

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:

Franklin ▼

Code:

0101

Address: 355 East Central Street
Franklin, MA 02038

DESE Federal Grant Liaison

Nancy Labrie

Phone number:

781-338-3536

Email:

nancy.h.labrie@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:

TITLE:

Superintendent of Schools

PRINTED NAME:

Sara E. Ahern

SUBMISSION DATE:

FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ESSER III Fund Fund Code 119	FROM	TO	\$1,046,173
		THE LATER OF: UPON APPROVAL OR JULY 1, 2021	6/30/2022	
			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

Franklin (0101)

District Contact Information <i>Please provide information for primary district contacts for your district's ESSER III Fund application</i>	
ESSER III Fund Application	
Name of Primary Contact:	Miriam A. Goodman
Title:	School Business Administrator
Phone:	508-553-4825
Email:	goodmanm@franklinps.net
EdGrants Control User (person responsible for uploading to EdGrants, if different person from above)	
Name of Primary Contact:	
Title:	
Phone:	
Email:	

Franklin (0101)

Assurances for ESSER III

Assurance 1
In-Person
Instruction

In-Person Instruction Plan Requirement

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.

If a district already has in place a plan that incorporated public comment and is published on district website, no additional plan is required. [District Reopening Plans submitted to the Department in the summer of 2020](#) 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.

Choose one:

Our district will/has met the In-Person Instruction Plan Requirement with an existing plan, *or*

Yes

Our district will meet the In-Person Instruction Plan Requirement within 30 days of receiving funding

No

Assurance 2
District Use of
Funds for Learning
Loss/and
Disproportionate
Impact

Reservation (20%) to address lost instruction and disproportionate impact

Each district must reserve at least 20% of its ESSER III allocation to address learning loss 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 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).

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.

Yes

Assurance 3
Maintenance of
Equity

Maintenance of Equity Requirement

As a condition of receiving its allocation of 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 all schools divided by the total number of students 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 in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.

High-poverty schools means schools that are in the highest quartile (25%) of the district's schools based on the percentage of economically disadvantaged students 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.

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. *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.*

Choose one:

Our district will meet the Maintenance of Equity Requirement for both FY22 and FY23, *or*

Yes

Our district is exempt from meeting the Maintenance of Equity Requirement because we meet the following exception:

Select One

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
1	01010032	Parmenter	305	86	28.2%
2	01010035	Davis Thayer	211	43	20.4%
3	01010310	Remington Middle	379	62	16.4%
4	01010040	Annie Sullivan Middle School	344	47	13.7%
5	01010003	Franklin Early Childhood Development Center	88	12	13.6%
6	01010030	Oak Street Elementary	366	46	12.6%
7	01010010	Jefferson Elementary	329	31	9.4%
8	01010012	Helen Keller Elementary	325	29	8.9%
9	01010405	Horace Mann	413	35	8.5%
10	01010013	J F Kennedy Memorial	330	26	7.9%
11	01010505	Franklin High	1731	135	7.8%
12					
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43					

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.

Franklin

Plans for the Use of ESSER III Funds:

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

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

The requirement for this plan is likely **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 revisited and revised as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.

2) A plan for the Use of ESSER 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 ESSER 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 ESSER III funds for **allowable expenditures (Tab 5) and budget (Tab 6)**
- How the use of ESSER 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 ESSER funds.

Step 4.1
of 4.4

ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER 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 ESSER III funds, when and how do you plan to get their input?

