



ARP (American Rescue Plan) ESSER III (Elementary & Secondary School Emergency Relief)

Triumph Public High Schools (El Paso)

Use of Funds Plan

The Use of Funds Plan is an obligation created in federal rule that contains multiple requirements, of which have been met by Triumph Public High Schools (TPHS) as follows:

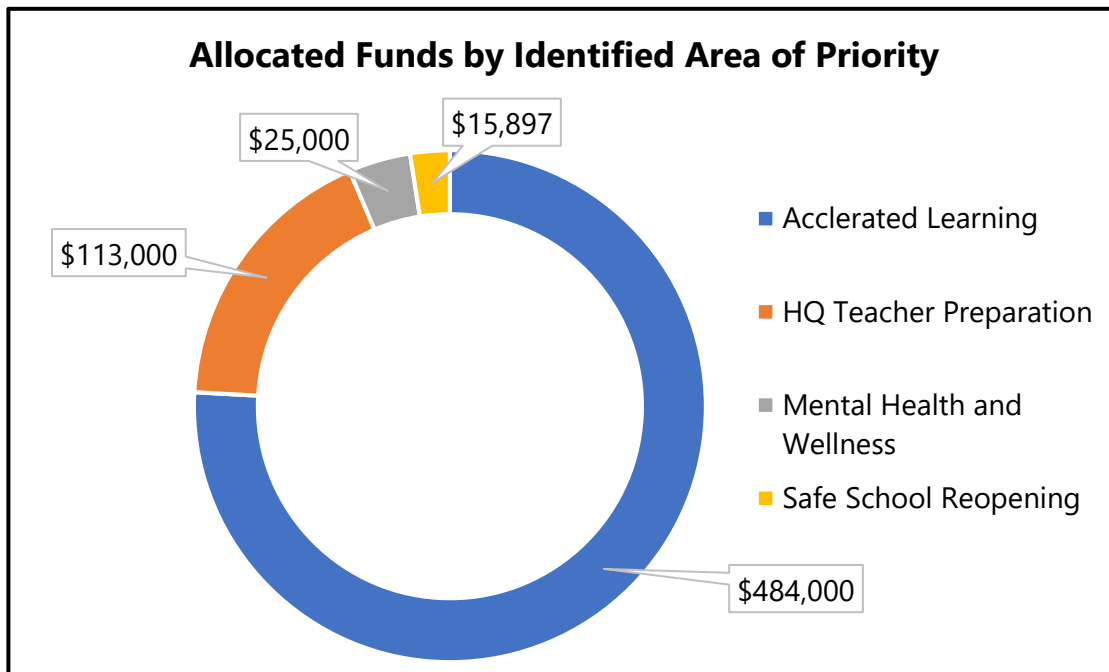
- ☑ TPHS engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of the total **\$637,897.00 of ARP ESSER III** funds over the next three school years.

TPHS specifically engaged in meaningful consultation with students; families; school and charter district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and to the extent present in or served by the TPHS tribes, civil rights organizations (including disability rights organizations) and 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.

As part of the requirements, TPHS is providing its plan for the uses of ARP ESSER III funds in an understandable and uniform format; to the extent practicable, 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 TPHS Use of Funds Plan includes:

- 1) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
- 2) How TPHS will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.
- 3) How the TPHS will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. and
- 4) How the TPHS will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.



Funds will be allocated by the identified area of priority:

AREA OF PRIORITY	AMOUNT
<i>STRATEGIES FOR LEARNING ACCELERATION</i>	<i>\$484,000.00</i>
<i>HIGH QUALITY TEACHER PREPARATION</i>	<i>\$113,000.00</i>
<i>MENTAL HEALTH AND WELLNESS</i>	<i>\$25,000.00</i>
<i>SAFE SCHOOL REOPENING</i>	<i>\$15,897.00</i>

STRATEGIES FOR LEARNING ACCELERATION

- Provide Summer Learning Opportunities
- Provide Supplemental (Extra Duty) Pay to staff to implement Extended Learning Programs
- Add Instructional Support/Teacher(s) in English Literacy Subject Area
- Add Interventionist(s) to Support Teacher Development
- Provide Staff Retention Stipends to Secure Highly Competent Staff

HIGH QUALITY TEACHER PREPARATION

- Provide Professional Development

MENTAL HEALTH AND WELLNESS

- Provide wraparound support services to address student Social and Mental Health needs
- Provide wraparound support services to address staff Social and Mental Health needs

SAFE SCHOOL REOPENING

- Provide Personal Protective Equipment (PPE)