

Massachusetts Department of Elementary & Secondary Education  
FY22 Elementary and Secondary School Emergency Relief III Fund Application  
Fund Code 119

Overview

This application allows LEAs (districts) and other eligible entities, referred to as "applicant entities" in this document, to apply for funding for the following federal program: **Fund Code 119, Elementary and Secondary School Emergency Relief (ESSER III) Fund** authorized by the American Rescue Plan Act (ARPA). While similar to ESSER I and II, funded by the CARES and CRRSA Acts, respectively, there are important differences in the amount of funding for each district, the maintenance of equity requirement, and requirements for each district to have **budgets that are effective as of the effective use of ESSER III funds** (see below). **ESSER III does not require districts to provide appropriate services to private schools.**

**New Requirements of ESSER III**

As a condition of receiving ESSER III funds, your district must agree to the following for both FY22 and FY23:

- **State and Local Funds:** Your district will not reduce the per pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to your schools divided by the total number of schools enrolled in all of your schools for that fiscal year, and
- **Full-time Equivalent Staff:** Your district will not reduce the per pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds the total reduction in full-time equivalent staff of all of your schools if such divided by the number of students enrolled in all of your schools for that fiscal year.

**High-poverty schools** means any school that is in the highest quartile (25%) of the district's schools based on the percentage of economically disadvantaged students served. Your schools with reported economically disadvantaged students by percentage (based on March 2021 SMS data) will prepopulate on Tab 3 (rounded up to the nearest whole school).

**Exceptions:** Districts with (1) a single school, (2) a single school per grade, or (3) less than 1,000 enrolled students are not subject to the maintenance of equity requirement.

**New to Private Learning and ESSER III Fund Implementation Plan Requirements**

Within 90 days of receiving ESSER III funding, districts must publish on the public pages of their websites a plan for the safe return to in-person instruction and continuity of services. The plan must have been available for public comment, which was considered in plan development. Districts may use their District Reopening Plans submitted to CDE or another plan that the district has in place to meet this plan requirement. You will be asked to indicate your district's reopening plan on Tab 3.

Your district must develop a plan for the use of ESSER III funds (Implementation Plan), that meets requirements set out by UDEE, including how the district will use ESSER III funds to: combat learning loss (see required reservation, next paragraph), address the academic, social, emotional, and mental health needs of students, especially those groups most impacted by the pandemic, and other spending and mitigation/prevention information. Substantial research and input is expected for these plans. The application, fully and thoughtfully completed, will constitute the district's plan, once approved by CDE. See Tab 4 for more information.

**New Reservation of 20% of Total ESSER III Funds to Address Immediate Needs**

Each district must reserve at least 20% of its ESSER III funds to address learning loss through the implementation of evidence-based interventions and ensure the those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underserved and student subgroups (such as racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and children and youth in foster care).

**Application Due Date is Monday, October 4, 2021.** A start date cannot be given until you have submitted a substantially approvable application and budget for the grant. While applications are available and may be submitted prior to July 2, 2021, the earliest start date for this grant is July 2, 2022. If you have questions about these deadlines, please contact your [help@de.ed.gov](mailto:help@de.ed.gov) liaison.

First Step: Saving the File

**Save this file to your computer's program drive in a safe location. Rename the file by replacing the words "template" in the name with your 4-digit district code number. Example: 0001 would rename the file an "ESSER-0001-Save" file. Do not delete or rename the file. Please save your information from other areas of Microsoft computers that save as a "macro-enabled file" (with an ".xlsm" extension) for their usability for their workbook to function properly.**

Tips for Completing the ESSER III Fund Application

**Workbooks and entries**

- Complete the signature Page first. The rest of the tabs do not need to be completed in order, but your application will not be considered substantially approvable if you have not completed information blocks.
- Complete the steps on each tab in the order that they are numbered. Note that some steps may not be required for your district and may be skipped.
- The **Budget Worksheet (Tab 3) must be completed.** This tab mirrors the budget entry page in iEdCare with the addition of actions re: equipment and certain other categories. The Budget Worksheet is mandatory, in addition to entering budget information in iEdCare.
- The workbook is intended to be used in electronic format. However, you can print a copy using Excel's print preview functions to get the appearance and paper information to use for your completed application.

**Color coding and cell formats**

- **Color coding and cell formats:** Required information is input information. That may be pasted into these cells as long as the source of the information has to do with Local formulas or formatting.
- Those cells that appear light gray will automatically populate based on information your district supplies on the application or from preloaded data already reported to the Department of Elementary and Secondary Education (DESE) (for example, "MSL data"). You can not edit and paste information from other areas of Microsoft into these cells.
- Those cells that appear in light orange offer a dropdown menu from which districts can choose a supplied response. [Click on cell and apply information from dropdown menu response options.](#)
- Throughout the tabs of this application you will find instruction boxes, tip boxes (link) to help avoid common mistakes, and resource boxes (link) that include links to materials outside the application with more detailed, grant-related information.

