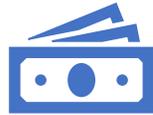


DEIC NEISD ESSER III UPDATE

OVERVIEW AND PLANNING PROCESS



AGENDA



PROVIDE DEIC
AN OVERVIEW
OF ESSER III
FUNDING
GUIDELINES
AND
REQUIREMENTS



REVIEW
Spending
requirements



REVIEW SURVEY
RESULTS AND
RECOMMENDED
CONSIDERATIONS



NEXT STEPS

WHAT IS ESSER III?

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic.

U.S. Department of Education

ESSER III Overview

NEISD Allocation: \$117,102,226

- Immediate allocation \$78,068,151 (2/3)
- Future allocation \$39,034,075 (1/3)

Must use 20% on learning loss

- Evidence-based interventions, extended school day, summer learning, and extended school year

Timeline: 3/13/20 – 9/30/24

- Supplanting allowed with restrictions
- Application due July 27th

HOW WILL NEISD ACCESS THESE FUNDS?

NEISD filed an application with two required plans through TEA Grant Opportunities .

- Plans submitted must include:
 - Use of Funds Plan
 - Safe Return to In-Person Instruction and Continuity of Service Plan



WHAT ARE THE SPENDING REQUIREMENTS?

- Districts can use ESSER III funds for a wide variety of purposes to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools.
- Each district must spend 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
 - Ensuring that such interventions respond to students' academic, social, and emotional needs
- Other 80% may be spent in a variety of other ways to help support the safe opening of schools and continuity of learning.

ESSER III Allowable Activities

Academic Supports

- Summer learning
- After-School programs
- Assessment and curricular materials
- Educational Technology
- Professional Learning
- Accelerated instruction and enrichment

