

History Log

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/30/2021 10:15:55 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	9/29/2021 7:53:02 PM	Irene Parisi	Status changed to 'CSDE Management Approved'.	S
	9/8/2021 5:56:03 PM	Michael Kent	Status changed to 'CSDE Grant Contact Approved'.	S
	9/7/2021 9:49:01 AM	John Taylor	Status changed to 'Application Edits Completed'.	S
	8/30/2021 2:11:23 PM	Michael Kent	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 2:02:03 PM	John Taylor	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 2:01:52 PM	John Taylor	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/28/2021 7:53:29 AM	John Taylor	Status changed to 'Application Started'.	S
	5/18/2021 9:17:53 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$1,418,340.00	\$0.00	\$0.00	\$1,418,340.00
Total	\$1,418,340.00	\$0.00	\$0.00	\$1,418,340.00

Contacts

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>John Taylor</u> <u>Leslie Roper-Thomas</u> <u>Molly Albrecht</u>

Program Information

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

The Booker T. Washington Academy ARP ESSER III Application reflects input from classroom teachers, social worker, Principals, Executive Director, Chief Academic Officer, Director of Operations, Health professionals (nurse), board members and parents. It also takes into consideration input from the larger BTWA community through

participation in Town Hall meetings and community wide surveys. The summary of the input is as follows:

In response to what is most important- academic, social-emotional, and/or mental health supports for schools to provide and serve all students (i.e., general education students, students with disabilities, English language learners, and others)- participants were overwhelmingly concerned with academics and the impact of learning loss (53%), followed by additional resources for math (41%), social-emotional wellness (39%), additional resources for reading (38%) and co-curricular programming opportunities (36%).

As it relates to how the federal funding should be used, the top response was Academic Supports, Learning Loss, Learning Acceleration, and Recovery (83%), followed by health and safety (76%), social emotional and mental health (70%), access to technology (55%), and community and family engagement (53%).

When asked about feeling safe with reopening 100% in person in the fall, participants ranked their mitigation recommendations as follows: increased cleaning of facility (87%), wearing of face masks for students (72%) and staff (60%), daily screening for COVID (70%), and maintenance of physical distancing (58%).

BTWA took into account the feedback from all stakeholders in developing the ARP ESSER III planned activities. The resulting plan of action has been shared with members of the larger school community, including state representative and local elected officials, resulting in the receipt of a letter of support from the Mayor of New Haven.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	 Letter of Support from Mayor Elicker

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

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

<http://www.btwanewhaven.org>

ARP ESSER Uses of Funds

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Budget Detail Tag

Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, 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>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

<p>Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.</p>	<p>Mental health services</p>
<p>Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<p>Summer learning</p>
<p>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>	<p>Facility repairs/improvement to minimize disease spread</p>
<p>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; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.</p>	<p>Improve air quality</p>
<p>Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.</p>	<p>Health and safety of students, staff and educators</p>
<p>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<p>Other ARP ESSER eligible activities</p>
<p>Administrative Costs - necessary and reasonable</p>	<p>Administrative</p>
<p>Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.</p>	<p>Indirect Cost</p>

Priority Goals

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$283,668.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

The Booker T. Washington Academy will increase the SPI from 66.6 to 75.2 for ELA and from 64.1 to 75.4 for Math by June 2024 by prioritizing high-leverage instructional strategies for teachers, increasing capacity for differentiated instruction and data-driven decision making.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 1? (use relevant data and limit to 250 words)

Strengths-BTWA has developed in-house capacity to support high-quality instructional coaching for reading and math that focuses on the five essential elements of highly effective professional learning: content, duration, active engagement, collective participation, and coherence. Weaknesses-chronic absences and inconsistent engagement have contributed to significant learning loss for some students, including students with special needs. Opportunities-Access to ESSER II funds allows us to significantly increase students' equitable access to target academic support via high dosage tutoring, extended learning opportunities, including summer school and before/after school programming. Challenges/talent recruitment and development to support accelerated learning plan.

* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

In response to the needs assessment findings, BTWA will focus on the following: 1. Ensuring Positive School Culture and Climate- BTWA will ensure that all adults have high expectations for all learners and will continue to leverage Courageous Conversations about Race protocol to assist with the identification of biases. 2. Supporting High Quality and Culturally Responsive Instruction for All Students- BTWA will leverage instructional coaching to ensure teachers improve their instructional quality and deliver instruction using culturally responsive instructional practices. 3. Implementing Intentional Strategies to Support Learning Recovery for All Students- BTWA will ensure students most impacted by COVID-19 receive access to high dosage tutoring, and extending learning opportunities (summer school, and before/after-school program). 4. Hire of additional staffing to support classroom learning and high dosage tutoring during the school day. 5. Hiring of additional staffing to support extended day and year programming.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
<p>* Ensuring Positive School Culture and Climate-BTWA will ensure adults have high expectations for all learners and continue to leverage courageous conversations about race protocol to assist with the identification of adult biases.</p>	<p><input type="checkbox"/></p>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person responsible for the coordination and monitoring of the strategy implementation are the school level principals and director of talent recruitment and development/diversity and Inclusion Coordinator.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Increased student engagement 2. Increased students attendance.</p>
<p>* Supporting high-quality and culturally responsive instruction for all students- BTWA will leverage instructional quality and deliver</p>	<p><input type="checkbox"/></p>			

instruction using culturally responsive practices. 1. Develop and implement a bank of evidence-based culturally responsive instructional strategies reflective of BTWA demographics. 2. Develop (annually) and implement a (weekly) real-time coaching process and procedure for teachers in alignment with CT SEED including observation, modeling, feedback including data, and relationship-building strategies

3. Provide individualized, targeted, and embedded professional development on differentiated instruction and implementation in

* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.

* The person(s) responsible for the coordination and monitoring of the strategy implementation are the school level Principals and the Chief Academic Officer

* BTWA will use the following indicators as evidence of progress for this strategy. 1. Increase in teacher practice scores in domains 2 and 3 as measured by SEED 2. Increased student engagement and instructional quality 3. Increase in the use of evidence-based differentiated instructional strategies 4. Increased use of common academic vocabulary and content-specific language 5. Increased growth performance on NWEA and ELA/Math interim assessments 6. Increase in the use of evidence-based instructional practices

alignment with the Classroom Look Fors (monthly). 4. Develop and implement individualized teacher growth plan based on differentiated instruction using CT SEED (Annually). 5. Provide teachers with training in student data analysis and metacognition (Quarterly). 6. Provide teacher training in how to interpret and leverage formative data to inform decision-making using Driven by Data 2.0 (annually). 7. Develop Looking at Student Work protocol (Annually).

* 3. Implementing Intentional Strategies to Support Learning Recovery for All Students. DTWA



STUDENTS - BTWA
 will ensure students most impacted by COVID-19 receive access to high dosage tutoring, and extending learning opportunities (summer school, and before/after-school program).
 1. Implement extended learning opportunities-summer school/Before/After-school programs- that are linked to standards and aligned to full school year instructional program, provide clear expectations for staff and students in terms of behavior, participation, and attendance, and staff with experienced/trained teachers. 2. Provide all students with access to high

* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.

* The person(s) responsible for the coordination and monitoring of the strategy implementation are the school level Principals and the Chief Academic Officer

* BTWA will use the following indicators as evidence of progress for this strategy: 1. Increased student literacy and math achievement and growth will continually increase in all grades, subgroups 2. Students will increase knowledge and mastery of content-specific vocabulary 3. Increased student achievement on NWEA (reading and math) and on End of Unit/Interim Assessments

<p>dosage tutoring that is linked to standards and aligned to grade-level instructional programs. 3. Create "Skills block" opportunities for students to complete unfinished learning that are necessary to support new concepts.</p>	<input type="checkbox"/>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person responsible for the coordination and monitoring of the strategy implementation are the school level principals and director of talent recruitment and development/diversity and Inclusion Coordinator.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Increased student literacy and math achievement and growth will continually increase in all grades, subgroups 2. Students will increase knowledge and mastery of content-specific vocabulary 3. Increased student achievement on NWEA (reading and math) and on End of Unit/Interim Assessments</p>
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* Improve the capacity of staff to engage in high impact family engagement activities and strategies 1. Regularly communicate expectations for student attendance, behavioral and grade level expectations 2. Leverage accessible forms of communication (text, email, DoJo, etc.) 3. Work to build trust with families by soliciting families; goals for their children and including the goals in classroom planning 4. Intentionally open 2-way communication and prioritize time to maintain it. 5. Learn about the culture(s) of students

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

My district is using ARP ESSER funds for Priority 2 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 2 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: The percentage of parents participating in High Impact Family Academic Engagement events will increase from less than 10% to at least 75% of parent/guardian population by creating and promoting Family Academic Event Nights in all content areas by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

The Booker T. Washington Academy will increase parent engagement and satisfaction as measured on the SEED Parental Satisfaction Survey from 85% to 90% by June 2024 by leveraging evidence-based strategies for parent/school/community relationship development, strengthening the capacity of families to support their child's learning, and improved the capacity of staff to engage in high impact family activities and strategies.

