

ESSER III Discussion with Stakeholders

February 10, 2020



COVENANT HOUSE
ACADEMY
GRAND RAPIDS

1. Welcome

- Quick Introductions
- Purpose of Meeting

2. State & Federal COVID Relief History

- Overview of the COVID relief funds we have received the last two years
- Significant detail of COVID funds is the ability to **supplant**

3. Intial ESSER III Survey

- Go over results from the survey
- Discuss top three areas of need based on survey

4. Next Steps in the Process

- Timeline
- Launch

COVID Relief Money [\$984,701 total]

1. **CRF Grant** [\$107,706]
 - ✓ \$16,300 on initial PPE (*humidifiers, spit shields, tents, enhanced cleaning, etc.*) [sr 20-21]
 - ✓ \$90,300 on Chromebooks, Laptops, GoGuardain, 5 months of hotspots (\$3,045) [sr 20-21]
2. **CRF Grant from Kent County** [\$4,950]
 - ✓ 100% on PPE (*cleaning, materials, etc.*) [sr 20-21]
3. **ESSER I** [\$172,794]
 - ✓ 100% spent on teacher salaries [sr 20-21]
4. **GEERS** [\$32,741]
 - ✓ 100% on Social Worker (*mental health focused*) [sr 20-21]
5. **ESSER II** [\$195,926]
 - ✓ \$966 PPE [sr 20-21]
 - ✓ \$608 headphones [sr 20-21]
 - ✓ \$179,379 on teacher salaries [sr 20-21]
 - ✓ \$14,973 remaining
6. **Sec. 23b(2)(b) ESSER II - Credit Recovery 9-12** [\$30,250]
 - \$7,449 on summer school 2021
 - \$1,050 on Saturday School 21-22 sr (so far)
 - \$21,766 remaining
7. **ESSER III** [\$440,334]*
 - ✓ Exact Path \$31,229 [sr 20-21]
 - ✓ \$262,118 remaining

* Not 100% allocated yet. (\$293,347 as of 11/23)

LEA PLAN OF USE ASSURANCES/CERTIFICATIONS

- * Please certify that the LEA has engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of the plan.

All items must be checked

- * • Students
- * • Families
- * • School and District Administrators (including Special Education Administrators)
- * • Teachers, Principals, School Leaders, Other Educators, School Staff, and their Unions

Must select at least one

- Tribes
- Civil Rights Organizations (including disability rights organizations)
- Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students
- None of these are present or served within the LEA boundaries

- * The LEA certifies a Safe Return to In-Person Instruction and Continuity of Services Plan was/will be posted to LEA website within 30 days of funds being allocated.
- * The LEA certifies it has/will meet the Reservation to Address the Academic Impact of Lost Instructional Time requirement in ARP ESSER III (20 percent of such funds to address learning loss).

ARP ESSER III Application

LEA Plan for Use of ARP ESSER Funds Meaningful Consultation with Stakeholders

Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Meaningful Consultation in Development of LEA Plan

Communication Overview

1. ESSER III Survey sent to 408 email addresses on 1/12/22
2. Reminder email sent to 390 addresses that had not completed the survey on 1/25/22
3. Survey responses were collated for the meeting on 2/10/22 to discuss the next steps.
 - Inventions were sent to everyone that completed the survey
 - Recording of this discussion will be posted to website
4. Initial “Plan for Use of Funds” will be submitted on February 15, 2022.
 - *The final budget does not need to be completed for submission*
5. Initial draft of plan will be presented at a future meeting (end of March) once completed with an opportunity for further stakeholder input

Safe Return to In-Person Instruction and Continuity of Services Plan



Introduction and Overview

MISSION STATEMENT

The Covenant House Academies provide at-risk youth in our communities with new opportunities to earn a high school diploma, improve their life skills, and the academic foundation to continue on to higher education or postsecondary skills training. Aided with a compassionate and caring staff, the schools prevent poverty, underachievement and homelessness while offering hope, encouragement and a better chance for future success.

