of projects, including interventions. Schools will also identify the interventions as addressing learning loss or social-emotional learning

needs. Schools will provide citations for evidence levels 1–3 or develop a theory of action for evidence level 4 programs.

Because of the dedication of JCPS to the Racial Equity Pillar, we are also creating a “Rapid Response” allocation. Schools that have a need that will address equity in their building may request funding for a “rapid response” to a critical need. For example, if a school found that they needed a professional development session on how to support students with learning loss and the staff needs support on how to make lessons that will be both culturally relevant and engaging to students, they could use these funds to pay staff to attend the session.

CONTINUOUS AND EXTENDED LEARNING

JCPS created a summer experience for students this year in conjunction with our community partner Evolve502. There were approximately 100 sites throughout the city, but they were concentrated in neighborhoods that serve students of color. We also invited students who were most at-risk to come to the summer program first. Additionally, we offered specialty programs focused on ESL students, Early Childhood students, incoming kindergartners, and special education students. There were also week-long programs that paired literacy with high-interest activities, such as karate, swimming, and chess. We intend to continue our summer programs. We also included art and music activities in addition to other engaging activities (including a farmer who brought live animals for young students to meet—many for the first time). Our community feedback (see Appendix A for community feedback) requested more extracurricular and arts activities, and this is a good place to include those. There is extensive research on summer learning loss for students from economically disadvantaged backgrounds. High-quality summer learning programs can help attenuate that learning loss. A recent study by RAND (2020)—considered one of the strongest because of its quasi-experimental, longitudinal design across a national sample—found that “among all students offered the program, there were short-term, statistically significant benefits in mathematics, and that high attenders (those who attend 20 days or more) and repeat attenders reaped the most benefits.” See Appendix B for evidence-based practice summary.

STUDENT LEARNING CENTERS

We are planning to create three Student Learning Centers that operate from 2:30 to approximately 8:30 p.m. We want to offer these three centers in our neighborhoods with the highest need. Our current plan is to open the first one in the West End and the other two in Smoketown and Newburg. Our community feedback (see Appendix A for community feedback) was highly supportive of this idea. The centers themselves would have a dedicated staff to offer academic and social-emotional support to students and their families. A number of other supports will be available in these centers, and the opportunities can grow over the years. These centers will be able to meet many of the needs that our community feedback indicated (see Appendix A for community feedback), including more extracurricular activities and arts offerings, tutoring and after-school interventions, and opportunities for parent engagement and education. We are hoping to partner with multiple agencies across the city to provide support for families. One example of this is to partner with Metro Housing to provide assistance with families who may be struggling with homelessness. A parent can be working on this support while their children are receiving tutoring in reading or taking an art class. The possibilities are truly endless! Overall, extending school services to include supports for students in academic and non-academic areas with community collaborations and partnerships has shown promising evidence using quasi-experimental and descriptive approaches. RAND (2020) recently conducted a quasi-experimental matched comparison school study of New York City Community Schools and found it to be a promising approach to student academic and discipline outcomes. (See Appendix B for evidence-based practice summary.)

OUT-OF-SCHOOL TIME PARTNERS

Another idea from our community input sessions (see Appendix A for community input) was to maintain and improve our Out-of-School Time (OST) and community partnerships. Not only are we planning to maintain our relationship with Evolve502 (with whom we offered approximately 80 community sites for our summer learning experience) and to maintain our partnership with Community Learning Hubs, but we also want to reach out to multiple partners to offer programming in our Student Learning Centers. Our goal is to have a successful implementation and then to have our Foundation Community take over the funding of these centers when the ESSER funding is no longer available. Research studies have found promising evidence for extending services through community collaborations and partnerships.

SOCIAL EMOTIONAL SUPPORTS

We know that students were affected in many different ways by the pandemic and that social-emotional and health services will be necessary to serve their needs. We want to contract for nurses to support the work in schools, and we heard clearly from the community that mental health supports needed to be in place. (See Appendix A for community input.) Additionally, during meetings with union representatives, we crafted a plan where teachers could submit a social-emotional learning plan to be funded. We have a District Collaborative Reopening Committee made up of both district administration and multiple union partners and that team plans to have a subcommittee that helps vet the proposals that teachers submit to support their students. Teachers will be asked to provide citations for evidence levels 1–3 or develop a theory of action for evidence level 4 programs in their proposals. For instance, teachers may propose implementing Restorative Practice or Positive Behavioral Intervention Support (PBIS). (See Appendix B for evidence-based practice summaries of those programs). This support of social-emotional needs was also prevalent in community feedback. (See Appendix A for community feedback.)

SPECIAL EDUCATION SUPPORT

The community feedback that we received suggested special education resources and training. (See Appendix A for community feedback.) The district is supporting special education students by purchasing specific adaptive equipment and by providing specialized training for staff. Evidence exists related to the promising effects of appropriate technology and the training needed for its use among students with disabilities. Studies have shown an increase in children's development, academic performance, and quality of life when appropriate adaptive technology is provided to students (Henderson, Skelton, & Rosenbaum, 2008). (See Appendix B for evidence-based practice summary.)

HOW THE DISTRICT WILL SPEND THE REMAINDER OF THE FUNDS

Technology

We are also using funds to support technology for students and schools. We learned during the pandemic what a difference technology can make, but each student must have equitable access to technology for it to be an effective tool. As we support classrooms to get necessary hardware/software and plan a careful one-to-one cycle for students, we will begin to chip away at the digital divide. The community input that we received (see Appendix A for community input) suggested one-to-one devices, access to software/curriculum, classroom improvements, and updated classroom technology. Hassler, Major, & Hennessy (2015) conducted a meta-analysis of research studies with a focus on learning gains for students using tablets. That analysis showed positive learning outcomes where tablets supported learning activities related to science (Furio et al., 2013; Liu et al., 2012; Liu et al., 2013; Liu et al., 2014; Ward, 2013),

social studies (Lin et al., 2012) and mathematics (Riconscente, 2013). In addition, positive outcomes are reported in teaching multiple subjects (Cumming et al., 2014; Ferrer et al., 2011; Goodwin, 2012; Heinrich, 2012; Li et al., 2010), and assisting students with special educational needs (Lopez et al., 2013; Gasparini and Culen, 2012; McLanahan et al., 2012; Miller et al., 2013). Studies have also shown that teachers were more readily able to create and deliver lessons that met the needs of their diverse students as lessons had greater variety and pace. (Goodwin, 2012; Heinrich, 2012). (See Appendix B for evidence-based practice summary.)

Workforce and Leadership Development

Consistent with the allowable use of district and federal funds and in consideration of the importance of the continuity of educational services during the pandemic and in consideration of additional duties and services that will be required during the 2021-22 school year as a result of the pandemic, a one-time, reasonable, and necessary schedule of fringe-benefit payments will be made to employees. We worked closely with our union partners throughout the process and negotiated with the Jefferson County Teachers' Association. The input from the unions on this particular item helped shape the final outcome. While this is an area for future research, Springer, Swain & Rodriguez (2016) found that highly qualified teachers who receive a financial incentive were more likely to remain teaching in a priority school compared to non-highly qualified peers. (See Appendix B for evidence-based practice summary.)

Next Steps

The community input that we received also highlighted small class size. We are thinking through how we can address this with the challenges of hiring teachers. We know that many of the interventions that will be offered in summer camps, schools, and Student Support Centers will be in small settings, and we are thinking through other opportunities.

We are working with several community and education partners to explore the possibility of some innovative ways to be able to rehire retired teachers, which will allow them to continue to receive their retirement benefits and come back and teach our students. If we are successful with this rule change, it could bring back experienced teachers to support our students, help with teacher vacancies, and potentially lower class sizes.

Another initiative that one of our Future State teams is considering is how to incentivize teachers and other staff at our lowest performing schools. We have worked closely with our teachers' union and have some incentives in place currently but we are interested in a stipend for teachers who serve in these schools. As the Future State committee completes this plan, this initiative will be fully considered.

Another item that we are interested in further exploring is how to fund more mental health experts to support our students. Every school currently has access to a mental health practitioner, but there is a need for many more. We are exploring contractual work using ESSER money, however, we know that once this funding stream goes away, so would the services. We are interested in a long-term solution to this so that students can have access to the services that they need.

We are also interested in being able to offer more Early Childhood experiences. We are planning to work closely with the community partners who received the Head Start grant to encourage them to offer more classes for 4-year-olds. JCPS has maintained the same number of seats in Early Childhood as there were when we had the Head Start grant, however this is not feasible long-term. We are using \$20.5 million of ESSER II funds to maintain these seats for the short run, but will not be able to do so in the long run. We plan to have many conversations with our partners to get input and advice because we all know how important Early Childhood programs are to our students.

