

Certification and Agreement for Funding for the American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER)

BACKGROUND

Purpose

The American Rescue Plan Act (ARP) 2021 was signed into law on March 11, 2021 and provides an additional \$122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. This new funding is intended to help local education agencies safely reopen schools, measure and effectively address accelerated learning, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

Although the ARP ESSER uses of funds are similar to those for ESSER I and ESSER II, there are important distinctions between the ARP ESSER and other ESSER programs, including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address accelerated learning. LEAs may plan to use all remaining ESSER I and ESSER II funds before making use of the ARP ESSER funds, given the shorter remaining period of availability, however this is not a requirement. Please consult the accompanying [fact sheet](#) to learn more about the ARP ESSER program.

As part of the required state application for the U.S. Department of Education, USBE leaders met with a diverse group of stakeholders to get input on statewide needs in May 2021. USBE identified the following three issues currently facing students and schools across Utah as a result of or in response to the COVID-19 pandemic. We urge LEAs to consider these priority areas in designing plans for the use of ARP ESSER funds.

1. Student mental health and social emotional needs including student health foundations and protective factors.
2. Missing or Disengaged Students in K-12
3. Literacy

The ARP ESSER funds require that an LEA engage in meaningful consultation with stakeholders in the development of this plan. The LEA will assure that the public has been provided the opportunity to provide input to the LEA ARP ESSER plan, that the LEA has taken the public input into account, and that the local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Federal Allowable Use Cases

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ARP ESSER award?

The use cases as described in the federal American Rescue Plan legislation is detailed below. In addition, LEAs may consider the following [companion guidance that was created by the Hunt Institute](#) to support states and LEAs.

Uses of Funds. —A local educational agency that receives funds from ARP ESSER:

1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

Shall use the remaining funds for any of the following:

2. Any activity authorized by the Elementary and Secondary Education Act of 1965.
3. Any activity authorized by the Individuals with Disabilities Education Act.
4. Any activity authorized by the Adult Education and Family Literacy Act.
5. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
6. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
7. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
8. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
9. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
11. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

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

12. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
13. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
14. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
15. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) tracking student attendance and improving student engagement in distance education.
16. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
17. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
18. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
19. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Non-Allowable Use Cases

The Department generally does not consider the following to be an allowable use of ESSER funds, under any part of section 313:

1. subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs
2. expenditures related to state or local teacher or faculty unions or associations

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Funding

The USBE intends to award funding to eligible LEAs based on FFY 2020 Title I-A allocations as directed by the U.S. Department of Education. The USBE has also established a base allocation for all LEAs using the state set aside as we did with the original ESSER I and ESSER II awards.

One-Time Funding

LEAs should note that the ARP ESSER is one-time funding that must be utilized by September 30, 2023 and plan expenses accordingly.

(Please note, due to the federal Tydings Amendment, awardees have an additional 12-months to submit final reimbursement paperwork, which is the 09/30/24 date referenced in the fact sheet. We are encouraging all of our LEAs to make plans to spend by the end of the award period 09/30/23.)

Equitable Services:

An LEA that receives ARP ESSER funds under this grant is not required to provide equitable services to non-public school students and teachers with the ARP ESSER funding. The Utah State Board of Education is administering the new Emergency Assistance for Non-Public Schools ([Utah EANS Website](#)) program, which allows non-public schools to seek equitable services directly from USBE.

Maintenance of Records:

Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs original ESSER I funds awarded in 2020 and ESSER II awarded in 2021.

Application Deadline: August 20, 2021 at 5:00 PM in the Utah Grants Management System

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

USBE Points of Contact:

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LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

<p>Legal Name: Entheos Academy</p>
<p>Contact Information for LEA Representative</p> <p>Name: Esther Thompson-Blackwell</p> <p>Position & Office: Executive Director</p> <p>Address: Entheos Academy, 4710 W 6200 S Kearns UT 84118</p> <p>Telephone: 801-417-5444</p> <p>Email address: esther.blackwell@entheosacademy.org</p>

PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

<LEA Response>

Entheos Academy conducted a needs assessment during the month of July 2021, gathering feedback and input from educators, administrators, and parents, including parents of disproportionately impacted students- specifically parents of students with special needs, and our multi-language families. We used the data and information gathered, to determine the most valuable and targeted use of ESSER funds, to mitigate the impacts of the pandemic.

