



# American Rescue Plan (ARP)



## Board Workshop May 25, 2021

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



# Agenda

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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

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**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

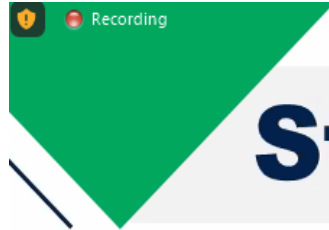
## Acronyms

**CARES** = Coronavirus Aid, Relief and Economic Security Act

**CRRSA** = Coronavirus Response and Relief Supplemental Appropriations

**ARP** = American Rescue Plan

**Supplant** = Replace  
**Supplement** = Additional



## Stimulus Funds: Overview

	Mar. 2020	Dec. 2020	Mar. 2021
	<b>ESSER I</b> <i>CARES Act</i>	<b>ESSER II</b> <i>CRRSA</i>	<b>ESSER III</b> <i>American Rescue Plan</i>
<b>Total Texas ESSER Entitlement</b>	\$1.29 B	\$5.53 B	\$12.42 B
<b>LEA Distribution</b>	Title I, Part A (FY 2019)	Title I, Part A (FY 2020)	Title I, Part A (FY 2020)
<b>Supplant/ Supplement</b>	<b>Supplant</b> (2019-20 HH)	?	<b>Supplement</b>
<b>Allowable Uses</b>	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 <b>20 percent</b> must be reserved to address learning loss through certain interventions like summer school, afterschool.
	<a href="#">Guidance</a> from USDE says that all ESSER funds can generally be used for the same allowable uses.		





# Initial Allocation



## Stimulus Funds: ESSER III

Initial  
(two-thirds)

Remaining  
(one-third)

Total  
Allocation

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

### Initial Allocation (Two-thirds)



No state application required.

### Remaining Allocation (One-third)



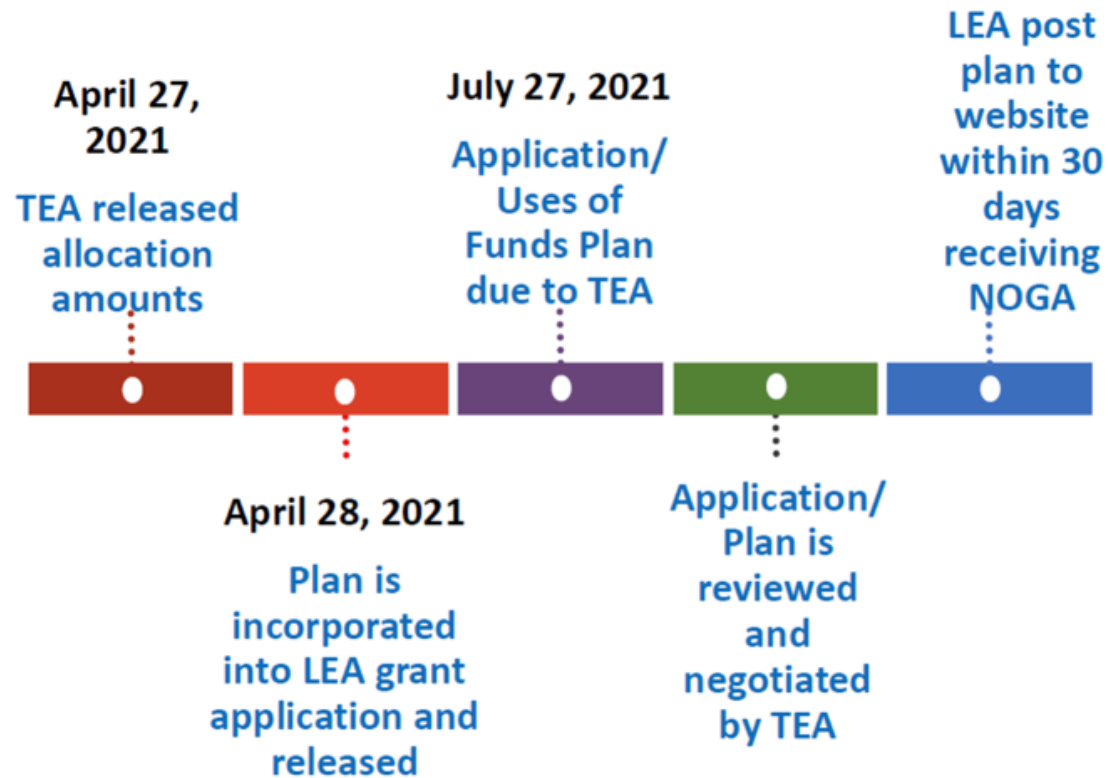
Approval of state application required. TEA projects this will be available "later this spring."

