

History Log

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	1/4/2022 12:43:27 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	1/4/2022 11:16:49 AM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	12/9/2021 3:14:25 PM	Louis Tallarita	Status changed to 'CSDE Grant Contact Approved'.	S
	11/19/2021 3:34:29 PM	Joanne Lund	Status changed to 'Application Edits Completed'.	S
	10/21/2021 3:53:51 PM	Louis Tallarita	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 3:56:26 PM	Kate Ericson	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 3:55:03 PM	Joanne Lund	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/18/2021 1:27:24 PM	Ryan Donlon	Status changed to 'Application Started'.	S
	5/18/2021 9:17:44 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER Supplement	Total
LEA	\$2,568,834.00	\$0.00	\$0.00	\$2,568,834.00
Total	\$2,568,834.00	\$0.00	\$0.00	\$2,568,834.00

Contacts

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Ryan Donlon</u> <u>Joanne Lund</u>

MOE Equity Certification

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents

Type	Document Template	Document/Link
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MOE Equity Certification [Upload up to 1 document(s)]

 [MOE Equity Certification - Template](#)

Program Information

Learn (245-000) Regional Education Service Center - 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

Learn (245-000) Regional Education Service Center - 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.

All LEARN students and families were invited to participate in a Thought Exchange activity focused on meeting the needs of students following the impact of COVID on schools. Families were asked the question, "What ideas do you have for how schools can best meet the needs of your child and others?" Through the crowd sourcing tool, LEARN generated nearly 100 unique responses to the question from parents/guardians across all LEARN schools.

Participants then had the opportunity to rank the ideas of other participants which allowed for consensus building around the most widely supported ideas or pieces of feedback. LEARN families added nearly 1300 ratings to the ideas put forward by participants.

At the district level, school leaders engaged in a needs assessment and review process designed to elicit feedback on the most urgent priorities to be addressed in the next three years. This process was then carried forward by school leaders back at their buildings to engage with their teachers, school staff, and other educators.

In addition, as a RESC, LEARN leaders are consistently engaged with regional superintendents, state agency leadership, and other educators during roundtable events, and local board of education who are represented on the LEARN Board. Ideas and priorities shared within these settings, along with the LEARN-specific stakeholder public input, were synthesized into the priorities and action steps outlined within this plan.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	

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

Learn (245-000) Regional Education Service Center - 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.**

https://learn.k12.ct.us/covid-19_resource

ARP ESSER Uses of Funds

Learn (245-000) Regional Education Service Center - 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	Budget Detail Tag
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.	Addressing learning loss

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.	Coordination of preparedness and response
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.	Providing principals/leaders with resources
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.	Addressing unique needs of special populations
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.	Improving preparedness and response
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	Training to minimize disease spread
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.	Supplies to sanitize and clean and PPE
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.	Long-term closure activities
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.	Education technology

Mental health services	Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
Summer learning	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.
Facility repairs/improvement to minimize disease spread	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.
Improve air quality	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.
Health and safety of students, staff and educators	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.
Other ARP ESSER eligible activities	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.
Administrative	Administrative Costs - necessary and reasonable
Indirect Cost	Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Priority Goals

Learn (245-000) Regional Education Service Center - 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): \$513,767.00

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,

LEARN students will demonstrate academic growth by reaching the ESSA milestone targets of 68.7 (ELA) and 65.2 (math) as measured by the 2024 district performance indexes.

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)
- * 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)

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?

<p>* Develop and implement an academic support and mentoring partnership with AmeriCorps to provide individual tutoring and mentorship to early childhood students at The Friendship School.</p>	<input type="checkbox"/>	<p>* Fall 2021-Spring 2022</p>	<p>* Principal, The Friendship School</p>	<p>* Participation/Attendance/Academic data - growth for participants compared to students not participating.</p>
<p>* Increased level of staffing and expertise to support academic acceleration and tutoring at the Regional Multicultural Magnet School.</p>	<input type="checkbox"/>	<p>* Summer 2021-Spring 2023</p>	<p>* Principal, Regional Multicultural Magnet School Associate Executive Director and Deputy Executive Director</p>	<p>* Identification and hiring of additional reading teacher, special education teacher, and investment in Teacher Residency Program sponsorship. Academic Data - growth of students receiving tiered supports and academic acceleration opportunities provided by additional staffing.</p>