[Current State of Student Academic and Social Emotional Needs](#)

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Areas that have been most impacted-

- Early literacy scores among K-3 students. We have seen a significant decline in both proficiency and growth.
- ELA skills among students in grades 3-8.
- Math skills among students in grades 3-8s.
- Social Emotional well-being of all students.
- Increased barriers for educational access for students with special needs.
- Increased barriers for educational access for multi-language families.

What has been done-

Entheos Academy has worked extremely hard to address these areas of need since the pandemic began. Initiatives that have been initiated have included:

- High dosage tutoring on evenings and weekends, delivered both virtually and in-person.
- Targeted, take-home literacy packets.
- Creation of parents support videos for teaching literacy at home.
- Family liaisons for supporting students on home learning, or those students who are at-risk of academic failure or disengaged/missing.
- Free Summer School for all students whose families choose to participate.

Baseline data-

- 64% of the K-3 students at Entheos Academy were testing at “proficient” at the end of the 2019 school year. At the end of the 2021 school year, our K-3 literacy proficiency had dropped to 51%.
- In 2019, 26.8% of our 3-8 students tested proficient on RISE Math. The preliminary results from 2021 RISE testing indicate that our math proficiency has dropped to 19%.
- In 2019, 32.3% of our 3-8 students tested proficient on RISE ELA. The preliminary results from 2021 RISE testing indicate that our ELA proficiency has dropped to 26%.
- In the 2021 school year, 0% of our students had access to an on-campus mental health professional, to support social and emotional well-being.
- Baseline interview data shows that many of our parents of students with special needs, have had a hard time accessing education during the pandemic. The difficulties of having students with disabilities participate in virtual education is often compounded by the very disability with which they are struggling.
- Baseline interview data shows that our teachers, office staff, administration, and parents have expressed that during the pandemic, that the difficulty of communicating effectively with families who do not speak english as their first language has acted as a barrier to our multi-language students participating effectively.

Stakeholder feedback-

- 74% of our families who provided input, expressed that they were concerned about gaps in their children’s academic skills/knowledge, due to the pandemic. 62% said that they would like to see after-school tutoring continue. 48% said they would like to see Summer School be implemented again. 52% wanted our Family Liaison position to be continued.
- 46% of individuals surveyed, wanted to see more evidenced-based early literacy materials for use at school and home.
- 41% of individuals surveyed hoped to see online homework help being provided.

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- 54.4% of our parents surveyed, expressed that they were concerned about students struggling with social and emotional challenges from the pandemic. 54% of parents also said that they would like to see on-campus mental health support for students and families.
- 54% of our Spanish speaking families who provided feedback on this ESSER III plan, expressed that they would like to see more access to bilingual staff. 62% of our Spanish speaking families expressed that they would like to see more teachers trained in how to support multi-language learners.
- 33% of our respondents expressed that they would like to see increased services for students with disabilities.

Desired state of Student Academic and Social Emotional Needs

1. Entheos Academy would like to accelerate our student learning among our K-3 students, so that we will return to our pre-pandemic early literacy proficiency rates or higher.
2. Entheos Academy would like to accelerate our student learning in the area of 3-8 English Language Arts, so that we return to our pre-pandemic ELA proficiency rates or higher.
3. Entheos Academy would like to accelerate our student learning in the area of 3-8 Math, so that we return to our pre-pandemic math proficiency rates or higher.
4. Socially and emotionally healthy students. Entheos Academy would like to provide an on-campus mental health professional for each Entheos campus, to increase social emotional support for students who are struggling with mental health challenges due to the pandemic.
5. Decrease barriers and increase supports for students with special needs that have been disproportionately impacted by the pandemic.
6. Decrease barriers and increase supports for multi-language students who have been disproportionately impacted by the pandemic.

Potential Barriers

Our stakeholders indicated that they viewed the following issues as potential barriers to meeting our students' academic and social emotional needs:

- Students have gaps in their academic skills/knowledge from the pandemic.
- Students not having devices at home such as Chromebooks or laptops, on which they can do school work.
- The possibility of having to return to a hybrid model of education if another major COVID-19 outbreak occurs.
- Parents sending their children to school sick, and spreading the virus resulting in quarantined classes.
- Not enough educators to assist students with catching up in their reading and math skills both during the school day, and during after-school tutoring.
- No current space appropriate to hold outdoor learning to reduce risk of COVID-19 exposure.
- Not enough multi-language employees and difficulty recruiting such.
- The high level of social emotional need, and ensuring that we are staffed with mental health professionals at a level that will meet this need.
- Not enough special education professionals, and difficulty recruiting and retaining such.

