

# Federal Grants Application Plan and Summaries, Including ESSER III Six (6) Month Review

Proposed Plan for Use of Funds

ESSER III 6 Month Review

July 25, 2022



# Total Allocation Amounts For ESSER III

Initial Allocation  
(two-thirds)\*

\$3,400,857

Remaining Allocation  
(one-third)\*\*

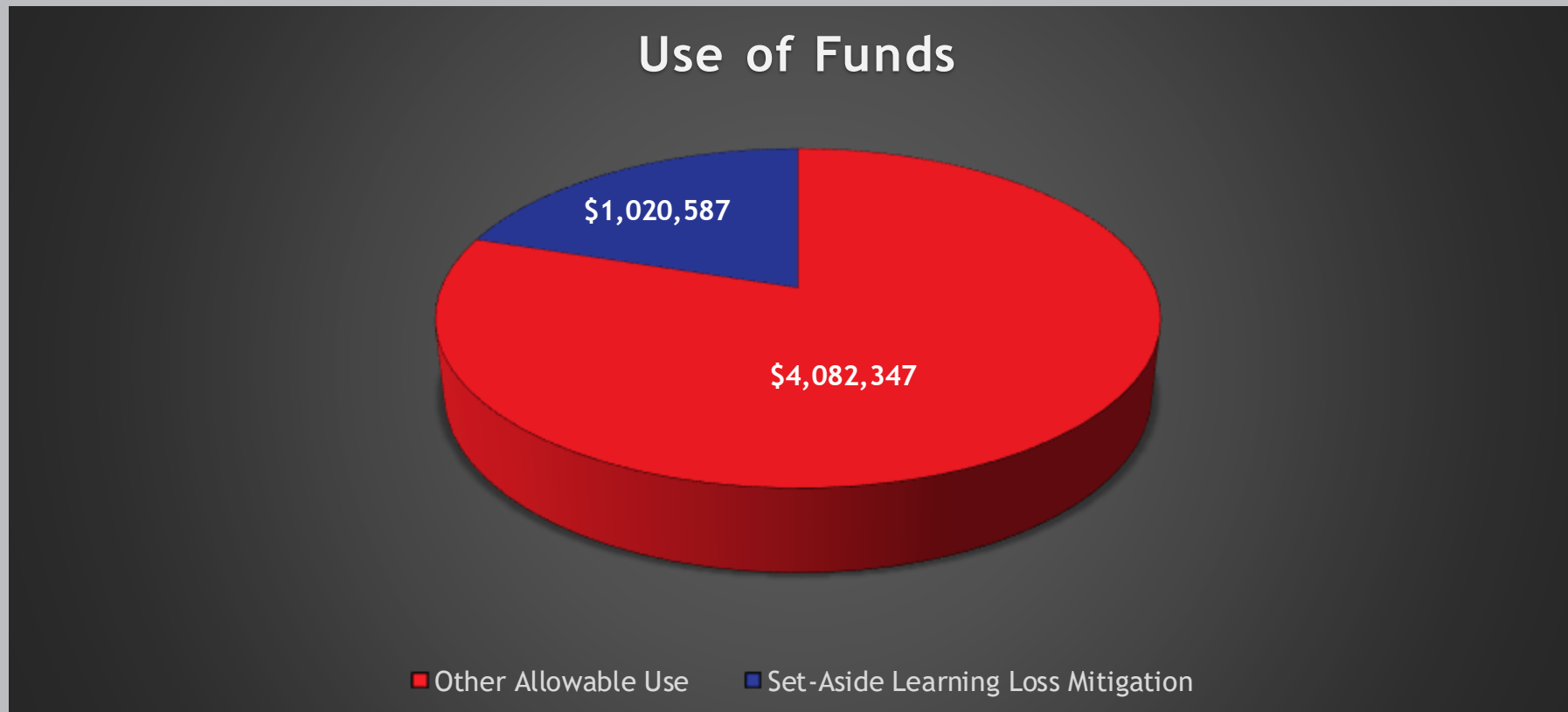
\$1,702,077

Total Allocation Amount

\$5,102,934

# ESSER III Spending Plan

Other Allowable Use of Funds Pre-Award	80%	\$4,082,347
Set-Aside Learning Loss Mitigation Required Spend	20%	<u>\$1,020,587</u>
Total Allocation Amount	100%	<u>\$5,102,934</u>



