



# ESSER III Grant Information

Gloria Hamill

December 2022

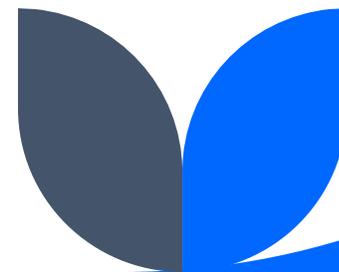


# Purpose of ESSER III Grant

The purpose of ESSER (Elementary and Secondary School Emergency Fund) is to award subgrants to local education agencies (LEA's) to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools.

# Input Gathered to update Safe Return to In-Person Instruction Plan & Continuity of Services Plan

- LEA conducted surveys to campus and district-level staff
- LEA conducted surveys to community, parents and students
- LEA sent direct communication to staff, parents, and students to gather input
- LEA reviewed and analyzed data from local and state health authorities





# Planning Requirements

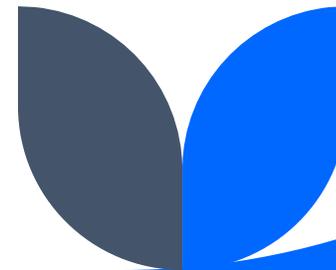
LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of the plan.

## Must Include...

- Students
- Families
- School and district administrators (including special education administrators),
- Teachers
- Parents
- School leaders
- Other educators
- School staff

## To extend these groups are in th LEA, must include...

- Tribes
- Civil rights organizations (including disability rights organizations); and
- Stakeholders representing the interest of:
  - Children with disabilities,
  - English learners
  - Children experiencing homelessness,
  - Children in foster care,
  - Migratory students,
  - Children who are incarcerated,
  - and other underserviced students.



# STAKEHOLDER ENGAGEMENT TIMELINE



- Stakeholder input must be gathered during the planning process and before the plans are required to be posted on the LEA Website.
- The LEA Uses of Funds plan must receive stakeholders input prior to submitting the LEA's application for funding to TEA for approval.
- The Return to In-Person Instruction Plan & Continuity of Services Plan must be reviewed and revised as applicable every six months, which would include ongoing consultation process.





# Planning Requirements

Ramirez CSD Stakeholder Engagements to Date:

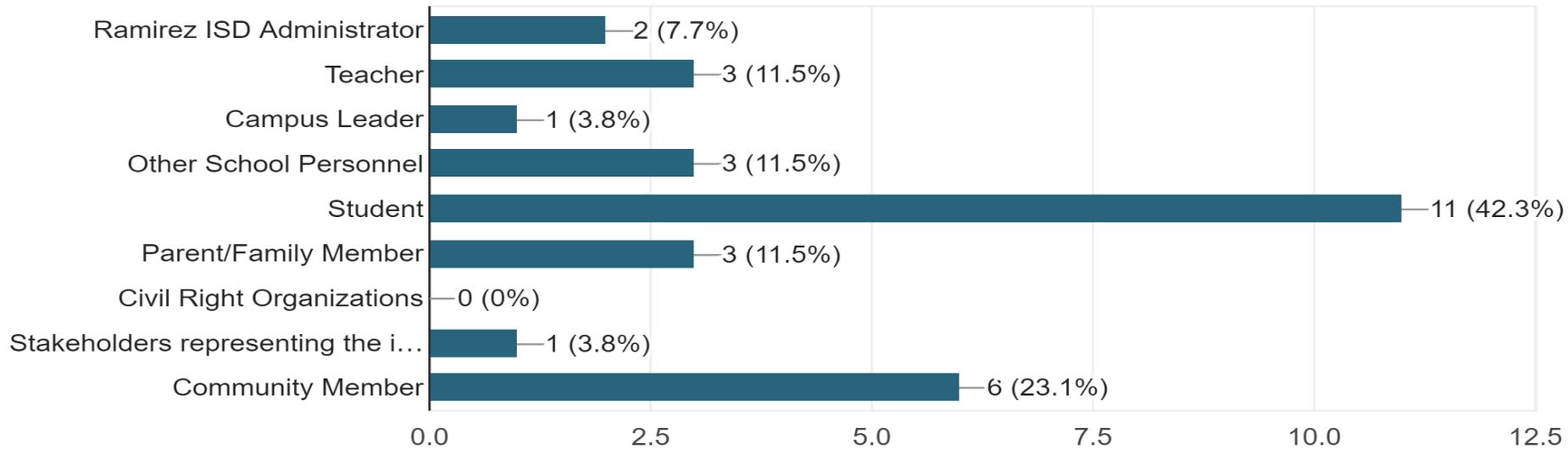
- Community Survey posted on District Website
- Paper copies of survey sent home with students
- Elementary Student Survey
- District Faculty/Staff Survey
- Parent Survey



# Survey Results

Please select your stakeholder category. Select all that apply.

