Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

SAS#: ARPAAA21

Organization: HERITAGE ACADEMY
Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

A. Use of Funds - LEA Allowable Activities

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.

- 2020-2021, including summer 2021.

- 2021-2022, including summer 2022.

- 2022-2023, including summer 2023.

- 2023-2024, including summer 2024 (carryover period).

- N/A - Will not expend grant funds on this activity.

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1. Any activity authorized under Elementary and Secondary Education Act (ESEA)

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☑ 2021-2022, including summer 2022
- ☑ 2022-2023, including summer 2023
- ☑ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

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2. Any activity authorized under Individuals with Disabilities Education Act (IDEA)

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☑ 2021-2022, including summer 2022
- ☑ 2022-2023, including summer 2023
- ☑ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

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3. Any activity authorized under the Adult Education and Family Literacy Act

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☐ 2021-2022, including summer 2022
- ☐ 2022-2023, including summer 2023
- ☐ 2023-2024, including summer 2024 (carryover period)
- ☑ N/A - Will not expend grant funds on this activity

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4. Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☑ 2021-2022, including summer 2022
- ☑ 2022-2023, including summer 2023
- ☑ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

SAS#: ARPAAA21

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County District: 015815
ESC Region: 20
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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
   - ☐ Pre-award
   - ☐ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

6. Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
   - ☐ Pre-award
   - ☑ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

7. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA
   - ☐ Pre-award
   - ☑ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

8. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases
   - ☐ Pre-award
   - ☑ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

9. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA
   - ☐ Pre-award
   - ☑ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
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County District: 015815
ESC Region: 20
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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10. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students

☐ Pre-award
☑ 2020-2021, including summer 2021
☑ 2021-2022, including summer 2022
☑ 2022-2023, including summer 2023
☑ 2023-2024, including summer 2024 (carryover period)
☐ N/A - Will not expend grant funds on this activity

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11. Planning for, coordinating, and implementing activities during long-term closures, … including providing technology for online learning to all students

☐ Pre-award
☑ 2020-2021, including summer 2021
☑ 2021-2022, including summer 2022
☑ 2022-2023, including summer 2023
☑ 2023-2024, including summer 2024 (carryover period)
☐ N/A - Will not expend grant funds on this activity

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12. Planning for, coordinating, and implementing activities during long-term closures, … how to provide guidance for carrying out requirements under IDEA

☐ Pre-award
☐ 2020-2021, including summer 2021
☑ 2021-2022, including summer 2022
☑ 2022-2023, including summer 2023
☑ 2023-2024, including summer 2024 (carryover period)
☐ N/A - Will not expend grant funds on this activity

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13. Planning for, coordinating, and implementing activities during long-term closures, … how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements

☐ Pre-award
☐ 2020-2021, including summer 2021
☑ 2021-2022, including summer 2022
☑ 2022-2023, including summer 2023
☑ 2023-2024, including summer 2024 (carryover period)
☐ N/A - Will not expend grant funds on this activity

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14. Purchasing educational technology (hardware, software, and connectivity) for students … that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment

☐ Pre-award
☑ 2020-2021, including summer 2021
☑ 2021-2022, including summer 2022
☑ 2022-2023, including summer 2023
☑ 2023-2024, including summer 2024 (carryover period)
☐ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
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ESC Region: 20
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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15. Providing mental health services and supports, including through implementation of evidence based full-service community schools

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☑ 2021-2022, including summer 2022
- ☑ 2022-2023, including summer 2023
- ☑ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

16. Planning and implementing activities related to summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

- ☐ Pre-award
- ☑ 2020-2021, including summer 2021
- ☑ 2021-2022, including summer 2022
- ☑ 2022-2023, including summer 2023
- ☑ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

17. Planning and implementing activities related to … supplemental afterschool programs -- providing classroom instruction or online learning … addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

- ☐ Pre-award
- ☐ 2020-2021, including summer 2021
- ☑ 2021-2022, including summer 2022
- ☑ 2022-2023, including summer 2023
- ☑ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

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Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

B. Use of Funds - LEA Allowable Activities (continued)

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.

- 2020-2021, including summer 2021.

