

Odem-Edroy  
INDEPENDENT SCHOOL DISTRICT

# Odem-Edroy ISD ESSER III: Overview & Application

School Board Meeting  
July 12, 2021

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## What is ESSER III

- Authorized by the American Rescue Plan Act of 2021
- Provides \$12 billion in funding to Texas K-12 Education
- Funds are being provided supplemental to all other funding sources, and will not be supplanted at the state level
- Purpose of ESSER III is respond to the pandemic and address learning loss
- Requires funds to target evidence-based practices for learning acceleration, summer enrichment, and after school programming

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## ESSER III: Overview

- Odem-Edroy was allocated \$2,979,247
- Odem-Edroy will expend funding through August 31, 2024
  - School Years (pre-award costs allowable):
    - 2021-22
    - 2022-23
    - 2023-24
    - Carryover

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### Planning Requirements – input from all stakeholders:

- Students
- Families
- Teachers
- Principals
- District Administrators (Special Populations)
- School Staff & Other educators
- Organizations: LEA tribes, civil rights organizations (including disability rights organizations)
- Stakeholders representing the interest of children with disabilities, English language learners, children experiencing homelessness, children of foster care, migrant students, children who are incarcerated, and other underserved students

## ESSER III: Overview

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## ESSER III: Overview

- ESSER III is a one-time funding source of funding
- The one-time of ESSER funding can result in funding deficits at expiration. Planning well is important.
- It is recommended that short-term types of expenditures to address the identified needs caused by the pandemic.
- Long-term uses of the ESSER III funds are allowable, these types of uses may result in fiscal deficits.

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LEA's must expend 20% of grant funds on:

- Evidence-based interventions such as summer learning, extended day, and comprehensive after-school programs, or extended school year programs; and
- Ensure interventions respond to students' academic, social, and emotional needs, and address disproportional impact of coronavirus on students' populations as defined in ESSA, Title I, Part A – students experiencing homelessness and youth in foster care.

## ESSER III: Overview

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## Opportunities for Input

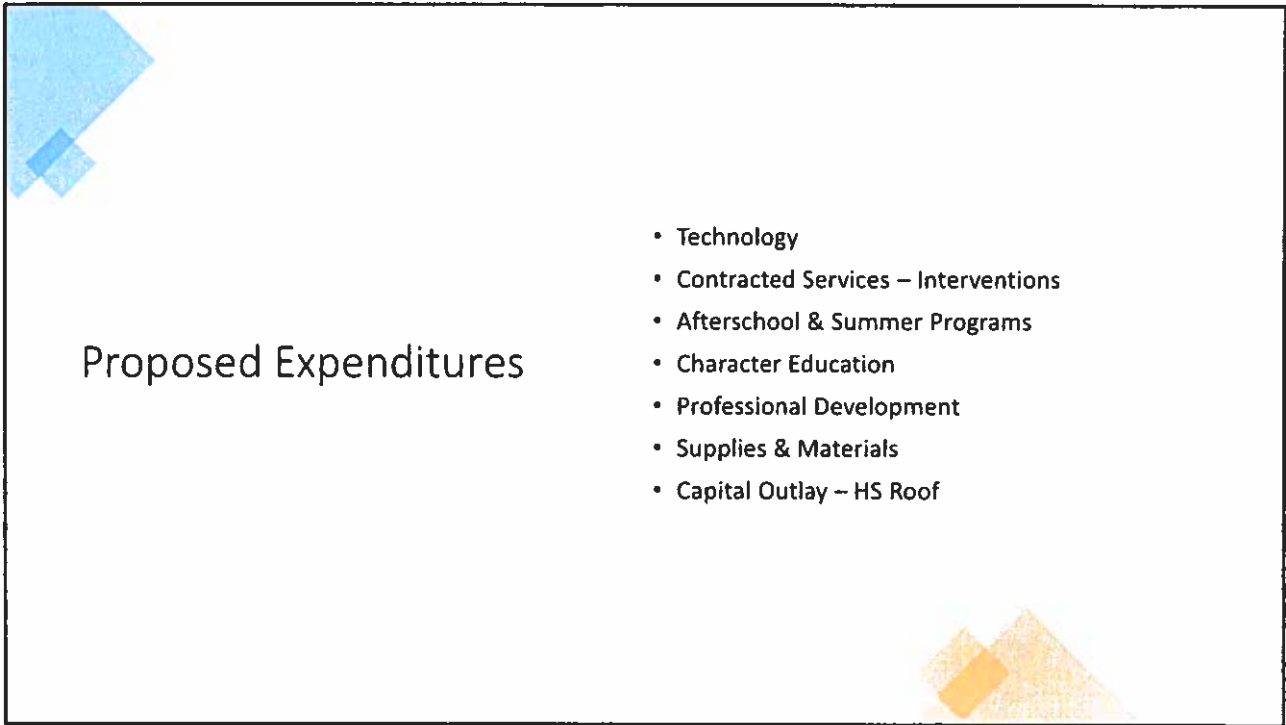
- District Meeting - Administrators
- Meeting 1
- Survey
- Meeting 2

