



Most Recent Update: July 13, 2021



**ESSER Funding Allotments, Strategy, and Spending Plan
July 2021
Texas**

2021-22 ORGANIZATIONAL GOALS

Measure	2020-21 Goal	2020-21 Network Result	2021-22 Goal
Students Graduate College Ready			
% of Seniors Accepted to a College or University	100%	100%	100%
% of Graduates Matriculate to a College or University	100%	On track: 100%	100%
% of Graduates Matriculate to a Tier I College or University % of Graduates Matriculate to a Tier I/II College or University	25%	On Track: N/A 25%	15% 25%
% of Seniors Named AP/IB Scholars	30% 25%	On Track: TBD 22%	30% 25%
Earned State Rating	A	Internal: PTG B	A
% Basic % Mastery % Advanced on LEAP	82% 44% 11%	Off Track: Academy 55/37/15; CP 58/42/19	82% 44% 11%
% Approaches % Meets % Masters on STAAR/EOC	90% 60% 30%	Off Track: A 68/44/25; CP 69/44/25	90% 60% 30%
FCAT assessment			
% of PreK-2nd Grade Students End the Year On/Above Grade Level in Reading (Year 1 Campuses)	80%	Off Track: 49%	80%
% of 2nd Grade Students End Year On/Above Grade Level in Reading (Year 2+ Campuses)	90%	Off Track: 55%	90%
% of Students in CSI Achieve 2 Years Growth in Reading Math (measured by Ren STAR)	50% 60%	Off Track PTG: 30% 49%	50% 60%
Average ACT Score (Class of 2022)	21	Off Track: 19.95 Average	21
% 4 % 6 Year College Graduation	25% 55%	On Track Off Track PTG: 162/170 (95%) 256/298 (86%)	25% 55%
Build a Strong & Sustainable Organization			
% Teacher Retention % Employee Retention	85% 85%	On Track: 90.33% 89.01%	85% 85%
80% Composite Score on GPTW	80%	81%	82%
% Average Daily Attendance	97.5%	On Track: 98.32%	97.5%
% New Student Persistence	90%	Off Track: 90.57%	90%
Operating Income	\$127MM	On Track: \$151.6MM	\$133MM
FIRST Rating	A	A	A
Achieve Mission at Scale			
% of Students with Low Socioeconomic Status	80%	86%	80%
Enrollment	76,728	Off Track: 73.17% PTG	87,604
Schools in Operation	137	On Track: 137	149
Total Funds Raised (Millions)	\$51MM	On Track: \$43MM	TBD

ESSER FUNDING SUPPORTS IDEA’S EDUCATIONAL CHALLENGES AND OPPORTUNITIES

To support schools and districts in addressing the impact of COVID-19, Congress has provided financial support through the Elementary and Secondary School Emergency Relief (ESSER) Fund in three installments. In March 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act included \$13 billion in ESSER funds. In December 2020, an additional \$54 billion for ESSER II was allocated through the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) authorized another \$122 billion for ESSER III (also called “ARP ESSER”) in March 2021.

Allowable ESSER Expenses (Including but Not Limited to)

- Coordinate preparedness and response efforts to COVID-19;
- Provide principals and other school leaders with resources to address individual school needs;
- Address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery;
- Purchase educational technology (including hardware, software, and connectivity) for students;
- Provide staff and student mental health services and supports;
- Plan and implement summer learning and supplemental afterschool programs; and
- Initiate other activities necessary to maintain LEA operations and services and employ existing LEA staff, including any activity authorized by ESEA which include the Title programs, IDEA, Adult Education and Family Literacy Act, Perkins, and McKinney-Vento.

