

Greeley-Evans | Weld County School District 6

ADMINISTRATION BUILDING
 1025 NINTH AVENUE
 GREELEY, COLORADO 80631
 970-348-6000
 WWW.GREELEYSCHOOLS.ORG

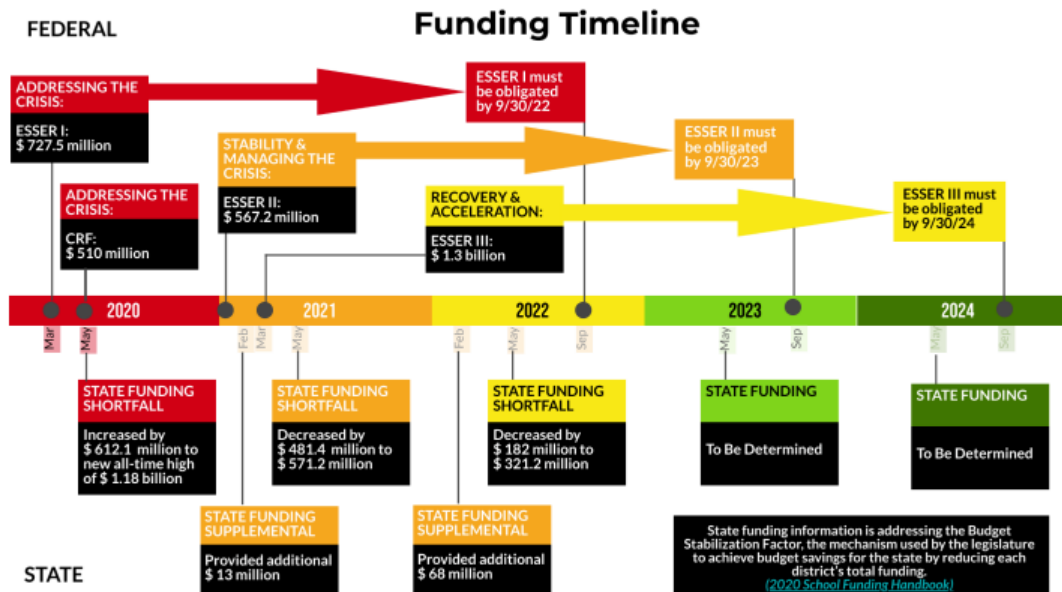
Federal Relief Funds Purchases and Impact Report

In March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law. The CARES Act established the Coronavirus Relief Fund (CRF) to support states with expenses due to the public health emergency with respect to the COVID-19 pandemic. Through the CRF, the State of Colorado allocated \$510 million from the state fund directly to school districts. The CARES Act also established the Elementary and Secondary School Emergency Relief Fund (ESSER) which was intended to help schools address the immediate impact of the pandemic. Congress set aside \$13.2 billion to fund ESSER nationwide.

Late in 2020, Congress signed into law the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, providing an additional \$54.3 billion in funding to support and provide relief for schools and programs across the country. This funding was added to the Elementary and Secondary School Emergency Relief (ESSER) Fund and is referred to as ESSER II.

Finally, in March 2021, Congress passed the American Rescue Plan (ARP) Act. Through the ARP, \$122 billion was included for the Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. These funds are provided to help safely reopen and sustain the operation of schools and address the impacts of the coronavirus pandemic on students. This fund is also sometimes referred to as ESSER III.

Below is a timeline illustrating the allocation of funds to school districts from both the Federal and State level. This graphic is provided by the Colorado School Finance Project.



Fund Allocation

District 6, like every district in the nation, received funding from the following sources to address educational, safety and health needs during the pandemic. Funding was allocated using the same proportion as Title 1 of the Elementary and Secondary Education Act. Due to the demographics of the student population, District 6 received a higher proportionate share of funding than some other districts.

Here are the allocations to District 6 from each funding source:

- Coronavirus Relief Fund (CRF): \$14,225,344
- ESSER I (CARES Act): \$3,480,346
 - Purpose: To address the immediate crisis
 - Timeline: Expenditures allowed through September 30, 2022
- ESSER II (CRRSA Act): \$18,907,247
 - Purpose: To provide stability and manage the health crisis
 - Timeline: Expenditures allowed through September 30, 2023
- ESSER III (ARP Act): \$42,235,517
 - Purpose: To support recovery efforts and accelerate learning
 - Timeline: Expenditures allowed through September 30, 2024

Funding Areas

In general, funding has been used to support four primary areas. Those areas and some additional detailed areas are noted below.

