

Edmonson County Board of Education

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September 21, 2021

RE: REVISED ARP ESSER PLAN (Revised December 1, 2022)

To Whom It May Concern:

Edmonson County School District has used a Google Survey to poll stakeholders in the school community in an effort for meaningful consultation as to how to best use ARP ESSER Funds. Community members which included students, parents, educators, community organizations, and elected officials were all invited to provide input as to how ARP ESSER funds can best be spent to meet district needs in alignment with the goals of the ARP ESSER program. Groups representing the historically disadvantaged segments of the population in Edmonson County included the Community Education program and the Youth Service and Family Resource Centers. They also provided input at the ARP ESSER meetings. Multiple meetings were held to gain stakeholder input. With this in mind, Edmonson County Schools has developed the following plan:

1. *The extent to which and how funds will be used to implement prevention and mitigation strategies consistent with CDC guidance on reopening schools.* Edmonson County Schools will use a portion of ARP ESSER funds to insure a safe and healthy learning environment for student and staff.
2. *How the LEA will use funds to address the academic impact of lost instructional time through the implementation of evidenced-based learning interventions.* Edmonson County Schools will use a portion of the ARP ESSER funds to hire interventionist teachers to assist students who have lost instructional time due to the COVID pandemic, as well as proven instructional programs for students in non-traditional learning situations disproportionately impacted by the pandemic. Citations are listed which were used as the criteria for selection learning interventions. The tools include:
 - Annotate
 - Scholastic Rise Up
 - Lexia
 - Pioneer Valley Leveled Reading Assessments
 - HMH Decodable Readers
 - Case 21
 - Edgenuity
 - Pathblazer
 - Renaissance Place/Star
 - Playground Mulch (to increase social distancing)

3. *How the LEA will spend the remainder of its funds.* Edmonson County Schools plans to spend a majority of ARP ESSER funds on improving Air Quality in light of needs due to the COVID pandemic.
4. *How the LEA will insure that interventions address the academic impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students.* Edmonson County Schools plan to use the aforementioned interventionist teachers to assist students who have lost instructional time due to the COVID pandemic, as well as proven instructional programs for students in non-traditional learning situations disproportionately impacted by the pandemic.

Please contact me if you have further questions.

Yours truly,

Brian Alexander, Superintendent

Research Citations to Support ARP ESSER Budget Plan

“School Practices to Address Student Learning Loss”. Elaine Allensworth, University of Chicago Consortium on School Research: Nate Schwartz, Annenberg Institute at Brown University: June 2020.

“Broad-Based Academic Support for All Students”. Kathleen Lynch, Annenberg Institute at Brown University: Heather Hill, Harvard University: July 2020.

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O’Conner, W.L. (2017). Sociocultural early literacy practices in the school and home context: The role of a digital library (Unpublished doctoral dissertation, University of California, San Diego).

Ortlieb, E., Sargent, S. & Moreland, M. (2014). Evaluation the efficacy of using a digital reading environment to improve reading comprehension within a reading clinic. *Reading Psychology*, 35(5), 397-421.

Harkin, B., Webb, T.L., Chang, B.P., Prestwich, A., Conner, M., Kellar, L. Benn, Y., & Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the expimental evidence. *Psychological Bulletin* 147(2), 198-229.

Dorn, E., Hancock, B., Sarakatsannis, J., and Viruleg, E. (2021). COVID-19 and Education: The lingering effects of unfinished learning. McKinsey & Company.
<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

Spitzer M.W.H. & Musslick S. (2021) Academic performance of K-12 students in an online-learning environment for mathematics increased during the shutdown of schools in wake of the COVID-19 pandemic. *PLoS ONE* 16(8): e0255629. <https://doi.org/10.1371/journal.pone.0255629>

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