**American Rescue Plan**

**Elementary and Secondary School**

**Emergency Relief (ESSER) Fund**

**Maryland Local School System**

**Application and Certification**

**June 25, 2021**

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## Purpose

Under the federal American Rescue Plan Act of 2021, Public Law 117-2, enacted on March 11, 2020, the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to safely reopen and sustain the safe operation of schools and to address the impact of the coronavirus pandemic on the nation’s students. The American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER) requires local education agencies (LEAs) to reserve a portion of the allocation to address learning loss through evidence-based interventions. The remaining allocation has the same allowable uses as the CARES Act and CRRSA Act ESSER Funds. The ARP ESSER funds **do not** have an equitable services requirement.

## Timeline

## Local School System applications are due to MSDE by July 30, 2021.

## Availability

Funds are available for use from March 13, 2020 through September 30, 2024, including the Tydings Amendment.

## Uses of Funds

## Local School Systems must reserve not less than 20% of its total allocation to address learning loss through the implementation of evidence-based interventions, ensure that the interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP ESSER funds may be used for the same allowable purposes as the CARES and CCRSA ESSER funds, including hiring new staff and avoiding layoffs. Section 2001(e) of the ARP authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with the 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. An LEA may use ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

## Contact Information

## Questions should be addressed to Donna Gunning by email at [donna.gunning@maryland.gov](mailto:donna.gunning@maryland.gov) or by phone at 410-767-0757; or Steve Brooks by email at [steve.brooks@maryland.gov](mailto:steve.brooks@maryland.gov) or by telephone at 410-767-0793.

## PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

## Programmatic Assurances

1. The Local Educational Agency (LEA) will use ARP ESSER funds for activities allowable under Section 2001(e) of the American Rescue Plan Act of 2021 (ARP). (See Appendix A.)
2. The LEA will implement evidence-based interventions as required under section 2001(e)(1) of the ARP Act.
3. The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act.

**Reporting Assurances**

1. LEAs 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:
2. How the LEA 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 mitigating COVID-19 in schools;
3. 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;
4. Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
5. 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;
6. LEA uses of funds to sustain and support access to early childhood education programs;
7. 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);
8. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
9. The LEA will provide the required data to ensure the LEA has met the Maintenance of Equity Requirement per Section 2004 of the American Rescue Plan Act of 2021.

**Fiscal Assurances**

1. 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 United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
2. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
3. The LEA will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
4. The LEA will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
5. To the extent applicable, a LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to 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.
6. The LEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
7. The LEA and other entities 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 Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part180, 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 USDE in 2 CFR part 3474.

**SIGNATURE PAGE**

LEA ESSER Fund Contact/Title: Kimberly Hoffmann, Executive Director, Data Monitoring and Compliance

Contact Email: khoffman@bcps.k12.md.us Contact Phone: 443-271-2648

Local School System Superintendent (Printed Name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Elementary and Secondary School Emergency Relief Fund (ARP ESSER) American Rescue Plan Act of 2021**

**Maryland Local School System Application**

**Part I – Safe Return to In-person Instruction and Continuity of Services**

1. In accordance with Section 2001(i) of the ARP, please provide a link to the LEA’s Safe Return to In-person Instruction and Continuity of Services Plan. ***Link to the LEA’s Plan:***

<https://www.baltimorecityschools.org/safety-procedures>

*ARP ESSER requires that LEA plans include elements that are consistent with current, relevant guidance from the CDC related to the safe reopening of schools. These elements include: Universal and correct wearing of masks; modifying facilities to allow for 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, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. Additionally, an LEA Plan must describe how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.* ***This item will be addressed in question two below.***

1. Please provide a description of the prevention and mitigation policies that have been implemented, including how the LEA has revised polices to ensure alignment with current Centers for Disease Control (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Educational facilities at City Schools are an integral part of communities. Our strategy is to promote health and safety to everyone who enters our doors. We are also focused on improving the overall condition of buildings through facility investments.

**Health Practices Updates**

The following strategies are currently being used for managing health and safety throughout summer 2021. City Schools will be updating health practices for this fall as updated guidance becomes available from the CDC, the Maryland Department of Health, and in consultation with City Schools’ Health Advisory Group. The district’s Health Advisory Group is made up of physicians, public health professionals and epidemiologists from the Baltimore City Health Department (BCHD), Johns Hopkins University, Morgan State University and the University of Maryland Medical System. We are committed to the safety of our school communities and will thoughtfully explain our health protocols to stakeholders, as we have done throughout the pandemic, as these practices are updated.

Summer school participants have experienced a continuation of our health and safety protections, including:

* Continued social distancing in classrooms.
* Continued daily cleaning and disinfecting using products designed to combat COVID-19.
* Continued contact tracing to identify close contacts of individuals with COVID-19 and quarantining of anyone identified to be a close contact
* Continued assurance that all instructional spaces are serviced by air purifiers or Merv13 air filters.
* Continued use of cloth face coverings or disposable masks in all City School buildings in alignment with local and state guidance.
* Continued implementation of weekly asymptomatic PCR screening testing.
* Continued hand washing and sanitizing.

In addition to these protections, City Schools also implemented PCR COVID-19 testing this summer for symptomatic individuals, those being asked to quarantine, and individuals included in pools that test positive during asymptomatic testing. These symptomatic PCR Tests are administered by certified health suite staff members and health and safety coordinators (HSC). These practices will continue during the 2021-2022 school year.

City Schools supports our health and safety protocols and the implementation of our comprehensive asymptomatic testing program with the support of at least one Health and Safety Coordinator (HSC) in each of our schools. Funds will be needed to cover any costs of our comprehensive COVID testing program not covered through other grants. Those costs could include the personnel costs for HSCs, the cost of COVID-19 testing kits and costs for necessary lab processing. We will also be allocating funds to install sinks and/or restrooms in health suites at 16 schools across the district.

Proper air filtration is also a priority as we seek to increase health and safety practices at City Schools. Therefore, the proposed budget includes costs associated with air filtration which includes the cost of MERV-13 filters as well as the cost of air purifiers. In addition, HVAC upgrades are needed at many schools across the district to ensure air quality. Funds will be needed to cover the cost of these improvements.

Also, the hiring of additional custodians and bus personnel is necessary to support the mitigation measures that have been put in place. Auxiliary bus personnel will be secured to maintain proper physical distance on school buses. Additional custodians and lead technicians will be secured to meet the increase in sanitization demands across schools.

We know how important the COVID-19 vaccination is in stopping the spread of COVID-19. We want to better ensure the heath of students and staff within our schools this Fall. Therefore, since late spring, we have partnered with the BCHD to provide COVID-19 clinics in over 30 school sites. We are proud to say that over 3,000 Baltimore City Residents have been vaccinated at school-based vaccination sites from April – July. We have seen a rise in COVID-19 vaccination rates among Black and Latin communities since school clinics began. These clinics will continue to provide vaccinations to all in the community and will be available on a recurring basis throughout the school year. Incentives will be provided to further encourage eligible students to get vaccinated. We will also be hiring youth ambassadors to lead this charge as well and connect with students as peers to encourage them to get vaccinated.

**Relevant Guidance:**

* [Centers for Disease Control and Prevention (CDC) for Work & School](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)
* [The American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)](https://www.ashrae.org/file%20library/technical%20resources/covid-19/core-recommendations-for-reducing-airborne-infectious-aerosol-exposure.pdf)
* [Baltimore City Health Department](https://health.baltimorecity.gov/)
* [Baltimore City Public Schools Standard Operating Procedures (SOP)](https://www.baltimorecityschools.org/safety-procedures)

1. Please identify the amount of ARP ESSER funds, if any, that will be used to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance. In the response, please include a general description and timeline for the planned use of the funds. A more detailed description is required in the Budget Narrative.

| **Health and Safety Activity Description** | **Amount Budgeted on ARP ESSER** | **Additional Funds Budgeted through ESSER2 Grant** |
| --- | --- | --- |
| COVID Testing Program for all schools through SY21/22 at all City Schools | **$7,500,000.00** | **$31,500,000.00** |
| COVID contact tracing and staff to administer the COVID testing program for FY22 and FY23 |  | **$2,726,354.00** |
| Facilities upgrades to address indoor air quality (HVAC and Door for 7 priority #1 projects plus full HVAC system for new 21st Century High School) | **$46,808,663.55** | **$2,000,000.00** |
| Indoor Air Quality through MERV13 filter upgrades, air purifiers and air scrubbers |  | **$10,947,000.00** |
| PPE to be centrally coordinated for schools |  | **$12,580,000.00** |
| Health Suite Upgrades | **$2,400,000.00**  For 16 additional schools | **$1,150,000.00**  For 8 schools |
| Continuation of central pool of 20 custodial support positions and 10 additional drivers and aides to support social distancing on buses for FY23 and FY24 | **$4,903,160.00** | **$4,277,303.00**  Cost for FY22, including $1.5 M to purchase 10 buses |
| Contractual Custodian support for summer programs – Summer 2022, 2023 and 2024 | **$996,945.42** | **$445,000.00** |
| **Total Budgeted to Support Health and Safety Prevention and Mitigations Strategies[[1]](#footnote-2)** | **$62,608,768.97** | **$65,625,6570.00** |

*ARP ESSER requires that LEA Plans be reviewed every six months during the grant period. LEAs must seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan.*

C. Please provide a description of the LEA’s plan for periodic review and update of the plan, including a description of the LEA’s inclusion of public comments in the development of the plan, as well as the inclusion of public comments in any revisions to the plan.

