



IRVING

INDEPENDENT SCHOOL DISTRICT

ANNUAL PUBLIC COMMENT MEETING
ESSA Consolidated Grant Application

May 6, 2026 – 8:30 a.m. - MAHI

Fernando Natividad – Chief Financial Officer
Deann Garcia – Federal Programs Monitoring & Compliance Specialist

A group of five diverse children of various ethnicities and ages are standing in front of a school building. From left to right: a girl with curly blonde hair in a grey t-shirt with a cartoon frog; a girl with dark hair in a green t-shirt that says 'GIFTED everything is AWESOME'; a girl with glasses and purple hair ties in a green t-shirt; a boy in a light blue polo shirt; and a boy in a grey hoodie. The background is a dark, stylized image of a school building.

REUNIÓN ANUAL PARA COMENTARIOS PÚBLICOS

Solicitud de subvención consolidada de la ESSA

6 de mayo del 2026 – 8:30 a. m. - MAHI

Fernando Natividad – Director financiero
Deann Garcia – Especialista en monitoreo y cumplimiento de programas federales



Agenda

- *What is Every Student Succeeds Act (ESSA) ?
- *What is Title I ?
- *Funding Detail for Title I
- *PNP
- *What is Title II ?
- *Funding Detail for Title II
- *What is Title III ?
- *Funding Detail for Title III
- *What is Title IV ?
- *Funding Detail for Title IV
- *Public Comment





Agenda

*¿Qué es la '*Ley Todos los Estudiantes tienen Éxito*' (ESSA, por sus siglas en inglés)?

*¿Qué es el Título I?

*Detalles de la financiación del Título I

*PNP

*¿Qué es el Título II?

*Detalles de la financiación del Título II

*¿Qué es el Título III?

*Detalles de la financiación del Título III

*¿Qué es el Título IV?

*Detalles de la financiación del Título IV

*Comentarios públicos





What is ESSA ?

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background.



¿Qué es ESSA?

La '*Ley Todos los Estudiantes Tienen Éxito*' (ESSA) fue promulgada por el presidente Obama el 10 de diciembre del 2015 y representa una buena noticia para las escuelas de nuestro país. Esta medida bipartidista renueva la Ley de Educación Primaria y Secundaria (ESEA), vigente desde hace 50 años, que constituye la ley nacional de educación y un compromiso de larga data con la igualdad de oportunidades para todos los estudiantes.

La versión anterior de la ley, la "*Ley Ningún Niño Se Queda Atrás*" (NCLB, por sus siglas en inglés), se promulgó en el año 2002. La NCLB significó un avance significativo para los niños de nuestro país en muchos aspectos, sobre todo porque reveló en qué áreas los estudiantes estaban progresando y en cuáles necesitaban apoyo adicional, independientemente de su raza, ingresos, código postal, discapacidad, idioma materno o origen.



Title I

Title I

Title I, Part A – Improving Basic Programs Operated By Local Educational Agencies—of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

“Closing the educational gap between the privileged and unprivileged”



Título I

Título I

Título I, Parte A —Mejora de los programas básicos administrados por las agencias educativas locales— de la Ley de Educación Primaria y Secundaria (ESEA), modificada por la *“Ley Todos los Estudiantes Tienen Éxito”* (ESSA) del 2015, proporciona financiamiento adicional a las agencias educativas estatales y locales para adquirir recursos educativos suplementarios en las escuelas que atienden a un alto porcentaje de alumnos procedentes de hogares con bajos ingresos. Estos recursos se utilizan para mejorar la calidad de los programas educativos y garantizar que los alumnos de familias con bajos ingresos tengan oportunidades de superar las exigentes evaluaciones estatales.

“Reduciendo la brecha educativa entre privilegiados y no privilegiados”



2026-2027 Funding Detail

- Title I – \$9,142,856 - 73.6% of total resources is sent to campuses
 - ~23% - Coordinated Services - ~10% is set aside for: Home Instruction for Parents of Preschool Youngsters (HIPPY) & ~13% set aside for Summer School, Professional Development, etc.
 - ~1.5% - Parent involvement (#1 on PS3101)
 - ~.5% - Services for homeless students (#2)
 - ~.2% - PNP expenditures (#4 & #5)
 - ~1% is set aside to fund some District level positions such as District Homeless Liaison, District Translator, etc. (#6)
 - ~.2% - Foster care transportation (#12)
 - ~3% is set aside for indirect cost



