

ESSA Title I Part A, Title II Part A, and Title IV Part A Meaningful Consultation with all Stakeholders

Griselda Alvarez
Federal and SCE Programs Director



Vision

“All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.”

Mission

The mission of Donna ISD is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

Number One Outcome

To graduate all students per their expected graduation date, ready for college, career, or military.

DONNA ISD'S STRATEGIC PLAN



DISD GRADUATES ALL STUDENTS READY FOR COLLEGE, CAREER, OR THE MILITARY

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VISION

All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.



**FOCUS ON
STUDENT
SUCCESS**



**FOCUS ON
FAMILY AND
COMMUNITY
ENGAGEMENT**



**FOCUS ON
OPERATIONAL
EXCELLENCE**



**FOCUS ON
EMPLOYEES AND
ORGANIZATIONAL
EXCELLENCE**



**FOCUS ON
FINANCIAL
STEWARDSHIP**

ALL DONNA ISD GRADUATES...

ESSA Committee

Name	Campus	Role/Area
Griselda Alvarez	Central Office	Federal Programs Director
Gregorio Arellano	Central Office	Bilingual Ed Director
Melanie Ballardo	Central Office	SEL Coordinator
Sylvia Vela	Central Office	ELAR Dept.
Guadalupe Ibarra	Central Office	ESSER Coordinator
Maria Partida	Garza Elem.	Elementary Principal
Sara Perez	Caceres Elem.	Elementary Principal
Nelda Calderon	Todd MS	MS Principal
Julian Sustaita	Business/Community Rep.	Business/Community Rep.
Timo De Leon	Todd Middle School	Parent
Frank De Hoyos	Stainke Elem.	Teacher
Lee De Hoyos	Stainke Elem./Solis MS	Parent
Mary Lou Rodriguez	Solis MS	MS Principal
Ofelia Alvarez	Central Office	Testing Director
Delma Rodriguez	Todd MS	Teacher
Cecilia Cerda	Donna North High School	Teacher

Title I Part A Intent and Purpose

Title I, Part A program goals are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.

Title I, Part A provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part A provides support to schools in implementing either a school-wide program or a targeted assistance program and requires that these programs use effective methods and instructional strategies that are grounded in scientifically based research.

General Campus Allocation Rules



- An LEA that has a total enrollment of fewer than 1,000 students may allocate funds to any campus, regardless of rank order of poverty.
- An LEA that has a total enrollment of 1,000 students or more must allocate funds to campuses in rank order based on the total number of low-income students in each attendance area.
- The LEA is not required to allocate the same per-child amount to each campus; however, the LEA must not allocate a greater per-child amount to a campus with a lower poverty rate than it allocates to campuses with higher poverty rates.
- An LEA that chooses to serve campuses with 75 percent poverty or less using grade span groupings may determine different per-child amounts for different grade spans if those amounts do not exceed the amount allocated to any campus above 75 percent poverty. Per-child amounts within grade spans may also vary, if the LEA allocates higher per-child amounts to campuses with higher poverty rates than it allocates to campuses in the grade span with lower poverty rates.

Requirements for Using Title I Part A Funds

1. The campus in question must be a Title I, Part A Campus.
2. The LEA must have a valid Supplement Not Supplant methodology or Allocating State and Local Funds, or Statement of Exemption.
3. The LEA must ensure that all district policies and procedures are followed.
4. The LEA must ensure that the expenditure(s) meet all EDGAR requirements.
5. The LEA must ensure that activities and/or resources are:
 - Identified in the Comprehensive Needs Assessment;
 - Included in the Campus Improvement Plan (the plan must address how the activity/resources identified will be evaluated and how the needs of students at risk of not meeting state standards are being met;
 - Reasonable;
 - Necessary to carry out the intent and purpose of the Title I, Part A Programs;
 - Allocable and allowable under Title I Part A.



