

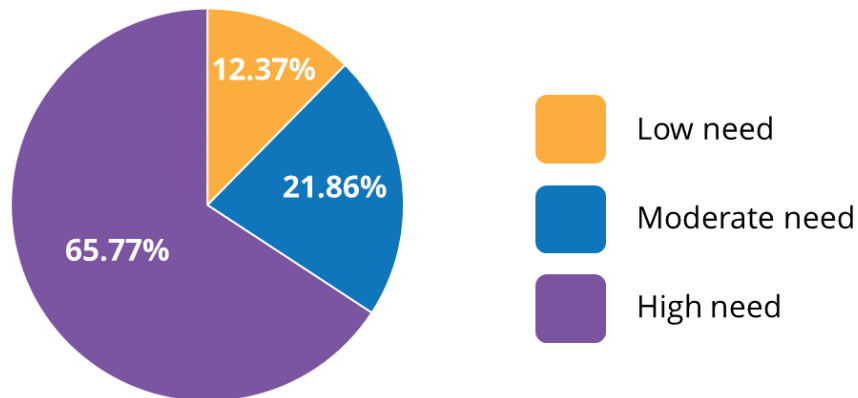
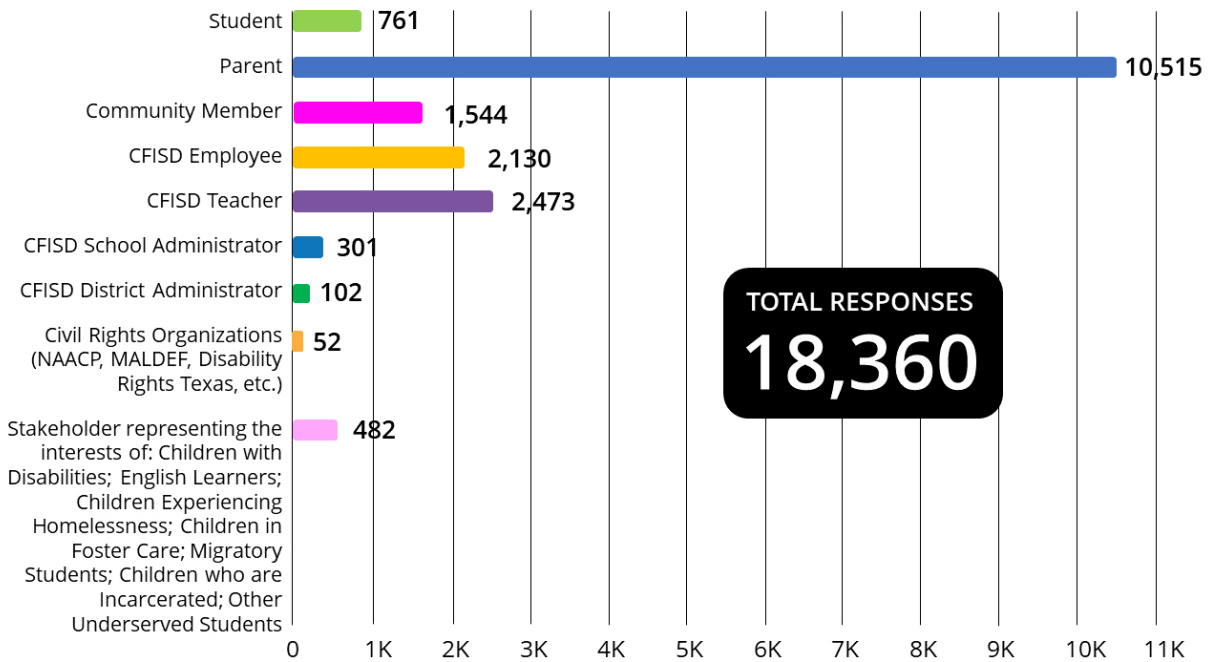
Cypress-Fairbanks ISD ESSER III Use of Funds Plan