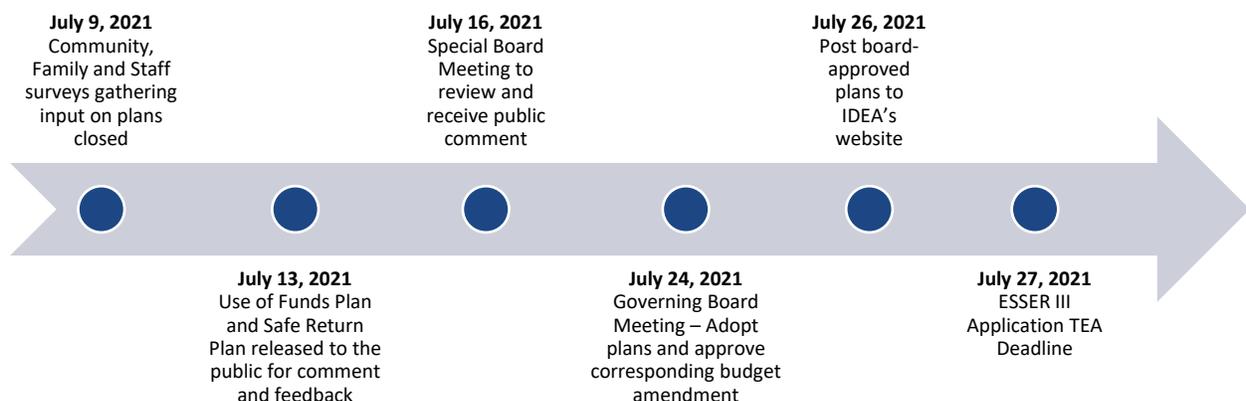
Unallowable ESSER Expenses

- Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures to COVID-19;
- Subsidizing or offsetting executive salaries and benefits of individuals who are not LEA employees;
- Expenditures related to state or local teacher or faculty unions or associations; and
- Any construction without prior written approval from TEA.

ESSER Funding Formula

$$\text{District's \% of 2019-20 State Title I, Plan A Funding} = \text{District's \% of ESSER Funding}$$

ESSER Roll-Out Timeline



ESSER Award by Installment

ESSER Installment	Award Amount	Grant Period
ESSER I	\$13MM	2020-2022
ESSER II	\$69.9MM	2020-2023
ESSER III	\$157MM	2020-2024

IDEA GOALS AND STRATEGIES FOR THE POST PANDEMIC 2021-22 SCHOOL YEAR

ESSER Funding Focus Areas

IDEA has four focus areas for ESSER funding:

1. Academic Achievement and Closing Student Academic Gaps
2. Student Social Emotional Wellness
3. Student Safety and Security
4. Student College Matriculation

FOCUS 1: ACADEMIC ACHIEVEMENT AND CLOSING STUDENT ACADEMIC GAPS POST-PANDEMIC

Challenge to Address

The State of Texas estimates that students lost an average of 5.7 months of learning between March 2020 and September 2020, which is 3.2 additional months of learning loss compared to normal summer slide.

GOALS:

1. Each State earns an "A" by their respective state rating agency for the 2021-2022 school year
2. 80% of PK-2nd grade students end the year on or above grade level at Year 1 schools / 90% of 2nd grade students end year on/ above grade level at Year 2+ schools
3. 30% of students are AP scholars (receiving a 3+ on 3 or more AP exams)

STRATEGY 1: Improve elementary program model by adding more science and social studies in grades K-5

TACTICS:

- Purchase new curriculum for science and social studies for all elementary grade levels, and provide high quality curriculum documents for all teachers (yearlong plans, unit plans, assessments, exit tickets, student independent work, etc.)
- Train teachers and leaders on science and social studies curriculum throughout the summer before the first day of school, throughout the year on at Course Collaboration (1-4) and monthly leader training
- Recruit, hire and retain qualified teachers to teach science and social studies at our elementary schools

STRATEGY 2: Utilize current staff as summer and after school tutors (each school was given additional monies per student that they can use to hire additional interventionists and to use for after school programming and resources that can aid in closing student achievement gaps and making school more joyful)

TACTICS:

- Invest more funds for tutoring time and resources
- Leverage best practices to emulate 21st Century after school programming success

STRATEGY 3: Implement IDEA’s Acceleration Learning Plans to provide students with more time and dedicated attention, immersing students in grade-level standards

TACTICS:

- Address student learning gaps while also building on the knowledge and skills they’ve acquired during the last year and a half
- 1:1 program across K-12 is foundational infrastructure for executing the acceleration plan
- Family development, engagement and education will support student learning
- Increase the number of interventionists within each school to support student needs