Detalles de la financiación 2026-2027

- **Título I: \$9,142,856**, el 73.6% de los recursos totales se destina a los centros educativos
 - ~23 % - Servicios coordinados: ~10 % se destina a: Instrucción en el hogar para padres de niños en edad preescolar (HIPPY) y ~13 % se destina a la escuela de verano, el desarrollo profesional, etc.
 - ~1.5 % - Participación de los padres (# 1 en PS3101)
 - ~0.5 % - Servicios para alumnos sin hogar (# 2)
 - ~0.2 % - Gastos del PNP (# 4 y # 5)
 - ~1 % se destina a financiar algunos puestos a nivel de distrito, como el enlace del distrito para personas sin hogar, el traductor del distrito, etc. (# 6)
 - ~0.2 % - Transporte para niños en hogares de acogida (# 12)
 - ~3 % se destina a gastos indirectos



PNP Equitable Services

- Irving ISD participates in shared services with Region 10 to manage all of our PNP (Private Non Profit) equitable services. There are PNP's that participate in Title I, Title II, Title III, & Title IV and get a portion of funds from our district allocations.



Servicios Equitativos de la PNP

- El Distrito Escolar Independiente de Irving colabora con la Región 10 en la prestación de servicios compartidos para administrar todos nuestros servicios equitativos para organizaciones privadas no lucrativas (PNP, por sus siglas en inglés). Hay organizaciones PNP que participan en los programas del Título I, Título II, Título III y Título IV, y reciben una parte de los fondos de las asignaciones de nuestro distrito.



Title II

Title II

The purpose of Title II, Part A is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

Professional Learning with the purpose of improving student academic achievement



Título II

Título II

El propósito del Título II, Parte A es aumentar el rendimiento estudiantil de acuerdo con los desafiantes estándares académicos estatales; mejorar la calidad y la eficacia de los maestros, directores y otros líderes escolares; aumentar el número de maestros, directores y otros líderes escolares eficaces que sean eficaces para mejorar el rendimiento académico de los estudiantes en las escuelas; y proporcionar a los estudiantes de bajos ingresos y de minorías un mayor acceso a maestros, directores y otros líderes escolares eficaces. La intención de los fondos es apoyar a los educadores en su trabajo para mejorar la calidad general de la instrucción y garantizar la equidad de oportunidades educativas para todos los estudiantes.

Aprendizaje profesional con el propósito de mejorar el rendimiento académico de los estudiantes.



2026-2027 Funding Detail

- Title II – \$1,165,682

- ~85% total resources used to recruit, support & retain effective teachers & principals, and salaries of instructional coordinators to support professional development in the classroom.
- ~12% evidence-based activities for instructional classroom resources and material to train and develop new and current instructional staff
- ~3% set aside for administration



Detalle de la financiación 2026-2027

- Título II – \$1,165,682

- Alrededor del 85 % del presupuesto total se destina a contratar, apoyar y conservar a maestros y directores competentes, así como a los salarios de los coordinadores de enseñanza para apoyar el desarrollo profesional en el aula.
- ~ Un 12 % de actividades basadas en la evidencia para recursos y materiales didácticos destinados a formar y desarrollar al personal docente, tanto a los nuevos como a los actuales
- ~ Se reserva un 3 % para gastos de administración



Title III

Title III

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.

Additional support for English learners & immigrants to reach academic achievement



Título III

Título III

El Título III, Parte A de la *Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés)*, reautorizado bajo la '*Ley Todos los Estudiantes tienen Éxito*' (*ESSA, por sus siglas en inglés*), tiene como objetivo garantizar que los estudiantes que aprenden inglés (*EL, por sus siglas en inglés*) y los estudiantes inmigrantes alcancen el dominio del inglés y desarrollen altos niveles de rendimiento académico en inglés. El Título III también ayudará a todos los estudiantes de inglés a cumplir con los mismos estándares académicos estatales desafiantes que se espera que todos los niños cumplan.

Apoyo adicional para que los estudiantes de inglés y los inmigrantes alcancen el rendimiento académico.



Title III – Funding Detail 2026-2027

• Title III - \$1,588,016

LEA Local Plan - Title III, Part A English Language Acquisition

A. Supplemental Activities - Language Instruction Educational Programs (LIEPs)

The following activities are to be supplemental to the state mandated bilingual education and English as a Second Language (ESL) programs as described in TEC, §4.002, when serving identified English learners, including immigrant students, based on criteria established by the state as required in the TEC, §1.002(a).

- ☒ Supporting development and implementation of LIEPs
- ☒ Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners
- ☒ Supporting implementation of school wide programs
- ☒ Supporting the development and implementation of preschool programs
- ☒ Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures
- ☒ Improving instruction of English learners with disabilities
- ☒ Providing tutorials, career and technical education
- ☒ Offering programs to help English learners achieve success in post-secondary education

B. Supplemental Activities - Parent, Family, and Community Engagement

The following activities are to be supplemental and above and beyond already funded activities that are accessible to English learners, including immigrant students, and their family members through other fund sources.

