

AMERICAN SAMOA STATE PLAN AMERICAN RESCUE PLAN ESSER FUND

American Samoa Department of Education | 2021



American Rescue Plan: K-12 Education Overview

- ❖ American Samoa's total allocation for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) **\$ 264,826,365**
- ❖ American Samoa's total ARP allocation for Public Schools: **\$ 185,448,204**
- ❖ American Samoa's total ARP allocation for Non-Public Schools: **\$ 52,894,620**
- ❖ State submits an ARP ESSER summary plan to USDOE on June 7, 2021
 - State Plan will provide a complete ARP State Plan before June 24, 2021.
 - LEAs submit their Programs on June 18, 2021 and ASDOE will support LEAs in implementing ARP requirements.
 - State must engage stakeholders and allow public input in the development and implementation of the State Plan.

American Rescue Plan Elementary and Secondary School Emergency Relief: American Samoa Details

ASDOE Total ARP ESSER Allocation: **\$ 264,862,365**

$\frac{2}{3}$ of Allocation: **\$ 176,574,910**

$\frac{1}{3}$ of Allocation: **\$ 88,287,455**

Total Minimum Direct to LEAs (90%): **\$ 238,376,129**

- Develop Plan for safe return in-person
- At least 20% for learning loss activities that address social, emotional and academic needs and disproportionate impact on subgroups.
- Remaining 80% on wide range of activities: special emphasis on implementing public health protocols consistent with CDC guidelines.

Total Maximum State Set-Aside (10%): \$ 26,486,237

Learning Loss (5%)	\$ 13,243,118
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Summer (1%)	\$ 2,648,624
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Afterschool (1%)	\$ 2,648,624
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Admin (0.5%)	\$ 1,324,312
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Other (2.5%)	\$ 6,621,559
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ARP ESSER State Plan Template (1 of 2)

ARP ESSER State Plan Template

- ❖ Section A. Describing the States Current Status and Needs
- ❖ Section B. Safely Reopening Schools and Sustaining Safe Operations
- ❖ Section C. Planning for the Use and Coordination of ARP ESSER Funds
- ❖ Section D. Maximizing State-Level Funds to support Students

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ARP ESSER State Plan Template (2 of 2)

ARP ESSER State Plan Template

- ❖ Section E. Supporting LEAs with planning and meeting students' needs
- ❖ Section F. Supporting the Education Workforce
- ❖ Section G. Monitoring and Measuring Progress
- ❖ Appendix A. School Operating Status and Instructional Mode Data Template

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Section A: Describing the States Current Status and Needs

1	Describe the State's Promising Practices
	❖ Implementation of hybrid learning
	❖ Publish Health and Safety Handbook
	❖ Educational Television learning and effective use of technology

2	State's Overall Priorities
	❖ Social, Emotional and Mental Health Needs
	❖ Unfinished Learning
	❖ Enhancing effort to identify and collect data

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Section A: Describing the States Current Status and Needs

3 Identifying Needs of Underserved Students

- ❖ ASDOE will provide a statewide snapshot of student performance including available subgroup performance based on ASDOE Office of Testing & Evaluation: (spring assessment data collection)

4 Understanding the Impact of the COVID-19 Pandemic

- ❖ The following tools may be used to help LEA understand the impact of COVID-19 on student Learning and Well-being.
 - ARP ESSER Need Assessment
 - Annual School Plan System (required by ESEA: CSI, TSI, ATSI)
 - Evidence-based Practices Projects
 - School Health Assessment and Performance Evaluation

Section B: Safely Reopening Schools and Sustaining their Safe Operations.

1. LEA Plan for Return to In-Person Instruction and Continuity of Services

- Utilizing the ARP ESSER application, LEAs will submit plan to the ASDOE Federal Grants Office via ASDOE's website by June 24, 2021,.
- LEAs will review and revise plan appropriately and accordingly (no less than every six months) through September 30, 2023.