Planned Investments Per Year

Strategy	2021-22	2022-23	2023-24
School allocations directed by Principals and specific to the needs of their students <ul style="list-style-type: none"> • Focus on additional tutoring utilizing existing staff • Additional staff dedicated to supporting instructional intervention and academic acceleration • External content area expert support 	\$12,421,600	\$13,067,680	\$14,424,448
Region Allocations directed by Regional Superintendents and Executive Directors to support their schools	\$4,752,724	\$5,690,633	\$6,769,228
Opportunity Index distributed to schools based on relative levels of student achievement to provide additional local support at Principal and Regional leader discretion	\$4,000,000	\$4,600,000	\$5,290,000
Support 1:1 student technology <ul style="list-style-type: none"> • Technology literacy resources for students • Instructional technology applications for students and staff • Campus technology champions to provide local support to staff regarding instructional applications and resources 	\$567,138	\$368,458	\$187,977
Targeted support through Imagine Math, NewsELA literacy product, STAAR exemplar materials and Accelerated Reader Zone library investments	\$2,920,000	\$500,000	\$500,000
National and regional Content Coaches hired to provide specialized support to school leaders	\$1,065,000	\$1,096,950	\$1,129,859
Focus Area Total Investment	\$25,726,462	\$25,323,721	\$28,301,511

FOCUS 2: STUDENT SOCIAL AND EMOTIONAL WELLNESS

Challenge to Address

According to a report by the CDC, the proportion of mental health-related emergency room visits among children increased 66% year over year from April 2019 to April 2020.

GOALS:

1. 90% student persistence reflects families are receiving the support they require from the school setting
2. 90% **NEW** student persistence reflects new families are receiving the support they require from the school setting

**Persistence is measured from the 11th day of school through the 10th day of school in 2022*

STRATEGY 1: Offer school programming options and tutoring to increase student engagement with school and peers post-pandemic (each school was given additional monies per student that they can use for after school programming and resources that can aid in closing student achievement gaps and making school more joyful)

We will provide after school programming to students for both tutoring and extracurricular sports and clubs via 21st Century learning centers OR similar set-up. We will increase competitive sports offerings through additional freshmen, JV high school teams, ensure all schools offering big five sports: volleyball, basketball, cross country, flag football, soccer. We will implement an elementary school athletic league pilot at 10 specific elementary schools to get students moving and build school culture.

STRATEGY 2: Creation of a healthy social emotional environment and school culture for all students

TACTICS:

- Implementation of year two of Move this World curriculum, our SEL curriculum for all students
- Hiring testing coordinators at each school so that School Counselors can focus on the social-emotional aspects of students as all return to in-person learning
- Adding a social worker to schools that lack this position (school choice)
- Provide resources for school counselors to dedicate 100% of their time supporting students to return to in-person learning and social-emotional learning needs

STRATEGY 3: Camp Rio will provide outdoor science education and summer camp opportunities for students

WHY:

The majority of IDEA students in the Rio Grande Valley and other nearby IDEA regions do not get to experience nature first-hand in a camping environment. IDEA’s outdoor school and summer camp, Camp Rio, provides a facility for students to build knowledge of land stewardship and experience activities such as canoeing, archery and low ropes courses that build confidence and leadership. Students also study science through hand on biology lessons. IDEA students will access Camp Rio with their grade level on multi-day field trips during the year and/or as campers during the summer.

TACTICS:

- Student, school, and charter bus transportation trip fees
- Summer overnight camping scholarships

Planned Investments Per Year

Strategy	2021-22	2022-23	2023-24
School Counselor time dedicated to social-emotional support through the addition of a Testing Coordinator at each school	\$5,679,000	\$6,701,220	\$7,907,440
Support of student health through after-school athletics program investment across elementary, middle, and high schools (including physical education program support through Interactive Health Technologies heart rate monitors investment)	\$5,163,825	\$5,226,225	\$6,019,009
After-school enrichment investment at campuses and national team support for after-school programming	\$2,449,153	\$2,454,253	\$2,459,508
Camp Rio outdoor science education and summer camp opportunities for students	\$1,139,231	\$772,790	\$413,663
Focus Area Total Investment	\$14,431,209	\$15,154,488	\$16,799,619

FOCUS 3: ENHANCE SAFETY AND SECURITY TO RETURN TO IN-PERSON INSTRUCTION

Challenge to Address

2020-2021 has been the most difficult year in recent history. According to the Center for Homeland Defense and Security, March 2020 was the first month since 1970 without a school shooting. According to internal survey results, 25% of staff do not feel physically safe at work, and 40% of students do not feel safe at school all the time.