<p>* Identify and enroll students in college-level course work in partnership with Three Rivers Community College and expand part time instructor to full time status to provide additional support and acceleration services.</p>	<input type="checkbox"/>	<p>* Summer 2021-Summer 2023</p>	<p>* Principal, Three Rivers Magnet Middle College</p>	<p>* Increase the number of students dually enrolled in college courses throughout the 2021-2022 school year. Number of credits successfully earned. Additional staff hired and allocated to provide support and acceleration services.</p>
<p>* Pilot online tutoring support programs at the secondary level.</p>	<input type="checkbox"/>	<p>* Fall 2021-Spring 2023</p>	<p>* Secondary Principals and Associate Executive Director</p>	<p>* Number of students successfully enrolled in online tutoring. Impact on assessment data identified within selected courses.</p>
<p>* Engage staff in identification of and application for summer professional development as identified by yearlong data cycle process.</p>	<input type="checkbox"/>	<p>* Spring 2022-Summer 2023</p>	<p>* School Principals, Associate Executive Director, Deputy Executive Director</p>	<p>* Number of staff applications submitted. Connection between innovative professional learning and needs identified through data cycles. Impact on achievement in 2022-2023 school year.</p>

<p>* Purchase and implement Flash Feedback instructional feedback tool to promote and monitor the effective use of high quality instructional practices and school leader feedback.</p>	<input type="checkbox"/>	<p>* Summer 2021-Summer 2024</p>	<p>* Associate Executive Director and PDEC Committee</p>	<p>* Data collection to monitor implementation of high quality instructional practices relative to the CCT. Data reviews and classroom walkthroughs with Flash Feedback data support. Instructional leader feedback calibration and impact on student learning indicators.</p>
<p>* Implementation of identified research-based instructional programs and tools across grade levels (including Imagine Learning for EL instruction and Lexia)</p>	<input type="checkbox"/>	<p>* Summer 2021-Summer 2023 with review of data to identify possible continuation</p>	<p>* School Principals, Deputy Executive Director, Associate Executive Director, and Instructional Coaches</p>	<p>* Specific programs/tools identified, purchased, and implemented with training. Monitoring of specific growth targets relative to program implementation.</p>

<p>* Continue ongoing development of the district's MTSS approach to meeting the needs of all learners by extending data warehouse use through 2024 and continuing the subscriptions/use of intervention and assessment tools identified in MTSS processes.</p>	<input type="checkbox"/>	<p>* Summer 2022-Summer 2024</p>	<p>* School Principals, Instructional Coaches, Deputy Executive Director, Associate Executive Director, and Magnet Schools Office Team</p>	<p>* Assessment/data needs identified by, assessment menus created, data warehouse implemented with professional learning, additional interventions implemented according to individual student plans. Assessment data review of progress within MTSS systems.</p>
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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,

LEARN will demonstrate growth in the direct engagement of families by increasing the number of parents/guardians who respond "agree" or "strongly agree" to the following statement from 65 to 85 as measured by a post survey in the spring of 2024. Statement: "There are many ways for me to become involved in my child's school community."

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)

* 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)

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?

<p>* Identify and implement community building and engagement activities at each school level. Collaborate with school community groups to identify engagement activities for implementation in the 2021-2022 school year.</p>	<input type="checkbox"/>	<p>* Fall 2021-Summer 2022</p>	<p>* School Principals and parent/community groups at each school.</p>	<p>* Participation data and post-surveys (when applicable)</p>
<p>* Create and implement family engagement series on topics identified by parent and community partners.</p>	<input type="checkbox"/>	<p>* Winter 2022-Summer 2022</p>	<p>* School Principals, Deputy Executive Director, Associate Executive Director, School-Based Family Liasons</p>	<p>* Participation data and post-surveys</p>
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<p>* Extend the implementation of Talking Points two-way multilingual communication tool and School Dismissal manager tool through the 2023-2024 school year to increase family communication and safe engagement.</p>	<p><input type="checkbox"/></p>	<p>* Summer 2022-Summer 2024</p>	<p>* School Principals, Coordinator of Online Teaching and Learning</p>	<p>* Communication data, post-survey responses regarding communication and sense of connection.</p>
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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,