ESSER Stakeholder Input

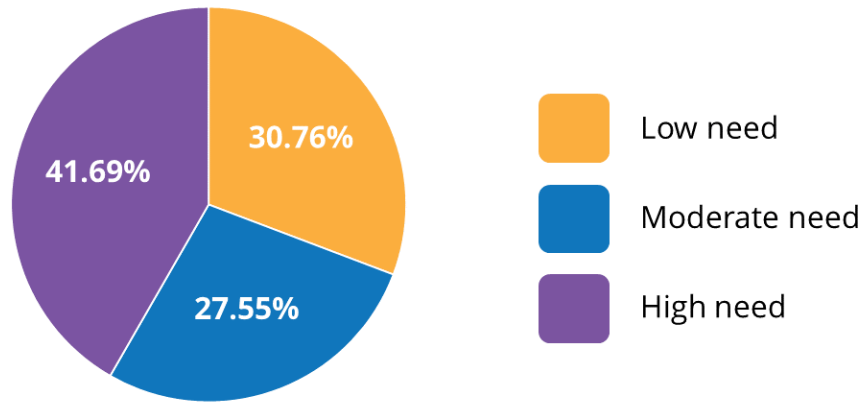
CFISD engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of the district's Use of Funds Plan. Meaningful consultation and an opportunity to obtain meaningful input was obtained in the following manner:

- Stakeholder survey was posted on the district's website for public input and emailed to employees, parents, and community members

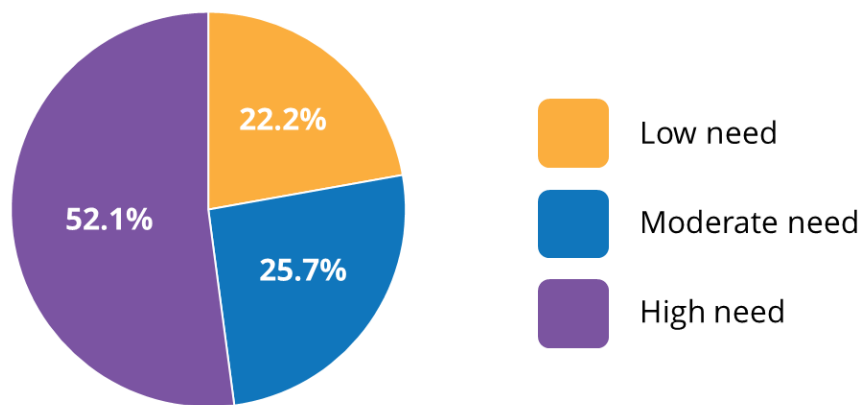
ESSER STAKEHOLDER INPUT



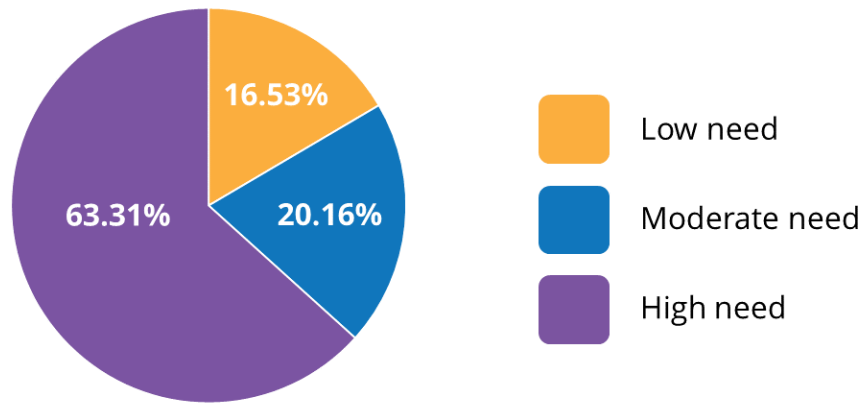
Addressing student learning loss (i.e. afterschool programs, summer school, tutoring) among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care



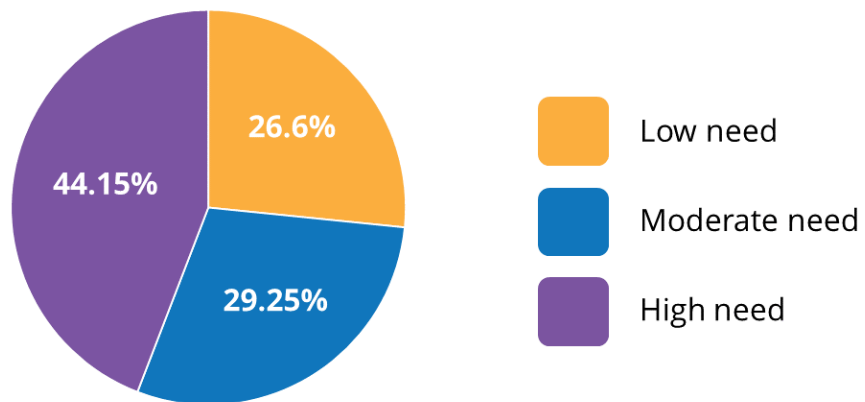
Prior costs associated with activities that were necessary to maintain operation of and continuity of services throughout the pandemic (i.e. delivery of instructional materials to homes, purchase of plexiglass desk shields, PPE and sanitization supplies, WIFI services for remote learning)



