Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C Needed
	10/5/2021 7:45:41 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/4/2021 4:38:15 PM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	10/4/2021 10:21:39 AM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Approved'.	S
	10/4/2021 10:14:52 AM	David Fiorillo	Status changed to 'Application Edits Completed'.	S
	9/27/2021 5:55:57 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	9/27/2021 10:35:01 AM	David Fiorillo	Status changed to 'Application Edits Completed'.	S
	9/11/2021 7:08:33 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C Needed
	9/3/2021 10:29:09 AM	David Fiorillo	Status changed to 'Application Edits Completed'.	S
	8/23/2021 2:42:04 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 12:55:39 PM	Chris Leone	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 11:08:20 AM	David Fiorillo	Status changed to 'Application Completed'.	S
	7/8/2021 8:30:47 AM	David Fiorillo	Status changed to 'Application Started'.	S
	5/18/2021 9:17:16 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	ARP ESSER Funds (1)	ARP ESSER SSA (2)	ARP ESSER - HCY II (3)	Total
LEA	$327,454.00	$0.00	$0.00	$327,454.00
Total	$327,454.00	$0.00	$0.00	$327,454.00

Contacts

Litchfield School District (074-000) Public 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)]	David Fiorillo

Litchfield School District (074-000) Public 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

Litchfield School District (074-000) Public 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.

<u>Reopening Plan</u>

May 2021, the Superintendent reconvened the District "Re-Opening Committee" that included the following

members: district leadership, principals, union leadership, teachers, non-certified staff, parents, and community members. This work was also shared with the Board of Education. The superintendent conducted a series of roundtable discussions with various stakeholder groups including, school and district administration, staff, town officials and parents to furnish them with the opportunity to provide input in the development of the plan. In late May, and again in early June, the District sent out an email to all families to further elicit input and garner feedback. District leaders conducted a needs assessment focused on the five suggested targets of the Grant. On June 23, the Plan was posted to the District Website with messaging encouraging stakeholders to contact the Superintendent if they had any questions. The plan was also updated on August 4, 2021 and August 20, 2021. The Board of Education included discussion on the Plan and the Grant as agenda items on the June, July and August Board agendas and entertained public comment. The Superintendent included information regarding the Plan and Grant in monthly community meetings and public forums from June through August. The superintendent met with union leaders, principals, and district leadership in May, June, and July, to help formulate needs. The District continues to be committed to ongoing, two-way dialogue surrounding the Plan and use of the ARP ESSER grant funds.

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

Litchfield School District (074-000) Public 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.

https://www.litchfieldschools.org/central-office/superintendents-page/reopening-of-schools

ARP ESSER Uses of Funds

Litchfield School District (074-000) Public 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	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	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.
Providing principals/leaders with resources	Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
Addressing unique needs of special populations	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.
Improving preparedness and response	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training to minimize disease spread	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Supplies to sanitize and clean and PPE	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.
Long-term closure activities	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.
Education technology	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.

Category	Description
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.

Litchfield School District (074-000) Public 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): $65,491.00

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,

By providing systematic math intervention for k-5 students in need of support, increasing STEM and Computer science opportunities, a high quality summer program and additional tutoring, the District Performance Index in ELA will increase from 76.4 in 2018-19 to 81.4 by 2024 and in Math from 74.3 in 2018-19 to 79.3 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.

⊞

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?
* An additional strategy would be to provide Tier 2/3 math intervention program to provide systematic intervention to students in need of support in grades K-5.	☐	* At the start of the school year 21-22	* Elementary and Intermediate School Principals	* Data would be reviewed three times a year during the MAP testing and focus given to student moving between the different math tiers

* Curriculum development initiatives will focus on increasing STEM and Computer Science K-12, increasing opportunities for students to engage in technical education fields through coursework and enrichment, and investing in community events to foster partnerships with families. (STEM Fairs, Literacy Nights)	☐	* This would be added in throughout the 2021-22 school year	* The Secondary School Principals	* The enhanced curriculum initiative will directly be reflected in the ESSA milestones and can be evaluated over the next few years
* Part time staff needed to provide after school coverage so student can attend tutoring / extra help / after school program	☐	* Fall of 2021 and throughout the year	* All building level principals	* Additional tutoring can be reviewed thought the school level data scores in areas such as classroom grades, smarter balance testing, and over all academic achievement.