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## ESSER III: Allowable Expenditures

- Preparedness, response, and mitigation of infectious diseases
- Professional Development – Reading Academies, high quality instructional materials, dyslexia training, professional development stipends, technology integration training
- Extended Instructional Time – Extended day, extended year, high dosage tutoring, summer learning
- Staffing – tutors, reduce class sizes, small group instruction, staff retention and recruitment bonus pay, after school enrichment programs, instructional coaching and leadership
- Facilities – ventilation, cleaning, HVAC systems, specialized instructional spaces
- Technology – devices, infrastructure upgrades, learning management systems, digital tools, educational application
- Mental Health and Behavior Supports – social workers, at-risk coordinators, additional counseling services, teacher training, wrap-around community partnerships

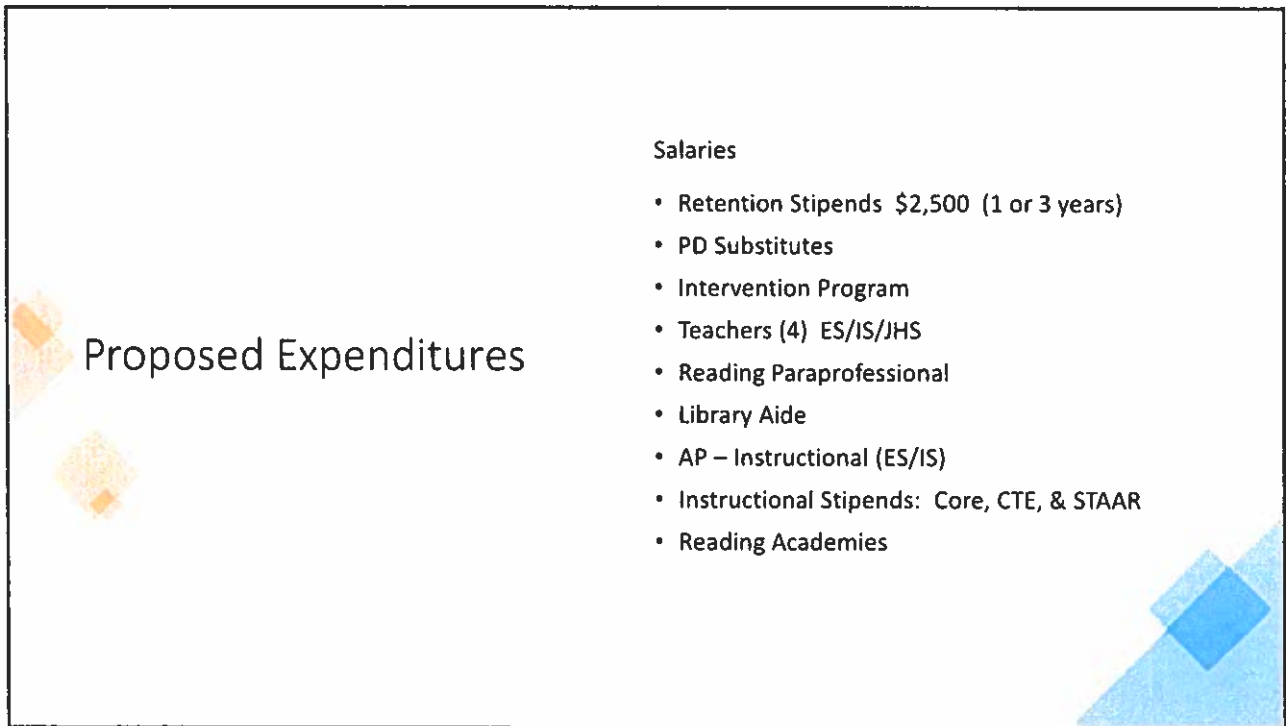
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## Proposed Expenditures

