ARP ESSER SEA Reserve Accelerated Learning Grant Application

OVERVIEW

Background Information

Program: American Rescue Plan Act of 2021 (ARP) ESSER SEA Reserve
Application Due Date: November 15, 2022
Grant Period: Funds must be obligated by September 30, 2024
Award Amount: $8 million
Legislation: Public Law No: 117-2, section 2001
WDE Contact: Jeannie Veytsman at jeannie.veytsman@wyo.gov or (307) 777- 3316

Introduction and Purpose

The pandemic has exposed and exacerbated the academic and personal challenges many students face. Helping them overcome those challenges requires a focused and engaged school environment. As a response, this grant supports districts in creating new, or expanding existing, accelerated learning opportunities. The Wyoming Department of Education (WDE) encourages districts to focus on evidence-based initiatives (EBIs) that will accelerate learning, and, as a meaningful consequence, mitigate the effects of the pandemic to address the academic progress of students and staff, and unite the school and community, allowing both to work on common goals. The WDE recognizes the importance of using ARP ESSER funds for such initiatives, which will help mitigate learning loss by providing students and staff the flexibility to support efforts to promote resilience, achievement, and academic excellence in our schools.

The WDE will award $8 million to districts to develop and implement EBIs to accelerate learning for Wyoming's students.

The ARP ESSER SEA Reserve - Accelerated Learning Grant will support high-quality accelerated learning programs through evidenced- based initiatives.

The intent of COVID-19 Response funding is to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools.

This is a competitive grant.

Overview of Legislative Intent

This program exists to distribute funds to qualified applicants, pursuant to the American Rescue Plan requirements for the state education agency to reserve 5% of the total ARP ESSER allocation for the implementation of evidence-based interventions aimed specifically at addressing learning loss through accelerated learning, including but not limited to: curricular interventions, individually tailored high-dosage tutoring programs, and/or extended school year programs.

Grant Objective

The ARP ESSER Accelerated Learning Grant seeks to accelerate student learning and strengthen student engagement by:

- Providing students with comprehensive, evidence-based, accelerated learning opportunities to provide the continuity necessary to meet their academic, social, emotional, and mental health needs, which have been exacerbated by the COVID-19 pandemic.
- Providing students a safe and healthy environment where additional educational enrichment services, programs, and activities are offered to students to accelerate their learning opportunities, particularly those student subgroups who are disproportionately adversely affected by the COVID-19 pandemic.
- Offering schools the flexibility to develop accelerated learning opportunities to best address the needs of their students.
- Providing students and their families with a deeper connection to their school and community through such accelerated learning opportunities, allowing them to understand and take advantage of the full breadth of school and community support and opportunities available to them.

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 122 W. 25 Street Suite E200, Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.

Project Scope

Eligibility

Eligible entities may apply for this funding opportunity.
The term "eligible entity" means:

- A public local educational agency (LEA), including: i. a school district on behalf of all or a subset of schools, ii. a charter school authorized by a school district.

NOTE: Applications will not be accepted from individual non-charter schools or CBO's. Those organizations must be included in an application submitted by their respective district, who will act as their fiscal agent. Charter schools may submit a stand-alone application but must receive sign-off from their authorizer, i.e., their representative school district. The authorizing district will be their fiscal agent, if funded.

Grant Requirements

1. *General Grant Guidelines*

Administration

The LEA will be responsible for administering all aspects relating to the project, including, but not limited to, coordinating all financial details, completing all forms, and assuring that all requirements and guidelines are followed. The LEA shall keep an audit trail beginning with the preparation of the application, and shall include records to support the application. These records must show:

- The amount of funds within the grant,
- The cost of the project,
- The share of the cost provided from other sources (if applicable), and
- Other records to facilitate an effective audit.

The LEA will retain records of the program for **five (5) years** and will allow access to those records for the purpose of review and audit.

For additional information on grant planning and compliance, please see [WDE Emergency Funds and GMS Support Site](#).