GUIDING PRINCIPLES

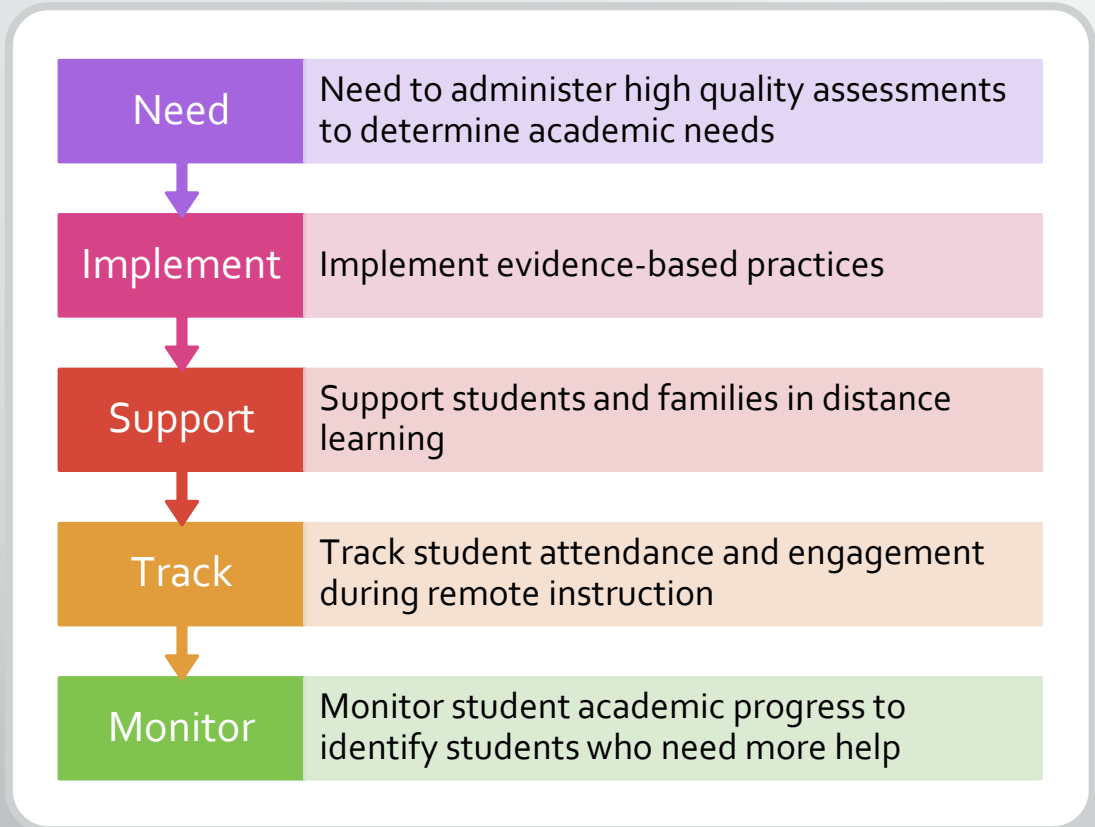
1. CHA students do better at school than remotely, due to the structure, guidance and support we provide.
2. CHA students and their families are at high risk for COVID-19 by virtue of geography, race, and income.
3. Safety of students and staff is paramount in every decision.
4. Youth Vision Solutions strongly agrees with public health agencies and encourages all eligible individuals to become vaccinated except those advised not to by their physician

INTRODUCTION

Since the closure of school buildings in March of 2020, Covenant House Academy has worked tirelessly to keep students supported through information about GRPS meal sites, weekly wellness check-ins, counseling supports, and resources to social services. Academically, every student who requested a computing device during school closures and those who chose to work remotely during the 2020-2021 school year received a computing device to continue working in our online curriculum and a number received assistance in setting up Internet connectivity in the home.

Our focus, as we begin the 2021-2022 school year, is to safely bring the students back into the classroom. As public health conditions surrounding COVID-19 in Kent County continue to change, we will continue to work under the guidance of the Kent County Health Department (KCHD) to make safe decisions for staff and students during the 21-22 school year. Our ultimate goal is to keep staff and students safe and to continue

**ESSER III
Required
20% Set-Aside
for Learning
Loss**
**For GR this means
\$58,670
(of \$293,347)**



Program Description:

Q1: How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

ESSER III funds have supported our school’s transmission mitigation efforts through the purchase of PPE (masks, hand sanitizer, and cleaning supplies) and to replace filters in the air purifiers and humidifiers we put in every room in the school to improve indoor air quality.

The funds have also allowed us to both have the staffing level to mitigate classroom size to allow social distancing for students attending school in-person as well as staff to support those working remotely.

ARP ESSER III Application

Program Description:

Q2: How will the use of ESSER III Funds promote equity?

Researchers have identified that, “access to...well-prepared, effective, and diverse educators and staff, and integrated support services, can begin to mitigate the impact of COVID-19 on...students and can close long-standing gaps in educational opportunity.”

This is even more important with the at-risk population we serve. ESSER funds have allowed us to keep our staffing at a level that would not be possible under traditional pupil funding calculations due to the impact of COVID-19 on our number of enrolled students.

ARP ESSER III Application

Program Description:

Q3: Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students: low-income families, each racial or ethnic group, Gender, English learners, Children with disabilities, Students experiencing homelessness, Children and youth in foster care, Migratory students

Most of our students/families were front-line workers and suffered a tremendous financial, physical, and emotional impact during COVID. We began giving all students a mental health screener upon enrollment to identify students in need, we began a daily **mindfulness program** in all of the classes to help support staff and students, and we provided **trauma training to staff**. We purchased **Exact Path** to support our curriculum which provides a diagnostic assessment and direct instruction to help close learning gaps and demonstrate positive growth when used alongside our existing curriculum.

ARP ESSER III Application

Program Description:

Q4: Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students: low-income families, each racial or ethnic group, Gender, English learners, Children with disabilities, Students experiencing homelessness, Children and youth in foster care, Migratory students

- As Title I Schoolwide school, grant programs/services are evaluated annually for effectiveness and impact on student achievement which includes looking at subgroups
- Student academic data is evaluated using usage reports, course progress, and student surveys which can all be broken down into subgroups
- Our MTSS - PBIS program is evaluated by SWIS data, EWI, and PBIS tiered fidelity inventory, which all look at subgroups for indicators of equity red flags

Program Description:

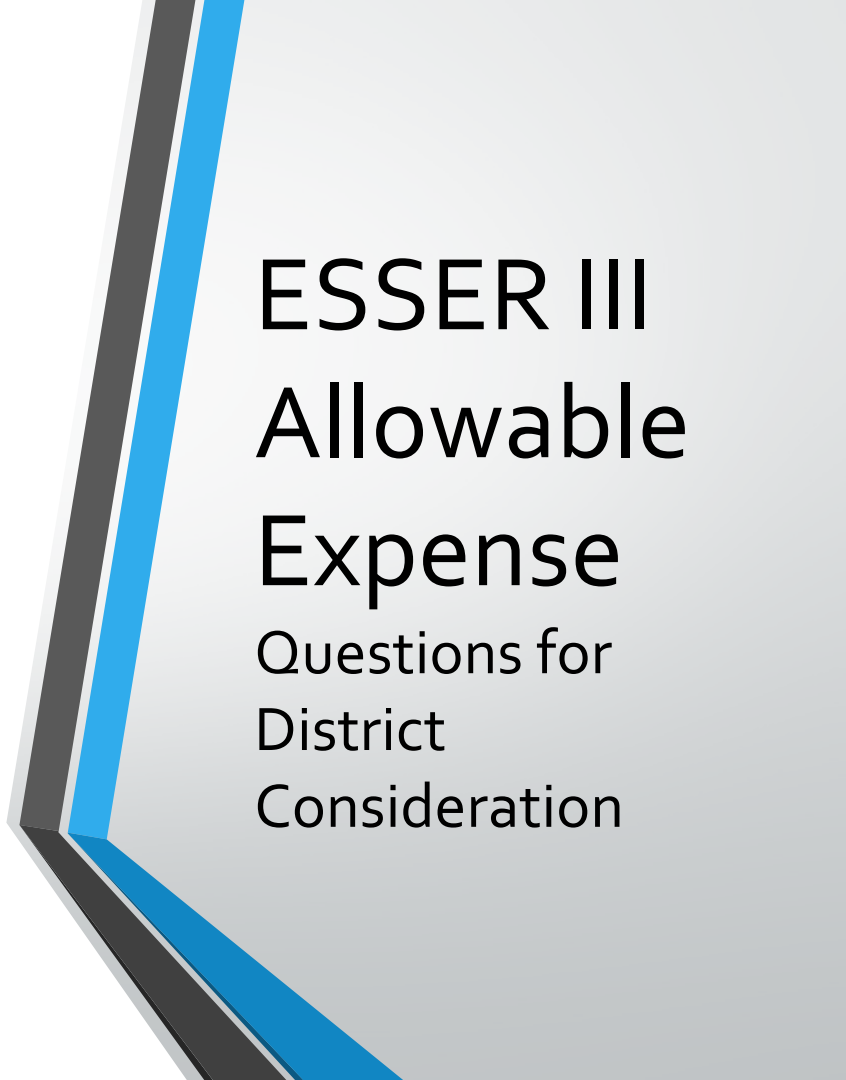
Q5: How will the user of ESSER III Funds support returning students to the classroom?

The majority of our ESSER funds will be used to allow us to keep our staffing at a level to adequately support our students as they are slowly returning to school more and more each month. The low Staff/Student ratio will help keep safe social distancing in place, using the Exact Path remediation program with students, helping provide wrap-around mental health and material services to students still struggling, and help support students choosing to stay remote.

ARP ESSER III Application

USED has released five questions for districts to consider when evaluating whether the proposed spending is appropriate:

1. Will the proposed use of funds "prevent, prepare for, and respond to Coronavirus?"
2. Is it an allowable use of funds under the CARES Act?
3. Is it reasonable and necessary?
4. Does it promote equity?
5. Does it support returning students to the classroom?



ESSER III Allowable Expense Questions for District Consideration

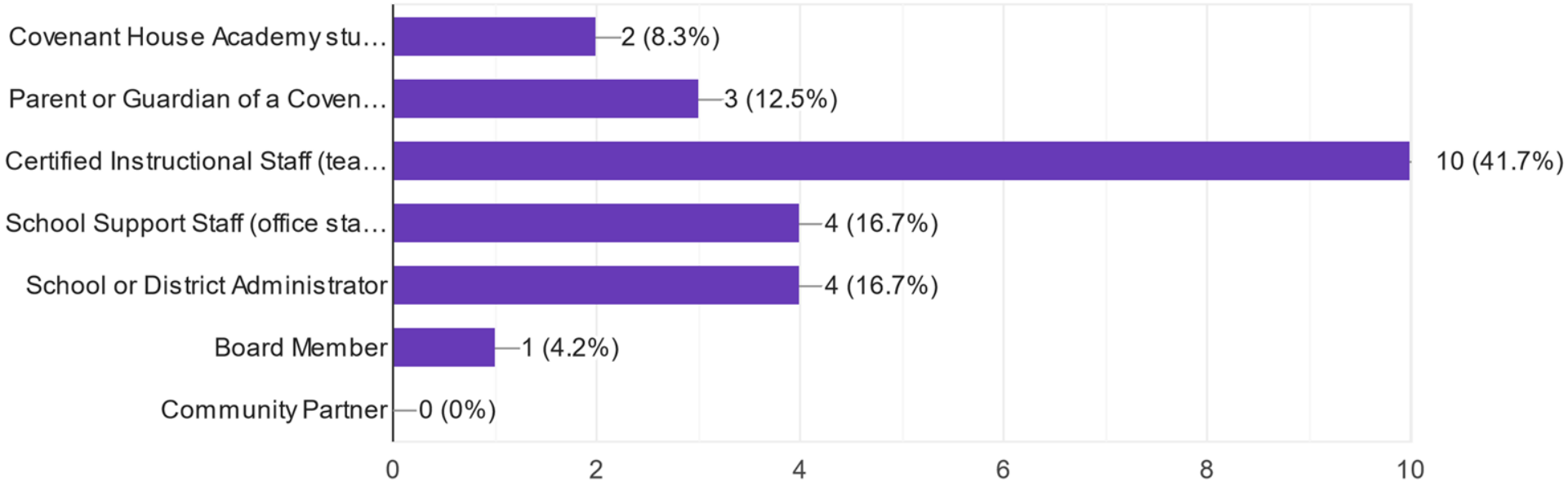
Meaningful Consultation in Development of LEA Plan

Survey responses were collated for the meeting on 2/10/22 to discuss the next steps.

1. ESSER III Survey was sent to 408 email addresses on 1/12/22
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4. A recording of this discussion will be posted to website

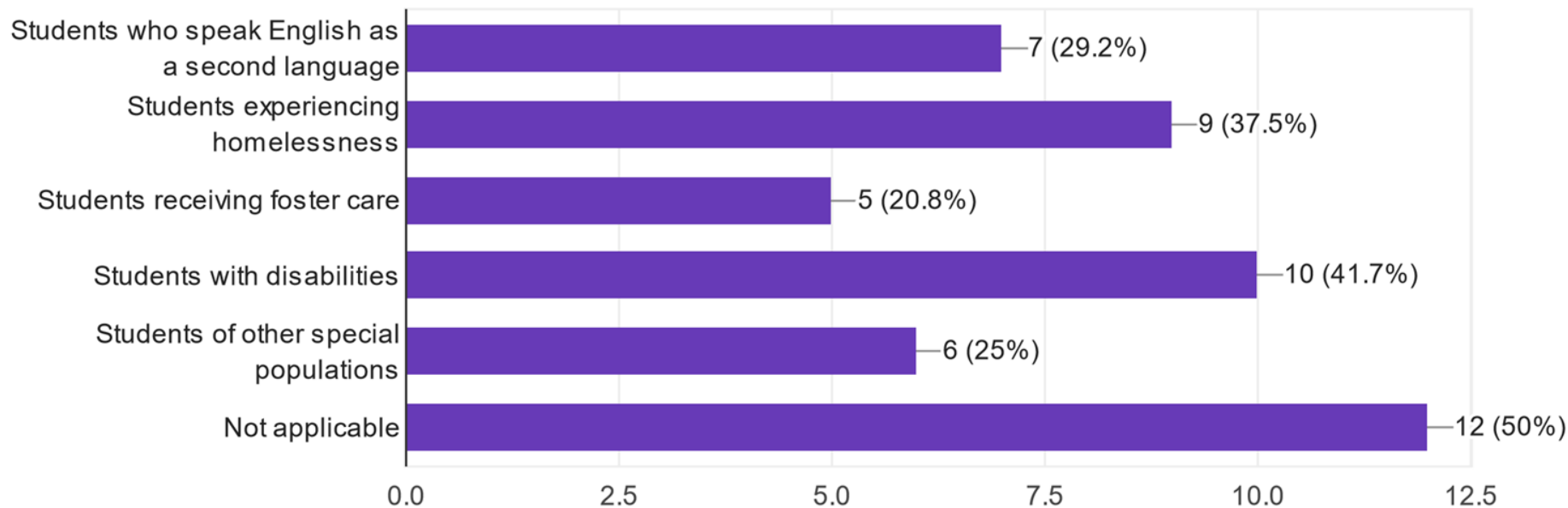
1) Please select the stakeholder group that describes you (check all that apply):

24 responses



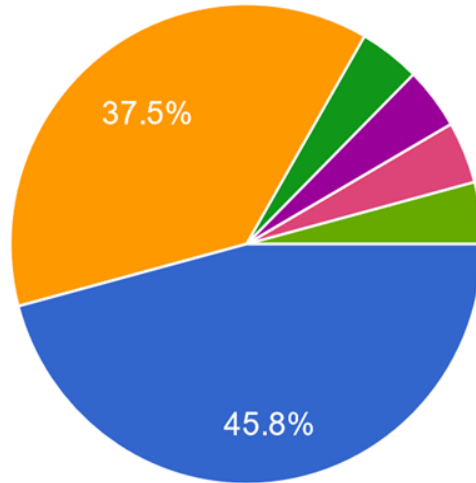
2) As a stakeholder or parent/guardian, do you represent the interest of students with any of the following needs (please check all that apply)? If y... not represent any, please choose "Not Applicable."

24 responses



3) What do you believe should be the top three highest priority needs for Covenant House Academy to address Learning Loss and the Impact ... the drop down below to choose your #1 Priority.

