

Dear Big Sandy School Community,

The Elementary and Secondary School Emergency Relief Fund (ESSER) is a federal program in which we have been receiving money to help our school/students/staff/community with COVID issues. With the ESSER I and ESSER II monies, we went through our applications being reviewed and approved and were also audited through our annual auditing process. Schools are now going through additional audit/monitoring processes making sure these funds have been used wisely. To let our community know what we have purchased with these federal funds, we are sending this communication out today. We added additional cook help as we added an hour to the lunch time-frame during the day for additional cleaning and spreading students out; used money to replace loss of revenue at ball games as we were restricted in having the normal number of fans attend, but still had the same expenses with officials, coaches, equipment; purchased a needed bus; purchased several learning from home curricular options; spent money on additional substitutes as staff was quarantined throughout the year; purchased additional technology for online and at home help; purchased outside lunch tables to spread students out and get students outside during lunch as well as having classes being taught outside; we purchased face masks; we purchased hand sanitizer; purchased a floor scrubber which cleans the school more effectively; purchased sanitizing spray equipment so that we can spray down classrooms, hallways and buses; purchased thermometers and temperature taking equipment.

With ESSER III monies, we want to inform our Big Sandy School Community of our intentions and give the opportunity for input as we prepare our application for these funds. We will spend at least 20% of these monies directly targeting learning loss of our students. We are looking to spend ESSER III monies on a computer based math curriculum helping all K-8 students and helping K-12 students that need significant math intervention help; purchase additional technology, namely Chromebooks; add an additional paraprofessional person to help teachers and students that need the most assistance; provide summer school for students that need the most help; provide after school and Monday tutoring; provide staff that comes back to Big Sandy a financial incentive; purchase a special education intervention program; pay for 1 on 1 summer tutoring for students that had/have the most need. Our school board, Accountability Committee, Superintendent's Advisory Committee will be reviewing/developing our application over the next two weeks. Please call me at 719.541.2292 by September 14, if you desire more clarification and/or would like to provide us with input.

We continue to be having a great start to our 2021-2022 school year.

Thank you,

Steve Wilson



COLORADO
Department of Education

ARP - ESSER III Application for Funds

Logged in as: swilson@bigsandy100j.org

App Info: 0940 - Big Sandy 100J | Log Out (Logout)

(http://www.cde.state.co.us)

Print Application

0940 - Big Sandy 100J

Revised Revised
ESSER III

10/6/21

Year	10/22/2021 RFE	
2021	1000	Jayna
	223	benefits
\$8908	2775	Stipend
balance 0	4013	consultant
	897	benefits
2122	6000	Summer Sch
	1341	benefits
	7604	Mech
\$144,464	20,760	Chromebk
balance 3194	6100	Admin bk
	98000	Stipend
	1421	benefits
	2300	Aftersch
	894	Benefit
	3,238	para
2223	98,800	stipend
	1421	Benefit

ARP - ESSER III Funding Allocations

Acceptance or Relinquishment

ARP - ESSER III Funding Allocation:

Allocation: **\$285,724**

Accept or Decline ARP - ESSER III Funding

- We accept ARP - ESSER III Funding
- We decline ARP - ESSER III Funding

Contact Information

Individual contact information for programs included in this application is requested so CDE consultants may communicate with those most closely associated with the day-to-day operations of these programs.

Instructions: Complete the information below for the following individuals:

- **The Authorized Representative** is the person with the authority to sign off on, and approve, this ARP - ESSER III Application for Funds.
- **The Application Fiscal Manager** is the person authorized to complete and submit requests for funds and will receive fiscal communication about this application.

0940 - Big Sandy 100J

Authorized Representative:

Fill out the information for the person who will sign and approve this application:

First Name: Wilson **Last Name:** Steve
Title: Superintendent
Phone: 7195412292 **Extension:**
Email: swilson@bigsandy100j.org

The Authorized Representative is the same as the **Application Fiscal Manager**

Application Fiscal Manager

Fill out the information for the person who is authorized to complete and submit requests for funds.

First Name: Carman **Last Name:** Johnson
Title: Bookkeeper
Phone: 7195412292 **Extension:**
Email: cjohnson@bigsandy100j.org

Other Contact:

Fill out the information for any additional contact you would like to add.

First Name:

Last Name:

Title:

Phone:

Extension:

Email:

Narrative, GEPA and Assurances

Narrative

How will the LEA ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?