Needs Assessment

My district is continuing to use of the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 2? (use relevant data limit to 250 words)

Strengths- Parents are generally satisfied with their child's academic performance at the school and report feeling welcome at the school and are comfortable communicating and interacting with staff. Weaknesses- Absence of centralized database containing information about assets and/or needs of individual families or

individuals within students' families. Opportunities- Clearly define the important role of families in our school(s). Challenges- currently do not have a person coordinating family engagement efforts.

* 2. Based on the needs assessment findings, describe how your strategies for priority 2 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

In response to needs assessment findings, BTWA will focus on the following: 1. Use autonomy and orientation towards innovation to center and uplift the assets and needs of our families. 2. Strengthen the capacity of families to support their child's learning. 3. Improve the capacity of staff to engage in high-impact family engagement activities and strategies.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?
* Use autonomy and orientation towards innovation to center and uplift the assets and needs of our families, by doing the following: 1. Recognizing capacities and build on assets. Learn	<input type="checkbox"/>		* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Family Engagement Coordinator.	* BTWA will use the following indicators as evidence of progress for this strategy: 1. Increase Parent participation at/or on school-related activities. 2. Parent SEED survey data will demonstrate high satisfaction 3. Increase parent volunteerism

who our families are and identify strengths and needs 2. Work to better understand family aspirations for their children 3. Clearly define the important role of families, including-communicating high expectations, monitoring performance, supporting learning at home, guiding student's education, and advocating for their child 4. Establish a school and community planning-team 5. Ensure there are trusting relationships between families and the school

* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.

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<p>* 1. Strengthen the capacity of families to support their child's learning a. Provide academic support to parents via content-specific workshops and/or online access to training videos b. Encourage parents to monitor homework completion and delivery to school each day c. Encourage parents to set and enforce screen time limits for their children d. Share routine academic performance updates with families on a regular basis and in a families' preferred language e. Solicit families' feedback via regular surveys and/or direct communication</p>	<input type="checkbox"/>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Family Engagement Coordinator.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Increase Parent participation at/or on school-related activities. 2. Parent SEED survey data will demonstrate high satisfaction 3. Increase parent volunteerism</p>
<p>* 1. Improve the capacity of staff to</p>	<input type="checkbox"/>			

<p>engage in high impact family engagement activities and strategies a. Regularly communicate expectations for student attendance, behavioral and grade level expectations b. Leverage accessible forms of communication (text, email, DoJo, etc.) c. Work to build trust with families by soliciting families; goals for their children and including the goals in classroom planning d. Intentionally open 2-way communication and prioritize time to maintain it. e. Learn about the culture(s) of students f. Hire a Family Engagement Coordinator to</p>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Family Engagement Coordinator.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy. 1. Parent SEED survey data will demonstrate high satisfaction. 2. Increase in parent participation in parent/teacher conferences. 3. Increase in student participation and engagement. 4. Increase in student achievement and growth.</p>
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focus exclusively on the coordination and monitoring of the strategic plan implementation

Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

My district is using ARP ESSER funds for Priority 3 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics
EXAMPLE: *By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

The Booker T. Washington Academy will decrease Chronic Absenteeism from 14% in 2019-20 to 9.8% by 2024 by providing increased access to mental health support for students and staff and by leveraging four major types of action: triage, trauma-informed practices, targeted intervention, and faculty support.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)

Strengths- Current SEL support structure in place in both schools. **Weaknesses-** Limited staffing devoted exclusively to SEL support for students and staff. **Opportunities-** Move beyond case by case approach to SEL support, towards a clear and coherent system to address student and staff mental health needs. **Challenges-** Building a clear and coherent system that is sustainable outside of the ESSER II grant funding.

* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Building a clear and coherent system of SEL support that includes the following major actions: a. Triage: Perform formal or informal triage to identify what students need to support their learning, and establish a referral system to connect students with school- and community-based mental health resources. b. Trauma-informed practices: Expect students to have difficulty with the transition back into classrooms. Establish generalized supports that can benefit all students, specifically trauma-informed relational practices and a robust framework for social and emotional learning that promotes emotional well-being and social connectedness. c. Targeted intervention: Monitor for behaviors that indicate a need for targeted intervention. Support school-based mental health professionals in implementing an evidence-based mental health program, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS), for students who have experienced significant trauma or who have been diagnosed with serious mood, anxiety, or other behavioral disorders. This strategy will include the hiring of an additional social worker to support the middle school scholars. d. Faculty support: Attend to the mental health needs of faculty and staff by providing appropriate resources, developing a culture of emotional openness and vulnerability, building structures to support social engagement, and helping individuals develop their self-care practice.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome

<p>What is the strategy? How do you envision its implementation?</p>	<p>* Triage: Perform formal or informal triage to identify what students need to support their learning, and establish a referral system to connect students with school- and community-based mental health resources.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>When will this strategy be implemented?</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Lead Social Worker.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy. 1. Increase in student referrals for SEL support. 2. Increase in referrals by BTWA to Community Based Mental Health Agencies for intervention when needed.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Improved school climate 2. Increase in student attendance and engagement.</p>
		<p><input type="checkbox"/></p>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>		<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Lead Social Worker.</p>				

* Trauma-informed practices: Expect students to have difficulty with the transition back into classrooms. Establish generalized supports that can benefit all students, specifically trauma-informed relational practices and a robust framework for social and emotional learning that promotes emotional well-being and social connectedness.



* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.

* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Lead Social Worker.

* BTWA will use the following indicators as evidence of progress for this strategy: 1. Improved academic achievement and test scores. 2. Increase in school climate 3. Increase in student attendance and engagement.

* Targeted intervention:
Monitor for behaviors that indicate a need for targeted intervention.
Support school-based mental health professionals in implementing an evidence-based mental health program, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS), for students who have experienced significant trauma or who have been diagnosed with serious mood, anxiety, or other behavioral disorders. This strategy will include the hiring of an additional social worker to support the middle school scholars.

<p>* Faculty support: Attend to the mental health needs of faculty and staff by providing appropriate resources, developing a culture of emotional openness and vulnerability, building structures to support social engagement, and helping individuals develop their self-care practice.</p>	<p><input type="checkbox"/></p>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Lead Social Worker.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Improved school climate 2. Improved teacher sense of satisfaction and safety in being a teacher 3. Improved retention of new teachers.</p>
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Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

My district is using ARP ESSER funds for Priority 4 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: By providing targeted professional development on virtual learning platforms, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

The Booker T. Washington Academy will ensure all students have access to technology and connectivity through the purchase and distribution of Chromebooks and internet hotspots as needed, and will leverage the use of technology in the classroom to increase its District Performance in ELA from 66.6 to 75.2 and in Math from 64.1 to 75.4 by 2024.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 4? (use relevant data limit to 250 words)
Strengths- BTWA successfully achieves a 1:1 Chromebook student ratio in response to COVID-19 inspired remote-based learning. Weaknesses- Significant student education is required for how to care for Chromebooks and technology generally. Opportunities- Leverage students' 1:1 access to technology to increase student and parent proficiency in tech use to accelerate and maximize student learning. Challenges- Need for increased tech support to facilitate training, software updates and hardware maintenance, and repair.

* 2. Based on the needs assessment findings, describe how your strategies for priority 4 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

In response to needs assessment findings, BTWA will focus on the following: 1. Create training videos and/or adopt existing public service training videos about the safe care for student devices. 2. Create training workshops for parents regarding the effective use of technology at home to support the acceleration of student learning in school. 3. Purchase additional Chromebooks to replace units that are either broken or in need of repair, reducing the potential for learning loss due to interruption in access to technology

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
<p>* Create training videos and/or adopt existing public service training videos about safe care for student devices.</p>		<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation are the Technology Coordinator and the Director of Operations.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Decrease in the absolute number of chrome books that are damaged due to student mishandling of equipment.</p>