GOALS:

1. 90% student persistence
2. 85% staff retention

STRATEGY 1: Enhance physical building safety through infrastructural additions that will deter unauthorized visitors or intruders from entering our schools

WHY:

Our physical buildings are the first line of defense against danger from outside, so investing in improvements and additions to our buildings will ensure students, staff, and families feel safe.

TACTICS:

- Install security cameras at all exterior doors and entrances
- Install access controls at all exterior doors
- Upgrade perimeter fencing, audio/video at front gates and audio/visual equipment at front entrances at all campuses
- Implement crisis prevention building enhancements to deter unsafe individuals from entering schools (i.e., ballistic film on exterior glass, door locking mechanisms on classroom doors)

STRATEGY 2: Increase medical emergency equipment to allow for immediate and effective response to emergency

WHY:

Medical emergencies can happen at any point in time, so we must ensure our staff are equipped with equipment needed to immediately respond and ensure student or staff safety while waiting for emergency services to arrive.

TACTICS:

- Purchase additional AED machines at all campuses
- Purchase additional Stop the Bleed kits for all campuses
- Ensure all health aides have a full emergency bag and cart to utilize during a crisis

STRATEGY 3: Improve safety on school buses with security cameras

WHY:

Security cameras on buses will improve not only the safety of our students and drivers but ensure we can record and address behaviors and investigate situations that happen on our buses.

TACTICS:

- Install security cameras on all school buses (four cameras per bus)
- Create new process to regularly review and audit security videos to ensure safe practices are being utilized on school buses at all times

STRATEGY 4: Provide access to COVID-19 testing for IDEA staff and students

WHY:

A return to 100% in person learning will mean that students will not always be able to maintain social distancing. Providing COVID testing to our students and staff will provide an additional proactive measure to combat spread and keep students safe and in school.

TACTICS:

- Purchase additional COVID-19 testing kits to have available at every IDEA campus
- Hire part-time COVID-19 test administrators to perform testing at all IDEA campuses

Planned Investments Per Year

Strategy	2021-22	2022-23	2023-24
Security cameras at all exterior doors at campuses to serve as a deterrent for unauthorized visitors	\$544,000	\$300,000	\$125,000
Access controls at all exterior doors, allowing only authorized individuals to enter and exit buildings	\$935,000	\$330,000	\$275,000
Additional emergency medical supplies (AED machines, bleeding control kits) at all campuses to allow for immediate emergency response	\$50,000	\$20,000	\$20,000
Upgrades to perimeter fencing, audio/video at front gates and audio/visual equipment at front entrances at all campuses	\$16,660	\$6,664	
COVID-19 test kits and COVID-19 test administrators to provide an additional proactive measure to keep our students safe and in school	\$500,000	\$500,000	\$500,000
Implementation of crisis prevention building enhancements to deter unsafe individuals from entering schools (i.e., ballistic film on exterior glass, door locking mechanisms on classroom doors, etc.)	\$354,000	\$303,000	\$80,000
Focus Area Total Investment	\$2,399,660	\$1,459,664	\$1,000,000

FOCUS 4: COLLEGE MATRICULATION

Challenge to Address

According to the National Student Clearinghouse Research Center, undergraduate enrollment fell 4.4% in the fall. This includes an unprecedented 13% drop in first-year enrollment. In November, the Common Application estimated that applications from the primary student population that IDEA serves, first-generation and low-income, decreased about 10% from the year before.

