



USING ESSER FUNDS TO HELP ALL EDUCATORS SUPPORT ENGLISH LEARNERS

TESOL-NAELPA JOINT WEBINAR

MAY 22, 2023



Dr. David Holbrook
NAELPA Executive Director




Dr. Michelle Benegas
TESOL Faculty



Gracie Allely
TESOL Associate
Director, Education



Outline of Today's Presentation

- 01 • ESSER Funding Details
 - 02 • ESSER Funds for States and Districts
 - 03 • Chart of Allowable Uses of ESSER
 - 04 • Title III Required and Allowable Activities
- 

ESSER Funds

Three pots of ESSER Funding to States and Districts

CARES Act
- \$14.5
Billion

- Available until 09-30-2022

CRRSA Act
- \$54
Billion

- Available until 09-30-2023

ARP Act -
\$122
Billion

- Available until 09-30-2024

- A total of ~\$190 billion in ESSER funding is available (the annual Title I allocation is ~\$19.5 billion)
- It is allocated using the Title I formula, however, it is **NOT** Title I funds
- There are no supplement not supplant provisions – the restrictions on how these funds can be spent are associated with the impact of the pandemic

SPENDING NON- RECURRING FUNDS

- ESSER FUNDS ARE ONE-TIME FUNDS, AND ONCE THEY ARE SPENT, THEY WILL NOT BE REPLENISHED.
- UNLESS AN AGENCY HAS THE BUDGET TO ABSORB THE RECURRING COSTS OF PURCHASES MADE USING ESSER FUNDS, SUSTAINABILITY BECOMES AN ISSUE.
- DISTRICTS ARE OFTEN HESITANT TO PURCHASE AND IMPLEMENT A SOLUTION KNOWING THEY MAY NOT HAVE THE FUNDING AVAILABLE TO CONTINUE TO USE THAT SOLUTION ONCE ESSER FUNDS RUN OUT.
- TARGETED PROFESSIONAL LEARNING FOR ALL TEACHERS THAT SUPPORT MLS IS AN OPTION
- WATCH FUTURE ESSA FEDERAL FUNDING FOR EDUCATION
- CHECK OUT THE RECENT ARTICLE FROM EDWEEK:
[HTTPS://WWW.EDWEEK.ORG/LEADERSHIP/6-TIPS-FOR-MAKING-THE-MOST-OF-ESSER-DOLLARS-BEFORE-THEY-EXPIRE/2023/05](https://www.edweek.org/leadership/6-tips-for-making-the-most-of-esser-dollars-before-they-expire/2023/05)



Including ELs / MLs

- Multilingual Learners (MLs) can benefit from just about any program or activity that can be implemented using ESSER funds.
- Make sure MLs and ML considerations are included in the discussions and planning up front for all programs and activities implemented using ESSER funds. While it is not always possible, inclusion from the start is more effective than trying to ‘retrofit’ MLs in after the planning is complete.
- This requires proactive work by administrators of ML programs.

Funding for States and Districts

Required vs. Allowable Expenditures

- The CARES, CRRSA, and ARP Acts all have sections that describe the allowable use of ESSER funds.
- The CARES and CRRSA Acts don't include required use of funds sections.
- The ARP Act does include a required use of funds section for both SEAs and LEAs to use portions of their funding (LEAs 20%) to address learning loss (SEAs 5%), through summer enrichment programs (SEAs 1%), and by providing afterschool programs (SEAs 1%).



ALLOWABLE USES OF ESSER FUNDS - RESTRICTIONS

- EXPENDITURES MUST BE AN ALLOWABLE USE OF ESSER FUNDS AS OUTLINED IN ANY OF THE LAWS THAT AUTHORIZED ESSER FUNDING.
- EXPENDITURES MUST BE TO PREVENT, PREPARE AND RESPOND TO THE CORONAVIRUS PANDEMIC - “FOR NEEDS ARISING FROM OR EXACERBATED BY THE COVID-19 PANDEMIC, OR TO EMERGE STRONGER POST-PANDEMIC (TO ADDRESS PRE-EXISTING CHALLENGES THAT, IF LEFT UNADDRESSED, WILL IMPEDE RECOVERY FROM THE PANDEMIC)
- EXPENDITURES MUST BE ALLOWABLE UNDER THE REGULATIONS IN EDGAR.

SEA Allowable Uses of ESSER Funds

- The section of the CARES, CRRSA, and ARP Acts that describe the allowable use of ESSER funds (non-required activities) for SEAs is rather short and subjective.
- All three include the statement that an SEA may use ESSER funds “*for emergency needs as determined by the state educational agency to address issues responding to coronavirus*”.
- This gives SEAs a lot of flexibility in how they can use these funds.

LEA ALLOWABLE USES OF ESSER FUNDS (1 OF 3)

- THE FIRST ALLOWABLE USE OF ESSER FUNDS IN THE CARES AND CRRSA ACTS IS “ANY ACTIVITY AUTHORIZED” BY THE ESEA, IDEA, AEFLA, PERKINS CTE ACT, OR MCKINNEY-VENTO HOMELESS ASSISTANCE ACT.
- THIS IS ALSO AN ALLOWABLE USE OF ESSER FUNDS IN THE ARP ACT, BUT ONLY AFTER 20% HAS BEEN SET ASIDE TO ADDRESS LEARNING LOSS AND PROVIDE SUMMER ENRICHMENT AND AFTERSCHOOL PROGRAMS.
- AUTHORIZED ESEA ACTIVITIES ALONE PROVIDE A LONG LIST OF PROGRAMS AND ACTIVITIES THAT CAN BE IMPLEMENTED USING ESSER FUNDS.

