



ESSER II & ESSER III

BUDGET & ALLOCATION



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BACKGROUND

- Under the ESSER Fund, established as part of the Education Stabilization Fund in the CARES Act, State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.
- ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities.

TIMELINE OF DEVELOPMENT OF ESSER II & ESSER III BUDGET PLAN

- May 19, 2021
 - Stakeholder survey was sent out to all current staff of Priority Charter Schools (PCS).
- May 20, 2021
 - Stakeholder surveys were sent out to all current students and guardians of PCS.
 - Survey was opened to community stakeholders on PCS district website.
- June 24, 2021
 - Special Board Meeting was called to allow for Public Comment on PCS 2021-20221 Federal Elementary and Secondary School Emergency Relief (EESER) Budget Plan and the Safe Return to School Plan.
 - Priority Charter School's Board of Trustees voted to accept the ESSER Budget Plan and the Safe Return to School Plan.
- June 26, 2021
 - ESSER Budget Plan and the Safe Return to School Plan was posted on PCS district website for public comment.
 - Stakeholder survey is open on PCS website for continuous gathering of data.
- November 11, 2021
 - Priority Charter School's Board of Trustees reviewed the ESSER Budget Plan and the Safe Return to School Plan and adopted needed changes. Public Comment was heard during the meeting concerning both the ESSER Budget Plan and the Safe Return to School Plan.

TIMELINE OF DEVELOPMENT OF ESSER II & ESSER III BUDGET PLAN

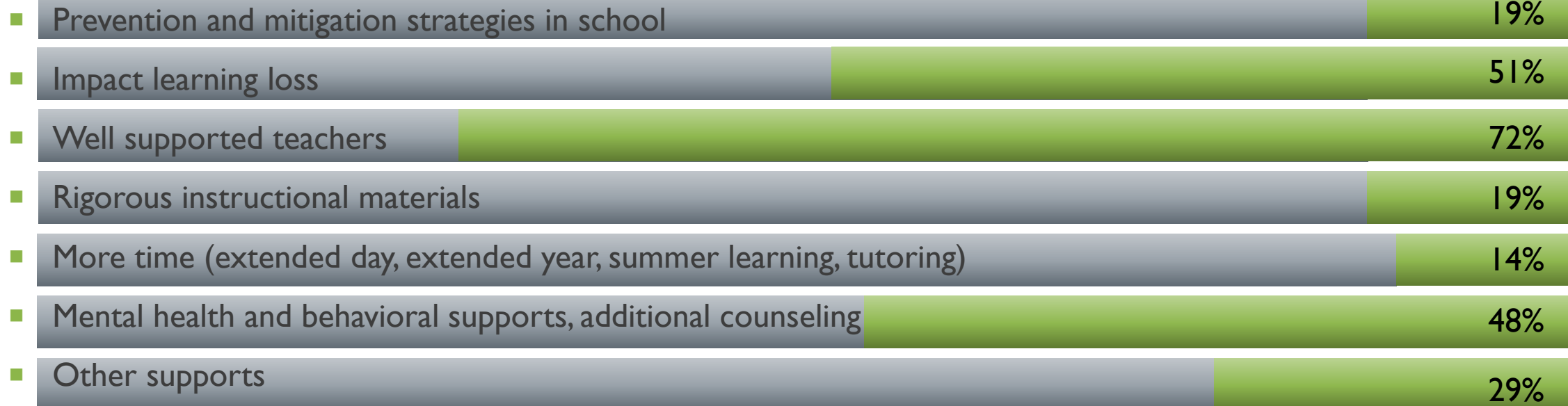
- March 10, 2022
 - Priority Charter School's Board of Trustees reviewed the ESSER Budget Plan and the Safe Return to School Plan and adopted needed changes. Public Comment was heard during the meeting concerning both the ESSER Budget Plan and the Safe Return to School Plan.

- The purpose of the ESSER stimulus funds are to:
 - Address COVID related learning loss
 - Accelerate learning
 - Support the mental health needs of our students
 - Address other barriers to learning (e.g. meals, technology, etc.)
 - Address other health and safety concerns.

STAKEHOLDER SURVEYS

- PARENTS
- STUDENTS (6TH-12TH)
- STAFF

■ Which of these options are most important to you? (Stakeholders could choose more than one choice.)



