

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**[Hillsborough County Public Schools 290]**

**Purpose**

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

**Directions**

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
* DOE 100A Project Application Form; and
* DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to [recoveryplan@fldoe.org](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary 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.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

Hillsborough County Public Schools (HCPS) recognizes the large impact that the COVID-19 pandemic has had on students, families, and the community in Hillsborough County and across the state. HCPS has strategically planned activities necessary 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. On May 24, 2021, Superintendent Addison Davis established a district Task Force whose mission was to oversee the strategic planning for the use of ESSER II and ESSER III funds. Mr. Davis appointed Task Force members to ensure cross-divisional representation that would allow for meaningful collaboration and varied viewpoints in the planning for the use of funds. All planned activities fall under the ARP ESSER approved uses of funds. At least 20 percent of ARP ESSER-funded activities will fall under Activity 1, Addressing Learning Loss.

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of 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 those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented 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).

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 survey 3. The total allocation for the district’s charter schools is $73,057,478.82. Per the requirements in the RFA, charter schools will reserve at least 20 percent of funds to address learning loss. HCPS will use the charter flexibility option in the District’s Budget. The total Charter allocation specifically for Addressing Learning Loss is $14,611,495.76. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.
2. Expansion of Cambridge Advanced International Certificate of Education (AICE) Program- Aligned with the district’s Strategic Plan, and the state’s emphasis on accelerating student learning, HCPS proposes to make a substantial investment in expanding its existing AICE program to 13 high schools in 2022. AICE is a curriculum and examination system that emphasizes the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. The expansion at each site will be tailored to the needs of each school in collaboration with the leadership and their regional superintendents. Schools are currently identifying gaps in their course offerings in which AICE courses can provide students with the opportunity to earn college credit and potentially begin the track toward diploma options. A district-level AICE Coordinator (ESSER III-funded) will support AICE expansion and will serve as a liaison between the district, school sites, and Cambridge International. The proposed costs will assist in launching the program at these sites in the 2022-23 school year, such as covering the cost of the required preregistration school inspection, application fee to become a certified AICE site, support materials for each site, and first year exam costs for students (inclusive of science exam supplies, postage, and mailing supplies for the exams). The program will generate the fees necessary to sustain the initiative.
3. Professional Development to Support the Expansion of Cambridge Advanced International Certificate of Education (AICE) Program- To support instructional staff with the transition to AICE programming, professional development will be provided as part of the comprehensive rollout plan. Professional development offerings will include an HCPS AICE Summer Institute for teachers from all expansion sites. Teachers will come together to engage in best practices training, as well as to collaborate and plan for success. Additionally, ongoing support will be provided throughout each school year through the provision of follow-up trainings. Professional development will also be provided to guidance counselors to ensure school staff are properly trained to register students for AICE courses. Additional professional development will be provided to register students for AICE exams. The final professional development opportunity HCPS will offer is an AICE Administrator Training in summer of 2022 and spring of 2023 to help prepare administrators to welcome the AICE program to their site. Professional development offerings will help ensure successful rollout of the program at each site while allowing opportunities to accelerate learning.
4. B.E.S.T.-related Text Sets and Culturally Relevant Classroom Libraries for K-12 Classrooms- HCPS will support literacy instruction in K-12 classrooms by providing supplemental authentic literature that students can read as a class and independently. Students will be able to engage in shared experiences through texts, practice reading skills and strategies, and accelerate their reading progress through increased volume of reading of authentic text. Classroom libraries will be refreshed with current, relevant titles and novels, as well as content-area texts selected to align with knowledge-building topics and themes to support core instruction. Additionally, as the district emphasizes acceleration over remediation, it is important that teachers provide the necessary scaffolding to prepare students for reading grade-level text, as opposed to using lower level, contrived leveled texts. Scaffolding in literacy instruction means asking students text-dependent questions, chunking the text, and putting students on a trajectory of text complexity to reach grade level in one year. Scaffolding has an effect size of .80. In addition, books can be a way to build students’ background knowledge around a topic and can serve as anchors to understanding certain themes in civics, social sciences, and history. Connecting students' prior knowledge with the new has an effect size of .93. Students also need to be able to practice important skills such as summarizing, inferring, and concept mapping, all of which have effect sizes of .60 and higher. Texts also provide common ground for student discussion and collaboration including that of comparing and contrasting ideas across texts, defending and revising thinking, and deepening understanding of content, all of which are high yield instructional strategies according to Marzano.
5. Support for Early Childhood/Pre-K Education- The district’s kindergarten readiness rate is below the state average. HCPS understands that 75% of students who enter kindergarten “behind” academically, will never catch up. Thus, HCPS will address this area for growth with the investment in district-level resource teachers (DRTs) to include salaries and fringe benefits. The DRTs will assist schools in compliance with state and federal laws, ensure the use of best practices in the implementation of programming, and most importantly, provide practice-based coaching to the pre-kindergarten teachers. Research has shown that practice-based coaching: enhances or refines practitioner implementation of evidence-based practices; is associated with desired child learning outcomes; and is found to be acceptable, feasible, and beneficial by those who coach and are coached. This evidence-based strategy is supported by the University of Florida (Practice-Based Coaching from Anita Zucker Center [ufl.edu]) and is the preferred coaching model of the Office of Head Start (Practice-Based Coaching (PBC) from ECLKC [hhs.gov)]. In 2021-22 the district is requesting to allocate funds for 11 DRTs. In subsequent years, HCPS will employ a total of 12 DRTs to support Head Start, Title I, and Exceptional Student Education pre-K teachers. The additional DRTs are necessary as HCPS will add Pre-K classrooms beginning in the 2022 school year.