2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and

utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department's What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the "demonstrates a rationale (tier 4)" level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

- i. Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.**

<LEA Response>

Entheos Academy intends to use over 20% of its total ARP ESSER award to address accelerated learning, through the implementation of evidence-based initiatives including:

- Continuing our Summer School program, to provide targeted support in the areas of reading and math, as well as developing social and emotional resilience and skills among our students.
- Continuing and improving high-dosage, after-school tutoring, directly addressing the areas of literacy and math.
- Targeted, adaptive Tier II reading support through use of iReady Reading.
- Hiring additional multi-language specialists to support our students and families who are learning the english languages and have been disproportionately impacted.
- Financially assisting teachers in obtaining their ESL endorsements, to provide additional support in the classroom for students whose first language is not English.
- Hiring of mental health professionals to implement a program of support to increase the social and emotional health of students.
- Stipends for educators who complete the evidenced-based early literacy LETRS training.

ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity
Summer School	June 2022, and June 2023.	\$320,000	Attendance data, disaggregated by multi-language learners, special education.	N/A Summer School did not exist in 2019-2020.	25% of Entheos students will attend Summer School each year for the duration of the timeframe. This will include 25% of students with IEP's and 25% of multi-language learners.

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High Dosage Online, After-School Tutoring	September 2021-June 2024.	\$205,000	# of hours of online tutoring provided.	N/A	500 hours or more of high dosage online tutoring provided to Entheos students in grades 3-8, per school year.
iReady Reading	September 2021-June 2024	\$50,000	iReady Reading Benchmark beginning of year and end of year proficiency data.	In fall 2019-20. 21% of K-8 students tested on or above level in reading on the iReady Reading Benchmark Assessment.	By Spring 2024, our target is to have 40% of K-8 students test on or above level in reading on the iReady Reading Benchmark Assessment.
Additional Multi-Language Specialists hired.	September 2021-June 2023.	\$160,000	# of full-time Multi-language specialists employed.	N/A 0, full time Multi-language specialists employed in the 2019-20 school year.	2, full time Multi-language specialists employed each year, during the 2021, 2022, and 2023 school years.
Financial Assistance for Teachers to Obtain their ESL Endorsements.	September 2021-June 2023.	\$15,000	% of ESL endorsed educators at Entheos Academy.	1% of educators at Entheos Academy are currently ESL endorsed,	Increase the number of ESL endorsed educators at Entheos Academy to 10%.
Increased access to education on coping strategies for mental health issues.	August 2022-August 2023	\$65,000	Data showing increased access to education for students on age appropriate knowledge of coping strategies for mental health issues.	N/A 0% of Crew receiving education from a mental health professional on coping strategies for mental health issues.	100% of Crews in grades 2-8 will receive education from a mental health professional on coping strategies for mental health issues.

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iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?

<LEA Response>

Summer School:

During the enrollment period for Summer School, Entheos Academy will track enrollment numbers and disaggregate them to analyse and address enrollment of Multi-language and Special Education students. Summer School enrollment efforts will be refined and targeted to families who have been more highly impacted by the pandemic, to ensure that we meet our goal. When we meet our enrollment goals, we will consider our plan to be a success.

High Dosage Online Tutoring:

Entheos Academy will track student utilization of the High Dosage Online Tutoring each Trimester. Depending on what the data shows, we will adjust our messaging and marketing regarding this tutoring opportunity, to ensure that we meet our success criteria of utilizing at least 400 hours of online tutoring per year.

iReady Reading:

At each benchmark assessment, Entheos educators and administration will view and analyze the iReady Reading data to determine if we are on track to meet our success criteria. We will consult with the iReady team if adjustments to our implementation plan need to be made.

Multi-Language Specialists:

This is a simple goal to measure success. If we have these individuals hired and can retain them from year to year, then we are experiencing success. If we are unable to hire or retain Multi-language specialists, we will adjust our recruitment and hiring process.

ESL Endorsements:

Entheos Academy will track the number of educators who are in an ESL Endorsement program, and provide the stipends upon completion of the program. If we are not on track to increase our number of ESL endorsed educators, we will increase efforts to recruit teachers into an endorsement program.

Mental Health Coping Strategies:

Entheos Academy has an implementation plan for creating and teaching lessons to all students on mental health coping strategies. A great portion of this is dependent on Entheos hiring a mental health professional and working with this individual to build the lessons into the school schedule for the year. We will be measuring implementation on a trimester basis, and will consider it to be successful when we have met our goal described above.