Creating Safe & Healthy Learning Environments

- *Meeting Basic Needs*
- *Providing Safe & Inclusive Learning Environments*

Addressing Disrupted Learning Time

- *Accelerating learning*
- *Supporting equitable access and effective use of technology*
- *Using data to target resources*
- *Addressing resource inequities*

Meeting Mental Health Needs of Students & Staff

Supporting Educator & Staff Stability and Well Being

- *Stabilizing the workforce*

Creating Safe & Healthy Learning Environments

Meeting Basic Needs

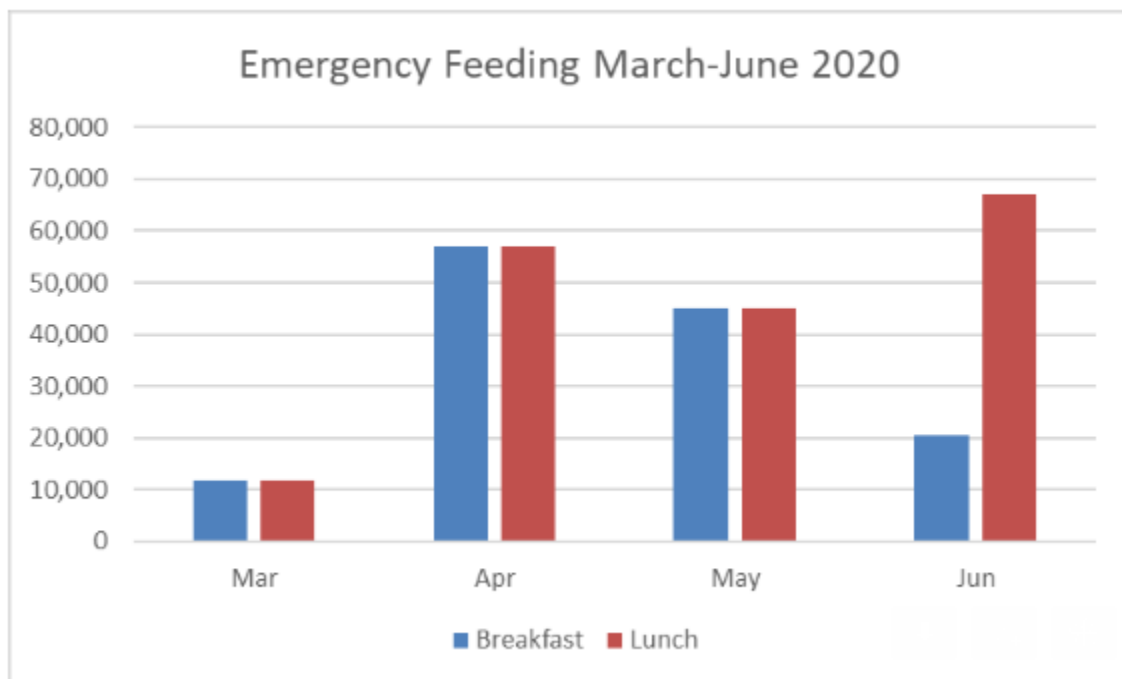
Food Insecurity in Our Community

Purpose: In District 6, we know that access to healthy nutrition is important for child and adolescent growth, development, well-being, and academic performance. To address the immediate needs posed by the pandemic's effects on our community, we utilized CRF funds to meet basic nutritional needs by continuing to provide meals for students even when learning was remote.

I2030: Climate & Culture Goal 2: Provide systems of support for students and staff.

Expenditures: \$160,319

Data Results: The chart below shows the number of meals provided to students immediately after the stay-at-home order. While the majority of costs were covered by USDA programs, CRF covered the additional costs of purchasing pre-packaged food items and supplies to be able to get healthy meals out to students.



Health Services

Purpose: To provide additional health services to students in the midst of the pandemic.

I2030: Climate & Culture Goal 2: Provide systems of support for students and staff.

Expenditures: \$390,631 (ESSER II); continuing into FY2022-23 with \$334,119 budgeted

Data Results: District 6 hired 3 additional School Nurses and additional Health Clerks to provide additional support and to address the increased workload created by the pandemic.

Creating Safe & Healthy Learning Environments

Providing Safe & Inclusive Learning Environments

Air Quality

Purpose: To provide classrooms and workspaces with air purification systems.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$982,228 (CRF & ESSER)

Data Results: The district purchased over 1,200 air purification machines for classrooms, offices and workspaces. In addition, 1,500 replacement filters were purchased as part of an annual replacement cycle.

Bottle Fillers

Purpose: To provide access to clean drinking water without using a drinking fountain.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$552,789 (ESSER III)

Data Results: The district purchased and installed 93 water bottle fillers for 26 school sites. This allowed students and staff access to clean, filtered water without the use of a drinking fountain.

Custodial Equipment

Purpose: To purchase much-needed equipment for the custodial department in order to keep schools clean and limit the spread of the virus.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$638,233 (ESSER III)

Data Results: The district purchased 300 backpack vacuums, 15 ride on scrubbers, 68 scrubbers, 15 carpet extractors, 49 carpet shampoos and 34 touch-free bathroom cleaning systems.

HVAC Systems

Purpose: Air quality has been shown to be a major factor in the transmission of diseases. To improve air quality, HVAC systems are in the process of being upgraded to provide better air filtering and distribution.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$2,549,927 (ESSER III)

Data Results: In conjunction with on-going bond projects, the district is purchasing upgraded HVAC equipment for 5 schools in the district. ESSER funds will purchase the equipment and Mill Levy Override funds will pay for the installation of the equipment. These projects are currently in progress as the lead time for this type of equipment is long.

Instruments

Purpose: In order for students to participate in band and orchestra classes additional instruments were needed to eliminate the risk of transmitting the virus.

I2030: Student Learning & Achievement Goal 1: Provide a personalized learning experience so all students graduate on time and are career and college ready.