Submit the FY22 ESSER III Application as an Excel workbook via

[iEdCare Front Office web page](#)

**EdCare Submissions Information:**

Most district applicants already have designated control users in iEdCare's Front Office, who have access to submit grant applications as well as to make payment requests. Each district applicant needs to ensure that the designated control user prior to grant submission. If districts wish to submit grant submissions to work to submit before registering about a new username/login, grant submissions may be delayed several business days waiting for control user set-up. Please review the [iEdCare Security Controls documents](#) and/or contact iEdCare System Management Office, 700 State Street or [edcare@ed.gov](mailto:edcare@ed.gov), regarding creating new iEdCare Front Office control users.

The district applicant control users will register each grant opportunity, create each grant project and enter contact information, budget, and required attachments in iEdCare. All district budget entries have been entered with information regarding the grant. If you are unsure of how to enter a control user please contact your business office. **The ESSER III Fund Application Workbook and a Manual and User's Guide of the Microsoft Excel File must be submitted with your budget in EdCare.**

Applications are due by Monday, October 4, 2021

**NOTE ON SUBMISSION TIMELINE:**

- The start date will be the later of the date on which the district submits substantially approvable information and budget for the grant or July 2, 2022.
- Reporting quality is necessary for information can result in an earlier approval of your grant application.
- Grant payment notices will be available in EdCare after the grant application has been approved and the initial payment is processed.

**Massachusetts Department of Elementary and Secondary Education**  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

**UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR ESSER FUND CODE 119**

District staff with the role of "control user" in EdGrants have been provided user log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants in order to submit budget and attachments.

**Applications are due by Monday, October 4, 2021**

District Name:

Code:

Address: 317 Russell Street  
Hadley, MA 01035

DESE Federal Grant Liaison: Beth O'Connell  
Phone number: 781-338-3132  
Email: elizabeth.a.o'connell@mass.gov

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS, INCLUDING USING THE GRANT FUNDS FOR ACTIVITIES ALLOWABLE UNDER THE AMERICAN RESCUE PLAN ACT OF 2021. IN ADDITION, THE APPLICANT AGENCY ACKNOWLEDGES AND AFFIRMS THAT ITS FY22 FEDERAL GRANT ASSURANCES (AS WELL AS ANY FUTURE ASSURANCES PROVIDED DURING THE GRANT PERIOD) APPLY TO THIS GRANT.

AUTHORIZED SIGNATURE:   
PRINTED NAME:

TITLE:   
SUBMISSION DATE:

FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ESSER III Fund Fund Code 119	FROM	TO	
		THE LATER OF: UPON APPROVAL OR JULY 1, 2021	6/30/2022	<b>\$652,806</b>
			Total Allocation for Schedule A Consortium <i>For Those Districts Filing Schedule A only</i>	

**UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR THIS GRANT**  
**BY OCTOBER 4, 2021**

<b>District Contact Information</b>	
<i>Please provide information for primary district contacts for your district's ESSER III Fund application</i>	
<b>ESSER III Fund Application</b>	
Name of Primary Contact:	Richard E. Alcorn
Title:	Executive Director
Phone:	(413) 582-7040
Email:	info@pvcics.org
<b>EdGrants Control User (person responsible for uploading to EdGrants, if different person from above)</b>	
Name of Primary Contact:	
Title:	
Phone:	
Email:	

## Assurances for ESSER III

<b>Assurance 1</b>	<b>In-Person Instruction</b>	<p><b>In-Person Instruction Plan Requirement</b></p> <p>ESSER III requires that within 30 days of receiving ESSER III funding, districts must publish, on the public pages of their websites, a plan for the safe return to in-person instruction and continuity of services. The plan must be made available for public comment, which should be considered in plan development.</p> <p>If a district already has in place a plan that incorporated public comment and is published on district website, no additional plan is required. <a href="#">District Reopening Plans submitted to the Department in the summer of 2020</a> likely qualify for purposes of ESSER III. Regardless of when your plan was created, all districts must revisit and revise the plan as necessary within 6 months of approval of your ESSER III grant application and at least every 6 months thereafter through the life of the ESSER III grant award.</p> <p><b>Choose one:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; border: 1px solid black;">Our district will/has met the In-Person Instruction Plan Requirement with an existing plan, <i>or</i></td> <td style="width: 20%; text-align: center; border: 1px solid black;">Yes</td> </tr> <tr> <td style="border: 1px solid black;">Our district will meet the In-Person Instruction Plan Requirement within 30 days of receiving funding</td> <td style="text-align: center; border: 1px solid black;">Select One</td> </tr> </table>	Our district will/has met the In-Person Instruction Plan Requirement with an existing plan, <i>or</i>	Yes	Our district will meet the In-Person Instruction Plan Requirement within 30 days of receiving funding	Select One
Our district will/has met the In-Person Instruction Plan Requirement with an existing plan, <i>or</i>	Yes					
Our district will meet the In-Person Instruction Plan Requirement within 30 days of receiving funding	Select One					

<b>Assurance 2</b>	<b>District Use of Funds for Learning Loss/ and Disproportionate Impact</b>	<p><b>Reservation (20%) to address lost instruction and disproportionate impact</b></p> <p>Each district must reserve at least 20% of its ESSER III allocation to address learning loss through the implementation of <b>evidence-based interventions</b> and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and children and youth in foster care).</p> <p>Our district will reserve and spend at least 20% of our ESSER III funds to address the impact of lost instructional time using evidence-based interventions and the disproportionate impact of the COVID-19 pandemic on our students as described above.</p>
		Yes