When gathering the data on the above initiatives, if we see that they are not meeting our success criteria, we will adjust our ARP ESSER plan to redirect funds to support these initiatives and ensure success.

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

<LEA Response>

As indicated in our Needs Assessment, our students with disabilities and our Multi-language learners need specific attention due to being disproportionately impacted by the pandemic. Entheos Academy will disaggregate the data on Summer School enrollment to ensure that we are reaching these populations. We will also target our marketing of the High Dosage Online tutoring opportunity, at these populations to ensure good participation. Both the hiring of Multi-language specialists and increasing the percent of our teachers who are ESL endorsed are initiatives directly to benefit our Multi-language population.

B. Plan for remainder of funds:

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

<LEA Response>

Mental Health Support for Employees (\$24,000)

Entheos Academy is aware that the pandemic has heavily impacted the mental health of not only our students, but also our employees. We will therefore contract with company that provides on-demand counseling and mental health support (#3, "Providing mental health services and supports").

Family Liaison (\$32,000)

We will continue to employ and utilize a Family Liaison to support our families while students are at home due to COVID-19 and ensure that their learning is supported and barriers to learning are eliminated (# 8 "Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies).

Roaming Subs (\$64,000)

Due to COVID-19, we are experiencing a high need for substitute teachers to cover classes when educators are out sick. When an educator is out of school, it disrupts the learning of the students, and puts a strain on the school team if we are unable to find a sub. Employing permanent roaming subs, means that their is less disruption to education and less burden on the educational team (#19 Other activities that are necessary to maintain the operation and of and continuity of services in local educational agencies").

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Cleaning Supplies/PPE (\$40,000)

To provide for the increase need for cleaning supplies due to the pandemic, Entheos Academy will allot this money to boost our typical budget (#10 "Purchasing supplies to sanitize and clean the facilities of a local educational agency" and # 18 "Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff").

Student Technology (\$110,000)

To ensure that students are able to access their education whether at home or at school, Entheos Academy must continue to increase its educational technology. We will purchase additional Chromebooks, Chromecarts, headphones and mice to meet this need (#12 Purchasing educational technology for students who are served by the Local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors".

Preparedness and Response Efforts (\$50,000)

Pay for additional hours required of employees to prepare for COVID-19 response efforts, such as building manuals, flexible schedules, training materials, and contact tracing (#6 Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus").

Furniture to Support Delivery of Intervention Services (\$16,000)

To deliver effective interventions to small groups of students who are experiencing learning struggles due to the pandemic (especially those who are multi-language learners or students with IEP's), our educators need tables and chairs so that they can pull and meet with small groups of students. Many of our classrooms do not currently have tables or chairs for this kind of instruction, and therefore we will purchase these. (#15 Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities).

Upgraded Technology to Support Remote Learning and Teaching (\$80,000)

Our educators need upgraded computers that can handle live streaming video and more sophisticated programs, without freezing, to be able to deliver instruction to students who may have to learn virtually, due to COVID-19 (such as quarantined students). Entheos also needs new document cameras for educators, so that they can project books, manipulatives, demonstrations etc., to students on remote learning. In addition, we would like to purchase cameras that will facilitate teachers and students in the learning experience, when they are teaching and learning from a distance. (#19 Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency).

Parent Communication (\$15,000)

Effective communication with our families is critical during COVID-19. Entheos needs to be able to communicate quickly and in multiple languages, especially if there are health and safety concerns related to COVID-19, or if we have students who are on remote learning, so that they know what their assignments are etc. Entheos will continue to contract with a service provider such as BLOOMZ that can deliver these communication tools.(#8 Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies).

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LETRS Training (\$30,000)

Our K-3 educators will be participating in the evidenced-based early literacy training; LETRS over the next 2 years. Although USBE is providing schools with a grant to cover subs, Entheos will incentivize completion of homework attached to this program by providing a stipend upon completion. Educator participation in this training will improve early literacy instruction in classrooms. Our success criteria is to have all educators who begin the program and are still with us at the end of the training window, complete the program.

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

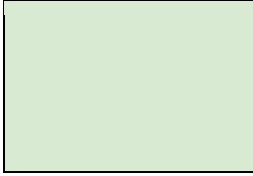
We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the “LEA Response” within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/ https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109	Our LEA will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.
Physical distancing (e.g., including use of cohorts/podding)	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102	When possible, we will continue to use the guidelines reflected on the Utah school Coronavirus website (https://coronavirus.utah.gov/education).

