

ESSER Funding Cliff

Should We Keep It Or Should We Let It Go

ESSER Grants

Grant	Grant End Date	# of Days left	# of Months left
ESSER II Summer Learning Camps	8/31/2023	161	7
ARP IDEA	9/30/2023	182	8
ARP IDEA Pre-K	9/30/2023	182	8
ESSER II - Civics Literacy	9/30/2023	182	8
ESSER II - CTE Dual Enrollment	9/30/2023	182	8
ESSER II - K-3 Reading Tutoring	9/30/2023	182	8
ESSER II - Lump sum	9/30/2023	182	8
ESSER II - Technology	9/30/2023	182	8
American Rescue Plan - Homeless Children and Youth (ARP-HCY)	9/30/2024	443	20
ESSER III - 20%	9/30/2024	443	20
ESSER III - 80%	9/30/2024	443	20
HIITS - High Impact Reading Interventions and Targeted Reports	9/30/2024	443	20

How Did We Budget Funds

- Supplemental, one-time investments
- Typical on-going operating expenditures
- A combination

Table Talk

- What are your district's major ESSER initiatives?
- Rank Order your ESSER initiatives
- Which ones will continue after ESSER III sunsets?

Getting Started

1. Conduct an initiative inventory
 - Categorize the funded initiatives
 - What initiatives are recurring costs
 - What initiatives will end during the course of the grant
 - What initiatives meet district goals
2. Determine success criteria for each initiative
 - How will success of the initiative be measured
 - What data will be used to measure the program success
3. Schedule regular strategic abandonment sessions

Strategic Abandonment Tool

Criteria	Founded (3)	Questionable (2)	Unacceptable (1)
1. The program maintains a clear metric for measurement.	The program's outcome or service rendered is defined, and a clear metric exists to measure the program on a frequent basis.	The program's outcome or service rendered is defined, but no metric to measure the program is available.	The program's outcome or service rendered is unclear and undefined.
2. The program's outcome demonstrates effectiveness.	The program's outcome or service rendered is highly effective with most students.	The program's outcome or service rendered is moderately effective with most students.	The program's outcome or service is largely ineffective with most students.
3. The program supports teaching and learning.	The program directly supports teaching and learning through enhancing the educational setting, and faculty and staff can directly identify the tie between the program and instruction.	The tie between teaching and learning and the program is related upon evaluation. However, faculty and staff are not aware of the program's direct impact on instruction.	There is no close tie or a very limited tie between the program and teaching and learning.
4. The program's service cannot be replicated otherwise.	The program's service is specialized and must be provided by specially trained personnel to ensure effectiveness, efficiency, and safety to all the program serves.	The program's service can be provided by alternative personnel, but training and specialized supervision are necessary for the service to be conducted in an efficient, effective, and safe manner.	The program's service can be provided by alternative personnel with little to minimal training within the scope of the work day or work week.
5. The program's cost-to-benefit ratio is reasonable.	The benefits of the program or service clearly outweigh the cost.	The benefits of the program or service are not clear enough to determine if the cost is justified.	The benefits of the program or service are insufficient to justify the cost.
6. The program is operated by the best personnel.	The program is administered by personnel who are familiar with the program and who stay within timelines and budget the vast majority of the budget year.	The program is administered by personnel who are familiar with the program, yet personnel struggle to meet timelines or stay within budget.	The program is administered by personnel who are unfamiliar with the program or unable to execute the program's intent within acceptable timelines and costs.
7. The program is necessary for the successful functioning of the district.	Should the program not operate, the district would feel an immediate impact and the service would have to begin immediately for the district to maintain successful operation.	Should the program not operate, the district would function at a less than acceptable level, and the service would have to begin anew within a month of its service discontinuance.	Should the program not operate, the district would continue to function with minimal disruption within a semester or an academic year.
8. The loss of the program would cause a problem with a significant stakeholder group.	A significant stakeholder group depends on this program and loss would create a loss of faith.	A significant stakeholder group is interested in this program but loss would not create a loss of faith.	No significant stakeholder group is invested in this program.
RANGE	19-24 = Founded	15-18 = Questionable	14 or Below = Unacceptable

TOTAL = _____

Extenuating Circumstances _____

Articles and Tools

- Strategic Abandonment tool - <https://dm0gz550769cd.cloudfront.net/shape/40/40b173f806a294d868e4ebf64228ad19.pdf>
- Strategic Abandonment: 3 Tips for Letting Go - <https://engage2learn.org/blog/2022/02/25/strategic-abandonment-3-tips-for-letting-go>
- [Planning Spending for Long-Term Sustainability](#) including fully sizing the cliff and planning how to shift spending