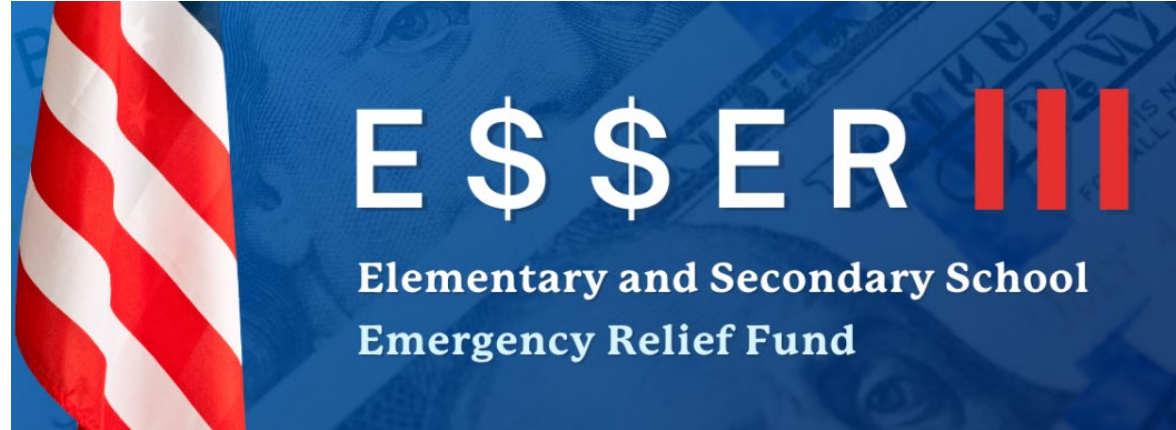# American Rescue Plan (ARP)

Board Workshop
May 25, 2021

Presented by: **David Robledo, Chief Financial Officer – Grant Leader**
Mary D. Garza, Finance/Budget/Payroll Director – Assistant Grant Leader

Agenda

1. Overview
2. Allocation of Funds
3. Beginning Timeline
4. Program Requirements – Fund 282
   a) Part A – Use of Funds – (17 Allowable Activities)
   b) Part B – Use of Funds – (11 Allowable Activities)
5. Allowable Uses
6. Plan of Action - Return to In-Person Instruction and Continuity of Services (RIPICS)
7. Required Stakeholders
8. District-Wide Initiatives Teams – Team Leader Assignments
9. Planning Timeline
10. Sample Initiative – Learning Acceleration Framework
11. Next Steps

American Rescue Plan – ESSER III

Authorized Legislation	→	American Rescue Plan (ARP)	→	Elementary and Secondary School Emergency Relief (ESSER III) Fund

Purpose of Program: Is to help **safely reopen and sustain the safe operation** of schools and address the impact of the coronavirus pandemic on students

Overview

Recording

Stimulus Funds: Overview

	ESSER I CARES Act	ESSER II CRRSA	ESSER III American Rescue Plan
	Mar. 2020	Dec. 2020	Mar. 2021
Total Texas ESSER Entitlement	$1.29 B	$5.53 B	$12.42 B
LEA Distribution	Title I, Part A (FY 2019)	Title I, Part A (FY 2020)	Title I, Part A (FY 2020)
Supplant/ Supplement	Supplant (2019-20 HH)	?	Supplement
Allowable Uses	Broad categories including maintenance of existing staff/services. Limited use for construction/renovations projects, per TEA.	Clarifies that addressing learning loss, air quality/HVAC are allowable.	At least **20 percent** must be reserved to address learning loss through certain interventions like summer school, afterschool.

Guidance from USDE says that all ESSER funds can generally be used for the same allowable uses.

Additional Funding

Initial Allocation

- ➢ Indirect Costs are allowed

- ➢ Pre-Award Costs are permitted from **March 13, 2020**

Stimulus Funds: ESSER III

Initial (two-thirds)

Remaining (one-third)

Total Allocation

Initial Allocation (Two-thirds)

No state application required.

Remaining Allocation (One-third)

Approval of state application required. TEA projects this will be available "later this spring."

