



ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND APPLICATIONS

El Paso Academy, Inc.

July 22, 2021

ESSER Overview

- Elementary and Secondary School Emergency Relief (ESSER) Funds were approved through three acts:
 1. ESSER I: Grant program authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020.
 2. ESSER II: Grant program authorized in the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) in December 2020.
 3. ESSER III: Grant program authorized by the American Rescue Plan (ARP) Act of 2021, enacted on March 11, 2021. It's sometimes referred to as ARP ESSER. "ESSER III" is the education funding in President Biden's American Rescue Plan (ARP) Act of 2021.
- Each source funding has different requirements.

ESSER II Funding

- The statutory intent and purpose of the CRRSA Act is to add additional stimulus funding to be available to LEAs to prevent, prepare for, and respond to the coronavirus.
- The state provided a hold harmless, providing funding based on an assumption of attendance for the rest of the school year. ESSER I was used as a partial funding source for this hold harmless.
- For each LEA that actually receives a hold harmless ADA adjustment, TEA will fund a portion of that hold harmless adjustment with federal funds in a manner similar to how the 2019–2020 hold harmless was funded using CARES funds.
- El Paso Academy is eligible for \$388,664 in ESSER II funding.
- A separate budget has been prepared for these funds.

ESSER III Funding

- The statutory intent and purpose of the ARP Act is to provide wrap-around services in light of the challenges of COVID-19; and assistance needed to enable homeless children and youth to attend school and participate fully in school activities.
- The intent and purpose of ESSER III is to help safely reopen and sustain the safe operation of schools, and to address the impact of the coronavirus pandemic on students.
- El Paso Academy is eligible for \$872,885 ESSER III funding: 2/3 of the amount is available now.

Spending Requirements of ESSER III

- At least 20% of its ESSER III funds for the following:
 - Addressing learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs; and
 - Ensuring that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in ESEA, Title 1, Part A, students experiencing homelessness, and youth in foster care.

Actions Required: Pre-Application

- A public hearing (Board meeting) must be conducted to afford the public an opportunity to provide input on the district's plan for expending ESSER III funding.
- Per ESSER III guidelines, a "Safe Return to In-Person Instruction and Continuity of Services Plan" must be developed in addition to the ESSER III implementation plan.

ESSER III Stakeholders

Stakeholders consulted for input:

- Students
- Families
- School Administrators
- Teachers
- School Staff
- Other Educators
- Board of Directors
- Community Members

Input was solicited through:

- Online survey (June 18 – June 30, 2021)
- Meeting with individual members of staff and parents during June to solicit input

ESSER III Survey Results

Q1 - Highest priority needs to address learning recovery

- 58% - Additional staff to provide support for academic learning loss
- 54% - Student social, emotional and mental well-being
- 54% - Continued emphasis on technology equipment and access

Q2 - 20% of ESSER III funding is required to be used to address academic learning loss

- 79% - Focused intervention programs for specifically identified populations
- 79% - Additional professional development
- 67% - Acquiring evidence-based instructional materials to aid in intervention efforts

Q3 - Best way to address learning loss when students return to in-person instruction

- 67% - Social-emotional well-being: counseling and social work activities
- 63% - Social-emotional well-being: professional development for faculty and staff
- 63% - Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations

Top 3 responses for each question are included in presentation

Actions Required: Post-Award

- Within 30 days of receiving the ESSER III NOGA, the district's plan for expenditures of the ESSER III award must be posted on the district's website.
- Within 30 days of receiving the ESSER III NOGA, the district's Safe Return to In-Person Instruction and Continuity of Services Plan must be posted on the district's website, and must be reviewed every six months/revised, if necessary, until September 2023.

El Paso Academy Plan

- Major areas of need identified:
 - Category 1: Addressing Academic Impact
 - Category 2: Mental Health, Behavior and Social-Emotional Supports
 - Category 3: Personnel and Professional Development
 - Category 4: Technology

Next Steps

- Submit the grant applications
- Post ESSER III requirements on school website
- Monitor plan annually and revise as needed through end of grant cycle



QUESTIONS?

THANK YOU