- 2021-2022, including summer 2022.

- 2022-2023, including summer 2023.

- 2023-2024, including summer 2024 (carryover period).

- N/A - Will not expend grant funds on this activity.

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1. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments

   - ☐ Pre-award
   - ☐ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

2. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students

   - ☐ Pre-award
   - ☐ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

3. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students

   - ☐ Pre-award
   - ☐ 2020-2021, including summer 2021
   - ☑ 2021-2022, including summer 2022
   - ☑ 2022-2023, including summer 2023
   - ☑ 2023-2024, including summer 2024 (carryover period)
   - ☐ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

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County District: 015815
ESC Region: 20
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

4. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education

☐ Pre-award
☐ 2020-2021, including summer 2021
☐ 2021-2022, including summer 2022
☐ 2022-2023, including summer 2023
☐ 2023-2024, including summer 2024 (carryover period)
☑ N/A - Will not expend grant funds on this activity

5. 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

☐ Pre-award
☑ 2020-2021, including summer 2021
☑ 2021-2022, including summer 2022
☑ 2022-2023, including summer 2023
☑ 2023-2024, including summer 2024 (carryover period)
☐ N/A - Will not expend grant funds on this activity

6. 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

☐ Pre-award
☐ 2020-2021, including summer 2021
☐ 2021-2022, including summer 2022
☐ 2022-2023, including summer 2023
☐ 2023-2024, including summer 2024 (carryover period)
☑ N/A - Will not expend grant funds on this activity

7. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including … filtering, purification and other air cleaning, fans, control systems

☐ Pre-award
☐ 2020-2021, including summer 2021
☐ 2021-2022, including summer 2022
☐ 2022-2023, including summer 2023
☐ 2023-2024, including summer 2024 (carryover period)
☑ N/A - Will not expend grant funds on this activity

8. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including … window and door repair and replacement

☐ Pre-award
☐ 2020-2021, including summer 2021
☐ 2021-2022, including summer 2022
☐ 2022-2023, including summer 2023
☐ 2023-2024, including summer 2024 (carryover period)
☑ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

Organization: HERITAGE ACADEMY
Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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9. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities

☐ Pre-award

☑ 2020-2021, including summer 2021

☑ 2021-2022, including summer 2022

☑ 2022-2023, including summer 2023

☑ 2023-2024, including summer 2024 (carryover period)

☐ N/A - Will not expend grant funds on this activity

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10. Other activities that are necessary to maintain the operation of and continuity of services in the LEA

☐ Pre-award

☑ 2020-2021, including summer 2021

☑ 2021-2022, including summer 2022

☑ 2022-2023, including summer 2023

☑ 2023-2024, including summer 2024 (carryover period)

☐ N/A - Will not expend grant funds on this activity

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11. Other activities that are necessary to … continuing to employ existing staff of the LEA

☐ Pre-award

☑ 2020-2021, including summer 2021

☑ 2021-2022, including summer 2022

☑ 2022-2023, including summer 2023

☑ 2023-2024, including summer 2024 (carryover period)

☐ N/A - Will not expend grant funds on this activity

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

Organization: HERITAGE ACADEMY
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Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

C. LEA Needs Process

1. Which of the following processes did the LEA follow to determine the needs of the LEA caused by the pandemic that would not be reimbursed by other fund sources (Federal Emergency Management Agency (FEMA), Child Nutrition Program, Child Care & Development Block Grant (CCDBG))? Directions: Select the types of activities the LEA followed in conducting its process to identify the added needs caused by the pandemic. Check all that apply.

