

CREATED FALL 2024

ESSER STORYTELLING TOOLKIT

Stories and messages in support
of fair funding for public schools

A collaborative, living document from the
Partnership for the Future of Learning



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About the Toolkit

Welcome to the Partnership for the Future of Learning’s ESSER Storytelling Toolkit — a follow-up resource to the [ARP+ Info Hub](#) that was released when federal COVID funding was announced. When it comes to emergency funding for public schools, there’s a lot that advocates can do to provide their audiences with information and positive narratives in support of public education funding. But not everyone knows what ESSER is, why the funding has a cutoff, what school districts have accomplished, or what’s ahead.

This toolkit serves as a resource for partners working to describe how public funds can be used effectively so that schools are centers of belonging, opportunity, and healing.

This is a collaborative, living toolkit effort, with many partners having contributed stories, resources, and messaging that works.

How to Use

Content included is derived directly from the sources linked. If copying and pasting content, it is advisable to quote directly from the source/citation.

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Background

What emergency funds were available to schools during COVID, and what were the requirements?

Congress passed several COVID-19 relief packages, including three that provide funding to K-12 school districts to help them reopen schools safely, support students in catching up on lost learning, and tackle other pandemic-related challenges.¹ These funds also offer a chance to reimagine public education, address ongoing inequities, and create student-focused systems and policies.

In total, Congress allocated \$190.6 billion to the Elementary and Secondary School Emergency Relief Fund (ESSER) for COVID-19 relief in public K-12 schools. 90% of that funding went straight to local school districts, prioritizing school districts with high concentrations of students from low-income families. For more information about how the money was distributed, go to the Partnership's [ARP+ Info Hub](#).

ESSER Guidance from the U.S. Department of Education

The U.S. Department of Education has released detailed information on the federal dollars allocated to the ESSER funds in the three COVID-19 relief packages. Many can be accessed through USED's main [ESSER page](#). The federal relief funds offer a unique opportunity to reconsider how and what types of learning experiences are provided to students – particularly students of color, low-income students, and other historically marginalized students – and to remodel systems to advance racial equity and meaningful learning.

State ESSER Plans and Funding Figures

State Education Agencies and school districts were required to develop plans to use American Rescue Plan (ARP) ESSER funds and were required to consult with students, families, school staff, unions, and other key community members, as per USED [rules](#). Districts also needed to develop a plan for returning to safe in-person instruction, post it on their websites, and update it every six months, incorporating feedback from the community for these updates.

States' plans are available from USED [here](#). Disbursement of ESSER funds by USED can be tracked [here](#). The National Conference of State Legislatures also maintains helpful data:

¹ The three COVID-19 relief packages that provide funding for public K-12 schools included the [Coronavirus Aid, Relief, and Economic Security Act](#) or CARES Act, approved March 2020, which established the [Education Stabilization Fund](#), which is made up of four new grant programs, including the [Elementary and Secondary School Emergency Relief Fund](#) or ESSER fund. The Coronavirus Aid, Relief, and Economic Security (CARES) Act of 2020 or ESSER I, allocated \$13.23 billion; the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 or ESSER II, allocated \$54.31 billion; and the American Rescue Plan of 2021 or ESSER III, allocated \$121.97 billion.

- [Elementary and Secondary Education Relief Fund Tracker](#) provides a snapshot of the amount of ESSER funds each state received and highlights from their plans to spend them.
- This [larger package of information](#) on Federal COVID relief funding, including a tracker for GEER funding, state action related to relief funds, and other issues.

ESSER Funds for Student-Centered And Equitable Learning Experiences

The infusion of ESSER funds has provided a chance to create student-centered and equitable learning experiences. It's been crucial for schools to focus on historically marginalized students, including students of color, Indigenous students, those with disabilities, students experiencing houselessness, low-income students, and multilingual students. ESSER funds have been used to promote racial equity, offer meaningful learning opportunities, and establish community schools. Community schools are especially well-equipped to effectively address the various challenges many students face, which the pandemic worsened.

Key Messages for a Positive ESSER Narrative

1. Highlighting Successes

- a. **Positive Outcomes:** Share specific achievements made possible by ESSER funds, such as improvements in health and safety measures, enhanced mental health services, significant progress in addressing learning loss, technology upgrades, and support for marginalized students.
- b. **Say:** "ESSER funds have enabled remarkable achievements, including improvements in health and safety, enhanced mental health services, significant progress in addressing learning loss, and technology upgrades that support marginalized students."
- c. **Impact Stories:** Provide real-life examples of how ESSER funding has benefited students, schools, and communities.
- d. **Transparency and Data:** Offer clear, accessible data on fund allocation and outcomes. Transparency builds trust and demonstrates accountability.
- e. **Effective Utilization:** Showcase how funds were used strategically to address immediate pandemic-related challenges and long-term educational disparities. Highlight successful programs and initiatives funded by ESSER.
- f. **Evidence-Based Practices:** Emphasize the use of evidence-based practices in fund allocation, such as programs to address learning loss, mental health support, and community engagement.

2. Addressing Concerns

- a. **Acknowledgment of Challenges:** Recognize the impending expiration of ESSER funds and the concerns it raises. Emphasize the importance of proactive planning (applying for late liquidation, seeking alternative state and local funding). Mention the compounding factors (i.e inequitable school funding

- formulas, disinvestment in education by the state, inflation) that will further exacerbate the ESSER cliff.
- b. Fiscal Responsibility: Highlight the measures taken to ensure efficient and responsible use of funds. Address critics' concerns by demonstrating how funds were used effectively to meet immediate and long-term needs.
 - c. Ongoing Needs: Stress that while ESSER funds were a temporary solution, the needs they addressed (such as mental health support, teacher shortages, and educational resources) are ongoing and require sustainable funding solutions.

3. Future Proofing and Planning for Education

- a. Sustainable Solutions: Advocate for long-term investment in education to sustain the improvements made with ESSER funds. Highlight the need for policies that provide stable financial resources and support long-term educational goals. ([See CCSSO Resources](#))
- b. Strategic Budgeting: Communicate the necessity of strategic budgeting to prepare for the ESSER cliff. Explore alternative funding sources, reallocate resources efficiently, and prioritize critical programs and services.
- c. Legislative Support: Push for legislative support to secure sustainable funding for education. Emphasize the importance of policies that ensure equitable funding distribution and address systemic inequities.
- d. Investing in Infrastructure: Advocate for continued investment in educational infrastructure, including technology and facility upgrades, to create resilient and adaptable learning environments.
- e. Professional Development: Highlight the importance of investing in professional development for educators to maintain high teaching standards and adapt to evolving educational needs.
- f. Adaptability: How will adaptable strategies be implemented to account for changing circumstances and needs? Emphasize the importance of flexibility in planning and resource allocation.