<p>* Create training workshops for parents regarding the effective use of technology at home to support the acceleration of student learning in school.</p>	<input type="checkbox"/>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation are the Technology Coordinator and the Director of Operations.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Decrease in the absolute number of chrome books that are damaged due to student mishandling of equipment. 2. Increase in parent participation in Parent Workshop Series 3. Improved academic achievement and test scores.</p>
<p>* Purchase additional chrome books to replace units that are either broken or in need of repair, reducing the potential for learning loss due to interruption in access to technology.</p>	<input type="checkbox"/>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation are the Technology Coordinator and the Director of Operations.</p>	<p>* BTWA will use the following indicators as evidence of progress for this strategy: 1. Increase in student participation in homework and tech-related activities. 2. Improved academic achievement and test scores.</p>

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing

more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

My district is using ARP ESSER funds for Priority 5 purposes.

No SMART Goal required for this priority area

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 5? (use relevant data limit to 250 words)
Stakeholder responses on the BTWA ARP ESSER/ School Reopening Survey indicated the following concerns: - 76% of respondents identified building safe and healthy schools environments as a priority for the safe reopening of schools. - 87% of respondents identified increase cleaning and sanitation as a priority use of funds. In addition to our survey findings, recent research points to the direct correlation between school building conditions and school absenteeism, and overall student health. Asthma is one of the leading causes of student absenteeism and respiratory infections likely account for a substantial fraction of short-term illness-related absenteeism among children with and without asthma. Poor building conditions may contribute to these respiratory problems, resulting in greater school absenteeism or poorer academic performance. The evidence suggests that healthy environmental conditions shape attitudes and, eventually, positive performance.

* 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

In response to needs assessment findings, BTWA will focus on the following: 1. Engage with a 3rd party high-quality environmental cleaning company to support building custodians in cleaning school buildings. 2. Provide training in accordance with CDC COVID cleaning protocols. 3. Establish deep cleaning schedule in addition to performing routine cleaning a. Specific locations (restrooms, common areas, etc) warrant cleaning and disinfection 3x daily and a weekly comprehensive deep-clean.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Engage with a 3rd party high-quality environmental cleaning company to support building custodians.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Director of Operations.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* BTW will use the following indicators as evidence of progress for this strategy: 1. Improved attendance rate 2. Maintain a low rate of COVID positive cases within each building 3. Increase in satisfaction on parent, staff and student surveys</p>

<p>* Provide training in accordance with CDC COVID cleaning protocols.</p>	<input type="checkbox"/>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Director of Operations.</p>	<p>* BTW will use the following indicators as evidence of progress for this strategy: 1. Improved attendance rate 2. Maintain a low rate of COVID positive cases within each building</p>
<p>* Establish cleaning schedule- a. continue performing routine cleaning b. Specific locations cleaning and disinfection 3x daily with a weekly deep clean. c. Staff reminded to follow established guidelines, including procedures and protocols for safe and effective use of all products</p>	<input type="checkbox"/>	<p>* This strategy will be implemented immediately and will be monitored for effectiveness throughout year 1 and year 2 of the grant cycle.</p>	<p>* The person(s) responsible for the coordination and monitoring of the strategy implementation is the Director of Operations.</p>	<p>* BTW will use the following indicators as evidence of progress for this strategy: 1. Improved attendance rate 2. Maintain a low rate of COVID positive rate within each building 3. Increase in satisfaction on parent, staff and student surveys</p>

Other Allowable Uses

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$1,044,000.00
200 - Personal Services > Employee Benefits	\$162,408.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$168,000.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$43,840.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$92.00
Total	\$1,418,340.00
Allocation	\$1,418,340.00
Remaining	\$0.00