Since the Spring of 2020, a robust stakeholder engagement plan has been in place to elevate the voices, experiences, and needs of stakeholders. Through a variety of feedback methods, we have touched over 40,000 parents, families, students, staff and community partners to learn more about their needs and preferences. To prepare for the coming school year and beyond, we will meet families where they are to ensure they are aware of the district’s position and resources. City Schools’ district and school-based teams will engage with families, partners, staff and youth through a variety of activities, including a “Back to School” Campaign to inform and build awareness of the district’s plans for school readiness and what stakeholders and staff can expect to experience in the coming school year.

**Community Schools:**

The community school strategy removes barriers to student success through partnerships between schools and community-based resources. Baltimore City has 128 community schools that support our students and families. During the 2021-2022 school year community schools will:

* Work over the summer to support summer learning partners
* Continue connecting families with resources
* Reach out to families to support school readiness and attendance for the next school year.
* Complete school-level home visits to increase and sustain student enrollment and family connections.
* Stay in contact with families in a variety of ways (over the phone, through social media, using messaging apps) to share information and inform schoolwide priorities.
* Continue to connect students and families to services that meet their needs.

**Students:**

Sharing the power to make decisions in program design and implementation with young people is a critical component in our communication plan. Partnering with students in the creation and delivery of interventions that directly respond to student needs and interests will better ensure positive outcomes. Our goal during the 2021-2022 school year is to increase engagement by leveraging student voices to foster more frequent dialogue for student input/feedback. Vendors and stipends will be utilized to support student voice.

There are several approaches we will implement to ensure students are directly involved in decision making this school year:

* The Youth Ambassador Program - a leadership development program for middle and high school students that develops and strengthens student voice, leadership, agency and representation in schools and the district.
* Youth Leadership Advisory Council and ASCBC - a representative body of students that will provide direct input and feedback to the CEO and district teams.
* Youth Up Next - citywide youth led school-based events and touchpoints with youth advocates, leaders, and educators to strengthen youth voice linked to learning.
* SFC Councils - expanding opportunities for students to engage in leadership roles to strengthen youth voice in decision-making and advocacy.
* BOY and EOY Surveys - students will participate in school-based input sessions and community-based meetings co-hosted by youth-focused partner organizations.

**Families:**

To ensure that our plans and priorities reflect the unique voices and needs of families, we will provide regular and ongoing opportunities for input and feedback in the following ways:

* Stakeholder surveys and text message polls
* Town halls and information/input sessions (information sharing)
* Smaller focused engagement, one-to-one interviews and focus group sessions

There will be multiple opportunities to share what we learned with families via the district’s website. Funds will be used to finance data collection tools and consultants needed to support communication and messaging needs for surveys and polls over the course of three years. This information will also be shared with school leaders, staff and School Family and Community (SFC) Councils to help inform school-level planning. Also, school leaders will be expected to share information with their families and school communities using the following outlets:

* BOY and EOY Surveys - all families will receive Panorama Surveys and quarterly POSSIP polls, including special communities (homeless, EL, father caregivers, LGBTQ) to help create two-way dialogue and help families become “active advocates” in this process.
* School Family & Community Councils - we will be relaunching these councils to strengthen decision-making and advocacy for school-level stakeholders (youth, families, community partners, staff).
* School Family Community Plans – these plans will be available at all schools for continual stakeholder input/feedback (home-school compact, family engagement plans, community school action plan).
* Family listening tours - 5 families per school will be selected for listening tours.
* Budget priority meetings - families will continue to be invited to these meetings at the district and school level
* Home-School Partnerships – we will be building staff capacity to strengthen and sustain home-school partnerships.
* Dual Capacity Building Framework/FCE policy - actively monitor/track effectiveness of FCE policy implementation strategies for more effective feedback to inform district/school-wide planning and addressing barriers to home-school partnerships.

**Summer Community Outreach:**

City Schools and community partners will host block parties and back to school events in local public parks over the summer. These events provide opportunities for families to speak directly with content experts and partners. Materials and vendor support for back-to-school events over the next three years will be needed to support these efforts. In-person reopening learning resources, giveaways, and collateral will be made available during these events. The following are additional initiatives that have been put in place for summer outreach:

* Home Visits - school-based staff (CS Site Specialists, FCE Liaisons, etc.) and community partners will be trained in the district’s reopening strategy and will distribute associated literature to families that will give clarity about expectations and resources to help remove any barriers to in-person return.
* Radio/Social Media Promotion - frequent broad/wide-ranging communication utilizing targeted campaigns for different stakeholder populations—EL, homeless, etc.
* Family University - pre-recorded updates (from all workstreams) for families, community partners, vendors, local agency partners, faith-based and grassroot organizations.
* Town Halls – hosted by the district, provide opportunities to inform stakeholders, include Q&A.

**Teachers:**

In place of BOY, MOY, and EOY surveys implemented to date, we plan to leverage direct engagement sessions with teachers during the 2021-2022 school year. These meetings will be scheduled three times a year with Instructional Leadership Executive Directors (ILED) to help facilitate more meaningful and ongoing engagement. This will allow more teachers to participate in targeted conversations with their ILEDs, enabling greater opportunities for input, feedback, and mentorship. In order to effectively accommodate the ratio of district teachers with 13 ILEDs, smaller teacher focus groups from each Community Learning Network (CLN) will be utilized that will aid in greater collaboration. Additionally, we will continue the monthly half day Wednesday professional development days, “Quick Question” approach to get regular input from teachers. This means we will prompt teachers and school-based staff with a one or two “Quick Question” survey or poll related to these strategies to ensure we are casting a broad net on a few key questions.

All teachers can expect to participate in two online K-12 Insight surveys each year (August and Jan) that will tie into larger professional development days (preparedness/readiness/needs –reflection/needs). Additionally, a question of the month will be added to the teacher updates disseminated through the Schools Office intended to be administered on the ½ day Wednesday professional development days.

**School Leaders:**

Engage school leaders more frequently to provide valuable input and feedback on their perceptions for the goal of 100% in-person student learning. This includes all available “touch points” the district has available to engage school leaders including BOY/EOY surveys, Principal Daily Updates (email), polls during scheduled district gatherings, and adding Academic Content Liaisons (ACLs), ILEDs, and EDs to the subcommittee to better inform, in a timely manner, stakeholder needs and input.

Like the teacher’s strategy, the recommendation for school leaders is having the ILEDs continue the R3 discussion (input/feedback) as part of their monthly meeting agendas where one to two areas of concern can be discussed during each meeting. The frequency of these conversations will help facilitate more timely input and feedback and allow for proper adjustment to strategies implemented along the way.

**District Office Staff:**

District staff can expect BOY and MOY surveys to gauge their perceptions of the continuing recovery processes, expose equity issues, staff-well-being, and professional development opportunities. They will also receive surveys specific to perception and needs/support of the recovery effort to better determine if there are disparate experiences across demographic groups.

**Partners:**

Our school-community partnerships plan recognizes the essential role of community partners in our approach to increased and ongoing learning. The Partners in Education (PIE) Portal is an online database/network that matches the diverse needs of schools with volunteers and partners from non-profit, business, city government, university, cultural, and grassroots organizations. This resource allows us to combine our communications and community engagement work with partners, volunteers, and donors within a single application. This combination makes it easier for our district and schools to access and manage partner data and foster relationships and connections between our partners and schools. This work will continue through the implementation of the School Community Partnerships Strategic Plan, which will focus on expanding partner reach, increasing partner resources, and enhancing partner impact. By embracing the insights and feedback from our district and school-community partners, City Schools will foster greater transparency of our collective efforts, while strengthening our relationship with these important groups.

**Communications:**

All stakeholders can expect regular communication and greater access to district updates, news and engagement opportunities in multiple languages. For students, achievement outcomes and positive news will be featured more prominently and consistently on the district’s external communications platforms, including the mobile app and the good news webpage, through the development of a good news campaign and more capable software tools.