Expenditures: \$330,562 (ESSER II)

Data Results: Hundreds of instruments were purchased for students to use at each middle, K-8 and high school with music programs. A summary of instruments purchased is below:

Instrument	Quantity
Alto Sax	20
Baritone Sax	1
Bass	39
Cello	70
Clarinet	8

Euphonium	4
Flute	12
French Horn	2
Guitar	30
Guitarron	6
Marimba	1
Tenor Sax	5
Trombone	12
Trumpet	11
Tuba	1
Vibraphone	2
Vihuela	8
Viola	40
Violin	72

Picnic Tables

Purpose: To allow students to eat outside during lunch, additional picnic tables were purchased.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$98,047

Data Results: The district purchased 98 picnic tables for K-8, Middle and High Schools across the district.

PPE, Supplies, Prevention Measures

Purpose: To prevent the spread of the virus and provide appropriate safeguards for employees and students.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$1,359,351

Data Results: The district purchased numerous items to help mitigate the spread of the COVID-19 virus. Cleaning supplies, masks, gowns, gloves, plexiglass partitions, hand sanitizer, water bottles and other supplies for students were purchased in order to keep students and staff safe, healthy and in-school to the greatest extent possible.

Touchless Fixtures

Purpose: To eliminate frequently touched surfaces, touchless fixtures for restrooms were purchased and installed.

I2030: Operational & Organizational Effectiveness Goal 1: Align district resources to meet the needs of all students.

Expenditures: \$906,760

Data Results: The district installed 572 touchless paper towel dispensers; 1,029 toilet/urinal touchless sensors; and 601 faucet touchless sensors in schools across the district.

Addressing Disrupted Learning Time

Accelerating Learning

Summer School (K-12)

Purpose: To provide extended learning opportunities to students across grades K-12 in an effort to address lost learning opportunities during quarantines, isolation and illness during the pandemic.

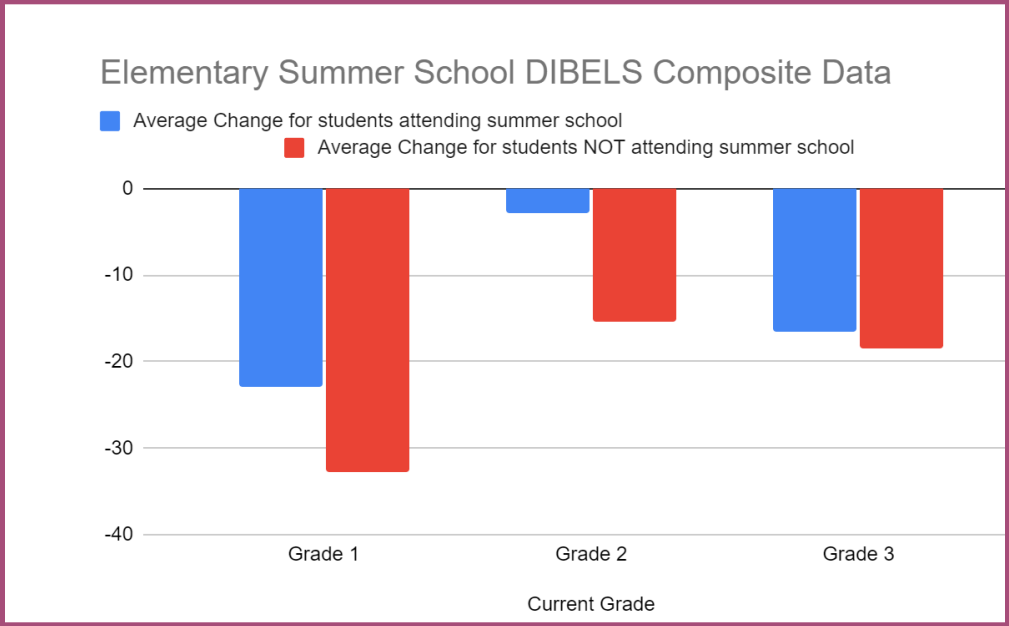
I2030: Student Learning and Achievement Goal 2: Implement consistent and coherent aligned curriculum, assessment, and instructional practices that are research-based to ensure all students learn.

Expenditures: \$3,703,602-Summer of 2021 and 2022 (ESSER III); \$2.2 million budgeted for summer of 2023

Data Results: The chart below depicts the percentage change from pre to post-assessment in English Language Arts and Reading in grades K-5. During summer school, District 6 assessment scores were increased at the elementary level. In both English language arts and math, significant gains were made from the pre-assessment to the post-assessment. The percentages range from 5- 31% increase in scores from pre to post-assessment.

Grade Level	ELA	Math
Kindergarten	+21%	+23%
First Grade	+12%	+23%
Second Grade	+30%	+22%
Third Grade	+5%	+19%
Fourth Grade	+21%	+19%
Fifth Grade	+22%	+31%

Data Results: This table shows the percentage of students who attended summer school and did not attend summer school, and their movement well below benchmark to benchmark or above. First-grade students who attended summer school saw a larger increase in the percentage of students reaching benchmark or above by the end of the 2021-22 school year than first-grade students who did not attend summer school.



Data Results: The chart below depicts the percentage change from pre to post-assessment in English Language Arts in grades 6-8. During summer school, District 6 assessment scores remained stable or increased in grades 6 and 7.