# Gregory-Portland ISD

## Plan for Use of Funds - ESSER III

- In an effort to optimize the facilitation of the ESSER III Grant Program and use of funds, Gregory-Portland ISD utilized the following strategy approaches:

### Strategy One - Grant Application Use of Funds

- Select Pre-Award Costs in the amount of \$4,082,347 (80% of total award) to be used for offsetting salaries incurred during the pre-award period of March 13, 2020 through the application submission date. This is an allowable activity under ESEA and will enable the district to free-up local funds.
  - \$762,492 of instructional salaries was entered as a pre-award allowable expense
- Select the minimum required set-aside for learning loss mitigation of \$1,020,587 (20% of total award) and apply funds to allowable COVID-19 expenditures incurred during fiscal year 2020-2021. Offsetting allowable activities incurred, such as technological devices used for intervention, will allow the district to free-up local funds.
  - \$336,229 of technology devices was entered as a pre-award allowable expense
  - 20% Set-Aside Eligible

# Continued.....

## Strategy Two - Local Use of Funds

- ❑ Designate the \$1,020,258 freed up local funds for long term COVID-19 learning loss intervention support by adding these funds to the restricted general fund balance.
- ❑ The district hired an Intervention Specialist (4) for each Elementary School
  - ❑ W.C. Andrews, East Cliff, T.M. Clark, Stephen F. Austin Elementary Schools

# Continued.....

## Strategy Three - Retention Stipends

- (Retention stipends) are made to incentivize eligible employees to remain employed with the district.

- ❑ For the 2021-2022 school year, G-PISD approved a retention stipend of \$2,500 for every full-time employee and \$1,250 for every part-time employee
  - ❑ Estimated Expense: \$1,875,000
- ❑ For the 2022-2023 school year, G-PISD approved a retention stipend of \$1,800 for every full-time employee and \$900 for every part-time employee
  - ❑ Estimated Expense: \$1,350,000

Based on the list of allowable activities for ESSER III, the following justification that was utilized for this retention stipend is as followed: “Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.”

Gregory-Portland ISD strongly believes that all staff members impact the success of students. It is imperative that we continue to support our employees monetarily, professionally, and emotionally.



# BACK TO SCHOOL SAFETY & INSTRUCTIONAL PLAN PRESENTATION

Safe Return to In-Person Instruction & Continuity of  
Services Plan



# Current 20% Set-Aside Expenditures

- ▶ Salary for K-2 Intervention Specialists at all four elementary campuses
- ▶ Pre-Award Instructional Technology Supplies and Equipment









# Recommendation

- ▶ Continue with ESSER III Application Process, Compliance Expectations, and Reporting

# Every Student Succeeds (ESSA) Grant

# ESSA Title I, Part A: Improving Basic Programs

- ▶ Title I, Part A - provides supplemental funding to state and LEAs. The funding is for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. Title I, Part A supports schools in implementing either a school-wide program or a targeted assistance program. These programs must use effective methods and instructional strategies that are grounded in scientifically based research.
- ▶ Gregory-Portland ISD currently operates a school-wide Title I program at the following campuses:
  - ▶ Austin Elementary
  - ▶ Clark Elementary
  - ▶ Andrews Elementary
- ▶ District Allocation: \$637,038

# ESSA Title II, Part A: Supporting Effective Instruction

## Intent & Purpose

- ▶ Increase student academic achievement through improving teacher and principal quality and increasing the number of effective teachers in classrooms and qualified principals and assistant principals
- ▶ Hold Local Education Agencies and schools accountable for improving student academic achievement.
- ▶ District Allocation: \$114,639

# State Focus

Educators seem to be strongly embracing the growth mindset

Educators seem to feel uncomfortable with developing coaching skills

TEA's focus will be on Instructional Leadership Skill Development

Better vertical alignment: Principal Supporter → Principal → Teacher

# State Recommended Uses of Title II Funds



**Teacher Leadership** - teachers with instructional leadership responsibilities; Instructional Coaches



*Instructional Leadership training for:*

Principals  
Principal Supervisors



*Strategic Compensation:*

Additional compensation for additional responsibilities  
Performance-based compensation  
Market-based differentiated compensation (recruiting more highly effective teachers)