4. Describe Approach for Collaboration and Community Engagement

- a. Emphasize the importance of collaboration among state legislators, school district leaders, and the community to navigate financial challenges. Encourage a united approach to advocating for necessary resources and policy changes.
- b. Emphasize Partnerships with Community-Based Organizations (CBOs): States and districts are not operating in isolation. Our partnerships with CBOs, STEM hubs, universities, and other educational entities foster a collaborative environment.
- c. Say: States and districts are collaborating with after school learning programs, mental health professionals, Jumpstart Kindergarten CBOs, STEM hubs, and community organizations. These partnerships foster excitement and readiness for future projects, aligning with long-term goals.

- i. Afterschool Learning Programs enhanced student engagement and support.
- ii. Collaborations with mental health professionals ensure that our students receive the necessary support for their well-being.
- iii. Jumpstart Kindergarten helps ease the transition into kindergarten, making it a positive experience for children and families.
- iv. STEM Hubs and University partnerships bring innovative STEM learning opportunities to students, preparing them for future careers and fostering excitement for science and technology.
- d. Our collaborative efforts build strong relationships that align with long-term goals, ensuring sustained support and success for educational initiatives. By working together with community partners, we create a supportive network that enriches our educational programs and aligns with our long-term goals for student success.
- e. Collaborating with various community entities ensures that educational initiatives are well-supported and meet the diverse needs of our students.
- f. These partnerships not only support current projects but also foster excitement about future collaborative opportunities, enhancing the overall educational experience.
- g. Questions
 - i. Feedback Mechanisms: What mechanisms exist for continuous feedback and improvement?
 - ii. Stakeholder Involvement: How will stakeholder involvement happen? Describe how community members will be engaged in discussions about future funding needs and priorities. Ensure their voices are heard in the decision-making process.
 - iii. Community Forums and Input: If happening, how will community forums and input be facilitated? Explain how forums and discussions will be hosted to gather input and support from the community. Provide regular updates and solicit feedback to maintain transparency and inclusiveness.

5. Emphasizing Equity

- a. Targeted Support: Describe how resources will reach the students and communities with the highest needs because Title I school districts that serve a higher proportion of low-income families received the most funding through ESSER. Use data to highlight how ESSER funds have addressed inequities and support efforts to continue this focus.
- b. Equitable Funding Distribution: Advocate for policies that ensure equitable distribution of funds, particularly for high-poverty and high-need districts.

Featured Stories by Topic

Afterschool and Summer Programs

Summary: ESSER funds provided a significant boost to afterschool and summer programs across the United States, helping schools address the academic, social, and emotional impacts of the COVID-19 pandemic. Schools nationwide used these funds to expand existing programs and create new opportunities that combined academics with enrichment activities. This funding enabled schools to reach more students than ever before, offering safe and engaging environments that supported learning recovery, fostered a sense of belonging, and built students' confidence. Many districts partnered with community organizations to maximize resources, resulting in innovative and comprehensive programs that were tailored to the unique needs of their communities.

[A Review of School Districts' Use of American Rescue Plan Funding to Support Afterschool and Summer Opportunities](#), Afterschool Alliance, 2023 with 6,315 school district plans reviewed. Also see the [2024 fact sheet](#) with updates (featured stories below).

Featured Stories:

- **Arizona (Summer Programs):** [The Tuba City Unified School District \(Arizona\)](#) located on the Navajo Reservation, dedicated \$900,000 in ESSER III funds to expand their summer program offerings and double the number of K-12 students (up from 245 to 500) served during 2022 and 2023. Enrichment opportunities included a Native language program; weekly field trips; and hands-on projects focused on geography, the environment, and hydrology.
- **Georgia (Out-of-School Programs):** [Building Opportunities in Out-of-School Time \(BOOST\) grant](#), made possible through state afterschool set aside ESSER III funds: (1) Supported 97 community-based organizations and 4 statewide organizations; (2) Reached more than 67,000 youth through afterschool programming; (3) Reached more than 78,000 youth through summer programming; (4) Is serving students from low-income families (98%), students with special needs (65%), students in foster care (64%), and English language learner students (58%).
- **Maine (Afterschool Programs):** [The RSU 13 School District](#) invested \$550,000 in ARP ESSER funds to provide free afterschool and summer programs to K-8 students at all five of its schools. Students enjoyed hands-on academics and enrichment, including STEM activities, art, and trips. Through a partnership with the Herring Gut Science Center, youth learned about different habitats and created a sustainable mural out of beach materials. As COVID-relief funds wind down, all of these school districts are pursuing alternative funding streams, but are uncertain about how to continue providing young people the same level of afterschool and summer supports without sustainable funding.

Key Points:

- More than 8 in 10 school districts dedicated some ARP ESSER funds to afterschool and summer opportunities, with at least \$5.4 billion going toward afterschool and summer programming.
- Summer programming was the most popular strategy to address learning recovery, and a majority of school districts allocated ARP ESSER funds to both afterschool and summer programming.
- Tutoring and academic-only focused supports were the most common type of ARP ESSER funded afterschool activity
- As ARP ESSER funds dwindle, many districts face uncertainty about the future of these essential programs. Despite their success, without continued funding, the sustainability of these afterschool and summer learning opportunities is at risk.
- Students who regularly attended ESSER-funded afterschool and summer programs had a 73% chance of avoiding learning loss, compared to just 13% for students who attended fewer sessions.

College and Career Connected Learning

Summary: ESSER funds have been instrumental in expanding college and career-connected learning programs across the United States. These funds enabled school districts to enhance technical education, dual enrollment programs, and career pathways, preparing students for post-secondary success. Schools and districts used ESSER funding to create hands-on learning opportunities and partnerships with local industries, ensuring that students gain practical experience in high-demand fields. These investments aim to reduce dropout rates, increase graduation rates, and equip students with the skills needed for the workforce.