<input checked="" type="checkbox"/>	Students	
<input checked="" type="checkbox"/>	Families	
<input checked="" type="checkbox"/>	School and District administrators, including special education administrators	
<input checked="" type="checkbox"/>	School leaders	
<input checked="" type="checkbox"/>	Teachers	
<input checked="" type="checkbox"/>	Other educators	
<input checked="" type="checkbox"/>	School staff	
<input checked="" type="checkbox"/>	Unions representing educators and school staff	
<input checked="" type="checkbox"/>	Tribes*	
<input checked="" type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<input checked="" 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. *	

*To the extent present in or served by the district

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 ESSER 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/if chosen 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.**

	Our district is using ESSER 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.
Enhanced Core Instruction				
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	Select	Select		
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
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	Student achievement data in core classes as measured by NWEA MAP Growth in ELA and mathematics and/or classroom formative and summative assessments.	This strategy will provide support to students in the form of after school tutoring to middle and high school students. This strategy specifically supports students from low-income families.
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 ESSER 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	Select	Select		
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 ESSER 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	Yes	Yes	NWEA MAP data in ELA and mathematics, pre-post formative assessments, other level-specific benchmark, screening, and assessment data	Interventionists will provide direct instruction in math and literacy to elementary students in targeted sub-groups (each
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		
Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER 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.

Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	Student attendance, frequency of hospitalizations, disciplinary/behavior referrals	All subgroups will be impacted by the addition of a district-wide social worker. Students and families will be provided with much needed wrap-around services to improve coping strategies and overall mental health.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Panorama school culture survey data, District-wide Equity Audit, Devereaux Student Strengths Assessment (DESSA)	All subgroups will be impacted by the addition of a district-wide Director of Equity and Social-Emotional Learning. This position would provide overarching guidance, support and leadership to enhance the continuity of the district's current diversity, equity and inclusion work and SEL initiatives. This includes the coordination with community-based
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	Yes	Yes	student attendance, frequency of re-hospitalizations, mental health functioning, student academic progress data	Potentially, all subgroups will be impacted by the implementation of the Bridge for Resilient Youth in Transition (BRYT) program. Students will be provided with mental health and academic support to assist in successful reintegration into the classroom following a serious mental health/medical event. This program will focus on
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		
Other Interventions/Strategies/Supports <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above.</i>		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.
		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,

- allocating funds both to schools and districtwide activities based on student needs, and
- 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.

The district will be allocating funds both to schools and district-wide activities based on student needs. The addition of a Director of Equity and Social Emotional Learning, coupled with a district Social Worker will provide leadership, continuity, and consistency as we continue to implement our DEI and SEL initiatives

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.

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.

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	Yes	
7	Efforts to provide vaccination to school communities	Yes	Yes	
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: 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.

Step 5.1 All Districts	ESSER III FUND ALLOWABLE EXPENDITURES 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:	
	<ul style="list-style-type: none"> • ESSA (including Titles I, II, III, and IV), 	Select
	<ul style="list-style-type: none"> • IDEA, 	Select
	<ul style="list-style-type: none"> • Carl D. Perkins Career and Technical Education Act of 2006, 	Select
	<ul style="list-style-type: none"> • Adult Education and Family Literacy Act. 	Select
	4. Planning for and coordinating during long-term closures, including:	Select
	<ul style="list-style-type: none"> • how to provide meals to eligible students, 	Select
	<ul style="list-style-type: none"> • how to provide technology for online learning to all students, 	Select
	<ul style="list-style-type: none"> • how to provide guidance for carrying out requirements under the IDEA and 	Select
	<ul style="list-style-type: none"> • 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.	Yes
	6. Activities to address the unique needs of:	
	<ul style="list-style-type: none"> • low-income children or students, 	Yes
	<ul style="list-style-type: none"> • students with disabilities, 	Yes
	<ul style="list-style-type: none"> • English learners, 	Yes
	<ul style="list-style-type: none"> • racial and ethnic minorities, 	Yes
	<ul style="list-style-type: none"> • students experiencing homelessness, and 	Yes

<ul style="list-style-type: none"> • students in foster care. 	Yes
7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. early literacy screening , 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:	Yes
<ul style="list-style-type: none"> • administering and using high-quality assessments, 	Select
<ul style="list-style-type: none"> • implementing evidence-based activities to meet student needs, 	Yes
<ul style="list-style-type: none"> • providing information and assistance to parents and families to support students, including in a distance learning environment, 	Yes
<ul style="list-style-type: none"> • tracking attendance and improving engagement in distance learning. 	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