# ESSA Title III, Part A: English Language Acquisition

- ▶ Title III, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized under the Every Student Succeeds Act (ESSA), aims to ensure that *English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English*. Title III will also assist all English learners meet the same challenging State academic standards that all children are expected to meet.
- ▶ District Allocation: \$24,128

# Allowable Use of Title III, Part A Funds



## Supplement, not Supplant

If your district purchased or paid for something using local funds in they may NOT use Title III, Part A funds



## Go “above and beyond”



## Comprehensive Professional Development

To build future capacity to serve English learners, Title III, Part A funds pay for teacher certification preparation courses

# ESSA Title IV, Part A: Student Support and Academic Enrichment

- ▶ The overarching goal of Title IV, Part A, is to increase the capacity of LEAs to meet the following three goals:
  1. Provide all students access to a **well-rounded education**
  2. Improve academic outcomes by maintaining **safe and healthy students**
  3. Improve the **use of technology** to advance student academic achievement
- ▶ District Allocation: \$45,223

# Well-Rounded Education

- ▶ A well-rounded education focuses on promoting access to high-quality programs/activities for all students.
- ▶ Programs/Activities should support and encourage the inclusion of all students, particularly female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented and underserved in STEM, arts, music, high-quality programs, accelerated learning programs, and after school/before school programs.

*[20 U.S.C. Sections 4104, (A) & 4107, (3)(C)(i)]*

01

Improve student  
engagement &  
instruction in  
STEM

02

Use music and the  
arts to support  
student success-  
Integrated Arts

03

Provide college  
and career  
guidance/counseli  
ng

04

Raise student  
achievement  
through  
accelerated  
learning programs

05

Promote American  
history, civics,  
economics,  
geography, and  
government

06

Provide foreign  
language  
instruction

07

Promote  
volunteerism

## Well-Rounded Education

# Safe and Healthy Students

- ▶ **Safe and healthy** - a school environment that fosters a safe and supportive environment for learning, student physical and mental health, and any other activities that cut across both those areas as determined by the State or local educational agency, with the purpose of providing all students access to safe and healthy educational experience.
- ▶ A safe and healthy school environment may be described as a “positive school climate,” and the components of a positive school climate as “conditions for learning.”

01

Foster safe, healthy, and drug-free environments that supports student academic achievement

02

Promote involvement of parents

03

Provide drug and violence prevention activities, including professional development and

04

Integrate health and safety practices into school/athletic programs

05

Support a healthy and active lifestyle

06

Prevent bullying and harassment

07

Reduce exclusionary discipline practices

# Safe and Healthy Students/Schools



# Effective Use of Technology

- ▶ The goal is to improve the use of technology to increase academic achievement, academic growth, and digital literacy of all students programs and/or activities

# Effective Use of Technology



Provide tools, devices, content, and resources



Build technological capacity and infrastructure



Implement strategies to deliver rigorous academic course and content



Carry out blended learning projects



Provide professional development in the use of technology



Provide student in rural, remote, and underserved areas with resources to take advantage of digital learning experiences



Perkins V Grant

# Purpose

- ▶ Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on:
  - ▶ systems alignment and program improvement
  - ▶ improving the academic and technical achievement of CTE students
  - ▶ strengthening the connections between secondary and postsecondary education
  - ▶ improving accountability
- ▶ District Allocation: \$34,819

# Required Uses of Funds



Provide career exploration and career development activities



Provide professional development for teachers, faculty, school leaders, administrators, specialized support personnel, career guidance and academic counselors, or paraprofessionals



Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations



Support integration of academic skills into career and technical programs



Increase student achievement of the local levels of performance



Develop and implement evaluations of the activities carried out with funds

# SPECIAL EDUCATION FEDERAL GRANTS

- ▶ IDEA B - FORMULA

- ▶ \$910,927

- ▶ UTILIZED FOR SUPPLEMENTAL SERVICES THAT SUPPORT THE SPECIAL EDUCATION DEPARTMENT

- ▶ IDEA B - PRESCHOOL

- ▶ \$16,378

- ▶ ECSE AT SFA - split funded

# Seeking Public Comment

- ▶ Requesting Public Comments from July 26 - August 26
- ▶ Share comments or concerns with [ci@g-pisd.org](mailto:ci@g-pisd.org)