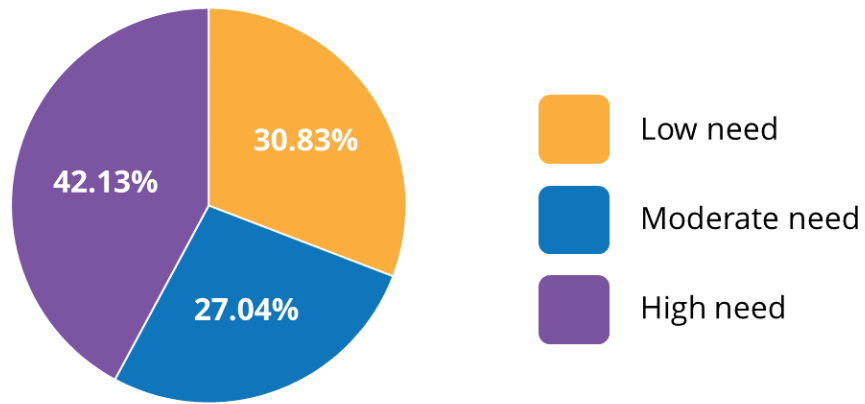
Mental health interventions and support



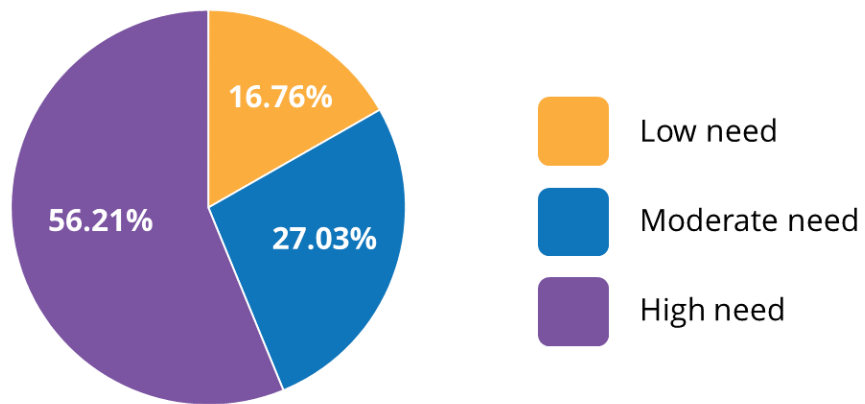
Retention of staff (i.e. one-time stipend)



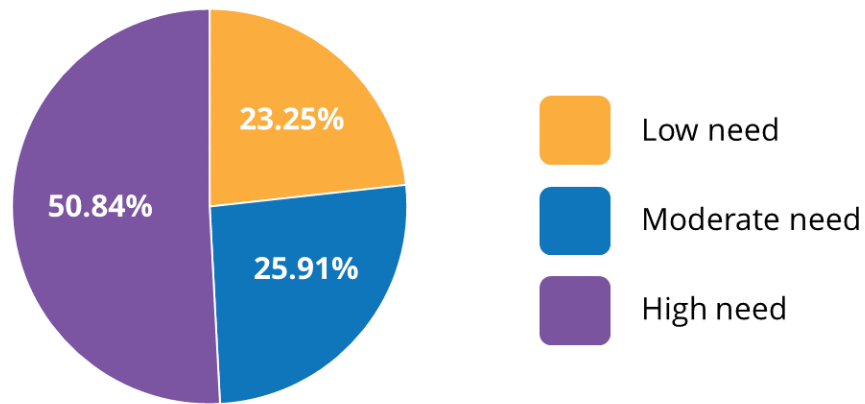
Professional development for staff to address learning loss



Purchasing supplies to sanitize and clean facilities and buses



Technology (hardware, software and internet connectivity)



Maintenance, repair, replacement and upgrade projects to improve indoor air quality (i.e. filtration and purification of air)

- *ESSER Use of Funds Plan presented to the Board of Trustees*
 - *Patrons provided opportunity for public comment*
- *Meetings conducted with the following stakeholder groups to obtain input:*
 - *Principals*
 - *Curriculum and Instruction*
 - *Counseling*
 - *Psychological Services*
 - *Community Leadership Committee*
 - *Teacher Organizations*
 - *District Education Improvement Council*
 - *Lead Safely Committee*
 - *District Leadership Team*
 - *Special Education Advisory Parent Group*