LEA ALLOWABLE USES OF ESSER FUNDS (2 OF 3)

- ANOTHER ALLOWABLE USE OF ESSER FUNDS IN ALL THREE ACTS IS ACTIVITIES TO ADDRESS THE UNIQUE NEEDS OF SEVERAL AT-RISK STUDENT SUBGROUPS, INCLUDING ELS.
- THERE ARE SOME ACTIVITIES THAT CAN BE IMPLEMENTED THAT MAY ONLY BENEFIT STUDENTS NOT PROFICIENT IN ENGLISH BUT OTHERS THAT COULD BENEFIT ALL STUDENTS. DON'T LIMIT WHAT YOU DO OVER CONCERNS THAT THE ACTIVITIES YOU IMPLEMENT MUST BENEFIT ALL STUDENTS, OR CONVERSELY, THAT THEY MUST BENEFIT A SPECIFIC SUBGROUP ONLY.

LEA ALLOWABLE USES OF ESSER FUNDS (3 OF 3)

- OTHER ALLOWABLE USES OF ESSER FUNDS IN ALL THREE ACTS INCLUDE:
- PLANNING, COORDINATING, AND IMPLEMENTING ACTIVITIES DURING LONG-TERM CLOSURES FOR PURCHASING AND PROVIDING TECHNOLOGY
- PROVIDING MENTAL HEALTH SERVICES AND SUPPORTS
- OTHER ACTIVITIES THAT ARE NECESSARY TO MAINTAIN THE OPERATION OF AND CONTINUITY OF SERVICES IN LEAS

CHART – ALLOWABLE USES OF ESSER FUNDS



- A HANDOUT OF THE CHART IS AVAILABLE

Title III Authorized Activities (1 of 2)

- **Title III, Section 3115(d)**

- Upgrading program objectives and effective instructional strategies
- Improve the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Provide tutorials, academic or career and technical education, and intensified instruction (including materials in other languages)
- Develop and implement effective preschool, elementary and secondary EL programs coordinated with other programs and services

Title III Authorized Activities (2 of 2)

- Improve the ELP and academic achievement of ELs
- Provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families
- Improve instruction of ELs, including ELs with disabilities through acquiring or developing ed tech or instructional materials and electronic networks for materials, training, and communication
- Offer early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education
- Other activities consistent with the purposes of Title III

Other Suggestions

- Family literacy and parent, family, and community engagement activities (funds can be used to make sure any events or activities meet COVID-19 protocols)
- Purchase devices (tablets, computers, etc.) for MLs that don't have access to these items at home
- Provide internet access for MLs that don't have it by:
 - Purchasing WIFI hotspots for students, or
 - Installing mobile WIFI hotspots on busses and parking them for specific hours during the day so that students can access the internet
- Contract with bilingual mental health providers on a temporary basis to address student mental health
(https://www.edweek.org/leadership/what-its-like-teaching-through-a-youth-mental-health-crisis/2023/05?utm_source=nl&utm_medium=eml&utm_campaign=tu&M=6849278&UUID=9feea3c8d02081c1591283e1aade9264&T=9160353)

Title III Required Activities

- **Title III, Section 3115(c)**
- Activities to increase English language proficiency and EL student academic achievement
- **Provide effective professional development to educators and administrators working with ELs**
- Implement parent, family, and community engagement activities
 - Coordinate and align related programs

The Direct-Indirect Service Model for English Learners: A Mental Audit Exercise

Indirect Service

Explicit, targeted academic language instruction in all general education lessons.

Integrated Service

Explicit, targeted academic language support in the general education classroom or while using general education content.

Direct Service

Explicit, targeted academic language support independent of general education content.

How the TESOL SWEL Framework Prepares All Educators to Support English Learners

A research-based approach, TESOL SWEL prepares ELD teachers to share their expertise through delivering professional development and providing peer coaching to their general education colleagues. This collaboration leverages site-based teacher leadership to advance multilingual learner academic success in all grades and content area classrooms.

The Role of a SWEL Coach

Facilitate professional development for colleagues that ensures language development is attended to in all classrooms.

Provide one-on-one and small group non-evaluative instructional coaching to colleagues to support language development in their classrooms.

Serve as a resource for administrators to ensure that curriculum, schedules, and program design attend to the needs of English learners.

The SWEL Workshops

Workshop 1: Contextual Language Workshop

Participants attend to academic language by learning to prepare their colleagues to provide rich language instruction in the content area classroom

Workshop 2: Professional Development Workshop

This workshop examines what makes PD effective and trains participants to facilitate professional development for their peers

Workshop 3: SWEL Coaching and Administrators' Workshop

Participants learn non-evaluative peer coaching principles, set SMART goals, and plan to implement the SWEL Coaching Cycle while administrators develop an understanding of how SWEL fits into existing systems

Contact Information

Dr. David Holbrook

Executive Director, National Association of English Learner Program Administrators (NAELPA)
executive.director@naelpa.org

Dr. Michelle Benegas

TESOL International Association, TESOL Faculty
mbenegas01@hamline.edu

Gracie Allely, M.Ed

TESOL International Association, Associate Director of Education
gallely@tesol.org