26 responses

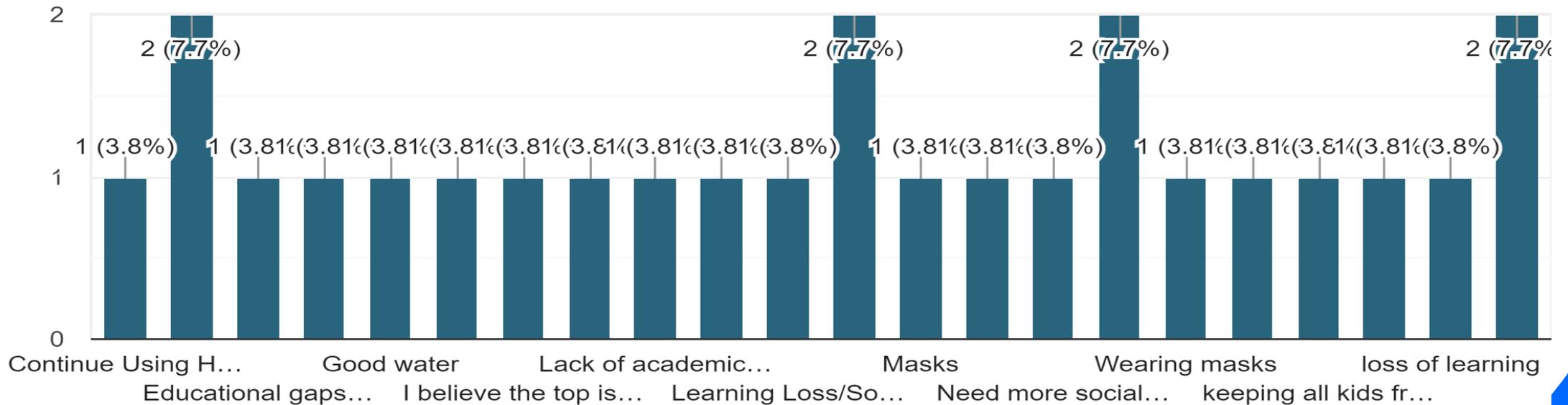




# Survey Results

From your perspective, what are the top issues currently facing students and Ramirez CSD from the pandemic?

26 responses





# Survey Results Breakdown

From your perspective, what are the top issues facing students and Ramirez CSD from the pandemic?

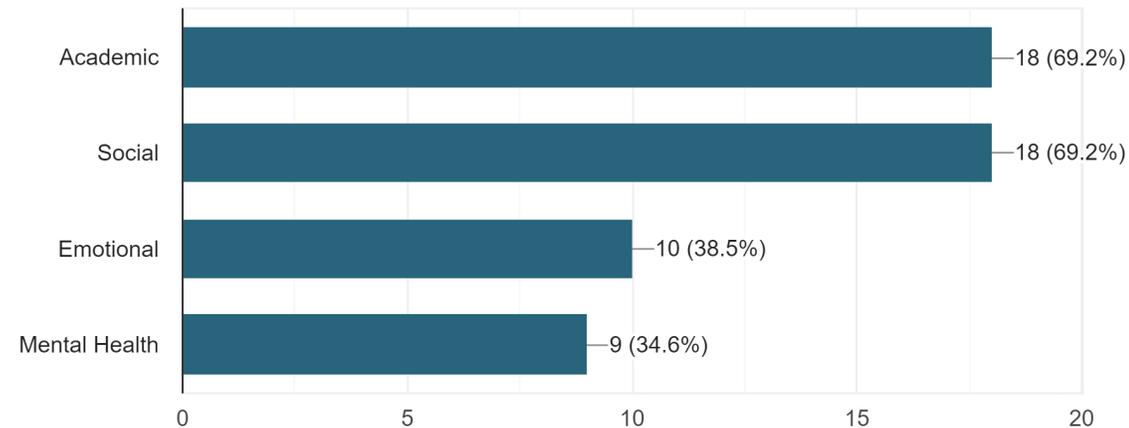
- Continue using hand sanitizer
- Covid is still around
- Fear of getting sick
- Good Water
- Sanitation
- Face-to-Face
- Educational gaps in Reading and Math
- Gaps when students missed school when Covid 1<sup>st</sup> happened
- Lack of academic skills in all areas
- Loss of Learning
- Wearing masks so we don't get sick
- Loss of Social Skills
- Need more social and hands on skills for students
- Keeping kids from getting sick



# Survey Results

What do you believe are the highest priority needs for the remainder of the 2022-2023 school year related to the impact of the COVID-19 pandemic? Please select all that apply.

