

Center ISD
ARP ESSER III
Stakeholder Presentation

August, 2021

Welcome

Please Sign-in
Name and Role(s)

Purpose of ESSER III Meeting

- Introduce stakeholders to federal funds awarded to Center ISD
- Consider the grant program's allowable uses
- Gather input from stakeholders for the district plan

ARP ESSER III

American Rescue Plan
Elementary and Secondary School
Emergency Relief

ESSER I

ESSER I Funds

\$644,749

The ESSER I fund was first authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020

The intent and purpose of the CARES Act education funding was to prevent, prepare for, and respond to the coronavirus.

ESSER II

ESSER II Funds

\$2,795,229

The ESSER II fund was authorized under the
Coronavirus Response and Relief Supplemental Appropriations
(CRRSA) Act
in December 2020

ESSER III

ESSER III funds were authorized under the American Rescue Plan (ARP) Act of 2021, enacted on March 11, 2021.

Texas Allocation: \$11.2B

Allotments based on the Title 1 formula
Funds available March 13, 2020 - September 30, 2024

Center ISD Allotment

ESSER III Funds

\$4,185,125 ($\frac{2}{3}$)

\$2,092,562 ($\frac{1}{3}$)

Total: 6,277,687

Today, we're focusing on ESSER III.

It is the largest amount allocated to Center ISD
and requires the most stakeholder input.

The Intent and Purpose of ESSER III Funding

- Help safely reopen and sustain the safe operation of schools and
- Address the impact of the coronavirus pandemic on students.
- To prevent, prepare for, or respond to the COVID-19 pandemic,
- Includes its impact on the social, emotional, mental health, and academic needs of students.

Reasonable and Necessary

Center High School Demographics

(TAPR Report 19-20)

Ethnic Group	Count (CHS)	Percent (CHS)	District
Student Body	676		
Hispanic	274	40.5%	43.8%
White	246	36.4%	30.8%
AA	131	19.4%	20.1%
Econ. Dis.	488	72.2%	80.9%
ESL	87	12.9%	29.4%
504	46	6.8%	5.5%
EL	89	13.2%	30.1%
Dyslexia	34	5.0%	5.2%
Title 1	674	99.7%	99.8%
At-Risk	365	54.0%	64.2%

Center Middle School Demographics

(TAPR Report 19-20)

Ethnic Group	Count (CHS)	Percent (CHS)	District
Student Body	676		
Hispanic	248	43%	43.8%
White	177	30.7%	30.8%
AA	121	21%	20.1%
Asian	20	3.5%	3%
Econ. Dis.	459	79.5%	80.9%
ESL	163	28.2%	29.4%
504	47	8.1%	5.5%
EL	165	28.6%	30.1%
Dyslexia	40	8.5%	5.2%
Title 1	573	99.3%	99.8%
At-Risk	365	62.9%	64.2%

Center ISD Demographics (TAPR Report 19-20)

Ethnic Group	District
Hispanic	43.8%
White	30.8%
AA	20.1%
Asian	3%
Econ. Dis.	80.9%
ESL	29.4%
504	5.5%
EL	30.1%
Dyslexia	5.2%
Title 1	99.8%
At-Risk	64.2%

Two Plans are Required for ESSER III Funding

- Return to In-Person Instruction and Continuity of Services Plan (RIPICS)
- Use of Funds

Both can be found
on the Center ISD website
under ESSER III

ESSER Grant Requirements

Must engage in meaningful consultation with various stakeholders including

- Students
- Families
- School & district administrators (including special education administrators)
- Teachers
- Principals
- School leaders
- Other educators
- School staff
- Stakeholders representing interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students

We sent out surveys in May 2021 to stakeholders.
However, we are also meeting today to seek your input.

Required to expend a minimum of 20% of grant on learning loss.

Meaning, at least \$1,255,537 (20%) must be used to mitigate learning loss

- Evidence-based interventions
 - Summer learning
 - Extended day
 - Comprehensive after school programs, or extended school year programs
- Ensure interventions respond to students' academic, social, and emotional needs; and
- Interventions must address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major ethnic group, children from low-income families, children with disabilities, English Learners, migrant students, students experiencing homelessness, and children and youth in foster care)

School Years Included ESSER III Proposals

- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)

These are activities stakeholders have already indicated as needs:

Summer School
After School Tutorials
Reading Intervention Software (Read 180)
Student Computers
Teacher Computers
Flexible Furniture for classrooms
HVAC (Pre-Approved)
WiFi and Infrastructure Technology
School Supplies for Students
Cleaning Supplies for Campuses and for DNC

Playground Equipment
Outdoor Eating Areas
School Messenger
Upgrade Restrooms to Touch-free
Light Switch Motion Detection
Safety Goggles – Science and Ag Classes
Welding Hoods
Buses
Stipends for Teachers

I am seeking your help to identify other areas of need.

They must align with the purpose of the grant and be written on a Justification Form.

Approved Use of Funds

List of Allowances



Complete this form to document the expenditure of ESSER funds on an allowable activity that meets the intent and purpose of the ESSER grants. As defined by the US Department of Education, the intent and purpose of the ESSER grants is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

The activity documented with this form may be funded with any ESSER grant funds (ESSER I, II, III, or a combination of those). One activity may be documented per form.

Maintain this document at the local level for audit and monitoring purposes. Do not submit this form to TEA unless the agency specifically requests it as part of the compliance review process.

Name of Grantee CDN

Activity

Describe the activity to be paid with ESSER funds.

Check the appropriate box(es) to indicate the fund(s) that will be used to pay for the activity:

ESSER I funds will be used. ESSER II funds will be used. ESSER III funds will be used.

Statutory Intent

Describe how the activity meets the grant program's intent (listed above).

Reasonable and Necessary

For each box checked above (ESSER I, II, or III), describe how the activity is reasonable and necessary.

Statutorily Allowable Use

Per USDE, ESSER funds may be expended for any statutorily allowable activity under any of the three statutes. For each box checked above (ESSER I, II, or III), list the statutorily allowable activity that your expenditure aligns with.

Certification

Name and Title of Authorized Official

Signature of Authorized Official and Date

For each need, or activity, a Justification Form must be completed to document what and why we plan to use ESSER III funds for the need.

Justification Form

It asks several questions I need you to answer.

- Describe the activity to be paid with ESSER funds
- Describe how the activity meets the grant program's intent. These will all be for ESSER III.
- Describe how the activity is reasonable and necessary
- Funds may be expended for any statutorily allowable activity.
- Refer to the list of allowable activities that expenditure must aligns with.
 - This references the activities (A-1-17 and B1-11).
 - You need to indicate which one of these allowable expenditures you intend this activity to fulfill. You may just write the “Battleship Number,” A6, B7, etc. I will retype them and include the whole description
 - I will review all of these for qualification purposes.

Be mindful that we will conduct follow-up evaluations on the effectiveness of the activities.

The state will expect us to show that the money spent accomplished its intended purposes.

So, be creative but be responsible in your suggestions.
We will be audited sometime in this process.

Center ISD ESSER III
Stakeholder Advisory Board

I am convening a stakeholder advisory committee. If you would be willing to serve on the Center ISD ESSER III Stakeholder Advisory Board, please indicate that on the volunteer stakeholder sign-in sheet.

- The group will meet a minimum of once every 6 months for the next 3 years and as needed if concerns arise.
- Members will provide the district with feedback and guidance about how grant funds are used and receive updates about our implementation and results.

If you have any questions now or in the future, please feel free to let me know.
I do not know all of the answers but questions spur discussion and research
that only helps and further clarifies information we need to know.

Dr. Byron Miller - byron.miller@centerisd.org

Thank you for your time.

The End