- ☑ LEA conducted surveys to district-level staff.
- ☑ LEA conducted surveys to campus-level staff.
- ☑ LEA conducted surveys to parents.
- ☑ LEA conducted surveys to students.
- ☐ LEA surveyed community groups (i.e., government officials, business, law enforcement, nonprofit organizations, etc.).
- ☐ LEA sent direct communication to staff, parents, and/or students to gather input.
- ☐ LEA reviewed and analyzed data from local and state health authorities.
- ☐ LEA identified needs as issues arose that were out of the ordinary.
- ☐ LEA reviewed documented comprehensive needs assessment considering the pandemic to determine needs.
- ☐ LEA consulted with local school board to determine needs.
- ☐ LEA followed some type of documented disaster or emergency plan with specific needs assessment processes.
- ☐ LEA used professional or contracted services to collect, disaggregate, and/or analyze data related to needs.
- ☐ LEA determined needs through another process or data points not listed above.
- ☐ LEA completed a focused or problem-oriented assessment.
- ☐ LEA completed an emergency assessment.
- ☐ LEA completed a time-lapsed assessment.
- ☐ LEA completed an initial comprehensive assessment.
- ☐ LEA completed an ongoing or partial assessment.
- ☐ LEA completed a different needs assessment process not described above.

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

Organization: HERITAGE ACADEMY
Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

2. How did the LEA prioritize the needs identified in Line 1 above? Directions: Select the types of processes the LEA followed in prioritizing the needs of the LEA in determining what activities would be funded with ESSER III funds. Check all that apply. If all identified needs are being met with ESSER III funds, select "All needs met; no prioritization needed."

- ☐ LEA focused on largest expenditures.
- ☐ LEA focused on needs serving the largest number of students.
- ☐ LEA focused on needs serving the largest number of staff.
- ☐ LEA consulted with local school board to prioritize needs.
- ☐ LEA focused on Economically Disadvantaged or Socioeconomically Disadvantaged data.
- ☑ LEA focused on serving needs of identified student groups (at-risk, migrant, immigrant, SWD, English Learners, Homeless, Foster, etc.).
- ☐ LEA ranked campus needs per SC5000.
- ☐ LEA focused on governance needs.
- ☐ LEA focused on wellness needs.
- ☑ LEA focused on instructional continuity needs.
- ☐ LEA focused on postsecondary needs for seniors.
- ☐ LEA focused on facility needs.
- ☑ LEA focused on school operational needs.
- ☐ LEA focused on technology needs.
- ☐ LEA focused on Personal Protective Equipment (PPE).
- ☐ LEA focused on professional development and training needs to facilitate transition to remote/online/virtual classrooms and teaching.
- ☐ LEA prioritized needs through another process or data points not listed above.
- ☐ All needs met; no prioritization needed.

D. Maintenance of Equity

Directions: Select one applicable response for which the LEA is exempt from the required Maintenance of Equity provision. If the LEA is not exempt from this provision, select "No".

1. Is the LEA exempt from the required Maintenance of Equity provision?
- ☐ No
- ☑ Yes, LEA has fewer than 1,000 total enrollment
- ☐ Yes, LEA has only one campus within the LEA
- ☐ Yes, LEA has only one campus per grade span (elementary, middle school, high school) within the LEA
- ☐ Maybe, the LEA will apply to USDE for a waiver for exceptional or uncontrollable circumstances
- ☐ Maybe, the LEA will apply to USDE for a waiver for a precipitous decline in financial resources in the LEA

eGrants
TEXAS EDUCATION AGENCY

Organization: HERITAGE ACADEMY
Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

E. Required Assurances

1. Select the following checkboxes to indicate your compliance with the required assurances.

   ☑ The LEA assures that although funds may be used for one-time or ongoing purposes, the LEA understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. The LEA assures it makes no assumption that the state will provide replacement state funds in future years, and that this fact will be raised and explicitly discussed in a meeting of its governing board.

   ☑ 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.

   ☑ The LEA assures that it specifically, engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff.

   ☑ The LEA assures that it specifically, engaged in meaningful consultation with, and to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations).

   ☑ The LEA assures that it engaged in meaningful consultation with stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

   ☑ The LEA assures that its plan for the uses of ARP ESSER III funds is provided in an understandable and uniform format.

   ☑ The LEA assures, to the extent practicable, the plan is 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.

   ☑ The LEA assures that the program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds will be posted to the LEA's website within 30 days of receiving its ESSER III Notice of Grant Award.