<b>Assurance 3</b>	<b>Maintenance of Equity</b>	<p><b>Maintenance of Equity Requirement</b></p> <p>As a condition of receiving its allocation of ESSER III funds, your district must agree to the following for both FY22 and FY23:</p> <ul style="list-style-type: none"> <li>• <b>State and Local funds:</b> Your district will not reduce the per-pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools divided by the total number of students enrolled in all of your schools for that fiscal year, and</li> <li>• <b>Full-time Equivalent Staff:</b> Your district will not reduce the per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds the total reduction in full-time equivalent staff in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.</li> </ul> <p><b>High-poverty schools</b> means schools that are in the highest quartile (25%) of the district's schools based on the percentage of economically disadvantaged schools served. Based on March 2021 SIMS data, your district's schools are listed below, ranked based on percentage of economically disadvantaged students. The schools appearing in green boxes comprise your highest quartile, rounded to the highest number.</p> <p><b>Exceptions:</b> Districts with 1) a single school, 2) a single school per grade, or 3) less than 1,000 enrolled students are not subject to the maintenance of equity requirement. <b>There is also an exception for an exceptional or uncontrollable circumstances, such as unpredictable changes in student enrollment or a precipitous decline in state and local funds available to the district. If you believe such an exception applies to your district, please contact your liaison to discuss.</b></p> <p><b>Choose one:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; border: 1px solid black;">Our district will meet the Maintenance of Equity Requirement for both FY22 and FY23, <i>or</i></td> <td style="width: 20%; text-align: center; border: 1px solid black;">Select One</td> </tr> <tr> <td style="border: 1px solid black;">Our district is exempt from meeting the Maintenance of Equity Requirement because we meet the following exception:</td> <td style="text-align: center; border: 1px solid black;">We enroll fewer than 1000 students</td> </tr> </table>	Our district will meet the Maintenance of Equity Requirement for both FY22 and FY23, <i>or</i>	Select One	Our district is exempt from meeting the Maintenance of Equity Requirement because we meet the following exception:	We enroll fewer than 1000 students
Our district will meet the Maintenance of Equity Requirement for both FY22 and FY23, <i>or</i>	Select One					
Our district is exempt from meeting the Maintenance of Equity Requirement because we meet the following exception:	We enroll fewer than 1000 students					

ESSER III Regulations require that the district have a plan for safe return to in-person learning, which may include adopting CDC safety recommendations, which currently include:

- Universal and correct wearing of masks
- Modifying facilities to allow for social distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities (including improving ventilation)
- Contact tracing along with isolation and quarantine (in collaboration with state, local and Tribal health departments)
- Diagnostic testing and screening
- Efforts to provide vaccinations to school communities
- Appropriate accommodations for children with disabilities with respect to health and safety policies
- Coordination with state and local health officials

Districts should formally review and revise (if necessary) at least every 6 months and consider any changes/additions to [CDC guidance](#).

Districts are not required to adopt CDC guidance in order to qualify for ESSER III funds, nor to spend ESSER III funds on these activities.

School Code	School Name	Total Enrollment	# Econ. Disadvantaged Students	% Econ. Disadvantaged Students
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High-poverty schools are highlighted in green. These consist of the highest quartile of schools in your district (rounded to the highest number) based on percentage of economically disadvantaged students in all grades reported in March 21 SIMS collection.

If you have selected an exception in Assurance 2, indicating that your district does not have to meet Maintenance of Equity, no schools will appear on this grid.

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**Plans for the Use of ESER III Funds:**

The United States Department of Education (USED) is requiring two plans from all recipients of ESER III funds:

**1) A plan for the safe return to in-person instruction** and continuity of services

The requirement for this plan is to be met by your District Reopening Plan submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurances). It will need to be revised and updated as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.

**2) A plan for the Use of ESER III Funds**, based on broad stakeholder input, and addressing the following:

- The district's **prevention and mitigation strategies**, including extent district has adopted CDC recommendations. [ Step 4.4 ]
- How the district will use its **20% reservation of ESER III funds to address loss of instructional time with evidence-based interventions** (Step 4.2 and Tab 6, Budget)
- How the district will spend the remainder of its ESER III funds for **allowable expenditures** (Tab 5) and **budget** (Tab 6)
- How the use of ESER III funds will respond to the **academic, social, emotional and mental health needs** of all students, especially **those disproportionately impacted by the COVID-19 pandemic**. (Tab 4.2, Tab 4.3) including:
  - students from low-income families
  - students of color
  - English learners
  - students with disabilities
  - students experiencing homelessness
  - students in foster care
  - migratory students
  - students who are incarcerated
  - other underserved students

**This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED.** These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

**You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESER funds.**

Step 4.1 of 4.4	ESER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESER III funds, when and how do you plan to get their input?
<input type="checkbox"/>	Students	
<input type="checkbox"/>	Families	
<input type="checkbox"/>	School and District administrators, including special education administrators	
<input type="checkbox"/>	School leaders	
<input type="checkbox"/>	Teachers	
<input type="checkbox"/>	Other educators	
<input type="checkbox"/>	School staff	
<input type="checkbox"/>	Unions representing educators and school staff	
<input type="checkbox"/>	Tribes*	
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<input type="checkbox"/>	Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*	