District 6		
	ELA Pre	ELA Post
6th Grade	38%	38%
7th Grade	38%	45%
8th Grade	42%	36%

Data Results: The table below shows the number of high school students enrolled in at least one summer school course in 2021 and 2022 summer school sessions. Additionally, the data includes the number of courses attempted and completed are listed for each session.

In the 2021 summer session, 1024 high school students were enrolled and took 2079 classes. The session resulted in 1006 courses completed and over 500 high school graduation credits awarded.

In the 2022 summer session, 954 high school students were enrolled and took 1790 classes. This session resulted in 505 courses completed and over 250 high school graduation credits awarded.

	2021	2022
High School Summer School student enrollment	1024	954
High School Summer School courses completed	1006	505
High School Summer School credits awarded	503	252

(Now does not include Jump Start, AP/IB Camp, etc. or no-shows or incomplete credit recovery)

Students Attempting At Least One Course (received a non-I grade):	974	378
Students Completing At Least One Course (received a non-I/non-fail grade):	308	218
Courses Completed (student received a non-I grade):	593	316
Credit Completed (student received a non-I grade):	296.5	158

Credit Recovery Specialists

Purpose: Credit Recovery Specialists are dedicated staff who assist students in the recovery of lost credits to ensure on-time graduation.

I2030: Student Learning and Achievement Goal 1: Provide a personalized learning experience so all students graduate on time and are career and college ready.

Expenditures: \$644,000 (ESSER III); \$644,000 budgeted for 2022-23

Data Results: 7 Credit Recovery Specialists were contracted to help students catch up on credits in order to successfully graduate on time. The table below shows the total number of course recovery courses taken and the total number of credits recovered since the 2021 school year. During the 2021-2022 school year, Credit Recovery Specialists assisted building leaders to engage scholars in 2,616 courses for recovery. Overall, 564 credits were recovered through the use of Edgenuity, Saturday School, after-school programming, intervention blocks, and/or

small group support. As a result of this work, our graduation rate has not dropped but has rather increased from 82.9% to 84.1%.

	Credits Recovered
Total Credits Influenced	564
Total Credit Recovery Courses	2,616

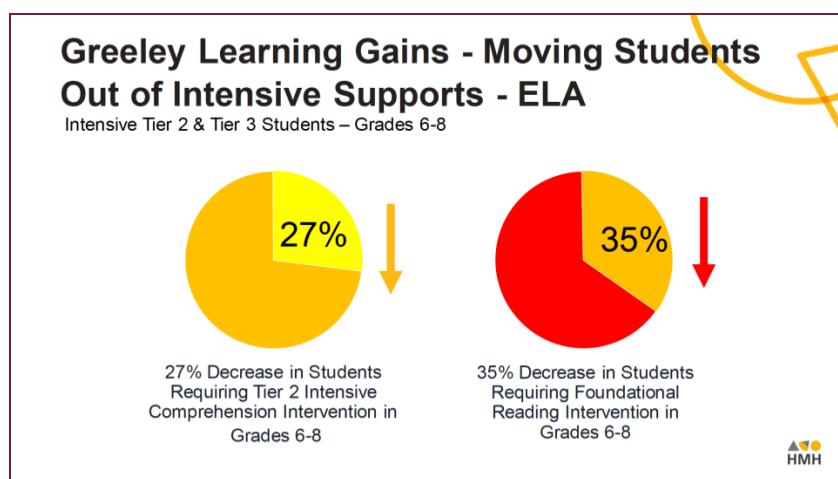
Read/Math 180

Purpose: Read and Math 180 digital content materials were purchased to move students behind in reading and math to grade level within 3-years.

I2030: Student Learning and Achievement Goal 1: Provide a personalized learning experience so all students graduate on time and are career and college ready.

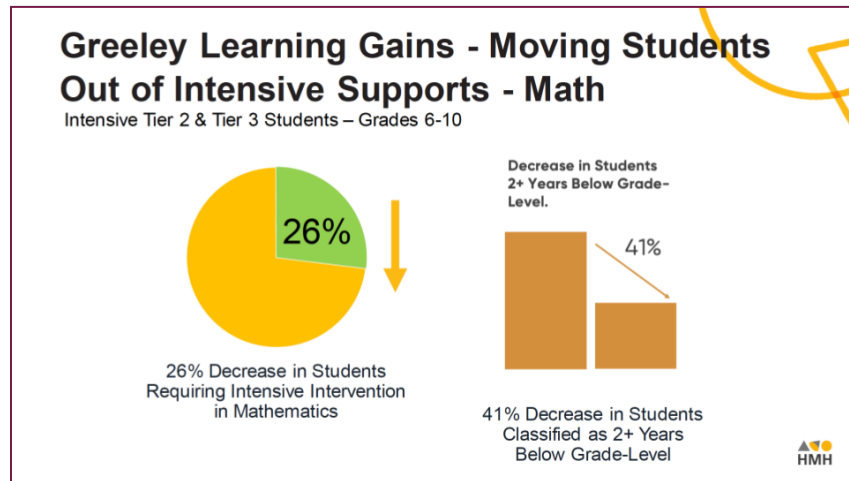
Expenditures: \$198,908 (ESSER III); \$214,000 budgeted for 2022-23

Data Results: Students Moving out of Intensive Level Support A 27% decrease in students requiring Tier 2 Intensive Comprehension Intervention means that students are now performing at a level that can be supported within the Tier 1 grade level classroom without additional support. A 35% decrease in students requiring Foundational Reading Intervention means that these students are now able to decode and read words. Meaning 35% of students have moved from non-readers to readers.



