



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

June 22nd, 2021



ESSER Grant Award: \$110,781,217

ESSER III Details

- Assurances of ESSER Grant
- Use of Funds Plan
 - Meaningful Consultation with Stakeholders
- Safe Return to In-Person Instruction & Continuity of Services Plan Requirements
- Minimum of 20% of grant on evidence-based interventions, such as summer learning, extended day comprehensive after-school programs, or extended school year programs; Ensure interventions respond to students' academic social and emotional needs
- Expenditures must be federally compliant
 - Vendors
- Review, and amend if needed, every 6-months

ESSER III Details

- Unallowable Costs:
 - Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures related to COVID-19
 - Subsidizing or offsetting executive salaries and benefits or individuals who are not LEA employees
 - Construction costs without prior written approval from TEA
 - & Many more

Required Assurances

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.

ESSER III Stakeholder Input

- District Education Improvement Committee
 - Community/Business Members
- Direct Campus & Department Information
 - 270 Teachers, 41 parents, Campus Para and Professional Staff
- [District Website](#): 3 Languages
- Social Media Outreach
- Direct Email Outreach 5/25/2021

ESSER III Stakeholder input

- DEIC Meeting on May 19, 2021: 62 Participants
- Google Form Feedback with Campus Stakeholders
- Survey Posted on website
- Email Blasts with Surveys
- Student Participation
 - Elementary: May 24th
 - Middle School: May 25th
 - High School: May 26th

ESSER III Stakeholder Input

- Department Input:
 - 7 Planning Meetings:
 - Special Education, ELL, Finance, Budget, Procurement, Technology, Health Services, Human Resources, Family & Community Engagement, Curriculum, Leadership, & More



ESSER III Stakeholder Input

- Direct Email Outreach 5/25/2021
 - Smore Email List: Elected officials, organizations, nonprofits, business, TriCity staff, apartment complex managers, and churches (approximately 280 community members)
 - Evening Study Center Families (54 families)
 - McKinney-Vento and Foster Care Families (825 MV families, 81 FC families)

ESSER III Stakeholder Input

- Second Direct Email Outreach 6/4/2021
 - Email message with video link and survey were sent out to the following groups directly via email:
 - National Association for the Advancement of Colored People (NAACP)
 - Garland Association for Hispanic Affairs (GAFHA)
 - Special Education department sent out directly to Special Education families

ESSER III Stakeholder Input

- Community organizations that our stakeholders belong to:
 - Alpha Kappa Alpha – AAOO Chapter
 - Altrusa International of Garland
 - FBC Rowlett
 - Garland NAACP
 - Head Start of Greater Dallas
 - Jack & Jill of America
 - Lake Terrace HOA Board
 - Mount Hebron MBC
 - New World UMC
 - Pack 344 Cub Scout
 - Rowlett Chamber of Commerce
 - Rowlett Arts & Humanities Commission
 - Sachse Baseball
 - & Many more

Stakeholder Input

GISD conducted extensive stakeholder engagement with parents, educators, community members and students to gather input on how best to spend ESSER III funding

Each group was asked the same basic question, and given the chance to briefly respond in their own words using a Jamboard:

How would you recommend addressing our COVID-related academic recovery needs with our ESSER III federal funds?

Stakeholder Input

Responses, across all stakeholder groups, fell into clear categories related to staffing, structure and safety



Technology



Materials



Safety



Staffing



Strategies



Other ideas

Stakeholder Input

Stakeholders called for technology upgrades; elementary students called out difficulty of online learning



Elementary school students

We want **Smartboards** in our classrooms to learn together with my friends.

Technology is what the world is coming to these days, like they have self driving cars. **I think it will be a good idea to upgrade our computers.**

Middle school students

More white boards and technology

Hotspots for those who don't have a way to get Internet

Programs that watch that kids are doing their work and not playing or watching videos, such as GoGuardian Teacher

Members of the DEIC

Supply **headphones** for students

Updated technology in our computer labs/more capable 1:1 devices

Technology access for all students. **Some still do not have technology access at home.**

