



College Station Independent School District

2020-2023 ARP ESSER III

Use of Funds Plan

In compliance with federal requirements

REVISED

December 16, 2021

Program Plan

A. Use of Funds – LEA Allowable Activities

1. College Station ISD has expended or plans to expend funds for the activities and in the school years identified below. College Station ISD has selected “N/A” if it does not plan to expend ESSER III funds for the activity. Note: The activity may be funded from another source.

A1-4) Any activity authorized under:

A1) Elementary and Secondary Education Act	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Raise the academic achievement of all children and particularly of struggling learners	✓	✓	✓	✓	✓

A2) Individuals with Disabilities Education Act	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Meet the unique needs of students with disabilities and prepare them for further education, employment and independent living	✓	✓	✓	✓	✓

A3) Adult Education and Family Literacy Act	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
NA					

A4) Carl D. Perkins Career and Technical Education Act of 2006	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Develop the academic, career, and technical skills of students	✓	✓	✓	✓	✓

A5) Coordination of preparedness and response efforts of district with State and local public health departments, and other relevant agencies to improve coordinated responses	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓		

A6) Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See Program Narrative	✓	✓	✓	✓	✓

A7) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓	✓	✓

A8) Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓	✓	

A9) Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓	✓	

A10-13) Planning for, coordinating, and implementing activities during long-term closures, including:

A10) Providing meals to eligible students	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓		

A11) Providing technology for online learning to all students	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
The LEA will ensure that all students have access to required technology in times of remote learning	✓	✓	✓	✓	✓

A12) How to provide guidance for carrying out requirements under IDEA	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓		

A13) How to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓		

A14) Purchasing educational technology (hardware, software, and connectivity) for students... that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Ensure access and technology for staff and all students	✓	✓	✓	✓	✓

A15) Providing mental health services and supports, including through implementation of evidence based full-service community schools	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See program Narrative	✓	✓	✓	✓	✓

A16-17) Planning and implementing activities related to:

A16) Summer learning- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See program narrative	✓	✓	✓	✓	✓

A17) Supplemental afterschool programs – providing classroom instruction or online learning... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See Program Narrative	✓	✓	✓	✓	

B. Use of Funds – LEA Allowable Activities continued

B1-4) Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, and children in foster care:

B1) Administering and using high-quality assessments	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See Program Narrative	✓	✓	✓	✓	✓

B2) Implementing evidence-based activities to meet the comprehensive needs of students	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See Program Narrative	✓	✓	✓	✓	✓

B3) Providing information and assistance to parents and families on effectively supporting students	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See Program Narrative	✓	✓	✓	✓	✓

B4) Tracking student attendance and improving student engagement in distance education	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Attendance officers and vehicles	✓	✓	✓	✓	✓

B5) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓		

B6-8) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including:

B6) Mechanical and non-mechanical heating, ventilation, and air conditioning systems	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Improve indoor air quality in facilities by the deactivation of organic particles			✓	✓	

		20-21	21-22	22-23	23-24
--	--	-------	-------	-------	-------

B7) Filtering, purification and other air cleaning, fans, control systems	Pre-Award				
		Including summer following SY			
See Program Narrative			✓	✓	

B8) Window and door repair and replacement	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
See Program Narrative			✓	✓	

B9) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓		

B10) Other activities that are necessary to maintain the operation of and continuity of services in the LEA	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
	✓	✓	✓	✓	✓

B11) Other activities that are necessary to ... continuing to employ existing staff of the LEA	Pre-Award	20-21	21-22	22-23	23-24
		Including summer following SY			
Continuation of positions that are supplemental or new/expiring grant funded positions	✓	✓	✓		

C. LEA Needs Process

1. College Station ISD (LEA) followed the following processes to determine the needs of the district caused by the pandemic that would not be reimbursed by other fund

sources (Federal Emergency Management Agency (FEMA), Child Nutrition Program, Child Care & Development block Grant (CCDBG). The district has indicated below the types of activities it followed in conducting its process to identify the added needs caused by the pandemic.