1. An LEA that receives ARP ESSER funds must reserve at least 20% of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. The LEA must also ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.
2. Please identify the amount of funds that will be reserved for this purpose.

| **Activity to Address Impact of Lost Instructional Time** | **ARP ESSER Funds Budgeted** | **Notes regarding Additional Funding Sources Supporting the Activity** |
| --- | --- | --- |
| Expanded Summer Programming – Summer 2021 through 2024 | $128,691,580.65 | Additional ~ $10.6 M in state grant funding for summer 2021 and summer 2022 |
| Extended Learning Program – starting 2nd quarter SY21/22 through SY22/23 | $21,530,000.00 |  |
| Online licenses to support personalized learning, tutoring, student assessment and progress monitoring FY24 | $11,066,561.00 | FY22 and most of FY23 costs covered through ESSER2 |
| Special Education Programs – services and supports needed for students with disabilities to participate in district coordinated summer/school year programs and acceleration activities | $25,000,000.00 | $10,500,000 budgeted on ESSER2 plus fund through the APR IDEA Grant |
| Personalized Learning – Student Plans | $2,709,825.69 |  |
| Professional Development | $16,803,071.79 |  |
| Reimagined Time | $8,091,439.18 |  |
| Virtual Learning | $23,001,347.36 |  |
| ESSA Evidence Based Tutoring | $11,263,275.00 | Additional $38.7 M in state grant funding provided to support tutoring grades K – 12 in SY21/22 and SY22/23 |
| **Total Budgeted to Address Impact of Lost Instructional Time** | **$248,157,100.67** |  |

1. Please identify the method(s) the LEA will utilize to measure the impact of lost instructional time, and the means that will be used to address the impact of lost instructional time, including the timeline for implementation. LEAs must identify the intervention that will be implemented, include the tier rating (Tier 1, 2, 3, or 4) for the intervention, and discuss the LEA’s plan to collect and analyze data to demonstrate the impact of the intervention on student learning.

The following strategies have been prioritized for implementation for the upcoming school year (2021-2022) in response to input sessions.

**Personalize Learning:**

Personalized learning refers to how teachers work with students as individual learners. Through a range of formal and informal assessments, teachers gather data, early in the school year, about a student’s social, emotional, and academic experiences, interests, strengths and areas of growth. Once this information is gathered, teachers use a wide range of digital resources and hands on materials to support each students’ individual needs. Funds will be used over the course of two years for online learning platforms, invention licenses and online tutoring support that will guide personalized learning. The following interventions are among the many that will be used to guide personalized instruction:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | Subject(s) | Grade Level | Description | Tier Rating |
| Achieve 3000 | Secondary ELA | 9-12 | provides professional learning services ensuring differentiated learning paths tailored to participants' needs | 3 |
| Amplify | ELA | K-3 | a research-based, standards-aligned supplemental digital literacy curriculum | 0 |
| Apex | ELA/Math | 6-8 | digital curriculum designed to actively engage students by using tutorials, combining embedded supports and scaffolds to meet diverse student needs, actionable data to inform instruction, and success move | 2 |
| Eureka Equip | Math |  |  | 0 |
| FEVTutor | Math | 6-8 | One on one online tutoring | 3 |
| Innovations for Learning | Reading | K-1 | provides high dosage structured 1:1 tutoring to help struggling students catch up with grade level expectations of reading | 1 |
| Learning A-Z | Literacy | K-5 | A combination of teacher led instruction, independent practice, formative assessment, and detailed reporting to help improve the literacy skills of every student at every level | 2 |
| Literacy Lab | Reading | PreK – 3 | Implement mercy literacy strategies and conduct interventions with students using a response intervention framework | 1 |
| Moby Max | ELA/Math | K-8 | a comprehensive math and reading curriculum for kindergarten to 8th grade. | 3 |
| Project Pneuma | STEM/P.E | 4-8 | Martial arts, yoga, mindfulness, physical fitness and Wellness, cultural exposure, and STEM Academy projects | 4 |
| Reading Partners | Literacy | 2-4 | one to one tutoring program delivered by community volunteers who are recruited, trained, and supported by reading partners staff and AmeriCorps members at a reading center within a school | 1 |
| Reading Plus | Reading | 3-12 | a web-based literacy program that includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivations | 1 |
| Renzullii Learning | All | All, gifted | Online educational learning system | 1 |
| Ryan Institute | All | All | Provides academic and test preparation tutoring (individual and group) and enrichment programming for students in elementary through high school, professional development and professional test preparation for adults and educators, and supports for families of their students | 4 |
| Success for All (SFA) | Literacy | PreK-4 | Includes a literacy program, quarterly assessments, social emotional development, computer assisted tutoring tools, family support teams, a facilitator who works with school personnel, and extensive training for intervention teachers | 1 |
| Wilson Language | Literacy | K-5 | Offers professional learning options designed to help educators develop practical skills and enhance implementation of literacy programs through comprehensive coaching that supports fidelity of implementation | 1 |
| I-Ready | ELA/Math |  |  |  |

Naglieri Nonverbal Ability Test (NNAT-3), ESOL quarterly writing assessments and WIDA MODEL Online will also be used to assess student with disabilities and English Language Learners. These interventions will be supplemented by district provided programs to ensure adequate levels of understanding across other subject areas.

Personalized learning is a key strategy as educators recognize students have each experienced the COVID-19 pandemic in unique ways. In stakeholder input sessions, personalized learning was the top priority for all respondent groups – parents/caregivers, educators, students and partners. Enhanced learning time and extending the day was the second highest priority, across all respondent groups except students. Therefore, the district seeks to ensure this strategy is a success by providing stipends that will pay 2,000 teachers to tutor students for an extra 4 hours per day over the next two years. Vendors that implement ESSA evidence-based programming will also be secured to provide additional tutoring support for City Schools’ students during the extended day. These services are suited to further our efforts in providing services for our homeless and economically disadvantaged students as well.

Funds will also be allocated to high schools looking to support students with SAT tutoring. Vendor contracts, program materials and teacher stipends will be needed over three years to maintain the SAT tutoring program. Materials and resources for SAT tutoring will be needed on an ongoing basis from SY21/22 until SY23/24. Moreover, tutoring will be provided for high school students that receive a “not complete/no credit” report or who were chronically absent during SY 2020-2021.

It is essential for educators to know their students primarily as individual learners along with their social, emotional and academic development. Educators should also reflect the student population for which they are serving. As a result, we are hiring 3 FTEs to support the development of student learning plans, additional school counselors and vendors to sustain personalized learning plans over the next 3 years.

Personalized learning is especially beneficial to students with disabilities, English Language Learners and homeless students. Therefore, about $30,000,000 of the funds requested for personalized learning will go toward staffing, FICA, vendors, tutoring, IEP aides, materials, devices and SWDs participating in Ed Recovery Programs in special education. These resources will be needed on an ongoing basis from SY21/22 until SY 23/24.

**Accelerate Learning:**

Accelerate Learning refers to instructional strategies that educators use to advance the learning progress of students who are struggling academically or who have fallen behind (e.g. strategies that help these students catch up to their peers, perform at an expected level for their age and grade or meet required learning standards). Academic acceleration is often considered to be an alternative to some forms of remediation that may be designed to deliver less academic content to students at a slower pace.

Accelerated learning has been cited in many recent reports as a strategic way to address the academic learning loss associated with the COVID-19 pandemic. Several studies have highlighted that acceleration can be particularly impactful for low-income students and for students of color. As noted above, this approach favors a forward-thinking mindset and requires teachers to have high expectations for students. At its core, acceleration embraces students engaging with grade-level content with “just-in-time” learning supports that allow them to access and master skills. These skills will become increasingly important as we prepare students for state assessments. Therefore, we will focus on grade level content as our academic priority, rather than on remediation. All students will benefit from individualized learning paths informed by assessments and student work and we will provide targeted supports to English learners, students with disabilities, homeless students and other vulnerable student populations.

This will be accomplished through the following processes:

* Grade level standards will be prioritized.
* The Wit & Wisdom and Eureka Math program will be adjusted to focus on prioritized standards.
* A new HS ELA Curriculum will be used to support student master of ELA standards
* Students will be assessed in iReady at multiple points during the year to determine learning gaps.
* Teachers will follow the Data Wise Improvement Process to ensure data-driven results
* Students will be taught the prerequisite skills they need to access grade level content.
* Teachers will have time to teach prerequisite skills as needed before new concepts/topics are taught.

**Reimagine Daily Schedules:**

Daily schedules will be reimagined to include more dedicated time for foundational skills in core subjects (grades K-3). High school students in need of literacy support will have time in their schedule to access reading courses. Adjusting schedules in this way will allow teachers to differentiate instruction and respond to individual student needs. We may consider extending the school day for high school students who are working to complete unfinished learning or earn the credits they will need for high school graduation.

Our end-of-year data in reading and math show students are at varied levels and will need tailored instruction. Research supports the need for additional time in foundational reading skills at both the elementary and secondary levels. Additionally, there is ample research on high-impact tutoring. In stakeholder input sessions, students and families frequently named small group instruction as something they find helpful and want more. Teachers identified needing additional capacity if we instruct students in a more personalized way. So, along with creating more time we will add staff to support this strategy.

In response to this data, we reimagined time for students who participated in 2021 summer programming. Over the summer, students have been able to receive tailored instruction designed to close the learning gaps experienced during the pandemic. Time and resources over the summer have been dedicated to better prepare students for the upcoming school year.