Please ensure that your response to the narrative question answers the following guiding questions. View more guidance on crafting your narrative response (<https://www.cde.state.co.us/caresact/esser3>).

1. In what ways have students been impacted by lost instructional time (the pandemic)? What data sources did you use to identify these needs?
2. Have any student groups been disproportionately impacted? If so, which ones?
3. How were the evidence-based interventions selected to respond to identified academic, social, emotional, and mental health needs and any identified disproportionate impact?
4. How will you know if the interventions addressed students' academic, social, emotional, and mental health needs?

Big Sandy School has analyzed CMAS data. Based on data results, Big Sandy has determined that all students experienced learning loss and need help in English Language Arts, Math (Science shows need on the limited assessment). Data has been disaggregated for the groups listed in this question. Data shows on CMAS in math, 56% of 3rd graders, 89% of our 4th graders and 60% of our 5th graders scored below our expectations (4th grade math scored 18% below the state average and 5th grade ELA scored 7% below the state average). On NWEA assessments for K-5, 50% in Math, 56% in Reading, 49% in Language Arts and 45% in Science scored below expectations. On NWEA assessments for 6-10, 24% scored below expectations in Math, 46% below in Reading, 44% below in Language Usage and 32% below in Science. On CMAS, 31% of our 6th graders did not meet expectations in Math, 53% of 7th graders did not meet expectations in ELA, 40% of 8th graders did not meet expectations in Math and 56% of 8th graders did not meet expectations in Science. In selecting our evidence-based interventions, we focused on research-based approaches to address learning loss for all students (especially in 7th grade and 9th grade Math; 6th grade, 7th grade, 9th grade and 10th grade Reading; 7th grade, 9th grade and 10th grade Language Usage; 6th grade Science; 4th grade Math; 5th grade Math and ELA; and, 2nd grade Math, Reading and LA, in order to respond to the identified student academic, social, emotional, and mental health needs. These interventions are detailed in the budget. Big Sandy School will be assessing students through NWEA throughout the year and through CMAS in the spring in order to measure the impact of our interventions on students' academic, social, and behavioral needs. We will offer summer schooling for students who are the lowest achieving students academically in our school determined by Maps, Dibels, State, and other testing and observations; we will be making up for lost instructional time. If we have additional slots left unfilled, we will offer the remaining slots to all students that will benefit from it. We will increase our counseling services for all students that have emotional and mental health needs and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. To help with learning loss, we will increase 1 on 1 tutoring, utilize the SIPPS program for special needs students, increase counseling services, provide summer school, align our math curriculum, increase technology capabilities, and provide after school tutoring as outlined within our budget.

Will the LEA complete the ESSER III Budget when it submits this application?

- Yes
 No

GEPA Statement

Overview

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program

beneficiaries with special needs.

This provision allows applicants discretion in developing and describing the activities that are occurring to meet this requirement. GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, LEAs should determine whether these or other barriers may prevent your students, teachers or other program beneficiaries from such access or participation in the Federally-funded project or activity.

Description of Compliance

To meet the requirement to describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a) ensuring equity for students, teachers, and other program recipients, select the method the LEA will use to describe the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

The GEPA statement provided through the 2019-2020 or 2020-2021 Consolidated Application describes the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded with federal funds, including ARP ESSER III Funds.

The GEPA statement provided through the 2019-2020 or 2020-2021 Consolidated Application has been updated to include steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded with federal funds and should reflect the information listed below, in order to update the GEPA statement for the use of ARP ESSER III Funds:

The following describes the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded with ARP ESSER III Funds.

Use the narrative box provided to describe the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers:

Fiscal, Program, and Reporting Assurances

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements. The LEA must agree to all assurances understanding that if certain requirements don't apply to the LEA's current context, that the LEA would meet the requirements if the situation were to become applicable.

The LEA will ensure that each program covered by this application will be administered in accordance with all applicable statutes, regulations, program plans, and requirements delineated in this application.

The LEA will ensure that these emergency relief funds allocated to the LEA will only be used to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on public elementary and secondary schools in the LEA. This includes both continuing to provide educational services, such as remote learning, while schools and campuses are closed, and developing and implementing plans for the return to normal operations.

The LEA will ensure that the ARP - ESSER III funds will only be used for activities allowable under section 2001(d)(2)(e) of the American Rescue Plan Act of 2021.