Graph provided from Houghton Mifflin Harcourt

Data Results: Students Moving out of Intensive Level Support The 26% decrease in Students Requiring Intensive Intervention in Mathematics means that middle school students who previously did not have foundational skills in addition to subtraction and multiplication now have these skills and are far better prepared to engage in proportional reasoning and algebraic thinking necessary for success in middle school mathematics. The 41% Decrease in Students Classified as 2+ years Below Grade Level means that these students are now prepared to be successful in grade-level mathematics without additional intervention support.



Graph provided from Houghton Mifflin Harcourt

Addressing Disrupted Learning Time Targeting Resources

Attendance Advocates

Purpose: Assist students in overcoming barriers of school attendance.

I2030: Increase on-time graduation rate

Expenditures: \$644,000 (ESSER III); \$644,000 budgeted for 2022-23

Data Results: Seven Attendance Advocates were contracted to support students to come back into the school school system after COVID-19 and to also ensure their attendance. The following table indicates the count of the various communications and interactions that the attendance advocates have completed during the 2021-2022 school year.

Contacts Made	9,347
Direct Conversations	8,132
Voice Visits at Residence	856
Total Student Interactions	23,882

Data Reflection: During the 2021-2022 school year, our Attendance Advocates made a total of 23,882 student connections. These are additional contacts beyond what classroom teachers would be able to make in the course of a year. Indirect conversations consisted of text messages, voicemail, or social media while direct conversations were phone calls where the family directly answered. In addition, 856 voice visits at the home residence were conducted. As a result of this work, our graduation rate has rather increased from 82.9% to 84.1%.

Addressing Disrupted Learning Time
Supporting equitable access and effective use of technology

Computers and Technology

Purpose: To provide students with devices for use at home when learning is remote.

Expenditures: \$7,109,300 (over 2 fiscal years) (CRF, ESSER I and ESSER III); \$1.6 million budgeted for 2022-23

Data Results: The district purchased over 22,700 chromebooks for students and 700 laptops for staff. In addition to the devices, the necessary peripheral equipment was purchased such as docking stations, keyboards, mice and webcams.

Building Technology Coordinators

Purpose: To provide students a contact person at their school who can assist with accessing a device.

Expenditures: \$59,262 (ESSER III); \$65,725 budgeted for 2022-23

Data Results: 30 district employees served as their school’s technology coordinator. This person assisted students with troubleshooting device issues, checking out devices and keeping track of inventory.

Curriculum and Materials

Purpose: To provide students access to digital curriculum and materials needed for learning remotely.

Expenditures: \$935,824 (CRF & ESSER)

Data Results: The district purchased subscriptions to various online learning resources such as ALEKS, IXL, ST Math, Achieve 3000, Lexia, Zearn, Reading Plus, among others. In addition, when students could not access online content or needed additional resources, the district purchased consumable workbooks or printed resources as needed.

District 6 Online Academy

Purpose: The District 6 Online Academy is a multi-district online public school, accredited by the Colorado Department of Education, where every student's education is met with hands-on support for a personalized learning experience, provided by certified teachers, caring staff, and dedicated administrators.

I2030: Student Learning and Achievement Goal 1: Provide a personalized learning experience so all students graduate on time and are career and college ready.

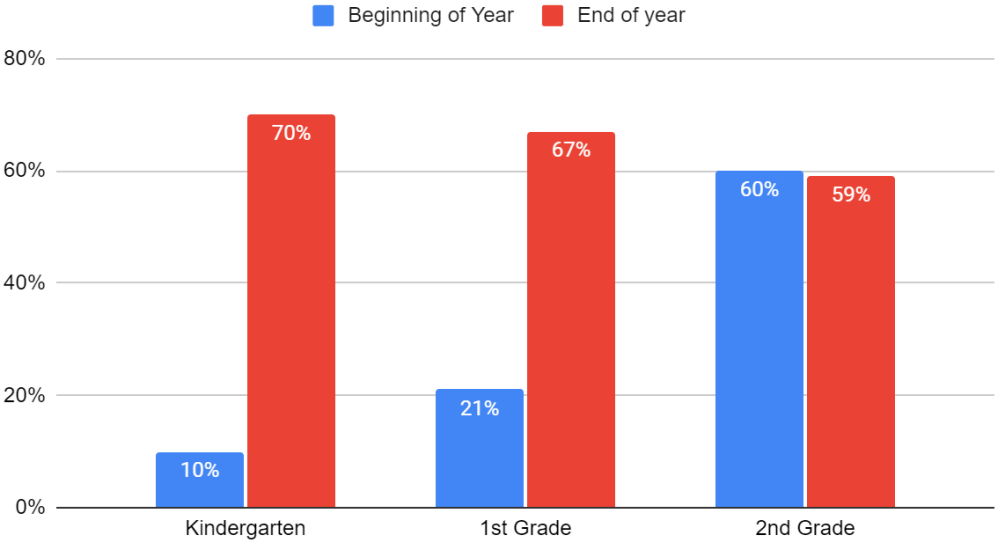
Expenditures: \$2,744,462 for the 2021-22 school year (ESSER II); \$2.7 million budgeted for the 2022-23 school year