Daily schedules will prioritize time for personalized and accelerated learning. There will be dedicated time for small group instruction, interventions, tutoring, and adaptive learning through digital platforms. In grades PreK-3, foundational literacy instruction will be prioritized. We may also consider extended day options for students needing additional support.

**Professional Learning:**

Our two types of job-embedded professional development align with the research on effectiveness. They will be district-informed and anchored in content and curriculum. They will reflect our commitment to personalize instruction and focus on acceleration. The first type, cycles of learning, will foster collaborative learning while our second type, discrete courses and workshops, allow for individual teachers to take what they need based on their grade level or content area. For cycles of learning to be successful, a dedicated content lead who has out-of-classroom time for planning, classroom observations and collaboration with leaders will be needed. The materials and resources for professional learning were purchased in January 2021. City Schools will continue to utilize these resources and materials from SY21/22 until SY23/24.

Schools will also need to make time available each week for common planning; ideally at least 75 minutes. In stakeholder input sessions, educators expressed a need for increased capacity around teaching towards acceleration along with opportunities for teachers to have voice and choice in their learning. Thus, a key line in our professional learning will be to listen to our school-based educators as they share their experiences and reflections. Their voices must inform professional development and will require district leaders to adjust and refine offerings throughout the school year. This approach represents a commitment to doing what is best for our educators in service of student learning.

All Pre-K to 12 educators will engage in job-embedded professional learning in support of personalized and accelerated learning. Job-embedded professional learning will include:

* Cycles of professional learning that occur each week
* Groups of colleagues that work alongside an out-of-the-classroom expert to deepen their knowledge of content and pedagogy
* Professional development for secondary educators that focus on literacy across content areas.

**Assessments to Inform Instructional Decisions:**

Assessments, such as I-Ready and Amplify, play a pivotal role in effective teaching and learning; using data to inform instruction is well-supported in the research. As we prioritize both personalized and accelerated learning, data-informed instruction will be essential.

In our stakeholder input sessions, educators urged the district to prioritize the most relevant assessments and eliminate those that are irrelevant or inappropriate. Thus, over the next three years, City Schools will look closely at its assessments and determine which ones are most helpful to inform teaching and learning decisions. Wherever possible, we will reduce the number of required assessments to ensure only the most valid are administered. In addition to identifying the most relevant assessments, we will work to implement a consistent system for when and how school-based teams analyze data and use it to inform instruction. This aspect of the strategy will require school-based teams to engage in professional development (in phases) over the next three years.

We will prioritize the assessments which provide the most relevant and actionable student data for teachers. We will identify key assessments for diagnosing secondary students' foundational literacy needs. We will support school-based teams to have systems for how they analyze multiple data points to inform their instruction.

**“Algebra Access for All” (AA4A):**

For students to be on track to take calculus in high school, they need to take Algebra I by 8th grade (or take two math classes the same year in high school). Currently in City Schools, 21 middle school programs offer this opportunity. This means most students enter high school without Algebra I and therefore are less likely to complete advanced math courses. This reality limits their opportunity to pursue STEM and/or technology-based careers as advanced math courses are often needed for these positions.

In our stakeholder input sessions, the need for more advanced math courses is affirmed by our most important constituents, our young people. One high school student stated, “we need more advanced classes with math for 9th graders so we can expand our knowledge.” This sentiment was echoed by a middle school student who asked for, “better algebra and geometry classes.” In fact, Equitable Access for All represents the highest percentage of “Number One Priority” (31.5%) selections by student respondents from the stakeholder input.

Our strategy to expand Algebra Access for All will increase access to advanced math courses for middle grade students and dual enrollment in high school. The goal is for all students to have access to advanced math courses in middle school by 2025. AA4A support began in the summer of 2021 at a cost of $43,060 which went toward stipends for teachers who worked extra hours to prepare students. This strategy included hiring two FTE virtual algebra teachers and an AA4A FTE coordinator to lead the work. Each teacher received a salary of $120,000 for a total salary cost of $240,000. The coordinator received $115,000. These hires were shared among networks and received ongoing professional development around content knowledge and best practices. The estimated cost of 10 months of professional development for these new hires is $5,000 per employee, per year for a total of $200,000 over three years. $160,000 is also needed for professional development programming over three years.

Algebra Access for All will increase access to advanced math courses for middle grade students and dual enrollment in high school. Our goal is for all students to have access to advanced math courses in middle school by 2025.

**The Virtual Learning Program:**

Throughout the course of the 2020-2021 school year, challenges from the COVID-19 pandemic provided opportunities for Baltimore City Public Schools to evolve in our approach to educating and instructing the 21st century learner. The pandemic surfaced the need for innovation. Baltimore City Public Schools seeks to provide an equitable learning experience, reaching the needs of all students through a flexible and accessible virtual learning option. A centralized full time virtual learning program will be available for a limited number of students in K-12 who excelled in the virtual setting during the 2020-2021 school year.

Over the past year, we have examined virtual best practices and virtual instructional structures to support school-aged students. During SY21/22, elementary and secondary virtual learning programs are committed to providing highly effective instruction grounded in grade level standards using virtual mediums such as textbooks, curriculum guides, teacher resources, and manipulates in digital form. These program will also provide personalized learning options to meet students’ individualized needs, while supporting college and career readiness. Additionally, student wholeness will be prioritized to address and support our students’ social and emotional needs.

Going forward we also hope to build on the knowledge gained in virtual learning and innovate to supplement in person offerings with virtual offerings to address barriers to academic achievement and provide opportunities for students to participate in programming to which they otherwise might not have access such as dual enrollment options. Knowledge and experienced gained with virtual learning will also allow us to use virtual platforms to strengthen community ties between all stakeholders. There will also be virtual support focused on students’ social emotional well-being.

1. For the remaining allocation of funds, please identify the specific programs, projects, or activities that will be implemented, including the timeline for implementation, the budgeted amount, and the expected outcome. Additionally, for each program, project, or activity, please provide a description of how the program, project, or activity will address the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic, including low-income students, students of color, English learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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| **Activity** | **ARP ESSER Funds Budgeted** |
| Technology and Connectivity | $32,260,000.00 |
| Expanded Enrichment and Academic Opportunities | $10,155,724.23 |
| Wellness, School Culture & Climate | $8,218,054.60 |
| Community Engagement (Student Voice and Dual Capacity Framework) | $3,064,177.50 |

**Centering Equity**

Ensuring equitable access to all aspects of school programming and resources continues to be our focus. To this end, we will be utilizing newly produced resources to address historic inequities and disinvestment as we begin to make progress towards the priorities identified in [*Investing in our Future: A World Class Education for Baltimore City Students.*](https://www.baltimorecityschools.org/sites/default/files/2019-01/investinginourfuture.pdf)

Eliminating policies and practices employed by our school system that result in disproportionately poor outcomes for students of color is also a major component of our efforts to ensure equity. Honoring the culture, experiences, and humanity of the students and families in our community will continue to drive us as we build staff capacity for equity-based teaching and learning.

**Culture and Climate:**

School communities will plan for an intentional culture that combines nurturing relationships [student to student; adult to student; adult to adult], sense of emotional safety, schoolwide and classroom norms and procedures, customer service, positive discipline, student recognitions and celebrations, mutual respect for diversity and school connectedness and engagement

The first quarter, especially the first two weeks of the 2021-2022 school year, will have a positive focus on these aspects of school culture with intentional assemblies, town halls and activities that promote a positive culture.

We will elevate student voice and leadership experiences by establishing Student Culture and Engagement Ambassadors in each school.

We will also consider school mini grants that promote school pride. For this potential initiative, a specific amount of funding will be allocated for schools to submit a proposal for a project that engages students, staff and families to creatively highlight and celebrate the school’s core values. Projects can include, but are not limited to, welcome back kits to encourage attendance and reconnection, events, school beautification projects, and affirmation murals.

**Mental Health Supports:**

Mental health support was the second priority listed among stakeholders. The initial plans to increase these supports include social work support, expanded school behavior health, and additional crisis teams.

The number of social workers to be added is dependent mostly on the supply of social workers we can recruit in the field. However, we have established an initial goal of providing additional support to 40 schools where students have struggled the most during the pandemic. Attendance rates, standardized test scores, school-wide crisis data, teacher retention rates, and principal changes were considered when selecting the 40 schools in greatest need of mental health support. This additional support will allow students, especially those who are homeless or in foster care, to have on-demand access and services for preventive issues, along with group and individual counseling.

We will also be increasing our Expanded School Behavior Health (ESBH) clinicians. This initiative utilizes organizations in the mental health field as partners with schools to provide services.

Moreover, additional crisis teams will be regionally based around Baltimore City. These teams will respond to school crises, but also be available for training staff around mental health preventative measures and the ability to see the warning signs with students.

**Social-Emotional Learning:**

City Schools understands the need to provide extensive support for the social and emotional wellbeing of students whose families are impacted by the economic consequences of the pandemic. This impact has had a particularly devastating impact in Baltimore’s neediest communities. It is for this reason that social-emotional learning will closely align with culture and climate during the 2021-2022 school year.