Maintenance of Equity

JCPS will maintain equity among our high-poverty schools. The requirement is to ensure the top 25 percent of high-poverty schools within a district have an assurance from the district they will adhere to the requirement of maintenance of equity. We will utilize 2019-20 data from the school report card for the comparison data. It is essential to maintain these requirements in FY22 and FY23, so we will verify that our allocations have not caused a change in the following criteria.

Based on Federal ARP ESSER requirements, in FY22 and FY23, a local school district must maintain the following as a condition of receiving ARP ESSER funds:

- **Fiscal Equity**—An LEA (Local Education Agency) must not reduce combined state and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction if any, of combined state and local per-pupil funding for all schools in the LEA.
- **FTE Staff Equity**—An LEA must not reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

Regular Reporting

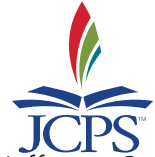
JCPS plans to update the JCBE regularly on the progress of the ESSER spending plan. There is no doubt that over the course of the duration of the grant, adjustments will be made and ineffective programs eliminated, new programs added, and other programs adapted to changing needs. We will keep the JCBE, and the community, updated and ensure their support for these changes.

SUMMARY

We are excited about and grateful for the federal funding that we received. These funds will make a difference for our students. The input that we received from the community helped shape ideas and prioritize needs. Over the next three years, we are able to adjust our plans. There is no doubt that we will do this. As we implement plans and initiate programs, we will learn lessons and will adjust as we go. We have ongoing plans for input, which will help adjust our plans as we obtain additional information on the needs of our students. The JCBE has regularly scheduled public forums where the public is asked for input on multiple initiatives. Last year, these forums were not in-person, but we learned that we could reach even more people using online tools. In short, this is a beginning, and we look forward to an evolving process that will support staff and help our students, particularly the ones who were disproportionately affected by the pandemic.

APPENDIX A: ESSER STAKEHOLDER FEEDBACK

Informational Report July 2021



BACKGROUND

In early 2020, the onset of COVID-19 set the course of an unprecedented year in the history of Jefferson County Public Schools (JCPS). With schools locally and nationally severely impacted for the 2019-20 and 2020-21 school year, the Elementary and Secondary School Emergency Relief (ESSER) Fund was authorized by the US federal government to provide emergency aid to states and districts to combat the impact of the COVID-19 pandemic. JCPS has been awarded a total of \$213 million in federal stimulus funding from the initial two rounds of ESSER. JCPS utilized the funds from these first rounds to address the immediate needs of safety for students and staff during NTI. The next round of ESSER funding (ARP ESSER) is expected to be approximately \$384 million dollars.

In developing the plan for the use of the next round of ESSER funding, best practices around a needs assessment and input from a diverse range of stakeholders was essential. The purpose of this report is to summarize the methods used to collect stakeholder input to date and to describe the perspectives of the diverse community we serve in JCPS.

METHODOLOGY AND PARTICIPANTS

The information collected and summarized in this report reflects various stakeholder input sessions collected using different approaches. Videos on understanding the implications of ESSER funding were translated into multiple languages including Arabic, Nepali, Somali, Spanish, and Swahili. Feedback collection methods consisted of the following approaches:

- Electronic surveys—sent globally through the JCPS email distribution system, social media, and newsletters
- Paper surveys—collected from community events in events throughout the community
- June 29 Online Community Forums—virtual community forums including breakout discussions and share-outs
- July 21 In-Person Community Forums—in-person facilitated community input sessions

Data collection included broad communications as well as targeted outreach to key stakeholder and consultancy groups.

For the surveys (both electronic and paper), a total of 1,802 responses were received. A total of 44 surveys in Spanish were received. Participants were diverse as indicated in the following tables.

SURVEY PARTICIPANTS: ROLE GROUP (N = 1,802)

Role	Number	Percent
Parent/Family Member	840	47%
District/School Staff	555	31%
Community Partner	224	12%
Student	39	2%
Other (e.g., citizen, taxpayer, military, retired)	144	8%

SURVEY PARTICIPANTS: STAKEHOLDER INTEREST GROUPS (N = 1,802)

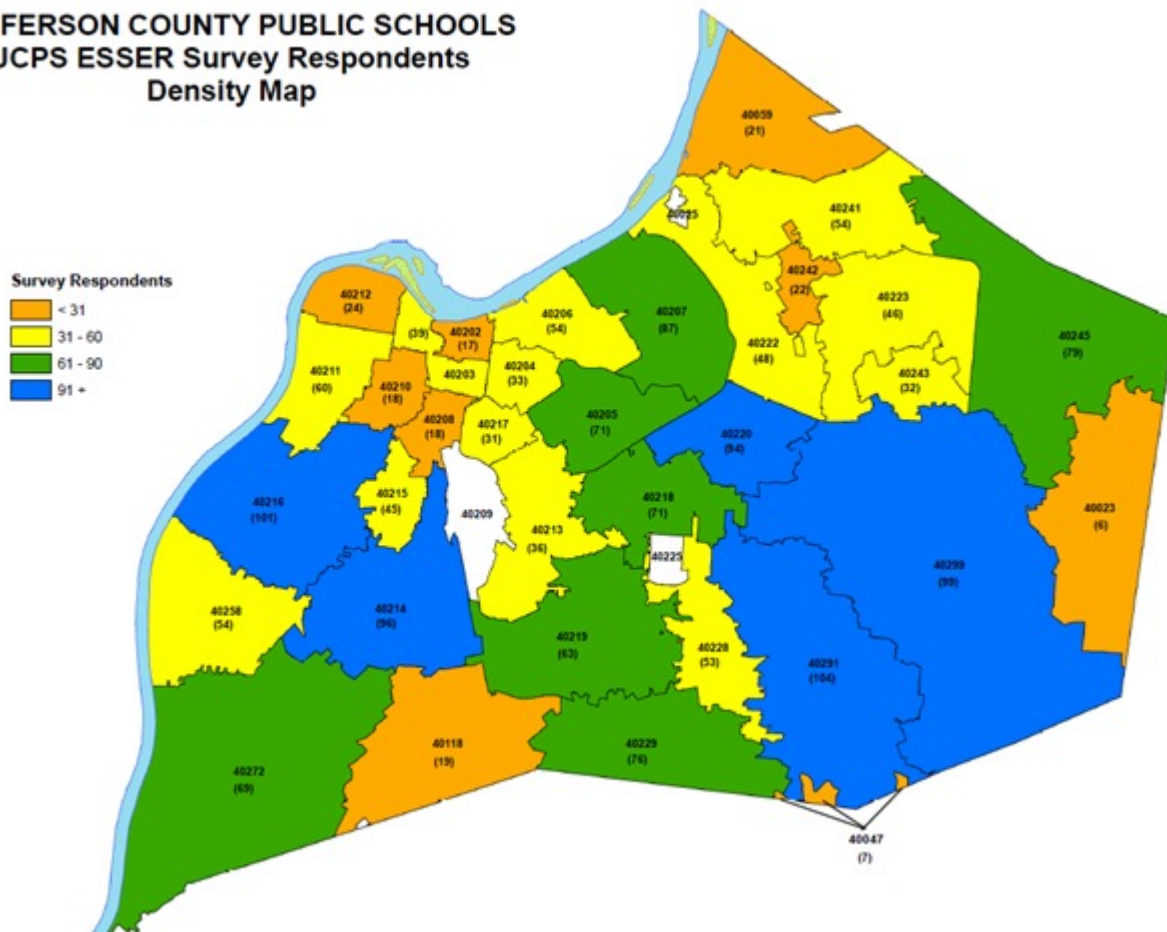
Group	Number	Percent
Students of color	905	50%
Students with disabilities	699	39%
English Learners	569	32%
Foster care students	410	23%
Homeless students	387	22%
Migratory students	306	17%
None of the above	598	33%

*Respondent could choose more than one stakeholder group.

SURVEY PARTICIPANTS; GEOGRAPHICAL LOCATIONS (N=1,802)

The community members who responded to the JCPS ESSER Survey live across the district. The map below represents the number of respondents per ZIP Code.