Featured Stories:

- **Colorado (Rural Coaction Grant):** Rural school districts across Colorado have collaborated under the [Rural Coaction Program](#), funded through ESSER III, to create career pathways and expand career-connected learning opportunities for students. The Fremont Multidistrict Initiative (FMI) in [Fremont County](#), for example, involved partnerships between Cañon City, Florence, and Cotopaxi school districts, along with Pueblo Community College. Through the \$1.1 million Rural Coaction grant, the districts developed programs in agriculture, automotive work, healthcare, and more. This initiative provides students from different districts access to career and technical education (CTE) opportunities, regardless of where they live, allowing them to gain valuable skills and even college credits while still in high school. Another example is the [Northeast Colorado Board of Cooperative Educational Services \(Northeast BOCES\)](#), which received \$2 million in Rural Coaction grants. Partnering with local community colleges, this initiative focuses on career pathways in high-demand fields like healthcare, construction, and technology.
- **Indiana (Career Pathways Program):** Indiana Department of Education used ESSER funds to create a competitive grant program which encourages pre-K through grade 12 schools to partner with employers, local community organizations, education service

centers and postsecondary institutions to design and execute career pathway programs. [The Explore, Engage, and Experience \(3E\) Grant](#) provides career exploration opportunities for students in pre-K, elementary school and middle school, and hands-on work experiences for high school students. The pathways align with high-wage, high-demand job opportunities in the local economy and illuminate the range of opportunities available to students after high school

- **Ohio (Tech Career Labs):** [Wayne High School in Huber Heights School District](#) is using ESSER funding to build three career tech labs which will allow students to experience hands-on education within fields such as welding, HVAC and construction.
- **Oregon (Career Connected Learning):** Lane Education Service District and Southern Oregon Oregon Education Service District (ESD) were awarded more than \$2.6 million in grant funding from the Oregon Department of Education through the Elementary and Secondary School Emergency Relief (ESSER III) fund. With this funding, Lane and Southern ESDs partnered with the Mid-Willamette Education Consortium to create and pilot [Team Oregon Build](#) (video), expanding upon the existing Career and Technical Education (CTE) Programs already operating in these regions. The expansion encompasses areas impacted by recent wildfires, including the Southern Oregon Education Service District and Mid-Willamette Education Consortium. Team Oregon Build (TOB) is an innovative partnership between education, industry, state, and community to introduce youth to career pathways within high-wage and high-demand construction trades. Education and Community partners from three Oregon regions dramatically impacted by wildfire and homelessness launched this career-connected learning and disaster/crisis response initiative.



Team Oregon Build

Key Points: (from [Career-Connected Math Aligns with ESSER Funding Priorities](#), NS4ed, 2023)

- **Expansion of Career and Technical Education (CTE) Programs:** ESSER funds have been crucial in expanding CTE programs in various districts. These programs provide students with hands-on training in fields like manufacturing, healthcare, and technology, helping them gain industry-recognized certifications and skills for future employment.
- **Support for Dual Enrollment Programs:** Several districts used ESSER funding to enhance dual enrollment programs, enabling high school students to take college

courses for credit. This approach prepares students for college-level work and increases college access for historically underrepresented students.

- **Building College and Career Pathways:** ESSER funds supported the development of structured pathways from high school to postsecondary education and careers, particularly in fields with high labor market demand. These pathways often integrate academics with technical skills and work-based learning experiences.
- **Focus on Equity in College Readiness:** The report emphasizes the importance of using ESSER funds to provide targeted support for students from low-income backgrounds, students of color, and those in rural areas to ensure equitable access to college readiness programs and career opportunities.
- **Work-Based Learning Initiatives:** Many districts implemented work-based learning opportunities such as internships and apprenticeships, funded by ESSER, to help students gain real-world experience in their chosen fields while still in high school.

Community Schools Strategies

Summary: Community schools are a [time-tested](#), century-old improvement strategy for existing public schools — based on the strengths and needs of the local community. In recent years, we've seen exciting, increased focus and investment in this approach as a proven strategy. The use of ESSER funds has been pivotal in expanding and strengthening community school initiatives across the U.S. *For more information, go to [Investing in Community Schools](#), Learning Policy Institute, 2021 and [State Strategies for Investing in Community Schools](#), Learning Policy Institute, 2023.*

Featured Stories:

- **California (Community Schools):** California has made the nation's largest [investment in community schools](#). In 2020, the state established a pilot competitive grant program to sustain and expand existing community schools, using \$45 million from the Elementary and Secondary School Emergency Relief Fund (ESSER). Then, in 2021, the state funded the [California Community Schools Partnership Program \(CCSPP\)](#) to significantly strengthen and expand both new and existing community school initiatives. This investment is intended to provide sufficient resources for every high-poverty school in California to become a community school within the next 5 to 7 years. ([LPI, 2023](#))
- **Illinois (Community Schools):** In 2021, using federal ESSER funding, Illinois established the [Community Partnership Grant program](#). In March 2022, the Illinois State Board of Education awarded 136 grants totaling \$86 million (and representing more than 684 school sites) to support the mental health of students and educators through community school partnerships over the course of 2 years.⁴¹ During the first year of the 2-year grant program (fiscal year 2022), each grantee received \$323,529 in funding. ([LPI, 2023](#))
- **Vermont (Community Schools):** [Vermont passed Act 67](#) (the Community Schools Act) as a recovery strategy for small and rural communities across the state impacted by

COVID-19, using \$3.4 million in federal ESSER funding to develop a competitive pilot grant program. (LPI, 2023) [Partnerships](#) with social and health service agencies, schools receiving the grant will integrate medical, mental health, and social services directly into the school environment. This will provide students with expanded access to healthcare, including medical, dental, vision, and mental health services, as well as counseling and support for challenges related to housing, transportation, nutrition, immigration, and criminal justice.

Key Points:

- **Funding Flexibility:** A growing number of states are investing in community schools using a mix of federal recovery funds (such as ESSER) and state funding. This investment provides schools with resources to address a broad range of student needs. States like California, Illinois, and Vermont used ESSER funds to launch or expand community school programs, with an emphasis on serving high-need districts.
- **Targeted Investments:** States prioritize funding for high-need schools and districts, often defined by criteria such as student poverty levels, English learner status, and homelessness. California, for example, targeted schools with high-need students, while Maryland and New York provided ongoing formula-based funding to schools with a high concentration of poverty.
- **Evidence-Based Approaches:** Community schools focus on four evidence-based pillars: integrated student supports, expanded learning time, family and community engagement, and collaborative leadership (also see the expanded six-part [framework](#) from Community Schools Forward). These strategies have been shown to improve student outcomes, including attendance, academic achievement, and graduation rates.
- **Capacity Building and Technical Assistance:** Several states, including California and New York, provide technical assistance through regional hubs or state agencies to support community school implementation. These hubs offer best practices, training, and ongoing support to ensure the success and sustainability of community school initiatives.
- **Sustainability and Growth:** While some states rely on competitive grants, others, like Maryland and New York, provide ongoing support through their school funding formulas, ensuring long-term sustainability for community schools. This is crucial for maintaining essential services such as mental health support, extended learning, and family engagement.
- **Impact on High-Need Communities:** Community schools are particularly impactful in high-poverty areas, offering comprehensive support to students and families, from healthcare to academic enrichment. States are increasingly recognizing the value of this approach in addressing inequities exacerbated by the COVID-19 pandemic.