26 responses

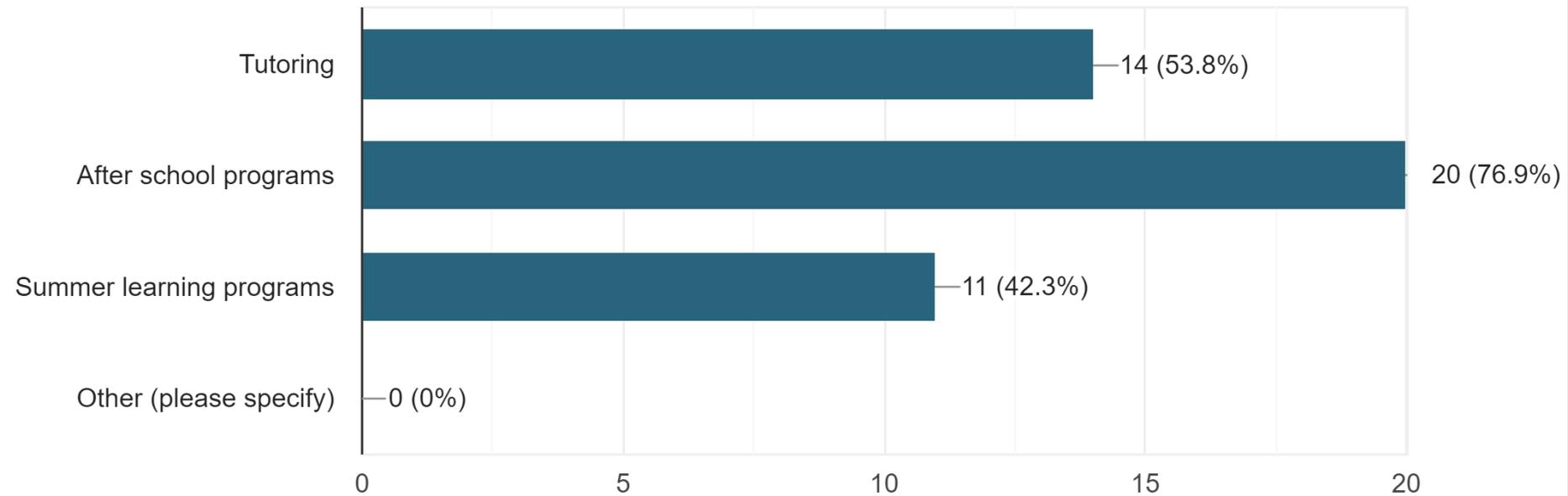




# Survey Results

Beyond the traditional school day, which types of programs do you believe Ramirez CSD should consider to accelerate student learning? Please select all that apply.

26 responses



# Survey Results

From your perspective, what outreach, strategies, or activities could be used by Ramirez CSD to engage families?



- one on one help and afterschool programs
- Tutoring
- one on one
- Family night out/Have family nights/Evening Family events/I think it would be nice to have a family night every so often to stay engaged with our children/Movie Nights/Family Movies/Family BBQ/Family activity/Family Games Night/family parties
- Need a PTO
- Parental involvement



# Survey Results

From your perspective, what outreach, strategies, or activities could be used by Ramirez CSD to engage families?

- Educational field trips
- Having more parents doing activities with students and teachers/Continue the family gatherings that the school has been doing this year.
- Open house two times a year inviting potential students New
- parent involvement in the learning of students
- Field Day family activity/Field day family day/Field Day
- Learn about cows, horses or anything agriculture

# Please enter any additional comments.

6 responses



- no comments at this time
- no comments at this time
- The schools need more parents, teachers, and students engaging with one another
- Miss Gloria doing a great job
- Hopefully ADSY will enrich all skills.
- I believe that the school is on top of everything from all angles.