Grant Funding

ESSER III grant periods:

- *Pre-award, March 13, 2020 – June 21, 2021*
- *June 22, 2021 – September 30, 2024*

ESSER III funding awarded to date:

- *Two-thirds allocation - \$126.2M*
- *One-third allocation - \$63.1M*
- *20% minimum for learning loss - \$37.9M*

**Total ESSER III
Allocation
\$189.3M**

Address Academic Impact of Lost Instructional Time

CFISD surveyed and collaborated with stakeholders. Funds will be utilized to address the academic impact of lost instructional time through the implementation of evidenced-based interventions in the following areas:

- *Expand the school start/end times at all 92 campuses to facilitate interventions designed to accelerate learning*
- *Supplies and materials to support learning initiatives and interventions that differentiate for the academic needs of all students*
- *Additional learning opportunities for students such as before and after school programs, extended summer school programs for all students, tutoring, and learning opportunities embedded within the school day*
- *Additional staff based on campus needs such as a class-size reduction teacher, content interventionist or content specialist*
- *Professional development to improve student performance*

Interventions Respond to Academic, Social, Emotional and Mental Health Needs

CFISD will ensure that interventions implemented respond to the academic, social, emotional and mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic. Funds will be utilized for the following:

- *Evidenced-based resources to support Guidance and Counseling and Psychological Services initiatives*
- *Interactive online program for staff to address suicide prevention and trauma-informed care*
- *Curriculum and training to address multiple aspects of mental health in children and youth*
- *Programs that address the five areas of competence identified in the “Casel Model”: self-awareness, social awareness, self-management, relationship skills and responsible decision-making*

Prevention and Mitigation Strategies to Safely Open and Operate Schools

CFISD collaborated with various health, state and local authorities to implement prevention and mitigation strategies. The district will continue to monitor ongoing guidance and seek stakeholder input. Funds were or will be utilized for the following:

- *Personal Protective Equipment*
- *Hand sanitizer*
- *Enhanced cleaning practices*
- *Providing COVID-19 lab tests and vaccinations*
- *Facilitating social distancing measures*
- *Isolation and readmission protocols*
- *Communication initiatives*

Other Activities Consistent with Section 2001(e)(2) of the ARP Act

CFISD surveyed and collaborated with stakeholders to determine priorities. Funds have been or will be utilized to address the following activities:

- *Any activity authorized under Elementary and Secondary Education Act (ESEA)*
- *Coordination of preparedness and response efforts of district 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*
- *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*
- *Purchasing supplies to sanitize and clean the facilities of the district, including buildings operated by the district*
- *Planning for, coordinating, and implementing activities during long-term closures, including providing technology for online learning to all students*
- *Providing mental health services and supports, including through implementation of evidence based full-service community schools*
- *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*
- *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*
- *Addressing learning loss among district 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*
 - *Providing information and assistance to parents & families on effectively supporting students*
- *Other activities that are necessary to maintain the operation of and continuity of services in the district*
 - *Continuing to employ existing staff of the district*



Organization: CYPRESS-FAIRBANKS ISD
Campus/Site: N/A
Vendor ID: 1746000654

County District: 101907
ESC Region:04
School Year: 2020-2021

SAS#: ARPAAA21

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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Program Description PS3013 - Program Plan

- | |
|---|
| <p>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</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pre-award <input checked="" type="checkbox"/> 2020-2021, including summer 2021 <input checked="" type="checkbox"/> 2021-2022, including summer 2022 <input checked="" type="checkbox"/> 2022-2023, including summer 2023 <input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input checked="" type="checkbox"/> 2020-2021, including summer 2021 <input checked="" type="checkbox"/> 2021-2022, including summer 2022 <input checked="" type="checkbox"/> 2022-2023, including summer 2023 <input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>7. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>8. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>9. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pre-award <input checked="" type="checkbox"/> 2020-2021, including summer 2021 <input checked="" type="checkbox"/> 2021-2022, including summer 2022 <input checked="" type="checkbox"/> 2022-2023, including summer 2023 <input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input type="checkbox"/> N/A - Will not expend grant funds on this activity |



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Program Description 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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2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