- LEA conducted surveys to district-level staff
- LEA conducted surveys to campus-level staff
- LEA conducted surveys to parents
- LEA conducted surveys to students
- LEA surveyed community groups (i.e. government officials, business, law enforcement, nonprofit organizations, etc.)
- LEA sent direct communication to staff, parents, and/or students to gather input
- LEA reviewed and analyzed data from local and state health authorities
- LEA identified needs as issues arose that were out of the ordinary
- LEA reviewed documented comprehensive needs assessment considering the pandemic to determine needs
- LEA consulted with local school board to determine needs
- LEA followed some type of documented disaster or emergency plan with specific needs assessment process
- LEA used professional or contracted services to collect, disaggregate, and/or analyze data related to needs
- LEA determined needs through another process or data points not listed above
- LEA completed a focused or problem-oriented assessment
- LEA Completed an emergency assessment
- LEA completed a time-lapsed assessment
- LEA completed an initial comprehensive assessment
- LEA completed an ongoing or partial assessment
- LEA completed a different needs assessment process not described above

2. College Station ISD prioritized the needs identified in 1 above. College Station ISD has selected below the types of processes the district will follow in prioritizing the needs of the district in determining what activities would be funded with ESSER III funds.

- LEA focused on largest expenditures
- LEA focused on needs serving the largest number of students
- LEA focused on needs serving the largest number of staff
- LEA consulted with local school board to prioritize needs
- LEA focused on Economically Disadvantaged or Socioeconomically Disadvantaged data

- LEA focused on serving the needs of identified student groups (at-risk, migrant, immigrant, SWD, English learners, homeless, Foster, etc.)
- LEA ranked campus needs per SC5000
- LEA focused on governance needs
- LEA focused on wellness needs
- LEA focused on instructional continuity needs
- LEA focused on postsecondary needs for seniors
- LEA focused on facility needs
- LEA focused on school operational needs
- LEA focused on technology needs
- LEA focused on Personal Protective Equipment (PPE)
- LEA focused on professional development and training needs to facilitate transition to remote/online/virtual classrooms and teaching
- LEA prioritized needs through another process or data points not listed above
- All needs met; no prioritization needed

D. Maintenance of Equity

1. Is College Station ISD exempt from the required Maintenance of Equity provision?

- No
- Yes, LEA has fewer than 1,000 total enrollment
- Yes, LEA has only one campus within the LEA
- Yes, LEA has only one campus per grade span (elementary, middle school, high school) within the LEA
- Maybe, the LEA will apply to USDE for a waiver for exceptional or uncontrollable circumstances
- Maybe, the LEA will apply to USDE for a waiver for a precipitous decline in financial resources in the LEA

E. Required Assurances

1. College Station ISD has selected the following checkboxes to indicate its 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, 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 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

Program Narrative

A. Pre-Award

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 Program Plan above as occurring during pre-award (March 13, 2020, though the application submission date).

\$440,000

B. Minimum Required Set-Aside

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 after school, 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.

\$2,324,230

2. Briefly describe the activities selected in Program Plan questions A16, A17, B1, B2, and/or B3. A response in at least one of these questions is required.

- A16 -Summer learning was offered Monday through Friday throughout the month of June 2021 to address those students in grades K-8 who scored below expectations for their grade level course. High school students who either fell behind during the year or did not pass their EOC were provided the opportunity for additional instruction over the summer of 2021, while an entire program was added at the elementary level to serve our most at-risk learners. These summer programs are planned to be offered in the Summer of 2022 and 2023 as well to assist with closing learning gaps. Transportation of these classes was furnished to those students in need.
 - A17- Campuses are provided funds to pay staff for the purpose of addressing learning loss through student pullouts and/or additional tutoring opportunities before or after school
 - B1- The district is purchasing assessments and software to identify and progress monitor students at-risk. This will assist teachers in their ability to keep track of where each student is in their learning and will help group students and target tutoring for specific skill areas.
 - B2- The district is purchasing software that progress monitors and adapts to a student's learning needs in order to maximize time and close the learning gaps for at-risk students.
3. Briefly describe the activities selected in Program Plan questions A6, A13, A15, A17, B1, B2, and/or B3. A response in at least one of these questions is required.
- A6- The district has hired additional counseling staff to serve students who need mental health services.
 - B1- The district is purchasing assessments and software to identify and progress monitor students at-risk. This will assist teachers in their ability to keep track of where each student is in their learning and will help the district group students and target tutoring for specific skill areas.
 - B2- The district has purchased assessment analysis software (MAP) from NWEA. The MAP Test (Measure of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level and precisely measures progress and growth for each individual student. This computer based assessment is designed to be administered at the beginning, middle and end of each school year. This assessment system provides educators with immediate feedback about students' strengths and learning needs, as well as a clear understanding of how students are progressing academically. Along with the MAP software there will be additional technology purchases to enable greater access to students in need.