2. *General Application Guidelines*

Applications must comply with format guidelines. For detailed application guidelines and definitions pertinent to the application please see [Application Guidance](#).

Award Process

Review Process

All proposals will be evaluated by a WDE review panel. Proposals will be selected for funding based upon the following criteria:

- Final score assigned by the proposal review team (based on the scoring rubric);
- Need demonstrated by the LEA, and project goals and objectives;
- Funds available.

Proposals will be evaluated with regard to the quality of the application submitted, and the likelihood the proposed project will address assessed needs.

Reviewers will seek high-quality projects designed to meet the bulleted goals in the above Grant Objective section.

The Wyoming Department of Education:

- May choose not to fund any or all proposals;
- May reject proposals that do not meet specific specifications and criteria;
- May select the review panel as deemed appropriate;
- May partially fund projects or adjust award amounts;
- Will reject proposals received late;
- Will inform eligible partners of this request for proposals;
- Will use a competitive grant scoring system for the selection process.

Awards will be announced no later than December 6th, 2022.

Rubric One - Proposal and Management Plan

RUBRIC CATEGORY	CRITERIA FOR AWARDING			
	3 POINTS	**2 POINTS**	**1 POINT**	**0 POINTS**
ABSTRACT *(0-3 Points)* ____x1 = ___	Abstract is complete and concise and: - includes the scope and the essence of the accelerated learning project, specifying target population; - outlines goals and objectives, indicate how your accelerated learning plan is connected to the COVID-19 pandemic; - outlines the plan to address accelerated learning through the evidence-based interventions and to ensure that those interventions respond to students' social, emotional, and academic needs; - indicates how the project will address the disproportionate impact of COVID-19 on underrepresented student subgroups.	Abstract is based on the application requirements, but is incomplete. Target population, goals and objectives are vaguely identified.	Abstract not completely based on application requirements. No target populations or goals and objectives were identified.	Abstract, target population, and goals and objectives missing.
STATEMENT OF NEED *(0-9 Points)* ____x3 = _____	Statement of need is clear, concise and: - describes the need for and compelling nature of the accelerated learning program; and - indicates how the program will respond to the needs created by the COVID-19 pandemic.	Statement of need is based on valid data appropriate to the application and is centered on accelerated learning, but the statement is not clear and concise.	Portions of the statement of need may not support the goals and objectives of the proposal.	There is no statement of need or the statement is inappropriate to the proposal.
PROJECT GOALS *(0-6 Points)* ____x2 = _____	Project goals are described in a clear organized manner and: - explain how the project goals fit into the broader scope of relief, prevention, and recovery efforts related to the COVID-19 pandemic; - outline in greater detail applicant's plan to address accelerated learning through the evidence-based interventions; and - indicate how the program will ensure that those interventions respond to students who are underserved or were most significantly affected by COVID-19.	Project goals are described and are appropriate to the project, but are not clearly defined or organized.	Project goals are described, but are not appropriate or aligned to the project.	Project goals are not described.

RUBRIC CATEGORY	CRITERIA FOR AWARDING			
	3 POINTS	**2 POINTS**	**1 POINT**	**0 POINTS**
EVALUATION *(0-3 Points)* ____x1 = ____	Effective evaluation is planned for each objective. Measurement tool(s) and expected results are clearly outlined. Application details concrete ways in which the assessment data will be used.	Effective evaluation is planned for some objectives, not all. Measurement tools and expected results are discussed to some extent.	Evaluation is planned for some or all objectives but does not seem effective. Measurement tools, expected results are not discussed.	There is no evaluation planned for any of the objectives.
APPLICATION FORMAT *(0-3 Points)* ____x1 = ____	Application fully complies with format guidelines and is submitted using the template provided on the GMS portal. All required sections and subsections are complete. Application includes a contact person and a superintendent/agency head as well as the name of the person authorizing the application.	Application complies with format guidelines. It is submitted using the template provided on the GMS portal. All or most sections are complete, but there are minor errors/omissions.	Application mostly complies with format guidelines. Not all sections are fully complete.	Application does not comply with format guidelines. Most sections are incomplete. Important contact and authorization information missing.