- Technology
- Contracted Services – Interventions
- Afterschool & Summer Programs
- Character Education
- Professional Development
- Supplies & Materials
- Capital Outlay – HS Roof

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## Proposed Expenditures

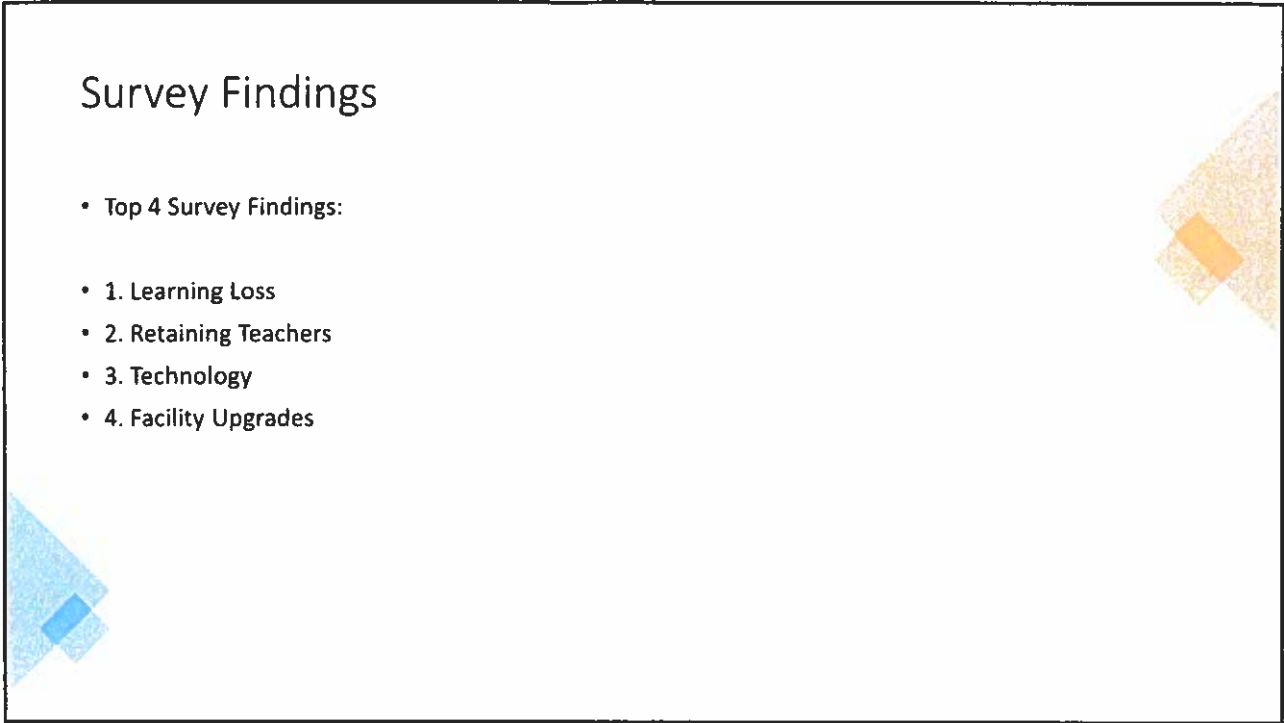
Salaries

- Retention Stipends \$2,500 (1 or 3 years)
- PD Substitutes
- Intervention Program
- Teachers (4) ES/IS/JHS
- Reading Paraprofessional
- Library Aide
- AP – Instructional (ES/IS)
- Instructional Stipends: Core, CTE, & STAAR
- Reading Academies