Texas Education Agency
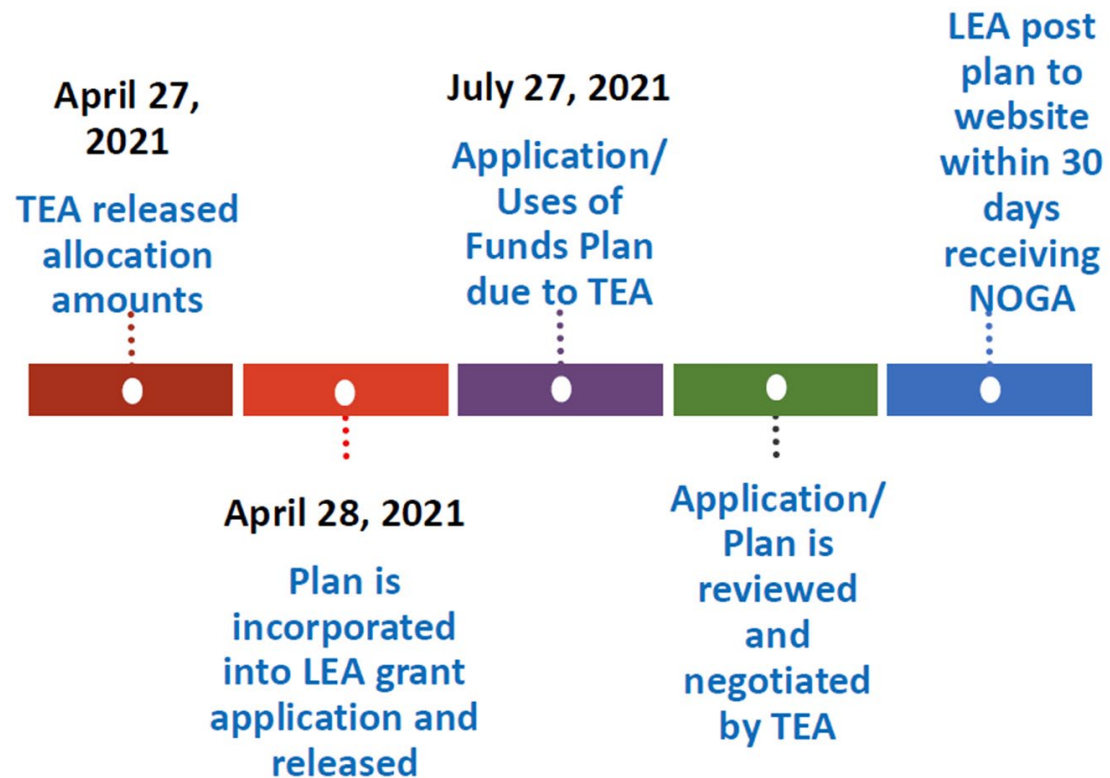**Department of Grant Compliance and Administration**
ARP Act, Elementary and Secondary School Emergency Relief (ESSER) III Grant
Total Allocation Amounts (Alphabetical by District)
Fiscal Year 2021

Region	County District	District Name	Initial Allocation (two-thirds) *	Remaining Allocation (one-third) **	Total Allocation Amount
15	025908	BROOKESMITH ISD	185,625	92,812	278,437
20	015830	BROOKS ACADEMIES OF TEXAS	5,683,334	2,841,667	8,525,001
01	024901	BROOKS COUNTY ISD	5,474,327	2,737,163	8,211,490
17	223901	BROWNFIELD ISD	3,469,601	1,734,801	5,204,402
07	107902	BROWNSBORO ISD	3,795,140	1,897,570	5,692,710
01	031901	BROWNSVILLE ISD	123,567,318	61,783,659	185,350,977
15	025902	BROWNWOOD ISD	4,592,019	2,296,010	6,888,029

ESSER III – Overall Beginning Timeline

April 27, 2021

TEA released allocation amounts

July 27, 2021

Application/ Uses of Funds Plan due to TEA

LEA post plan to website within 30 days receiving NOGA

April 28, 2021

Plan is incorporated into LEA grant application and released

Application/ Plan is reviewed and negotiated by TEA

Spent by Sept. 2024

Closes- July 27, 2021, 5 p.m.

Opens- April 29, 2021

District Planning Begins Now!!!