**JEFFERSON COUNTY PUBLIC SCHOOLS
JCPS ESSER Survey Respondents
Density Map**



FORUM PARTICIPANTS: STAKEHOLDER INTEREST GROUPS (N = 62 VIRTUAL, N= 27 IN-PERSON)

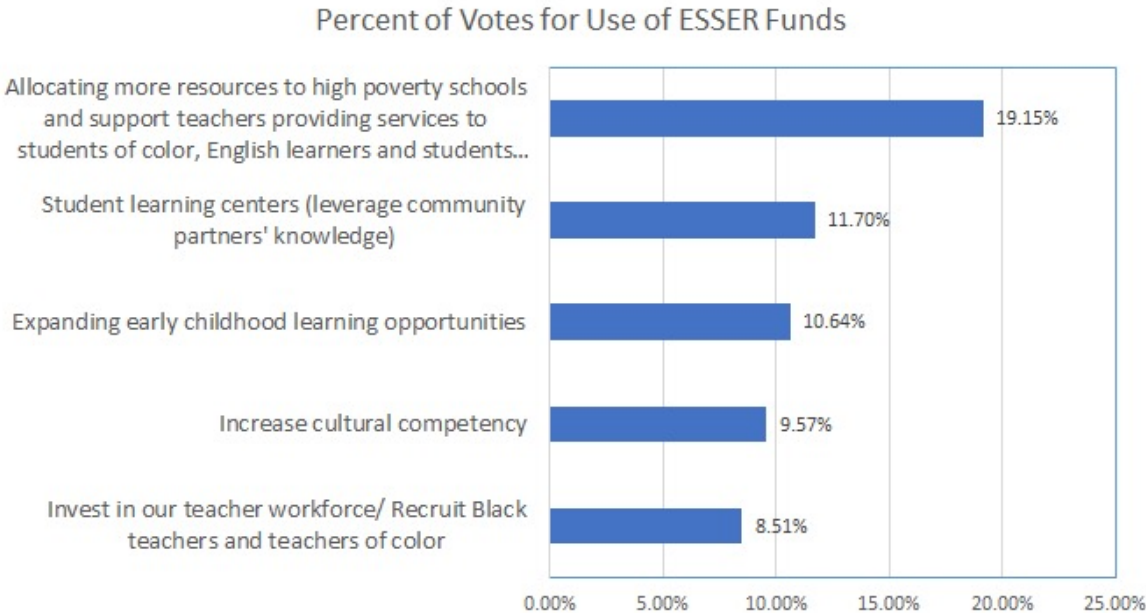
- A total of 62 individuals participated in the June online community forum, while 27 participated in person for the July Community Forum.
- Participants in the online forum were diverse and represented various constituent groups:
 - 42% Community Partners
 - 26% JCPS Staff
 - 10% Family/Parents
 - 8% Students
 - 14% Other (e.g., JCTA, PTA, etc.)
- When the forum was held in-person, about half of the participants were JCPS staff (48%) with the remaining participants representing community organizations (44%) or unions (i.e., JCTA, JCAESP; 7%).
- Community organizations represented include ones that represented a wide sector of interests and stakeholder representation including students with disabilities, students of color, English Learners, foster care, migratory students, incarcerated/ juvenile justice and homeless students.
- District staff represented all grade levels and various role groups (e.g, principals, chiefs, specialists, teachers).

RESULTS FROM FORUMS

The online form included breakout sessions with facilitators. Themes from the feedback collected from the online discussion included:

Themes	Sample Comment
Increased staffing	"Workforce investment—attracting and retaining teachers to JCPS, offering incentives for retired teachers to return to classrooms"
Strengthening community partnerships	"Recognize the resources available within community based settings and provide funding to organizations that have direct relationships with families. Reach out to the community partners in order to take advantage of their expertise."
Supporting extracurricular activities	"Money should be given to athletics and extracurricular activities"
Student support	"Intensive tutoring services for students not just to address setbacks from pandemic, but overall achievement gap issues"
Support for special populations	"Prioritize money going to schools with most ECE, Free and reduced lunch kids" "More school choice for english language learners; will need additional staff to support having more ELLs in every school; extracurricular activities focused on ESL students"

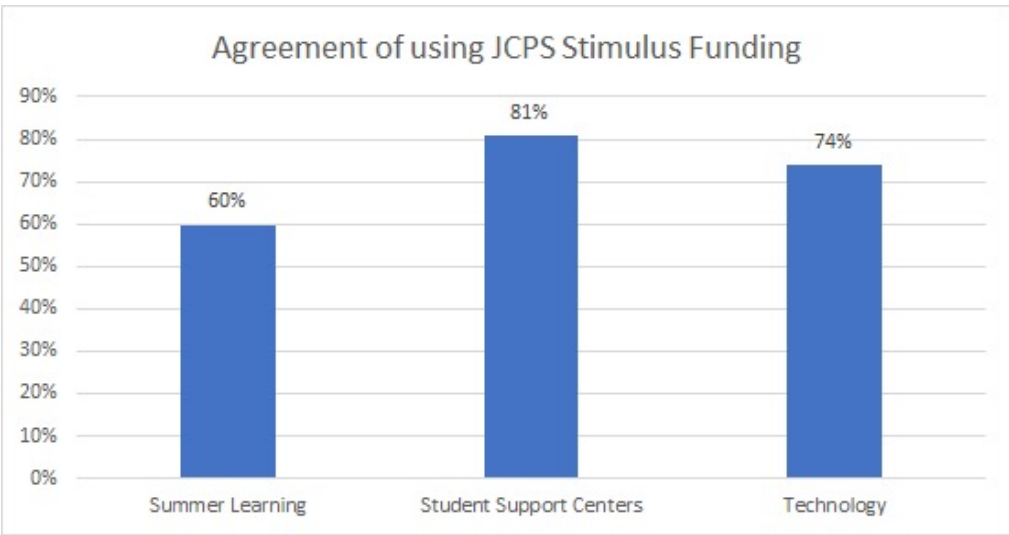
The in-person forum provided participants the opportunity to hear stakeholder feedback that had been collected so far and then provided an opportunity to offer additional input. A gallery walk was used to engage participants in the various ideas being considered and participants were allowed to vote on the ideas they believed were the highest priority. Below are the top supported ideas that emerged from the gallery walk.



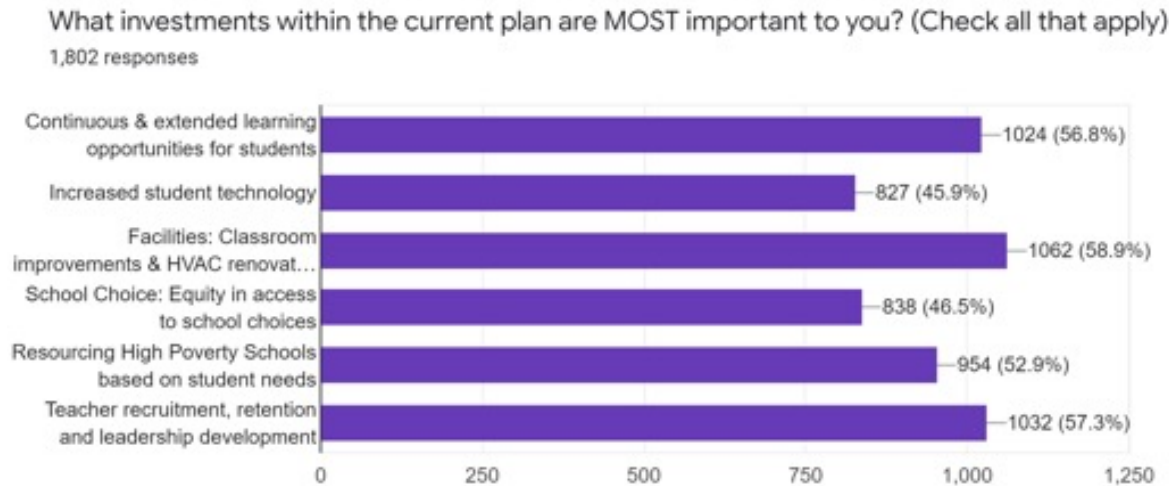
RESULTS FROM SURVEYS

Participants were asked the degree to which they agree that JCPS stimulus funding should be used for the priorities identified: Summer Learning, Student Support Centers, and Technology. The results below depict that the Student Support Centers had the highest level of agreement of support, followed by Technology and then by Summer Learning.

When disaggregating data by stakeholder interest groups (e.g., students with disabilities, students of color, etc.), there was no significant difference in this data and the level of agreement was comparable across summer learning, student support centers, and technology to all respondents' data depicted below.



Next, respondents were asked about the most important investment areas from the future states. The top three areas were 1) Facilities: Classroom improvements and HVAC renovations; 2) Teaching recruitment, retention, and leadership development; and 3) Continuous and extended learning opportunities for students. This slightly varied when disaggregated by stakeholder interest groups. Respondents that represented students of color, students with disabilities, and English Learners were more likely to prioritize resourcing high poverty schools. Interestingly, although most respondents had agreed in the previous question that Technology was an important investment, when asked to prioritize investments, Technology was not ranked as important as other areas.