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

Organization: HERITAGE ACADEMY
Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region:20
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3014 - Program Narrative

A. Pre-Award

Directions: Enter "No" if no activity is marked as pre-award in Sections A and B in PS3013. You must enter an amount if any activity is marked as pre-award in Sections A and B in PS3013. The combination of an activity marked as pre-award in Sections A and B in PS3013 and an amount entered below will constitute the required prior approval process for pre-award costs.

1. Enter the total dollar amount of ESSER III funds to be charged as pre-award costs for the activities indicated in Sections A and B in PS3013 as occurring during pre-award (March 13, 2020, through the application submission date).

$40,000

B. Minimum Required Set-Aside

Directions: You must enter an amount that is at least 20% of your total budget. You will be required to report this set-aside by activity and student group in future reporting.

1. Enter the total dollar amount of ESSER III funds to be expended to meet the 20% minimum required set-aside for learning loss mitigation, including through afterschool, summer school, extended day/year 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.

$183,000 of the district's ESSER III funds will be set-aside for learning loss mitigation, including through afterschool, summer school, extended day/year 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.

2. Briefly describe the activities selected in PS3013 questions A16, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

The district intends to use ESSER III grant funds to develop/implement and supplement costs of activities authorized under ESEA, IDEA, & Carl D. Perkins CTE to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth due to impact of COVID-19; specifically, student learning loss. The district will plan and implement (a) extended summer school sessions & (b) afterschool learning/tutoring program to address learning loss among all students, including high-quality assessments, evidence-based activities, additional instructional staff/support, and information & assistance to parents/families on effectively supporting students.

Heritage Academy will continue to take appropriate actions to ensure continuity of services to students by providing instructional materials/resources, implementing evidenced-based activities, and outreach to meet the needs of all students, provide staff training to accelerate learning, implementing a tutoring program to accelerate learning, providing social and emotional wellness support to students and professional development to staff, provide technology resources, instructional technology programs, and improve connectivity, & providing extended summer school sessions and instructional support to accelerate learning, & providing additional instructional & operational professional/support staff at district/campus levels.

3. Briefly describe the activities selected in PS3013 questions A6, A13, A15, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

Due to the impact of COVID-19; specifically, student learning loss, the district intends to use ESSER III grant funds to develop/implement and supplement costs of activities authorized under ESEA, IDEA, & Carl D. Perkins CTE to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery meets the needs of each student group. The district will plan, coordinate, implement activities during long-term closures, including (a) meals to eligible students, (b) technology for online learning, to provide and ensure continuity of all educational services consistent with federal, state, and local requirements, purchase educational technology (hardware, software, and connectivity), provide mental health services and supports, plan and implement activities related to supplemental afterschool programs via classroom/online learning for all student populations to specifically address learning loss among all students, including (a) high-quality assessments, (b) evidence-based activities, (c) provide information and assistance to parents/families on effectively supporting students. Providing guidance regarding proper handwashing, supplying hand sanitizer & PPE, classroom seating/social distancing measures, on-site COVID testing for students/staff,

Schedule Status: Complete	Formula	Form ID:0028840259350002

eGrants
TEXAS EDUCATION AGENCY

Organization: HERITAGE ACADEMY
Campus/Site: N/A
Vendor ID: 1742823746

County District: 015815
ESC Region: 20
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3014 - Program Narrative

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

Directions: Your plan must be made available for public comment and take any comments received into account before posting the final plan to the web site listed below. A previously developed plan may meet this compliance requirement if it meets the statutory requirements. TEA will randomly verify the plan is available at the link provided after Notice of Grant Awards (NOGAs) are issued.

1. Enter the direct web link to the LEA's web page where you post your required "Safe Return to In-Person Instruction and Continuity of Services Plan" and the PS3013 and PS3014 program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds within 30 days of receiving your ESSER III Grant NOGA. These plans must be reviewed at least every 6 months and updated as appropriate.