We will focus on relationship building throughout SY21/22 with activities such as community-building circles designed to develop connections across racial and ethnic groups. Additionally, each child will have an adult-champion that provides on-going support and checks on them periodically. This individual's skills will align with each child’s personalized learning plan. There will be dedicated morning meeting time in elementary schools and advisories for secondary schools. While morning meeting time is customary in elementary schools, the advisories in secondary schools will combine academic check-ins, SEL skill building and college and career planning. SEL strategies will be explicitly called out in academic lessons so that students are continuously applying their skills.

**Arts and Enrichment Opportunities and Athletics:**

As part of our core commitment to equity, we will use our pre-existing arts plan to determine what equitable art looks like and costs throughout the district. This includes expansion of visual arts programming as well as instructional music in our middle schools. Materials and resources for the visual arts program will be purchased in preparation for SY22/23 and SY 23/24. We will also look to expand other key programmatic offerings to which our students have not had adequate access such as world languages beginning in middle grades, library and expansion of rigorous course offerings like expanded AP and dual enrollment offerings in high schools. Similarly, we will look to expand enrichment opportunities such as robotics, debate, and E-sports.

During the 2021-2022 school year, we will explore the idea of expanding dual language programming in 3-5 schools. This will benefit English Language Learners (our fastest growing student population) and native English learners alike. We will research effective teaching methods and consider the costs for staffing, professional learning and materials. If a strong instructional model and sustainable funding model are confirmed, the dual language program would begin in the 2022-2023 school year. Funding allocated to this program will cover the cost of planning hours, stipends, curriculum, materials, and salaries for needed personnel to support the dual language program.

We will also use the arts as an avenue for social-emotional development by providing teachers with prompts and questions to guide self-expression. $3,732,000 will be used to reengage over 18,000 students across the district around the arts. We will combine this work with our adult champions so that students know that there are avenues for self-expression and people that they can talk to as they express their emotions through art.

For athletics, there are three areas that we want to explore for sustainability to potentially begin in the 2022-2023 school year:

* Robust physical education curriculum so that all students have access to the athletic activities and resources that pertain to their grade level,
* Middle school athletics, and
* Equitable high school opportunities, especially as it relates to sports offerings, facilities, and resources. This includes adult support for coordination and training, along with new opportunities such as cheerleading.

**Staff Well Being and Development:**

City Schools is committed to continuing and expanding support for the wellness and wholeness of staff members across all employee groups. Recognizing the significant challenges of the last year and a half, this support is even more important than before. We know that staff members need access to a range of these supports based on both the personal and professional impacts of the pandemic. Staff well-being also requires effective, strategic and responsive professional learning opportunities. Effectively serving all students in City Schools, connecting students’ brilliance with engaging and rigorous academic learning while supporting their social-emotional needs, requires amazing staff members who have space for balance, self-care and growth. Therefore, City Schools seeks to: promote and incentivize employee wellness and wholeness, expand centralized new teacher induction, stabilize staff, particularly in historically disinvested neighborhoods, strengthen and streamline professional learning offerings for teachers and other staff and build up the paraeducator workforce as a support to share responsibilities for serving students.

**Connectivity and Technology Support:**

The IT Department (ITD) has three areas of focus for SY21/22, these areas are: ensure students and staff have access to technology, ensure connectivity solutions are available for students and confirm tech support is in place for schools and families.

The ITD Department plans to supply devices for 15,000 individuals annually over the course of 2 years.

18,000 Hotspots and/or Wi-Fi access points will also be provided to City School’s families to ensure Internet connectivity over the next two years. We will be installing additional Wi-Fi access points in schools to ensure better access to the Internet throughout each school building. TMobile and Comcast are the two vendors supplying these Internet access points. Contractual tech support, licenses for asset management and device inventory will also be provided to support ITD efforts.

**Part II – LEA Maintenance of Equity for High Poverty Schools**

Section 2004 (c)of the ARP requires local education agencies in fiscal years 2022 and 2023 to maintain per-pupil funding (combined State and local) for any high-poverty school. The maintenance of equity provisions ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low-income families in each LEA are not disproportionately impacted by State and local cuts to vital resources. For FY 2022 and FY 2023, LEAs may not: reduce combined State and local per-pupil funding for any high-poverty school by an amount that exceeds the total reduction, if any, of combined State and local per-pupil funding for all schools in the LEA, OR reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

MSDE will distribute guidance and templates to demonstrate FY 2022 Maintenance of Equity in August 2021. The same process will be followed for the FY 2023 Maintenance of Equity requirement. Please note, this application includes an assurance that LEAs will provide the required information to ensure Maintenance of Equity has been met for FY 2022 and FY 2023.

**Part III – Budget Documents**

Please submit a budget narrative that includes a description of the planned use of funds, the cost basis for the activities included in the budget, and a completed C125 workbook with the application