On the survey, participants had the opportunity to share, in an open response format, what additional investments they think should be included. The following themes were the Top 10 most common:

THEMES	SAMPLE COMMENT
Smaller class sizes	"With the small number of students that returned to in person classes in the spring it was evident that those students were getting the best from their teachers due to smaller class sizes." "Continue smaller class size for increased differentiation."
Increased staffing	"More teachers, and support staff to work with students in smaller groups and 1:1."
Supporting staff through benefits and pay	"Teacher raises. Pay for teachers to get educational opportunities. Support the teachers." "Pay raise for staff so they will be more motivated to help our future leaders, lawyers, dentist, etc. "
Supporting special populations	"Increase assistants for students with disabilities, esp autism so ECE teachers don't have to be everywhere all the time. Increase gen Ed teacher education with autism and other behavioral differences." "More support for ECE children." "Adequate English Learner (ESL Teachers and Bilingual Associate Instructors) staffing for all schools (based on their English learner population)."
Supporting student mental health	"More school social workers and therapists to help students navigate the mental health ramifications of the pandemic."
Improving facilities	"Improving air conditioning, heating in the schools. Paving parking lots, cutting grass more often, working toilets, sinks, lavatories etc. Practical improvements to aging facilities."
Prioritizing high quality math and literacy programs	"Districtwide training on implementing ELA, phonics, and writing from K-12 that is applied with fidelity across the county." "Getting back to basics: reading, writing, and math. "
Expanding extracurricular and art activities	"Investment in the arts and other 'non-core' subjects. We are after all, the backbone of the backpack of success skills." "Introduce the Arts as extended learning opportunity. Drama, Music & Visual Art incorporate individual expression and develops views of different cultures."
Offering free tutoring and extended learning	"After school tutoring of students should be a requirement to ensure students success, not a choice." "Free head start programs or reopen the programs in most of the schools" "After school programs to catch up students that are behind."
Improving opportunities for parent engagement and education	"Parent Enrichment and education especially in the technology area! Won't work without strengthening parents! All parents!" "Create online material for parents to better understand the new way that subjects are being taught now."

CONCLUSION

It is clear JCPS has a coalition of support in the community. Participants in the community forums and in the online survey voiced passionate and caring perspectives to better the outcomes of our students as they return to school this fall. Our participants were diverse and represented a cross-section of the Jefferson County community. Across the feedback collected through the surveys and community forums, several themes emerged as important to invest in with the ESSER stimulus fundings.

- **PROVIDE MORE PERSONALIZED AND INTENSE STUDENT SUPPORTS, BOTH ACADEMICALLY AND SOCIO-EMOTIONALLY.**

Respondents repeatedly voiced the importance of supporting student learning and well-being. Generally, the concept of student learning centers was well-received and in the development phase, we will need to leverage our community partners' knowledge and experience in implementing high-quality centers.

- **INCREASE BOTH CAPACITY AND SUPPORT OF TEACHERS.**

Another theme that emerged was the importance of supporting teachers. Across the feedback, participants voiced the importance of having more teachers so small-class sizes and intervention groups could be provided to students, especially for students who are at-risk and struggled during NTI. Participants who represented students of color, English Learners and students with disabilities voiced the importance of allocating more resources to high-poverty schools and supported providing the teachers in these schools with increased benefits or incentives.

- **INVEST IN TECHNOLOGY AND FACILITIES.**

There also was general agreement that technology and facilities were important areas to invest in equalizing across JCPS schools. Providing safe and innovative facilities and ensuring each student is equipped with the technology access they need to learn is critical.

As we continue to refine and implement our ESSER stimulus plan, continuous partnerships and feedback from our stakeholder groups is critical to ensure student success.

Appendix B: Evidence-Based Practices

EVIDENCE-BASED PRACTICE: EXTENDED LEARNING (SUMMER SCHOOL)	
Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Yes, the most comprehensive study on summer learning started in 2011 and the findings were just recently released in December 2020 by the Wallace Foundation. The study was conducted by the RAND Corporation, a national non-profit research organization. They followed approximately 6,000 students in five urban school districts from the end of 3rd grade through the spring of 7th grade, comparing students selected to attend the summer programs prior to 4th and 5th grade to those who applied but were not selected. McCombs, J. S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project. Wallace.
What is the strength of the evidence? Under what conditions was the evidence developed?	There is extensive evidence supporting summer learning and this most recent study is considered one of the strongest because of its quasi-experimental, longitudinal design across a national sample.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The most recent study showed the following impact: "Among all students offered the program, there were short-term, statistically significant benefits in mathematics, and that high attenders (those who attend 20 days or more) and repeat attenders reaped the most benefits. After one summer, high-attenders outperformed control-group students in mathematics in the fall and on the subsequent spring state assessment. After the second summer, high-attendeess saw advantages in mathematics, language arts and social-emotional skills, with the out-performance in math and language arts persisting through the following spring."
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	McCombs, J. S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project . Wallace.
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	McCombs, J. S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project . Wallace.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	Yes, this research builds off the extensive research on summer learning loss for students from economically disadvantaged backgrounds. High-quality summer learning programs can help attenuate that learning loss.

Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, the studies are similar to the setting in which JCPS will be implementing summer programs and the researcher made 3 primary recommendations for large city, urban districts: Offer summer learning opportunities first to students from low-income families and with low academic achievement, and if possible offer these same students access and opportunities over multiple, consecutive summers. Second, districts should provide at least 5 to 6 weeks of programming with at least three hours of academic instruction per day. Finally, to increase program effectiveness and maximize return on investment, districts should aim to support strong student attendance, consistent instructional time, and high-quality instruction.”
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The national comprehensive study released on the impact of summer learning was studying students from diverse communities throughout the country: The districts—Boston; Dallas; Duval County, Fla.; Pittsburgh; and Rochester, N.Y.. These districts began participation in Wallace’s National Summer Learning Project (NSLP), which was launched in 2011 to understand the implementation and effectiveness of voluntary summer learning programs.

EVIDENCE-BASED PRACTICE: COMMUNITY SCHOOLS (STUDENT LEARNING CENTERS)

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Several studies have been conducted on the effectiveness of community schools which are essentially partnerships between schools and community organizations to provide students with an integrated and comprehensive approach to provide students with academic, socio-emotional, and other wrap-around supports outside of traditional school hours. RAND recently conducted a quasi-experimental matched comparison school study of New York City Community Schools and found it to be a promising approach to student academic and discipline outcomes. Fehrer, K., & Ruiz de Velasco, J. (2020). Full Service Community Schools in the Oakland Unified School District, 2019-2020. Stanford, CA: John W. Gardner Center for Youth and Their Communities. Johnston, William R., John Engberg, Isaac M. Oppen, Lisa Sontag-Padilla, and Lea Xenakis, Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR3245.html. Oakes, J., Maler, A., & Daniel, J. (2020). In the Fallout of the Pandemic, Community Schools Show a Way Forward for Education. Learning Policy Institute.
What is the strength of the evidence? Under what conditions was the evidence developed?	Overall, extending school services to include supports for students in academic and non-academic areas with community collaborations and partnerships has shown promising evidence using quasi-experimental and descriptive approaches. In some cases, districts have studied and published their own research on community schools and there have been several independent research studies of community schools as well.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The most recent quasi-experimental study conducted by RAND of New York found that students who attended community schools had statistically significant higher attendance at all levels, were more likely to have on-time grade promotion, and graduate compared to students who did not attend community schools. Discipline infractions were also lower for the elementary and middle school students who attended community schools.
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Fehrer, K., & Ruiz de Velasco, J. (2020). Full Service Community Schools in the Oakland Unified School District, 2019-2020. Stanford, CA: John W. Gardner Center for Youth and Their Communities. Johnston, William R., John Engberg, Isaac M. Oppen, Lisa Sontag-Padilla, and Lea Xenakis, Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR3245.html. Oakes, J., Maler, A., & Daniel, J. (2020). In the Fallout of the Pandemic, Community Schools Show a Way Forward for Education. Learning Policy Institute.

