

Massachusetts Department of Elementary & Secondary Education
FY22 Elementary and Secondary School Emergency Relief III Fund Application
Fund Code 119

Overview

This application allows LEAs (districts and other eligible entities, referred to in this application collectively as districts) to apply for funding for the following federal program: **Fund Code 119, Elementary and Secondary School Emergency Relief (ESER III) Fund**, authorized by the American Rescue Plan Act (ARPA). While similar to ESER I and II, funded by the CARES and CRRSA Acts, respectively, there are modifications to the amount of funding for each district, new maintenance of equity requirements, and requirements that each district have their plans (one for returning to in-person learning and one for effective use of ESER III funds) (see below). **ESER III does not require districts to provide equitable services to private schools.**

New: Maintenance of Equity Requirement

As a condition of receiving its allocation of ESER III funds, your district must agree to the following for both FY22 and FY23:

- **State and Local Funds:** Your district will not reduce the per-pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools divided by the total number of students enrolled in all of your schools for that fiscal year, and
- **Full-time Equivalent Staff:** Your district will not reduce the per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds the total reduction in full-time equivalent staff in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.

High-poverty schools means any school that is in the highest quartile (25%) of the district's schools based on the percentage of economically disadvantaged students served. Your schools with reported economically disadvantaged students by percentage (based on March 2021 data) will be proposed on Tab 3 (rounded up to the nearest whole school).

Exceptions: Districts with 1) a single school, 2) a single school per grade, or 3) less than 1,000 enrolled students are not subject to the maintenance of equity requirement.

New: In-person Learning and ESER III Fund Implementation Plan Requirements

Within 30 days of receiving ESER III funding, districts must post on the public pages of their websites a plan for the safe return to in-person instruction and continuity of services. The plan must have been available for public comment, which was considered in plan development. Districts may use their District Reopening Plans submitted to SED or another plan that the district has in place to meet this plan requirement. You will be asked to indicate your district reopening plan status on Tab 3.

Your district must also submit a plan for the use of ESER III funds (Implementation Plan), that meets requirements set out by USED, including how the district will use ESER III funds to: combat learning loss (see required reservation, next paragraph); address the academic, social, emotional, and mental health needs of students, especially those groups most impacted by the pandemic; and other spending and mitigation/prevention information. Stakeholder outreach and input is essential for these plans. This application, fully and thoughtfully completed, will constitute the district's plan, now approved by CDE. See Tab 4 for more information.

New: Reservation of 20% of Total ESER III Funds to Address Learning Loss

Each district must reserve at least 20% of its ESER III allocation to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs, and address the disproportionate impact of COVID-19 on underserved student subgroups (such as major racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender- and/or LGBTQ+ students, students experiencing homelessness, and children and youth in foster care).

Application due date is Monday, October 4, 2021. A start date cannot be given until you have submitted a substantially approvable application and budget for the grant. While applications are available and may be submitted prior to July 1, 2021, the earliest start date for this grant is July 1, 2021. If you have questions about these deadlines, please contact your edgrants@mass.gov.

First Step: Saving the File

Save this file to your computer (preferred) or use a cloud storage service. Rename the file by replacing the words "template" in the file name with your 4-digit district code. For example, **template (2021)** would become the file **03352021-0001-0001**. Do not change the filename except for your district's 4-digit code. Users of Macintosh computers must save as a macro-enabled file (with an ".xlsm" extension) to their desktop for the workbook to function properly.

Tips for Completing the ESER III Fund Application

Workflow and activities

• Complete the application page-first. The rest of the tabs do not need to be completed in order, but your application will not be considered substantially approvable if you have required information blank.

• Complete the steps on each tab in the order that they are numbered. Note that some steps may not be required for your district and may be skipped.

• The [Budget Worksheet](#) tab is the most important. This tab merges the budget entry page in EdGrants with the addition of actions on equipment and other resources. The budget worksheet is mandatory, in addition to entering budget information in EdGrants.

• This workbook is structured to be used in electronic format. However, you can print a copy using Excel's print preview functions to set the appearance and paper orientation to best fit your completed application.

Color coding and cell features

• Green cells that appear light green require districts to input information. Text may be pasted into these cells as long as the source of the information has no Excel formulas or formatting.

• Those cells that appear light gray will automatically populate based on information your district supplies on the application or from preloaded data already reported to the Department of Elementary and Secondary Education (DESE) (for example, 504 data). Do not copy and paste information from other pages or sources into gray cells.

• Those cells that appear in light orange offer a dropdown menu from which districts can choose a supplied response. [Click on any dropdown menu to view other options available on the application.](#)

• Throughout the tabs of the application you will find instruction boxes, tip boxes, and/or help icons to help avoid common mistakes, and resource boxes (jar) that include links to materials outside the application with more detailed, grant-related information.

Submit the FY22 ESER III Application as an Excel workbook via

[EdGrants Front Office web page](#)

EdGrants Submission Information:

Most district applicants already have designated control users in EdGrants Front Office, who have access to submit grant applications as well as to make payment requests. Each district applicant needs to ensure that it has an authorized control user prior to grant submission. If a district waits until it is ready to submit before inquiring about an authorized control user, grant submission may be delayed several business days waiting for control user set-up. Please review the EdGrants Security control document and/or contact DESE's Grants Management Office, 781-338-6395 or EdGrants@mass.gov, regarding engaging your EdGrants Front Office control users.

The district applicant control users will register each grant opportunity, create each grant project and enter contact information, budget, and required attachments in EdGrants. All districts/business offices have been contacted with information regarding training. If you are unsure of what to do prior to setting up a control user, please contact your business office. **The ESER III Fund Application Workbook and a Manual and Read Me of the Necessary Forms Tab 11 must be submitted with your workbook to EdGrants.**

Applications are due by Monday, October 4, 2021

NOTE ON SUBMISSION TIMELINE:

- The start date will be the later of the date on which the district submits substantially approvable information and budget for the grant or July 1, 2021.
- Responding quickly to requests for information can result in an earlier approval of your grant application.
- Grant payment notices will be available in EdGrants after the grant application has been approved and the initial payment is processed.

