



**Organization:** STAFFORD MSD  
**Campus/Site:** N/A  
**Vendor ID:** 1760001388

**County District:** 079910  
**ESC Region:**04  
**School Year:** 2020-2021

SAS#: ARPAAA21

## 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).

No

#### 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.

\$2,875,515 (67% of grant funds)

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.

The district will focus on (B2) addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, by implementing evidence-based activities to meet the comprehensive needs of students. 67% of the grant will be spent on high-quality human capital such as campus interventionists, a special education coordinator, and an English Language Learner Specialist. The interventionists and specialists will work directly with students. Beyond hiring staff to work directly with students to address learning loss, SMSD will provide intentional professional learning opportunities that focus on in-class Tier 2 and Tier 3 intervention as well as a teacher mentor program. Finally, SMSD will continue to invest in our low-income students, racial & ethnic minorities, special education students, ELL, and students experiencing homelessness by utilizing the Family Engagement Liaison and district social worker/counselor to provide ongoing support with such activities as consistent and ongoing communication with the student and family and providing Parent University classes that meet the immediate need of the student and family.

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.

The districtwide needs assessment including a stakeholder engagement survey and live interactive sessions revealed that mental health was the biggest concern throughout the district. In response to this overwhelming concern, addressing A15, providing mental health services and supports, was a mandatory part of the SMSD plan. The 2021 year will begin with a kickoff of mental wellness at the district's convocation spotlighting the need for the mental health of both students and staff. ESSER III funds are set aside to support the cost of an ongoing Social Worker/SEL Counselor and a part-time mental health counselor. Both of these individuals will have the responsibility of providing districtwide programs to promote mental wellness. In addition, funds have been included for a student mentorship program that will support students with areas of need.



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#### 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.

Program Schedules, "Safe Return to In-Person Instruction and Continuity of Services Plan" and ARP ESSER III Info will be posted on the following SMSD Webpages: <https://www.staffordmsd.org/parents>, <https://www.staffordmsd.org/postings>, and <https://www.staffordmsd.org/departments/federal-state-programs>

#### 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."

Due to the continued need to provide a safe environment, SMSD decided to focus on B7, purchase more stand-alone air filters to improve the indoor air quality in school facilities, including ... filtering, purification, and other air cleaning, fans, control systems. During the 2021-2022 school year, SMSD will purchase 65 Air Filters to be distributed among the five campuses. The cost is \$23,660 - Object code 6300. The district will hire three new custodians to assist with the additional sanitizing needs of the district's facilities (\$90,000 - Object code 6100).