HCPS is also requesting supplemental instructional materials to support high-quality Tier I early childhood instruction. These kits—which are accompanied by teacher editions, hands-on manipulatives, and classroom resources—will help increase student engagement and hone students’ literacy skills. HCPS is requesting flexible student seating and furniture to assist in the ease of grouping and ungrouping students to enhance instruction and student engagement. The requests include items such as sensory tables for hands-on exploration and learning, book displays to feature the supplemental materials being requested, and activity tables. Finally, HCPS will invest in stipends for participants to engage in professional development courses. For example, HCPS will offer a Pre-K Emergent Literacy training. Pre-K teachers will benefit from the high-quality training that will arm them with best practices and strategies designed to promote emergent literacy for all students.

1. Edgenuity Credit Recovery Program- HCPS will purchase the Edgenuity Credit Recovery program to assist students with recovery of failed courses using coursework that is aligned to state standards. This purchase will cover the annual license for all sites for 2 years. Edgenuity Credit Recovery courses help high school students recover credits to graduate on time. The program is self-paced and pre-testing in the online curriculum allows students to spend more time on what they need to learn and less time on content they’ve already mastered.
2. Extended Learning Program- Students’ academic needs will be supported through Extended Learning Program (ELP) options. These services may be offered before and/or after school, in Saturday sessions, or through small group interventions outside of a teachers’ regular duty time. Costs to be covered include t-pay hours and fringe benefits for work outside of contract time, postage, printing, substitute services, instructional materials, supplies, and school bus transportation. The plan for the provision of ELP services will be developed at the school-site level so that site-based administrators have the flexibility necessary to meet the unique needs of their student subgroup populations. ELP programs are staffed by certified teachers that have demonstrated success with student gains and are selected by the school principal. Elementary school students are eligible for ELP if they fall below grade level on progress monitoring assessments and/or have a D or F grade. Middle school students are eligible for ELP if they have a grade of D or F, or if they are recommended by a teacher for support. High school students are eligible if they are in need of credit recovery or are in need of support to reach graduation benchmarks. Tutoring has a long-documented history as a reliable method to improve student achievement (Slavin, 1999). Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students’ reading achievement (Burns et al., 2004). Gordon (2009) stated that the most effective tutoring programs use master teachers who continuously collaborate with the students’ classroom teachers, as is done in the ELP programs.
3. Speech and Language Therapy and Diagnostic Services- HCPS proposes to utilize funding to support contracts with external agencies to provide educationally relevant speech-language therapy services to students in need. School closures and remote learning made the provision of such critical services difficult to provide. These contracts will assist district personnel in addressing unique student needs in a timely fashion and to address any student regression that may have occurred during the pandemic.
4. Support for Exceptional Student Education – Extended School Year (ESY) T-Pay- Students with disabilities (SWD) may have developed unique needs due to disruptions in education, transitions between learning models, and other gaps in instruction related to the COVID-19 pandemic. One way to address these needs is through the provision of Extended School Year (ESY) services, which include both summer learning (see Activity 20), and interventions provided beyond the regular school day. For this subgroup of students, a student’s Individual Education Plan team will determine the particular ESY services that will be provided. The ESY opportunities provided to SWDs will take place throughout the regular school year to address gaps in learning due to COVID. This allocation will provide stipends to teachers to serve students in this capacity outside of their contracted hours.
5. ExploreLearning Gizmos- HCPS will purchase ExploreLearning Gizmos to support students in their mastery of math and science benchmarks. ExploreLearning Gizmos are laboratory simulations that allow students to perform experiments and investigations in both mathematics and science. The tools are helpful for students to explore concepts, make up for missed labs or activities, and as pre-investigation tools to ensure the core concepts addressed in hands-on labs are mastered.
6. External Operator- HCPS will fund a contract with an external operator to assist in meeting the needs of students at historically low-performing school sites to provide extra supports for these schools and students. Post COVID-19, these supports are needed now more than ever.