Massachusetts Department of Elementary and Secondary Education
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR ESSER FUND CODE 119

District staff with the role of "control user" in EdGrants have been provided user log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants in order to submit budget and attachments.

Applications are due by Monday, October 4, 2021

District Name:

Code:

Address: 1831 STATE ROAD
RICHMOND, MA 01254

DESE Federal Grant Liaison: Julia Foodman
Phone number: 781-338-3577
Email: julia.b.foodman@mass.gov

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS, INCLUDING USING THE GRANT FUNDS FOR ACTIVITIES ALLOWABLE UNDER THE AMERICAN RESCUE PLAN ACT OF 2021. IN ADDITION, THE APPLICANT AGENCY ACKNOWLEDGES AND AFFIRMS THAT ITS FY22 FEDERAL GRANT ASSURANCES (AS WELL AS ANY FUTURE ASSURANCES PROVIDED DURING THE GRANT PERIOD) APPLY TO THIS GRANT.

AUTHORIZED SIGNATURE:

TITLE:

PRINTED NAME:

SUBMISSION DATE:

FY2022 Allocation	FEDERAL GRANT ESSER III Fund Fund Code 119	PROJECT DURATION		TOTAL ALLOCATION
		FROM	TO	
		THE LATER OF: UPON APPROVAL OR JULY 1, 2021	6/30/2022	\$170,448
			Total Allocation for Schedule A Consortium <i>For Those Districts Filing Schedule A only</i>	

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR THIS GRANT
BY OCTOBER 4, 2021

Hancock (0121)

District Contact Information	
<i>Please provide information for primary district contacts for your district's ESSER III Fund application</i>	
ESSER III Fund Application	
Name of Primary Contact:	Rebecca Phillips
Title:	Superintendent of Schools
Phone:	978-895-6063
Email:	rphillips@hancockschool.org
EdGrants Control User (person responsible for uploading to EdGrants, if different person from above)	
Name of Primary Contact:	
Title:	
Phone:	
Email:	

Assurance 1
In-Person Instruction

In-Person Instruction Plan Requirement

ESSER III requires that within 30 days of receiving ESSER III funding, districts must publish a plan for the continuity of services. The plan must be made available for public comment, which should be posted on the district website. If a district already has in place a plan that incorporated public comment and is published on the district website, the district is likely to qualify for purposes of ESSER III. Regardless of when the plan is approved, it must be approved by the Board of Education no later than 30 days of receipt of ESSER III grant application and at least every 6 months thereafter.

Choose one:

Our district will/has met the In-Person Instruction Plan Requirement with an existing plan.

Our district will meet the In-Person Instruction Plan Requirement within 30 days of receiving ESSER III funding.

Assurance 2
District Use of Funds for Learning Loss/ and Disproportionate Impact

Reservation (20%) to address lost instruction and disproportionate impact

Each district must reserve at least 20% of its ESSER III allocation to address learning loss and ensure that those interventions respond to students' social, emotional, and academic needs. The interventions must be targeted to underserved student subgroups (each major racial and ethnic group, children from low-income families, migrant students, students experiencing homelessness and children and youth with disabilities).

Our district will reserve and spend at least 20% of our ESSER III funds to address the impact of the COVID-19 pandemic on our students as described in the plan.

Assurance 3
Maintenance of Equity

Maintenance of Equity Requirement

As a condition of receiving its allocation of ESSER III funds, your district must agree to the following requirements:

- **State and Local funds** Your district will not reduce the per-pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools, and you will maintain the number of students enrolled in all of your schools for that fiscal year, and

- **Full-time Equivalent Staff** Your district will not reduce the per-pupil, full-time equivalent staff per school by an amount that exceeds the total reduction in full-time equivalent staff divided by the number of students enrolled in all of your schools for that fiscal year.

High-poverty schools means schools that are in the highest quartile (25%) of the district's economically disadvantaged schools served. Based on March 2021 SIMS data, your district's economically disadvantaged students. The schools appearing in green boxes comprise

Exceptions Districts with 1) a single school, 2) a single school per grade, or 3) less than 100 students are subject to the maintenance of equity requirement. ***There is also an exception for an unpredictable change in student enrollment or a precipitous decline in state and local revenue. If such an exception applies to your district, please contact your liaison to discuss.***

Choose one:

Our district will meet the Maintenance of Equity Requirement for both FY22 and FY23

Our district is exempt from meeting the Maintenance of Equity Requirement because

	School Code	School Name	Total Enrollment
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Requirements for ESSER III

Each district, on the public pages of their websites, a plan for the safe return to in-person instruction and reopening would be considered in plan development. If a district has a plan posted on their district website, no additional plan is required. [District Reopening Plans submitted to the Department of Education](#) when your plan was created, all districts must revisit and revise the plan as necessary within 6 months after through the life of the ESSER III grant award.

Each district has a plan, <i>or</i>	Yes
District is currently receiving funding	Select One

Each district, through the implementation of **evidence-based interventions** and other strategies, must identify and address the disproportionate impact of COVID-19 on students from low-income families, children with disabilities, English learners, and students in foster care).

Each district has a plan to address the disproportionate impact of lost instructional time using evidence-based interventions and other strategies as described above.	Yes
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Each district agrees to the following for both FY22 and FY23:
Each district will allocate and local funds to address the disproportionate impact on schools divided by the total

- ESSE
- safe
- CDC
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- [CDC](#)
- Distr
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ESSER III Regulations require that the district have a plan for return to in-person learning, which may include adopting safety recommendations, which currently include:

- universal and correct wearing of masks
- Modifying facilities to allow for social distancing
- handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities (including improving ventilation)
- Contact tracing along with isolation and quarantine (in collaboration with state, local and tribal health departments)
- Diagnostic testing and screening
- Efforts to provide vaccinations to school communities
- Appropriate accommodations for children with disabilities with respect to health and safety policies
- Coordination with state and local health officials

Districts should formally review and revise (if necessary) at least every 6 months and consider any changes/additions to [CDC guidance](#).

Districts are not required to adopt CDC guidance in order to qualify for ESSER III funds, nor to spend ESSER III funds on these activities.