* High quality summer program: Summer enrichment program that provides elementary students with engaging and hands-on math, STEM, and Language Arts and SEL programming.	☐	* Summary of 2022	* District Admins, Principals, SPED Director	* Summer enrichment can be reviewed thought the school level data scores in areas such as classroom grades, smarter balance testing, and over all academic achievement.
* Transportation for SPED students to and from placement schools along with Handicap accessible features for school trips	☐	* Fall of 2021 thought Spring of 2023	* Special Ed Director	* Transportation for SPED students based on the number of students that will need services in the upcoming year. We anticipate more outplacements and thus support getting students to other facilities

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.**

➕

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,

By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 9.0% in 2019-20 to 7.0% by 2024. Additional Strategy would be to add Second Step Curriculum to support student and adult SEL learning.

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.

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?
* the strategy is to hire a part time staff needed to provide Social Emotional / Mental Health assistance based on attendance during COVID-19 pandemic	☐	* Fall of 2021	* Building Level principals	* Review of lesson plans related to teacher and student feedback, we also will be able to monitor and record the number of students that are seeking Social Emotional Health services overtime. We should also see an impact related to Chronic Absenteeism

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.**

Ⅰ

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: <u>ESSA Milestone</u>

* (Use ESSA Milestone Target) By 2024,

By providing additional technology to enhance electivies the District Performance Index in ELA will increase from 76.4 in 2018-19 to 81.4 by 2024 and in Math from 74.3 in 2018-19 to 79.3 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.

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?
* MacBooks for specialized software (Business/Tech Ed and Fine Arts departments).	☐	* Fall of 2022	* Dir of Technology	* As we are able to enhance electives we will require technology to support the classes. This can be measured thought the number of new electives we are offering to students and how they perform academically. (Business/Tech Ed and Fine Arts departments).

* Additional Strategy would be to add Second Step Curriculum to support student and adult SEL learning.	☐	* September of 2021 throughout the year	* Director of Special Education - Julie Haggard	* Data would be reviewed at each building related to the second step curriculum and the results would be reviewed between the administration, principal, and teachers and evaluated for effectiveness

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.**

➕

Other Allowable Uses

Litchfield School District (074-000) Public 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

Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	$250,000.00
200 - Personal Services > Employee Benefits	$0.00
300 - Purchased Professional and Technical Services	$0.00
400 - Purchased Property Services	$0.00
500 - Other Purchased Services	$30,000.00
600 - Supplies	$47,454.00
700 - Property	$0.00
800 - Debt Service and Miscellaneous	$0.00
917 - Indirect Costs	$0.00
Total	$327,454.00
Allocation	$327,454.00
Remaining	$0.00

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Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - $250,000.00 ▶

Budget Detail	Narrative Description
Object: 100 - Personal Services > Salaries	Academic support for students: Tier 2/3 math intervention program to provide systematic intervention to students in need of support in grades K-5.
Purpose: 01 - Public School Activities	
ARP ESSER Priority: 1: Learning Acceleration, Academic ...	Part time staff needed to provide after school coverage so student can attend tutoring / extra help / after school program
Uses of Funds: Addressing learning loss	
LEA / School: Litchfield School District (074-000)	
Quantity: 1.00	
Cost: $100,000.00	
Line Item Total: $100,000.00	
Object: 100 - Personal Services > Salaries	High quality summer program: Summer enrichment program that provides elementary students with engaging and hands-on math, STEM, and Language Arts and SEL programming.
Purpose: 01 - Public School Activities	
ARP ESSER Priority: 1: Learning Acceleration, Academic ...	
Uses of Funds: Summer learning	

LEA / School:	Litchfield School District (074-000)
Quantity:	1.00
Cost:	$80,000.00
Line Item Total:	$80,000.00

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

Part time staff needed to provide Social Emotional / Mental Health assistance based on attendance during COVID-19 pandemic

LEA / School:	Litchfield School District (074-000)
Quantity:	1.00
Cost:	$70,000.00
Line Item Total:	$70,000.00

Total for 100 - Personal Services > Salaries:	$250,000.00
Total for all other Objects:	$77,454.00
Total for all Objects:	$327,454.00
Allocation:	$327,454.00

Remaining: $0.00

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Budget Detail

Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - $30,000.00 ▶

Budget Detail

Object: 500 - Other Purchased Services

Purpose: 01 - Public School Activities

ARP ESSER Priority: 1: Learning Acceleration, Academic ....