Title I, Part A – ESSA (Every Student Succeeds Act) Fund 211

- Title I, Part A is a federal entitlement.
- The purpose of Title I of ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps between children meeting the challenging State academic standards and those children who are not meeting such standards.
- Allowable cost such as:
 - Supplies/materials and equipment that will help the all students meet state academic standards.
 - Tutorials-Core Content Area.
 - Family Engagement services to help parent help their child at home. Aid parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Professional Development for teachers in the Core Content Areas.
 - Educational Field Trips.
 - Supplemental personnel such as Instructional Officer, Dean of Instruction and Strategist.
 - Online instructional services.
 - Small equipment for student and teacher use. Ipads, Laptops, Eiki Projectors, Apple TVs.
 - STAAR test workbooks and manipulatives.

What Is Currently in Place at DISD

What is currently in place at DISD	
2022-2023 Entitlement	9,098,366.00
2021-2022 Estimated Carry Over	1,381,697.00
Indirect Cost	(392,799.00)
Estimated Grand Total	10,087,264.00
Salaries	7,995,107.00
Campus Allocations	362,176.00
MyOn Software	55,000.00
Imagine Math Software	76,500.00
Summer School Staff/Supplies	811,076.00
Black Board Connect	26,316.00
Federal Programs Dept./Part-Time	108,072.00
Back to School Supplies	486,116.00
Asst Supt for C/I	81,626.00
Parental Inv Dept.	85,275.00
Total Expenditures	10,087,264.00

ESSA Title II, Part A Supporting Effective Instruction



The Purpose of Title II, Part A



INCREASE STUDENT
ACHIEVEMENT.



IMPROVE EDUCATOR QUALITY
AND EFFECTIVENESS.



INCREASE THE NUMBER OF
EFFECTIVE EDUCATORS.



PROVIDE LOW-INCOME AND
MINORITY STUDENTS GREATER
ACCESS TO EFFECTIVE
EDUCATORS.

Intent of Funding

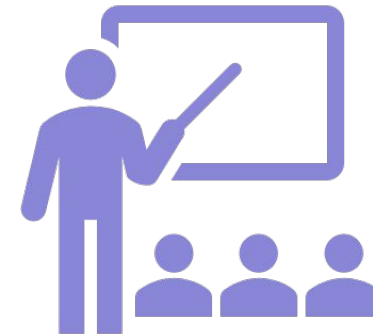
- To support educators in their work to;
 - Improve the overall quality of instruction
 - Ensure equity of education opportunity for all students



Prioritization of Funds



To schools identified for school improvement under section 1111.



To schools that have the highest percentage of low-income students.

Supplement, Not Supplant

"Funds made available under this Title shall be used to supplement, and not supplant, non-federal funds that would otherwise be used for activities authorized under this Title." {ESSA Section 2301}



Title II, Part A – Areas of Focus



Recruit, Support, and Retain effective teachers and principals.



Professional development/growth.



Other activities.

Recruit, Support & Retain Effective Teachers and Principals



Educator induction and mentorship programs.



Teacher Leadership.



School principal support.



Recruiting qualified individuals from other fields.



Improving school working conditions.



Recruiting, hiring, and retaining effective teachers in high-need schools.

Professional Development

□ Activities that are:

- Sustained
- Intensive
- Collaborative
- Job-embedded
- Data Driven
- Personalized or based on information from an evaluation and support system and classroom focus

□ Rather than:

- Professional development that stands alone
- Does not connect to a larger school-wide or individualized plan

Professional Development

Assessments and Data Analysis

Career Readiness Education

Child Sexual Abuse Prevention

Early Childhood Instruction

Effectively Teaching Children with Disabilities

Effective Teaching English Learners

Evaluation and Support Systems

Evidence-Based Professional Development

Identification and Support of Gifted Students

School Library Programs

Supporting Students Affected by Trauma and/or Mental Illness

STEM-focused Professional Development





Reducing Class Size

- Is class size reduction a Title II, Part A allowable use of funds and under what conditions?
- It is allowable. **However**, the district must have evidence from research that shows that the class size reduction for the grade, subject and number of students in question is effective.
- Donna ISD does NOT use Title II funds to pay any salaries.