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| **Investment Area** | **Activity Description** | **Calculation Details** | **Original Budget Amount** | **Category/Prgm** | **MSDE Object** |
| Grant Administration | Support for Grant administration and compliance monitoring - 1.0 Analyst - Grants Management | average salary cost = $85,022 for 1.5 years (FY24 through grant close out) | $127,533.00 | 0202/16 | 01 |
| Grant Administration | Fringe for Analyst Grants Management | (22.32% x salary + $15,197.89) \* 1.5 yr. | $51,262.20 | 0212 Fixed Charges | 04 |
| Grant Administration | Support for Grant administration, planning and compliance monitoring - 0.2 Executive Director Data Monitoring and Compliance | 0.2 \* annual salary x 1.5 years (FY24 through grant close out) | $44,400.00 | 0202/16 | 01 |
| Grant Administration | Fringe for 0.2 of Executive Director Salary | 22.32% x salary + $15,197.89 \* 0.2 \* 1.5 yr. | $14,469.45 | 0212 Fixed Charges | 04 |
| Grant Administration | Support for Grant administration, planning and compliance monitoring - 0.4 Manager - Federal Grants | 0.4 \* annual salary x 1.5 years (FY24 through grant close out) | $69,000.00 | 0202/16 | 01 |
| Grant Administration | Fringe for 0.4 of Manager-Federal Grants | 22.32% x salary + $15,197.89 \* 0.4 \* 1.5 yr. | $24,519.53 | 0212 Fixed Charges | 04 |
| Grant Administration | Contractual support for grant administration, grants accounting and grant monitoring activities | 4 contractors $ 60/hr. x 40 hrs./wk. x 100 weeks throughout FY22, FY23, FY24 and through grant close out | $960,000.00 | 0202/16 | 02 |
| Grant Administration | laptop and supplies for admin support | approximate annual cost of $12,000 per year for 2 years | $24,000.00 | 0202/16 | 03 |
| Grant Administration | Temp support for charter school fiscal management and tech inventory (FY23 and FY24) | 30 hours a week for 52 weeks for 2 years @ $40/hour | $124,800.00 | 0202/16 | 01 |
| Grant Administration | FICA for the temp position | 7.65% of the temp salary amount | $9,547.20 | 0212 Fixed Charges | 04 |
| Grant Administration | Contractual temp support for Legal Office for processing COVID Accommodation Requests and increased need for contract development to support recovery purchasing. | Projected amount based on vendor quotes - 960 hours @ $250 / hour | $240,000.00 | 0202/16 | 02 |
| Grant Administration | Salary for District Office staff time in support of planning for Public Health & safety issues, vaccination coordination, increased support for procurement and contracts to support grant implementation and other activities related to the district's recovery from the COVID 19 pandemic and the development of the ESSER3 Fund Grant Application | ~ 18,000 hours FY22 through grant closeout of district office staff time @ ~$120 / hour  Projected salary cost based on annual salaries and time and effort logs | $2,160,000.00 | 0202/16 | 01 |
| Grant Administration | Fringe for district office staff salaries associated with the COVID-19 pandemic response | projected fringe costs | $561,600.00 | 0212 Fixed Charges | 04 |
| Grant Administration | Program evaluation support for COVID Recovery programming | $200 / hour for 6,000 hours of program evaluation support | $1,200,000.00 | 0202/16 | 02 |
| Indirect costs | FY22 Approved Rate of 3.38% | FY22 Approved Rate of 3.38% | $8,225,601.58 | 0201/22 | 08 |
| Health and Safety | Support to continue COVID Testing Program through SY21/22 by providing a health and safety coordinator to every school | 172 schools and programs x $25/hr. x 7.5 hrs./ day 190 days | $6,127,500.00 | 0208 | 02 |
| Health and Safety | Costs for COVID Testing kits and processing. | $28 / test kit \* ~ 50,000 tests. Balance of costs to be covered on the ESSER2 grant | $1,372,500.00 | 0208 | 02 |
| Health and Safety | Facilities upgrades to address indoor air quality (HVAC and Door for 7 priority #1 projects plus full HVAC system for new high school project) | Priority 1 tag provides the projected per project cost for the 7 projects included. The HS full HVAC project is projected at $18M | $46,806,663.55 | 0211/31 | 02 |
| Health and Safety | Health Suite Upgrades to install sinks and/or restrooms | projected cost of $150,000 per school x 16 schools | $2,400,000.00 | 0208 | 02 |
| Health and Safety | Salary for 10 additional bus drivers and 10 additional bus aides for FY23 and FY23 | Bus Driver avg salary = $36,404 x 10 x 2 years Bus Aide avg salary = $34,165 x 10 x 2 years | $1,411,380.00 | 0209 | 01 |
| Health and Safety | Fringe for 10 additional bus drivers and 10 additional bus aides for FY23 and FY24 | Project fringe costs (22.32% of salary + $15,197.89 per position) | $922,935.62 | 0212 Fixed Charges | 04 |
| Health and Safety | Supplemental Custodian support for FY23 and FY24 - 20 custodial positions plus 2 Lead Technicians. | 10 full time custodians - avg salary $36,819 5 - 5 hr./day custodians - avg salary $22,081 5 - 3.5 hr./day custodians - avg salary $15,320 2 Lead Tech Avg Salary $62,000 | $1,358,390.00 | 0210/30 | 01 |
| Health and Safety | Supplemental Custodian support for FY23 and FY24 - 20 custodial positions plus 2 Lead Technicians. | 22.32% x salary total + $15,197.89 \* 22 | $971,899.81 | 0212 Fixed Charges | 04 |
| Health and Safety | Contract custodian support for summer school programs (Summer 2022, 2023 and 2024) | 55 summer sites x $7,500 x 3 summers | $1,237,500.00 | 0210/30 | 02 |
| Technology & Connectivity | Devices for students and staff for FY23 and FY24 | Projected cost based on the refresh plan and data regarding ongoing student need - $600 / devices for 15,000 annually for 2 years | $18,000,000.00 | 0203/02 | 03 |
| Technology & Connectivity | Wi-Fi via hotspots for families FY23 and FY24. | $5 M annually for 18,000 hot spots x 2 years | $10,000,000.00 | 0203/02 | 04 |
| Technology & Connectivity | Wi-Fi access points to support connectivity in school buildings | 15% of projected costs - portion on ESSER2 plus portion covered through eRate. | $1,260,000.00 | 0203/02 | 03 |
| Technology & Connectivity | Contractual Support for the IT Service desk, supplemental field technicians | Projected costs based on vendor proposals - ~$40/hour for 20,000 hours of support x 2 years | $1,600,000.00 | 0203/02 | 02 |
| Technology & Connectivity | Asset Management System | Annual license cost for 3 years | $1,040,000.00 | 0203/02 | 02 |
| Technology & Connectivity | Contractual staff to support initial device inventory | Initial inventory work: 12 contractors x 1,000 hours x $30/hr. | $360,000.00 | 0203/02 | 02 |
| Community Engagement | Student Voice initiatives: Vendor Supports | $50,000 per year for 3 years | $150,000.00 | 0203/02 | 02 |
| Community Engagement | Student Voice initiatives: Stipends | $50 / hrs. x 3,800 hours x 3 years | $570,000.00 | 0203/02 | 01 |
| Community Engagement | Student Voice initiatives: FICA | 7.65% of stipend amount | $43,605.00 | 0212 Fixed Charges | 04 |
| Community Engagement | Public Ally Fellow to support initiative implementation | $25,000 / year x 3 years | $75,000.00 | 0203/02 | 02 |
| Community Engagement | Dual Capacity Framework to Support Families - Vendor Supports | $250,000 / year x 3 years | $750,000.00 | 0203/01 | 02 |
| Community Engagement | Dual Capacity Framework to Support Families - Data Collection tools | $100,000 / year x 3 years | $300,000.00 | 0203/01 | 02 |
| Community Engagement | Dual Capacity Framework to Support Families - Consultant to support with communication and messaging to under represented stakeholder groups | $40,000 / year x 3 years | $160,000.00 | 0203/01 | 02 |
| Community Engagement | Dual Capacity Framework to Support Families - Materials | $75,000 / year x 3 years | $225,000.00 | 0203/01 | 03 |
| Community Engagement | Dual Capacity Framework to Support Families - Stipends (e.g. Parent Café, School Family Council, choice liaison) | $155,000 / year x 3 years | $465,000.00 | 0203/01 | 01 |
| Community Engagement | Dual Capacity Framework to Support Families - FICA | 7.65% of stipend amount | $35,572.50 | 0212 Fixed Charges | 04 |
| Community Engagement | Back to School Campaign - Materials | projected amount $30,000 / yr. x 3 years | $90,000.00 | 0203/01 | 03 |
| Community Engagement | Back to School Campaign - Vendor Support | $100,000 / year for summer 2022 and 2023 | $200,000.00 | 0203/01 | 02 |
| Expanded Enrichment & Academic Opportunities | Arts, Enrichment and Athletics programming to support reengaging students | $200 / student x 18,660 students | $3,732,000.00 | 0203/02 | 02 |
| Expanded Enrichment & Academic Opportunities | Development of a Dual Language Program | Stipends for Planning: $50 x 3,000 hours | $150,000.00 | 0203/02 | 01 |
| Expanded Enrichment & Academic Opportunities | Development of a Dual Language Program | 7.65% of stipend amount | $11,475.00 | 0212 Fixed Charges | 04 |
| Expanded Enrichment & Academic Opportunities | Development of a Dual Language Program - curriculum and materials purchase | projected amount | $400,000.00 | 0203/02 | 03 |
| Expanded Enrichment & Academic Opportunities | Development of a Dual Language Program | 2.0 FTEs, avg salary $85,000 x 2 years | $340,000.00 | 0203/02 | 02 |
| Expanded Enrichment & Academic Opportunities | Development of a Dual Language Program | 22.32% x salary total + $15,197.89 \* 2 | $136,679.56 | 0212 Fixed Charges | 04 |
| Expanded Enrichment & Academic Opportunities | Expansion of Dual Enrollment Programming | $350,000 / year x 3 years | $1,050,000.00 | 0203/02 | 02 |
| Expanded Enrichment & Academic Opportunities | Expansion of AP Programming - Vendor Support | $175,000 / year x 3 years | $525,000.00 | 0203/02 | 02 |
| Expanded Enrichment & Academic Opportunities | Expansion of AP Programming - text books and materials | $350,000 / year for 3 years | $1,050,000.00 | 0203/02 | 03 |
| Expanded Enrichment & Academic Opportunities | CTE Programs - short- term certifications | $240,000 / year x 3 years | $720,000.00 | 0203/02 | 02 |
| Expanded Enrichment & Academic Opportunities | CTE Programs - program materials and equipment | Projected amount | $1,280,000.00 | 0203/02 | 03 |
| Expanded Enrichment & Academic Opportunities | Algebra Access for All - salary for 1 program teachers for 3 years (Note: 2nd program teacher funded on Title IV) | $85,000 avg teacher cost x 3 years | $255,000.00 | 0203/02 | 01 |
| Expanded Enrichment & Academic Opportunities | Algebra Access for All - salary for 2 program teachers for 3 years | 22.32% x salary total + $15,197.89 \* 2 | $102,509.67 | 0212 Fixed Charges | 04 |
| Expanded Enrichment & Academic Opportunities | Algebra Access for All - professional development and program supports | $120,000 / year \*3 years | $360,000.00 | 0203/09 | 02 |
| Expanded Enrichment & Academic Opportunities | Algebra Access for All - stipends for summer program to prepare students | $50/hr. x 20 days x 4 hrs. x 5 teachers x 2 years | $40,000.00 | 0203/02 | 01 |
| Expanded Enrichment & Academic Opportunities | Algebra Access for All - stipends for summer program to prepare students | FICA for summer stipends - 7.65% | $3,060.00 | 0212 Fixed Charges | 04 |
| Personalized Learning - Special Education | Services and supports needed for students with disabilities to participate in district coordinated summer/school year programs and acceleration activities plus support extended ESY services SY22/23 through Summer 2024 | Projected cost for staff stipends for summer and after school | $5,640,000.00 | 0203/02 | 01 |
| Personalized Learning - Special Education | FICA for Stipends | $431,460.00 | 0212 Fixed Charges | 04 |
| Personalized Learning - Special Education | Projected cost ($90K)for 25 FTEs for 2 years | $4,500,000.00 | 0203/02 | 01 |
| Personalized Learning - Special Education | Fringe for 25 FTEs - 22.32% x salary total + $15,197.89 \* 25 \*2 yrs. | $1,764,294.50 | 0212 Fixed Charges | 04 |
| Personalized Learning - Special Education | Projected costs for vendors to support tutoring, secondary transition, assessments, IEP aides to support participating in summer and after school programs and other IEP identified needs | $11,464,245.50 | 0203/02 | 02 |
| Personalized Learning - Special Education | Materials, including devices, needed to meet needs of SWDs participating in Ed Recovery programs | $1,200,000.00 | 0203/02 | 03 |
| Personalized Learning | Licenses for online learning platforms, intervention licenses and online tutoring supports for 2 years | See details sheet with projected annual costs for 3 years | $11,066,561.00 | 0203/02 | 02 |
| Personalized Learning - Extended Learning | Stipends for the Extended Learning Program | 4 hrs./week x 25 weeks x $50 x 2,000 teachers x 2 years | $20,000,000.00 | 0203/02 | 01 |
| Personalized Learning - Extended Learning | FICA for Extended Learning Program Stipends | 7.65% | $1,530,000.00 | 0212 Fixed Charges | 04 |
| Personalized Learning - Student Plans | 3.0 FTEs to Support Student Learning Plans | projected average salary $85,000 for 3 FTEs for 2.5 years | $637,500.00 | 0203/10 | 01 |