Direct weblink to District webpage where Proposed Use of Grant Funds and "Safe Return to In-Person Instruction & Continuity of Services Plan" is located at: http://heritageacademy.net/

All grant activities, services, and related programs will be reviewed every six months for efficacy and progress, and updated as appropriate. The district's review process includes specific review dates for every six months throughout the grant period, beginning December 2021. The district's review process involves a Federal Grants Review Committee comprised of stakeholders, to include parents, students, teachers, campus/district administrators, community members, & other representatives that serve/support low-income students, children with disabilities, English learners, racial/ethnic minorities, students experiencing homelessness, and foster care youth that will review the district's plan for the uses of ARP ESSER III funds, evaluate/submit report of progress, and recommend updates/amendments as appropriate in accordance with the every six months grant review timeline.

D. Prevention and Mitigation Strategies Consistent with Centers for Disease Control and Prevention (CDC)

1. Briefly describe the activities selected in PS3013 questions A5, A8, A9, B5, B6, B7, B8, and/or B9. If none of these activities were selected, enter "No prevention and mitigation strategies funded."

Due to the impact of COVID-19, including student learning loss, the district intends to use ESSER III funds to maintain coordination of preparedness and response efforts with State and local public health departments to improve coordinated responses to prevent, prepare for, and respond to the coronavirus. The district will provide training for staff on sanitation and minimizing the spread of infectious diseases, Purchase supplies to sanitize and clean facilities and buildings, provide school facility repairs and improvements to enable school operations to reduce risk of virus transmission/exposure to environmental health hazards, and support student health needs, develop strategies and implement public health protocols and policies in line with guidance from CDC for reopening and operating school facilities.

Fondo de ayuda de emergencia para escuelas primarias y secundarias (ESSER III) - (Fondo 282): **$ 1,351,392.**

Intención del programa:

Esta financiación de emergencia que vencerá en septiembre de 2024 es ayudar a reabrir de manera segura y mantener el funcionamiento seguro de las escuelas y abordar el impacto de la pandemia de coronavirus en los estudiantes; El 20% de los fondos debe usarse para abordar la pérdida de aprendizaje de los estudiantes. Costos propuestos que datan del 13 de marzo de 2020, son elegibles.

Usos propuestos:

1. Se utilizará para actividades autorizadas bajo ESEA, IDEA, y Carl D. Perkins CTE.

2. Coordinación de los esfuerzos de preparación y respuesta con los departamentos de salud pública estatales y locales para mejorar las respuestas coordinadas para prevenir, prepararse y responder al coronavirus.

3. Se utilizará para actividades que aborden las necesidades únicas de estudiantes de bajos ingresos, niños con discapacidades, estudiantes de inglés, minorías raciales y étnicas, estudiantes sin hogar y jóvenes en hogares de crianza.

4. Desarrollar / implementar procedimientos y sistemas para mejorar los esfuerzos de preparación y respuesta.

5. Capacitación del personal sobre saneamiento y minimización de la propagación de enfermedades infecciosas.

6. Compra de suministros para higienizar y limpiar instalaciones.

7. Planificar, coordinar e implementar actividades durante cierres a largo plazo, incluidas (a) comidas para estudiantes elegibles, (b) tecnología para el aprendizaje en línea, (c) orientación para llevar a cabo los requisitos de IDEA y (d) continuar con todos los servicios.

8. Adquirir tecnología educativa (hardware, software y conectividad).

9. Proporcionar servicios y apoyos de salud mental.

10. Planificar e implementar (a) el verano y (b) el aprendizaje después de la escuela, especialmente para los estudiantes con necesidades especiales.

11. Abordar la pérdida de aprendizaje entre todos los estudiantes, incluyendo (a) evaluaciones de alta calidad, (b) actividades basadas en evidencia, (c) proporcionar información y asistencia a los padres / familias para apoyar efectivamente a los estudiantes y (d) monitorear la asistencia y mejorar la participación de los estudiantes.

12. Reparaciones y mejoras de las instalaciones escolares para permitir el funcionamiento de las escuelas para reducir el riesgo de transmisión de virus y exposición a peligros para la salud ambiental, y para apoyar las necesidades de salud de los estudiantes.

13. Desarrollar estrategias e implementar protocolos y políticas de salud pública en línea con la guía de los CDC para reabrir y operar las instalaciones escolares.