LEARN will demonstrate growth in the social emotional well-being of students by increasing the number of students who respond "agree" or "strongly agree" to the following statement from 78% to 90% as measured by a

post survey in the spring of 2024. Statement: "My school helps me learn how to make friends, solve problems, and talk about how I feel." By 2023-24 school year, LEARN will reduce the chronic absenteeism rate to 10.2% according to the ESSA milestone target.

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)

* 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)

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?

<p>* Expand the implementation of the district clinical response team to support most at-risk students while building or enhancing systems within each school (extend into the 2023-2024 school year).</p>	<input type="checkbox"/>	<p>* Summer 2021-Summer 2024</p>	<p>* Deputy Executive Director and Associate Executive Director</p>	<p>* Team structure and systems built and disseminated to the schools; systems of support implemented for at-risk students identified by schools; professional learning and classroom consultations conducted; data of service and impact documented and reviewed; ongoing system revision and development</p>
<p>* Identify and expand additional school-based clinical staff and health aid staff to provide general education supports through tiered systems of intervention and health support at The Friendship School.</p>	<input type="checkbox"/>	<p>* Summer 2021-Summer 2022</p>	<p>* Deputy Executive Director and School Principals</p>	<p>* Additional general education supports identified within schools/programs. Additional staff secured with dedicated time for general education/tiered supports. Goals tracked and monitored according to identified student needs. Additional health aid secured for The Friendship School.</p>
<p>* Expand the role of expert student support services consultation to make expertise available at each school level as needed.</p>	<input type="checkbox"/>	<p>* Fall 2021-Spring 2023</p>	<p>* Deputy Executive Director, Director of Teaching and Learning, School Principals</p>	<p>* Portion of expert consultation hours set-aside for school-based consultation. Request for assistance format/tool created and implemented. Consultations conducted with goals tracked/monitored according to identified student needs.</p>

<p>* Create/identify and implement additional trauma-informed professional development.</p>	<input type="checkbox"/>	<p>* Spring 2022- Spring 2023</p>	<p>* Deputy Executive Director, Associate Executive Director, Director of Teaching and Learning, School Principals</p>	<p>* Additional specific needs- assessment data collected and reviewed; additional training identified/created; training implemented with post-training survey responses and school-based data tracking.</p>
<p>* Continuation and expansion of district SEL team to develop and monitor use of implementation guides and specific SEL training.</p>	<input type="checkbox"/>	<p>* Summer 2022- Summer 2024</p>	<p>* Deputy Executive Director, SEL committee co-chairs, and SEL committee building representatives</p>	<p>* SEL curriculum and implementation guide reviewed; additional professional development identified, attended, and turnkeyed at the school level, SEL data monitored.</p>
<p>* Identification and implementation of culturally relevant pedagogy coaching</p>	<input type="checkbox"/>	<p>* Summer 2022- Summer 2023</p>	<p>* Associate Executive Director, Director of Teaching and Learning, School Principals</p>	<p>* Additional specific needs assessment data collected and reviewed; additional training identified/created; training implemented with post-training survey responses and school-based data tracking.</p>

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,

LEARN will demonstrate growth in closing the digital divide by increasing the number of staff members who respond "agree" or "strongly agree" to the following statement from 14% to 40% as measured by a post-survey in the spring of 2024. Statement: "I have the skills and knowledge I need to effectively utilize technology in my instruction." In addition, LEARN will achieve an ELA DPI of 68.7 and a Math DPI of 65.2 by 2023-2024 according to ESSA milestone targets.