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Section C: Planning for the Use & Coordination of ARP ESSER Funds

Provide continuous technical information regarding existing programs based on the updates between the ASDOE and its stakeholders.

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Section D: Maximizing State-Level Funds to Support Students

Section D: Overview

- The following slides will summarize the ASDOE's proposal for use of its State funds and will include the types of activities that are allowable.
- The ASDOE is proposing to establish and appropriate funds for LEAs' specific activities in addressing the academic, social, emotional and mental health needs of students and educators.

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Section D: Maximizing State-Level Funds to Support Students

Use of 5% Reservation for Academic Impact of Lost Instructional Time

1. Grant to LEA: Renewal & Acceleration Support (\$ 13,241,318)
 - ❖ Support of Intervention and Referral Services, and Multi-tiered System of Support and Response to Intervention, and the expand of LEA's capacity to stand effective, high-quality learning acceleration activities
 - ❖ Development of Positive School Climate to promote the social , emotional and wellbeing of students
 - ❖ Implementation of social and emotional learning in classroom, schools and communities
 - ❖ Application of culturally responsive teaching practices

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Section D: Maximizing State-Level Funds to Support Students *con't*

Use of 5% Reservation for Academic Impact of Lost Instructional Time

- ❖ Promoting digital literacy and equitable access to high quality curriculum and instructional technology
- ❖ Use local and state assessment data to improve instruction
- ❖ Engaging educators and parents in the community to prioritized standards and ensure equal access to grade level standards
- ❖ Identify the disproportionate impact of COVID-19 on different student groups
- ❖ Support other professional learning that will empower educators to better meet the needs of their students

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Section D: Maximizing State-Level Funds to Support Students

Use of 1% Reservation for Summer Enrichment

1. Grant to LEAs: Summer Enrichment Activities (\$ 2,648,318)

- Support Summer Activities aligned under the ASDOE ARP- Renew to Acceleration
- Evidence base academic enrichment activities such as summer learning academics and/or Place-based learning
- Activities that support border learning ecosystem of students, staff and families in cultivating a growth mindset in students, professional learning for educators in the use of universal screening assessment, and education and training programs for parent and caregivers.
- Funds to target content areas that have most impacted by COVID-19 such as STEAM (Place-Based Learning)

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Section D: Maximizing State-Level Funds to Support Students

Use of 2.5 % Reservation for Other Emergency Needs

1. Similar to ESSER I and ESSER II, grants for education entities that did not receive ARP ESSER allocation (eg. non- Title 1 LEA, State Agencies, and public receiving schools).
2. Grant to LEAs: MTSS Staff
 - Support the hiring of staff to develop and implement Tier II and Tier III service in accordance with an MTSS framework to address students and educators' mental health and social-emotional needs.
 - Funds will help LEA implement cohesive programs of social, emotional, and mental health supports responses to the needs of students and educators
3. Additional Educational Learning Support Services
 - Evidence-based (Trauma Informed Care & Place-based Learning)
 - Accelerated learning toolkits
 - Comprehensive professional development
 - State access to standard -based K-12 digital content in all content areas to strengthen how technology can be used to empower learners.

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Section E: Supporting LEAs in Planning for and meeting Students Needs

1. LEA Plan for the use of ARP ESSER funds

- LEAs will submit this plan to ASDOE Federal Grants office
- ASDOE Federal Grants Office will submit to ASDOE Technology Information via ASDOE Website

2. ASDOE Monitoring of LEAs Use of ARP ESSER

- ARP ESSER funds will be monitored as part of the ASDOE collaborative Monitoring Process

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Section F,G,and Appendix A

Technical information regarding existing programs describes ongoing ASDOE initiatives and provides existing data.

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Connect with the American Samoa

Department of Education's Federal Grants Office



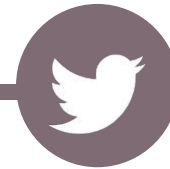
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Fa'afetai | Thank You

American Samoa Department of Education Website

www.doe.as

Please provide feedback via email

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