The LEA will ensure that the ARP - ESSER III funds will *not* be used for 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

The LEA will ensure that ARP - ESSER III funds will be used for purposes that are reasonable, necessary, and allocable under the ARP Act.

The LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 2001(d)(2)(e) of the American Rescue Plan Act of 2021. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. Similarly to the CARES Act and CRRSA, ARP funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

The LEA will meet the requirements of section 442 and section 427 of the General Education Provisions Act (GEPA, 20 U.S.C. 1232(e)) & 1228(a). Meaning that during the entire duration of time that the entity is receiving funding under ARP - ESSER III, the LEA will:

- Ensure that it has taken steps to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs;
- Ensure that each program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
- Ensure that control of funds and property acquired using ARP ESSER III program funds will be maintained and administered by the appropriate public agency;
- Ensure that fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
- Report to the state agency or board and to the Secretary as may be needed for the state agency or board and the Secretary to perform their duties under each program, and each LEA will maintain records (as required in Section 443 of the General Education Provisions Act (GEPA)) and provide access to those records as the state board, state agency, or Secretary deems necessary to carry out their responsibilities;
- Provide opportunities for the participation in, planning for, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;
- Ensure that applications, evaluations, plans, or reports related to each program will be made available to parents and the public;
- Ensure that facilities constructed under any program will be consistent with overall state construction plans and standards and with the requirements of Section 504 of the General Education Provisions Act (GEPA): Overview and Issues Congressional Research Service 12 Rehabilitation Act of 1973 in order to ensure that the facilities are accessible to and usable by individuals with disabilities;
- The LEA has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program; and
- Ensure that none of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees.

The LEA will be in compliance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in 2 CFR, including Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475).

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

The LEA shall develop and make publicly available on the local educational agency' website, not later than 30 days after receiving the allocation of funds, a plan for the safe return to in-person instruction and continuity of services. Additionally, the LEA shall make the plan publicly available and shall seek public comment on the plan and take such comments into account in the development of the plan.

If the LEA has already created a plan to return to in-person instruction, provide a link to the website where the plan is located in the box below:

<https://big sandy100j.com/covid-safe-in-person-plan-2021-22/>

Please enter a website address only and not any other text.

If the LEA is in the process of developing and/or collecting public comment on the plan, in the box below, please provide an explanation of the progress on posting the plan, the date by which the plan will be available, and the link where it will be posted.

We developed our plans as we discussed and reviewed input from our community through staff inservices, staff email requesting input, Shout Point (a communication system that goes out to our entire school community, requesting input), Cub Reporter (our school monthly newsletter that goes out to our entire school community and friends of the Big Sandy School District), through our Accountability committee that includes parents, community business partners, school board, staff, students and administrators (in which we discussed ESSER I, ESSER II and ESSER III), through our school board which are representatives of our entire school district (we have been discussing ESSER I, ESSER II and ESSER III...ESSER III we have had much dialog the past couple of months), and through word of mouth at BBQs, Labor Day in the Park, back to school events, ball games, phone calls, emails and other community activities.

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

The LEA ensures that it will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

The LEA ensures it will reserve and use not less than 20 percent of its total ARP ESSER III allocation to address the academic impact of the pandemic, especially impact of lost instructional time, through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions.

The LEA ensures that the amount set aside for addressing the academic impact of COVID-19 on practices that meet the criteria for evidence-based intervention under ESEA Section 8101(21).

The LEA ensures that such interventions will respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

LEAs ensures that it will comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- how the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- requirements under the Federal Financial Accountability Transparency Act (FFATA); and
- additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA ensures that it will participate in and comply with the SEA's monitoring process and protocols.

The LEA will periodically review, no less frequently than every six months for the duration of the ARP ESSER III grant period, and revise as appropriate, its Safe Return to School plan.

ARP - ESSER III Fund Budget

Budget Request

Using the "Add Allowable Activities" button below, create a budget request.

For each allowable activity in the budget:

- Select each allowable activity your LEA plans to use ESSER funds for in the upcoming fiscal year. Ensure that each allowable activity is aligned with the allowable uses of ESSER funds as required in statute.
- Select each of the instructional program(s) from the drop down list provided that your LEA plans to use in the upcoming fiscal year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box.
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that budgeted costs are clearly tied to the allowable activity and are calculated with detail in the "description of activity" field.