What is Currently in Place at DISD

2022 – 2023 Entitlement	862,879.00
2021 – 2022- Estimated Carry Over	780, 959.00
Indirect Cost	(61,612.00)
Estimated Grand Total	1,582,226.00
Campus Allocations	52,717.00
Perfect Attendance Stipend	421,311.00
Mentoring/Math Sign – On Stipends	30,000.00
Principal turn Around Stipend	10,000.00
Asst. Supt. For Elem. Leadership	13,997.00
Ed Direction Consultants	63,000.00
Executive Dir for C&I	145,544.00
Summer Curriculum Writing	279,909.00
Federal Programs Department	210,671.00
Professional Dev. Technology Laptops	250,000.00
Capturing Kids Hearts Recharge Training	92,327.00
Region One HR New teacher Academy	12,750.00
Total Expenditures	1,582,226.00

Title IV, Part A Student Support and Academic Enrichment



What is Title IV, Part A

Title IV, Part A - Student Support and Academic Enrichment grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to:

- 1 Provide all students with access to a well-rounded education,
- 2 Improve school conditions for student learning, and
- 3 Improve technology to enhance academic outcomes and digital literacy of students.

- Funds **MUST** be prioritized for those with greatest need as determined by the LEA.
- Have the highest number of students from low-income families.
- Identified for comprehensive support and improvement under Title I, Part A of ESEA.
- Targeted support & improvement plans or;
- Persistently dangerous public school.



Funding Requirements

Implementing Effective SSAE



20% of funds for Well-Rounded educational opportunities.

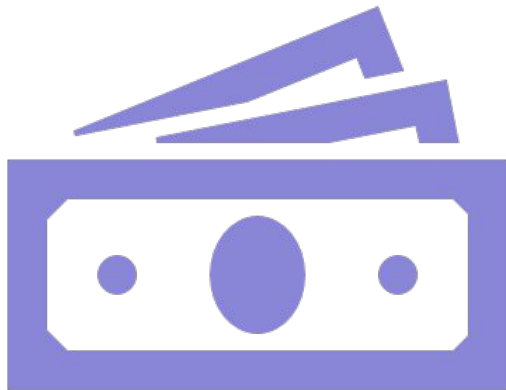


20% of funds for activities to support safe and healthy students.



Portion of funds to provide support pertaining to effective use of technology however only **15% of said portion can be used for the purchasing of infrastructure.**

Supplement not Supplant Requirements



- LEAs should be mindful that SSAE program funds may be used **only to supplement not supplant**, non-Federal funds that would otherwise be available for activities authorized under the SSAE program.
- In other words, if you have normally done these activities and paid for them with state or local funds; now you cannot buy them with SSAE funds.
- You can however match the fund with state funds and help enhance or scale-up the activity.

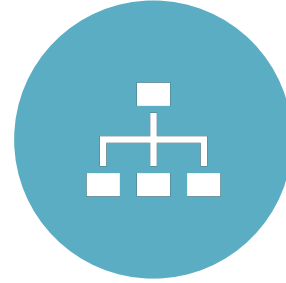
- Not use more than 1% on administrative costs.
- Consult with all stakeholders (*DLPAC, CLPAC, etc.*).
- Must have needs identified in a needs assessment.
- Must evaluate the activities and their progress.
- Must be ready to provide the progress of said activities upon request.

LEA (District) Requirements

Plan for Implementation



WELL-DEFINED
MEASURABLE GOALS WITH
IMPLEMENTATION
TIMELINES.



CLEARLY OUTLINED ROLES
AND RESPONSIBILITIES FOR
PEOPLE INVOLVED.



IDENTIFIED RESOURCES
REQUIRED TO SUPPORT
SAID ACTIVITY.



PROCESS TO MONITOR
IMPLEMENTATION.



AN OUTREACH STRATEGY
TO REGULARLY ENGAGE
STAKEHOLDERS.