Curriculum and Instruction

Summary: ESSER funds have been pivotal in enabling school districts across the nation to enhance their curriculum and instructional practices. Districts used this unprecedented

funding to develop, update, and standardize curricula in key subjects like math, reading, and science. These efforts often involved compensating local educators for their expertise, ensuring that materials were both evidence-based and aligned with student needs. The funding also allowed districts to implement new instructional models, support professional development, and integrate technology to create more dynamic and engaging learning experiences for students.

Featured Stories:

- **Tennessee (Curriculum Development):** [Metro Nashville Public Schools](#) used ESSER funds for evidence-based curricula in reading and math; leadership development; and such wrap-around supports as no-cost breakfast and lunch for all students, peace centers and “high-dosage” tutoring.
- **Wyoming (Curriculum Development):** The [Kent County School District](#) used a portion of its ESSER funds to pay local expert educators to develop secondary curriculum resources and pacing guides. This initiative allowed teachers to be compensated for creating standardized curriculum materials beyond their regular classroom duties, which were then integrated with the district’s gradebook system. This effort streamlined curriculum across the district, providing a consistent learning experience for students while giving teachers flexibility to adjust materials as needed. The project also supported new teachers by offering ready-made resources, allowing them to focus on lesson planning rather than curriculum development. Teachers expressed positive feedback, noting that this use of ESSER funds both supported professional growth and enhanced the quality of instruction for students.

Key Points:

- **Evidence-Based Curriculum Implementation:** Many districts used ESSER funds to adopt or develop curricula that are rooted in research, ensuring that students receive high-quality instruction aligned with academic standards. This includes programs aimed at improving literacy, math skills, and science instruction.
- **Compensation for Teacher Expertise:** Rather than relying on teachers to do additional work for free, districts used ESSER funds to fairly compensate educators for their contributions to curriculum development. This not only supported teachers financially but also ensured that the curriculum was tailored to meet local student needs.
- **Streamlined Curriculum and Instruction:** ESSER funding enabled districts to standardize curriculum across schools, making it easier for teachers to deliver consistent and cohesive instruction. These efforts also reduced the burden on new teachers by providing ready-to-use materials, allowing them to focus on effective teaching rather than creating curriculum from scratch.
- **Support for New Instructional Models:** ESSER funds supported the adoption of innovative instructional practices, including project-based learning, blended learning, and the integration of technology in the classroom. These approaches aimed to make learning more engaging and to address gaps in student achievement.

- **Sustainability and Future Planning:** Districts have been using ESSER funds to build sustainable instructional practices that will continue to benefit students even after the funding runs out. This includes training teachers in new curricula and instructional methods, ensuring long-term positive impacts on student learning.

Early Learning and Kindergarten

Summary: ESSER funds have played a crucial role in expanding early learning and kindergarten programs across the United States, addressing the significant impact the pandemic has had on young learners. School districts have utilized this funding to enhance pre-kindergarten and kindergarten readiness programs, support early literacy development, and provide targeted interventions to ensure students are ready for school success. These initiatives include creating summer programs to ease the transition into kindergarten, offering additional supports for families, and providing professional development for early childhood educators. By investing in early learning, districts aim to mitigate learning gaps before they widen, laying a strong foundation for students' future academic success.

Featured Stories:

- **Hawaii (Kindergarten Readiness):** The Hawaii Board of Education approved a plan to allocate \$3.5 million in ESSER funding for a [free three-week summer start transition program](#) for incoming kindergarteners. The program aims at boosting student's confidence and independence to help ease their transition into kindergarten. Another key ESSER-funded initiative is [Hawaii's Kindergarten Entry Assessment](#) which is a holistic assessment that provides information on student language and literacy skills, and childhood development. The assessment equips teachers with information to differentiate instruction based on students' needs.
- **Ohio (Early Literacy):** The Ohio Department of Education and Workforce (ODEW) spent \$30 million of ESSER funds on six different literacy initiatives. In order to reach pre-kindergarten students ODEW collaborated with the [Literacy Lab's Leading Men Fellowship program](#) which recruits young men of color between the ages of 18-24 who have a high school diploma but no bachelor's degree to serve as pre-kindergarten tutors for a yearlong residency-style fellowship.

Key Points:

- **Enhanced Kindergarten Readiness Programs:** ESSER funds have allowed districts to expand early learning programs, with a focus on preparing children for kindergarten. These programs include targeted interventions in literacy, math, and social-emotional skills, helping to ensure that students start school on the right foot.
- **Support for Early Literacy Development:** Districts have used ESSER funding to invest in early literacy initiatives, recognizing that strong literacy skills are foundational to future academic success. This includes providing professional development for early

childhood educators, adopting evidence-based literacy curricula, and implementing family literacy programs.

- **Summer and Transition Programs:** Summer programs such as Jumpstart Kindergarten have been essential in addressing unfinished learning among pre-kindergarten students. These programs help bridge the gap between pre-K and kindergarten, offering children an opportunity to develop the academic and social skills needed for a successful transition to school.

Educator Support, Professional Development, & Hires

Summary: Prior to the COVID-19 pandemic school districts across the country were already facing immense staff and educator shortages. The disruptions to in-person learning, student behavioral challenges, and overall increased demand led many teachers to burn-out and leave the classroom. As a result, even though the funding was non-recurring, many district leaders were left with no choice but to use ESSER funds to hire and retain staff. School districts spent over \$1.4 billion on recruitment and hiring, pipeline programs, and training and professional development. These teachers, mental health professionals, and math and literacy interventionists were all critical in addressing learning loss and supporting student success.

Featured Stories:

- **Iowa (Grow Your Own / Increasing Diversity):** The [Iowa City Community School District](#) received approximately \$42 million in ESSER funding, which included around \$28 million from the American Rescue Plan. This significant financial support helped launch the district's "Grow Our Own" program, which is aimed at diversifying the educator workforce. The program features three pathways: teacher to administrator, support staff to teacher, and student to teacher. Participants benefit from mentorship, tuition support, and career development opportunities. The initiative is designed to better reflect the diversity of the student population and to ensure long-term success in public education. This effort not only diversifies the teaching staff but also provides ongoing mentorship and support to participants, ensuring a sustainable and inclusive approach to education.
- **Ohio (Staff Salaries and Benefits):** Fairborn City Schools in Ohio received \$16.1 million in ESSER funds, primarily used to maintain current staff salaries and benefits, while \$7.4 million supported hiring additional staff, including counselors and teachers focusing on early literacy and math. District Treasurer Kevin Philo highlighted that this funding helped stabilize the district during uncertain times. Similarly, Mad River Local Schools received \$11.7 million, largely for retaining staff. About \$1.4 million funded recovery learning teachers and therapists, though these positions will end when the funds expire. Superintendent Chad Wyen noted that staffing adjustments may be necessary as the district reconsiders its funding approach post-September 2024.