Allowable uses of ESSER funds:



LEAs can use ESSER funds for activities authorized by ESEA, IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the ARP - ESSER III Application for Funds website. (<http://www.cde.state.co.us/caresact/esser3>)

In addition to the programs listed above, the LEA can use funds for the following activities:

- Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies
- Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)
- Staff training and professional development on sanitation and minimizing the spread of infectious disease; as well as purchasing supplies to sanitize and clean facilities
- Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between students and their instructors, which may include assistive or adaptive technology
- Mental health services and supports
- Summer learning and supplemental after-school programs
- Discretionary funds for school principals to address the needs of their individual schools
- Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff

Benefit:





In the activity description, indicate the groups of students/staff that will benefit from the items being budgeted. Additionally, LEAs will indicate if the funds will benefit the entire population of the location selected, or a portion of the population at the location selected. Additional information to support reporting requirements will be asked at a later date.








ID Ref	Location	Fiscal Year	Allowable Activity	Program Code	Object Code	Salary Position	FTE	Funding Source	Description of Activity	Benefit	Requested Amount	Options
5443	0940-7914 Simla Elementary School (E)	FY 2020-2021	Summer learning	Instructional Program (0010-2000)	0100 Salaries	000 Stipends	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	Stipends to provide summer school in order to address learning loss and other impacts of COVID 1 staff member was paid \$1000 as she worked with students one day a week throughout the summer.	Portion of Population	\$1,000.00	 





5486	0940-7914 Simla Elementary School (E)	FY 2020- 2021	Summer learning	Instructional Program (0010-2000)	0200 Employee Benefits	000 Stipends	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	These benefits go along with the \$1000 paid to a teacher, teaching during the summer. \$1000 x .209 for PERA equals 209 and x .0145 for Medicare equals \$14 for a total of \$223.	Portion of Population	\$223.00	 
5487	0940-7914 Simla Elementary School (E)	FY 2020- 2021	Addressing learning loss	Instructional Program (0010-2000)	0600 Supplies			ARP - ESSER III - Learning Loss Set Aside - (9414)	Purchased <u>SIPPS</u> to facilitate elementary special education students as an intervention to address learning loss and other impacts of COVID.	Portion of Population	\$2,775.00	 
5555	District Level	FY 2020- 2021	Mental health services	Instructional Program (0010-2000)	0100 Salaries	211 Counselor	0.09	ARP - ESSER III - Learning Loss Set Aside - (9414)	Salaries to pay for a part-time counselor in order to address learning loss and other impacts of COVID such as mental health of our students. We paid \$20.50 an hour for a total of \$4013.	Portion of Population	\$4,013.00	 
5559	District Level	FY 2020- 2021	Addressing learning loss	Instructional Program (0010-2000)	0200 Employee Benefits	211 Counselor	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	Benefits to pay for a part-time counselor in order to address learning loss and other impacts of COVID such as mental health of our students. We paid \$20.50 an hour for a total of \$4013. 4013 x Pera 20.9% = 839. 4013 x Medicaid 1.45% = 58 for a total of \$897.	Portion of Population	\$897.00	 
5444	0940-7914 Simla Elementary School (E)	FY 2021- 2022	Summer learning	Instructional Program (0010-2000)	0100 Salaries	000 Stipends	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	Stipends to provide <u>summer school</u> in order to address learning loss and other impacts of COVID 4 staff members were paid \$1500 each as they worked with students July 6-9 and July 13-16 from 8-12.	Portion of Population	\$6,000.00	 