GOALS:

1. Average ACT score of 21 or higher amongst each of our IDEA senior classes
2. 100% of seniors apply to at least 6 colleges and universities and 100% of graduates matriculate to college or university
3. 25% of seniors matriculate to a tier 1 or tier 2 college or university

STRATEGY 1: Increase access and practice beginning in 9th grade year at IDEA, so that our students can build affinity with the ACT exam by the fall of their senior year

WHY:

The ACT can be a barrier or a key to college admissions and matriculation. Higher ACT scores allow students access to admissions at more selective colleges, those colleges who are supporting most of their students to persist and graduate. Merit-based scholarships at most colleges and universities consider ACT scores and simply said, higher scores unlock more dollars. Increasing ACT scores will provide expanded admissions opportunities and financial pathways for students.

TACTICS:

- Benchmark and analyze our historical ACT performance across lines of difference, so that we are able to identify our priority areas of focus for students
- Research and compare our approach to student ACT preparation at IDEA versus those of peer organizations across diverse markets (a) triangulate, continue, and affirm the highest leverage tactics that are adding the greatest value, (b) close knowledge gaps to initiate peer best-practices, while (C) discard benign approaches
- Build, develop, and deploy an organizational point of view (PD) for building ACT knowledge and capacity amongst staff, so that everyone works in partnership in pursuit of college for every student, thereby embedding and practicing ACT test-taking strategies in their lesson plans across all subjects taught at IDEA
- Refine our curriculum through strategic course sequencing in high school, so that every student is building mastery through an individualized ACT Preparation Course each year during high school
- Hire, train, and onboard a high-performing “ACT Instructional Specialist & Coach” at every IDEA high school to both (a) teach ACT preparation courses to high schools students, but also (b) ensure they are positioned to lead at their school by auditing all core content instruction, paired with the ability to coach and develop the integration of ACT testing strategies and skills for all teachers and school leaders

STRATEGY 2: Invest in human, programmatic, and financial capital across all schools by ensuring they are equipped to build a college-going identity amongst students starting in the 6th grade year via an organization-wide initiative of College Field Lessons (CFL) (trips) For All

WHY:

College field lessons provide an opportunity to build college going identity through knowledge and context building. Students visit potential colleges and universities early on in to understand what colleges look and feel like and to build interest propelling them to learn more.

According to College Board there are numerous reasons to engage in college field lessons. “A campus visit is your opportunity to get a firsthand view of a college. A college catalog, brochure or website can only show you so much. To really get a feel for the college, you need to walk around the quad, sit in on a class and visit the dorms. A visit also gives you the chance to talk to students, faculty, and financial aid and admission officers. You can get answers to important questions.”

Our students will utilize these opportunities to think about specific colleges they want to spend more time exploring, but as importantly helps shape their ability to see themselves on a college campus in the future.

TACTICS:

- Refine our Road To & Through College course curricula to include lessons around the importance of “match & fit” when considering what colleges seek during the admissions process, grounded in fostering a sense of belonging across diverse lines of difference including college characteristics (e.g., size, majors offered, location, clubs/organizations, etc.)
- Build, develop, and deploy a tangible guide (inclusive of preferred vendors, college campuses to visit, logistics project plans, etc.) for teacher leaders across all of our schools to be empowered to plan and execute successful field lessons, with little to no instructional distractions from their core work (i.e., teaching)
- Create a CFL matrix guide that directs grade-levels centrally, so each year builds on the college-going identity building experience, whereas the following is an example scope and sequence:
 - All 6th grade students are visiting in-region colleges.
 - All 7th grade students are visiting in-state, yet out-of-region colleges.
 - All 8th grade students are visiting out-of-state, national regional colleges (e.g., West Coast).
 - All 9th grade students are visiting out-of-state, national regional colleges (e.g., East Coast).
 - All 10th grade students are visiting out-of-state, national regional colleges (e.g., Midwest).
 - All 11th grade students are visiting colleges in clusters based on their selected colleges where they plan to seek admission to in the Fall of their senior year of high school.