- ☒ Parent outreach and trainings
- ☒ Family literacy services and/or family outreach and trainings
- ☒ Community participation programs

C. Supplemental Activities - Professional Development

The following professional development activities should be supplemental to any professional development trainings that fulfills state-mandated programs and activities.

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- ☒ Instructional strategies for English learners
- ☒ Understanding and implementation of assessment of English learners
- ☒ Understanding and implementation of ELP standards and academic content standards for English learners
- ☒ Subject matter knowledge for teachers
- ☒ Alignment of the curriculum in language instruction educational programs to ELP standards
- Other (Specify):



Detalle de la financiación 2026-2027

• Título III - \$1,588,016

LEA Local Plan - Title III, Part A English Language Acquisition

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- ☒ Understanding and implementation of assessment of English learners
- ☒ Understanding and implementation of ELP standards and academic content standards for English learners
- ☒ Subject matter knowledge for teachers
- ☒ Alignment of the curriculum in language instruction educational programs to ELP standards
- Other (Specify):



Title IV

Title IV

The Elementary and Secondary Education Act of 1965, as reauthorized by the Every Student Succeeds Act (ESSA) of 2015, established Title IV, Part A, Subpart 1, the Student Support and Academic Enrichment Grant Program (SSAE). The overarching goal of Title IV, Part A, Subpart 1, is to increase the capacity of state education agencies, local educational agencies (LEAs), campuses, and communities to meet the following three goals:

1. Provide all students access to a well-rounded education
2. Improve school conditions for student learning (safe and healthy students)
3. Improve the use of technology to improve the academic outcomes and digital literacy of students



Título IV

Título IV

La Ley de Educación Primaria y Secundaria de 1965, modificada por la Ley “Todos los Estudiantes Tienen Éxito” (ESSA) del 2015, estableció el Título IV, Parte A, Subparte 1: el Programa de Subvenciones para el Apoyo al Estudiante y el Enriquecimiento Académico (SSAE). El objetivo general del Título IV, Parte A, Subparte 1, es aumentar la capacidad de las agencias educativas estatales, las agencias educativas locales (LEA), los centros educativos y las comunidades para alcanzar los tres objetivos siguientes:

1. Proporcionar a todos los estudiantes acceso a una educación integral
2. Mejorar las condiciones escolares para el aprendizaje de los estudiantes (estudiantes seguros y saludables)
3. Mejorar el uso de la tecnología para optimizar los resultados académicos y la alfabetización digital de los estudiantes.



2026-2027 Funding Detail

- Title IV – \$732,349
 - ~58% - provide all students access to a well-rounded education (#2)
 - ~26% - improve academic outcomes by maintaining safe & healthy students (#3)
 - ~14.2% - improve the use of technology to advance students academic achievement (#4)
 - ~1.8% - administration costs



Detalle de la financiación 2026-2027

- Título IV – \$732,349
 - ~ 58 % - proporcionar a todos los estudiantes acceso a una educación integral (# 2)
 - ~ 26 % - mejorar los resultados académicos garantizando la seguridad y la salud de los alumnos (# 3)
 - ~ 14.2 % - Mejorar el uso de la tecnología para impulsar el rendimiento académico de los alumnos (n.º 4)
 - ~ 1.8 % - gastos de administración



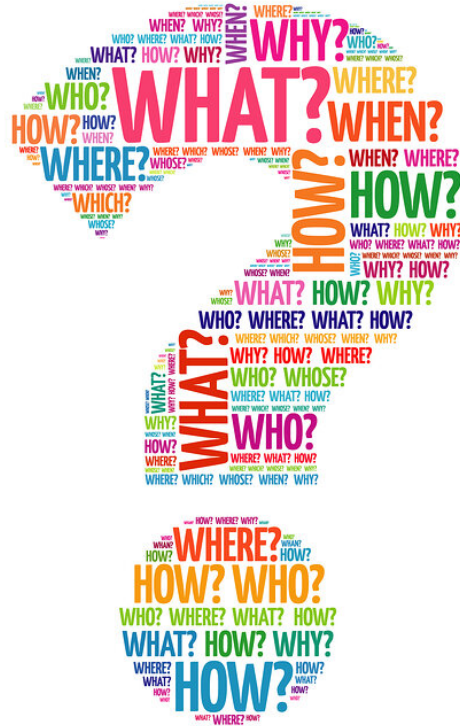
Public Comment

- This is your opportunity for input, comment, suggestions on how the ESSA federal funds are being spent at Irving Independent School District.



Comentarios del público

- Esta es su oportunidad para aportar ideas, comentarios y sugerencias sobre cómo se están utilizando los fondos federales de la ESSA (*Ley “Todos los Estudiantes Tienen Éxito”*) en el Distrito Escolar Independiente de Irving.



Any Questions ?/ ¿Tienen alguna pregunta?



Thank you for attending 😊 | Gracias por su asistencia. 😊



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