Data Results: The table below shows the student enrollment for the District 6 Online Academy for the 2021-2022 school year per grade level. The District 6 Online Academy provided quality education delivered in an online platform for 624 students in the 2021-2022 school year.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
D6OA 21-22	38	40	59	49	40	54	43	62	64	37	54	50	34

Data Results: The graph below depicts the percentage of students reading at or above benchmark as compared from the beginning of the year to the end of year in grades K-2. Increasing the percentage of the students reading at Benchmark Levels shows that a school has not only maintained their students that are reading at grade level expectations, but also moved students up that were reading below grade level. D6 Online school showed well above average progress in Kindergarten and 1st grade compared nationally to students that began at the same levels and showed average growth in 2nd grade.

D6 Online - Percentage of Students Reading at Benchmark Levels



Meeting the Social, Emotional, and Mental Health Needs of Students

Family Center Coordinator

Purpose: To provide a centralized location for the coordination of support systems for students and families.

Expenditures: \$132,972 (ESSER II); \$142,166 budgeted for 2022-23

Data Results: When the district hired a parent and family advocate for each school to increase the services provided, it became clear that an administrator was needed to coordinate the work.

Multi-Tier Systems of Support (MTSS) Consultant

Purpose: To provide coordination and implementation assistance for MTSS throughout the district.

Expenditures: \$61,474 (ESSER II); \$45,000 budgeted for 2022-23

Data Results: As a result of hiring this consultant, there are now district-wide systems implemented in grades K-12 within MTSS. Additionally, a website was created with the much needed resources and assessment tools to support the MTSS process at each school site.

Parent and Family Advocates

Purpose: To create authentic, meaningful, and collaborative relationships with our families to sustain belonging and trust where we are partners in education

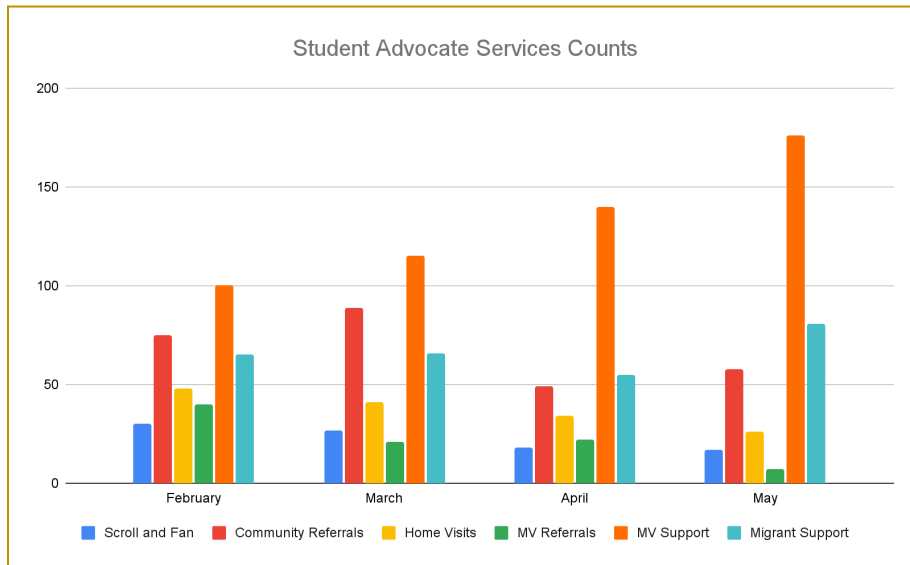
I2030: Strengthening Partnerships Goal 1: Strengthen relationships with parents and families.

Expenditures: \$610,614 (ESSER III); \$992,061 budgeted for 2022-23

Data Results: The district employed a Parent and Family Advocate at each elementary, K-8 and middle school. This chart shows the counts of the various student advocate services Provided during the 2021-2022 school year. Over the spring months of February to May, the count of outreach of services made by the Student Advocates has increased. The outreach service that has been most beneficial has been both the McKinney-Vento support and the Migrant support to students and families. Both have been a gateway to building authentic relationships with these two underserved populations. Families are now provided the opportunity to receive continued support intended for these two subgroups.

District 6 has seen an increase in attendance for targeted populations, more specifically increased attendance with home visits that have taken place during the months of February

through May. Funds will continue to be used to support advocates at the elementary, middle and K-8 schools and increase the number of families feeling a sense of belonging and begin to create a collaborative relationship between families and schools. Overall, this graph depicts the significant coordination and increase of these services to these families, and how the utilization of these services has improved the well being of students and families.