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	The studies cited are community schools that operated in urban education settings: Fehrer, K., & Ruiz de Velasco, J. (2020). Full Service Community Schools in the Oakland Unified School District, 2019-2020. Stanford, CA: John W. Gardner Center for Youth and Their Communities. Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR3245.html. Oakes, J., Maler, A., & Daniel, J. (2020). In the Fallout of the Pandemic, Community Schools Show a Way Forward for Education. Learning Policy Institute.
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, in theory students who are struggling academically and/or non-academically need to be provided personalized and comprehensive support in all areas they need. Community schools provide that opportunity for students to receive extended services or supplemental interventions that may not be able to be implemented at the degree needed for the student.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, as noted above, the studies and evidence cited are being implemented in urban, diverse school districts that serve students from a wide variety of backgrounds and demographics. Fehrer, K., & Ruiz de Velasco, J. (2020). Full Service Community Schools in the Oakland Unified School District, 2019-2020. Stanford, CA: John W. Gardner Center for Youth and Their Communities. Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR3245.html. Oakes, J., Maler, A., & Daniel, J. (2020). In the Fallout of the Pandemic, Community Schools Show a Way Forward for Education. Learning Policy Institute.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes, in the research conducted, there is data on community schools that serve a culturally and linguistically diverse population. For example, the NYC study found a statistically significant positive impact on chronic absenteeism for students of color, students with disabilities, and students from economically disadvantaged backgrounds. Fehrer, K., & Ruiz de Velasco, J. (2020). Full Service Community Schools in the Oakland Unified School District, 2019-2020. Stanford, CA: John W. Gardner Center for Youth and Their Communities. Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR3245.html. Oakes, J., Maler, A., & Daniel, J. (2020). In the Fallout of the Pandemic, Community Schools Show a Way Forward for Education. Learning Policy Institute.

EVIDENCE-BASED PRACTICE: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Simonsen, B., Eber, L., Sugai, G., Black, A., Lewandowski, H., Sims, B., and Myers, D., (2009). Illinois State-wide Positive Behavioral Interventions and Supports: Evolution and Impact on Student Outcomes across Years. Retrieved July 23, 2020 from https://www.researchgate.net/publication/258174595_Illinois_Statewide_Positive_Behavioral_Interventions_and_Supports_Evolution_and_Impact_on_Student_Outcomes_Across_Years
What is the strength of the evidence? Under what conditions was the evidence developed?	Level I, Strong Evidence, Longitudinal Experimental Design - This study sought to examine the relationship between schoolwide positive behavior support (SWPBS) implementation fidelity and school-level student behavior and academic outcomes. SWPBS is a systems-level, positive, and preventive approach that results in desired change in student and staff behavior (Bradshaw, Koth, Bevens, Jalongo, and Leaf, 2008; Bradshaw, Mitchell, and Leaf, 2010; Bradshaw, Reinke, Brown, Bevens, and Leaf, 2008; Horner et al., 2009). SWPBS implementation fidelity was measured using the Schoolwide Evaluation Tool (SET), which consisted of seven subscales: behavior expectations defined, behavioral expectations taught, reward system, violation system, monitoring and evaluation, management, and district support. The sample consisted of the subset of Illinois schools that implemented SWPBS from 2000 to 2008 and entered data into the state-wide database. Altogether, the sample consisted of 428 schools nested within 125 districts; not all schools had data for all years, and for many schools, data were only available for 1 or 2 years. This sample included 274 elementary (K–6), 46 K–8, 91 middle (6–9), and 17 high (9–12) schools. The number of schools with available data increased over the study period. Each outcome variable was modeled over time using hierarchical linear modeling (HLM) and nonlinear modeling. The three-level hierarchical models analyzed observation years (Level 1 scores) nested within schools (Level 2 scores), and schools nested within districts (Level 3 scores). Full maximum likelihood estimation was used to estimate all models.

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	• Results were favorable overall, revealing maintenance or improvement in outcomes over time for all schools in the fidelity of SWPBS implementation, and demonstrating in most cases an association between SWPBS implementation fidelity and significantly better outcomes for those schools across years. • Model results indicated that Office Discipline Referrals (ODR) decreased significantly over time; the effect of years was statistically significant and negative $y_{200} = -0.04$, $p = .001$). In addition, we noted a statistical trend that ODR levels across years were lower for schools that implemented SWPBS with fidelity ($y_{100} = -0.06$, $p = .086$). • Schools implementing SWPBS with fidelity had significantly lower rates of Out-of-School Suspensions (OSS) ($y_{100} = -0.19$, $p = .002$) than other schools in the sample. • Schools implementing SWPBS with fidelity had significantly lower rates of Total Suspensions ($y_{100} = -0.15$, $p = .007$) than schools not implementing with fidelity. • Schools that implemented SWPBS with fidelity had significantly higher percentages of students overall who mastered the ISAT Math test ($y_{100} = 244.65$, $p = .009$).
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Several studies with similar context are outlined in the following article: Greene, R., and Winkler, J. (2019). Collaborative and Proactive Solutions (CPS): A review of research findings in families, schools, and treatment facilities. <i>Clinical child and family psychology review</i>, 22(4), 549-561. Article Link.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	No

EVIDENCE-BASED PRACTICE: RESTORATIVE PRACTICES

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Restorative Solutions CIC. (2009, Feb). An Evaluation of Bristol Restorative Approaches in Schools Research. http://www.restorativesolutions.org.uk/ Accessed July 24, 2020: https://restorativejustice.org.uk/sites/default/files/resources/files/Bristol percent20RAiS percent20key percent20findings.pdf Sherman, W. and Strang, H. (2007) Restorative Justice: The Evidence. The Smith Institute. Kane, J, Lloyd, G, McCluskey, G, Riddell, S, Stead, J and Weedon, E. (2006) Restorative Practices in Three Scottish Councils, Final Report of an Evaluation Funded by the Scottish Executive. Education Department, Edinburgh: Scottish Executive Education Department. Blood, P. and M. Thorsborne. (2005). The Challenge of Culture Change: Embedding Restorative Practices in Schools. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment." Sydney, Australia, March 3Y5, 2005. http://www.decs.sa.gov.au/barossadistrict/files/links/Change_of_Culture.ppt
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III: Quantitative data were provided by the local authority on attendance, exclusions and attainment in six south-Bristol schools, and qualitative interview data were collected by the researchers from staff and pupils in the Restorative Approaches in Schools (RAiS) schools. Data analyzed through before-and-after design with a control group.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	When implemented as a whole-school (and not in pockets), students are expected to show growth in attendance rates and a reduction in removal from school. • The quality of Restorative Approaches (RAs) was higher in schools using the whole-school approach in that there was greater adherence to the program. • RAs are likely to have the biggest impact on the climate for learning in schools employing a whole-school approach to implementation. • Analysis of mean attendance rates between high, low and non-RAiS schools and between 2005/6 and 2007/8 showed that attendance rates were significantly higher in RAiS schools compared to non-RAiS schools. • The regression analysis confirmed this picture. It showed that attendance rates in 2007/8 were significantly predicted by a number of factors, including the type of school (High or low RAiS). • There were reductions in the absolute numbers of fixed-term exclusions (removal from school) in the RAiS and non-RAiS schools. This reduction was noted by staff in all four RAiS schools.
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in the study

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in the study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	School-specific
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	All schools located in the same area of the city—six south-Bristol schools. Bristol, UK - Urban area with a population of 724,000. Eighth largest city in the UK.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	• Free school meal eligibility: (05/06) 21.04 percent, (07/08) 21.02 percent • Special educational needs: (05/06) 25.0 percent, (07/08) 21.2 percent • Male: (05/06) 51.05 percent, (07/08) 51.01 percent • BME (Black minority ethnic): (05/06) 7.31 percent, (07/08) 8.78 percent • Currently in care: (05/06) .33 percent, (07/08) .69 percent

EVIDENCE-BASED PRACTICE: SPECIAL EDUCATION RESOURCE & TRAINING

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	While a significant portion of the literature around special education resources and trainings are qualitative in nature, some quantitative studies exist. The limitations for quasi-experimental designs among students with disabilities is the legal requirement of providing services to students. However, evidence exists related to the promising effects of appropriate technology and the training needed for its use among students with disabilities. Hutinger, P. (1994). State of Practice: How Assistive Technologies Are Used in Educational Programs of Children with Multiple Disabilities. A Final Report for the Project: Effective Use of Technology To Meet Educational Goals of Children with Disabilities. United States Department of Education, Office of Special Education and Rehabilitation Services. Hutinger P, Johanson J, Stoneburner R.(1996). Assistive Technology Applications in Educational Programs of Children with Multiple Disabilities: A Case Study Report on the State of the Practice. Journal of Special Education Technology. 13(1):16-35. doi:10.1177/016264349601300103 Henderon, S, Skelton, H, Rosenbaum, P. (2008). Assistive devices for children with functional impairments: impact on child and caregiver function.Journal of Developmental Medicine and Child Neurology. DOI: 10.1111/j.1469-8749.2007.02021.x
What is the strength of the evidence? Under what conditions was the evidence developed?	Henderson et. al (2008) examined extensive quasi-experimental, mixed-method, and qualitative research on adaptive and assistive technology. Like Hutinger (1994, 1996), Henderson found promising effects for children with disabilities when appropriate technology was provided to students.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	The expected outcomes are an increase in children's development, academic performance, and quality of life when appropriate adaptive technology is provided to students. Expected change can vary based on the student's disability, but with appropriate integration of technology the personal development and academic performance could be maximized.
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Noted by Henderson, testing adaptive technology within control groups among children with disabilities is quite challenging and somewhat problematic given the need and legal requirement for services. Henderon, S, Skelton, H, Rosenbaum, P. (2008). Assistive devices for children with functional impairments: impact on child and caregiver function.Journal of Developmental Medicine and Child Neurology. DOI: 10.1111/j.1469-8749.2007.02021.x
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Hutinger, P. (1994). State of Practice: How Assistive Technologies Are Used in Educational Programs of Children with Multiple Disabilities. A Final Report for the Project: Effective Use of Technology To Meet Educational Goals of Children with Disabilities. United States Department of Education, Office of Special Education and Rehabilitation Services. Hutinger P, Johanson J, Stoneburner R.(1996). Assistive Technology Applications in Educational Programs of Children with Multiple Disabilities: A Case Study Report on the State of the Practice. Journal of Special Education Technology. 13(1):16-35. doi:10.1177/016264349601300103