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| <p>15. Providing mental health services and supports, including through implementation of evidence based full-service community schools</p> <ul style="list-style-type: none"><input type="checkbox"/> Pre-award<input checked="" type="checkbox"/> 2020-2021, including summer 2021<input checked="" type="checkbox"/> 2021-2022, including summer 2022<input checked="" type="checkbox"/> 2022-2023, including summer 2023<input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<input type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"><input type="checkbox"/> Pre-award<input checked="" type="checkbox"/> 2020-2021, including summer 2021<input checked="" type="checkbox"/> 2021-2022, including summer 2022<input checked="" type="checkbox"/> 2022-2023, including summer 2023<input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<input type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"><input type="checkbox"/> Pre-award<input checked="" type="checkbox"/> 2020-2021, including summer 2021<input checked="" type="checkbox"/> 2021-2022, including summer 2022<input checked="" type="checkbox"/> 2022-2023, including summer 2023<input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<input type="checkbox"/> N/A - Will not expend grant funds on this activity |



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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.

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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County District: 101907
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Program Description PS3013 - Program Plan

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|--|
| <p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |



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Program Description PS3013 - Program Plan

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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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.



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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



SAS#: ARPAAA21

Organization: CYPRESS-FAIRBANKS ISD
Campus/Site: N/A
Vendor ID: 1746000654

County District: 101907
ESC Region:04
School Year: 2020-2021

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).

\$50,000,000

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.

\$37,860,097.00

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.

To address the academic learning loss evidenced by students as a result of the COVID pandemic, CFISD will deploy ESSER funds in the following areas.

- At the district level, the decision to expand the schedule of school start/end times at all 92 campuses designates extended time (an additional half hour) for "Closing the Gap," facilitating research-based interventions designed to accelerate learning in ways that enable students to recover from the significant time-on-task deficits they have experienced. These learning sessions are staffed by highly qualified teachers equipped with supplies and materials to support their initiatives, which differentiate for children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students. Across the board, students will have additional learning opportunities before and after school, embedded within the school day, and offered during summer.
- At the campus level, a survey of principals gathered their goals for implementing extended learning time (e.g., tutoring, camps, pull-out arrangements) for adding staff (choose a class-size-reduction teacher, a content interventionist, or a content specialist), for delivering professional development to improve student achievement (e.g., expert presenters, instructional coaching), and for acquiring the resources needed for successful roll-out of their selected areas of focus.

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.

Learning loss is evident beyond the academic domain. To address social/emotional needs exhibited during and after the COVID pandemic, CFISD's ESSER plan includes the following efforts.

- At the district level, the Guidance & Counseling staff, along with the Psychological Services Department, will be supported with acquisition/renewal of evidence-based resources proven successful. All staff will participate in an interactive online program addressing suicide prevention and trauma-informed care, and elementary counselors will receive a new curriculum (with accompanying training) that addresses multiple aspects of mental health in children and youth.
- At the campus level, efforts will address five areas of competence identified in the Casel model—self-awareness, social awareness, self-management, relationship skills, and responsible decision-making—to promote mental health and reduce risk behaviors not only among the general population, but also for children with disabilities, English language learners, children experiencing homelessness, and other underserved students. Instruction and practice with these skills will be interwoven throughout students' experiences, enhancing school culture as students develop and build capacity in confidence, empathy, agency, communication, judgment, and other positive character traits. In the long term, attending to these comprehensive needs will promote academic success, school and civic engagement, health and wellness, and fulfilling careers.



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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.

Find the RIPICS plan at <https://www.cfisd.net/leadsafely>.
Find the Use of Funds plan at <https://www.cfisd.net/esser>.

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."

To ensure effective COVID prevention and mitigation strategies, CFISD has collaborated with many people, purchased many products, and implemented many practices. The district will continue as leaders monitor ongoing guidance, seek stakeholder input, and align local operations as warranted.

- People: CFISD seeks counsel from many sources for COVID-related decisions—including nearby superintendents, officials in Harris County (Public Health Department, County Judge, Office of Emergency Management), TEA Commissioner Morath, local medical authorities, area vaccination providers, and RNs employed at all campuses—to coordinate preparedness and response efforts.
- Products: To promote hygienic conditions, in addition to soap dispensers in restrooms, CFISD has installed wall-mounted hand-sanitizer dispensers in every classroom, used hospital-grade cleaning products, set up plexiglass desk shields throughout its facilities, purchased PPE, and posted COVID-related signage.
- Practices: In response to the pandemic, CFISD's efforts have included closing facilities, launching learn-at-home programs, deploying tech devices to all 115,000 students, facilitating social-distancing measures, curtailing in-person meetings, implementing isolation and readmission protocols, providing COVID lab tests and vaccinations, and orchestrating significant communications initiatives.