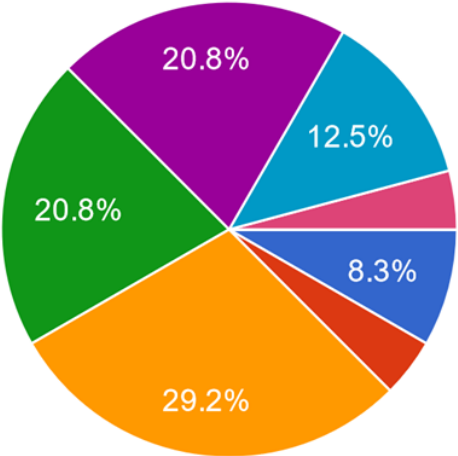
24 responses



- Maintain and or increase Teachers, Interventionists, and Parapros
- Equipment and supplies to improve air quality and reduce the risk of transmi...
- Provide Mental Health support and co...
- Teachers and Parapros to support st...
- Special programs or initiatives to add...
- Purchasing cleaning supplies and P...
- Professional Development or Parent...
- Other (you can add how you would lik...

4) What do you believe should be the top three highest priority needs for Covenant House Academy to address Learning Loss and the Impact ... the drop down below to choose your #2 Priority.

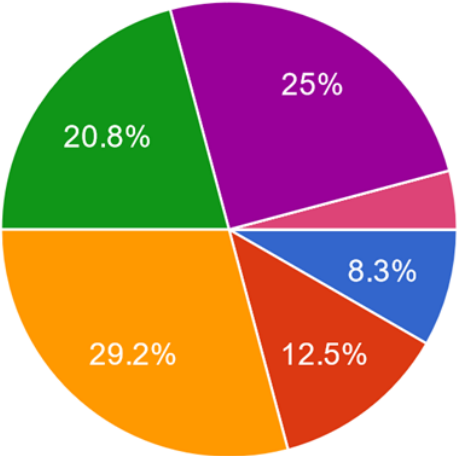
24 responses



- Maintain and or increase Teachers, Interventionists, and Parapros
- Equipment and supplies to improve air quality and reduce the risk of transmi...
- Provide Mental Health support and co...
- Teachers and Parapros to support st...
- Special programs or initiatives to add...
- Purchasing cleaning supplies and P...
- Professional Development or Parent...
- Other (you can add how you would lik...

5) What do you believe should be the top three highest priority needs for Covenant House Academy to address Learning Loss and the Impact ... the drop down below to choose your #3 Priority.

24 responses



- Maintain and or increase Teachers, Interventionists, and Parapros
- Equipment and supplies to improve air quality and reduce the risk of transmi...
- Provide Mental Health support and co...
- Teachers and Parapros to support st...
- Special programs or initiatives to add...
- Purchasing cleaning supplies and P...
- Professional Development or Parent...
- Other (you can add how you would lik...

Overall Survey Scoring

Area	1st place votes	2nd place votes	3rd place votes	Total votes
Provide Mental Health support and counseling	9	0	7	16
Maintain and or increase Teachers, Interventionists, and Parapros	11	2	2	15
Special programs or initiatives to address Learning Loss due to the pandemic	1	5	6	12
Teachers and Parapros to support students with disabilities	1	5	5	11
Equipment and supplies to improve air quality and reduce the risk of transmission	0	1	3	4
Professional Development or Parental Education	1	1	1	3
Purchasing cleaning supplies and Personal Protective Equipment	0	3	0	3
Other (Purchase Tech to raise interest in Science)	1	0	0	1

Discuss top three areas from the survey:

#1) *Maintain and or increase Teachers, Interventionists, and Paraprofessionals*

- What we have done... (Gray)
- What we could/should do... (Group Discussion)

Discuss top three areas from the survey:

#2) *Provide Mental Health support and counseling*

- What we have done... (Zuckerman)
- What we could/should do... (Group Discussion)

Discuss top three areas from the survey:

#3) *Special programs or initiatives to address Learning Loss due to the pandemic*

- What we have done... (Gray)
- What we could/should do... (Group Discussion)

Next Steps...

1. Update *Continuity of Learning Plan* within 6 months of planning for use of funds
2. Draft plan/budget to address current needs and needs for the remainder of the year
3. Provide updates to stakeholders and the public on the status of plan implementation and interim results