Uses of Funds: Addressing learning loss

LEA / School: Litchfield School District (074-000)

Quantity: 1.00

Cost: $30,000.00

Line Item Total: $30,000.00

Narrative Description

Transportation for SPED students to and from placement schools along with Handicap accessible features for school trips

Total for 500 - Other Purchased Services:	$30,000.00
Total for all other Objects:	$297,454.00
Total for all Objects:	$327,454.00
Allocation:	$327,454.00
Remaining:	$0.00

Budget Detail

Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - $47,454.00 ▶

Budget Detail

	Narrative Description
Object: 600 - Supplies	Curriculum development initiatives will focus on increasing STEM and Computer Science K-12, increasing opportunities for students to engage in technical education fields through coursework and enrichment, and investing in community events to foster partnerships with families. (STEM Fairs, Literacy Nights)
Purpose: 01 - Public School Activities	
ARP ESSER Priority: 1: Learning Acceleration, Academic ….	
Uses of Funds: Addressing learning loss	
LEA / School: Litchfield School District (074-000)	
Quantity: 1.00	
Cost: $23,000.00	
Line Item Total: $23,000.00	
Object: 600 - Supplies	MacBooks for specialized software (Business/Tech Ed and Fine Arts departments).
Purpose: 01 - Public School Activities	
ARP ESSER Priority: 4: Strategic Use of Technology, Sta…	
Uses of Funds: Education technology	

Field	Value
LEA / School:	Litchfield School District (074-000)
Quantity:	1.00
Cost:	$17,454.00
Line Item Total:	$17,454.00

Curriculum to support student and adult SEL learning. SEL Curriculum (Second Step)

Field	Value
Object:	600 - Supplies
Purpose:	01 - Public School Activities
ARP ESSER Priority:	4: Strategic Use of Technology, Sta…
Uses of Funds:	Mental health services
LEA / School:	Litchfield School District (074-000)
Quantity:	1.00
Cost:	$7,000.00
Line Item Total:	$7,000.00

Total for 600 - Supplies:	$47,454.00
Total for all other Objects:	$280,000.00
Total for all Objects:	$327,454.00
Allocation:	$327,454.00

Remaining: $0.00

ARP ESSER Funds Budget Overview

Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: | All - $327,454.00 | ▶ |

Object	Purpose	Total
	01 - Public School Activities	
100 - Personal Services > Salaries	250,000.00	250,000.00
500 - Other Purchased Services	30,000.00	30,000.00
600 - Supplies	47,454.00	47,454.00
Total	327,454.00	327,454.00
Allocation		327,454.00
Remaining		0.00

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Related Documents

Litchfield School District (074-000) Public School District - 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	

Litchfield School District (074-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

Litchfield School District (074-000) Public 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

Litchfield School District (074-000) Public 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)

⊟	**1. Stakeholder Engagement:**	OK ▾	Marlene Padernacht	9/27/2021 12:20:40 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.			
⊟	**2. Safe Return to In-Person Instruction and Continuity of Services Plan:**	OK ▾	Marlene Padernacht	8/23/2021 2:30:56 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
⊟	**3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment**	OK ▾	Marlene Padernacht	9/11/2021 6:45:43 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.			
⊟	**4. Priority 2: Family and Community Connections**	Not Applicable ▾	Marlene Padernacht	8/23/2021 2:26:20 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.			
⊟	**5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff**	OK ▾	Marlene Padernacht	9/11/2021 6:45:43 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.			

6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK ▼	Marlene Padernacht	9/11/2021 6:47:02 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.			
7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Marlene Padernacht	9/11/2021 6:47:02 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
2. Strategies address needs through an equity-focused lens.			
8. Other Allowable Activities	Not Applicable ▼	Marlene Padernacht	8/23/2021 2:39:18 PM
1. Activities described are allowable.			
2. Description fully explains activity.			
9. ARP ESSER Funds Budget	OK ▼	Marlene Padernacht	10/4/2021 10:21:24 AM
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.			
10. Assurances	OK ▼	Marlene Padernacht	8/23/2021 2:39:18 PM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Marlene Padernacht	8/23/2021 2:36:14 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
2. Strategies address needs through an equity-focused lens.			
12. HCY II	Not Applicable ▼	Marlene Padernacht	8/23/2021 2:36:14 PM
1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
2. Uses of Funds"" budget tags are selected appropriately			
3. Budget detail costs are allowable and include described budgeted costs.			