**TIP:** The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

**Step 4.2 of 4.4 Evidence-Based Strategies, Interventions, and Supports:**

Describe how ESER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through evidence-based interventions, how progress will be measured, and how/through interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list of evidence-based interventions and provide a narrative at the bottom of this step for any of your district's evidence-based initiatives that are not listed. **Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.**

Enhanced Core Instruction	Our district is using ESER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Universal Screener & Standardized Testing during the school year	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups. This expenditure helps address lost instructional time through the implementation of evidence-based interventions. It also supports our response to students' social, emotional, and academic needs. While serving all students
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Classroom Assessment, Universal Screener & Standardized Testing during the school year	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups. This expenditure helps address lost instructional time through the implementation of evidence-based interventions. It also supports our response to students' social, emotional, and academic needs. While serving all students
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Star	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups. This expenditure helps address lost instructional time through the implementation of evidence-based interventions. It also supports our response to students' social, emotional, and academic needs. While serving all students
Expanding access to career-technical education, innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Yes	Yes	Advisory Curriculum based upon Naviance Career and Technical Planning with outcome successful fulfillment of IB exam at the end of high school	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups. This expenditure helps address lost instructional time through the implementation of evidence-based interventions. It also supports our response to students' social, emotional, and academic needs. While serving all students
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs	Yes	Yes	High School does peer tutoring & Mental Health Peace Room	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups. This expenditure helps address lost instructional time through the implementation of evidence-based interventions. It also supports our response to students' social, emotional, and academic needs. While serving all students
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Select	Select		
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
Targeted Student Supports	Our district is using ESER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Select	Select		
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Select	Select		
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Yes	Yes	SOPA & STAMP	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		
Talent Development and Staffing	Our district is using ESER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Select	Select		
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select		
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select		
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipeline programs for schools	Select	Select		

Labor-management partnerships to improve student performance	Select	Select		
<b>Conditions for Student Success - Social/Emotional and Mental Health Supports</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/dysproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.</b>
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	Peace Room - Universal Screener & Standardized Testing during the school year	The lost instructional time experienced due to COVID-19 had a disproportionate impact on underrepresented student subgroups. This expenditure helps address lost instructional time through the implementation of evidence-based interventions. It also supports our response to student's social, emotional, and academic needs. While serving all students.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select		
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select	Select		
Arranging for wraparound services to be provided at schools	Select	Select		
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Select	Select		
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select		
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Select	Select		
<b>Other Interventions/Strategies/Supports</b>		<b>This strategy will address pandemic-related learning loss/dysproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.</b>
<i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above.</i>		Select		
		Select		
		Select		
		Select		
		Select		
		Select		

**Step 4.3 of 4.4** Equitable Use of ESSER III Funds

How is your district taking educational equity into account when planning for expending your ESSER III funds?  
 For example,  
 1) allocating funds both to schools and districtwide activities based on student needs, and  
 2) implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

PVCICS is an integrated regional K-12 magnet school that offers an ethnically, socio-economically and culturally diverse student body an equitable and inclusive educational program. We offer a positive and supportive learning environment for all students and do not over-use exclusionary discipline. We will use the ESSER III funds to build upon our existing program with an eye to addressing academic and socio-emotional gaps that arose from the pandemic. See the budget for details.

**Step 4.4 of 4.4** CDC School Safety Recommendations  
 This information will come from your District Reopening Plan as well as any supplemental/ revised reopening policies for your district.

CDC Recommendation	Does your district have a policy or policies on this topic?	If "Yes," is it described in your District Reopening Plan?	If you have a policy but it is not described in your District Reopening Plan, please briefly describe here.
1 Universal and correct wearing of masks	Yes	Yes	
2 Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	Yes	
3 Handwashing and respiratory etiquette	Yes	Yes	
4 Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes	
5 Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes	
6 Diagnostic and screening testing	Yes	Select One	Yes we are doing diagnostic and screening testing
7 Efforts to provide vaccination to school communities	Select	Select One	PVCICS encourages our community to get vaccinated off site.
8 Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes	
9 Coordination with state and local health officials	Yes	Yes	

**TIP:** Note that your district is not required to adopt CDC school safety recommendations to receive ESSER III funds. This data is being collected for reporting purposes.

**TIP:** If you have a policy on the CDC recommendation, but answer "No" that it is not described in your District Reopening Plan, this cell will turn red until you write a description in the cell.

## Planned Uses of Funds

USED has stated that ESSER III funds may be used for **any** of the activities allowable for ESSER II and ESSER I, even though the list below omits two categories that appeared in ESSER I and II (activities authorized by the McKinney-Vento Act (now addressed through a separate allocation) and "providing principals and others school leaders with the resources to address individual school needs"). ESSER III funds have substantial flexibilities in both allowable programmatic uses and the period covered for eligible expenses to allow districts to mitigate the effects of COVID-19 on students, families, and staff and to prepare for reopening school systems and to address lost instructional time through interventions responding to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underserved student subgroups. For more information please see [DESE's Elementary and Secondary School Emergency Relief Fund webpage](#).