C. Safe Return to In-Person Instruction and Continuity of Services Plan

1. College Station ISD's Safe Return to In-Person Instruction and Continuity of Services Plan can be found at www.csisd.org → COVID 19 Resources. This plan will be reviewed and updated at least every six months as required.

D. Prevention and Mitigation Strategies Consistent with Centers for Disease Control and Prevention (CDC)

1. Briefly describe the activities selected in Program Plan 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”.
 - A5- The district participates in weekly calls with the Brazos County Health Department as well as regularly participating in the updates from the Commissioner of Education.
 - A8- The district has, and will continue to provide custodial employees training on the use of fogging equipment for sanitation purposes, as well as in depth training in regard to other sanitation protocols and best-practices in processes to minimize the spread of infectious diseases.
 - A9- The district will continue to stock in the district warehouse for distribution, hand sanitizer, face masks, disinfectant wipes, and other disinfectant products for use in all district facilities in order to minimize the spread of infectious diseases.
 - Improve air quality through improvements to HVAC systems.

Total ESSER III Allocation \$12,891,359

Allowable Activity	Description	Objective	Obj Code	Fiscal Year					BALANCE	BUDGET TEAM Priority
				2020-21	2021-22	2022-23	2023-24	Total		
B2	Reading Cohort Leader (1)	Learning Loss	6100	\$ 10,000	\$ 65,000	\$ 67,000	\$ -	\$ 142,000	\$ 12,749,359	1
B2	Reading Supplements	Learning Loss	6100	\$ -	\$ 300,000	\$ 40,000	\$ -	\$ 340,000	\$ 12,409,359	1
A15	MS / Int Counselors - (3)	Learning Loss	6100	\$ -	\$ 216,000	\$ 225,000	\$ 231,000	\$ 672,000	\$ 11,737,359	1
	MS Trainers (3)		6100	\$ 15,000	\$ 175,000	\$ 180,000	\$ -	\$ 370,000	\$ 11,367,359	1
A2	SpEd -- ARD Facilitator	Support SpEd and the GF	6100	\$ -	\$ 61,000	\$ 61,000	\$ -	\$ 122,000	\$ 11,245,359	1
A2	SpEd -- Speech or prof fte	Support SpEd and the GF	6100	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ 150,000	\$ 11,095,359	1
A16	Summer School	Elem K-3 teachers	6100	\$ 400,000	\$ 375,000	\$ 375,000	\$ -	\$ 1,150,000	\$ 9,945,359	1
A16	Summer School	DISTRICT LEVEL - ALL RETURNING STAFF	6300	\$ 75,000	\$ 50,000	\$ 50,000	\$ -	\$ 175,000	\$ 9,770,359	1
B11	RETENTION STIPENDS	RETENTION OF STAFF	6100	\$ 2,350,000	\$ -	\$ -	\$ -	\$ 2,350,000	\$ 7,420,359	1
A1	Instructional Coordinators (4)		6100	\$ -	\$ 328,500	\$ -	\$ -	\$ 328,500	\$ 7,091,859	2
	Coordinator - Digital Learning		6100	\$ -	\$ 76,500	\$ -	\$ -	\$ 76,500	\$ 7,015,359	2
B11	Director of Assessment	Learning Loss	6100	\$ -	\$ 100,500	\$ -	\$ -	\$ 100,500	\$ 6,914,859	2
A15	Coordinator - Mental Health & Crisis		6100	\$ -	\$ 77,500	\$ -	\$ -	\$ 77,500	\$ 6,837,359	2
A9	Custodial Supplies		6300	\$ -	\$ 150,000	\$ -	\$ -	\$ 150,000	\$ 6,687,359	2
A9	Custodial Equipment		6300	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000	\$ 6,662,359	2
A8	Custodians - Additional in response to COVID 19 (9)		6300	\$ -	\$ 225,000	\$ -	\$ -	\$ 225,000	\$ 6,437,359	2
	Director of Instruction & Leadership		6100	\$ -	\$ 115,000	\$ -	\$ -	\$ 115,000	\$ 6,322,359	2