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from

1) A plan for the safe return to in-person instruction and continuity of services

The requirement for this plan is likely **met by your District Reopening Plan** submitted with your application, and subsequent amendments (see Tab 3 Assurances). It will need to be revisited and updated as needed, including soliciting stakeholder input and considering changes to CDC guidance.

2) A plan for the Use of ESSER III Funds based on broad stakeholder input, and address the needs of all students, including:

- The district's **prevention and mitigation strategies**, including extent district has implemented and plans to implement
 - How the district will use its **20% reservation of ESSER III funds to address language-based interventions (Step 4.2 and Tab 6, Budget)**
 - How the district will spend the remainder of its ESSER III funds for **allowable** purposes
 - How the use of ESSER III funds will respond to the **academic, social, emotional, and behavioral needs** of students, especially **those disproportionately impacted by the COVID-19 pandemic** (Tab 4)
- students from low-income families
- students of color
- English learners
- students with disabilities
- students experiencing homelessness
- students in foster care
- migratory students
- students who are incarcerated
- other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening Plan, will constitute the plans required by USED. These plans must be published and made available to all families in a language they understand, either translated in writing or orally, as well as made available to the public.

You should expect that DESE will be collecting data and other information from you regarding the implementation of your plans for and use of ESSER funds.

**Step 4.1
of 4.4**

ESSER III regulations require that the stakeholder groups below be meaningfully involved in the planning process for use of ESSER III funds. Which of the following groups have you consulted? (check all that apply)

<input checked="" type="checkbox"/>	Students
<input checked="" type="checkbox"/>	Families
<input checked="" type="checkbox"/>	School and District administrators, including special education administrators
<input checked="" type="checkbox"/>	School leaders

<input checked="" type="checkbox"/>	Teachers
<input checked="" type="checkbox"/>	Other educators
<input checked="" type="checkbox"/>	School staff
<input checked="" type="checkbox"/>	Unions representing educators and school staff
<input type="checkbox"/>	Tribes*
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*
<input type="checkbox"/>	Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, who are incarcerated, and other underserved students.*

*To the extent present in or served by the district

Step 4.2 of 4.4	Evidence-Based Strategies, Interventions, and Supports:
	Describe how ESSER III funds, including the required 20% reservation, will be used to fund interventions that address the disproportionate impact of COVID-19 on underserved subgroups. List the interventions and supports that will be used to address the disproportionate impact of COVID-19 on underserved subgroups. List the interventions and supports that will be used to address the disproportionate impact of COVID-19 on underserved subgroups. Note: Your district's 20% reservation to address loss of learning.
	Enhanced Core Instruction
	Expanding access to full-day, high-quality prekindergarten
	Purchasing and/or expanding use of high-quality, aligned instructional materials (and associated professional development)
	Professional development for teachers and administrators re: culturally responsive instruction
	Screening assessments and associated professional development (e.g., early literacy)
	Expanding access to career-technical education, innovation pathways, and advanced learning opportunities (including fee subsidies and teacher training)
	Extending the school day/year and prioritizing student access to additional time by
	Tutoring programs and support, including early literacy tutoring (including training) and peer tutoring programs.

Developing or strengthening data cycles to facilitate and inform student learning and professional development and support personnel

Early college programs, particularly those focused on students underrepresented in

Targeted Student Supports

Developing or expanding high quality co-teaching and inclusion models for students and associated professional development

Acceleration academies (during school year vacations) and summer learning opportunities, individualized instruction and enrichment

Language support programs, including dual language and heritage language programs (at home/native language) and associated professional development

Community-based afterschool programs for parents, including citizenship and ESL classes

Dropout prevention and recovery programs

Talent Development and Staffing

Academic support staff, including academic coaches, interventionists, student teaching programs, paraprofessionals

Diversifying the educator workforce through recruitment and retention strategies

Strategies to staff hard-to-staff schools and positions with high-performing educators

Increasing staff and opportunities for arts, enrichment, world languages, athletics, and other

Increasing high-quality common planning time for teachers and academic support personnel

Developing leadership pipeline programs for schools

Labor-management partnerships to improve student performance

Conditions for Student Success - Social/Emotional and Mental Health Supports

Increasing personnel and services to support holistic student needs, including school adjustment counselors, nurses, psychologists, and/or social workers

Building/strengthening partnerships with community-based organizations to increase access to services for mental/physical health and well-being

Working with community-based organizations that provide enrichment during the of school time

Arranging for wraparound services to be provided at schools

Engaging community partners to build capacity among educators and support per equitable and culturally responsive learning environments

Create transitional programs, partnering with community based organizations, for health or behavioral-related absences returning to school

Parent-teacher home visiting programs to build positive relationships between home

Facilities improvements to create healthy and safe school environments

Other Interventions/Strategies/Supports

Use this section to describe evidence-based strategies your district will fund with ESS listed above

Three empty yellow rectangular boxes for describing evidence-based strategies.

Step 4.3 of 4.4	Equitable Use of ESSER III Funds
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How is your district taking educational equity into account with ESSER III funds?
For example,

- 1) allocating funds both to schools and districtwide activities based on
- 2) implementing an equitable and inclusive return to in-person learning

creating a positive and supportive learning environment for all students

The Hancock School District is comprised of only one school. As a result, all full-time students are attending school in person every week, in person education for all students for the entire 2020 - 2021 school year. The district has already established strategies for a safe return to in-person learning. The education team will examine the educational experience

Step 4.4 of 4.4	CDC School Safety Recommendations <i>This information will come from your District Reopening Plan as well as any other relevant information.</i>
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CDC Recommendation	
1	Universal and correct wearing of masks
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)

3	Handwashing and respiratory etiquette
4	Cleaning and maintaining healthy facilities, including improving ventilation
5	Contact tracing, isolation, quarantine in collaboration with health departments
6	Diagnostic and screening testing
7	Efforts to provide vaccination to school communities
8	Appropriate accommodations for children with disabilities with respect to health and safety policies
9	Coordination with state and local health officials



all recipients of ESSER III funds:

mitted to DESE in August of 2020, along with any
d revised as necessary every 6 months, including

addressing the following:

s adopted CDC recommendations (**Step 4.4**)

loss of instructional time with evidence-

expenditures (Tab 5) and budget (Tab 6)

onal and mental health needs all students,

ab 4.2, Tab 4.3) including:

istrict Reopening

on your website and must be accessible to
ell as in an accessible format for those with disabilities.

om you as a result of implementation of

y consulted as part of ve you consulted with?	If you have not yet consulted with this group in planning for use of ESSER III fu do you plan to get their input?

