

May ISD

ESSER III Use of Funds Plan

American Rescue Plan (ARP) Act

Introduction

The American Rescue Plan (ARP) Act statute requires that LEAs develop and make publicly available their plans for the use of funds after having engaged in meaningful consultation with stakeholders. This plan must be reviewed and revised every six months. A summary of May ISD's plans for ESSER III funding, aligned to four required components, is below.

Public Comment & Stakeholder Input

This plan was developed in consultation with stakeholders after soliciting public comment via: electronic survey, focus groups, and stakeholder group meetings.

Effective Date & Publication of Plan

The plan was written on July 27, 2021 and posted to the LEA website <https://www.mayisd.com/covid19>. Should revisions to the plan become necessary, the plan will be updated and a revised version posted on the website.

Required Components of Use of Funds Plan

Statute requires that LEAs describe its use of funds according to four components:

1. Prevention and mitigation strategies consistent with the latest CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning. (LEAs are not required to use ESSER III funds for this activity.)
2. How LEA will use funds to address the academic impact of lost instructional time through evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year
3. How LEA will spend its remaining funds to meet the intent and purpose of ESSER III
4. How LEA will ensure the interventions address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by COVID19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Plan for Funding to Address Impact on Learning

Statute requires a minimum of 20% of ESSER III funding to be directed toward activities that address learning loss. This requirement is separated among two components:

- **Component #2:** Evidence-based interventions; and
- **Component #4:** Interventions that ensure the social, emotional, mental health needs of students are met

Initial 2/3 Entitlement: \$380,629	20% of Entitlement: \$76,126 <i>(minimum allowed)</i>
Total (initial + final amts.) Entitlement:	20% of Entitlement: <i>(minimum allowed)</i>
Amount Directed Toward Learning Loss: \$389,500	

Component #2: Evidence-based Interventions

May ISD will address learning loss through the following activities:

- Additional teacher hired in elementary to reduce class size and give more individualized and focused instruction in Reading/Math. Also added time for student interventions in reading.
- After school extended day programs to target learning loss and learning gaps in the four core subject areas.
- Additional payroll to allow time set aside for specialists to work with our dyslexia and special program students, as these students showed larger learning loss.
- Saturday enrichment classes to target learning loss for the secondary students.

The LEA has budgeted to implement these activities during the following years:

- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

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| <ul style="list-style-type: none"> ● Activities aligned with ESEA ● Activities aligned with IDEA | <ul style="list-style-type: none"> ● Purchase educational technology to aid educational interaction (students/teachers) |
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| <ul style="list-style-type: none"> • Activities aligned with Adult Education & Family Literacy Act (AEFLA) • Activities aligned with Perkins CTE | <ul style="list-style-type: none"> • Plan/implement summer learning & after-school programs • Address learning loss (assessments; comprehensive needs of students; PFE support; tracking remote attendance/engagement) |
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Component #4: Interventions Addressing Academic, Social, Emotional Needs of Students

May ISD will provide interventions responding academic, social, emotional, and mental health needs of all students, in particular underserved groups*, through the following activities.

- Make Space/ STEM classroom to increase student interaction for social needs and educationally focusing on higher level thinking and problem solving skills.
- Purchase of Technology to help respond to the academic needs of students and better be able to serve students upon them being quarantined due to COVID-19.

**Underserved groups: low-income students; students of color; English learners; students with disabilities; students experiencing homelessness; children in foster care; migratory students*

The LEA has budgeted to implement these activities during the following years:

- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

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| <ul style="list-style-type: none"> • Address student needs: low-income, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth • Purchase educational technology to aid educational interaction (students/teachers) | <ul style="list-style-type: none"> • Provide mental health services and supports (incl. implementation of evidence-based full-service community schools & hiring counselors) • Address learning loss (assessments; comprehensive needs of students; PFE support; tracking remote attendance/engagement) |
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Plan for Other Needs

Statute requires that the remaining funds ($\leq 80\%$ of ESSER III entitlement) be spent on other needs aligned with the intent and purpose of ESSER III. This requirement is separated among two components:

- **Component #1:** Prevention and Mitigation Strategies (optional use of ESSER III); and
- **Component #3:** Remaining use of ESSER funds aligned to safely reopening and sustaining the safe operation of schools and addressing the impact of the coronavirus pandemic on students

Initial 2/3 Entitlement: \$380,629	80% of Entitlement: \$304,503 <i>(maximum allowed)</i>
Total (initial + final amts.) Entitlement: \$ _____	80% of Entitlement: \$ _____ <i>(maximum allowed)</i>
Amount Directed Toward Other Needs: \$ _____	

Component #1: Prevention and Mitigation Strategies

May ISD will provide prevention and mitigation strategies consistent with CDC guidance (to the greatest extent possible) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

May ISD is supporting these strategies through ESSER III funding and will include the following:

- Hire additional custodian to focus on sanitation for COVID-19 prevention and mitigation.

The LEA has budgeted to implement these activities during the following years:

- 2020-2021 school year
- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

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| <ul style="list-style-type: none"> ● Strategies/Protocols aligned to CDC guidance (reopening/operating) ● Coordinating to prevent, prepare for, respond to COVID19 | <ul style="list-style-type: none"> ● Purchasing supplies to sanitize and clean ● Develop & implement procedures and systems to improve preparedness & response efforts of LEAs |
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- PD: sanitizing and minimizing the spread of infectious diseases

Component #3: Remaining Use of Funds

May ISD will use the remaining funds to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The following activities are planned:

The LEA has budgeted to implement these activities during the following years

3/13/20 preaward - reimburse LEA for activities conducted prior to application submission

- 2020-2021 school year
- 2021-2022 school year
- 2022-2023 school year
- 2023-2024 school year (as carryover)

Some allowable uses of funds aligned to this component include –

- Repairing & improving school facilities to reduce risk of virus/exposure to health hazards
- Improving indoor air quality
- Develop & implement procedures and systems to improve preparedness & response efforts of LEAs
- Plan/implement activities during long-term closures, (meals to eligible students; provide technology for online learning; guidance for IDEA requirements; ensure other ed. services continue per federal, state, local requirements)
- Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff