ESSER III Documents Checklist

	LEA is to use this checklist to assist with determining if several required items have been completed. Document is to remain at the LEA.
	LEA is to review, revise, and update the District Policy document to meet own LEA policy requirements. On completion and adoption, LEA is to post on website.

2020-2023 ARP ESSER III FEDERAL GRANT [DISTRICT NAME]	LEA is to insert information needed into the PowerPoint. A Board and Public Meeting is to be held to present the PowerPoint. The Public Meeting can be held with the Board Meeting.
Page **1** of 8 {Insert District logo/heading} **ESSER III Consultation Form** Date: _____ **Purpose & Intent:** The intent and purpose of the ARP Act of 2021, ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds. 1) The LEA must document that all applicable stakeholder groups were included in the process and that meaningful consultation occurred. 2) The LEA Uses of Funds plan must receive stakeholder input prior to submitting the LEAs application for funding to TEA for approval.	LEA is to conduct meetings to gather recommendations/comments from stakeholders. The form is to be used at these meetings to document topics addressed. All topics on form must be addressed at series of meetings. Form is to remain at LEA.
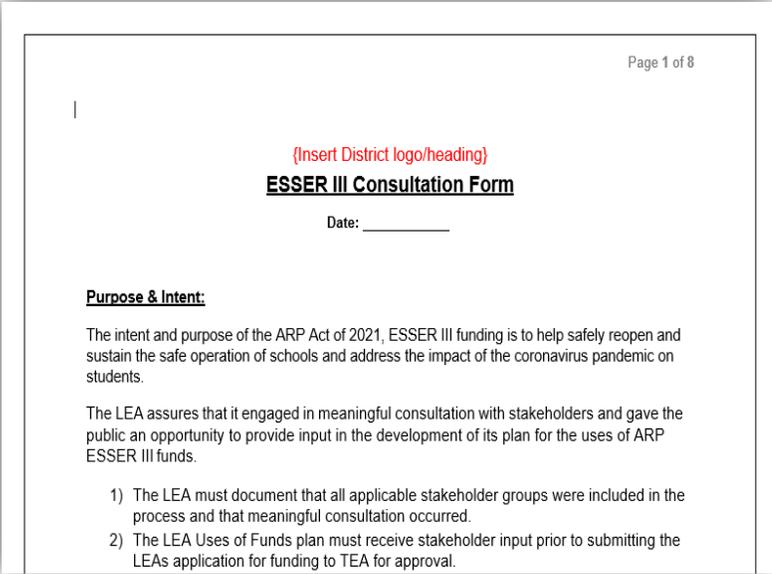
ESSER III Federal Grant Comprehensive Needs Assessment (CNA) Template *(District name)* uses their local data and comprehensive needs assessment process to determine the best uses of funds for their students and staff. *(District name)* plans for these funds over the entire covered period to facilitate a more comprehensive long-term approach to learning acceleration. The Comprehensive Needs Assessment (CNA) contains the Data Analysis Areas. The Data Analysis Areas contain four Multiple Measures of Data. The four Multiple Measures of Data are Demographics, Student Academic Achievement, District Processes & Programs, and Perceptions. The Data Analysis Areas each include: Summary, Strengths, and Needs. *(District name)* addresses the intent and purpose of the ARP Act of 2021, ESSER III funding which is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. In addition to reviewing the statutory requirements, *(District name)* reviewed the TEA established program requirements: 1) The LEA must document a plan for the expenditure of ESSER III grant funds per the statutorily allowable	LEA is to complete items in red with district data. LEA is to review, revise, and update the CNA to meet own LEA requirements. The CNA is to have stakeholder input and can be addressed on Consultation Form. The information on CNA must be aligned with the DIP/CIP. Form is to remain at LEA.
Page 1 of 2 **2020-2021 ESSER III Funded Student Interventions Form** **Minimum Required Set-Aside:** The LEA must enter an amount that is at least 20% of the total budget. TEA will require to report set-aside by activity and student group for future reporting. The set-aside amount for learning loss mitigation, including through afterschool, summer school, extended day programs, targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. TECS recommends entering student intervention groups separately as it will be monitored by TEA for compliance purposes. The LEA must expend 20% of the grant funds on: 1) Evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs. 2) 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.	LEA is to complete the template to provide evidence of 20% required expenditure. The information on template is to align with CNA, DIP/CIP. Form is to remain at LEA.

Special Population Addressed	(Enter student group)				
Intervention (s)	**Strategy/Activity**	**Subject matter of concern**	**Begin & End Date**	**Grade Level**	**Criteria to Measure Success of Intervention**
Example: Communities in Schools	Tutoring & extended learning time	Math	3/13-5/12, 2021	9th-12th	EOC Passing Rate

	LEA will complete and return this document to TECS. This checklist will be submitted to TECS prior to submission of grant application. This is the only form that will be returned to TECS.
TECS *TEXAS EDUCATIONAL CONSULTATIVE SERVICES, INC.* The following tables and boxes are required elements of the 2021-2022 ESSER III Grant Application. Please answer as it pertains to your LEA. **A -Use of Funds – LEA Allowable Activities – Circle the activities your LEA implement** 1. Any activity authorized under Elementary and Secondary Education Act (ESEA) 2. Any activity authorized under Elementary and Secondary Education Act (ESEA) 3. Any activity authorized under the Adult Education and Family Literacy Act 4. Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006 5. Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus 6. Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and	