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)

* 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)

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>* Identificaiton and purchase of additional essential digital instruction resources. Creation and implementation of professional learning to support the application of key resources.</p>	<p><input type="checkbox"/></p>	<p>* Summer 2021-Summer 2022</p>	<p>* Director of Online Teaching and Learning, Director of Information Technology, and Technology Committee Representatives</p>	<p>* Resources identified and purchased; accompanying professional learning opportunities created and implemented at each school; ongoing teacher feedback through committee reports and discussion</p>
<p>* Additional devices repaired and/or replaced to maintain 1:1 device approach to teaching and learning. Internet access support maintained for families needing assistance.</p>	<p><input type="checkbox"/></p>	<p>* Summer 2021-Summer 2022</p>	<p>* Director of Information Technology</p>	<p>* Needed devices identified and ordered; technology distributed and in use at schools.</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)
- * 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)

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?

Other Allowable Uses

Learn (245-000) Regional Education Service Center - 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

Description

ARP ESSER Funds Budget

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$1,098,000.00
200 - Personal Services > Employee Benefits	\$291,508.00
300 - Purchased Professional and Technical Services	\$362,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$150,000.00
600 - Supplies	\$30,000.00
700 - Property	\$412,105.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$225,221.00
Total	\$2,568,834.00
Allocation	\$2,568,834.00
Remaining	\$0.00

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$1,098,000.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Increased level of staffing and expertise to support academic acceleration and tutoring at the Regional Multicultural Magnet School.\$469k Reading Specialist 1 FTE (\$88k/year) across FY 21-22, 22-23, 23-24;1 FTE 9\$40k) under Teacher Residency FY 21-22; 1 FTE (\$55k/year) Special Education Teacher FY 21-22, 22-23, 23-24</p> <p>Identify and enroll students in college-level course work in partnership with Three Rivers Community College and expand part time instructor to full time status to provide additional support and acceleration services.\$45k .5 FTE Instructor (\$15k/year) across FY 21-22, 22-23, 23-24</p> <p>Engage staff in identification of and application for summer professional development as identified by yearlong data cycle process.\$30k Attendance at PD paid at \$34/hr across FY 21-22, 22-23, 23-24. This will be distributed across 5 schools with \$2k/year/school.</p> <p>Expand the implementation of the district clinical response team to support most at-risk students while building or enhancing systems within each school (extend into the 2023-2024 school year). \$400k 1 FTE BCPA \$90k, 2 FTE RBTs \$38k, 1 FTE School Psychologist \$85k,</p> <p>Identify and expand additional school-based clinical staff and</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$544,000.00	
Line Item Total:	\$544,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of	Mental health services	

Funds:	Learn (245-000)	<p>health aid staff to provide general education supports through tiered systems of intervention and health support at The Friendship School.\$40k</p> <p>Create/identify and implement additional trauma-informed professional development.\$5k .5 FTE Health Aide, \$8k/school for FY 21-22 to increase level of clinic support</p> <p>Continuation and expansion of district SEL team to develop and monitor use of implementation guides and specific SEL training.\$22k</p> <p>Identification and implementation of culturally relevant pedagogy coaching\$5k</p> <p>SEL salaries 8 FTE \$1,360/each for FY 22-23, 23-24</p> <p>Pedagogy coaching salaries \$34/hour across 5 schools with \$1,000/each</p>
LEA / School:		
Quantity:	1.00	
Cost:	\$472,000.00	
Line Item Total:	\$472,000.00	
Object:	100 - Personal Services > Salaries	<p>Plan and implement clubs and after school activities that engage students in the broader community. Work with parent/family organizations and student leadership groups to identify potential offerings. Secure community partners and design programming with community connections.</p> <p>\$20k/year with \$5k to 4 of LEARN's magnet schools to be used to pay teachers at a rate of \$34/\$37 per hour.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$60,000.00	
Line Item Total:	\$60,000.00	

Identification and purchase of additional essential digital instruction resources. Creation and implementation of professional learning to support the application of key resources.