TEA Program Requirements

Brownsville ISD must address within the Grant Application how they will achieve the following:

1. The LEA must <u>document a plan</u> for the expenditure of ESSER III grant funds per the statutorily allowable activities and an estimated timeline of the planned expenditures.

2. The LEA must document <u>how it determined its needs caused by COVID</u>-19.

3. The LEA must document <u>how it prioritized the needs</u> in determining its use of the ESSER III grant funds.

Allowable Uses

Acronyms

ESEA = Elementary and Secondary Education Act

IDEA = Individuals with Disabilities Education Act

AEFLA = Adult Education and Family Literacy Act

Perkins CTE = Career and Technical Education

Stimulus Funds: Allowable Uses

ESSER I	ESSER II	ESSER III
Mar. 2020	*Dec. 2020*	*Mar. 2021*
CARES Act	*CRRSA*	*American Rescue Plan*
AU 1: Any activity authorized under: • ESEA • IDEA • AEFLA • Perkins CTE • McKinney-Vento	**AU 1:** Any activity authorized under: • ESEA • IDEA • AEFLA • Perkins CTE • McKinney-Vento	**AU 1:** Any activity authorized under: • ESEA • IDEA • AEFLA • Perkins CTE *Activities to address unique needs of students experiencing homelessness still allowed under AU 4.*

Allowable Uses (continued)

Stimulus Funds: Allowable Uses

Mar. 2020	Dec. 2020	Mar. 2021
ESSER I *CARES Act*	**ESSER II** *CRRSA*	**ESSER III** *American Rescue Plan*
AU 3: Provide resources for principals and school leaders to address school-specific needs	**AU 3:** Provide resources for principals and school leaders to address school-specific needs	*No similar language, but USDE says here that ESSER III can be spent on same allowable uses as before .*
No similar language in statute, but USDE says here that addressing learning loss is an allowable use under CARES Act.	**AU 12:** Addressing learning loss by: • Administering high-quality assessment, • Implementing evidenced-based activities to meet student needs, • Providing info to families on how they can support student in distance learning environment • Tracking student attendance and improving engagement	**ESSER II** language + LEAs must reserve **at least 20 percent** to for programs addressing learning loss through: • Summer enrichment, • Extended day/year Programs should ensure that interventions respond to needs of all minority students (LEP, Eco. Dis., SpEd, Homeless, Migrant, etc.)

Must reserve at least 20% to address learning loss

Plan of Action Requirements

District **Use of Funds Plan** must:

◦ Engage stakeholders in meaningful consultation

◦ Give the public notice and opportunity to comment

◦ Be provided in an understandable and uniform format

◦ To the extent practicable, be written in a language that parents can understand or if not practicable, be orally translated

◦ Upon request by a parent who is an individual with a disability, be provided in an alternative format accessible to that parent

◦ Be posted to the District's website within 30 days of receiving its ESSER III NOGA

Uses of Funds Plan Requirements

District Safe Return to In-Person Instruction and Continuity of Service Plan (RIPICS) must:

◦ Be made <u>publicly available</u> on the District's website, within 30 days of receiving funding
◦ Seek public comment on the plan
◦ Be reviewed every 6 months and updated as applicable

A previously developed plan meeting all the statutory requirements may meet this plan requirement.

Use of Funds Requirements (continued)

New Spending Set-Aside Requirement:

◦ District must expend a minimum of **20%** of their grant funds to **address learning loss** and academic impact of loss of instructional time

Learning Loss Activities Defined as:

◦ **Evidence-based interventions**, such as summer learning or enrichment, extended day comprehensive after-school programs, or extended school year programs; and

◦ Ensure interventions **respond to student's academic, social, and emotional needs** and address disproportionate impact of coronavirus on student populations as defined in Title I, homeless students, and foster care students.