Key Points:

- **Impending Staff Cuts:** As the ESSER spending deadline approaches, many districts face potential staff cuts due to the expiration of these funds. Experts estimate that up to 250,000 education jobs could be at risk, particularly in districts where enrollment has declined. ([K-12 Dive](#), 2023)
- **Teacher Shortage Nuances:** Teacher shortages are more nuanced than initially thought, with vacancies more prevalent in specific subjects such as science, math, and special education. Districts need to focus on retaining high-performing teachers and strategically addressing school-level needs as ESSER funds diminish. ([K-12 Dive](#), 2023)
- **Future Uncertainty:** Without concrete data on current teacher vacancies, districts are making decisions without a full understanding of the labor market. Experts stress the need for improved data collection and state-level action to sustain essential staffing and prevent a worsening teacher shortage. ([K-12 Dive](#), 2023)

Equity, Diversity, Inclusion, and Belonging

Summary: ESSER funds have played a crucial role in promoting equity, diversity, inclusion, and belonging (EDIB) in school districts across the United States. From racial equity initiatives to creating inclusive learning environments, these funds have empowered districts to address systemic inequities and ensure that all students, regardless of background, have access to high-quality education. By focusing on targeted academic interventions and culturally responsive practices, districts have worked to close opportunity gaps and create environments where every student feels seen, valued, and supported.

Featured Stories:

- **Kentucky (Racial Equity):** [In Jefferson County Public Schools](#), superintendent Marty Pollio touted the district's math and reading recovery efforts and outcomes, including that Black students have fully recovered from reading losses during the pandemic: "I believe our focus on racial equity has played a big role in that success," Pollio said at a news conference.
- **Indiana (Equity and Inclusion):** [Gary Community School Corporation](#) has focused on addressing the needs of disadvantaged populations through ESSER funding. Their focus has been on "agile spaces provide an equity of opportunity, so every single student has an opportunity to sit, stand, or learn in any way they need to. They also foster security in safely giving your opinion, solving problems, and working through conflict, while offering both personal and private spaces to promote reflective behaviors."
- **New Mexico (Racial Equity, Inclusion, and Summer Programming):** The University of Colorado Boulder Research Hub for Youth Organizing (CU Boulder) and the Cuba Independent School District (CISD) developed a 4 ½ - week long [Summer Research Institute \(SRI\) program](#). The program is designed to encourage student voice by engaging high school students in [research that addresses questions of equity and social justice in the CISD community](#). The SRI is part of a broader, CISD transformation initiative intended to increase educational equity by addressing racial/cultural tensions and supporting Native American and Latine students who have historically been

marginalized within the school system. An [evaluation](#) of the program found the program led to students having stronger research skills and more positive relationships between CISD teachers, students and CU Boulder teachers, and community members.

Key Points:

- **Closing the Gap: Title I School Districts:** ESSER funding was allocated through the same formula as Title I of the Elementary and Secondary Education Act of (1965). This means that school districts serving higher proportions of low-income students and students of color received more significant funding increases than wealthier districts. Because education funding has historically been rooted in systems of inequality—tied to property taxes, housing inequality, state underfunding—ESSER represented an opportunity to close the funding gap by providing opportunities. As we approach the ESSER deadline of September 30, many Title I school districts will lose significant funding. It is critical that policymakers prioritize equity by designing funding formulas that provide a larger share of funds to low-income school districts with greater needs ([CBPP, 2024](#)).
- **Increasing Student Achievement:** Two 2024 studies have found that ESSER spending positively impacted student test scores. For instance, \$1,000 in ESSER spending was worth about three-hundredths of a grade level of student progress in math and two-hundredths of a grade level of student progress in literacy. The analysis also found that between a third and a half of academic recovery in the highest-poverty districts could be attributed to ESSER therefore, helping reduce inequality. ([Chalkbeat, 2024](#)).
- **Diversifying School Staff:** Many school districts used ESSER funds to hire and retain school staff with a particular focus on attracting a diverse pool of candidates through grow-your-own programs and other strategies. Unfortunately, as school districts face the ESSER cliff many districts will have to cut key programs and staff often through a last in first out strategy. Because many junior educators tend to be the most diverse ([TNTP, 2023](#)) this means districts could lose teachers and staff of color and other underrepresented identities ([Brookings, 2023](#)).

Facilities and Transportation Maintenance and Improvements

Summary: Many school district leaders were aware that ESSER funding was non-recurring and were therefore strategic in utilizing ESSER funds for non-recurring initiatives like facilities and transportation. In the past, school districts have faced challenges such as underfunding and privatization efforts which have made it challenging to fund 21st century facilities projects. ESSER funding was not only critical in allowing districts to address pressing issues like asbestos and crumbling roofs but it allowed districts to create more innovative 21st century facilities like modernizing libraries, and STEM labs.

Featured Stories:

- **Mississippi (Facilities Improvements):** [Mississippi school districts](#) used a portion of their \$1.5 billion allocation of ESSER III funds primarily to improve outdated and poorly maintained school facilities, addressing a longstanding issue of underfunded infrastructure. 42% (\$362.6 million) was dedicated to facility-related priorities such as HVAC upgrades, roof repairs, and bathroom renovations. These investments are critical in a state that has historically struggled to fund school infrastructure, particularly in high-poverty districts. In many cases, these upgrades help alleviate future financial burdens by reducing emergency maintenance costs and improving conditions that support both student achievement and staff retention.
- **Oregon (Rural and Small School Libraries):** The Oregon Department of Education utilized ESSER III funding to create a [school library revitalization grant program](#). Through a grant of over \$7 million, ODE worked with districts, not only to upgrade these essential learning spaces, but also to transform them into vibrant, inclusive environments for students of all backgrounds. The program allocates \$10,000 for rural and small schools to modernize and update school library collections and furnishings and provide professional learning support for school library staff. A librarian in the rural Elkton School District said, "I want to thank the Oregon Department of Education for the grant and its intentionality toward equity, diversity, inclusion and accessibility, at a time when books are increasingly being challenged and banned because there is opposition to their subject matter. This grant and its parameters gave me the incentive to invest in books for the elk for the Elkton High School library that I might not otherwise have had the courage to purchase. Elkton is a small, rural school district in Douglas County. Many of our students are white and non-ethnic. It's imperative they learn about other cultures and experiences to prepare them for the larger world."