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# Survey Findings

- Top 4 Survey Findings:
  - 1. Learning Loss
  - 2. Retaining Teachers
  - 3. Technology
  - 4. Facility Upgrades



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# Questions?



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Odem-Edroy ISD  
DISTRICT COMMITTEE SURVEY  
Initial Data



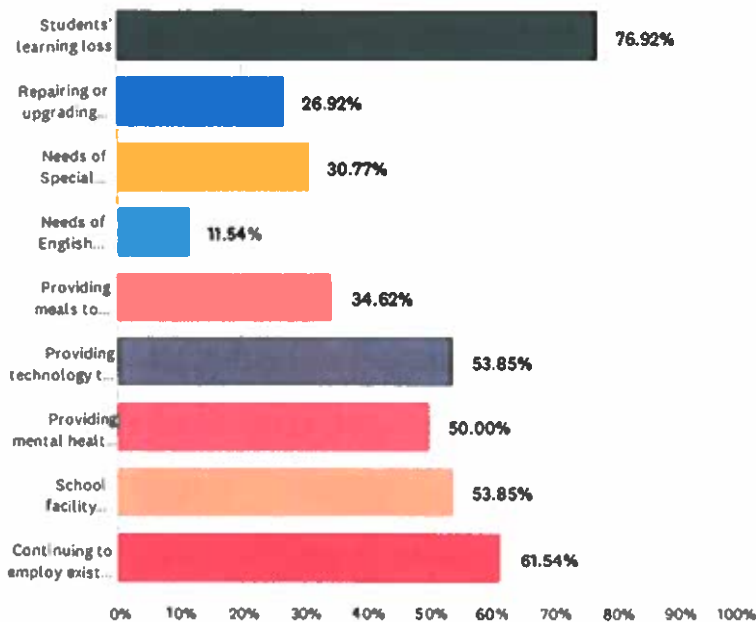
## Survey 1: District Committee

### Q2 Top Four Challenges facing students and the school district during and after the COVID-19 pandemic?

Group	1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	4 <sup>th</sup>	%
District Committee	Learning Loss	77	Continuing to employ existing staff	62	Providing Technology	54	School Facility Repairs	54

### Q2 Top Four Challenges From your perspective, what are the top four challenges facing students and the school district during and after the COVID-19 pandemic?

Answered 25 Skipped 0



#### QUIZ STATISTICS

Percent Correct  
100%

Average Score  
4.0/4.0 (100%)

Standard Deviation  
0.00

Difficulty  
2/2



# Q3 Allowable Uses of ESSER III Funds

## Order of Highest Need

	1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	4 <sup>th</sup>	%
<b>Order of Highest Needs</b>	Addressing Learning Loss		Retention of staff (stipends, increased compensation, etc.)	86	Providing Mental Health & Social Emotional Support	71	Maintenance, repair, replace, and upgrade projects to improve indoor air quality	43
	5 <sup>th</sup>	%	6 <sup>th</sup>	%	7 <sup>th</sup>	%	8 <sup>th</sup>	
	Providing meals to students	43	Providing Professional Development	49	Employ additional instructional staff (teachers, paraprofessionals, administrators, etc.)	44	Outdoor learning space	41

# Odem-Edroy ISD

## ESSER III

### PUBLIC COMMENT SURVEY DATA

Stakeholders: Students, Parents, Community Members, Principals, District Administrators (Special Populations), School Staff & Other Educators,

Organizations: LEA tribes, Civil Rights organizations (including disability rights organizations, Stakeholders representing the interest of children with disabilities, English language learners, children experiencing homelessness, children of foster care, migrant students, children who are incarcerated, and other underserved students.