Creation of an Ed Tech workgroup with \$34/hr paid to teachers across LEARN's 4 magnet schools - ~30 hrs/teacher (10 teachers). Applies to FY 21-22, 22-23

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...
Uses of Funds:	Education technology
LEA / School:	Learn (245-000)
Quantity:	1.00
Cost:	\$22,000.00
Line Item Total:	\$22,000.00

Total for 100 - Personal Services > Salaries:	\$1,098,000.00
Total for all other Objects:	\$1,470,834.00
Total for all Objects:	\$2,568,834.00
Allocation:	\$2,568,834.00
Remaining:	\$0.00

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 200 - Personal Services > Employee Benefits - \$291,508.00 ▼

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Tax and employee benefits 3.45% for certified, 9.65% for non-certified + applicable health insurance
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$147,091.00	
Line Item Total:	\$147,091.00	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	Tax and employee benefits 3.45% for certified, 9.65% for non-certified + applicable health insurance
Uses of		

Funds:	Other ARP ESSER eligible activities	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$141,864.00	
Line Item Total:	\$141,864.00	
Object:	200 - Personal Services > Employee Benefits	Tax and employee benefits 3.45% for certified, 9.65% for non-certified + applicable health insurance
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$1,683.00	
Line Item Total:	\$1,683.00	
Object:	200 - Personal Services > Employee Benefits	Tax and employee benefits 3.45% for certified, 9.65% for non-certified + applicable health insurance
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Other ARP ESSER eligible activities
LEA / School:	Learn (245-000)
Quantity:	1.00
Cost:	\$870.00
Line Item Total:	\$870.00

Total for 200 - Personal Services > Employee Benefits:	\$291,508.00
Total for all other Objects:	\$2,277,326.00
Total for all Objects:	\$2,568,834.00
Allocation:	\$2,568,834.00
Remaining:	\$0.00

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 300 - Purchased Professional and Technical Services - \$362,000.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Develop and implement an academic support and mentoring partnership with AmeriCorps to provide individual tutoring and mentorship to early childhood students at The Friendship School.\$32k Pilot online tutoring support programs at the secondary level.\$75k Engage staff in identification of and application for summer professional development as identified by yearlong data cycle process.\$120k
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$227,000.00	
Line Item Total:	\$227,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	Expand the role of expert student support services consultation to make expertise available at each school level as needed.\$60k Create/identify and implement additional trauma-informed professional development.\$10k Identification and implementation of culturally relevant pedagogy coaching\$25k
Uses of		

Funds:	Mental health services	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$95,000.00	
Line Item Total:	\$95,000.00	
Object:	300 - Purchased Professional and Technical Services	Identify and implement community building and engagement activities at each school level. Collaborate with school community groups to identify engagement activities for implementation in the 2021-2022 school year.\$20k Create and implement family engagement series on topics identified by parent and community partners.\$20k
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$362,000.00
Total for all other Objects:		\$2,206,834.00
Total for all Objects:		\$2,568,834.00

Allocation:

\$2,568,834.00

Remaining:

\$0.00

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 500 - Other Purchased Services - \$150,000.00 ▼

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Identify and enroll students in college-level course work in partnership with Three Rivers Community College	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Other ARP ESSER eligible activities		
LEA / School:	Learn (245-000)		
Quantity:	1.00		
Cost:	\$150,000.00		
Line Item Total:	\$150,000.00		
Total for 500 - Other Purchased Services:			\$150,000.00
Total for all other Objects:			\$2,418,834.00
Total for all Objects:		\$2,568,834.00	
Allocation:		\$2,568,834.00	
Remaining:		\$0.00	

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 600 - Supplies - \$30,000.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	Identify and implement community building and engagement activities at each school level. Collaborate with school community groups to identify engagement activities for implementation in the 2021-2022 school year.\$10k Supplies to include consumables, recreational equipment, etc. Plan and implement clubs and after school activities that engage students in the broader community. Work with parent/family organizations and student leadership groups to identify potential offerings. Supplies will include consumables such as paper goods, crayons, markers, etc.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$30,000.00	
Line Item Total:	\$30,000.00	
Total for 600 - Supplies:		\$30,000.00
Total for all other Objects:		\$2,538,834.00
Total for all Objects:		\$2,568,834.00
Allocation:		\$2,568,834.00
Remaining:		\$0.00