Step 5.1 lists categories of allowable uses for ESSER III funds. As you initially plan for the use of your district's ESSER III Funds, please consider the following to maximize the benefit of these and other federal grant funds allocated to your district:

- ESSER Funds are not Title I Funds. ESSER III Funds are not restricted to Title I's allowable uses nor do the funds have to be allocated to individual schools.
- Supplement not Supplant does not apply. ESSER III Funds are not subject to supplement not supplant rules.
- Maximize versatility of all federal grant funds. Districts may have numerous federal grants from more than one fiscal year, including ESSER I, II, and III funds, available simultaneously. DESE recommends, where feasible, that districts spend oldest funds first, to the extent the expenditures are allowable.
- Capital expenditures of \$30,000 or more will require prior approval by submitting the form found at in this application after Schedule A.
- Monitoring and reporting will be required.

<b>Step 5.1</b> <i>All Districts</i>	<b>ESSER III FUND ALLOWABLE EXPENDITURES</b>	
On which of the following allowable activities/categories does your district intend to spend its ESSER III Funds? <i>(Select "Yes" for all that apply)</i>		
	1. Educational technology (internet connectivity, hardware, devices, software, tech support services, etc.).	Select
	2. Supplies and services that enable remote learning (printing, telephonic support, translation services, etc.).	Select
	3. Any activity authorized by:	
	• ESSA (including Titles I, II, III, and IV),	Yes
	• IDEA,	Yes
	• Carl D. Perkins Career and Technical Education Act of 2006,	Select
	• Adult Education and Family Literacy Act.	Select
	4. Planning for and coordinating during long-term closures, including:	Select
	• how to provide meals to eligible students,	Select
	• how to provide technology for online learning to all students,	Select
	• how to provide guidance for carrying out requirements under the IDEA and	Select
	• how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Select
	5. Mental health services and supports.	Select
	6. Activities to address the unique needs of:	
	• low-income children or students,	Select
	• students with disabilities,	Yes
	• English learners,	Select
	• racial and ethnic minorities,	Select
	• students experiencing homelessness, and	Select
	• students in foster care.	Select



7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. <a href="#">early literacy screening</a> , etc.).	Select
8. Assessing and addressing learning loss, especially those groups listed in Category 6, above ( <i>Reminder: At least 20% of each district's allocation must be spent on evidence-based interventions in this category</i> ), including:	Select
<ul style="list-style-type: none"> <li>• administering and using high-quality assessments,</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• implementing evidence-based activities to meet student needs,</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• providing information and assistance to parents and families to support students, including in a distance learning environment,</li> </ul>	Select
<ul style="list-style-type: none"> <li>• tracking attendance and improving engagement in distance learning.</li> </ul>	Select
9. Planning and implementing activities related to summer learning and supplemental afterschool programs	Yes
10. Training and professional development for district staff on any topic from effective remote learning strategies to sanitation and minimizing the spread of infectious disease when in-person school resumes.	Select
11. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Select
12. Services and supplies to sanitize district facilities; personal protective equipment (PPE).	Select
13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.	Select
14. Procedures and coordination systems to improve district preparedness, prevention, and response efforts to COVID-19, including coordination with health departments and other relevant agencies.	Select
15. Other activities necessary to maintain district operations and services and to continue to employ existing district staff.	Select

**FY22 ESSER III Fund (Fund Code 119) Budget Worksheet**

<b>Total Allocation</b>	<b>\$652,806</b>		
<b>Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19</b>			
Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19	<table border="1"> <tr> <td><b>20% of Total Allocation</b></td> <td><b>\$130,562</b></td> </tr> </table>	<b>20% of Total Allocation</b>	<b>\$130,562</b>
<b>20% of Total Allocation</b>	<b>\$130,562</b>		

**TIP:** Please budget at least this amount in the column, "How much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19?" (these expenditures are also included in Total Expenditures). If less than 20% is budgeted in the column below, the box to the left will turn red.

**To determine FTE,** divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide \$80,000 by 120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (round to the nearest tenth).

**TIP:** All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program.  
 • Please consult [DESE's ESSER webpage](#) for reminders on allowable expenses and references to more detailed guidance.

**TIP:** The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See [add'l info](#).

**TIP:** For information on MTRS calculations and payments, please consult [DESE's MTRS Quick Reference Guide](#).

**TIP:** Use the "Comments" section (here and in EdGrants) to include **details** relating expenditures back to activities on the Implementation Plan and Use of Funds tabs.