◦ Outcomes must be **measurable and reportable**

Strategic

Robust

Sustainable

Required Stakeholder Groups "Meaningful Consultation"

Must include…

- students,
- families,
- school and district administrators (including special education administrators),
- teachers,
- principals,
- school leaders,
- other educators,
- school staff

To extent these groups are in the LEA, must include…

- Tribes,

- civil rights organizations (including disability rights organizations); and

- stakeholders representing the interests of:
  - children with disabilities,
  - English learners,
  - children experiencing homelessness,
  - children in foster care,
  - migratory students,
  - children who are incarcerated, and
  - other underserved students

Zero Based Budgeting for Allowable Activities Use of Funds Initiatives

For each Allowable Activity, the Team will provide support plan for a **District-Wide Initiative** and by filling out a Template for Use of Funds

The Plan and Template will be used for the Budget Process and for Compliance

This process will ensure that the District will reflect on Student Data, assess our Readiness for this District-Wide Initiative, create a funding plan and provide the measures for successful outcomes

Team Leader Assignments - Sample

		Any Activity Authorized Under:	District Wide Iniatitives	Team Leader
Part A				
	1	Any activity authorized under Elementary and Secondary Education Act (ESEA)	Learning Acceleration Framework	Lolita Emerson /Dr. Norma Ibarra Cantu
	2	Any activity authorized under Individuals with Disabilities Education Act (IDEA)	Learning Acceleration Framework	Adriana Lippa
	3	Any activity authorized under the Adult Education and Family Literacy Act	Learning Acceleration Framework	Reyes Rivera
	4	Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006	Learning Acceleration Framework	Erika Sikes
	5	Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus	Nurse COVID-19 Training, COVID-19 Vacinations Clinics - Extra Duty Pay	Alonso Guerrero

Part A – 17 Authorized Activities
Part B – 11 Authorized Activities

Total = 28

Right after each Phase, the CFO will meet with Team Leaders to go over their progress.

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Planning Initiative Phase – Time Line

Phase	Key Output(s)	Recommended Completion Dates
0. Project Set Up	RSSP Team Members, High Level Timeline, Meeting Schedule, Guiding Principles	**5/17**
1. Analyze Student Data	Summary of Bright Spots and Areas for Improvement in Student Performance	**5/24**
2. Understand Stakeholder Needs	Synthesis of Community's Priorities and Preferneces for Next Year	**5/24**
3. Make Key Decisions	Decisions on 1) New Curricula 2) Virtual Options 3) Learning Acceleration Strategies and 4) Prioritized Student Groups	**5/26**
4. Identify Short Term Action Steps	Next Steps on a Clear Timeline	**6/11**
5. Align to Existing Work	Outline of Connections between this plan and existing initatives	**6/11**
6. Share Plan with Community	Summary of SY '21-22 Plan for Stakeholder Input	**6/18**

Right after each Phase, the CFO will meet with Team Leaders to go over their progress.

Step 1: **Planning**
Reflect on Student Data

Step 1:
Reflect on student data

Outcome: *Prioritized student groups (i.e. campuses, grade levels, and content areas)*

Reflection Questions
Which groups of students have the highest/lowest **absolute performance** this academic year? Consider by campus, special populations, grade levels, subject areas, and '20-21 learning format.
Which groups of students demonstrated the highest/lowest levels of **growth** this academic year?
How much does the performance of each group of students differ from the LEAs average performance? The state's?
How much does the performance of each group of students differ from their performance last year?
What does engagement data (attendance, assignment submission, etc) say about student experience/needs?

Step 2: **Planning**
Assess your system's readiness

Step 2:
Assess your system's readiness to implement research-based learning acceleration strategies

