
WELD RE-4
USE OF FUNDS PLAN
AMERICAN RESCUE PLAN (ESSER III)



AMERICAN RESCUE PLAN - OVERVIEW

On Thursday, March 11, 2021, the American Rescue Plan (ARP) was signed in to law. It is a package of assistance measures, including funding for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the Coronavirus pandemic on the nation's students.

FEDERAL REQUIREMENTS FOR USE OF ARP (ESSER III) FUNDS

Below are the allowable uses of ARP funds

- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases; purchasing supplies to sanitize and clean the LEA's facilities;
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- Improving indoor air quality;
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;

ALLOWABLE USES, CONTINUED

- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors.

OTHER FEDERAL REQUIREMENT FOR USE OF FUNDS

- 20% of funds are used for addressing academic impact of lost instructional time.
- Post on District website a use of funds plan
- Post on District website a safe-in-person learning plan

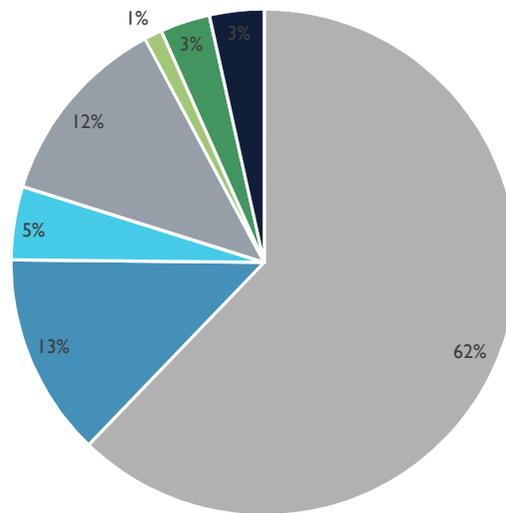
BUDGET ALLOCATION PROCESS

The District received input from various stakeholders for the use of funds plan. Below is a summary of some of the input provided from the stakeholders that was incorporated into the plan:

- Weld RE-4 Leadership Team Meetings
 - ✓ Intervention support and processes
 - ✓ Summer School
- District Accountability Committee
 - ✓ Mental Health Support
 - ✓ Support for English Language Learners
- Windsor-Severance Education Association
 - ✓ Continued use of building substitutes to ensure sustainability of in-person learning
- Public Meeting
 - ✓ Tutoring services
 - ✓ Mental health support

Proposed budget was presented at the June 21, 2021 Board Meeting

BUDGET OVERVIEW



■ Lost Learning ■ Continuation of Services ■ Mental Health Support ■ Charter Allocations ■ Indirect ■ Facility ■ Nutrition Services

DETAILED USE OF FUNDS PLAN

Summer School (Summer 2021)	\$ 59,529
Building Substitutes	\$ 263,041
Nutrition Service Coordinator /Other	\$ 70,567
Social Worker	\$ 70,945
HVAC Technician	\$ 64,475
Professional Development	\$ 24,000
Tutoring Services	\$ 650,000
English Language Learner Teacher	\$ 78,920
Interventionists	\$ 474,399
Charter Allocation	\$ 251,204
Indirect (to cover admin costs)	\$ 23,295
Total	\$ 2,030,375

PROCESS FOR IDENTIFICATION OF STUDENTS NEEDING ACADEMIC SUPPORT

- Weld RE-4 School District has analyzed the following data: CMAS scores for students who participated in the Spring of 2020, benchmark early literacy, reading and math scores, READ plan data, CoAlt/DLM data, and high school graduation proficiency.
- Based on data results, Weld RE-4 determined that students were in need of a variety of intervention, in the form of both supplemental tutoring and additional intervention staff at schools. Data has been disaggregated by students who have an IEP or 504, are an English Language Learner, are experiencing homelessness, qualify for the free or reduced lunch program or who are a minority.
- In selecting tutoring services, the District focused on addressing the need for both literacy and math instruction as well as gaining the skills needed to show proficiency in English and Math for high school graduation.
- The focus for interventions has been auditing and streamlining the products the District utilizes to provide consistency and ensure evidence-based interventions. This has been done by also adding an Response to Intervention specialist who can lead a district wide team in providing support to schools in both areas of behavior and academics.
- Weld RE-4 Schools will be conducting a data review of interim assessments, CMAS data, specific gains through tutoring services, and increasing the number of students able to show proficiency for high school graduation. A data review of intervention impact will also be conducted.