	N/A
	N/A
ners, children	N/A

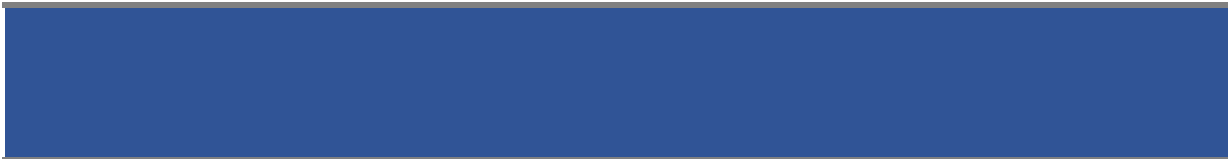
o respond to students' social, emotional, and academic needs through *evidence-based* interventions, ho
 ous. Select from the following list of evidence-based interventions and provide a narrative at the bottom
of instructional time must be spent on evidence-based interventions.

	Our district is using ESSER II funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data
	Yes	Select	Attendance data, bench
y content area) and	Yes	Yes	Benchmarking data will b minimum September, N to compare progress.
teaching	Select	Select	
screening)	Select	Select	
ed placement courses	Select	Select	
student need	Select	Select	
paraprofessionals) and	Select	Select	

d associated	Select	Select	
higher education	Select	Select	
	Our district is using ESSER II funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will be collected and data used to measure effectiveness?
s with disabilities and	Select	Select	
unities for	Yes	Select	A summer academy will be provided. Data will be collected and data used to measure effectiveness.
ms (students learning in-	Select	Select	
classes	Select	Select	
	Select	Select	
	Our district is using ESSER II funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will be collected and data used to measure effectiveness?
hing residency	Select	Select	
	Select	Select	
ors	Select	Select	
and elective courses	Select	Select	
staff	Select	Select	

	Select	Select	
	Select	Select	
	Our district is using ESSER II funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What d
ol guidance and	Yes	Select	Monthly consultation w and school adjustment c needs and an action plan
ase student/family	Select	Select	
school day and/or out	Select	Select	
	Select	Select	
sonnel to implement	Select	Select	
students with mental	Select	Select	
ne and school	Select	Select	
	Select	Select	
<i>ESSER III that are not</i>		This strategy will address pandemic-related learning loss/disproportionate impact	What d
		Select	
		Select	
		Select	

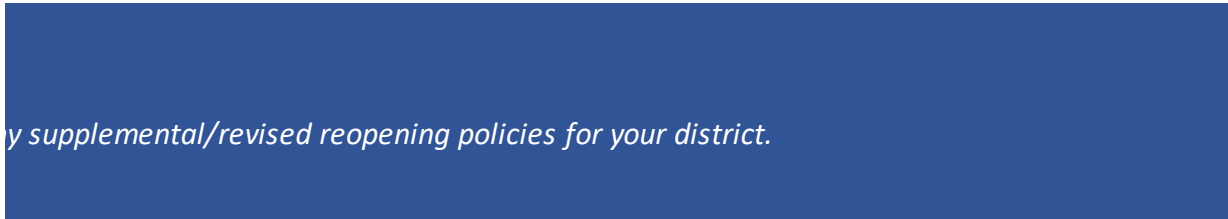
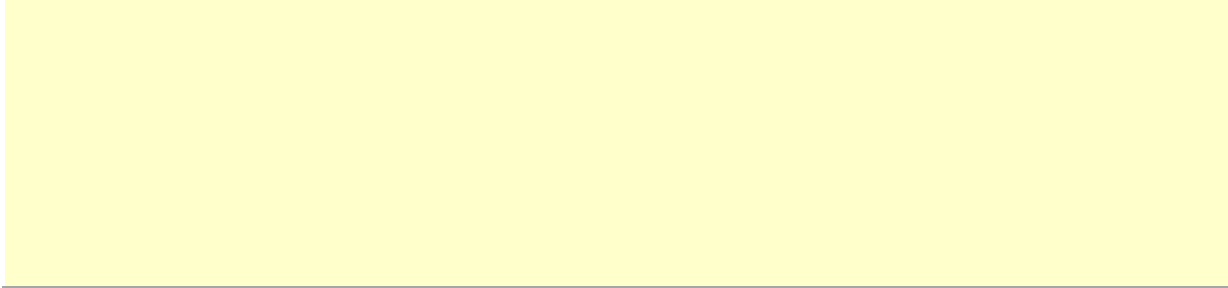
		Select	
		Select	
		Select	



When planning for expending your ESSER III funds?

student needs, and
 g by, for example, avoiding over-use of exclusionary discipline and
 lents.

unding will be directed towards activities based on student need. The Hancock school district provide
 ar. The establishment of a positive and supportive learning environment in the face of COVID restric
 shifts in response to the pandemic during summer consultation time to ensure students continue to



by supplemental/revised reopening policies for your district.

Does your district have a policy or policies on this topic?	If "Yes," is it described in your District Reopening Plan?	If you have a policy but it is not described in your Dis Plan, please briefly describe here.
Yes	Yes	
Yes	Yes	

Yes	Yes	
Select	Select One	
Select	Select One	
Select	Select One	
Select	Select One	
Yes	Yes	
Select	Select One	

nds, when and how

TIP: The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

How progress will be measured, and how/if chosen of this step for any of your district's evidence-based

What data will you use to measure progress?