Student Advocate Services:

- **Home Visits:** Also known as Voice Visits, A high-impact strategy aligning with I2030, Strengthening Partnerships. Visits are designed to provide common practices across the system in a positive and engaging manner. All (21) Parent and Family Advocates have participated in Voice Visit training to better understand the needs and supports of all families.
- **Scroll and Fan:** The organization provides clothing (shoes, jackets, pants, underwear) for any student enrolled in District 6 in need of these items. Each school has a designated person to make any clothing requests from families. The Parent and Family Advocate works with families and designated school representatives to make requests.
- **Community Referrals:** When working with displaced families, the advocate uses the Family Center community resources to refer families to the correct services. Advocates then follow up with the family to ensure proper services are being provided with the referral.
- **McKinney-Vento (MV) Support/Referrals:** McKinney-Vento Homeless Assistance Act is a federally funded program serving individuals who lack fixed, regular, and adequate nighttime residence. Also serving unaccompanied homeless youth (not in physical custody of parent/guardian and meet definition of homeless). Parent and Family Advocates provide support with the identification and qualification process and provide supplemental services which include: Immediate school enrollment, transportation (if eligible), school supplies, mentoring, tutoring, advising.
- **Migrant Education Program:** Federally funded program serving students and families that have been identified by working in an agricultural field and have moved within the last 12-months. Parent and Family Advocates have provided additional support to

families and students in grade level K-5, support includes school supplies, clothing, hygiene products, and student mentoring.

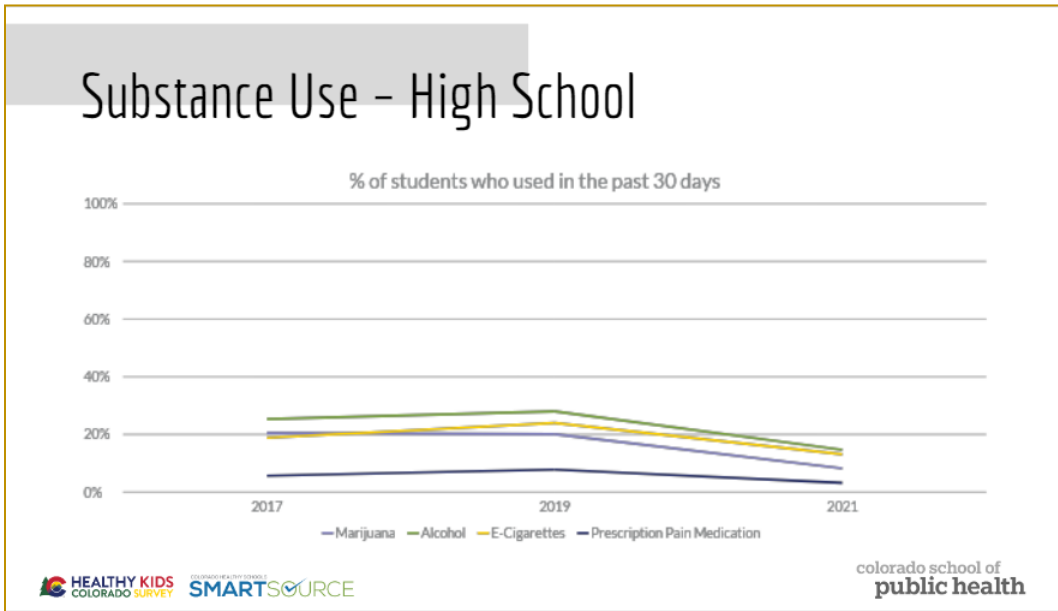
Social Workers

Purpose: Supporting students at Tier 2 and 3 levels with small therapeutic groups and one-to-one support to remove barriers to academic and social success. District 6 System of Supports aligns with the Colorado Framework for School Behavioral Health Services, which focuses on prevention, early intervention, and intervention for student social, emotional, and behavioral health needs to reduce barriers to learning.

I2030: Climate and Culture Goal 2: Support the social and emotional well-being of students and staff.

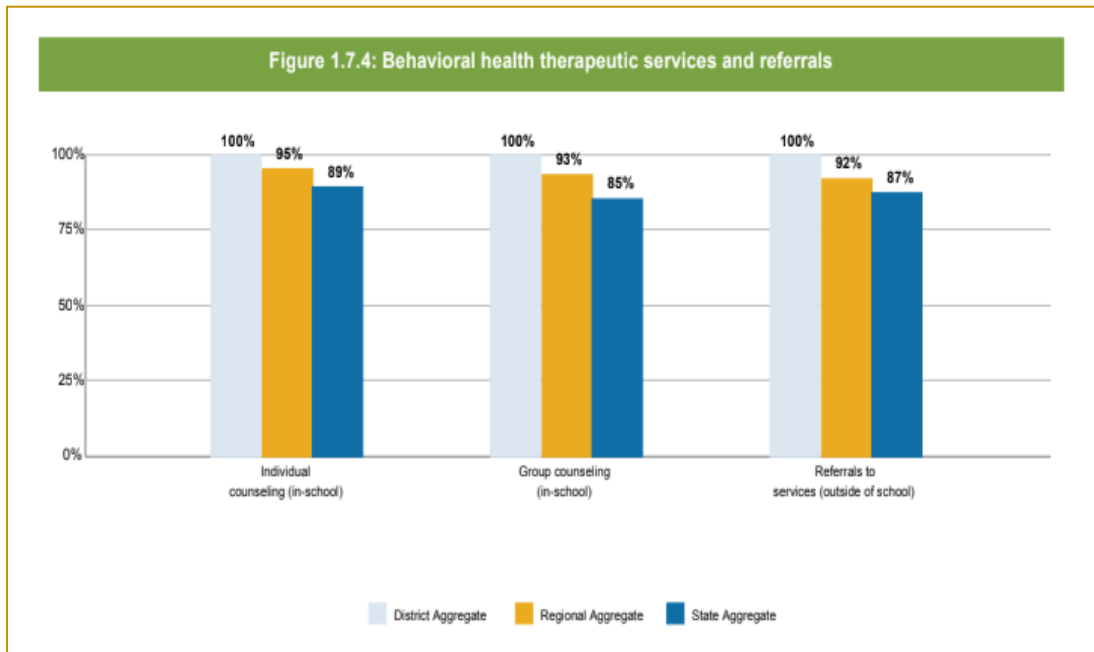
Expenditures: \$828,390 (ESSER III); \$1,241,110 budgeted for 2022-23