Allowable Uses

Table 1. Overview of Examples of Allowable SSAE Uses of Funds*

Overview of Allowable SSAE Program Activities		
Well-Rounded Educational Opportunities (ESEA section 4107)	Safe and Healthy Students (ESEA section 4108)	Effective Use of Technology (ESEA section 4109)
<ul style="list-style-type: none"> Improving access to foreign language instruction, arts, and music education Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent⁵ enrollment programs and early college high schools⁶ Strengthening instruction in American history, civics, economics, geography, government education, and environmental education 	<ul style="list-style-type: none"> Promoting community and parent involvement in schools Providing school-based mental health services and counseling Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline Establishing or improving dropout prevention Supporting re-entry programs and transition services for justice-involved youth Implementing programs that support a healthy, active lifestyle (nutritional and physical education) Implementing systems and practices to prevent bullying and harassment Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse Establishing community partnerships 	<ul style="list-style-type: none"> Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement Building technological capacity and infrastructure Carrying out innovative blended learning projects Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

Well Rounded Education

- The purpose is to provide an enriched curriculum and education experiences to all students
- Early learning opportunities for K-12 students
- Be critical thinkers & make connections
- Engage students across a variety of courses & programs such as;
 - English, Reading/Language Arts, Writing, Science, Technology, Engineering, Mathematics, Foreign Languages, Civics and Government, Economics, Arts, History, Geography, Computer Science, Music, Health, and Physical Education



Counseling

College &
Career
counseling

Social Emotional
Learning (SEL)
and trainings



Environmental Education

- Multi-disciplinary that integrates disciplines such as:
 - Biology
 - Chemistry
 - Physics
 - Ecology
 - Earth Science
 - Atmospheric Science
 - Mathematics
 - Geography

Safe and Healthy Students

Address issues such as;

- Epilepsy
- Diabetes
- Asthma
- Poor eating habits
- Lack of physical activity
- Mental Health
- Drug free environment
- Promote parent and family engagement



Continuation

- Provide a positive school climate.
- Positive school discipline practices.
- Provides a safe environment.



Overview of Authorized Topics

Table 2. Overview of Authorized Topics Under Section 4108 of the ESEA*

Safe and Supportive Schools	Student Physical and Mental Health
<ul style="list-style-type: none"> • Preventing Bullying and Harassment • Relationship-Building Skills • School Dropout Prevention • Re-Entry Programs and Transition Services for Justice Involved Youth • School Readiness and Academic Success • Child Sexual Abuse Awareness and Prevention • Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline • Suicide Prevention • Violence Prevention, Crisis Management and Conflict Resolution • Preventing Human Trafficking • Building School and Community Relationships • Culturally Responsive Teaching and Professional Development of Implicit Bias 	<ul style="list-style-type: none"> • Drug and Violence Prevention • Health and Safety Practices in School or Athletic Programs • School-Based Health and Mental Health Services • Healthy, Active Lifestyle, Nutritional Education • Physical Activities • Trauma-Informed Classroom Management • Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes • Chronic Disease Management
<p>Cross Cutting Authorized Topics Mentoring and School Counseling Schoolwide Positive Behavioral Interventions Pay for Success Initiatives aligned with the purposes of <i>Title IV</i></p>	

Effective Use of Funds



85% of the funds reserved for this section may be used to support a variety of professional development and capacity building.



15% of the reserved funds may be used for infrastructure and/or software programs.

Other Uses of Funds

- Implement blended learning strategies.
- Implement school/district wide approaches to provide personalized professional development to educators.
- Implement after school activities for the integration of said activities.
- Help educators learn how to use technology to increase the engagement of English learner students and communication with parents of ELs.
- Provide rural, remote & underserved areas with resources to take advantage of high-quality digital learning experiences/online.
- Professional development & learning for STEM.

What is Currently in Place

2022 – 2023 Entitlement	734,490.00
2021 – 2022- Estimated Carry Over	495,815.00
Indirect Cost	(46,112.00)
Estimated Grand Total	1,184,193.00
Federal Programs	103,012.08
Campus Allocations	133,271.00
Salaries	173,974.00
Capturing kids Hearts	327,100.00
R.E.A.D.Y. Program	30,635.00
Vaping Devices	303,789.00
Anonymous Alert	4,485.00
A.R.T.E.S. Program	26,494.00
TSIA2 Summer Academy 2023	22,000.00
Visual and performing Arts	592.51
Science Department	43,045.01
Counseling Department	3,794.29
Police Department Training	12,000.00
Total Expenditures	1,184,193.00

Campus/District Needs

Next meeting is scheduled for May 30th. Please be prepared to discuss campus/district needs.

Questions/Concerns

