

RISE ACADEMY

ARP ESSER III USE OF FUNDS

Introduction: The amount of federal funds allocated to public schools, including charter schools, via the three ESSER grants is enormous. Rise Academy, as a small single-campus charter school, is set to receive over \$800,000 from ESSER II & ESSER III funding. The amount is so substantial that our charter school leadership has struggled to find enough ways to spend these vast sums of money in ways that are consistent with the grant guidelines.

USE OF FUNDS – ESSER II: Many of Rise Academy's more identifiable and costly needs for the purposes of COVID prevention and mitigation as well as addressing student learning loss were significantly met with the allocation from ESSER II. These expenditures included UVC air sterilization units, online instructional resources, paper instructional workbooks, and additional sanitary supplies.

USE OF FUNDS – ESSER III: Additional needs for the purposes of addressing the continued threat of COVID and remaining student learning loss are being met with ESSER III funds. Some of these expenditures are similar to those made with ESSER II funds: additional and renewed online instructional resources, more paper instructional workbooks, and sanitary supplies. However, ESSER III uses include other types of expenditure, as described below.

ESSER III Uses for COVID Response.

A minimal amount of funds is allocated to the prevention and mitigation of the continued threat of COVID-19. Continued expenses largely consist of the **continued purchase of masks for student, staff, and parent use.** (The Rise Academy board of directors determined in August 2021 that our school would require masking of students, staff, and parents and visitors on campus, despite the Governor's executive order, which is facing many legal challenges.) Some additional funds will also be spent on the upkeep and maintenance of **hands-free soap, sanitizer, and paper towel dispensers as well as on cleaning chemicals.**

ESSER III Uses for Summer School Sessions.

30 Additional days of school were held during the summer of 2021 for all students who failed or nearly failed the core subjects of reading comprehension and or math. This included students with low report card grades in these subjects, those who failed STAAR tests in either subject, or younger students grades K – 2nd who failed or nearly failed reading and or math on our academy's end-of-year tests.

Rise Academy plans on another summer school session during the summer of 2022 and beyond to extend learning for struggling students, including students new to our academy who often lag significantly behind those already enrolled.

In addition to these remedial summer instructional days, Rise Academy is likely to offer summer enrichment sessions for higher performing students who are interested in more **advanced learning activities** of various kinds.

ESSER III Uses During Regular School Days for Recovery from Learning Loss.

- **Reading Mastery Trainer/Consultant** – This long-time trainer/consultant for Rise Academy will have an expanded role in working with pre-K – 1st grade teachers to improve the instructional delivery of our reading and language programs at the earliest grade levels.
- **Additional 2nd Grade Teacher Assistant** – previously our two 2nd grade classes shared an assistant. But with ESSER support, each run will have a full-day assistant to support instruction.
- **Teacher Apprentice** – the best way for Rise Academy to develop new teachers is through a year-long apprenticeship, pairing the apprentice with experienced teachers who are able to model effective instruction, preparation, and classroom management.
- **Additional Digital and Physical Instructional Materials and Resources** – the renewal of annual access to digital instructional resources, such as Measuring-Up Online, are covered, as well as the purchase of more physical STAAR-oriented workbooks. Expenditures will include the start of a coding program for computer classes.
- **Special Education Software** – Region 17 has strongly advised us to purchase a particular software that facilitates the reporting and documentation requirements for special education and intervention information and data. This is a costly software program that would be difficult for our charter school to afford without ESSER support.
- **Math Academies Training** – this state-required training for early elementary teachers must be paid for by schools.
- **Diagnostic Speech Assessments** – tests for diagnosing and monitoring students with speech and language challenges are costly but necessary to fulfill speech & language services.
- **Dyslexia Training** – students identified with dyslexia must be serviced with trained personnel. Rise Academy personnel were trained in the Read Write program conducted by ESC Region 17 specialists in the summer of 2021.
- **Physical Education Equipment** – typical items and equipment used for gym classes were replenished with ESSER funds.
- **Instructional Technology** – Any additional student or instructional related technology, such as Smartboards or Chromebooks, is supported by ESSER funds.
- **Extra-Curricular Programs** – Rise Academy offers boys' and girls' basketball, cheerleading, and choir as its extra-curricular activities. The associated costs include coaching stipends, equipment, uniforms, and transportation costs related to use of the school bus.

- **Additional Expenditures To Be Determined** – As ESSER III funds are not subject to the “supplement—not—supplant” rule typically required for the use of federal funds, Rise leadership will continue to work to identify other ways to spend the balance of the remaining grant funds. Possibilities include supplanting certain teacher salaries and the construction of a small greenhouse for science instruction and inquiry.



SAS#: ARPAAA21

Organization: RISE ACADEMY
 Campus/Site: N/A
 Vendor ID: 1752759258

County District: 152802
 ESC Region: 17
 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.

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

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

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

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



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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



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PS3013 - Program Plan

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

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

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

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

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



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



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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.

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



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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



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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

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

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



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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.



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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



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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.



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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).

approximately \$128,000. This is difficult to estimate, given the timing of the release of funds and when invoices for various expenditures come due.

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.

250,000

- 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.

A16 -- Summer school 2021 was an intensive 30 day, half-day program focused on Reading & Math for grades K thru 7th. Our charter school plans on such a summer program in the summers of 2022 and beyond to address "normal" learning loss that occurs for struggling students. A-17 -- purchasing more complete equipment for small basketball team. Building a greenhouse to improve student engagement with biological sciences. Possibly an after-school art class. B2 -- the use of direct instruction programs for early literacy in pre-k 3, pre-k 4, kindergarten and 1st grades using Reading Mastery and Language for Learning programs. The first Reading Mastery program developed by Z. Engelmann showed the greatest beginning reading skills acquisition in the landmark Project Follow Through conducted by the US Dept of Ed in the early 1970s as compared to any other beginning reading program.

- 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.

B1 -- Not sure if this is an answer, but our charter uses carefully made end of year tests in grades pre-k 4 -- 2nd to assess student achievement and readiness for the next grade. Grades 3rd -- 8th, we have very carefully crafted benchmark tests that closely resemble the actual STAAR tests. This year, we will have to do STAAR testing online, so we will use the system's Interim STAAR tests to prepare. B3 -- our charter expects not only more of its students, we expect more of parents, as well. Parents are reminded at orientations before the start of the school year what they need to do to support their students. This includes instructions on assisting with homework, limiting use of social media, and so forth. We also place students struggling with homework completion in sessions at school to provide a setting that may not be available at home. We have also hosted immunization sessions to facilitate parents getting kids updated on their shots.



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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.

<https://riseacademy.org/academic-accountability/>

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."

CHANGE! Due to Governor's refusal to allow schools to require masking, we have doubled up on UV ray air sterilization units in classrooms. So mitigation strategies are being funded going forward from the beginning of the 2021 school year and beyond, (A7 objective). A9 -- continued purchase of extra sanitation products such as no-touch dispensers, large "Chlorox wipes" type dispensers and towelettes, etc. B7 -- replacement bulbs for UV air sterilization units.