STAKEHOLDER SURVEYS

- PARENTS
- STUDENTS (6TH-12TH)
- STAFF

SET-ASIDE REQUIREMENT

- LEAs must expend a minimum of 20% of their grant funds on evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs;
- LEAs must ensure interventions respond to students' academic, social, and emotional needs and address disproportionate impact of coronavirus on student populations as defined in ESEA, Title I, Part A; students experiencing homelessness; and youth in foster care



ESSER II

\$540,619

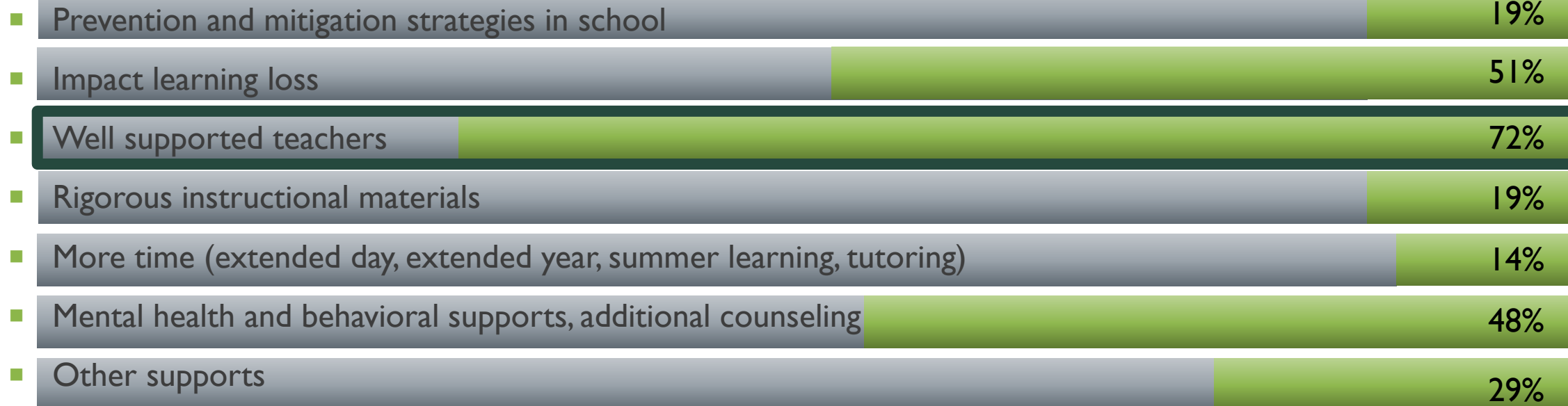
ESSER III

\$1,214,547



PRIORITY CHARTER SCHOOLS' ALLOCATIONS

■ Which of these options are most important to you? (Stakeholders could choose more than one choice.)



STAKEHOLDER SURVEYS

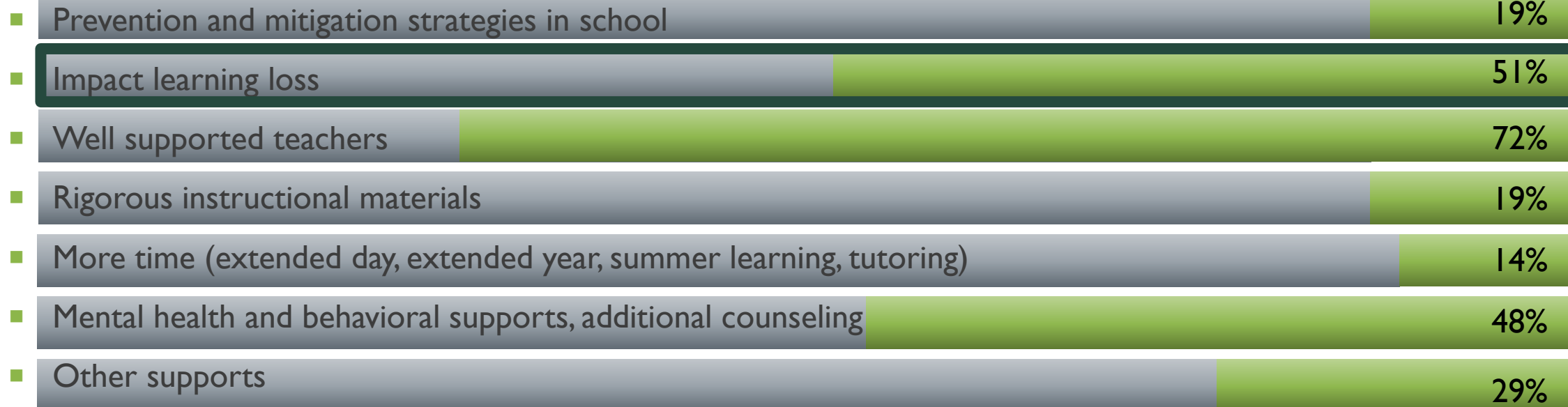
- PARENTS
- STUDENTS (6TH-12TH)
- STAFF

WELL-SUPPORTED TEACHERS

- Assistant Superintendent of Academics
- District Instructional Coach
- Campus Instructional Coaches at each campus
- Director of Instructional Technology
- Professional Development

ESSER II	ESSER III
\$330,336.50	\$324,390

■ Which of these options are most important to you? (Stakeholders could choose more than one choice.)