Does this strategy/intervention address the disproportionate impact on students from low-income families, students with disabilities, English learners, and students in foster care)? If yes, please explain which group(s) are being served, why

marking, and PK screening.

be collected on all students K to 6th grade at November, March, and May. MCAS data will be utilized

<p>ata will you use to measure progress?</p>	<p>Does this strategy/intervention address the disproportionate impact of students from low-income families, students with disabilities, English (foster care)? If yes, please explain which group(s) are being served, wh</p>
<p>be offered for all students K - 6th grade. This program support to students. Entry and exit benchmarking will amms will meet.</p>	
<p>ata will you use to measure progress?</p>	<p>Does this strategy/intervention address the disproportionate impact of students from low-income families, students with disabilities, English (foster care) ? If yes, please explain which group(s) are being served, v</p>

What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of students from low-income families, students with disabilities, English learners, and students in foster care)? If yes, please explain which group(s) are being served, why, and how?
will occur with school administration, the school nurse, and school counselor to discuss targeted students and family involvement. A plan will be developed.	
What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of students from low-income families, students with disabilities, English learners, and students in foster care)? If yes, please explain which group(s) are being served, why, and how?

ed full, 5 days a tions and mitigation have a positive

District Reopening

TIP: Note that your district is not required to adopt [CDC school safety recommendations](#) to receive ESSER III funds. This data is being collected for reporting purposes.

TIP: If you have a policy on the CDC recommendation, but answer "No" that it is not described in your District Reopening Plan, this cell will turn red

until you write a description in the cell.

of COVID-19 on underserved student subgroups (each major racial and ethnic group, learners, gender, migrant students, students experiencing homelessness and student what impact is being addressed, and how this strategy/intervention will provide support

of COVID-19 on underserved student subgroups (each major racial and ethnic group, learners, gender, migrant students, students experiencing homelessness and student what impact is being addressed, and how this strategy/intervention will provide support

of COVID-19 on underserved student subgroups (each major racial and ethnic group, learners, gender, migrant students, students experiencing homelessness and student that impact is being addressed, and how this strategy/intervention will provide support

of COVID-19 on underserved student subgroups (each major racial and ethnic group, learners, gender, migrant students, students experiencing homelessness and student that impact is being addressed, and how this strategy/intervention will provide support

Planned Uses of Funds

USED has stated that ESSER III funds may be used for **any** of the activities allowable for ESSER I and II (activities authorized by the McKinney-Vento Act (now addressed through a "flexibility" to address individual school needs"). ESSER III funds have substantial flexibilities in both allowable and eligible expenses to allow districts to mitigate the effects of COVID-19 on students, families, and communities through interventions responding to students' social, emotional, and academic needs and underserved student subgroups. For more information please see [DESE's Elementary and Secondary Education Act](#)

Step 5.1 lists categories of allowable uses for ESSER III funds. As you initially plan for the use of these and other federal grant funds allocated to your district:

- ESSER Funds are not Title I Funds. ESSER III Funds are not restricted to Title I eligible activities.
- Supplement not Supplant does not apply. ESSER III Funds are not subject to supplement not supplant.
- Maximize versatility of all federal grant funds. Districts may have numerous federal grant funds available simultaneously. DESE recommends, where feasible, that districts spend all federal grant funds available.
- Capital expenditures of \$30,000 or more will require prior approval by submitting a request for approval.
- Monitoring and reporting will be required.

Step 5.1 <i>All Districts</i>	ESSER III FUND ALLOCATION On which of the following allowable activities/categories of expenditures will you be spending ESSER III funds? (Select "None" if you are not spending ESSER III funds.)
	<ol style="list-style-type: none">1. Educational technology (internet connectivity, hardware, devices, software, training, etc.)2. Supplies and services that enable remote learning (printing, telephonic support, etc.)3. Any activity authorized by:<ul style="list-style-type: none">• ESSA (including Titles I, II, III, and IV),• IDEA,• Carl D. Perkins Career and Technical Education Act of 2006,• Adult Education and Family Literacy Act.4. Planning for and coordinating during long-term closures, including:

- how to provide meals to eligible students,

- how to provide technology for online learning to all students,

- how to provide guidance for carrying out requirements under the IDE

- how to ensure other educational services can continue to be provided to meet requirements.

5. Mental health services and supports.

6. Activities to address the unique needs of:

- low-income children or students,

- students with disabilities,

- English learners,

- racial and ethnic minorities,

- students experiencing homelessness, and

- students in foster care.

7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. [early](#)

8. Assessing and addressing learning loss, especially those groups listed in Category 8 (*allocation must be spent on evidence-based interventions in this category*), i

- administering and using high-quality assessments,

- implementing evidence-based activities to meet student needs,

- providing information and assistance to parents and families to support a positive learning environment,

- tracking attendance and improving engagement in distance learning.

9. Planning and implementing activities related to summer learning and supplemental

10. Training and professional development for district staff on any topic from evidence-based practices and minimizing the spread of infectious disease when in-person school resumes.

11. Repairing and improving school facilities to reduce risk of virus transmission and to support student health needs.

12. Services and supplies to sanitize district facilities; personal protective equip

13. Inspection, testing, maintenance, repair, replacement, and upgrade project:

14. Procedures and coordination systems to improve district preparedness, pre including coordination with health departments and other relevant agencies

15. Other activities necessary to maintain district operations and services and to existing district staff.



ESSER II and ESSER I, even though the list below omits two categories that appeared in separate allocation) and "providing principals and others school leaders with the resources allowable programmatic uses and the period covered for principals, teachers, and staff and to prepare for reopening school systems and to address lost instructional time and address the disproportionate impact of COVID-19 on students." See the [Secondary School Emergency Relief Fund webpage](#).

In the use of your district's ESSER III Funds, please consider the following to maximize

- The funds are for allowable uses nor do the funds have to be allocated to individual schools.
- Supplement not supplant rules.
- Do not use the funds for more than one fiscal year, including ESSER I, II, and III funds, and use the oldest funds first, to the extent the expenditures are allowable.
- Use the form found at in this application after Schedule A.