**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
<b>01</b>	<b>031901</b>	<b>BROWNSVILLE ISD</b>	<b>123,567,318</b>	<b>61,783,659</b>	<b>185,350,977</b>
15	025902	BROWNWOOD ISD	4,592,019	2,296,010	6,888,029



# ESSER III – Overall Beginning Timeline



**District Planning Begins Now!!!**



# TEA Program Requirements

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

1. The LEA must document a plan 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 how it determined its needs caused by COVID-19.
3. The LEA must document how it prioritized the needs in determining its use of the ESSER III grant funds.



# Allowable Uses

## Stimulus 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

<i>Mar. 2020</i>	<i>Dec. 2020</i>	<i>Mar. 2021</i>
<b>ESSER I</b> <i>CARES Act</i>	<b>ESSER II</b> <i>CRRSA</i>	<b>ESSER III</b> <i>American Rescue Plan</i>
<p><b>AU 1:</b> Any activity authorized under:</p> <ul style="list-style-type: none"> <li>• ESEA</li> <li>• IDEA</li> <li>• AEFLA</li> <li>• Perkins CTE</li> <li>• McKinney-Vento</li> </ul>	<p><b>AU 1:</b> Any activity authorized under:</p> <ul style="list-style-type: none"> <li>• ESEA</li> <li>• IDEA</li> <li>• AEFLA</li> <li>• Perkins CTE</li> <li>• McKinney-Vento</li> </ul>	<p><b>AU 1:</b> Any activity authorized under:</p> <ul style="list-style-type: none"> <li>• ESEA</li> <li>• IDEA</li> <li>• AEFLA</li> <li>• Perkins CTE</li> </ul> <p><i>Activities to address unique needs of students experiencing homelessness still allowed under AU 4.</i></p>





# Allowable Uses (continued)

## Stimulus Funds: Allowable Uses

Mar. 2020 <b>ESSER I</b> <i>CARES Act</i>	Dec. 2020 <b>ESSER II</b> <i>CRRSA</i>	Mar. 2021 <b>ESSER III</b> <i>American Rescue Plan</i>
<b>AU 3:</b> Provide resources for principals and school leaders to address school-specific needs	<b>AU 3:</b> Provide resources for principals and school leaders to address school-specific needs	<i>No similar language, but USDE says <a href="#">here</a> that ESSER III can be spent on same allowable uses as before .</i>
<i>No similar language in statute, but USDE says <a href="#">here</a> that addressing learning loss is an allowable use under CARES Act.</i>	<b>AU 12:</b> Addressing learning loss by: <ul style="list-style-type: none"> <li>Administering high-quality assessment,</li> <li>Implementing evidenced-based activities to meet student needs,</li> <li>Providing info to families on how they can support student in distance learning environment</li> </ul>	<b>ESSER II language +</b> LEAs must reserve <b>at least 20 percent</b> to for programs addressing learning loss through: <ul style="list-style-type: none"> <li>Summer enrichment,</li> <li>Extended day/year</li> </ul>
	<ul style="list-style-type: none"> <li>Tracking student attendance and improving engagement</li> </ul>	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

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## 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 publicly available 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)