Budget Detail

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$1,044,000.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Implementing Intentional Strategies to Support Learning Recovery for All Students- BTWA will ensure students most impacted by COVID-19 receive access to high dosage tutoring during the school day via the hiring of additional teacher/tutors in grades 3-8). The hiring will consist of the following: - 6 Resident Teacher/Tutors for grades 3-8 @ \$50,000 per FTE for school years 2022-2023, and 2023-2024.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Booker T. Washington Academy District (295-000)	
Quantity:	12.00	<p>Implementing Intentional Strategies to Support Learning Recovery for All Students- BTWA will ensure students most impacted by COVID-19 receive access to high dosage tutoring, and extending learning opportunities (summer school, and before/after-school program). BTWA will accomplish this strategy by the hiring of additional staffing to support extended day and year programming (Summer School 2022 and 2023). Staffing will be as following: - 22 Classroom Teachers @ \$3200</p>
Cost:	\$50,000.00	
Line Item Total:	\$600,000.00	
Object:	100 - Personal Services > Salaries	<p>Implementing Intentional Strategies to Support Learning Recovery for All Students- BTWA will ensure students most impacted by COVID-19 receive access to high dosage tutoring, and extending learning opportunities (summer school, and before/after-school program). BTWA will accomplish this strategy by the hiring of additional staffing to support extended day and year programming (Summer School 2022 and 2023). Staffing will be as following: - 22 Classroom Teachers @ \$3200</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Booker T. Washington Academy District (295-000)
Quantity:	2.00
Cost:	\$102,000.00
Line Item Total:	\$204,000.00

each (\$40 per hour at 80 hours of work) - 14 Academic Assistants @ \$1600 each (\$20 per hour at 80 hours of work) - 2 Summer School Directors (1 Elementary & 1 Middle School) @ \$5000 each (\$50 per hour at 100 hours of work). Total Annual Cost of \$102,000 per summer.

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Mental health services

Building a clear and coherent system of SEL support that includes the following major actions: 1. Triage: Perform formal or informal triage to identify what students need to support their learning, and establish a referral system to connect students with school- and community-based mental health resources. 2. Trauma-informed practices: Expect students to have difficulty with the transition back into classrooms. Establish generalized supports that can benefit all students, specifically trauma-informed relational practices and a robust framework for social and emotional learning that promotes emotional well being and social connectedness. 3. Targeted intervention: Monitor for behaviors that indicate a need for targeted intervention. Support school-based mental health professionals in implementing an evidence-based mental health program, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS), for students who have experienced significant trauma or who have been diagnosed with serious mood, anxiety, or other behavioral disorders. This strategy will include the hiring of an additional social worker to support the middle school scholars. 4. Faculty support: Attend to the mental health needs of faculty and staff by providing appropriate resources, developing a culture of emotional openness and vulnerability, building structures to support social engagement, and helping individuals develop their self-care practice. BTWA will hire a full

LEA / School:	Booker T. Washington Academy District (295-000)
Quantity:	2.00
Cost:	\$60,000.00
Line Item Total:	\$120,000.00

time social worker to support the middle school at \$60,000 annual salary for school year 2022-2023 and 2023-2024.

Strengthen the capacity of families to support their child's learning: 1. Provide academic support to parents via content specific workshops and/or on-line access to training videos 2. Encourage parents to monitor homework completion and delivery to school each day 3. Encourage parents to set and enforce screen time limits for their children 4. Share routine academic performance updates with families on a regular basis and in a families' preferred language 5. Solicit families' feedback via regular surveys and/or direct communication Improve the capacity of staff to engage in high impact family engagement activities and strategies: 1. Regularly communicate expectations for student attendance, behavioral and grade level expectations 2. Leverage accessible forms of communication (text, email, DoJo, etc.) 3. Work to build trust with families by soliciting families; goals for their children and including the goals in classroom planning 4. Intentionally open 2 way communication and prioritize time to maintain it. 5. Learn about the culture(s) of students 6. Hire a Family Engagement Coordinator to focus exclusively on the coordination and monitoring of the strategic plan implementation BTWA will hire a Family Engagement Coordinator at \$60,000 annual salary for school year 2022-2023 and 2023-2024.

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss
LEA / School:	Booker T. Washington Academy District (295-000)
Quantity:	2.00
Cost:	\$60,000.00
Line Item Total:	\$120,000.00

Total for 100 - Personal Services > Salaries:	\$1,044,000.00
Total for all other Objects:	\$374,340.00
Total for all Objects:	\$1,418,340.00
Allocation:	\$1,418,340.00
Remaining:	

\$0.00

Budget Detail

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$162,408.00 ▼

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Other employment cost associated with staff salaries: FICA @ 7.65% Medicare @ 1.45% Soc Security @ 6.2% State Income @ 5% Total OEC rate 20.3%
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Booker T. Washington Academy District (295-000)	
Quantity:	1.00	
Cost:	\$162,408.00	
Line Item Total:	\$162,408.00	
Total for 200 - Personal Services > Employee Benefits:		\$162,408.00
Total for all other Objects:		\$1,255,932.00
Total for all Objects:		\$1,418,340.00
Allocation:		\$1,418,340.00