ALLOWABLE EXPENDITURES

Which categories does your district intend to spend its ESSER III Funds?
(Check "Yes" for all that apply)

tech support services, etc.).	Yes
ort, translation services, etc.).	Select
	Yes
	Yes
	Select
	Select
	Select

	Select
	Select
A and	Select
d consistent with all Federal, State, and local	Select
	Yes
	Select
	Yes
	Select
	Select
	Select
	Select
	Select
lly literacy screening , etc.).	Select
ory 6, above <i>(Reminder: At least 20% of each district's</i> ncluding:	Yes
	Select
	Yes
t students, including in a distance	Select
	Select
mental afterschool programs	Yes
ffective remote learning strategies to sanitation nes.	Select

and exposure to environmental health hazards,	Select
ment (PPE).	Yes
s to improve the indoor air quality in school facilities.	Select
vention, and response efforts to COVID-19, s.	Select
o continue to employ	Yes

FY22 ESSER III Fund (Fund Code 119) Budget Worksheet

Total Allocation \$170,448

Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19

Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19 20% of Total Allocation \$34,090

TIP: Please budget at least this amount in the column, "How much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19?" (these expenditures are also included in Total Expenditures). If less than 20% is budgeted in the column below, the box to the left will turn red.

To determine FTE, divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide \$80,000 by \$120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (rounded to the nearest tenth).

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program. Please consult DESE's ESSER webpage for reminders on allowable expenses and references to more detailed guidance.

TIP: The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See add'l info.

TIP: For information on MTRS calculations and payments, please consult DESE's MTRS Quick Reference Guide.

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on the implementation Plan and Use of Fundstabs.

Line Item Category: Select an option from the drop down menu.				Total Expenditures (whole numbers)	20% Reservation: How Much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19? (whole numbers)	Primary Function	Comments	
1	ADMINISTRATOR SALARIES:	# of staff	Total FTE	Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
SUB-TOTAL				\$ -	\$ -			
2	INSTRUCTIONAL/PROF STAFF:	# of staff	Total FTE	Amount	Amount	Select from Drop Down List	Budget Detail	
	Classroom Teachers	3	0.10	\$ 30,000	\$ 30,000	Activities addressing learning loss	Fund after school remedial program and Summer Academy	
	Guidance or School Adjustment Counselors, Social Workers	1	0.20	\$ 30,000	\$ 30,000	Providing mental health services and supports	Increased hours for the School Adjustment Counselor	
	Medical/Therapeutic Services	1	0.40	\$ 25,000		Meeting unique needs of special student populations	Nursing Support for target students to include mental health	
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
SUB-TOTAL				\$ 85,000	\$ 60,000			
3	SUPPORT STAFF SALARIES:	# of staff	Total FTE	Amount	Amount	Select from Drop Down List	Budget Detail	
	Non-Clerical Para-professionals/Instructional Assistants	1	0.80	\$ 38,500	\$ 38,500	Activities addressing learning loss	Expanded support for our PK students	
	Select One					Select One		
	Select One					Select One		
SUB-TOTAL				\$ 38,500	\$ 38,500			
4	STIPENDS:	# of staff	Rate	Rate Type	Amount	Amount	Select from Drop Down List	Budget Detail
	Teacher/ Instructional Staff Professional Days	8	\$30	per hour	\$ 9,000	\$ 9,000	Activities addressing learning loss	Consultation and collaboration time, curriculum study and
	Select One			select			Select One	
	Select One			select			Select One	
	Select One			select			Select One	
SUB-TOTAL				\$ 9,000	\$ 9,000			
5	FRINGE BENEFITS:			Amount	Amount	Brief Description	Budget Detail	
	5a MTRS (automatically calculated if MTRS box is checked above)			\$ -				
	5b Other			\$ -				
	Health Insurance							
	Other Retirement Systems							
	Federal Insurance Contributions Act (FICA)							
SUB-TOTAL				\$ -	\$ -			
6	CONTRACTUAL SERVICES:	Rate	Rate Type	Amount	Amount	Select from Drop Down List	Budget Detail	
	Contracted Services Providers - Other Student Services	\$125	per hour	\$ 10,120		Providing mental health services and supports	Support from a Behavioral Consultant	
	Select One		select			Select One		
	Select One		select			Select One		
	Select One		select			Select One		
	Select One		select			Select One		
	Select One		select			Select One		
SUB-TOTAL				\$ 10,120	\$ -			
7	SUPPLIES AND MATERIALS:			Amount	Amount	Select from Drop Down List	Budget Detail	
	Textbooks and Related Software/Media/Materials			\$ 25,328		Activities under ESSA, IDEA, Perkins or AEFLA	Adoption and implementation of reading curriculum	
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
SUB-TOTAL				\$ 25,328	\$ -			
8	TRAVEL: (mileage, conference registration, courses, hotels, etc.)			Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
SUB-TOTAL				\$ -	\$ -			
9	OTHER COSTS:			Amount	Amount	Select from Drop Down List	Budget Detail	
	Rental/Lease of Equipment			\$ 2,500		School facility repairs and improvements to reduce health risks	Storage Container rental	
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
	Select One					Select One		
SUB-TOTAL				\$ 2,500	\$ -			
10	INDIRECT COSTS	(a) rate (%) (e.g. #3.4%, enter 3.4)	(b) eligible allocation less indirect (c) maximum indirect allowed	Amount	Amount			
		3.4	\$164,843 \$5,604 (a x b)					
SUB-TOTAL				\$ -	\$ -			
11	EQUIPMENT:			Amount	Amount	Select from Drop Down List	Budget Detail	
	Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually and described in Step 6.2, below (these expenditures are not eligible for recovery of indirect cost).					Select One		
SUB-TOTAL				\$ -	\$ -			
<p>TIP: The discrepancy box will indicate whether you budgeted too much or too little of your allocation. Positive numbers indicate you have budgeted too much by the indicated amount. Negative numbers indicate that you have budgeted too little by the indicated amount.</p>				<p>DISCREPANCY: Difference between allocation and budgeted total, if any</p>				
TOTAL FUNDS REQUESTED				\$ 170,448	\$ 107,500			
				\$ -	\$ 73,410			

Major contracts and Capital Expenditures, Including Equipment No Indirect Costs Allowed on These Expenditures

Capital Expenditures (Equipment and Other Capital Expenditures) ESSER III Funds are subject to the Uniform Grants Guidance (2 CFR 200), which requires that capital expenditures and certain equipment have prior written approval from DESE.