14. Otras actividades necesarias para (a) mantener el funcionamiento y la continuidad de los servicios en el distrito, (b) incluyendo continuar empleando al personal existente en la mayor medida posible.

$183,000 de los fondos ESSER III del distrito se reservarán para la mitigación de la pérdida de aprendizaje, incluso después de la escuela, la escuela de verano, los programas extendidos de día / año, dirigidos a estudiantes de familias de bajos ingresos, estudiantes de color, estudiantes de inglés, niños con discapacidades, estudiantes sin hogar,
niños en hogares de guarda y estudiantes migratorios.

El distrito tiene la intención de utilizar los fondos de la subvención ESSER III para desarrollar / implementar y complementar los costos de las actividades autorizadas bajo ESEA, IDEA y Carl D. Perkins CTE para abordar las necesidades únicas de los estudiantes de bajos ingresos, niños con discapacidades, estudiantes de inglés, minorías raciales y étnicas, estudiantes que experimentan personas sin hogar y jóvenes de cuidado de crianza debido al impacto de COVID-19; específicamente, la pérdida de aprendizaje de los estudiantes. El distrito planificará e implementará (a) sesiones extendidas de la escuela de verano y (b) un programa de aprendizaje / tutoría después de la escuela para abordar la pérdida de aprendizaje entre todos los estudiantes, incluidas las evaluaciones de alta calidad y basadas en la evidencia.
actividades, personal / apoyo de instrucción adicional e información y asistencia a los padres / familias para apoyar efectivamente a los estudiantes.

Heritage Academy continuará tomando las medidas apropiadas para garantizar la continuidad de los servicios a los estudiantes mediante el suministro de materiales / recursos de instrucción, la implementación de actividades basadas en la evidencia y la divulgación para satisfacer las necesidades de todos los estudiantes, proporcionar capacitación al personal para acelerar el aprendizaje, implementar una tutoría
programa para acelerar el aprendizaje, proporcionar apoyo de bienestar social y emocional a los estudiantes y desarrollo profesional al personal, proporcionar recursos tecnológicos, programas de tecnología de instrucción y mejorar la conectividad, y proporcionar sesiones extendidas de la escuela de verano y apoyo educativo para acelerar el aprendizaje, y proporcionar personal adicional de instrucción y operativo profesional / apoyo a nivel de distrito / campus.

Debido al impacto del COVID-19; Específicamente, la pérdida de aprendizaje de los estudiantes, el distrito tiene la intención de utilizar los fondos de la subvención ESSER III para desarrollar / implementar y complementar los costos de las actividades autorizadas bajo ESEA, IDEA y Carl D. Perkins CTE para abordar las necesidades únicas de los estudiantes de bajos ingresos, los niños con discapacidades, los estudiantes que aprenden inglés, las minorías raciales y étnicas, los estudiantes sin hogar y los jóvenes de cuidado de crianza, incluida la forma en que el alcance y la prestación de servicios satisfacen las necesidades de cada grupo de estudiantes. El distrito planificará, coordinará e implementará actividades durante los cierres a largo plazo, incluyendo (a) comidas a estudiantes elegibles, (b)
tecnología para el aprendizaje en línea, para proporcionar y garantizar la continuidad de todos los servicios educativos de acuerdo con los requisitos federales, estatales y locales, comprar tecnología educativa (hardware, software y conectividad), proporcionar servicios y apoyos de salud mental, planificar e implementar actividades relacionadas con
programas complementarios después de la escuela a través del aula / aprendizaje en línea para todas las poblaciones estudiantiles para abordar específicamente la pérdida de aprendizaje entre todos los estudiantes, incluyendo (a) evaluaciones de alta calidad, (b) actividades basadas en la evidencia, (c) proporcionar información y asistencia a los padres / familias para apoyar efectivamente a los estudiantes.

Proporcionar orientación sobre el lavado de manos adecuado, el suministro de desinfectante de manos y EPP, asientos en el aula / medidas de distanciamiento social, pruebas de COVID en el lugar para estudiantes /personal.