Key Points:

- **Addressing Pandemic-related Challenges:** ESSER funding was crucial for upgrading ventilation systems, improving air quality, and ensuring safer school environments by reducing the risk of airborne transmission of viruses ([Center for Green Schools](#), 2022). The funds also enabled schools to install touchless facilities, handwashing stations, and other hygiene-related improvements, essential for maintaining public health standards.
- **Addressing Infrastructure Challenges:** Because district leaders were informed that ESSER funding was non-recurring, many schools used ESSER funds to address one-time needs such as deferred maintenance. This funding was critical in helping schools modernize outdated facilities which had been neglected due to budget constraints before the pandemic. According to an analysis by FutureEd, school districts will spend \$26 billion on school facilities and operations by the September 2024 ESSER deadline ([FutureEd](#), 2022).
- **Preventing Further Deterioration:** The funding allowed districts to repair or replace critical infrastructure (e.g., roofs, plumbing, electrical systems) that, if left unaddressed, could have led to more significant, costly issues. Addressing aging facilities was

especially emphasized in high poverty school districts ([Annenberg Institute at Brown University](#), 2024)

Family and Community Engagement

Summary: The COVID-19 pandemic created unprecedented challenges for students and their families. The constantly shifting landscape on whether or not schools could be in-person meant that many district leaders had to maintain open and effective communication with families. Furthermore, many students faced social and emotional challenges when it came to returning to the classroom. In response, school districts engaged in various culturally responsive strategies like maintaining frequent communication with families, training family liaisons, and incorporating family and community input into initiatives. Although many of the negative impacts of the pandemic have subsided, our students and families will need additional support in order to thrive socially and academically.

Featured Stories:

- **Illinois (Family Engagement):** [Rock Island-Milan 41 School District](#) utilized ESSER funds to restructure their family engagement framework during summer 2022. The district's goal was to create a more integrated model of family engagement during the school day to offer well-rounded supports to their students. In order to do this, the district leveraged their resources to offer professional development opportunities for their teachers and family engagement liaisons. Further, the district began offering stipends to caregivers who were actively involved in their family engagement initiatives.
- **Massachusetts (Multilingual Family Engagement):** [The Brockton Public School district](#) has developed a robust network of support for its multilingual families during the past several years, including within its nursing department. During the pandemic, bilingual nurses, English-speaking nurses, interpreters, and family liaisons have all collaborated closely to stay connected with families. For example, early in the pandemic, the district provided nurses with dedicated cell phones that families could call with questions.
- **New Mexico (Addressing Chronic Absenteeism):** New Mexico Public Education Department launched [Engage NM](#), a comprehensive initiative that connects disengaged or chronically absent students with coaching, support services and access to tutoring and summer learning opportunities. The Engage NM approach is culturally and linguistically responsive, multimodal (using phone, email, text messaging, social media and standard mail) and based on tiered interventions.

Key Points:

- **Family and Community Input:** Under ESSER I and ESSER II school districts were encouraged but not mandated to consult with families on the district's use of ESSER funds. For ESSER III school districts were required to seek public input on their plans from families and other stakeholders ([U.S. Department of Education ESSER I,II,III FAQs](#)).

Authentic communication and subsequent input from families was critical in addressing student and community needs.

- **Engaging Multilingual Students and Families:** School districts allocated ESSER funds for various strategies to re-engage multilingual students and families such as: purchasing translation software and translating materials, hiring interpreters and training multilingual family outreach liaisons ([Migration Policy Institute](#), 2023).
- **Absenteeism:** Student absenteeism has been a long-standing issue which was only further exacerbated by the pandemic. In 2021-2022, 28 percent of students were identified as chronically absent, compared with 15 percent in the 2018-2019 school year. School districts used ESSER funds to track student attendance and implement strategies to engage with students and families which were culturally responsive and multi-modal ([CCSSO](#), 2024).

Technology - Digital Divide and Remote Learning

Summary: The digital divide was well entrenched long before the pandemic, the most common examples being lack of reliable internet access, limited device availability, and limited access to online learning resources. During the first year of the pandemic, the percentage of public school districts offering in-person learning dropped dramatically, exacerbating the impact of the digital divide. Traditional public school districts fell from 92% in person learning over the 2019-20 school year to 46% in person during the 2020-21 school year. In charter school districts, in person learning fell from 84% in person in 2019-20 to just 6% in 2020-21. As a result, a large majority of public school districts spent ESSER funding on the three areas driving the digital divide: improving internet connectivity, providing desktops, laptops, and tablets, and increasing the availability of software and ed tech products. ([K12 Dive](#); [NCSL](#))

Featured Stories:

- [Kettering School District \(Ohio\)](#) received \$18.3 million in ESSER funding and used it for Google Classrooms, paying teachers and aides to stay after school and provide additional support for students, and to hire additional school nurses and school therapists. Without funding, the district will have to cut summer work on Google Classrooms and paying teachers and staff for extended days. They are applying for additional grants to cover these needs.
- [Bridging the Digital Divide \(Arizona\)](#): The governor's office directed that \$40 million of the CARES Act funding received by the state be used to install permanent broadband conduit and fiber in rural communities throughout the state. This funding was specifically targeted towards school districts and charter schools identified as highly impacted by COVID related school closures because of lack of access to broadband and limited device availability.
- ABC for Students (Alabama): Alabama allocated \$100 million in CARES Act funding towards making broadband and remote learning more accessible throughout the

states. The funding was used to create a private-public partnership that provided vouchers to families who qualified for free or reduced lunch or other income eligibility requirements. The vouchers could be used to cover the cost of equipment and high speed internet service.

Key Points:

- **Immediate Impact of COVID Relief Funds:** By fall 2020 from the CARES Act alone, nearly \$1.3 billion had been allocated to exclusively support online learning, plus an additional almost \$400 million to address the digital divide. Districts and state could also allocate ESSER funding to address the digital divide. However, those funds were not specifically earmarked making the amount allocated to digital resources harder to track. ([NCSL](#), 2020)
- **Remote Learning Offers Mixed Results:** Prior to the pandemic, only 3% of U.S. school districts offered online learning and then mostly for students in very unique circumstances. Research showed their students to be substantially behind in both math and reading and receiving less time with the teacher each week than students at brick and mortar schools receive in a day. However, remote learning is an important option for certain students. For example, it offers students in rural or low enrollment communities access to courses that would otherwise be unavailable. ([Smithsonian](#), 2023; [Credo](#), 2015)
- **Remote Learning exacerbated long standing inequities including the digital divide:** The longer students were in a remote learning environment, the worse their learning delays. Because the pandemic hit cities the hardest, the effects of remote learning disproportionately impacted low-income students in urban environments. ([NBER](#), 2021; [CDC](#), 2022; [Smithsonian](#), 2023)

Mental Health and Student Well-being

Summary: A significant portion of ESSER funds has been invested in social-emotional learning (SEL) initiatives. Approximately half of the districts have allocated funds for SEL programs, though the total spending on these programs remains relatively small compared to other areas. ([Education Next](#), 2024)

Featured Stories:

- **Illinois (Social-Emotional and Physical Health Programming):** [Milford Area Public Schools District 124 in Illinois](#) was awarded a Community Partnership grant to expand social-emotional and physical health programming to better meet the needs of students. Milford School District invested these grant funds to expand its partnerships and create a wellness team with community members working in the realm of health and wellness, similar to a community schools model. They have hosted five events on various topics, such as body image or diabetes awareness, to teach high school

students about various aspects of physical health. Additionally, when asked, students identified mental health and social-emotional support as being a critical need. The district addressed this by partnering with a community mental health provider to offer services to students on a weekly basis.