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	Yes, in theory if students with disabilities are not developing appropriately, have reduced academic outcomes, and a reduced quality of life due to lack of resources then providing adaptive and assistive technology to mitigate the effects of the student's disability could improve outcomes. Providing this type of technology is not enough and school staff will need adequate training on how to utilize the technology for the student's benefit. The combination of effective training and use of adaptive technology will help the student maximize their outcomes.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes, Hutinger has provided extensive case study approaches for children in schools with adaptive and assistive technology and its effects on their improvement. Hutinger, P. (1994). State of Practice: How Assistive Technologies Are Used in Educational Programs of Children with Multiple Disabilities. A Final Report for the Project: Effective Use of Technology To Meet Educational Goals of Children with Disabilities. United States Department of Education, Office of Special Education and Rehabilitation Services. Hutinger P, Johanson J, Stoneburner R.(1996). Assistive Technology Applications in Educational Programs of Children with Multiple Disabilities: A Case Study Report on the State of the Practice. Journal of Special Education Technology. 13(1):16-35. doi:10.1177/016264349601300103
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The studies do not provide specific effectiveness data for cultural- or linguistic-specific populations unless the disability is speech-related. Adaptive and assistive technology can be provided for any student with a disability regardless of culture.

EVIDENCE-BASED PRACTICE: WORKFORCE DEVELOPMENT (STAFF INCENTIVES FOR RETENTION)

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Springer, M. G., Swain, W. A., & Rodriguez, L. A. (2016). Effective teacher retention bonuses: Evidence from Tennessee. <i>Educational Evaluation and Policy Analysis</i> , 38(2), 199-221. https://peabody.vanderbilt.edu/TERA/files/Effective_Teacher_Retention_Bonuses_Evidence_from_TN.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	Quasi-experimental evaluation using a fuzzy regression discontinuity design.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Teachers rated as highly-qualified that received a \$5,000 bonus were 23 percent more likely to remain teaching in a priority school when compared to non-highly-qualified teachers.
If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	See results from research study: Springer, M. G., Swain, W. A., & Rodriguez, L. A. (2016). Effective teacher retention bonuses: Evidence from Tennessee. <i>Educational Evaluation and Policy Analysis</i> , 38(2), 199-221. https://peabody.vanderbilt.edu/TERA/files/Effective_Teacher_Retention_Bonuses_Evidence_from_TN.pdf
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	"Compensation acts as a good motivator to attract and retain talented people. Most of the employees related their job satisfaction with the amount of salary paid." Sandhya, K., & Kumar, D. P. (2011). Employee retention by motivation. <i>Indian Journal of science and technology</i> , 4(12), 1778-1782. https://www.academicpublishingplatforms.com/downloads/pdfs/ijst/volume1/201201031106_IJST_Vol4_Dec_2011_10.pdf
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes, in theory providing financial incentives improves an organization's ability to attract talented employees as well as improve their job satisfaction ratings leading to improved retention rates.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	The sample consisted of 473 highly qualified teachers across 56 schools in TN during the 2012-13 school year. For many of the teachers in TN priority schools, a \$5,000 bonus constitutes approximately a 10 percent salary increase, or the equivalent of a teacher with a master degree moving from 10 to 15 years of experience on a district salary schedule. Participating teachers at priority schools who accepted retention bonuses were required to complete the 2013-14 school year at a priority school in order to keep the bonus. Of the 473 priority school highly-qualified teachers for the 2012-13 school year, 80 percent (377 teachers) were retained. Of the 377 teachers, 321 teachers (85 percent) received a \$5,000 bonus.
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Rigorous research has not been conducted on this at this time.

EVIDENCE-BASED PRACTICE: TECHNOLOGY (CHROMEBOOKS)

Are there research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	Hassler, B., Major, L. and Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. <i>Journal of Computer Assisted Learning</i> . Retrieved July 27, 2020 from https://www.repository.cam.ac.uk/bitstream/handle/1810/248609/Hassler percent20et percent20al percent202015 percent20 percent20Journal percent20of percent20Computer percent20Assisted percent20Learning.pdf?sequence=1
What is the strength of the evidence? Under what conditions was the evidence developed?	Level III, Promising Evidence—Meta-analysis of 33 research studies with a focus on learning gains for students using tablets of which, 23 met the minimum quality criteria and were examined in detail. Criteria for searching and selecting studies were outlined. Criteria for evaluating the quality of each study was also included. Researchers used a Systematic Review (SR) methodology, informed by Kitchenham and Charters (2007), and the EPPI-Centre (2010). SR is a trustworthy, rigorous and auditable tool (Kitchenham, 2004), allowing existing evidence to be collected and summarised, while identifying gaps in current research (Kitchenham and Charters, 2007) and assessing methodological rigor.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Sixteen studies described positive learning outcomes where tablets supported learning activities related to science (Furio et al., 2013; Liu et al., 2012; Liu et al., 2013; Liu et al., 2014; Ward, 2013), social studies (Lin et al., 2012) and mathematics (Riconscente, 2013). In addition, positive outcomes are reported in teaching multiple subjects (Cumming et al., 2014; Ferrer et al., 2011; Goodwin, 2012; Heinrich, 2012; Li et al., 2010), and assisting students with special educational needs (Lopez et al., 2013; Gasparini and Culen, 2012; McLanahan et al., 2012; Miller et al., 2013). Nine of the sixteen studies were coded “high” as methodologically trustworthy. A diverse spread of sample sizes is present in the studies that report positive learning outcomes, ranging from research that involved one participant (McLanahan et al., 2012) to several thousand (Ferrer et al., 2011). Both boys and girls indicated that they participated more in learning tasks when tablets were used (Ferrer et al., 2012), and enhanced levels of collaborative working were evident (Heinrich, 2012). The use of tablets resulted in an increase in students sharing their digitally produced work (including via interactive whiteboards) and provided opportunities for teachers to offer ongoing feedback and to collect cumulative assessment data (Goodwin, 2012). Teachers were able to use tablets to modify and redefine student learning by employing transformative pedagogical models, and the technology acted as a catalyst for more creative pursuits and exploration of new pedagogical approaches (Goodwin, 2012). teachers were more readily able to create and deliver lessons that met the needs of their diverse students as lessons had greater variety and pace. (Heinrich, 2012).
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	Provided in study

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Provided in study
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short-term and long-term outcomes?	Yes, each study in the set was assessed for its quality based on a modified version of the Weight of Evidence (WoE) framework. Two WoE frameworks were established and used to code each review for Methodological trustworthiness and Relevance. Methodological trustworthiness refers to the trustworthiness of the study based on the evaluation of the approach used during the research. Relevance of the review takes into account whether students' skills increased with the use of tablets/technology.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Hassler et al.'s 2015 review focused on learning gains experienced by students in primary or secondary school, aged between 5 and 18. Studies that outline considerations for English Language Learners can be found in the following article: Elaish, M. M., Shuib, L., Ghani, N. A., Yadegaridehkordi, E., and Alaa, M. (2017). Mobile learning for English language acquisition: taxonomy, challenges, and recommendations. <i>IEEE Access</i> , 5, 19033-19047. https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=andarnumber=8032487
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Studies from this meta-analysis included research conducted in ten different countries, including: USA, Taiwan, Australia, Spain, Norway, Belgium, Hong Kong, India, Turkey, and the UK.