Enlace directo a la página web del Distrito donde se encuentra el Uso Propuesto de los Fondos de la Subvención y el "Plan de Retorno Seguro a la Instrucción en Persona y Continuidad de los Servicios" en: http://heritageacademy.net/

Todas las actividades, servicios y programas relacionados de la subvención se revisarán cada seis meses para ver su eficacia y progreso, y se actualizarán según corresponda. El proceso de revisión del distrito incluye fechas de revisión específicas para cada seis meses durante todo el período de subvención, a partir de diciembre de 2021. El proceso de revisión del distrito

involucra a un Comité de Revisión de Subvenciones Federales compuesto por partes interesadas, para incluir padres, estudiantes, maestros, administradores del campus / distrito, miembros de la comunidad y otros representantes que sirven / apoyan a estudiantes de bajos ingresos, niños con discapacidades, estudiantes de inglés, minorías raciales / étnicas, estudiantes
personas sin hogar y jóvenes de cuidado de crianza temporal que revisarán el plan del distrito para los usos de los fondos ARP ESSER III, evaluarán / presentarán un informe de progreso y recomendarán actualizaciones / enmiendas según corresponda de acuerdo con el cronograma de revisión de subvenciones cada seis meses.

Debido al impacto de COVID-19, incluida la pérdida de aprendizaje de los estudiantes, el distrito tiene la intención de utilizar los fondos de ESSER III para mantener la coordinación de los esfuerzos de preparación y respuesta con los departamentos de salud pública estatales y locales para mejorar las respuestas coordinadas para prevenir, prepararse y responder al coronavirus.

El distrito proporcionará capacitación al personal sobre saneamiento y minimización de la propagación de enfermedades infecciosas, comprará suministros para desinfectar y limpiar instalaciones y edificios, proporcionará reparaciones y mejoras en las instalaciones escolares para permitir que las operaciones escolares reduzcan el riesgo de transmisión / exposición al virus a peligros para la salud ambiental, y apoyará las necesidades de salud de los estudiantes, desarrollará estrategias e implementará protocolos y políticas de salud pública en línea con la orientación de los CDC para reabrir y operar la escuela. Instalaciones.

La LEA asegura que aunque los fondos pueden usarse para fines únicos o continuos, la LEA entiende que el uso de los fondos para fines continuos podría resultar en déficits de financiamiento en años futuros después de que el financiamiento expire el 30 de septiembre de 2024.

La LEA asegura que no asume que el estado proporcionará fondos estatales de reemplazo en los próximos años, y que este hecho se planteará y discutirá explícitamente en una reunión de su junta directiva.
La LEA asegura que participó en consultas significativas con las partes interesadas y dio al público la oportunidad de proporcionar información en el desarrollo de su plan para los usos de los fondos ARP ESSER III.

La LEA asegura que, específicamente, participó en consultas significativas con los estudiantes; familias; administradores escolares y de distrito (incluidos los administradores de educación especial); y maestros, directores, líderes escolares, otros educadores, personal escolar.

La LEA asegura que específicamente participó en consultas significativas con, y en la medida en que esté presente o servida por las tribus de la LEA, organizaciones de derechos civiles (incluidas las organizaciones de derechos de las personas con discapacidad).

La LEA asegura que participó en consultas significativas con las partes interesadas que representan los intereses de los niños con discapacidades, los estudiantes del idioma inglés, los niños sin hogar, los niños en hogares de crianza, los estudiantes migrantes, los niños encarcelados y otros estudiantes desatendidos.

La LEA asegura que su plan para los usos de los fondos ARP ESSER III se proporciona en un formato comprensible y uniforme.

La LEA asegura, en la medida de lo posible, que el plan está escrito en un idioma que los padres pueden entender o, si no es practicable, traducido oralmente; y, a petición de un padre que es una persona con una discapacidad, proporcionado en un formato alternativo accesible para ese padre.

La LEA asegura que los cronogramas del programa para esta solicitud, o un documento separado que contenga toda la información incluida en los cronogramas del programa, que sirva como el plan de la LEA para los usos de los fondos de ARP ESSER III se publicarán en el sitio web de la LEA dentro de los 30 días posteriores a la recepción de su Aviso de Subvención de ESSER III.
Adjudicar.