Rubric Two - Objectives and Activities

RUBRIC CATEGORY	CRITERIA FOR AWARDING			
	3 POINTS	**2 POINTS**	**1 POINT**	**0 POINTS**
MEASURABLE OBJECTIVES *(0-6 Points)* ____x2 = _____	All objectives are quantifiable and traceable. They are described in a clear, organized manner. Each measurable objective relates to the project goals.	Some objectives are measurable, but not all. All or most relate to the project goals.	Objectives described are not measurable. They may or may not relate to the project goals.	Measurable objectives are not included in the proposal.
OBJECTIVES' TIMELINES *(0-3 Points)* ____x1 = ____	There is a realistic timeline for reaching all goals and objectives within the grant period.	There is a realistic timeline for reaching most, though not all goals and objectives.	An unrealistic and vague timeline is identified.	No time line is identified.
ASSESSMENT BENCHMARKS *(0-6 Points)* ____x2 = _____	Current loss of learning directly linked to COVID-19 pandemic is: - documented, quantified and clearly presented; - will be easy to use as a point of reference to assess project's interim progress and final outcomes in terms of measurable parameters.	Some benchmarks are measurable, but not all. All or most are well documented and are easy in use.	Benchmarks described are not measurable. They may or may not be well documented and easy in use.	Benchmarks are not included in the proposal.
ACTIVITIES *(0-12 Points)* ____x4 = _____	The activities described are instrumental in reaching the planned objectives. In a concise and comprehensive way, application: - outlines all activities that will be used to reach the planned objectives as they relate to the goals of the project; - demonstrates that activities will address one or more priority area of the program; - details how those activities will facilitate LEA's efforts to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time.	Some, not all, of the activities described are instrumental in reaching the planned objectives. The application discusses how all or most activities will support LEA in their efforts as they relate to the project goals and objectives.	The activities described do not relate to the planned objectives.	There are no activities described.
ACTIVITIES' TIMELINES *(0-3 Points)* ____x1 = ____	There is a realistic timeline for accomplishing all activities within the grant period.	There is a realistic timeline for accomplishing most, though not all activities.	An unrealistic and vague timeline is identified.	No time line is identified.

Rubric Three - Budget

RUBRIC CATEGORY	CRITERIA FOR AWARDING			
	3 POINTS	**2 POINTS**	**1 POINT**	**0 POINTS**
BUDGET NARRATIVE/SUMMARY *(0-9 Points)* ____x3 = ____	The budget narrative/summary is allowable by law and supports the project's goals and objectives and matches the accounting structure. Budget items are described as they relate to each activity.	The budget narrative/summary is allowable by law and supports the project's goals and objectives, but there are errors.	Some, not all, of the budget narrative/summary supports the project's goals and objectives.	The budget narrative/summary is missing.
BUDGET ACCOUNTING STRUCTURE *(0-9 Points)* ____x3 = ____	The budget accounting structure is complete, accurate and matches the budget narrative. All proposed project expenses are itemized to include the budget category along with its description, quantity requested, unit cost, total amount per expense line, and the anticipated obligation dates.	The budget accounting structure is included, but there are errors or does not align with the budget narrative. Not all expenses are itemized.	The budget accounting structure is incomplete and does not align with the budget narrative. Expenses are not itemized in line with application format.	The budget accounting structure is missing.
ALTERNATIVE SOURCES OF FINANCING *(0-3 Points)* ____x1 = ____	Alternative sources of financing (or lack thereof), in case application is approved for partial funding only, are identified and clearly specified. Intent to pursue supplemental financing in case of partial approval is clearly stated.	Alternative sources of financing are identified and stated, but it is not clear if the LEA will go ahead with the application in case the proposed budget cannot be fully financed.	Some, not all sources of supplemental financing can be used to meet project's goals and objectives.	There are no alternative sources of financing identified.