# Return to In-Person Instruction & Continuity of Services Plan (RIPICS)



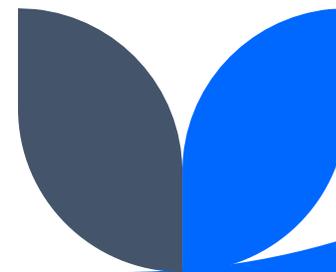
Required for all LEAs including those that have already returned to in-person instruction and must address:

- Continuity of Services to meet student academic needs and student/staff, emotional, and mental health needs
- 6 month Review including revisions, public input, and CDC updated guidelines and recommendations
- Posting requirements on district website within 30 days of receiving grant NOVA



# ESSER III – Allowable Activities

- Any Activity authorized under ESEA, IDEA, Adult Education and Family Literacy Act, and Perkins CTE.
- Coordination of preparedness and response efforts with State and local public health department and other relevant agencies
- Providing school leaders with resources necessary to address campus needs
- Activities to address needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless, and foster care students
- Development and implementation of procedures and systems to improve preparedness and response efforts





# ESSER III – Allowable Activities

- Training and professional development for staff on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning, coordinating, and implementing activities during long-term closures including providing meals, carrying our IDEA requirements, and providing technology for online learning to ALL students
- Purchasing educational technology (hardware, software, and connectivity) for students and student/teacher interaction, including special education needs such as assistive technology or adaptive equipment
- Providing mental health services and supports



# ESSER III – Allowable Activities

- Planning and implementing activities related to summer learning and supplemental after school programs, providing classroom instruction or online learning during summer months and addressing Title I student needs, homeless and children in foster care
- Addressing learning loss among Title I students, racial & ethnic minorities, students experiencing homelessness, and children in foster care including
  - Administering and using high-quality assessments
  - Implementing evidence-based activities
  - Providing information and assistance to parents and families on effective support of students
  - Tracing attendance and improving student engagement in distance education



# ESSER III – Allowable Activities

- School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems filtering, purification and other air cleaning fans, and control systems, and window and door repair and replacement.



# ESSER III – Allowable Activities

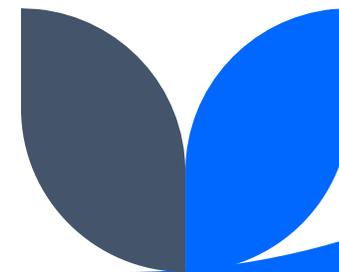
- Developing strategies and implementing public health protocols including with guidance from CDC for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services and continuing to employ existing staff of the LEA





# ESSER III – Allowable Activities

- In determining how to prioritize its funds, an LEA should consider how to use these funds to safely reopen schools for full-time instruction for all students, maintain safe in-person operations, advance educational equity, and build capacity.
- An LEA may provide services directly or enter into an agreement (e.g., a contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities under ESSER.
- An LEA is not authorized to award subgrants with ESSER funds.





# ESSER III – Allowable Activities

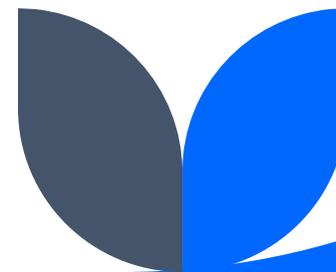
Any allowable use of funds to be charged to the ESSER III grant must be:

- Reasonable and necessary
- The LEA must justify the use of funds to the intent of the ESSER III statute (address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools)
- LEA must align it to an allowable activity in the statute.



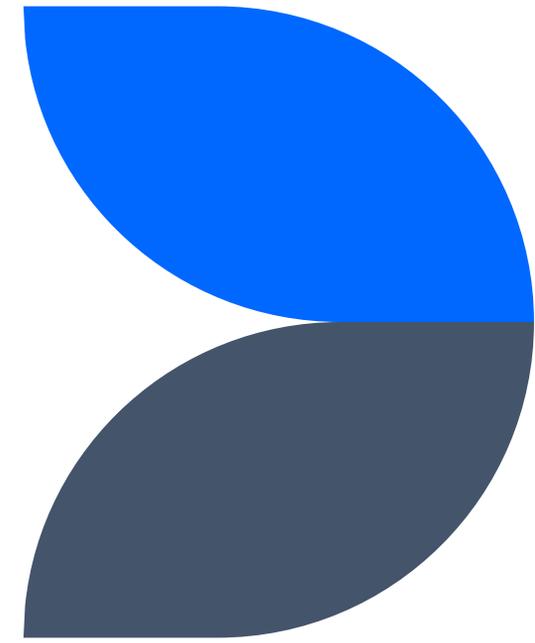
# Does the local board need to approve ESSER III Use of Funds Plan and/or RIPICS Plan?

There is not a requirement for the local board to approve the plans; however, the local board is required by the grant application assurances to have a discussion of the used of the ESSER III funds given that the funds are one-time in nature. The actual plans are approved based on the LEA's local policies regarding approval of such type of plans.





# PUBLIC INPUT/QUESTIONS





# Thank you

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