Appendix C: School Allotments ARPA ESSER III

LOC	SCHOOL	TOTAL	AVERAGE PER STUDENT
920	Ahrens Educational Resource Center	39,922	1,174
175	Alex R. Kennedy Elementary	221,241	747
018	Atherton High	635,673	425
185	Atkinson Academy	253,177	754
127	Auburndale Elementary	517,126	899
044	Audubon Traditional Elementary	311,641	506
105	Ballard High	977,860	479
040	Barret Traditional Middle	282,689	446
055	Bates Elementary	302,075	532
183	Binet School	73,580	1,314
149	Blake Elementary	387,670	869
225	Bloom Elementary	186,666	335
091	Blue Lick Elementary	286,247	635
094	Bowen Elementary	433,330	604
260	Brandeis Elementary	377,246	767
129	Breckinridge Metro High School	90,644	925
038	Breckinridge-Franklin Elementary	270,351	749
045	Butler Traditional High	1,019,919	647
243	Byck Elementary	313,947	882
004	Camp Taylor Elementary	348,878	755
005	Cane Run Elementary	283,220	828
167	Carrithers Middle	437,535	668

680	Carter Traditional Elementary	370,426	612
179	Central High School MCA	1,046,271	802
102	Chancey Elementary	420,282	808
046	Chenoweth Elementary	271,678	548
917	Churchill Park	116,068	1,248
323	Cochran Elementary	251,901	756
083	Cochrane Elementary	376,041	843
660	Coleridge-Taylor Montessori Elementary	311,802	785
164	Conway Middle	527,838	636
060	Coral Ridge Elementary	341,363	649
119	Crosby Middle	588,205	543
092	Crums Lane Elementary	329,875	795
082	Dixie Elementary	226,500	695
100	Doss High	807,073	801
191	DuBois Academy	474,095	817
156	Dunn Elementary	223,337	427
200	duPont Manual High	821,420	426
007	Eastern High	983,902	452
131	Eisenhower Elementary	280,436	484
240	Engelhard Elementary	275,261	877
186	ESL Newcomer Academy	656,947	1,352
010	Fairdale Elementary	454,099	752
057	Fairdale High	898,430	650
212	Farmer Elementary	429,960	588
049	Farnsley Middle	676,705	605
011	Fern Creek Elementary	562,283	814
012	Fern Creek High	1,276,749	711

250	Field Elementary	211,772	527
270	Foster Traditional Academy	492,562	829
290	Frayser Elementary	337,292	1,061
620	Frederick Law Olmsted Academy North	574,407	906
730	Frederick Law Olmsted Academy South	616,889	806
061	Goldsmith Elementary	571,149	926
800	Grace M. James Academy	221,097	739
013	Greathouse/Shryock Traditional	317,528	518
014	Greenwood Elementary	274,637	627
115	Gutermuth Elementary	364,947	955
121	Hartstern Elementary	432,925	921
048	Hawthorne Elementary	256,180	645
300	Hazelwood Elementary	380,019	1,038
320	Highland Middle	527,061	601
095	Hite Elementary	213,837	465
076	Indian Trail Elementary	484,800	981
335	Iroquois High	1,065,393	928
165	J. Graham Brown School	304,159	403
325	Jacob Elementary	375,305	857
396	Jefferson County Traditional Middle	484,157	514
166	Jeffersontown Elementary	522,005	755
065	Jeffersontown High	662,795	677
470	Johnson Traditional Middle	590,650	673
106	Johnsontown Road Elementary	188,268	643
162	Kammerer Middle	542,784	593
720	Kennedy Montessori Elementary	413,540	854

059	Kenwood Elementary	517,100	892
079	Kerrick Elementary	273,087	641
432	King Elementary	337,556	915
134	Klondike Lane Elementary	402,451	925
163	Knight Middle	308,053	686
133	Lassiter Middle	756,511	733
145	Laukhuf Elementary	305,660	577
126	Layne Elementary	223,392	594
030	Liberty High	106,184	722
520	Lincoln Elementary Performing Arts	352,588	615
047	Louisville Male High	897,771	450
146	Lowe Elementary	309,449	533
107	Luhr Elementary	379,973	783
155	Marion C. Moore School	1,741,150	730
458	Mary Ryan Academy	29,101	1,003
480	Maupin Elementary	213,676	883
440	McFerran Preparatory Academy	657,849	956
022	Medora Elementary	224,418	482
340	Meyzeek Middle	626,481	589
024	Middletown Elementary	312,028	601
147	Mill Creek Elementary	394,874	853
202	Minor Daniels Academy	116,758	942
099	Minors Lane Elementary	348,372	1,075
041	Newburg Middle	791,953	761
435	Noe Middle	761,337	575
371	Norton Commons Elementary	247,241	460

096	Norton Elementary	311,535	443
027	Okolona Elementary	237,817	770
951	Pathfinder School of Innovation	280,947	512
201	Phoenix School of Discovery	287,032	740
075	Pleasure Ridge Park High	898,496	563
500	Portland Elementary	168,351	660
128	Price Elementary	386,445	933
219	Ramsey Middle	704,059	657
081	Rangeland Elementary	426,865	993
085	Robert Frost Sixth-Grade Academy	336,490	725
560	Rutherford Elementary	424,505	985
086	Sanders Elementary	260,323	643
063	Schaffner Traditional Elementary	339,812	570
580	Semple Elementary	489,704	920
073	Seneca High	999,789	760
097	Shacklette Elementary	285,747	943
610	Shelby Traditional Academy	563,245	886
103	Slaughter Elementary	453,563	1,040
087	Smyrna Elementary School	294,648	656
031	Southern High	991,797	744
064	St. Matthews Elementary	275,365	501
	State Agency Schools	444,339	766
071	Stonestreet Elementary	260,025	612
211	Stopher Elementary	300,214	399
144	Stuart Academy	597,625	705
050	TAPP	33,577	907

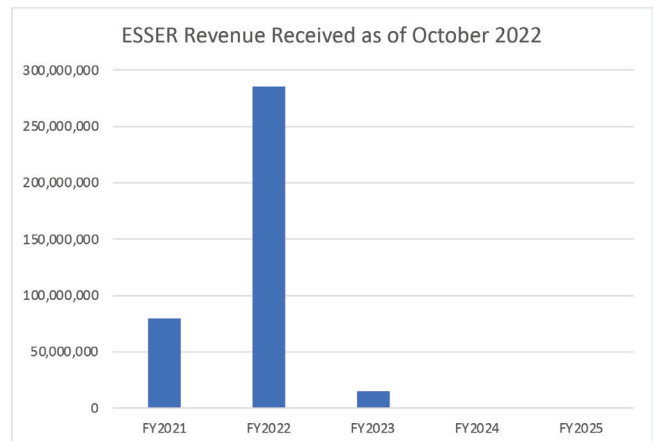
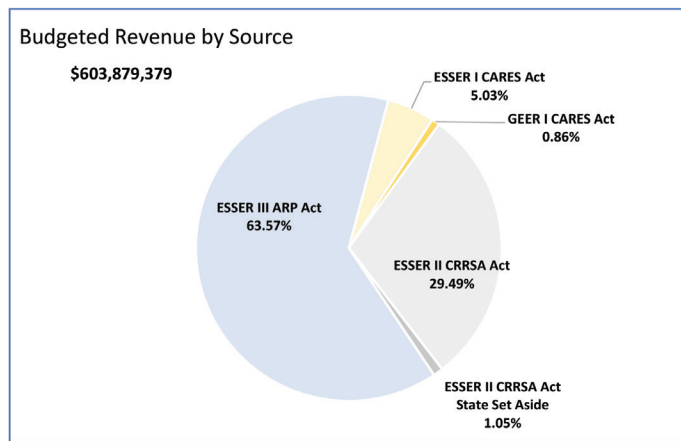
590	The Academy @ Shawnee	403,228	752
090	Thomas Jefferson Middle	907,632	859
104	Trunnell Elementary	344,044	835
016	Tully Elementary	356,603	495
124	UofL PACT Program	22,391	1,120
033	Valley High	557,830	616
051	Waggener High	690,175	792
034	Waller-Williams Environmental	148,032	1,234
069	Watson Lane Elementary	137,136	607
072	Watterson Elementary	371,651	766
116	Wellington Elementary	312,053	736
084	Western High	667,502	803
710	Western Middle School for the Arts	490,551	710
077	Westport Middle	869,875	680
182	Wheatley Elementary	386,361	918
109	Wheeler Elementary	309,750	477
067	Wilder Elementary	294,975	557
066	Wilkerson Elementary School	315,534	724
117	Wilt Elementary	319,581	671
374	Young Elementary	274,550	977
078	Zachary Taylor Elementary	317,892	901
			64,660,416