Social-Emotional Support

- Mental Health
- Family Engagement

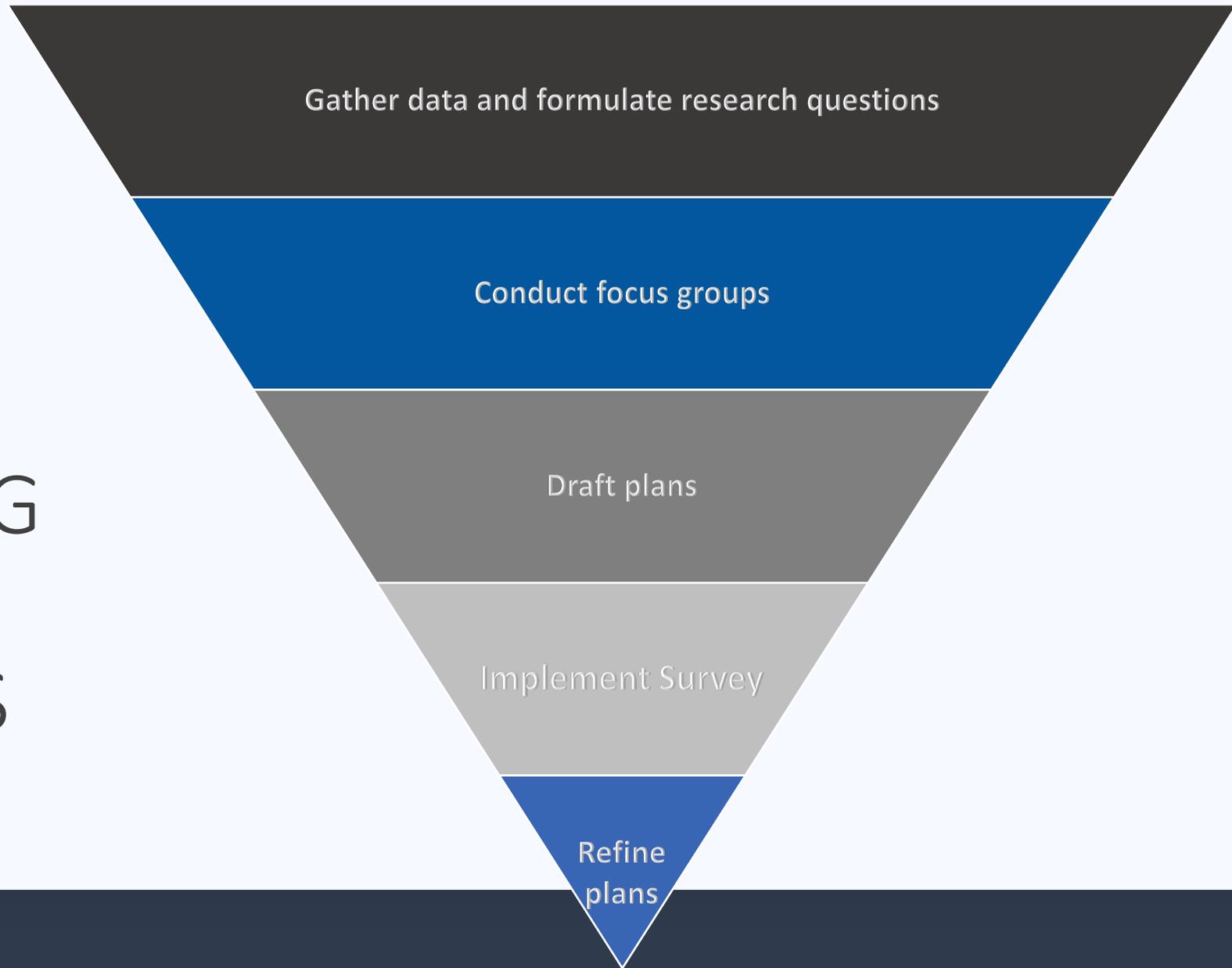
Health/Safety

- Safe reopening of schools
- Indoor air quality

Continuity of Services

- Maintain and expand the level of services needed for students to return to school