Line Item Category: Select an option from the drop down menu.				Total Expenditures (whole numbers)	20% Reservation: How Much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19? (whole numbers)	Primary Function	Comments
<b>1 ADMINISTRATOR SALARIES:</b>	<b># of staff</b>	<b>Total FTE</b>	<b>MTRS</b>	<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Select One			<input type="checkbox"/>			Select One	
Select One			<input type="checkbox"/>			Select One	
Select One			<input type="checkbox"/>			Select One	
<b>SUB-TOTAL</b>	<b>0</b>	<b>0.00</b>		\$ -	\$ -		
<b>2 INSTRUCTIONAL/PROF STAFF:</b>	<b># of staff</b>	<b>Total FTE</b>	<b>MTRS</b>	<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Instructional Coaches	1	1.00	<input checked="" type="checkbox"/>	\$ 91,750	\$ 91,750	Activities addressing learning loss	Instructional Support
School Physicians and School Nurses	1	1.00	<input checked="" type="checkbox"/>	\$ 135,100		Improving district preparedness and response to COVID-19	School Nurse
Certified Specialist Teachers (providing individualized instruction)	1	1.00	<input checked="" type="checkbox"/>	\$ 93,000		Activities under ESSA, IDEA, Perkins or AEFLA	Sped Teacher
Certified Specialist Teachers (providing individualized instruction)	1	1.00	<input checked="" type="checkbox"/>	\$ 93,000	\$ 93,000	Activities addressing learning loss	Reading Specialist
Select One			<input type="checkbox"/>			Select One	
Select One			<input type="checkbox"/>			Select One	
<b>SUB-TOTAL</b>	<b>4</b>	<b>4.00</b>		\$ 412,850	\$ 184,750		
<b>3 SUPPORT STAFF SALARIES:</b>	<b># of staff</b>	<b>Total FTE</b>	<b>MTRS</b>	<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Non-Clerical Paraprofessionals/Instructional Assistants	2	2.00	<input type="checkbox"/>	\$ 100,000		Activities under ESSA, IDEA, Perkins or AEFLA	Paraprofessionals
Non-Clerical Paraprofessionals/Instructional Assistants	1	1.00	<input type="checkbox"/>	\$ 30,500		Meeting unique needs of special student populations	Peace Room Paraprofessiona
Select One			<input type="checkbox"/>			Select One	
<b>SUB-TOTAL</b>	<b>3</b>	<b>3.00</b>		\$ 130,500	\$ -		
<b>4 STIPENDS:</b>	<b># of staff</b>	<b>Rate</b>	<b>Rate Type</b>	<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Teacher/ Instructional Staff Professional Days	5	\$30	per hour			Planning/implementing summer learning and/or afterschool program	Summer School
Select One			select	\$ 22,299		Select One	
Select One			select			Select One	
Select One			select			Select One	
<b>SUB-TOTAL</b>				\$ 22,299	\$ -		
<b>5 FRINGE BENEFITS:</b>				<b>Amount</b>	<b>Amount</b>	<b>Brief Description</b>	<b>Budget Detail</b>
<b>5a MTRS (automatically calculated if MTRS box is checked above)</b>				\$ 37,157			
<b>5b Other</b>				\$ -			
Health Insurance							
Other Retirement Systems							
Federal Insurance Contributions Act (FICA)							
<b>SUB-TOTAL</b>				\$ 37,157	\$ -		
<b>6 CONTRACTUAL SERVICES:</b>	<b>Rate</b>	<b>Rate Type</b>		<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Select One		select				Select One	
Select One		select				Select One	

Select One		select		Select One			
Select One		select		Select One			
Select One		select		Select One			
Select One		select		Select One			
<b>SUB-TOTAL</b>							
<b>7 SUPPLIES AND MATERIALS:</b>				<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Testing and Assessment Materials				\$ 50,000		activities re: maintaining district activities and continuing staff emplo	Funds will be used to equitably provide IB Dipolma Progra
Select One						Select One	
Select One						Select One	
Select One						Select One	
<b>SUB-TOTAL</b>							
<b>8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)</b>				<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
<b>SUB-TOTAL</b>							
<b>9 OTHER COSTS:</b>				<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
Select One						Select One	
<b>SUB-TOTAL</b>							
<b>10 INDIRECT COSTS</b>	(a) rate (%) <small>(e.g., if 3.4%, enter 3.4)</small>	(b) eligible allocation less indirect	\$631,340	<b>Amount</b>	<b>Amount</b>		
3.4		(c) maximum indirect allowed	\$21,465 (a x b)				
<b>SUB-TOTAL</b>							
<b>11 EQUIPMENT:</b>	Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually and described in Step 6.2, below (these expenditures are not eligible for recovery of indirect cost).			<b>Amount</b>	<b>Amount</b>	<b>Select from Drop Down List</b>	<b>Budget Detail</b>
						Select One	
<b>SUB-TOTAL</b>							
				\$ -	\$ -		

  

**TIP:** The discrepancy box will indicate whether you budgeted too much or too little of your allocation. **Positive numbers indicate you have budgeted too much** by the indicated amount, **(negative numbers) indicate that you have budgeted too little** by the indicated amount.