Rubrics Summary

Rubric One (24 Maximum Points):

Rubric Two (30 Maximum Points):

Rubric Three (21 Maximum Points):

Rubrics Total (75 Maximum Points):

CONTACT INFORMATION

Project Director

Last Name *

First Name*

Position/Title*

Phone*

Email *

Business Manager

Last Name *

First Name*

Position/Title*

Phone*

Email *

Additional Contact Persons

Following format above, you may add up to five (5) email addresses to receive copies of approval/disapproval notices. The Superintendent or Authorized Representative will receive an email notification and does not need to be included in this list. Any other users who should receive notification should be listed.

SAM ID

As of April 4, 2022, all Federal grant recipients are required to use the SAM ID (System for Awards Management Identifier) for eligibility. The DUNS and DUNS +4 numbers are no longer used to determine eligibility, compliance, or used in grant application documents. For more information on the transition, visit [SAM.gov](SAM.gov).

The Wyoming Department of Education is required to verify each local education agency's (LEA) SAM ID was valid at the time expenditures were incurred in order to reimburse the LEA. All LEAs are required to update grant application(s) with an amendment and updated documentation when the SAM ID has expired. Applications and amendments without current SAM ID documentation will be returned for changes.

Current DUNS Number:

SAM ID Number:

SAM ID Expiration Date:

A PDF copy of the Entity Overview Record with the expiration date must be included with this application. This is mandatory for compliance purposes.

Note: *WDE must verify that your organization's SAM Expiration Date was valid at the time expenditures were incurred in order to reimburse for those expenditures. Include with the application a copy of the LEA's SAM.gov Entity Information record reflecting the SAM ID expiration date entered above.*

PROGRAM DETAILS

Vision, Goals, and Management

Abstract

Describe, in a clear and concise manner, the scope and essence of your accelerated learning project specifying target population. Outline goals and objectives, indicate how your accelerated learning plan is connected to the COVID-19 pandemic. Outline your plan to address accelerated learning through the evidence-based interventions and to ensure that those interventions respond to students' social, emotional, and academic needs. Indicate how the project will address the disproportionate impact of COVID-19 on underrepresented student subgroups. (2000 character limit).

Statement of Need

Describe, in a clear and concise manner, the need for and compelling nature of the accelerated learning program and how the program will respond to the needs created by the COVID-19 pandemic. (2000 character limit).

Project Goals

Describe the goals of the accelerated learning program in a clear, organized manner. Explain how the project goals fit into the broader scope of relief, prevention, and recovery efforts related to the COVID-19 pandemic. Outline in greater detail your plan to address accelerated learning through the evidence-based interventions and to ensure that those interventions respond to students who are underserved or were most significantly affected by COVID-19. ("Evidence-based interventions and practices" are defined under section 8101(21)(A) of the ESEA. For more information, refer to Application Guidance.) (2000 character limit).

Funding Contingency

Specify to what extent (if any) it is feasible to proceed with the proposed project in case there is a limited funds availability and the proposed budget cannot be fully financed. WDE will cap the award amount at $500,000.00 per application. WDE might lower that amount depending on the number of approved applications received. Applicants are encouraged to seek alternative sources of supplemental funding in case the award amount per application is lowered. If possible, list the sources of supplemental financing if the application is approved for partial funding only. (2000 character limit).

Evaluation

Describe how each project objective will be evaluated. Describe the measurement tool(s), expected results, and how the assessment data will be used. (2000 character limit).

Measurable Objectives and Planned Activities

Present up to three measurable objectives. Include each of the objectives that you will be pursuing using accelerated learning to address learning loss. (At least one objective is required for an application to be considered for funding.)

Objective One

1. Objective Title (265 characters):
2. Description: Describe an objective that specifically relates to the project goals and is allowable, traceable, and measurable. (2000 character limit).