5447	0940-7922 Simla High School (H)	FY 2021- 2022	Addressing learning loss	Instructional Program (0010-2000)	0640 Book and Periodicals		<p>ARP - ESSER III - Learning Loss Set Aside - (9414)</p> <p>Purchase <u>HS math curriculum</u> to facilitate up-to-date curriculum in order to address learning loss and other impacts of COVID (McGraw Hill, Glencoe Geometry, Glencoe Algebra II, Glencoe Precalculus). This new curriculum will have internet/digital components along with hardcopy text, helping students that are in-person learning at school and at home catching up as well as helping students that need to have remote learning. Our K-9 math curriculum is aligned and we will be aligning our 10-12 curriculum with our K-9 curriculum. Because of our students' learning loss, we want to give all students the best advantage of having current curriculum. With aligned curriculum, we will be able to focus on the gaps in our content and curriculum. By having shared curricula across our schools and grades, we will be able to help teachers come together and identify the skills and content that most students missed (gaps), this is a priority to have K-12 alignment because of the importance combating gaps in student learning and instruction. Curriculum-aligned tests will target foundational skills for each of our math units. These tests will align specific content and be helpful at pinpointing teaching, learning gaps.</p>	Whole District	\$7,604.00	 
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5449	District Level	FY 2021-2022	Addressing learning loss	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		ARP - ESSER III - Learning Loss Set Aside - (9414)	Educational Technology supplies for 87 students in 3rd grade, 6th, 7th & 8th grades, and HS math. Purchase Chromebooks in order to address learning loss and other impacts of COVID. Not only will students be able to use this technology daily at school, if we were to go remote, students will greatly benefit by having this technology at home (or lowest income students and arguably those with greater learning loss will benefit at a higher percentage by having take home technology). \$20760/87=\$238.62 which includes the licensing fee as well. Two of our greatest tools combatting learning loss are the technology based Lexia program for language arts and the Dreambox program for math. These programs test students and determine their level and gaps so that we can pinpoint efficiently what they need to catch up on and then these programs provide the curriculum for those gaps. Having Chromebooks at school greatly helps us catch students up using these programs as well as having students take this technology home so that we can increase learning time outside of the school day (we use other software programs as well). This technology will be used in our after school programs and summer school as well.	Whole District	\$20,760.00	 
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5450	District Level	FY 2021-2022	Addressing learning loss	Instructional Program (0010-2000)	0600 Supplies			ARP - ESSER III - Learning Loss Set Aside - (9414)	Purchase <u>Dreambox</u> to facilitate mostly K-6 elementary students and 7-8 junior high students learning in math in order to address learning loss and other impacts of COVID; we also use it for the 9-12 students that are the most deficient in math, catching them up on their math skills. Not only will students utilize Dreambox daily at school, it is a tool that will be utilized for students at home if we had to go remote due to COVID. Dreambox is tailored specifically for each individual student's learning loss deficiencies.	Whole District	\$6,100.00	 
5452	District Level	FY 2021-2022	Preparedness and response	Instructional Program (0010-2000)	0100 Salaries	000 Stipends	0.00	ARP - ESSER III - (4414)	School staff who have put in additional time responding to students' needs related to the COVID-19 pandemic earned a \$2000 stipend for their additional stresses last year. Each employee signed a modified "time and effort" log to attest they had additional stresses and efforts from a normal school year. A total of 49 staff members received the \$2000 stipend. The average stipend included benefits of \$29 which are on another line item. Keeping a stable and consistent staff in a time of upheaval is extremely important for student learning; this "hazard pay" is a small way to show our staff that they are appreciated.	Whole District	\$98,000.00	 

5481	District Level	FY 2021-2022	Preparedness and response	Instructional Program (0010-2000)	0200 Employee Benefits	000 Stipends	0.00	ARP - ESSER III - (4414)	These benefits are attributed to the \$98,000 which is the \$2000 stipend for the 49 employees for their additional stresses and efforts in another line item responding to students' needs related to the COVID-19 pandemic. An employee that gets \$2000 has benefits 1.45% (\$29) for Medicare which equals \$29 times 49 employees which equals \$1421.	Whole District	\$1,421.00	 
5483	0940-7914 Simla Elementary School (E)	FY 2021-2022	Summer learning	Instructional Program (0010-2000)	0200 Employee Benefits	000 Stipends	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	These benefits go along with the line item of \$6000 paid for summer school. $\$6000 \times .209 = 1254$ for PERA and $\times .0145$ for Medicare = 87 for a total of \$1341	Portion of Population	\$1,341.00	 
5557	District Level	FY 2021-2022	Addressing learning loss	Instructional Program (0010-2000)	0100 Salaries	000 Stipends	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	Salaries to pay for after school teachers to tutor students in order to address learning loss and other impacts of COVID. We will pay \$20 an hour for up to 1.5 hours a week after school to 3 teachers as needed for a total of \$4000....we'll use 2300 to balance the budget Benefits will be in another line item.	Portion of Population	\$2,300.00	 
5558	District Level	FY 2021-2022	Addressing learning loss	Instructional Program (0010-2000)	0200 Employee Benefits	000 Stipends	0.00	ARP - ESSER III - Learning Loss Set Aside - (9414)	Benefits to pay for after school teachers to tutor students in order to address learning loss and other impacts of COVID. We will pay \$20 an hour for up to 1.5 hours a week after school to 3 teachers as needed for a total of \$4000. Benefits for Pera at 20.9% = 836 and Medicaid at 1.45% = 58 for a total of \$894.	Portion of Population	\$894.00	 