Capital expenditures are defined in the Uniform Guidance as "expenditures to acquire capital assets or expenditures to make additions, improvements, modifications,

Indirect costs are those expenses of doing business that are not readily identified with a particular grant, contract, project fund or activity, but are necessary for the general operation of the organization and the conduct of the activities it performs. Because these expenses are difficult to track with precision across all benefiting sources, federal grants allow use of a rate as a mechanism for fairly and conveniently apportioning indirect costs across all programs within the boundaries of sound administrative principles. See U.S. Department of Education, Indirect Cost Overview (https://www2.ed.gov/about/offices/list/ocfo/intro.html).

TIP: Under "Name of Participating Agency," list all districts from which funds are being assigned to your district for administration.

Instructions:

- Fill out and print a copy of Schedule A if you are lead district for a consortium and funds are assigned from other grant recipients to your district (agency).

Attach a pdf of the fully executed Schedule A form to the Lead district's EdGrants submission for each grant for which there are Schedule A assignments of funds.

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STANDARD APPLICATION FOR PROGRAM GRANTS**

FY22 SCHEDULE A - Assignment Schedule

1	Schedule A is to be completed if the applicant agency operates and administers a grant project with more than one grant recipient. Lead district submits with EdGrants submission.	
2	Agency operating and administering the project:	Hancock
3	Name of grant program/ Fund Code:	ESSER III Fund

Name of Participating Agency	Amount of Assigned Funds	* Authorized Sign
Total of Assigned Funds	\$0	

*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.



Massachusetts Department of Elementary and Secondary Education

Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and American Rescue Plan Act (ARPA)

Equipment and Capital Expenditures Request for Approval
For Proposed Capital Expenditures of \$30,000 or More

The CARES Act, CRRSA Act, and ARPA provide that the Elementary and Secondary School Emergency Relief (ESSER I, II & III)* Funds are subject to the Uniform Grants Guidance (2 CFR 200), which requires that capital expenditures and certain equipment have prior written approval from DESE. 2 CFR 200.439. In addition, the CRRSA Act/ARPA expressly added certain capital/equipment purchases (school facilities improvements related to environmental health and air quality) that are allowable using ESSER II & III funds (although all activities allowable for ESSER II and III are also allowable under CARES Act/ESSER I).

This form is required for prior approval of all capital expenditures or equipment of \$30,000 or more. Capital expenditures are defined in the Uniform Guidance as "expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life." 2 CFR 200.1. Equipment is defined as "tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000." Id. Capital expenditures of less than \$30,000 will continue to be approved as part of your grant application workbook budgets.

By submitting this request, you are assuring that the authorized use-of-funds criteria for ESSER I, II, and III Funds have been met. Particularly, you are agreeing to review and follow all local, state, and federal policies and regulations when making a purchase using these federal funds, including federal and state procurement requirements that may be tied to certain dollar thresholds, in accordance with 2 CFR 200.317-326, and Massachusetts procurement standards (see Massachusetts Inspector General's public procurement webpages and chart summarizing procurement requirements), as applicable. In addition, to the extent your projected expenditure includes construction and/or renovation, you will follow the requirements set forth in 34 CFR 76.600, as well as the regulations that may relate to your project, including, but are not limited to, 2 CFR 200.311 (real property) and 2 CFR 200.449 (financing costs), and 521 CMR 3.3.2 (MA regulations: accessibility triggered by improvements exceeding 30% of the "full and fair cash value" of the building). Districts are advised to consult with municipal staff with regulatory expertise in these areas.

Along with this form, please email to your district's DESE federal grants liaison:

- 1) A final, accepted bid or contract of the expenses to be funded with ESSER funds, and/or
2) If you do not have a final bid or contract, or if your proposed expenditure is \$100,000 or more, please submit your procurement policy with this form.

For those without a final bid, your proposed expense will be provisionally approved, assuming satisfactory responses in this form, subject to submission of a final bid once procurement has been completed. All approvals as subject to further monitoring by DESE.

*This form uses "ESSER II" for CRRSA Act funds and "ESSER III" for ARPA funds to differentiate from the ESSER funds of CARES Act (ESSER I).

Please provide full and complete answers to the following by typing where indicated:

1. Date of Request: []
2. District Name: []
3. Name of Primary Contact: []
4. Title of Primary Contact: []
5. Email Address: []
6. Phone Number: []
7. Short Title of Project/Expenditure Name: []
8. Funding Source(s) Used: []
9. Estimated Total Cost of the Project: []
10. Amount of Total Cost that will be paid with ESSER I funds: []
11. Amount of Total Cost that will be paid with ESSER II funds: []

12. Amount of Total Cost that will be paid with ESSER III funds:

13. Name of district/town Chief Procurement Officer (CPO) or designee involved in the project/expenditure (required):

14. Does the CPO or designee have a [Massachusetts Certified Public Purchasing Office \(MCPPO\) designation](#) from the Massachusetts Office of the Inspector General?

15. Please describe the capital expenditure/construction that will be funded with ESSER I, II, and/or III funds:

16. The federal procurement standards require, among other things, that districts conduct an analysis of "lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach." [2 CFR §200.318\(d\)](#). Please explain, briefly, how the proposed expenditure represents the most economic approach for your district:

17. Was this expenditure part of any district/school facilities or capital plan created on or before March 13, 2020?

18. Please describe which of the [allowable uses of ESSER I, II and/or III funds](#) apply to these expenditures and how they are related to the impact of COVID-19:

19. Please describe how this expense is reasonable and necessary. ([2 CFR 200.404-405](#)):

20. Are you providing a final bid or contract that has been obtained through a procurement process? Yes, no, or explain:

If you are not including a final bid/contract, please provide a copy of your procurement policy along with this form to your DESE liaison.