<b>TOTAL FUNDS REQUESTED</b>							
	\$	652,806	\$	184,750			
	\$		\$	54,188			

**DISCREPANCY:** Difference between allocation and budgeted total, if any

## Major contracts and Capital Expenditures, Including Equipment No Indirect Costs Allowed on These Expenditures

<p><b>Capital Expenditures (Equipment and Other Capital Expenditures)</b></p> <p>ESSER III Funds are subject to the Uniform Grants Guidance (2 CFR 200), which requires that capital expenditures and certain equipment have prior written approval from DESE.</p> <p><b>Capital expenditures are defined</b> in the Uniform Guidance as "expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets"</p>	<p><b>Indirect costs</b></p> <p>Indirect costs are those expenses of doing business that are not readily identified with a particular grant, contract, project fund or activity, but are necessary for the general operation of the organization and the conduct of the activities it performs. Because these expenses are difficult to track with precision across benefiting sources, federal grants allow use of a rate as a mechanism for fairly and conveniently apportioning indirect costs across all programs within the framework of sound administrative principles. See U.S. Department of Education, <a href="https://www2.ed.gov/about/offices/list/ocfo/intro.html">Indirect Cost Overview</a> (https://www2.ed.gov/about/offices/list/ocfo/intro.html).</p>
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modifications, replacements, rearrangements, restorations, renovations, or alterations to capital assets that materially increase their value or useful life." 2 CFR 200.1. **Capital assets** are any tangible or intangible (software) asset that has a useful life of greater than one year and meets or exceeds the capitalization level of the organization (usually \$5,000). Capital assets include land, buildings/facilities, equipment, intellectual property. See 2 CFR 200.1 for additional information. **Equipment** is defined as "tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000." 2 CFR 200.1

In order to receive prior approval of any equipment or other capital expenditure, please list them in the appropriate box below -- either Equipment or Other Capital Expenditures. Note that Other Capital Expenditures includes capital contracts, such as for renovations or facilities upgrades (such as HVAC). Contracts that are not capital expenditures (such as services contracts for pd, enrichment, etc.) and that exceed \$25,000 should be listed in the first box. **All expenditures listed below should also be included in one of the 11 categories of the main budget, above.**

**Capital Expenditure Approval Form.** Finally, for those capital expenditures (Equipment or Other Capital Expenditures) amounting to \$30,000 or more ("Amount" cell will turn light blue), districts must fill out, sign and submit a Capital Expenditure Approval Form (see tab after Schedule A). These forms must be sent by email to your district liaison with your application. The form can also be found on DESE's Federal Grant Programs webpages [here](#).

For this grant, indirect costs must be consistent with the rate established by DESE's Office of School Finance. Note that districts are allowed to take less than the maximum allowable for indirect costs. The decision to recover indirect costs using these established rates is a local option. If indirect costs are recovered, they must be returned to the general fund of the city or town in accordance with G.L. Chapter 44, Section 53. In the case of regional schools, indirect costs shall be returned to the regional school general fund. [www.doe.mass.edu/Grants/essential.html](http://www.doe.mass.edu/Grants/essential.html)

In calculating the indirect cost allowable for a particular grant, some expenditures are not included. Two such exclusions include a portion of major subawards (those exceeding \$25,000), and capital costs (see adjacent box for description). See also, U. S. Department of Education, *Cost Allocation Guide for Federal Grants to State and Local Governments*. <https://www2.ed.gov/about/offices/list/ocfo/fipao/guideigcwebsite.pdf>

- **Contracts:** For major contracts exceeding \$25,000, districts may recover indirect costs on only the first \$25,000 of each contract. The remainder of the contract amount is excluded from application of the indirect cost rate. Note that for contracts for professional services normally provided in-house, such as a speech pathologist or school nurse, this exclusion does not apply, even if the contract exceeds \$25,000.

Of course, these expenses are also subject to all other grant requirements (allowability, allocability, necessary and reasonable, etc.) to be properly charged to the grant.

**Non-Capital/Services Contracts exceeding \$25,000**  
(include in budget categories above in addition to listing individually here). List *non-capital contracts* exceeding \$25,000 below (but not those for professional services normally provided in house)

Amount of contract:	Amount excluded from indirect cost:	Description:	
\$	-	\$	-

Cell will turn red if contract exceeds \$25,000.

**Equipment (from Line 11, above):**  
List items of personal property (not real property) costing \$5,000+ per unit and having a useful life of more than 1 year.

Amount:	Description:
\$	-

**Other Capital Expenditures (non-equipment) in**  
List items that are *not equipment* costing \$5,000 per unit or more, including real property and contracts for repair/

Amount:	Description:
\$	-

**TIP:** This amount will automatically be subtracted before calculating maximum allowable indirect costs for your district in Line 10.

**TIP:** If a cell in this column turns light blue (expenditures totaling \$30,000 or more), you must complete a Capital Expenditure Approval Form for each such expense (found after the Schedule A tab).

**TIP:** This total should equal the total amount for Category II, Equipment, in your budget

**TIP:** Cell will turn red if you enter equipment costing less than \$5,000. Remove this item from calculator.

**TIP:** If a cell in this column turns light blue (expenditures totaling \$30,000 or more), you must complete a Capital Expenditure Approval Form for each such expense (found after the Schedule A tab).

**TIP:** Cell will turn light blue if you enter a capital expenditure costing less than \$5,000. Remove this item from calculator.

**TIP:** Under "Name of Participating Agency," list all districts from which funds are being assigned to your district for administration.

**Instructions:**

- Fill out and print a copy of Schedule A if you are lead district for a consortium and funds are assigned from other grant recipients to your district (agency).