- Empower our own students through a CFL Student Leadership Academy where students are part of the planning, deciding, and driving engagement where they own both (a) what colleges they want to visit as a collective grade-level and (b) build a significant relevant transferable skills through coaching and development regarding the achievement of a year-round fundraising goal (e.g., 10% of the total field lesson cost is raised collectively by the class via specialized fundraisers, community engagement, and private proposals, etc.)
- Assess student mastery across a rubric of college-going identity building metrics to quantify and codify return on investment for CFLs in the following stages: college application, college matriculation, college persistence, college completion, and college to career attainment

STRATEGY 3: Identify every student across all schools with top-tier and/or reach merit at IDEA during their junior year of high school and ensure that they have no external obstacle for why they can't participate in a Collegiate Summer Away Program (CSAP), so that they engage, participate, and attend a summer-away experience in pursuit of actualizing their potential for the upcoming year in a college setting

WHY:

College Summer Away Programs give our juniors the opportunity to engage in an immersive college experience. They typically run between 2-8 weeks and give students the opportunity to live on campus, sit in classes, and explore college in a hands-on way. There is an academic component which allows students the opportunity to explore and delve deeper into interest areas. The culmination of taking course work, meeting with professors, and living on campus gives students the opportunity to clarify areas of future study and solidify the type of environment they want to pursue their college degree in. College Greenlight says, "There is no better way for college-bound students to get a feel for the future than participating in summer pre-college programs. Students gain valuable work experience, build relationships, and boost their admissions chances through these opportunities." Immersive experiences play a role in solidifying where our students want to attend college and their ability to demonstrate interest expands their admissions opportunity.

TACTICS:

- Communicate, celebrate, and affirm the holistic accomplishment of what it means to be a "top-tier" student at IDEA beyond academics to each of our junior students and their people of influence circle (i.e., parents, friends, peers, teachers, etc.), so that collectively and naturally we activate a student-led interest in refining their college choices where they intend to seek admission that warrant their potential
- Pilot a Parent Collegiate Advisory Council that aims to inform, educate, compel, and yes, even demystify the fears and trepidation for parents of first-generation, low-income, minority college-aspiring students by articulating both (a) the ROI of the whole experience (e.g., academic patois, peer networking, professional development, earning potential, and/or marketability beyond the college degree, etc.) and (b) share honest, transparent, and open best practices on how to best support their children achieve their fullest potential
- Solidify junior cohorts amongst the three college counselors at each of our schools, so that three things are happening: (1) we segment the caseload of juniors to ensure that 100% of students engage in a CSAP, (2) in doing so, juniors position themselves to be the most marketable, competitive candidates amongst their peers a full-year in advance of when they have to submit collegiate admission applications, while (3) simultaneously building our college counselors real, tangible, and meaningful relationships with both (a) students, (b) parents/families/guardians, and (C) university faculty and staff, prior to senior year when they have to make a decision on what college to attend all whilst amassing intelligence around potential areas of supports during their senior year (e.g., finances, parent investment, goals, aspirations, student WHY for college and/or lack thereof, etc.)
- Research, create, and launch a centralized CSAP Guidebook for both students and counselors with timelines, project plans, deadlines, type of CSAP options (e.g., pre-college programs, volunteer, leadership development, skill building programs, etc.), so that our stakeholders aren't re-inventing the wheel, but

rather, drawing from industry benchmarked research and best practices that will actually make our students more marketable when seeking college admission

- Organize and empower our IDEA alumni-base at colleges across the U.S. with opportunities to pay it forward to future IDEA alumni (our IDEA seniors that participated in CSAP) by connecting and/or establishing college connections via individualized or clustered fly-in programs for seniors and parents to top-tier colleges, while simultaneously economizing our broader organizational alumni impact

Planned Investments Per Year

Strategy	2021-22	2022-23	2023-24
College field lessons where students are able to visit potential colleges and universities	\$944,000	\$1,100,000	\$1,300,000
College summer away programs for juniors allowing them to experience top college and universities over the summer	\$1,600,000	\$1,900,000	\$2,400,000
Increased support for ACT preparation	\$321,000	\$501,000	\$678,000
Focus Area Total Investment	\$2,865,000	\$3,501,000	\$4,378,000

ESSER INVESTMENT PER YEAR BY FOCUS AREA

Focus Area	ESSER Total	Overall %
FOCUS 1: Academic Achievement and Closing Student Academic Gaps Post Pandemic	\$79,351,694	56%
FOCUS 2: Student Social and Emotional Wellness	\$46,385,316	33%
FOCUS 3: Student Safety and Security	\$4,859,324	3%
FOCUS 4: College Matriculation	\$10,744,000	8%
ESSER Total Investment	\$141,340,333	100%