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds
 700 - Property - \$412,105.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	Purchase and implement Flash Feedback instructional feedback tool to promote and monitor the effective use of high quality instructional practices and school leader feedback.\$36k Implementation of identified research-based instructional programs and tools across grade levels (including Imagine Learning for EL instruction and Lexia)\$60k Continue ongoing development of the district's MTSS approach to meeting the needs of all learners by extending the warehouse use through 2024 and continuing the subscriptions/use of intervention and assessment tools identified in MTSS processes.\$45k Powerschool performance matters\$45k
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Learn (245-000)	
Quantity:	1.00	
Cost:	\$186,000.00	
Line Item Total:	\$186,000.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	Identification and purchase of additional essential digital instruction resources. Creation and implementation of professional learning to support the application of key resources. \$80k Additional devices repaired and/or replaced to maintain 1:1 device approach to teaching and learning. Internet access support maintained for families needing assistance.\$59.9k For each school, LEARN projects 10% of devices will need to
Uses of Funds:	Education technology	

LEA / School:	Learn (245-000)	be replaced annually. Current enrollment counts are - TFS -503 RMMS-502 TRMC-67 MSMHS-271	
Quantity:	1.00		
Cost:	\$179,905.00		
Line Item Total:	\$179,905.00		
Object:	700 - Property	Extend the implementation of Talking Points two-way multilingual communication tool and School Dismissal manager tool through the 2023-2024 school year to increase family communication and safe engagement.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	2: Family and Community Connections		
Uses of Funds:	Education technology		
LEA / School:	Learn (245-000)		
Quantity:	1.00		
Cost:	\$46,200.00		
Line Item Total:	\$46,200.00		
Total for 700 - Property:			\$412,105.00
Total for all other Objects:			\$2,156,729.00
Total for all Objects:		\$2,568,834.00	
Allocation:		\$2,568,834.00	

Remaining:

\$0.00

Budget Detail

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

917 - Indirect Costs - \$225,221.00 ▼

Budget Detail

Narrative Description

9.61%

Object: 917 - Indirect Costs

Purpose: 01 - Public School Activities

ARP ESSER Priority: Other

Uses of Funds: Indirect Cost

LEA / School: Learn (245-000)

Quantity: 1.00

Cost: \$225,221.00

Line Item Total: \$225,221.00

Total for 917 - Indirect Costs:	\$225,221.00
Total for all other Objects:	\$2,343,613.00
Total for all Objects:	\$2,568,834.00
Allocation:	\$2,568,834.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,568,834.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,098,000.00	1,098,000.00
200 - Personal Services > Employee Benefits		291,508.00	291,508.00
300 - Purchased Professional and Technical Services		362,000.00	362,000.00
500 - Other Purchased Services		150,000.00	150,000.00
600 - Supplies		30,000.00	30,000.00
700 - Property		412,105.00	412,105.00
917 - Indirect Costs		225,221.00	225,221.00
Total		2,568,834.00	2,568,834.00
		Allocation	2,568,834.00
		Remaining	0.00

Related Documents

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	

Assurances

Learn (245-000) Regional Education Service Center - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

CSDE Application Review Status Checklist

Learn (245-000) Regional Education Service Center - 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 ▼	Louis Tallarita	10/21/2021 3:01:05 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 ▼	Louis Tallarita	12/9/2021 3:09:34 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 ▼	Louis Tallarita	10/21/2021 3:24:47 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 ▼	Louis Tallarita	10/21/2021 3:29:08 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 ▼	Louis Tallarita	12/9/2021 3:04:41 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	Louis Tallarita	12/9/2021 3:05:55 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.)	Not Applicable	Louis Tallarita	10/21/2021 3:25:43 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	Louis Tallarita	10/21/2021 3:25:43 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Louis Tallarita	12/9/2021 3:14:20 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	Louis Tallarita	10/21/2021 3:44:23 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	Louis Tallarita	10/21/2021 3:44:23 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			