Total Allocation \$1,046,173

Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19

Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19

20% of Total Allocation

\$209,235

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

1	ADMINISTRATOR SALARIES:	# of staff	Total FTE	MTRS
	Select One	1	1.00	<input type="checkbox"/>
	Select One			<input type="checkbox"/>

SUB-TOTAL		1	1.00	
2	INSTRUCTIONAL/PROF STAFF:	# of staff	Total FTE	MTRS
	Guidance or School Adjustment Counselors, Social Workers	1	1.00	<input type="checkbox"/>
	Guidance or School Adjustment Counselors, Social Workers	2	2.00	<input type="checkbox"/>
	Enrich Specialist Teachers providing individualized instruction	12	8.00	<input type="checkbox"/>
	Select One			<input type="checkbox"/>
	Select One			<input type="checkbox"/>

SUB-TOTAL		15	11.00	
3	SUPPORT STAFF SALARIES:	# of staff	Total FTE	MTRS
	Non-Clerical Paraprofessionals/Instructional Assistants	2	2.00	<input type="checkbox"/>
	Select One			<input type="checkbox"/>
	Select One			<input type="checkbox"/>

SUB-TOTAL		2	2.00		
4	STIPENDS:	# of staff	Rate	Rate Type	MTRS
	Teacher/ Instructional Staff Professional Days	15	\$39	per hour	<input type="checkbox"/>
	Select One			select	<input type="checkbox"/>
	Select One			select	<input type="checkbox"/>
	Select One			select	<input type="checkbox"/>

SUB-TOTAL				
5	FRINGE BENEFITS:			
	(a) MTRS (automatically calculated if MTRS box is checked above)			
	St. Other			
	Health Insurance			
	Other Retirement Systems			
	Federal Insurance Contributions Act (FICA)			

SUB-TOTAL				
6	CONTRACTUAL SERVICES:	Rate	Rate Type	
	Select One		select	
	Select One		select	
	Select One		select	
	Select One		select	
	Select One		select	

SUB-TOTAL				
7	SUPPLIES AND MATERIALS:			
	Select One			
	Select One			
	Select One			
	Select One			

SUB-TOTAL				
8	TRAVEL: (mileage, conference registration, courses, hotels, etc.)			
	Select One			
	Select One			
	Select One			
	Select One			

SUB-TOTAL				
9	OTHER COSTS:			
	Select One			
	Select One			
	Select One			
	Select One			
	Select One			

SUB-TOTAL				
10	INDIRECT COSTS:			
	(a) rate (%) (e.g., 3.4%, enter 3.4)			
	3.4	(b) eligible allocation less indirect	\$1,011,773	
		(c) maximum indirect allowed	\$34,400	(a x b)

SUB-TOTAL				
11	EQUIPMENT:			
	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).			

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.

TOTAL FUNDS REQUESTED

\$ 1,046,173	\$ 986,773
	\$ 777,538

DISCREPANCY: Difference between allocation and budgeted total, if any

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

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.

In order to receive prior approval, 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](#).

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 of sound administrative principles. See [U.S. Department of Education, Indirect Cost Overview](https://www2.ed.gov/about/offices/list/ocfo/intro.html) (<https://www2.ed.gov/about/offices/list/ocfo/intro.html>).

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 are 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

In calculating the indirect cost allowable for a particular grant, some expenditures are not included. Two such exclusions include a portion of major subaw subcontracts (those exceeding \$25,000), and capital costs (see adjacent box for description). See also, [U. S. Department of Education, Cost Allocation Guide and Local Governments](https://www2.ed.gov/about/offices/list/ocfo/fipao/guideigcwebsite.pdf). <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 professionals normally provided in-house, such as a speech pathologist or school nurse, this exclusion does not apply, even if the contract exceed

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.

(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)

Turn red if
contract
is \$25,000.

[illegible]

§

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

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

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

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

List items that are **not equipment** costing \$5,000 per year, including real property and contracts for repair/r

TIP: Cell will turn enter a capital exp costing less than \$. Remove this item f

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).