	Director of Student Services		6100	\$ -	\$ 135,000	\$ -	\$ -	\$ 135,000	\$ 6,187,359	2
	GENERAL FUND SUPPORT	Relieve General Fund	6100-6400	\$ -	\$ 501,477	\$ -	\$ -	\$ 501,477	\$ 5,685,882	1
	Go Center -pending TAMU grant		6200	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	\$ 75,000	\$ 5,610,882	1
A14	Computers for the go center		6300	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000	\$ 5,585,882	1
B11	Prof Dev	Misc District Level	6200	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 5,485,882	1
B11	Professional Development	Elem (Campus)	6200	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 5,465,882	1
B11	Professional Development	Int (Campus)	6200	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ 5,456,882	1
B11	Professional Development	MS (Campus)	6200	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ 5,447,882	1
B11	Professional Development	HS (Campus) + CV	6200	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 5,432,882	1
A17	Tutoring / Targeted interv	Elem/IS/MS/HS	6100	\$ -	\$ 500,000	\$ 300,000	\$ -	\$ 800,000	\$ 4,632,882	1
B4	Hello ID - Identity access mgmt	NEW	6300	\$ -	\$ 48,000	\$ 43,000	\$ 43,000	\$ 134,000	\$ 4,498,882	1
	Computer Techs for deployment of strategic design computer purchases	Student learning	6100	\$ -	\$ 42,000	\$ 86,000	\$ 88,000	\$ 216,000	\$ 4,282,882	2
A14	Digital Materials - libraries	Learning Loss	6300	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 4,182,882	2
	Writable (From assessment to practice, Writable helps schools organize their writing programs around research-backed instruction and feedback – for every teacher and student.)									
B2	Education Galaxy	Learning Loss	6300	\$ -	\$ 119,718	\$ -	\$ -	\$ 119,718	\$ 4,063,164	2
B2	Flocabulary	Learning Loss	6300	\$ -	\$ 60,000	\$ 60,000	\$ 60,000	\$ 180,000	\$ 3,883,164	2
B2	Study Island	Learning Loss	6300	\$ -	\$ 31,173	\$ 31,173	\$ -	\$ 62,346	\$ 3,820,818	2
B2	Study Island	Learning Loss	6300	\$ -	\$ 49,000	\$ 49,000	\$ -	\$ 98,000	\$ 3,722,818	1
A15	Behavior Specialist / dysl	Contract or hire??	6100	\$ -	\$ 125,000	\$ 125,000	\$ -	\$ 250,000	\$ 3,472,818	1
A14	Technology devices (replacements)		6300	\$ -	\$ 500,000	\$ -	\$ -	\$ 500,000	\$ 2,972,818	1
	MTSS	HS	6100	\$ -	\$ 150,000	\$ 150,000	\$ -	\$ 300,000	\$ 2,672,818	1
	Reading Interventionist	MS	6100	\$ -	\$ 215,000	\$ 220,000	\$ -	\$ 435,000	\$ 2,237,818	1
B1	Performance Matters	Have IMA	6300	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ 40,000	\$ 2,197,818	1
B1	Jump Start	Elementary / IS	6100	\$ -	\$ 45,000	\$ 45,000	\$ -	\$ 90,000	\$ 2,107,818	2
	Kickoff - highschool / MS	HS - social emotions support, target 9th grade	6200	\$ -	\$ 12,000	\$ 12,000	\$ -	\$ 24,000	\$ 2,083,818	2
	INDIRECT COST	DISTRICT TO SUPPORT GF	NA	\$ 25,000	\$ 1,128,250	\$ 416,818	\$ -	\$ 1,570,068	\$ 513,750	2
B1	MAP Software	Learning Loss	6300	\$ -	\$ 145,000	\$ 150,000	\$ -	\$ 295,000	\$ 218,750	1
B4	Cardonex	Learning Loss	6300	\$ -	\$ 60,000	\$ 60,000	\$ -	\$ 120,000	\$ 98,750	1
A14	Panorama		6300	\$ -	\$ 48,750	\$ 50,000	\$ -	\$ 98,750	\$ -	1
				\$ 2,928,000	\$ 6,600,368	\$ 2,915,991	\$ 447,000	\$ 12,891,359		

Identified to address learning loss \$ 4,919,564
 Must be minimum of 20% of grant \$ 2,578,272