- **Nevada (Mental Health Supports):** The [Clark County School District \(CCSD\)](#) in Nevada is set to lose essential mental health services, including Care Solace, as federal ESSER funds expire by June 30, 2024. Care Solace, funded by \$2.07 million in ESSER money, connects students and families with mental health providers but will no longer be funded centrally. Schools may continue the service by using their own budgets, raising concerns among mental health professionals about the ability to provide consistent support as schools are already stretched thin. Efforts to secure alternative funding through community partnerships and foundations are underway, but uncertainty remains as mental health needs continue to rise.
- **Oregon (Mental Health Resources):** During the COVID-19 pandemic, the Oregon Department of Education (ODE) recognized the urgent need for mental health support in schools. Using federal ESSER III funds, the state launched a series of initiatives aimed at addressing the mental health and well-being of students and families, particularly in underserved communities. These efforts were designed to provide both immediate relief and long-term resources, ensuring that schools could meet the holistic needs of their students. This initiative was built upon a partnership between ODE, the Department of Human Services (DHS), local districts, and community-based organizations. These collaborations enabled schools to create seamless pathways to a wide range of services—from mental health counseling to support for housing, food insecurity, and healthcare. The goal was not only to address immediate crises but to create sustainable systems of care that could continue to support students and their families long after the pandemic.

For example, the Community Care Specialists program placed trained staff in schools across the state. These specialists were not mental health providers but individuals deeply connected to their communities, capable of building trusting relationships with students and families. In several districts, including Clackamas and Jefferson Counties, this initiative directly addressed absenteeism and student re-engagement. By tackling underlying mental health issues—such as anxiety, depression, and the trauma experienced during the pandemic—schools saw a noticeable decrease in chronic absenteeism and an increase in student participation in academic and extracurricular activities. [See all resources here.](#)

Key Points:

Recovering Learning Time / Tutoring and Accelerated Learning

Summary:

Featured Stories:

- **New Mexico (Remote Learning Recovery):** [Engage New Mexico](#), a collaboration between the New Mexico Public Education Department and the Graduation Alliance, specifically helps students who struggled with the transition to remote learning. The program focuses on students who missed the most in-person instruction and offers tiered support through academic coaches and outreach counselors, tailored to each student's level of need.
- **Ohio (Supporting Student Learning):** [Troy Schools in Ohio](#) received \$8.1 million in ESSER funding, used to support student learning and “student learning loss.” This includes instructional tools, student assessment and diagnostic tools, online learning resources and staffing to provide support to students. Troy has a 37-year, \$87 million levy on the ballot this November to build four new school buildings. Moore said while ESSER funding has been helpful for students, it isn't enough to address the needs for new facilities.
- **Oregon (Accelerated Learning in K-8 Math and Literacy):** A partnership between Oregon State University's College of Education and Oregon Department of Education supports Oregon educators in addressing unfinished learning through strengthening education networks and instructional leadership across the state. The [Equitable Accelerated Learning Project](#) supports hundreds of teachers and teacher leaders as they spearhead efforts to reverse inequities in the state's educational systems which were exacerbated by the pandemic. Over 400 teachers and 115 instructional leaders across 76 Oregon school districts have spent over 30,000 hours of professional learning in working groups and communities of practice. [Video:](#)

Video: A Unique Partnership: Equitable Accelerated Learning K-8



- **Tennessee (Tutoring):** Tennessee allocated \$200 million for the Tennessee Accelerating Literacy and Learning (TN ALL) Corps program in 2021 to expand high-impact tutoring opportunities statewide. The program aims to provide more than 150,000 students with high-dosage, low-ratio tutoring sessions in reading or math to help those students catch up on unfinished learning. More than 82 percent of school districts have participated in the program ([TN SCORE](#), 2022).

Key Points:

- **Impact of ESSER Funding:** ESSER funding led to noticeable improvements in student performance in math and reading, with studies attributing 35% of math recovery and 87% of English recovery during the 2022-2023 school year to these funds. However, these gains were not substantial enough to return students to pre-COVID learning levels. ([The 74](#), 2024)
- **Distribution and Efficiency:** Only 20% of ESSER funds were earmarked for learning recovery, and concerns were raised about the effectiveness of spending and oversight. Despite the significant investment, federal dollars were not always spent in the most impactful ways to accelerate student learning recovery. ([The 74](#), 2024)
- **Uneven Results Across Districts:** The impact of ESSER spending varied greatly between districts, with some benefiting significantly from large per-student allocations, while others saw smaller gains. The differences in outcomes highlight the need for more targeted and strategic use of future education funding to ensure consistent progress across all states and districts. ([The 74](#), 2024)

Safe Return to In Person Learning

Summary:

How schools used ESSER funds to purchase PPE, sanitation supplies, or make other health-related improvements to ensure a safe return to in-person learning.

Featured Stories:

Key Points:

Complete List of Stories by State

Alabama

- Afterschool and Summer Learning in [Tuscaloosa City Schools](#)

Alaska

- Career and Technical Education and other supports in [Anchorage and Lower Yukon School District](#)

Arizona

- Afterschool Learning in [Tuba City Unified School District](#)

Arkansas:

- Tutoring in [Arkansas Division of Elementary and Secondary Education](#)

California

- Community Schools Strategies as part of the California Community Schools Partnership Program (CCSPP)
-

Colorado

- Rural Coaction Grants in [Fremont County](#) and [Northeast Northeast Colorado Board of Cooperative Educational Services \(BOCES\)](#)
- Increases to substitute pay at [Boulder Valley School District](#)

Connecticut

- [How Connecticut School Districts Plan to Spend Covid-Relief Funds \(FutureEd, ConnCan, School and State Finance Project\)](#)
- Hiring mental health staff and training in [Ledyard School District](#)

Delaware

- Addressing learning loss through tutoring at [Christina School District](#)

Florida

- Dual enrollment in Miami-Dade (see [2024 results](#))