6120	District Level	FY 2021-2022	Addressing learning loss	Instructional Program (0010-2000)	0100 Salaries	419 Instructional Paraprofessional	1.00 -17	ARP - ESSER III - Learning Loss Set Aside - (9414)	Salaries to pay for an additional paraprofessional in order to address learning loss and other impacts of COVID helping students/teachers that need the most help academically, socially and emotionally. We are paying \$18,617 for the paraprofessional during the 2021-2022 school year plus benefits, but will only use \$3,238 to balance the grant budget.	Whole District	\$3,238.00	 
5453	District Level	FY 2022-2023	Preparedness and response	Instructional Program (0010-2000)	0100 Salaries	000 Stipends	0.00	ARP - ESSER III - (4414)	School staff who have put in additional time responding to students' needs related to the COVID-19 pandemic earned a \$2000 stipend for their additional stresses last year. Each employee signed a modified "time and effort" log to attest they had additional stresses and efforts from a normal school year. A total of 49 staff members received the \$2000 stipend. The average stipend included benefits of \$29 which are on another line item. Keeping a stable and consistent staff in a time of upheaval is extremely important for student learning; this "hazard pay" is a small way to show our staff that they are appreciated.	Whole District	\$98,000.00	 

5482	District Level	FY 2022-2023	Preparedness and response	Instructional Program (0010-2000)	0200 Employee Benefits	000 Stipends	0.00	ARP - ESSER III - (4414)	These benefits are attributed to the \$98,000 which is the \$2000 stipend for the 49 employees for their additional stresses and efforts in another line item responding to students' needs related to the COVID-19 pandemic. An employee that gets \$2000 has benefits 1.45% (\$29) for Medicare which equals \$29 times 49 employees which equals \$1421.	Whole District	\$1,421.00	 
Allocation:											\$285,724.00	
Budgeted Amount:											\$255,987.00	
2019-2020 Indirect Costs: (28.03%)											\$0.00	
<i>Calculated: \$0.00</i>												
2020-2021 Indirect Costs: (25.32%)											\$2,255.00	
<i>Calculated: \$2,255.50</i>												
2021-2022 Indirect Costs: (21.86%)											\$27,482.00	
<i>Calculated: \$32,278.03</i>												
2022-2023 Indirect Costs: (0.00%)											\$0.00	
<i>Calculated: \$0.00</i>												
Override Indirect Costs (IndirectCosts)												
Funds Remaining:											\$0.00	

Assembly

Budget Summary

Budget Program Totals

Instructional Program (0010-2000)

Object Codes	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
0100 Salaries	\$196,000.00	\$16,551.00	\$212,551.00
0200 Employee Benefits	\$2,842.00	\$3,355.00	\$6,197.00
0600 Supplies	\$0.00	\$8,875.00	\$8,875.00
0640 Book and Periodicals	\$0.00	\$7,604.00	\$7,604.00
Budget Program Total:			\$235,227.00

Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)

Object Codes	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
0600 Supplies	\$0.00	\$20,760.00	\$20,760.00
Budget Program Total:			\$20,760.00

Allowable Activity Totals

Activity	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
Addressing learning loss	\$0.00	\$44,568.00	\$44,568.00
Mental health services	\$0.00	\$4,013.00	\$4,013.00
Preparedness and response	\$198,842.00	\$0.00	\$198,842.00
Summer learning	\$0.00	\$8,564.00	\$8,564.00

ARP - ESSER III Budget Totals

Allocation:	\$285,724.00
Budgeted Amount:	\$255,987.00
2019-2020 Indirect Costs: (28.03%) Calculated: \$0.00	\$0.00
2020-2021 Indirect Costs: (25.32%) Calculated: \$2,255.50	\$2,255.00
2021-2022 Indirect Costs: (21.86%) Calculated: \$32,278.03	\$27,482.00

2022-2023 Indirect Costs: (0.00%) <i>Calculated: \$0.00</i>	\$0.00
Funds Remaining:	\$0.00

Technical Assistance: Submit questions or requests for technical assistance to esserapplications@cde.state.co.us
(<mailto:esserapplications@cde.state.co.us>)

View more information and resources on the ARP - ESSER III Application for Funds website. (<http://www.cde.state.co.us/caresact/esser3>)