Appendix D: References

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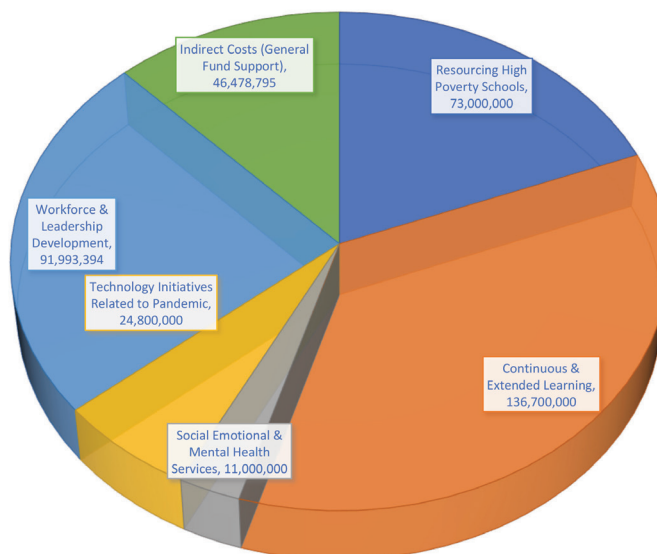
Revenue Forecast - Stimulus Funds

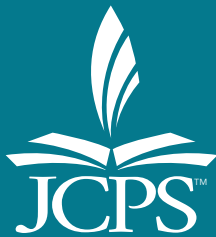
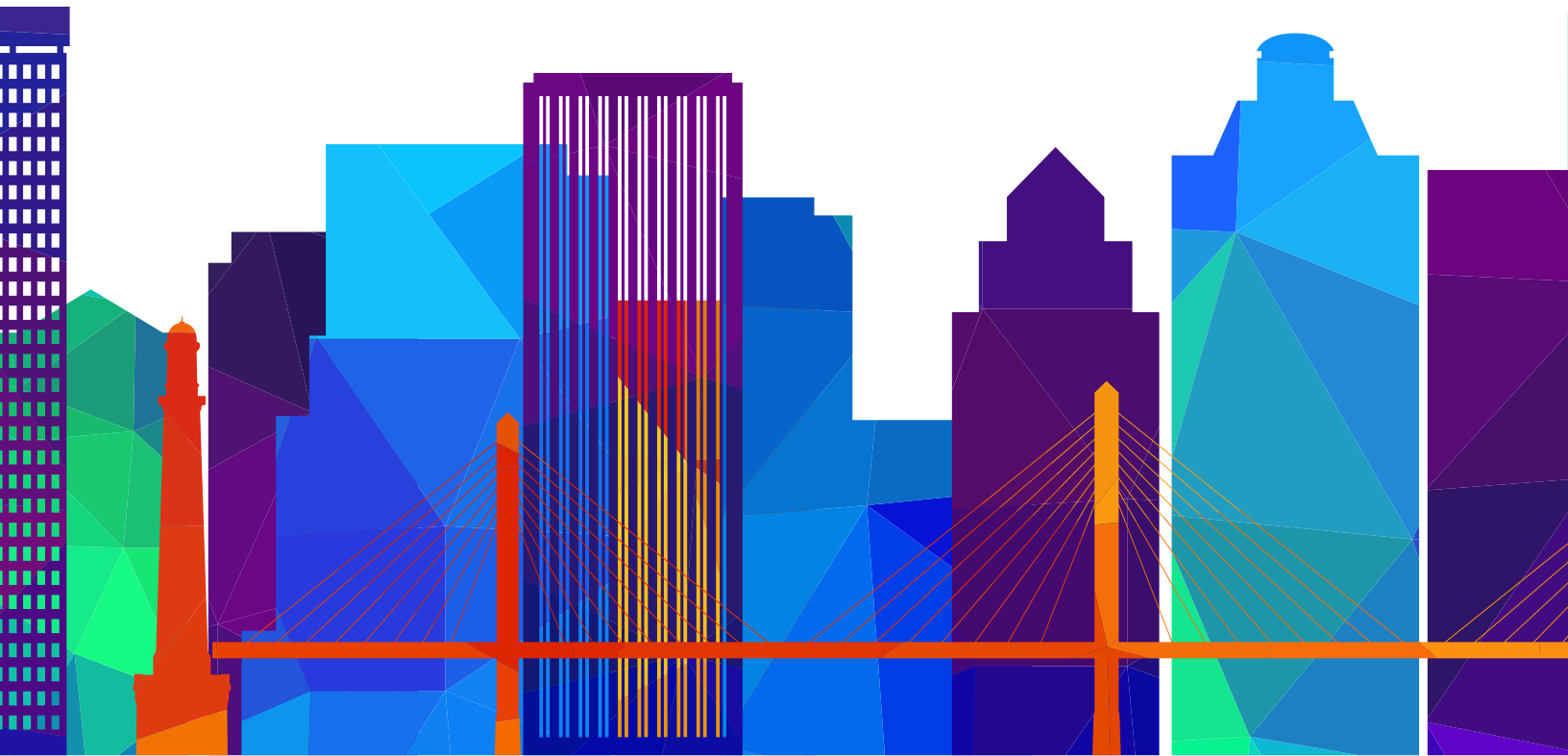
	FY2021	FY2022	FY2023	FY2024	FY2025	Cumulative	Budgeted	
	Receipts	Receipts	Receipts	Receipts	Receipts	Receipts	Revenue	
ESSER I (CARES Act 613F/FP) - spend by 9/30/22	29,453,288	232,842	532,920			30,219,050	30,378,113	5.03%
GEER I (CARES Act 633F/FP) - spend by 9/30/22	3,904,909	483,288	127			4,388,324	5,211,088	0.86%
						34,607,374	35,589,201	5.89%
ESSER II (CRRSA Act 554G/GD) - spend by 9/30/23								
ESSER II	46,308,063	85,420,495				131,728,558	178,107,468	29.49%
ESSER II state set aside (CRRSA Act 554GS) - spend by 9/30/23		4,607,589	199,250			4,806,839	6,324,257	1.05%
ESSER III (ARP Act 473G) - spend by 9/30/24								
ESSER III		194,220,086	14,317,456			208,537,542	383,972,189	63.57%
GRAND TOTAL ESSER FUNDS	79,666,260	284,964,300	14,850,503	0	0	379,481,063	603,993,115	100.00%



ARP ESSER Spending Plan							
		FY2022	FY2023	FY2024	FY2025	Cumulative	Cumulative
		Budget	Budget	Budget	Budget	Budget	%
Resourcing High Poverty Schools							
	School Allocations based on Student Needs	20,000,000	22,000,000	26,000,000	2,000,000	70,000,000	18.23%
	Racial Equity - "Rapid Response"	1,000,000	1,000,000	1,000,000		3,000,000	0.78%
							0.00%
	Sub-total	21,000,000	23,000,000	27,000,000	2,000,000	73,000,000	19.01%
Continuous & Extended Learning							
	Student Learning Centers & Community Learning H	6,000,000	11,000,000	12,000,000	6,000,000	35,000,000	9.12%
	Expanded Summer School Program	15,000,000	17,500,000	17,500,000	5,000,000	55,000,000	14.32%
	Student Extended Learning Opportunities	2,000,000	5,000,000	5,000,000	15,000,000	27,000,000	7.03%
	Initiatives to Directly Impact Student Acceleration	5,500,000	6,200,000	6,500,000	1,500,000	19,700,000	5.13%
						0	0.00%
	Sub-total	28,500,000	39,700,000	41,000,000	27,500,000	136,700,000	35.60%
Social Emotional & Mental Health Services							
	Student Re-engagement Initiatives submitted by Tea	300,000	340,000	360,000		1,000,000	0.26%
	Social Emotional & Mental Health Supports	3,000,000	3,000,000	3,000,000	1,000,000	10,000,000	2.60%
	Sub-total	3,300,000	3,340,000	3,360,000	1,000,000	11,000,000	2.86%
Technology Initiatives Related to Pandemic							
	Chromebooks	5,000,000	7,000,000	2,000,000		14,000,000	3.65%
	Flat Panels	7,000,000				7,000,000	1.82%
	Student Device Repairs	50,000	80,000	120,000	50,000	300,000	0.08%
	Expanded Internet Capacity & other Technology nee	1,000,000	1,000,000	1,500,000		3,500,000	0.91%
	Sub-total	13,050,000	8,080,000	3,620,000	50,000	24,800,000	6.46%
Workforce & Leadership Development							
	Retention, Recruitment, Leadership Development	91,993,394				91,993,394	23.96%
Indirect Costs (General Fund Support)							
		13,000,000	10,000,000	10,000,000	13,478,795	46,478,795	12.10%
GRAND TOTAL							
		170,843,394	84,120,000	84,980,000	44,028,795	383,972,189	

ARP ESSER III EXPENDITURE FORECAST





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