**Attach a pdf of the fully executed Schedule A form to the Lead district's EdGrants submission for each grant for which there are Schedule A assignments of funds.**

<b>MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION STANDARD APPLICATION FOR PROGRAM GRANTS</b>			
<b>FY22 SCHEDULE A - Assignment Schedule</b>			
1	<b>Schedule A is to be completed if the applicant agency operates and administers a grant project using funds from more than one grant recipient. Lead district submits with EdGrants submission.</b>		
2	<b>Agency operating and administering the project:</b>	<b>Pioneer Valley Chinese Immersion Charter (District)</b>	<b>0497</b>
3	<b>Name of grant program/ Fund Code:</b>	<b>ESSER III Fund</b>	<b>FC 119</b>
<b>Name of Participating Agency</b>		<b>Amount of Assigned Funds</b>	<b>* Authorized Signature</b>
<b>Total of Assigned Funds</b>		<b>\$0</b>	
<b>*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.</b>			



## Massachusetts Department of Elementary and Secondary Education

Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and American Rescue Plan Act (ARPA)

### Equipment and Capital Expenditures Request for Approval For Proposed Capital Expenditures of \$30,000 or More

The CARES Act, CRRSA Act, and ARPA provide that the Elementary and Secondary School Emergency Relief (ESSER I, II & III)\* Funds are subject to the Uniform Grants Guidance (2 CFR 200), which requires that capital expenditures and certain equipment have prior written approval from DESE. 2 CFR 200.439. In addition, the CRRSA Act/ARPA expressly added certain capital/equipment purchases (school facilities improvements related to environmental health and air quality) that are allowable using ESSER II & III funds (although all activities allowable for ESSER II and III are also allowable under CARES Act/ESSER I).

This form is required for prior approval of all capital expenditures or equipment of **\$30,000** or more. Capital expenditures are defined in the Uniform Guidance as “expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.” 2 CFR 200.1. Equipment is defined as “tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.” *Id.* Capital expenditures of less than \$30,000 will continue to be approved as part of your grant application workbook budgets.

**By submitting this request, you are assuring that the authorized use-of-funds criteria for ESSER I, II, and III Funds have been met.** Particularly, you are agreeing to review and follow all local, state, and federal policies and regulations when making a purchase using these federal funds, including federal and state procurement requirements that may be tied to certain dollar thresholds, in accordance with 2 CFR 200.317-326, and Massachusetts procurement standards (see Massachusetts Inspector General’s public procurement webpages and chart summarizing procurement requirements), as applicable. In addition, to the extent your projected expenditure includes construction and/or renovation, you will follow the requirements set forth in 34 CFR 76.600, as well as the regulations that may relate to your project, including, but are not limited to, 2 CFR 200.311 (real property) and 2 CFR 200.449 (financing costs), and 521 CMR 3.3.2 (MA regulations: accessibility triggered by improvements exceeding 30% of the “full and fair cash value” of the building). **Districts are advised to consult with municipal staff with regulatory expertise in these areas.**

Along with this form, please email to your district’s DESE federal grants liaison:

- 1) *A final, accepted bid or contract of the expenses to be funded with ESSER funds, and/or*
- 2) *If you do not have a final bid or contract, or if your proposed expenditure is \$100,000 or more, please submit your procurement policy with this form.*

For those without a final bid, your proposed expense will be provisionally approved, assuming satisfactory responses in this form, subject to submission of a final bid once procurement has been completed. **All approvals as subject to further monitoring by DESE.**

\*This form uses “ESSER II” for CRRSA Act funds and “ESSER III” for ARPA funds to differentiate from the ESSER funds of CARES Act (ESSER I).

Please provide full and complete answers to the following by typing where indicated:

1. Date of Request:
2. District Name:
3. Name of Primary Contact:
4. Title of Primary Contact:
5. Email Address:
6. Phone Number:
7. Short Title of Project/Expenditure Name:

8. Funding Source(s) Used:

9. Estimated Total Cost of the Project:

10. Amount of Total Cost that will be paid with ESSER I funds:

11. Amount of Total Cost that will be paid with ESSER II funds:

12. Amount of Total Cost that will be paid with ESSER III funds:

13. Name of district/town Chief Procurement Officer (CPO) or designee involved in the project/expenditure (required):

14. Does the CPO or designee have a [Massachusetts Certified Public Purchasing Office \(MCPPO\) designation](#) from the Massachusetts Office of the Inspector General?

15. Please describe the capital expenditure/construction that will be funded with ESSER I, II, and/or III funds:

16. The federal procurement standards require, among other things, that districts conduct an analysis of “lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.” [2 CFR §200.318\(d\)](#). Please explain, briefly, how the proposed expenditure represents the most economic approach for your district:

17. Was this expenditure part of any district/school facilities or capital plan created on or before March 13, 2020?

18. Please describe which of the [allowable uses of ESSER I, II and/or III funds](#) apply to these expenditures and how they are related to the impact of COVID-19:

19. Please describe how this expense is reasonable and necessary. ([2 CFR 200.404-405](#)):

20. Are you providing a final bid or contract that has been obtained through a procurement process? Yes, no, or explain:

*If you are not including a final bid/contract, please provide a copy of your procurement policy along with this form to your DESE liaison.*

**Signature of Superintendent or Charter School Leader:**

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Name of Superintendent or Charter School Leader: Type

Date:

Along with this form, please email to your district's [DESE federal grants liaison](#):

- 1) A final, accepted bid or contract of the expenses to be funded with ESSER funds, and/or*
- 2) If you do not have a final bid or contract, or if your proposed expenditure is \$100,000 or more, please submit your procurement policy with this form.*

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