Signature of Superintendent or Charter School Leader:

Name of Superintendent or Charter School Leader: Typed Name

Date:

Along with this form, please email to your district's [DESE federal grants liaison](#):

- 1) *A final, accepted bid or contract of the expenses to be funded with ESSER funds, and/or*
- 2) *If you do not have a final bid or contract, or if your proposed expenditure is \$100,000 or more, please submit your procurement policy with this form.*

	Administrator Salaries	Administrator Salaries
Expenditures	\$ -	\$ -
Primary Function	Select One	Select One
Budget Details	0	0
20% reservation	\$ -	\$ -

Org Code	District Name	1. Educational technology (internet connectivity, hardware, devices, software, tech support services, etc.).
0121	Hancock	Yes

Enhanced Core Instruction	Expanding access to full-day, high-quality pre-kindergarten	Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development
Our district is using ESSER III funds for this strategy	Yes	Yes

Administrator Salaries	Instructional/Professional Staff	Instructional/Professional Staff
\$ -	\$ 30,000.00	\$ 30,000.00
Select One	Activities addressing learning loss	Providing mental health services a
0	Fund after school remedial progra	Increased hours for the School Ad
\$ -	\$ 30,000.00	\$ 30,000.00

3. Any activity		
<p>2. Supplies and services that enable remote learning (printing, telephonic support, translation services, etc.).</p>	<ul style="list-style-type: none"> • ESSA (including Titles I, II, III, and IV), 	<ul style="list-style-type: none"> • IDEA,
Select	Yes	Yes

<p>Professional development for teachers and administrators re: culturally responsive teaching</p>	<p>Screening assessments and associated professional development (e.g., early literacy screening)</p>	<p>Expanding Access to career-technical education, innovation pathways, and advanced placement courses (including fee subsidies and teacher training)</p>
Select	Select	Select

Instructional/Professional Staff	Instructional/Professional Staff	Instructional/Professional Staff
\$ 25,000.00	\$ -	\$ -
Meeting unique needs of special st	Select One	Select One
Nursing Support for target studen	0	0
\$ -	\$ -	\$ -

authorized by:

<ul style="list-style-type: none"> • Carl D. Perkins Career and Technical Education Act of 2006, 	<ul style="list-style-type: none"> • Adult Education and Family Literacy Act. 	<p>4. Planning for and coordinating during long-term closures, including:</p>
Select	Select	Select

<p>Extending the school day/year and prioritizing student access to additional time by student need</p>	<p>Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.</p>	<p>Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel</p>
Select	Select	Select

Instructional/Professional Staff	Support Staff Salaries	Support Staff Salaries
\$ -	\$ 38,500.00	\$ -
Select One	Activities addressing learning loss	Select One
0	Expanded support for our PK stud	0
\$ -	\$ 38,500	\$ -

<ul style="list-style-type: none"> • how to provide meals to eligible students, 	<ul style="list-style-type: none"> • how to provide technology for online learning to all students, 	<ul style="list-style-type: none"> • how to provide guidance for carrying out requirements under the IDEA and
Select	Select	Select

Early college programs, particularly those focused on students underrepresented in higher education	Targeted Student Supports	Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development
Select	Our district is using ESSER III funds for:	Select

Support Staff Salaries	Stipends	Stipends
\$ -	\$ 9,000.00	\$ -
Select One	Activities addressing learning loss	Select One
0	Consultation and collaboration ti	0
\$ -	\$ 9,000	\$ -

<ul style="list-style-type: none"> how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. 	5. Mental health services and supports.	<ul style="list-style-type: none"> low-income children or students,
Select	Yes	Select

Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Community-based afterschool programs for parents, including citizenship and ESL classes
Yes	Select	Select

Stipends	Stipends	MTRS
\$ -	\$ -	\$ -
Select One	Select One	\$ -
0	0	0
\$ -	\$ -	\$ -

6. Activities to address the unique needs of:

<ul style="list-style-type: none"> • children with disabilities, 	<ul style="list-style-type: none"> • English learners, 	<ul style="list-style-type: none"> • racial and ethnic minorities,
Yes	Select	Select

Dropout prevention and recovery programs	Talent Development and Staffing	Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals
Select	Our district is using ESSER III funds for:	Select

Other Fringe Total	Health Ins	Other Retirement Systems
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
0	0	0
\$ -	\$ -	\$ -

<ul style="list-style-type: none"> • students experiencing homelessness, and 	<ul style="list-style-type: none"> • foster care youth. 	<p>7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. early literacy screening, etc.).</p>
Select	Select	Select

Diversifying the educator workforce through recruitment and retention strategies	Strategies to staff hard-to-staff schools and positions with high-performing educators	Increasing staff and opportunities for arts, world language, athletics, and elective courses
Select	Select	Select

FICA	Contractual Services	Contractual Services
\$ -	\$ 10,120.00	\$ -
\$ -	Providing mental health services and	Select One
0	Support from a Behavioral Consultant	0
\$ -	\$ -	\$ -

<p>8. Assessing and addressing learning loss, especially those groups listed in Category 6, above <i>(Reminder: At least 20% of each district's allocation must be spent on evidence-based interventions in this category)</i>, including:</p>	<ul style="list-style-type: none"> • administering and using high-quality assessments, 	<ul style="list-style-type: none"> • implementing evidence-based activities to meet student needs,
Yes	Select	Yes

Increasing high-quality common planning time for teachers and academic support staff	Developing leadership pipeline programs for schools	Labor-Management partnerships to improve student performance
Select	Select	Select

Contractual Services	Contractual Services	Contractual Services
\$ -	\$ -	\$ -
Select One	Select One	Select One
0	0	0
\$ -	\$ -	\$ -

<ul style="list-style-type: none"> providing information and assistance to parents and families to support students, including in a distance learning environment, 	<ul style="list-style-type: none"> tracking attendance and improving engagement in distance learning. 	<p>9. Planning and implementing activities related to summer learning and supplemental afterschool programs</p>
Select	Select	Yes

<p>Conditions for Student Success - Social/Emotional and Mental Health Supports</p>	<p>Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers</p>	<p>Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being</p>
	<p>Our district is using ESSER III funds: Yes</p>	Select

Contractual Services	Supplies and Materials	Supplies and Materials
\$ -	\$ 25,328.00	\$ -
Select One	Activities under ESSA, IDEA, Perkir	Select One
0	Adoption and implementation of	0
\$ -	\$ -	\$ -

<p>10. Training and professional development for district staff on any topic from effective remote learning strategies to sanitation and minimizing the spread of infectious disease when in-person school resumes.</p>	<p>11. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p>	<p>12. Services and supplies to sanitize district facilities; personal protective equipment (PPE).</p>
Select	Select	Yes

<p>Working with community-based organizations that provide enrichment during the school day and/or out of school time</p>	<p>Arranging for wraparound services to be provided at schools</p>	<p>Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments</p>
Select	Select	Select