| Personalized Learning - Student Plans | FRINGE for 3.0 FTEs | 22.32% x salary total + $15,197.89 \* 3 | $279,071.01 | 0212 Fixed Charges | 04 |
| Personalized Learning - Student Plans | Vendor support for Student Learning Plans | $170,000 / year x 3 years | $510,000.00 | 0203/10 | 02 |
| Personalized Learning - Student Plans | School Counselor Expansion - Salary Costs (FY23 and FY24) | average salary cost = $75,000 x 6 FTEs x 2 years | $900,000.00 | 0203/10 | 01 |
| Personalized Learning - Student Plans | School Counselor Expansion - Fringe | 22.32% x salary total + $15,197.89 \* 6 | $383,254.68 | 0212 Fixed Charges | 04 |
| Personalized Learning - Tutoring | Tutoring support through vendor partners that implement ESSA evidence-based programming | $45,000 / school x 100 schools x 2 years | $9,000,000.00 | 0203/02 | 02 |
| Personalized Learning - Tutoring | SAT Tutoring - Vendor Contract | $240,000 / year x 3 years | $720,000.00 | 0203/02 | 02 |
| Personalized Learning - Tutoring | SAT Tutoring - Program Materials | $30,000 / year x 3 years | $90,000.00 | 0203/02 | 03 |
| Personalized Learning - Tutoring | SAT Tutoring - Teacher Stipends | Projected Annual Amount - $450,000 x 3 years | $1,350,000.00 | 0203/02 | 01 |
| Personalized Learning - Tutoring | SAT Tutoring - FICA for Stipends | 7.65% of stipend amount | $103,275.00 | 0212 Fixed Charges | 04 |
| Professional Development | 1.0 Position to support Academic Professional Development | Projected annual salary of $105,000 x 3 years | $315,000.00 | 0203/09 | 01 |
| Professional Development | FRINGE for FTE | 22.32% x salary total + $15,197.89 | $115,871.79 | 0212 Fixed Charges | 04 |
| Professional Development | 21st Century Schools Supports - Stipends | Projected amount for SY21/22 | $300,000.00 | 0203/09 | 01 |
| Professional Development | 21st Century Schools Supports - FICA for stipends | 7.65% of stipend amount | $22,950.00 | 0212 Fixed Charges | 04 |
| Professional Development | 21st Century Schools Supports - vendor contracts for school programming | Projected amount for SY21/22 | $103,000.00 | 0203/02 | 02 |
| Professional Development | 21st Century Schools Supports - materials to support programming | Projected amount for SY21/22 | $74,050.00 | 0203/02 | 03 |
| Professional Development | Vendor support for district level PD | Projected Amount Literacy partner - $867,150 annually Math partner - $1M annually x 3 years $250,000 SEL PD annually x 3 years | $6,351,450.00 | 0203/09 | 02 |
| Professional Development | Teacher stipends for PD held outside of the school day | $50 / hr. x 2,000 teachers x 55 hours | $5,500,000.00 | 0203/09 | 01 |
| Professional Development | FICA for PD Stipends | 7.65% of stipend amount | $420,750.00 | 0212 Fixed Charges | 04 |
| Professional Development | Vendor led professional development planning, PD delivery and coaching supports for new teachers, teacher mentors, school administrators and teachers | 600 days of PD/coaching support x $2,000/day x 3 days | $3,600,000.00 | 0203/09 | 02 |
| Reimagined Time | Contractual partners that will be providing summer academic programming to support recovery, intervention, promotion programs and tutoring programs | 20,000 students \* $950 \* 3 summers | $57,000,000.00 | 0203/02 | 02 |
| Reimagined Time | Contractual partners that will be providing enrichment programming as part of summer learning | 85 sites x $50,000 / site x 3 summers | $12,750,000.00 | 0203/02 | 02 |
| Reimagined Time | Teacher stipends for summer learning programs | 2,350 teachers x $50 / hr. x 16 hrs./ wk. x 6 weeks x 3 summers + 15 hours PD and planning for all each summer | $39,127,500.00 | 0203/02 | 01 |
| Reimagined Time | FICA for summer stipends | 7.65% of stipend amount | $2,993,253.75 | 0212 Fixed charges | 04 |
| Reimagined Time | paraprofessional stipends for summer learning programs | 500 paras x $18 / hr. x 16 hrs./ wk. x 6 weeks x 3 summers | $2,592,000.00 | 0203/02 | 01 |
| Reimagined Time | FICA for summer stipends | 7.65% of stipend amount | $198,288.00 | 0212 Fixed charges | 04 |
| Reimagined Time | online licenses to support summer programming | $1,450,000 / Summer \* 3 summers | $4,350,000.00 | 0203/02 | 02 |
| Reimagined Time | Materials for summer programming | 20,000 students x $125 each x 3 summers | $7,500,000.00 | 0203/02 | 03 |
| Reimagined Time | Bus tickets to support transportation for summer programming | $350,000 per summer x 3 summers | $1,050,000.00 | 0209 | 02 |
| Reimagined Time | 4.0 FTEs to support planning and implementation of summer learning, tutoring and extended learning programming | $80,000 avg salary x 4 FTEs x 2.5 years | $800,000.00 | 0203/02 | 01 |
| Reimagined Time | Fringe for 4.0 FTEs | 22.32% x salary total + $15,197.89 \* 4 | $330,538.90 | 0212 Fixed Charges | 04 |
| Reimagined Time | High School Flexible Course Offerings - Teacher Stipends | $50/hr. x 5 hrs./week x 25 weeks x 500 teachers | $3,125,000.00 | 0203/02 | 01 |
| Reimagined Time | High School Flexible Course Offerings - Teacher Stipends | 7.65% FICA for Stipends | $239,062.50 | 0212 Fixed Charges | 04 |
| Reimagined Time | High School Flexible Course Offerings - programming materials | $150,000 / year x 3 years | $450,000.00 | 0203/02 | 03 |
| Reimagined Time | Stipends for summer work to update student schedules to align with programming changes | 2,000 stipend hours \* $50 x 3 summers | $300,000.00 | 0203/02 | 01 |
| Reimagined Time | FICA for stipends | 7.65% of stipend amount | $22,950.00 | 0212 Fixed Charges | 04 |
| Reimagined Time | Vendor Support for AOP Flexible Scheduling | $500,000 / yr. x 3 years | $1,500,000.00 | 0203/02 | 02 |
| Reimagined Time | 3.0 FTEs to Support Secondary Innovation | projected average salary $85,000 for 3 FTEs for 2.5 years | $637,500.00 | 0203/02 | 01 |
| Reimagined Time | Fringe for 3.0 FTEs | 22.32% x salary total + $15,197.89 \* 3 | $256,274.18 | 0212 Fixed Charges | 04 |
| Reimagined Time | On Track To graduate - vendor for PD | $80,000 / year x 3 years | $240,000.00 | 0203/09 | 02 |
| Reimagined Time | On Track To graduate - Stipends for Staff PD | $50 / hr. x 200 staff x 20 hours / year x 3 years | $600,000.00 | 0203/09 | 01 |
| Reimagined Time | On Track To graduate - FICA | 7.65% of stipend amount | $45,900.00 | 0212 Fixed Charges | 04 |
| Reimagined Time | Navigator Center - Stipends | $195,000 / year x 3 years | $585,000.00 | 0203/02 | 01 |
| Reimagined Time | Navigator Center - FICA | 7.65% of stipend amount | $44,752.50 | 0212 Fixed Charges | 04 |
| Reimagined Time | Navigator Center - materials | $15,000 / year x 3 years | $45,000.00 | 0203/02 | 03 |
| Wellness, School Culture & Climate | Mental Health Supports -- Contractual Social Workers, Psychologists and other Mental Health Professionals | $125,000 annually x 32 positions | $4,000,000.00 | 0207 | 02 |
| Wellness, School Culture & Climate | Social Emotional Learning Professional Development - Stipends | 6,000 teachers x 4 hrs. @ $50 | $1,200,000.00 | 0203/09 | 01 |
| Wellness, School Culture & Climate | Social Emotional Learning Professional Development - FICA | 7.65% of stipend amount | $91,800.00 | 0212 Fixed Charges | 04 |
| Wellness, School Culture & Climate | Social Emotional Learning Professional Development - vendor support | projected amount | $150,000.00 | 0203/02 | 02 |
| Wellness, School Culture & Climate | Arts as Healing - vendor support | projected annual cost $21,000 x 3 years | $63,000.00 | 0203/02 | 02 |
| Wellness, School Culture & Climate | Arts as Healing - program materials | projected annual cost $160,000 x 3 years | $480,000.00 | 0203/02 | 03 |
| Wellness, School Culture & Climate | Home Visits / Family Support Visits | $280,000 / year x 3 years | $840,000.00 | 0203/02 | 02 |
| Wellness, School Culture & Climate | Wellness Advisory Curriculum | Projected annual cost $215,000 x 3 years | $645,000.00 | 0203/02 | 02 |
| Wellness, School Culture & Climate | Wellness Advisory Coaching Supports | Projected annual cost $100,000 x 3 years | $300,000.00 | 0203/02 | 02 |
| Wellness, School Culture & Climate | Wellness Advisory PD Stipends | $50 / hr. x 2,776 PD hours x 3 years | $416,400.00 | 0203/09 | 01 |
| Wellness, School Culture & Climate | Wellness Advisory FICA for Stipends | 7.65% of stipend amount | $31,854.60 | 0212 Fixed Charges | 04 |
| Virtual Learning | SY21/22 Teachers for 2,000 student Virtual Learning Program Option | 72 teachers @ $85,000 Avg salary | $6,120,000.00 | 0203/02 | 01 |
| Virtual Learning | SY21/22 3 Principals, 4 Assistant Principals and 3 school secretaries | Principal Avg Salary = $125,000 AP Avg Salary = $110,000 Sec. Avg Salary = $50,000 | $965,000.00 | 0202/15 | 01 |
| Virtual Learning | SY21/22 4 Guidance Counselors | Avg Salary = $75,000 | $300,000.00 | 0203/10 | 01 |
| Virtual Learning | SY21/22 9 Special Educators | Avg Salary = $90,000 | $810,000.00 | 0206/04 | 01 |
| Virtual Learning | SY21/22 27 paraeducators | Avg Salary = $38,500 | $1,039,500.00 | 0203/02 | 01 |
| Virtual Learning | SY21/22 5 Educational Associates | Avg Salary = $95,000 | $475,000.00 | 0203/02 | 01 |
| Virtual Learning | SY21/22 Project fringe costs for all VLP Staff | 22.23% of salary + $15,197.89 x 127 staff | $2,182,485.29 | 0212 Fixed Charges | 04 |
| Virtual Learning | 4 Contractual Social Workers | $120,000 x 4 | $480,000.00 | 0207 | 02 |
| Virtual Learning | 4 contractual ITD staff to support staff and students | 4 staff x $56,250 | $225,000.00 | 0203/02 | 02 |
| Virtual Learning | Learning Management System | $500,000 annually\*2 years | $1,000,000.00 | 0203/02 | 02 |
| Virtual Learning | Student Materials and Devices for 1,000 K - 8 students and program staff | $1,010.46 / student x 1,000 students | $1,010,460.00 | 0203/02 | 03 |
| Virtual Learning | Online license costs and vendor supports for the K - 8 program | $1,040.18 / student x 1,000 students | $1,040,180.00 | 0203/02 | 02 |
| Virtual Learning | Student Materials and Devices for 1,000 HS students and program staff | $1,031.28 / student x 1,000 students | $1,031,280.00 | 0203/02 | 03 |
| Virtual Learning | Online license costs and vendor supports for the HS program | $500 / student x 1,000 students | $500,000.00 | 0203/02 | 02 |
| Virtual Learning | Cell phones for school administrator | projected cost for admin staff across the 3 programs | $19,000.00 | 0203/02 | 04 |
| Virtual Learning | Office supplies |  | $47,500.00 | 0202/15 | 03 |
| Virtual Learning | Instructional Supplies and Paper |  | $114,554.57 | 0203/02 | 03 |
| Virtual Learning | Vendors for online cultural enrichment activities |  | $235,000.00 | 0203/02 | 02 |
| Virtual Learning | Vendor support for professional development |  | $164,000.00 | 0203/09 | 02 |
| Virtual Learning | Professional Development Materials |  | $33,000.00 | 0203/09 | 03 |
| Virtual Learning | Stipend and Substitute Costs | project costs by program principals for the 3 programs for FY22 | $175,000.00 | 0203/02 | 01 |
| Virtual Learning | FICA | 7.65% of sub cost amount | $13,387.50 | 0212 Fixed Charges | 04 |
| Virtual Learning | External Printing Supports and Copier rental |  | $21,000.00 | 0203/02 | 02 |
| Virtual Learning | FY23 and FY24 program unique supports | Holding $2.5M for each year. Will submit amendment prior to FY23 to detail the spending plan | $5,000,000.00 | 0203/02 | 02 |
| Charter Schools | Charter School proportional share of the grant (20.44%) after reserving funds for administration, indirect, and supports that are being provided to charter and non-charter schools = $65,517,636.07 Each Charter schools will complete a grant application (see attached) and budget narrative aligned to their specific school situation and needs.   External amendment will be submitted to align these funds to the actual spending plans completed by December 2021. | Projected costs for staff | $38,875,000.00 | 0203/02 | 01 |
| Charter Schools | $1,000,000.00 | 0203/08 | 01 |
| Charter Schools | $1,000,000.00 | 0203/10 | 01 |
| Charter Schools | $1,500,000.00 | 0206/04 | 01 |
| Charter Schools | $2,000,000.00 | 0207 | 01 |
| Charter Schools | Projected fixed charges | $11,093,750.00 | 0212 Fixed Charges | 04 |
| Charter Schools | Materials for students - including devices for virtual learning | $2,500,000.00 | 0203/02 | 03 |
| Charter Schools | Materials for professional development | $35,000.00 | 0203/09 | 03 |
| Charter Schools | Vendor support for tutoring and online licenses | $1,695,886.07 | 0203/02 | 02 |
| Charter Schools | Vendor Support for professional Development | $350,000.00 | 0203/09 | 02 |
| Charter Schools | Support for health Screening | $18,000.00 | 0208 | 03 |
| Charter Schools | Hot Spots for Students | $250,000.00 | 0203/02 | 04 |
| Charter Schools | PPE & Materials for cleaning and sanitizing schools | $1,500,000.00 | 0210/30 | 03 |
| Charter Schools | Cleaning Contracts | $1,250,000.00 | 0210/30 | 02 |
| Charter Schools | Facilities repairs/upgrades to support indoor air quality and COVID response | $2,450,000.00 | 0211/31 | 02 |
|  |  |  | $443,818,195.00 |  |  |
|  |  | **Grant Award** | **$443,818,195.00** |  |  |
|  |  | Remaining to Allocate | $0.00 |  |  |

