



USE OF FUNDS PLAN

FRANKSTON ISD

**2020-2024 ARP
ESSER III**

*Elementary and Secondary School
Emergency Relief (ESSER)*



ESSER III

Use of Funds Plan

2020-2024

Information will be shared, to the extent practicable, in a language that family members can understand. If you need assistance, or have any questions about this document, please contact Nicci Cook, Superintendent. Translation services are available.

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. If you need assistance, or have any questions about this document, please contact Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con Nicci Cook, Superintendente. Los servicios de traducción están disponibles.

District Priorities and Purpose

Frankston ISD's Plan for Use of Funds for the ESSER III grant was developed with input from district stakeholders, as outlined in the Return to In-Person Instruction and Continuity of Services (RIPICS) Plan. This Use of Funds Plan has also been integrated into the overall Comprehensive Needs Assessment (CNA) process used by the district in the development of the 2022-2023 District Improvement Plan (DIP), which is a continuation of the work from previous years.

The CNA includes input from several groups, including the District Site-Based Decision-Making Committee along with guidance from the Frankston ISD Superintendent and Board of Trustees. While the Comprehensive Needs Assessment is an ongoing process, the goals, objectives, and strategies have been updated to reflect recent progress, as well as targeting new needs as they arise. The purpose is to provide a clear vision, leadership, and guidance to support all campuses in Frankston ISD in providing an excellent education for all students.

The Use of Funds Plan will be reviewed each six months, as also outlined in the RIPICS Plan. With input from all stakeholders, the plan will be monitored, reviewed, revised as needed, and evaluated for effectiveness. The Use of Funds Plan is available as hard copy at the District Administration Building, and on the school district website at <https://www.frankstonisd.net/esser>.

Meaningful Consultation

Stakeholder Input will be obtained every six months and used to update the RIPICS and Use of Funds plans for the ARP/ESSER III grant program through the end of the project period.

Stakeholders include:

- Students, families, school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff;
- to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations);
- 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.

Topics of concern to be addressed are the needs of special populations, mental health services, lost instructional time, improving air quality, purchasing educational technology, and repairing/improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards.

Stakeholder input will be obtained in a variety of ways, such as:

- **School district website at <https://www.frankstonisd.net>**
- **School board meetings**
- **Focus group meetings**
- **Email, telephone, and in-person**
- **Surveys**
- **District SBDM Meetings**

The Use of Funds Plan will be updated every six months, following the schedule below.

	Stakeholder Input Gathered (Surveys, Informal, & Meetings)	Plan Reviewed at Board Meeting
July 2021	<i>Completed</i>	<i>Initial Plan Developed and Presented</i>
January 2022	<i>6-Month Review Survey & Meetings</i>	<i>Feb 21, 2022</i>
July 2022	6-Month Review, Survey, & Board Meeting	June 20, 2022
January 2023	6-Month Review, Survey (Dec. 15, 2022-Jan. 20, 2023 , & Board Meeting	Jan. 23, 2023
July 2023		
January 2024 (Carryover period)		
July 2024 (Carryover period)		

Frankston ISD has and will continue to engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds to be utilized for safely opening and operating for in-person learning according to CDC guidance. The funds will address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning and extended day.

Frankston ISD ensures that the interventions to be implemented will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The following two schedules from the grant application outline the **Use of Funds for ESSER III:**

Program Schedule 3013: Program Description

Program Schedule 3014: Program Narrative



Organization: FRANKSTON ISD
Campus/Site: N/A
Vendor ID: 1756001633

County District: 001904
ESC Region:07
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

A. Use of Funds - LEA Allowable Activities

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.
- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Any activity authorized under Elementary and Secondary Education Act (ESEA)

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

2. Any activity authorized under Individuals with Disabilities Education Act (IDEA)

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

3. Any activity authorized under the Adult Education and Family Literacy Act

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

4. Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity



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- | |
|--|
| <p>5. Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>6. 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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>7. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>8. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |
| <p>9. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity |



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<p>10. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>11. Planning for, coordinating, and implementing activities during long-term closures, ... including providing technology for online learning to all students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>12. Planning for, coordinating, and implementing activities during long-term closures, ... how to provide guidance for carrying out requirements under IDEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>13. Planning for, coordinating, and implementing activities during long-term closures, ... how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>14. 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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity



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<p>15. Providing mental health services and supports, including through implementation of evidence based full-service community schools</p> <ul style="list-style-type: none"><input type="checkbox"/> Pre-award<input type="checkbox"/> 2020-2021, including summer 2021<input type="checkbox"/> 2021-2022, including summer 2022<input type="checkbox"/> 2022-2023, including summer 2023<input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>16. Planning and implementing activities related to 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, & children in foster care</p> <ul style="list-style-type: none"><input type="checkbox"/> Pre-award<input type="checkbox"/> 2020-2021, including summer 2021<input checked="" type="checkbox"/> 2021-2022, including summer 2022<input checked="" type="checkbox"/> 2022-2023, including summer 2023<input checked="" type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<input type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>17. Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care</p> <ul style="list-style-type: none"><input type="checkbox"/> Pre-award<input type="checkbox"/> 2020-2021, including summer 2021<input type="checkbox"/> 2021-2022, including summer 2022<input type="checkbox"/> 2022-2023, including summer 2023<input type="checkbox"/> 2023-2024, including summer 2024 (carryover period)<input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity



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2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

B. Use of Funds - LEA Allowable Activities (continued)

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.
- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

2. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

3. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity



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<p>4. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>5. 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</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input checked="" type="checkbox"/> 2021-2022, including summer 2022 <input checked="" type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>6. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... mechanical and non-mechanical heating, ventilation, and air conditioning systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>7. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... filtering, purification and other air cleaning, fans, control systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input checked="" type="checkbox"/> 2021-2022, including summer 2022 <input checked="" type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input type="checkbox"/> N/A - Will not expend grant funds on this activity
<p>8. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... window and door repair and replacement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-award <input type="checkbox"/> 2020-2021, including summer 2021 <input type="checkbox"/> 2021-2022, including summer 2022 <input type="checkbox"/> 2022-2023, including summer 2023 <input type="checkbox"/> 2023-2024, including summer 2024 (carryover period) <input checked="" type="checkbox"/> N/A - Will not expend grant funds on this activity



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2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

9. 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
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

10. Other activities that are necessary to maintain the operation of and continuity of services in the LEA

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity

11. Other activities that are necessary to ... continuing to employ existing staff of the LEA

- Pre-award
- 2020-2021, including summer 2021
- 2021-2022, including summer 2022
- 2022-2023, including summer 2023
- 2023-2024, including summer 2024 (carryover period)
- N/A - Will not expend grant funds on this activity



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Program Description PS3013 - Program Plan

C. LEA Needs Process

1. Which of the following processes did the LEA follow to determine the needs of the LEA 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))? Directions: Select the types of activities the LEA followed in conducting its process to identify the added needs caused by the pandemic. Check all that apply.

- 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 processes.
- 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.



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Program Description PS3013 - Program Plan

2. How did the LEA prioritize the needs identified in Line 1 above? Directions: Select the types of processes the LEA followed in prioritizing the needs of the LEA in determining what activities would be funded with ESSER III funds. Check all that apply. If all identified needs are being met with ESSER III funds, select "All needs met; no prioritization needed."

- 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 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

Directions: Select one applicable response for which the LEA is exempt from the required Maintenance of Equity provision. If the LEA is not exempt from this provision, select "No".

1. Is the LEA 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



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Program Description PS3013 - Program Plan

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.



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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).

\$1,000

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.

636,669

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.

(A16) Summer learning activities and with-in the school day tutoring will be provided to accelerate learning and bridge the gap created by learning loss due to COVID-19. Classroom instruction will be provided in-person (or online learning, if needed) and will be designed to address the needs of at-risk students, including low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care.

We plan to renovate our old Pre-K building. This building is currently used for storage. We plan to make renovations and turn this building into the Learning Center. This new building will be a place for tutoring, summer school and intervention pull-outs during the day. The Learning Center is spacious and will allow for social distancing.

(B2) Learning loss will be addressed by providing targeted, evidence-based supplemental instruction to meet the identified needs of at-risk students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care. By providing additional time and targeted interventions designed to meet the specific needs of each student, learning will be accelerated to close the gaps and learning loss created by the COVID-19 pandemic.

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.

(B2) Learning loss will be addressed by providing targeted, evidence-based supplemental instruction to meet the identified needs of at-risk students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care. By providing additional time during the school day and during the summer, targeted interventions designed to meet the specific needs of each student will accelerated learning and close the gaps and learning loss created by the COVID-19 pandemic.

FISD staff will provide intensive one-on-one and small-group instruction while maintaining social distancing as recommended by the CDC.



Organization: FRANKSTON ISD
Campus/Site: N/A
Vendor ID: 1756001633

County District: 001904
ESC Region:07
School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3014 - Program Narrative

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.

<https://www.frankstonisd.net/Content2/506>

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."

(B5)Renovation of the Pre-K Center, which is currently not in use, will enable the district to provide additional learning space for tutoring and accelerated learning. This will enable the district to provide targeted one-on-one or small group interventions and acceleration to meet students' academic needs, while also meeting the CDC recommendations for social distancing. The additional classroom space will enhance student health by reducing the risk of virus transmission and support student health needs.

(B7)Replacement and upgrading the HVAC systems throughout all buildings will improve the indoor air quality in the school facilities, which will enhance student healthy reducing the risk of virus transmission.