DEFINING THE PROCESS





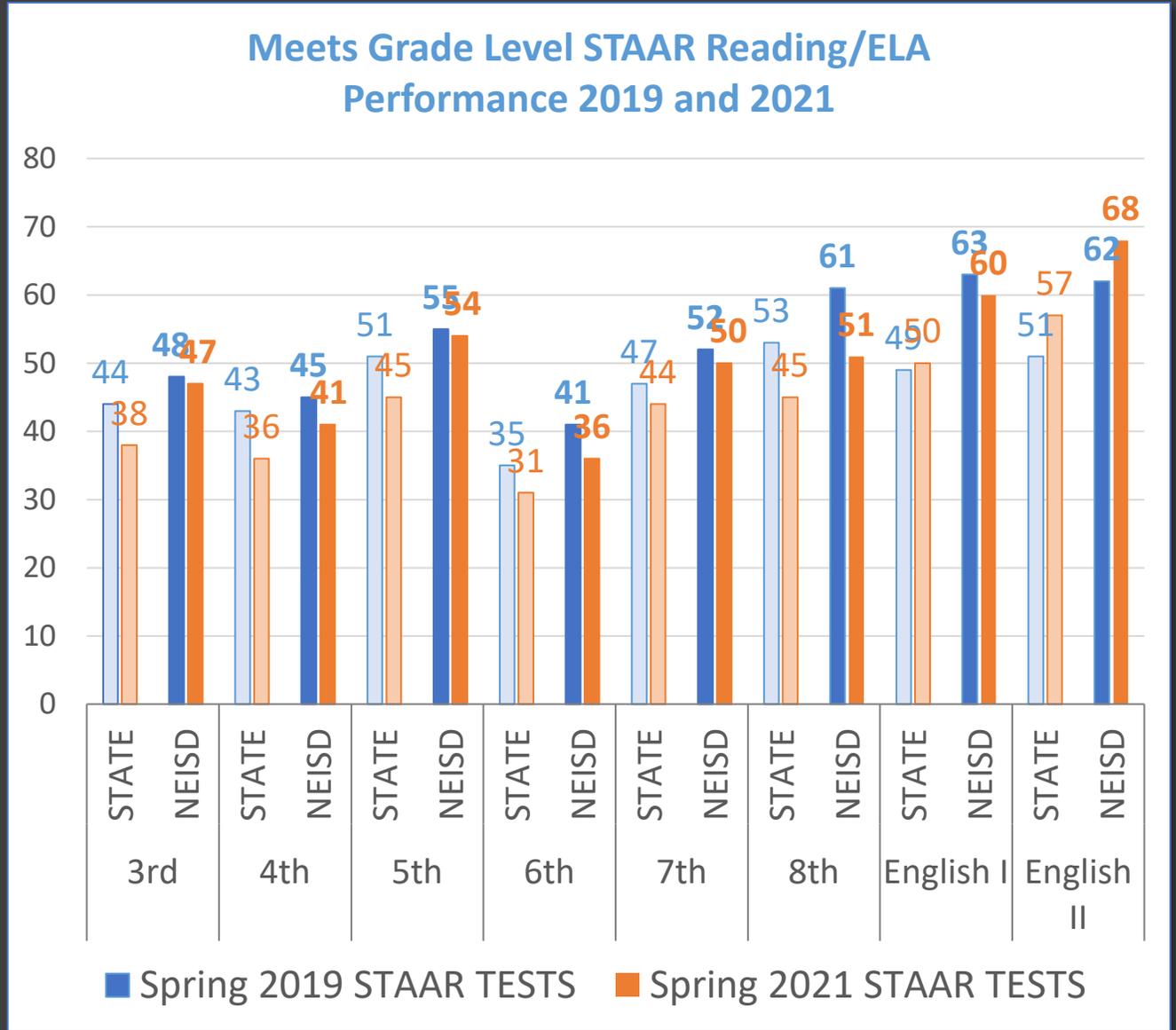
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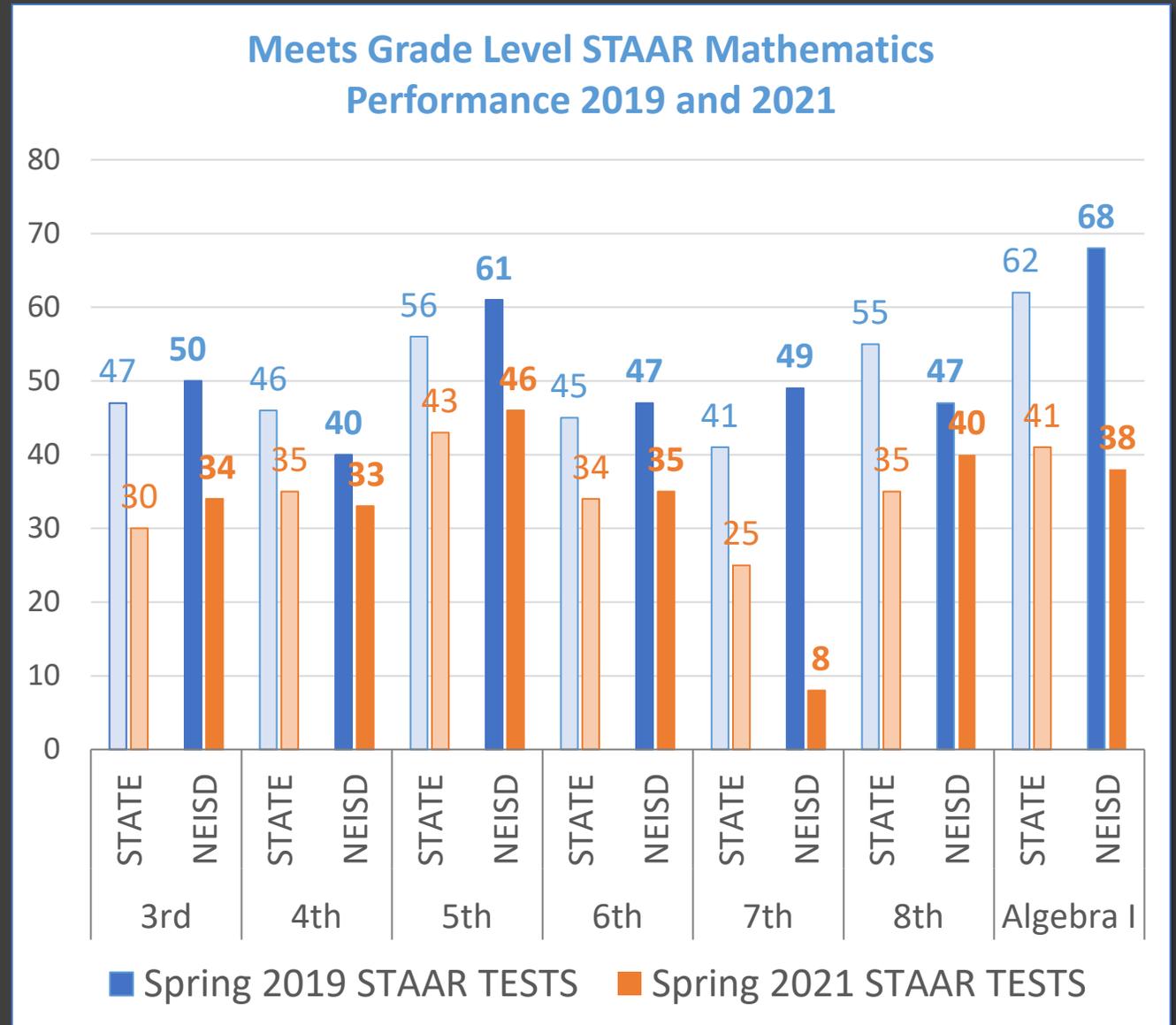
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STAAR/EOC 2021 Reading/English Language Arts