Remaining:

\$0.00

Budget Detail

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

400 - Purchased Property Services - \$168,000.00 ▼

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	Contract with 3rd Party COVID-19 Certified Facility Cleaning vendor to support cleaning effort of in-building custodians in order to keep students safe from disease transmission. Monthly cost of \$7,000 * 24 months=168,000.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Facility repairs/improvement to min...	
LEA / School:	Booker T. Washington Academy District (295-000)	
Quantity:	24.00	
Cost:	\$7,000.00	
Line Item Total:	\$168,000.00	
Total for 400 - Purchased Property Services:		\$168,000.00
Total for all other Objects:		\$1,250,340.00
Total for all Objects:		\$1,418,340.00
Allocation:		\$1,418,340.00
Remaining:		\$0.00

Budget Detail

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$43,840.00 ▼

Budget Detail		Narrative Description	
Object:	700 - Property	<p>The Booker T. Washington Academy will continue to work to close the digital divide thru June 2024 by ensuring all students have access to technology and connectivity thru the purchase and distribution of chrome books and internet hot spots as needed.</p> <p>BTWA will purchase additional chrome books (137 at a cost of \$320 each) to replace units that are either broken or in need of repair, reducing potential for learning loss due to interruption in access to technology. Total Expenditure will be \$43,840.</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Booker T. Washington Academy District (295-000)		
Quantity:	137.00		
Cost:	\$320.00		
Line Item Total:	\$43,840.00		
		Total for 700 - Property:	\$43,840.00
		Total for all other Objects:	\$1,374,500.00
		Total for all Objects:	\$1,418,340.00
		Allocation:	\$1,418,340.00
		Remaining:	\$0.00

Budget Detail

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

917 - Indirect Costs - \$92.00 ▼

Budget Detail		Narrative Description	
Object:	917 - Indirect Costs	Indirect Costs	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Booker T. Washington Academy District (295-000)		
Quantity:	1.00		
Cost:	\$92.00		
Line Item Total:	\$92.00		
Total for 917 - Indirect Costs:			\$92.00
Total for all other Objects:			\$1,418,248.00
Total for all Objects:		\$1,418,340.00	
Allocation:		\$1,418,340.00	
Remaining:		\$0.00	

ARP ESSER Funds Budget Overview

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$1,418,340.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,044,000.00	1,044,000.00
200 - Personal Services > Employee Benefits		162,408.00	162,408.00
400 - Purchased Property Services		168,000.00	168,000.00
700 - Property		43,840.00	43,840.00
917 - Indirect Costs		92.00	92.00
Total		1,418,340.00	1,418,340.00
	Allocation		1,418,340.00
	Remaining		0.00

Related Documents

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	 <u>BTWA ARP ESSER Survey. 2021-2022</u>  <u>BTWA Revised Reopening Plan 2021-2022</u>
ARP Letters of Support	N/A	 <u>Letter of Support from Mayor Elicker</u>

Assurances

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

* Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

ARP ESSER HCY II Intent to Participate

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

Important Note for Districts with less than \$5000 HCY II allocation.

After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:

- allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year: and
- the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least \$5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than \$5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the \$5,000 threshold. This \$5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a subgrantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

*** Consortia Intent to Participate ARP HCY II Budget Options (Select One.)**

- 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.
- 2. My district/school will participate in a consortium (with a combined amount over \$5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)

4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.

District Number	District Name

If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Booker T. Washington Academy District (295-000) Public Charter School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	1. Stakeholder Engagement:	OK ▼	Michael Kent	8/30/2021 1:46:26 PM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK ▼	Michael Kent	8/30/2021 1:46:26 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK ▼	Michael Kent	9/8/2021 5:55:56 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	OK ▼	Michael Kent	9/8/2021 5:55:56 PM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK ▼	Michael Kent	9/8/2021 5:55:56 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK ▼	Michael Kent	9/8/2021 5:55:56 PM
	1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 4 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Michael Kent	9/8/2021 5:55:56 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable ▼	Michael Kent	8/30/2021 1:46:26 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK ▼	Michael Kent	8/30/2021 1:51:58 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK ▼	Michael Kent	8/30/2021 1:46:26 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Michael Kent	8/30/2021 1:46:26 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			