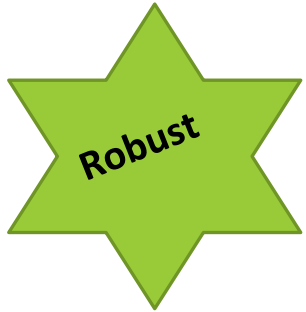


## New Spending Set-Aside Requirement:

- 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**



# 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

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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

	<u>Any Activity Authorized Under:</u>	<u>District Wide Initiatives</u>	<u>Team Leader</u>
<b>Part A</b>			
	<b>1 Any activity authorized under Elementary and Secondary Education Act (ESEA)</b>	<b>Learning Acceleration Framework</b>	<b>Lolita Emerson /Dr. Norma Ibarra Cantu</b>
	<b>2 Any activity authorized under Individuals with Disabilities Education Act (IDEA)</b>	<b>Learning Acceleration Framework</b>	<b>Adriana Lippa</b>
	<b>3 Any activity authorized under the Adult Education and Family Literacy Act</b>	<b>Learning Acceleration Framework</b>	<b>Reyes Rivera</b>
	<b>4 Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006</b>	<b>Learning Acceleration Framework</b>	<b>Erika Sikes</b>
	<b>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</b>	<b>Nurse COVID-19 Training, COVID-19 Vaccinations Clinics - Extra Duty Pay</b>	<b>Alonso Guerrero</b>

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.



# Planning Initiative Phase – Time Line

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

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 <b>absolute performance</b> 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 <b>growth</b> 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

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



# Example - Planning Process – “Learning Acceleration Framework”

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## Schools Must Make Significant Changes

1. **Supported Teachers** who are equipped to deliver excellence, getting more than 1 year of growth in 1 school year
2. **Rigorous Instructional Materials** designed to make up ground, and designed to work remotely & on campus
3. **More time** for the students most in need, including the summer and with targeted tutoring
4. Work to **empower parents** as a child’s first teacher must be expanded
5. **Other Supports**

# Step 3:

# Planning

# Create a Funding Plan



**Step 3:**  
Create a funding plan

*Outcome: A plan to use ESSER funds aligned to COVID-recovery priorities*

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?
<b>Strategies for Learning Acceleration</b>				
<b>Build teacher capacity to implement key components of effective instruction</b>				
<b>Personnel (FTE):</b> Will additional teachers or staff be needed to reduce class sizes, implement interventions, or provide training?				
<b>Instructional Materials:</b> Are additional instructional materials necessary to help teachers implement the key components of effective instruction and/or interventions?				
<b>Stipends:</b> Are stipends needed to support training, coaching, or additional time for collaboration?				
<b>Technology:</b> Will additional technology be needed to implement effective core and supplemental instruction?				
<b>Operations:</b> What impact will improvements to core instruction and targeted supports have on operations, e.g. transportation, food, and facilities?				
<b>Add instructional support staff</b>				
<b>Personnel (FTE):</b> What additional staff will you hire to provide interventions or support differentiation and scaffolding in core courses?				
<b>Stipends:</b> Are stipends needed to support training, coaching, or additional time for collaboration?				
<b>Ensure that all students have access to high-quality instructional materials</b>				
<b>Instructional Materials:</b> What additional instructional materials will you need to ensure that that high-quality materials are used in every grade and content area?				
<b>Stipends:</b> Are stipends needed to support training, coaching, or additional time for collaboration?				
<b>Technology:</b> Will additional technology be needed to fully utilize new instructional materials?				
<b>Provide summer learning opportunities</b>				
<b>Personnel (FTE):</b> Will you need to hire any additional staff to support summer				
<b>Instructional Materials:</b> Do you need to purchase additional instructional materials to support summer learning, aligned to the core curriculum?				
<b>Stipends:</b> What stipends will be needed for teachers and support staff?				
<b>Technology:</b> Is additional technology needed for specific summer programs?				
<b>Operations:</b> What transportation, food, and facilities will be needed for summer programs?				



# Budget Process

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- 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

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## Hire ESSER III Director & Secretary to:

- Assist Team Leaders 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

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