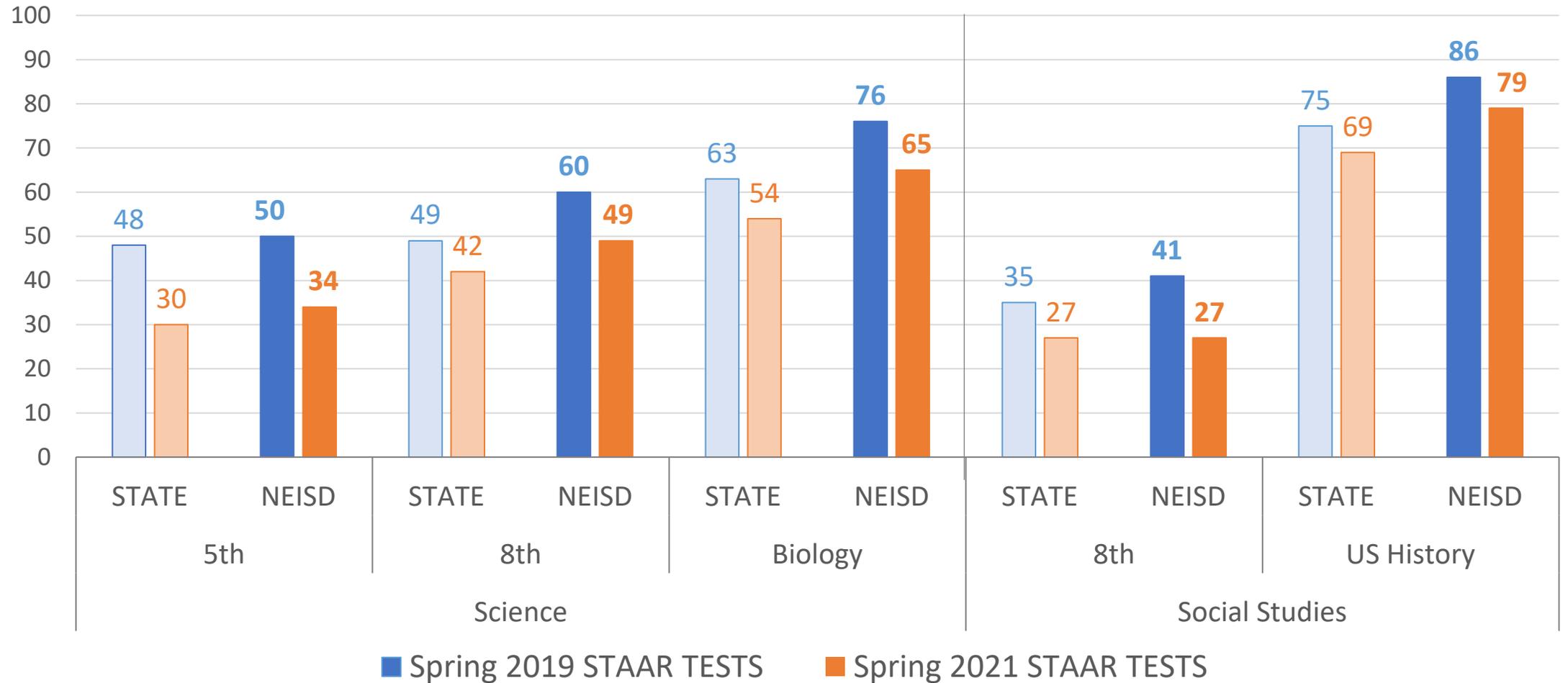


STAAR/EOC 2021 Mathematics



STAAR/EOC 2021 Science & Social Studies

Meets Grade Level STAAR Science & Social Studies Performance 2019 and 2021



SUMMARY OF WHAT THE DATA IS TELLING US?