Data Results: The District hired 10.5 FTE to expand the support social workers could provide to students and families. The chart below presents information from the Colorado Healthy Kids Survey, measuring the various substances and student usage in the past 30 days. This data reflects the percentage of high school students surveyed who reported they used illicit substances in the past 30 days. Our increase in social work services and the subsequent Alternatives to Suspension program run by our social workers and targeting education and intervention for students who have been found to be used during school hours has positively impacted the usage of substances by students in our high schools.



Graph provided by the Colorado School of Public Health

Data Results: This data is gathered from the Smart Source Survey given to teachers of grades 3-5. This chart reflects the percentage of District 6 referrals received and the percentage of individual, and group services as well as the percentage of community referrals made from teacher, parent or administration. The chart also reflects a comparison to the local region (other school systems in the northern colorado area) and the state aggregate. As shown in this chart, the increase in mental health providers allowed for 100% of our referrals to receive services. Children's Hospital of Colorado declared in October 2021, "a state of emergency for youth mental health." The increase in social workers has allowed teams to meet the increase in mental health needs of students and families.



Graph provided by the Colorado School of Public Health

Supporting Educator & Staff Stability and Well-Being Stabilizing the workforce

Additional Staffing at Schools

Purpose: To reduce the staffing ratio at schools to hire more teachers to support students. In some schools this lowered the class size, in other schools it allowed for teachers to co-teach or provide personalized student supports.

I2030: Student Learning and Achievement Goal 1: Provide a personalized learning experience so all students graduate on time and are career and college ready.

Expenditures: \$3,947,509 for the 2021-22 school year (ESSER II); \$4.2 million budgeted for 2022-23

Data Results: The charts below show the revised student-to-teacher ratio as compared to the original ratio at all school levels. These data charts reflect the increase FTE provided at each school location using ESSER funding support. Due to the increase in FTE at each school building, the district was able to reduce the student to teacher ratio significantly at all grade levels, compared to the original ratio prior to ESSER funding utilization

	Original Ratio	Revised Ratio
Elementary	24:1	22:1
Centennial FTE	19.0	21.0
Dos Rios FTE	19.0	21.0
Heiman FTE	27.0	30.0
Jackson FTE	17.0	19.0
Madison FTE	17.0	18.0
Maplewood FTE	24.0	26.0
Martinez FTE	19.0	21.0
Meeker FTE	19.0	20.0
Monfort FTE	15.0	16.0
Scott FTE	21.0	23.0
Shawsheen FTE	13.0	15.0
Elementary Total	210.0	230.0
Increase in FTE		20.0

	Original Ratio	Revised Ratio
K-8 Schools	24.5:1	22.5:1
Chappelow FTE	28.0	31.0
Fred Tjardes FTE	5.0	6.0
McAuliffe FTE	37.0	40.0
Romero FTE	41.0	44.0
Tointon FTE	25.0	27.0
Winograd FTE	25.0	27.0
K-8 Total	160.0	174.0
Increase in FTE		14.0

	Original Ratio	Revised Ratio
Middle Schools	22:1	20:1
Brentwood FTE	25.0	28.0
Franklin FTE	19.0	21.0
Heath FTE	30.0	33.0
Prairie Heights FTE	25.0	28.0
Middle School Total	99.0	110.0
Increase in FTE		11.0

	Original Ratio	Revised Ratio
HighSchools	26.5:1	24.5:1
Central FTE	57.0	61.0
Northridge FTE	48.0	52.0
West FTE	72.0	78.0
High School Total	177.0	191.0
Increase in FTE		14.0

Unemployment

Purpose: To provide unemployment benefits to employees who lost their jobs as a result of the pandemic.

Expenditures: \$220,132 (CRF & ESSER)

Data Results: Former employees who qualified for unemployment were able to access funds during a challenging economic time.

Salaries & Benefits

Purpose: To provide resources to school districts to retain employees at the start of the pandemic, and later to pay teacher salaries for increased instructional time as schools returned to in-person instruction.

Expenditures: \$5,247,872 (CRF & ESSER)

Data Results: District 6 worked hard to keep as many employees as possible throughout the pandemic and underlying economic uncertainty. Both CRF and ESSER funds allowed the district to continue to support staff salaries and benefits when otherwise positions might have been cut.