Georgia

- [Georgia Partnership for Excellence in Education multi-year ESSER study](#)
- [Building Opportunities in Out-of-School Time \(BOOST\) grant](#)
- [Whole Child Model School certification process](#)
- [Social Emotional Learning](#) at Henderson Middle School

Hawaii

- Student and Family Engagement to address absenteeism at [Aiea Elementary](#)

Idaho

- [Evaluation of out-of-school time programs](#)

Illinois

- Mental Health and Student Well Being in [Milford Area Public Schools District 124](#)
- Family Engagement in [Rock Island-Milan 41 School District](#)
- Out-of-School Time in [Marquardt SD 15](#)
- \$86M in ESSER-funded community school grants
-

Indiana

- Career Pathways in [Explore, Engage, and Experience Program](#)
- Equity and Inclusion in [Gary Community Schools](#)

Iowa:

- Educator recruitment and diversity in [Iowa City Community School District](#) (also in [NEA Today](#))
- Improving facilities and technology at [Marshalltown Community School District](#)

Kansas

- Lost Instructional Time, Summer Learning, Grow Your Own Counselor in [Kansas Department of Education](#)

Kentucky

- Racial Justice / Equity and Recovered Learning Time in [Jefferson County Public Schools](#)
- Curriculum Development in [Barbourville Independent](#)
- Summer program for English language learners in [Daviness County](#)

Louisiana

- Summer learning program at the [Lafayette Parish School System](#)

Maine

- Afterschool Learning in [RSU 13 School District](#)

Maryland

- Grow Your Own, Staff Support, and Tutoring Through the [Maryland Leads Initiative](#)

Massachusetts

- Hiring math and literacy interventions at [Berkley Public Schools](#)

Michigan

- Recovering learning time in [Detroit Public Schools Community District](#)
- Hiring Mental Health Staff in [Plymouth-Canton Community Schools](#)

Minnesota

- Addressing learning loss in [Minnesota](#)

Mississippi

- Facilities maintenance in [Mississippi districts](#)
- Universal telehealth and teletherapy services in partnership with [University of Mississippi Medical Center](#)

Missouri

- Teacher recruitment and retention in [Missouri](#)

Montana

- Improving facilities and mental health supports at [Lockwood Schools](#)

Nebraska

- Social-emotional learning curriculum and mental health supports at [Creighton Public Schools](#)

Nevada

- Hiring school based mental health professionals in [Nevada Department of Education](#)
- Mental health support system in [Clark County School District](#)

New Hampshire

- Technology and innovation through Prenda and the [Recovering Bright Futures](#) program in [New Hampshire](#)

New Jersey

- High impact tutoring in [New Jersey](#)

New Mexico

- Addressing unfinished learning with [Engage New Mexico](#)
- The University of Colorado Boulder Research Hub for Youth Organizing (CU Boulder) and the Cuba Independent School District (CISD) developed a 4 ½ - week long [Summer Research Institute \(SRI\) program](#).

New York

- Facilities maintenance/HVAC in [White Plains City School District](#)

- Community schools investment by [New York Department of Education](#)
- Enhancing technology at [New Hartford Central Schools](#)

North Carolina

- [ESSER Funding Cliff Toolkit](#) for North Carolina

North Dakota

- STEM Summer Learning through the [Gateway to Science](#) program in [North Dakota](#)

Ohio - [see article with examples from a range of school districts](#) and [article on funding cliff](#)

- Mental Health Supports and other uses in [Beavercreek City Schools](#)
- Required updates for state curriculum and reducing class sizes in [Bellbrook Sugarcreek](#)
- Two-Teacher Model in [Dayton Public Schools](#)
- Staff Salaries, Benefits, and Hires in [Fairborn City Schools](#)
- Career Tech Labs in [Wayne High School in Huber Heights School District](#)
- Lost Learning Time in [Troy Schools](#)
- [Connectivity Champions \(Ohio\)](#)

Oklahoma

- Afterschool Learning in [Tulsa Public Schools](#)

Oregon

- Addressing Unfinished Learning [Statewide \(with Video\)](#)
- Afterschool Learning in [Hillsboro School District](#)
- Career-Connected Learning in [Yamhill and Polk Counties](#)
- [Career Connect Oregon / Team Oregon Build \(Video\)](#)
- Curriculum adoption in [Reynolds School District](#)
- [Suite of Mental Health Resources](#)

Pennsylvania

- Academic recovery through summer learning and before and after school programs at the [School District of Philadelphia](#)

Rhode Island

- Teacher recruitment in [Providence Public School District](#)

South Carolina

- Summer [SOAR](#) program at [Richland Two School District](#)

South Dakota

- Addressing learning loss, increasing staff, and improving school facilities at [Vermillion School District](#)

Tennessee

- [Tennessee All Corps Tutoring Initiative](#)
- [SCORE ESSER Analysis Dashboard](#) and [Report](#)
- Curriculum, Wraparound Services, and Tutoring in [Metro Nashville Public Schools](#)
- Career Exploration in [Alcoa City Schools](#)
- Outdoor classroom at [Benton County Schools](#)
- Career and Technical Education in [Blount County Schools](#)
- Facilities maintenance/HVAC in [Campbell County Schools](#)
- New Arts programs and hiring new Art teachers at [Cheatham County Schools](#)
- Social emotional learning curriculum and family engagement specialist at [Clarksville-Montgomery County School System](#)
- Supporting kindergarten readiness and post-graduation transitions at [Dickson Co Schools](#)
- Teacher retention and increased compensation at [Hamilton County Schools](#)
- Tutoring at [Knox County Schools](#)
- Increased staff to address gaps in [Memphis-Shelby Public Schools](#)
- Summer school at [Metro Nashville Public Schools](#)
- Tutoring, curriculum, and academic interventions at [Putnam County Schools](#)

Texas

- Summer program and teacher pathways at [Port Arthur ISD](#)

Tribal Nations

- Afterschool Learning in [Tuba City Unified School District, AZ](#)

Utah

- Digital teaching and learning professional development program in [Utah](#)

Vermont

- Community Schools Strategies in [Vermont's Act 67](#)

Virginia

- Hiring special education interventionists and student wellness staff at [Fairfax County Public Schools](#)

Washington

- [Washington Office of Superintendent of Public Instruction Emergency Relief Funding Stories](#)

- Summer programs in [Washington](#)

Washington D.C

- High-impact tutoring at [D.C. Public Schools](#)

West Virginia

- Summer Learning Program ([SOLE](#)) in [West Virginia](#)

Wisconsin

- Early literacy and afterschool programs in [Wisconsin districts](#)
- Afterschool and summer learning at [Green Bay Area Schools](#)

Wyoming

- Curriculum development in [Kent County district](#)