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Handwashing and respiratory etiquette	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111	We will continue to use the guidelines reflected on the Utah school Coronavirus website (https://coronavirus.utah.gov/education).
Cleaning and maintaining healthy facilities, including improving ventilation	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84	We will continue to use the guidelines reflected on the Utah school Coronavirus website (https://coronavirus.utah.gov/education).
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35	We will continue to use the guidelines reflected on the Utah school Coronavirus website (https://coronavirus.utah.gov/education).
Diagnostic and screening testing	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 37-43; 46-51; 52-56	We will continue to use the guidelines reflected on the Utah school Coronavirus website (https://coronavirus.utah.gov/education).
Efforts to provide vaccinations to educators, other staff, and students, if eligible	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 57-59	We will continue to use the guidelines reflected on the Utah school Coronavirus website (https://coronavirus.utah.gov/education).
Appropriate accommodations for children with disabilities with respect to the health and safety policies	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 106, 109, 114	Entheos Academy will provide appropriate accommodations for children with disabilities with respect to the health and safety policies:

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https://docs.google.com/document/d/1ph0Y9i4ZzIC0gM_umDJF4eIK6l-T1yDwOIQ6bF9H0uY/edit?usp=sharing

- B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

<LEA Response>

Entheos Academy's Link to school webpage where the ARP-ESSER Application is publicly available:

<https://entheosacademy.org/resources/arp-esser/>

Entheos Academy's plan for the safe return to in-person instruction and continuity of services that addresses mitigation strategies described by the federal legislation and interim final rule can be found here on our website:

<https://entheosacademy.org/wp-content/uploads/COVID-19-Plan-for-Families-2021-22-.pdf>

4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

A. LEA Description of GEPA Compliance

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your 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 access to, or participation in, the program.

Description of GEPA Compliance:

<LEA Response>

Entheos Academy will comply with the requirements of GEPA Section 427. Entheos will take steps to permit students, teachers, and other program beneficiaries to overcome barriers that impeded access to the program, including:

- Maintaining fiscal control and accounting procedures that will ensure proper use and accounting of how this funding is used. Records will be thorough for reporting purposes.
- Providing opportunities for stakeholder participation in planning for use of funds, and that information on use of these funds will be available to stakeholders and the public.
- Information will be shared with stakeholders regarding educational research that supports the selected uses of the funding.

ASSURANCES

The superintendent or charter school director assures the following:

Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
 - i. Tribes;
 - ii. civil rights organizations (including disability rights organizations); and
 - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.
- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term "accelerated learning" in place of "learning loss" and assure that the use of this term is in alignment with the federal use of "learning loss."
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
 - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services.
 - Before making the plan publicly available, the LEA must seek public comment on the plan.
 - The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the

- students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
- The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
 - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
 - All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
 - The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
 - An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: <https://schools.utah.gov/coronavirus?mid=4985&aid=10>
 - When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
 - the percentage of the total costs of the program or project which will be financed with Federal money;
 - the dollar amount of Federal funds for the project or program; and
 - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
 - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
 - Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Fiscal Requirements

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
 - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—

- The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
 - Reduce 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 schools served by such local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
 - Such local educational agency has a total enrollment of less than 1,000 students.
 - Such local educational agency operates a single school.
 - Such local educational agency serves all students within each grade span with a single school.
 - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Reporting Requirements for ARP ESSER

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.
 - Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA 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 (fully in-person, hybrid, and fully remote) 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);

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- 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 Retention

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

General Education Provisions Act (GEPA) Requirements for LEAs

Section 442 (20 U.S.C. 1232e) Assurances

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an 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 administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The 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 LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary 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 ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER 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 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

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- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER 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.

Assurance on Lobbying (34 CFR part 82)

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<p>To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). https://www.congress.gov/bill/117th-congress/house-bill/1319/text, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; 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 18 USC § 1001, as appropriate.</p>	
<p>Superintendent or Charter School Director (Typed Name):</p> <p style="text-align: center;">Esther Blackwell</p>	<p>Telephone:</p> <p style="text-align: center;">801-417-5444</p>

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Signature of Superintendent or Charter School Director*:	Date:
DocuSigned by: <i>Esther Blackwell</i> 5BB50A37A0AB4BA...	8/20/2021

**Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.*