3. Assessment Benchmarks: Present current loss of learning circumstances that are a direct result of COVID-19 pandemic as a point of reference against which project's interim progress and final outcomes will be measured. This will be your benchmark to assess the program's results and achievements. (2000 character limit).
4. Timeline: Provide a realistic timeline to achieve stated goals within the grant period. Add rows as needed.

Milestone	Expected Start Date	Expected Completion Date

5. Activities instrumental in meeting Objective One: Describe the activities to be used to reach the planned objectives as they relate to the goals of the project. In addition, you may discuss how the activity addresses one or more of the program priority areas, as noted in the Application Guidance. Specifically, discuss in detail how you will identify, re-engage, and support students most likely to have experienced the impact of lost instructional time through those activities. Students in this category include, but are not limited to:
   • Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years;
   • Students who did not participate or participated inconsistently in remote instruction; and
   • Students most at risk of dropping out of school.

   Present **up to four** activities that will be instrumental in achieving the objective. (At least one activity is required for an application to be considered for funding.) Provide a realistic start and end date for this activity to achieve stated goals and objectives within the grant period.

   Activity One:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

   Activity Two:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

   Activity Three:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

   ### Objective Two

   1. Objective Title (265 characters):
2. Description: Describe an objective that specifically relates to the project goals and is allowable, traceable, and measurable. (2000 character limit).

3. Assessment Benchmarks: Present current loss of learning circumstances that are a direct result of COVID-19 pandemic as a point of reference against which project's interim progress and final outcomes will be measured. This will be your benchmark to assess the program's results and achievements. (2000 character limit).
    4. Timeline: Provide a realistic timeline to achieve stated goals within the grant period. Add rows as needed.

Milestone	Expected Start Date	Expected Completion Date

5. Activities instrumental in meeting Objective Two: Describe the activities to be used to reach the planned objectives as they relate to the goals of the project. In addition, you may discuss how the activity addresses one or more of the program priority areas, as noted in the ESSER III ARP SEA Reserve Accelerated Learning Grant Application Guidance. Specifically, discuss in detail how you will identify, re-engage, and support students most likely to have experienced the impact of lost instructional time through those activities. Students in this category include, but are not limited to:
    • Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years;
    • Students who did not participate or participated inconsistently in remote instruction; and
    • Students most at risk of dropping out of school.

Present **up to four** activities that will be instrumental in achieving the objective. (At least one activity is required for an application to be considered for funding.) Provide a realistic start and end date for this activity to achieve stated goals and objectives within the grant period.

Activity One:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

Activity Two:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

Activity Three:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

Objective Three

    1. Objective Title (265 characters):
2. Description: Describe an objective that specifically relates to the project goals and is allowable, traceable, and measurable. (2000 character limit).

3. Assessment Benchmarks: Present current loss of learning circumstances that are a direct result of COVID-19 pandemic as a point of reference against which project's interim progress and final outcomes will be measured. This will be your benchmark to assess the program's results and achievements. (2000 character limit).
    4. Timeline: Provide a realistic timeline to achieve stated goals within the grant period. Add rows as needed.

Milestone	Expected Start Date	Expected Completion Date

5. Activities instrumental in meeting Objective Three: Describe the activities to be used to reach the planned objectives as they relate to the goals of the project. In addition, you may discuss how the activity addresses one or more of the program priority areas, as noted in the ESSER III ARP SEA Reserve Accelerated Learning Grant Application Guidance. Specifically, discuss in detail how you will identify, re-engage, and support students most likely to have experienced the impact of lost instructional time through those activities. Students in this category include, but are not limited to:
    • Students who have missed the most in-person instruction in the 2019-20 and 2020-21 school years;
    • Students who did not participate or participated inconsistently in remote instruction; and
    • Students most at risk of dropping out of school.

Present **up to four** activities that will be instrumental in achieving the objective. (At least one activity is required for an application to be considered for funding.) Provide a realistic start and end date for this activity to achieve stated goals and objectives within the grant period.