2020-2021 STAAR, EOC,
and MAP DATA

Elementary schools

K-2 Reading and
Math

3-5 Math

Middle schools

6th grade math

7th grade math

8th grade math

High schools

English I

Algebra I

DO WE NEED COMMUNITY INPUT?

Stakeholder input

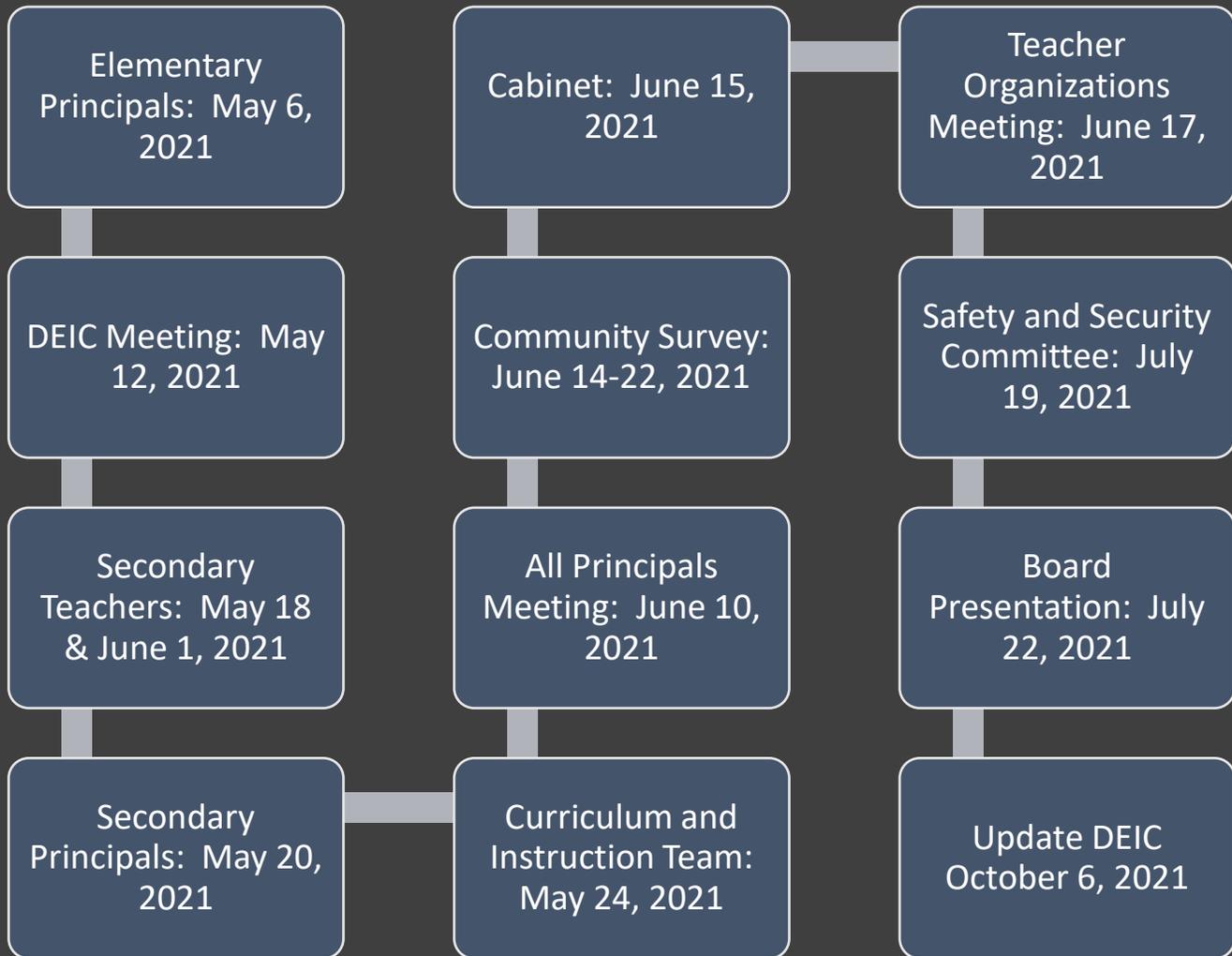
Each district must engage in meaningful consultation with specified stakeholders and give the public an opportunity to provide input in plan development. The stakeholders must include:

- Students
- Families
- School and district administrators
- Teachers
- Principals
- School leaders
- School staff
- Other educators
- Civil Rights Organizations
- Stakeholders representing the interests of children with disabilities, English Learners, homelessness, foster care, migratory, and other underserved students

Formatting and translation

- The 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 to provide a written translation, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

COMMUNICATION TIMELINES



ESSER III Community
Input Survey Results:
11,133 Total Responses

Stakeholder Groups	Responses
Staff/Faculty	3,275
Teacher	2,006
Principal	73
School Admin	164
Auxiliary	1,055
Afterschool Staff	76
Central Office Admin	138
Parents	9,252
Students	1,357
*Children with Disabilities	386
*English Learners	238
*Homeless	112
*Foster Care	121
*Migratory	84

Survey Respondents were allowed to select all stakeholder categories that represented them

* Stakeholders representing the interest of a specific student group

WHAT DID
NEISD
COMMUNITY
IDENTIFY AS
THEIR TOP 12?

Hands-on and engaging learning opportunities

Technology for the classroom

Infrastructure upgrades to improve the network

Indoor air quality and sanitation

Guidance and counseling

Extended learning opportunities

Professional learning for teachers

Frequent small-group instruction

After-school learning programs

Summer learning programs

College and Career learning opportunities

Instructional resources

WHAT IS CURRENTLY IN OUR PLANS?

Safe Reopening

High Quality First-Time
Instruction via coaching
and support

Expand MAP
assessment k-9

Remote conferencing

Teletherapy/Mental
Health/CCRT

Hands on and engaging
learning

Instructional Resources

Curriculum and
Assessment Redesign
based on new learning
needs

Summer Programming

Extended school year

Multi-Tiered Systems of
Support for math and
reading

Air Quality

Professional Learning
(PLC, Learning targets,
reading academies,
math academies, etc..)

Math Acceleration
coaches

After-School
Programming (KIN and
tutoring)

Virtual Bridge

High Impact Tutoring 6-
8 at night

Expansion of
Technology 2 to 1

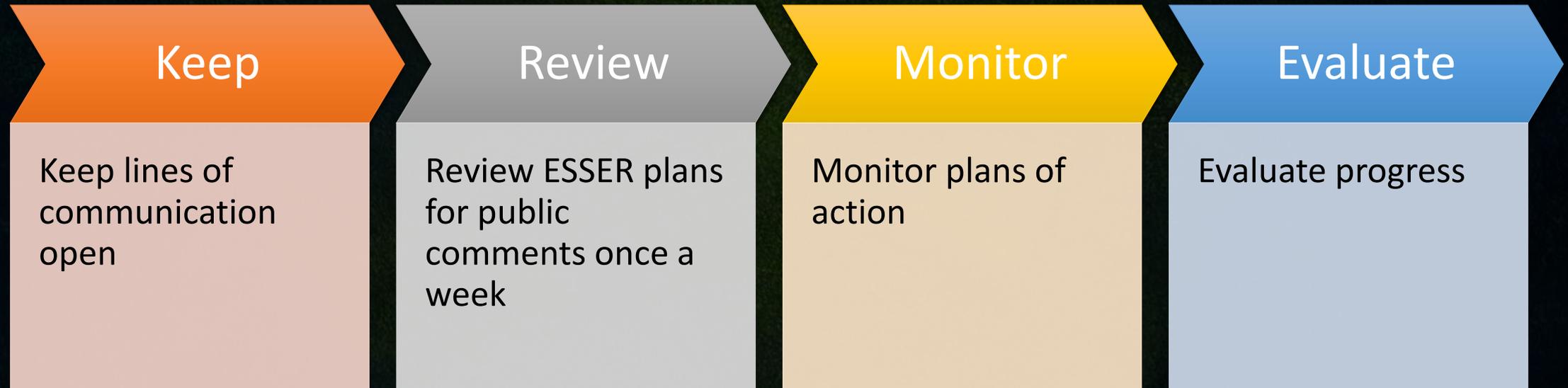
Infrastructure Upgrades

College Career and
Military Readiness
(CCMR)

CAN WE
ADJUST OUR
PLANS IF
SOMETHING
IS NOT
WORKING?

Plans must be
reviewed
and/or
updated **no
less than every
six months** and
must include
public input
when revisions
are necessary.

NEXT STEPS



QUESTIONS