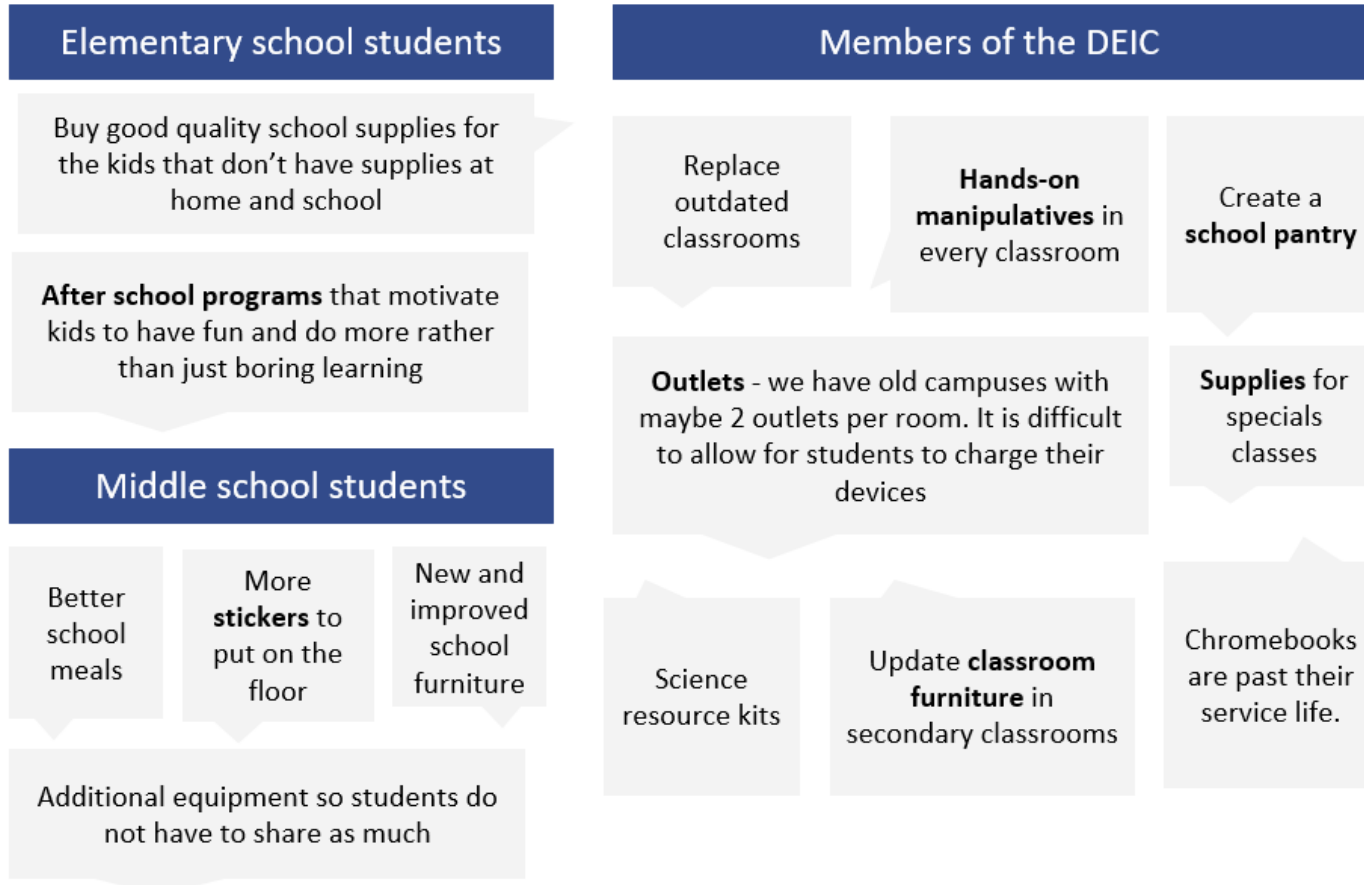
A way for teachers to **monitor student devices**, where they can see what students are looking at to see if they're on task

Stay with the Chromebooks and Canvas since students and staff are now comfortable with them

Continue the use of **technology** in the classroom.

Stakeholder Input

Students and teachers agree that schools need updated materials, equipment and furniture



ESSER III Funding Plan: \$110,781,217

Item	2021-2022	2022-2023	2023-2024	Total	General Fund Offset
Retention Stipend* (\$2,000 FT; \$1,000 PT)	\$16,000,000	\$16,000,000	\$16,000,000	\$48,000,000	No
High Quality Laptops, Docking Stations, & Dual Monitors for all Professional Campus Staff	\$10,000,000	-	-	\$10,000,000	Yes: Future Fiscal Years
Sanitizing to Prevent COVID19	\$40,000	\$40,000	\$40,000	\$120,000	No
Network WiFi Upgrades at All Locations	\$10,000,000	-	-	\$10,000,000	Yes: Future Fiscal Years
1:1 MS/HS Refresh Plan	\$2,700,000	\$2,700,000	\$2,700,000	\$8,100,000	Yes: 2.7 Million Per Year
20% Evidence Based Interventions (22%)	\$8,866,678	\$7,803,257	\$7,754,386	\$24,424,321	Yes: Intersession \$3,772,248 per Year
Indirect Cost Rate	\$4,794,945	\$2,673,437	\$2,668,515	\$10,136,896	Required
TOTAL by Fiscal Year	\$52,401,623	\$29,216,694	\$29,162,901	\$110,781,217	

Evidence Based Interventions (Minimum of 20%)

- Total: \$24,544,321 (22% of ESSER Funding)
 - \$521,675 designated for Special Education (2%)
 - \$454,116 designated for ELL (2%)
 - \$682,000 designated for dyslexia (3%)
 - \$2,727,287 designated for curriculum, including Spanish resources (11%)
 - \$3,087,000 designated for high-impact tutoring (13%)
 - \$5,635,500 designated for SEL/Mental Health (22%)
 - \$11,436,743 designated for Intersession (47%)

Next Steps

- Submit Grant Application to the Texas Education Agency
- Begin Evaluating Requests with ESSER II Available Funding
- Review ESSER III Plan every 6-months

Comments & Follow-up