   Activity One:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

   Activity Two:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

   Activity Three:
a. Title (265 characters):
b. Description (2000 character limit):
c. ESEA Tier of Evidence:
d. Timeline: Expected Activity Start /End Date:

BUDGET

Budget Narrative/Summary

Describe how the proposed budget supports the goals and objectives of the project. Describe budget items as they relate to the activities within the scope of each objective.

➔ *Travel Expenses*	➔ *Purchase of Equipment and Property*
If travel is planned, indicate the purpose and destination of travel (specifying if it's an in-state or out-of-state travel). Travel costs include payments for travel reimbursement for staff/ administrative/ consultant travel that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the LEA does not have documented internal travel policies, state travel regulations will prevail.	*Identify any equipment and/or property to be purchased. Ex., purchase and installation of upgraded HVAC equipment, road vehicle (bus, minibus, or minivan) purchase. Explain how this purchase relates to loss of learning due to COVID-19, as well as how it contributes to an accelerated learning intervention. If you expect capital expenditures or equipment in excess of $5,000, you will be required to submit an ESSER Construction/Capital Expenditures Application Form for approval. If federal funds are used for equipment/property purchases, when the property is sold, the district must remit the sale proceeds back to the federal government according to the disposition formula.*

All budget categories and expense items must be allowable by law.

(2000 character limit).

Budget Details

Provide a list of expenses within the budget structure using the appropriate expenditure/accounting codes. Expense items must fall within one of the following series:

> ➔ 100 and 200: Salaries and Benefits,
> ➔ 300: Purchased Services,
> ➔ 400: Supplies and Materials, and
> ➔ 500: Capital Outlay (see **Purchase of Equipment and Property** above).

Sample Entry:

Objective	Budget Series	Expense Item Title/ Brief Description	Quantity Requested (if applicable)	Unit Cost ($) (if applicable)	Total Amount ($)	Anticipated Obligation Dates
Objective Three	*300: Purchased Services*	*Staff Development: training and professional development for staff recruited to provide targeted Intensive Supplemental Literacy Interventions*	*Series of three seminars offered by LSI-Learning Sciences International Organization*	*$30,000.00*	*$90,000.00*	*April - May 2023*

All expense items within the budget categories must be allowable by law.

(Add rows as needed)

Objective	Budget Series	Expense Item Title/ Brief Description	Quantity Requested (if applicable)	Unit Cost ($) (if applicable)	Total Amount ($)	Anticipated Obligation Dates

Total Grant Requested: $_ _ _, _ _ _._ _
(Grand total of all proposed expenses)

ASSURANCES

The Statement of Assurances is in effect for the duration of the Grant.

By submitting this application, the LEA assures that they are following all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal Grants set out at 2 CFR Part 200 Subpart E of the, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards."

Additional Assurances for Recipients of Any Federal Grant Funds:

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES
In accepting the funds made available under this GAN, the local educational agency (LEA) assures it will submit a plan to WDE that contains such information as WDE may reasonably require, including all information required by the U.S. Department of Education's (ED) Interim Final Requirements on ARP ESSER. The local educational agency will submit the plan by the date established by WDE.
The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.
The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:
    (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's Interim Final Requirements, **or**
    (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).
Before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account in the development of the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the WDE or ED may reasonably require including on matters such as: ● 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 addressing COVID-19 in schools; ● Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction; ● Data on each school's mode of instruction (remote, hybrid, in-person) and conditions; ● LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students; ● LEA uses of funds to sustain and support access to early childhood education programs; ● Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level); ● Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning; ● Requirements under the Federal Financial Accountability Transparency Act (FFATA); and ● Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.
Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). 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) ED and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

OTHER ASSURANCES AND CERTIFICATIONS

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.

With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the SEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the SEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

To the extent applicable, the 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.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

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

GEPA ASSURANCES

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

Control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

The local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to WDE and to ED as may reasonably be necessary to enable WDE and ED to perform their duties and that LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as WDE or ED deem necessary to perform their duties.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

Any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

In the case of any project involving construction—
- the project is not inconsistent with overall State plans for the construction of school facilities, and
- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

None of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.