STAKEHOLDER SURVEYS

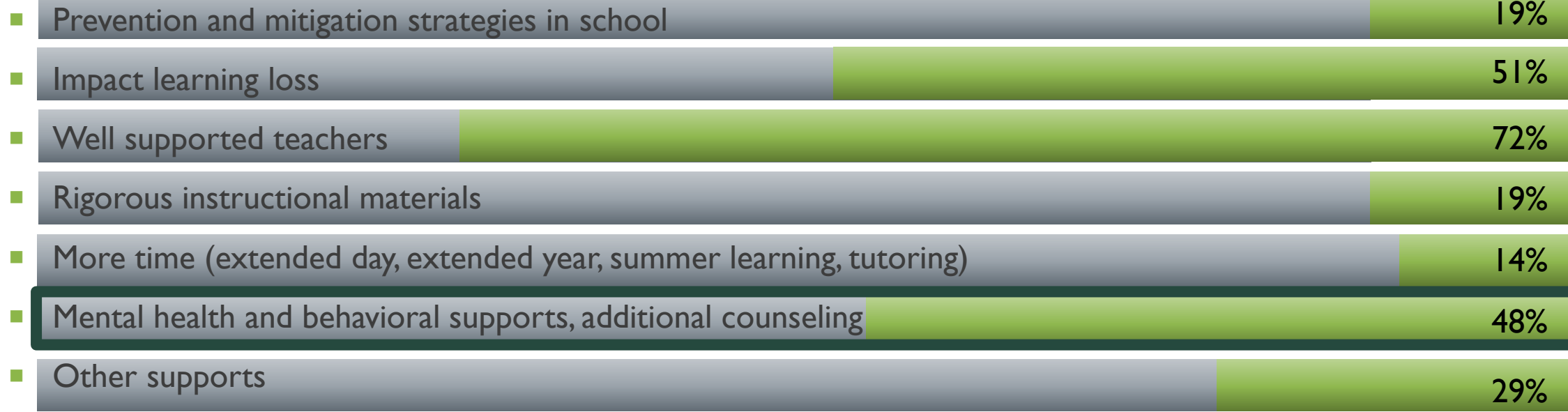
- PARENTS
- STUDENTS (6TH-12TH)
- STAFF

IMPACT LEARNING LOSS

- Summer School Program
- After-School & Saturday Tutoring
- Campus Interventionist at each campus
- Up-grade of Technology Infrastructure
- Classroom Technology
- Director of Instructional Technology
- Individualized Intervention Program

ESSER II	ESSER III
\$170,283.50	\$530,929

■ Which of these options are most important to you? (Stakeholders could choose more than one choice.)



STAKEHOLDER SURVEYS

- PARENTS
- STUDENTS (6TH-12TH)
- STAFF

MENTAL HEALTH AND BEHAVIORAL SUPPORTS

- Curriculum for Social Emotional Instruction at all campuses

ALLOWABLE COSTS

- Coordinating preparedness and response efforts to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
- Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.

ALLOWABLE COSTS

- Addressing the academic impact of lost instructional time among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by:
 - Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - Tracking student attendance and improving student engagement in distance education.

ALLOWABLE COSTS

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

ALLOWABLE COSTS

- School facility repairs and improvements to enable operation of schools 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 the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

UNALLOWABLE COSTS

- Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures related to COVID-19.
- Subsidizing or offsetting executive salaries and benefits or individuals who are not LEA employees.
- Expenditures related to state or local teach or faculty unions or associations.
- Construction costs without prior written approval from TEA.

BACKGROUND

- Under the ESSER Fund, established as part of the Education Stabilization Fund in the CARES Act, State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.
- ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities.
- ESSER III funds require additional documentation:
 - Maintenance of Equity (*We are exempt because we have less than 1,000 students.*)
 - LEA Use of Funds Requirement
 - LEA Safe Return to In - Person Instruction and Continuity of Services Plan Requirements
 - Set-aside Requirements

USE OF FUNDS REQUIREMENT

- The LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan for the uses of ESSER III funds.
- At a minimum, the plan must include a description of:
 - The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
 - How the LEA will use the funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.
 - How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to 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 the COVID –19 pandemic, including students from low -income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN REQUIREMENT

- Plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, the extent to which it has adopted policies, and a description of any such policies on each of the CDC's safety recommendations. The current CDC recommendations include:
 - Universal and correct wearing of masks;
 - Modifying facilities to allow for physical distancing;
 - Handwashing and respiratory etiquette;
 - Cleaning and maintaining facilities;
 - Including improving ventilation;
 - Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, health departments;
 - Diagnostic and screening testing;
 - Efforts to provide vaccinations to school;
 - Appropriate accommodations for children with disabilities with respect to health and safety policies; Coordination with State and local health officials.

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN REQUIREMENT

- Plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.
- The plan must also be reviewed and, as appropriate, revised every six months until September 30, 2023, including stakeholder input and public comment.
- If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC at the time of the revision or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations. A plan is required of all LEAs, even those who have already returned to in-person instruction.
- All plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.



QUESTIONS?

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