**Section 2001 (e), American Rescue Plan Act of 2021**

(e) Uses Of FUNDS. —A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311(b)(2)(B)(xi)](http://uscode.house.gov/quicksearch/get.plx?title=20&section=6311)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) 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.

(F) 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.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) 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 Individuals with

Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) 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.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) 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.

(N) 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—

(i) 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;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) 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.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) 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.

|  |  |  |
| --- | --- | --- |
| **ARP ESSER Fund Allocations** | |  |
|  |  |  |
|  | **Local School System** | **ARP ESSER** |
|  | Allegany County Public Schools | 25,329,276 |
|  | Anne Arundel County Public Schools | 108,684,942 |
|  | Baltimore City Public Schools | 443,499,452 |
|  | Baltimore County Public Schools | 217,036,616 |
|  | Calvert County Public Schools | 11,450,432 |
|  | Caroline County Public Schools | 13,690,784 |
|  | Carroll County Public Schools | 16,825,388 |
|  | Cecil County Public Schools | 27,830,030 |
|  | Charles County Public Schools | 30,866,467 |
|  | Dorchester County Public Schools | 17,463,078 |
|  | Frederick County Public Schools | 37,907,980 |
|  | Garrett County Public Schools | 8,953,889 |
|  | Harford County Public Schools | 42,459,496 |
|  | Howard County Public Schools | 43,506,702 |
|  | Kent County Public Schools | 5,233,195 |
|  | Montgomery County Public Schools | 252,061,089 |
|  | Prince George's County Public Schools | 274,521,788 |
|  | Queen Anne’s County Public Schools | 6,796,056 |
|  | St. Mary’s County Public Schools | 26,076,656 |
|  | Somerset County Public Schools | 13,496,264 |
|  | Talbot County Public Schools | 8,232,805 |
|  | Washington County Public Schools | 55,289,352 |
|  | Wicomico County Public Schools | 47,372,036 |
|  | Worcester County Public Schools | 14,389,034 |
|  | SEED | 7,050,315 |
|  | **Total** | **1,756,023,122** |

1. Beyond ESSER2 and ARP ESSER grant funds, an additional $1,101,845 in funding for PPE purchases in FY22 is budgeted through the supplemental School Reopening Grant provided by MSDE. [↑](#footnote-ref-2)