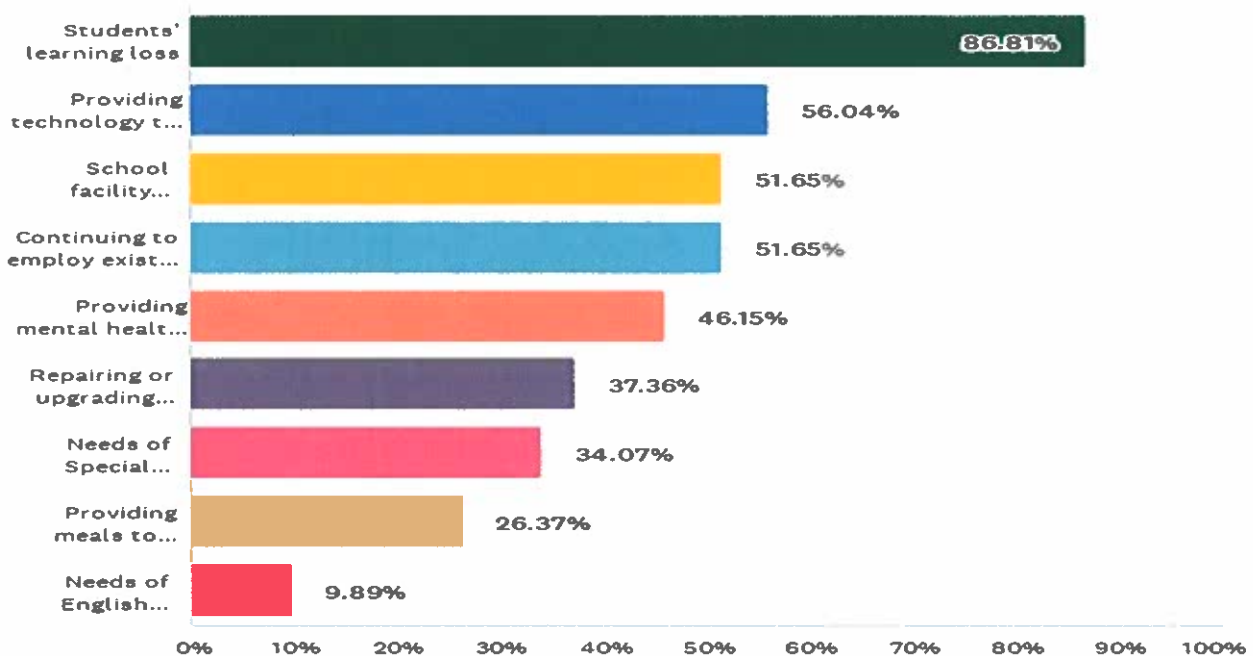
## Survey 2: Public Comment Survey

Q2 Top Four Challenges facing students and the school district during and after the COVID-19 pandemic?

Group	1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	4 <sup>th</sup>	%
Overall	Learning Loss	90	Providing Technology	56	School Facility Repairs	52	Continuing to employ existing staff	52
Parents & Students	Learning Loss	89	School Facility Repairs	67	Providing Technology	61	Continuing to employ existing staff	46
Teachers	Learning Loss	90	Continuing to employ existing staff	59	Providing mental health services	54	Providing Technology	46
Special Interest	Learning Loss	83	Continuing to employ existing staff	75	Providing mental health services	58	Providing Technology	42

### Q2: Top Four Challenges

From your perspective, what are the top four challenges facing students and the school district during and after the COVID-19 pandemic?





### Q3: ESSER III – Allowable Uses

The following are allowable uses of ESSER III Funds. Please read each allowable use and rate it as Low Need, a Moderate Need, or a High Need for Odem-Edroy ISD.