Outcome: *A prioritized set of strategies*

Learning Acceleration Strategy		System Readiness Reflection	Yes	No	Somewhat
Supported Teachers → Build Teacher Capacity to…	*Implement Key Components of Effective Instruction in Reading Language Arts*	Do students have explicit, systematic practice with Foundational Skills?	☐	☐	☐
		Does our current approach to literacy include opportunities for students to read, write, and speak about both literary and informational grade-level texts?	☐	☐	☐
		Do we have embedded literacy assessments that drive instruction?	☐	☐	☐
		Are teachers trained in delivering research-based literacy instruction? Is that training translating to effective practice?	☐	☐	☐
	Implement Key Components of Effective Instruction in Math	Does our current approach to math include a strategic progression of concepts, not just isolated skills?	☐	☐	☐
		Does our approach emphasize mastery of conceptual understanding prior to moving to procedural fluency and applications?	☐	☐	☐
		Do we have embedded math assessments that drive instruction?	☐	☐	☐
		Are teachers trained in delivering research-based math instruction? Is that training translating to effective practice?	☐	☐	☐
	Deliver Interventions and Individualized Supports (e.g. Just-in-Time Intervention, Differentiation, Scaffolding, and Small Group/1:1 Intervention)	Do we have a plan to collect student-level data on prerequisite skill gaps?	☐	☐	☐
		Do we have enough time and flexiblity in our schedule and staffing model to allow for strategic pre-teaching?	☐	☐	☐
		Do we have instructional materials aligned to prerequisite skill gaps that teachers can use for pre-teaching or interventions?	☐	☐	☐
		Do we have a clear set of researched-based differentiation/scaffolding strategies (e.g., leveled texts and questioning) that teachers know how to implement?	☐	☐	☐
		Do we have a plan in place to monitor student progress and the effectiveness of intervention programs?	☐	☐	☐

CURRENT STATE ASSESSMENT
Is this present at my school/LEA?

Example - Planning Process – "Learning Acceleration Framework"

Schools Must Make Significant Changes

1. **Supported Teachers** who are equipped to deliver excellence, <u>getting more than 1 year of growth in 1 school year</u>

2. **Rigorous Instructional Materials** designed <u>to make up ground</u>, and designed to <u>work remotely & on campus</u>

3. **More time** for the students <u>most in need</u>, including the <u>summer and with targeted tutoring</u>

4. Work to **empower parents** as a <u>child's first teacher</u> must be expanded

5. **Other Supports**

Step 3: **Planning**
Create a Funding Plan

Instructions: Use this tab to think through how you will fund your COVID-recovery priorities. For each priority you identify, input estimated dollar amounts in the relevant rows. Cells shaded light yellow will automatically total the funding amounts for that priority. Then use the reflection questions in columns H-Q to think through the implications of your plan and to what degree it aligns with LEA priorities.

		How does this work align to your LEA's mission and vision?	How will this work promote equity?	Will this work have an impact on staffing or scheduling?	If yes, how do you plan to adjust staffing and scheduling to maximize the impact of this work on student learning and overall wellbeing?
Strategies for Learning Acceleration					
Build teacher capacity to implement key components of effective instruction					
Personnel (FTE):	Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?				
Instructional Materials:	Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?				
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Technology:	Will additional technology be needed to implement effective core and supplemental instruction?				
Operations:	What impact will improvements to core insturction and targeted supports have on operations, e.g. transportation, food, and facilities?				
Add instructional support staff					
Personnel (FTE):	What additional staff will you hire to provide interventions or support differentition and scaffolding in core courses?				
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Ensure that all students have access to high-quality instructional materials					
Instructional Materials:	What additional instructional materials will you need to ensure that that high-quality materials are used in every grade and content area?				
Stipends:	Are stipends needed to support training, coaching, or additional time for collaboration?				
Technology:	Will additional technology be needed to fully utilize new instructional materials?				
Provide summer learning opportunities					
Personnel (FTE):	Will you need to hire any additional staff to support summer				
Instructional Materials:	Do you need to purchase additional instructional materials to support summer learning, aligned to the core curriculum?				
Stipends:	What stipends will be needed for teachers and support staff?				
Technology:	Is additional technology needed for specific summer programs?				
Operations:	What transportation, food, and facilities will be needed for summer programs?				

Budget Process

➢ As Initiative Plans and templates are completed by the various teams, they will be reviewed by Superintendent, Deputy Superintendents, and CFO for approval

➢ Approved Initiatives will be added to Budget Planning Worksheet and will be added to Grant Application

➢ Submission of Grant Application to Texas Education Agency is expected by July 1, 2021

Next Steps

Hire ESSER III Director & Secretary to:

➢ Assist <u>Team Leaders</u> and review Planning Workbook and Budget Template

➢ Gather Team Members and brainstorm District Wide Initiatives

➢ Adhere to timelines, prepare for Stakeholder meetings, obtain Quotes

➢ Ensure adherence to EDGAR Purchasing Guidelines

➢ Maintain all documents to be audited by external auditors and possibly reviewed by TEA due to size of Grant

Comments, Questions, & Concerns