7. Mathematics Instructional Materials- HCPS proposes to invest in the purchase of instructional materials to address the district’s mathematics textbook adoption. The purchase of these materials will assist teachers in the delivery of high-quality Tier 1 instruction in this core content area.
8. K-12 English Language Arts (ELA) and Social Studies B.E.S.T. Standards-Aligned Curriculum Development- To support ELA and Social Studies teachers, HCPS will invest in employee contracts for effective and/or highly effective ELA and Social Studies teachers to design Tier 1 curriculum and resources aligned to B.E.S.T. Standards and/or the recent ELA textbook adoption. This includes aligning all essential questions and knowledge-building topics to grade level standards, selecting additional texts including those on the B.E.S.T. Text List to support those units, creating appropriate progress monitoring assessments, and ensuring the curriculum guides contain the appropriate scaffolds and supports teachers need to best assist their students in meeting the demands of the standards. The lessons created will include foundational skills lessons; reading lessons and writing lessons; and will incorporate reading, writing, speaking, and listening strategies using a variety of instructional delivery models. All K-12 teachers will need these resources and support materials to ensure tightly aligned instruction to state B.E.S.T. standards. In addition, in order to help teachers address students’ unfinished learning in ELA and Social Studies, curriculum will be developed in the areas of small group instruction and interventions, and resources aligned to acceleration strategies will be developed so that teachers can meet the needs of all students.
9. Strengthen K-12 ELA and Social Studies Instruction through High-Quality Professional Development- HCPS will provide multiple opportunities for K-12 teachers to receive professional development. To meet the educational needs of students impacted by the pandemic, K-12 teachers will receive training on the implementation of the new B.E.S.T. Standards for ELA and Social Studies in order to bridge the gap from unfinished learning to new standards. All participating teachers will earn a stipend for their time and effort. Additionally, to further support the delivery of high-quality ELA instruction in grades K-12, HCPS proposes to implement K-12 Literacy Coach and Resource Teacher/Content Leader Academies for HCPS teachers that have met the screening and qualifications and/or are currently serving in the role of coach or resource teacher. High-performing HCPS educators will be contracted to develop and deliver the Academies. Designed to address significant unfinished learning due to the pandemic, these Academies will provide school-based coaches and content leaders with the tools needed to support learning acceleration, as well as build knowledge around the new ELA B.E.S.T. standards. Participants will develop an understanding of the new standards and their clarifications, as well as the spiral progressions contained within; learn strategies to diagnose unfinished student learning and misunderstandings; and understand the best practices involved in taking action to address learning loss. In addition, participants will build their content knowledge around the foundational skills in relation to the science of reading and how both language skills and word recognition play an important role in comprehension. Training supplies will be provided, and all educators who attend the 40-hour Academies will earn a stipend for their participation. The Academies will be held in the summers of 2022, 2023, and 2024.
10. K-12 Mathematics and Science B.E.S.T. Standards-Aligned Curriculum Development - To support mathematics and science teachers, HCPS will invest in employee contracts for effective and/or highly effective math and science teachers to design K-12 curriculum aligned to B.E.S.T. Standards. All K-12 teachers will need resources and support materials for instruction aligned to state standards to assist them in addressing students’ unfinished learning and to scaffold to the new B.E.S.T. Standards for Mathematics and Science. The lessons created will address both foundational skills and higher-order problem solving using a variety of instructional delivery models. All K-12 teachers will need these resources and support materials to ensure tightly aligned instruction to state B.E.S.T. standards.
11. Strengthen K-12 Math and Science Instruction through High-Quality Professional Development- HCPS will provide multiple opportunities for K-12 teachers to receive professional development. To meet the educational needs of students impacted by the pandemic, K-12 teachers will receive training on the implementation of the new B.E.S.T. Standards for Math and Science in order to bridge the gap from unfinished learning to new standards. All participating teachers will earn a stipend for their time and effort.

To further support the delivery of high-quality mathematics instruction in grades K-12, HCPS proposes to implement K-12 Math Coach and Resource Teacher/Content Leader Academies for HCPS teachers that have met the screening and qualifications and/or are currently serving in the role of coach or resource teacher. High-performing HCPS educators will be contracted to develop and deliver the Academies. Designed to address significant unfinished learning due to the pandemic, these Academies will provide school-based coaches and content leaders with the tools needed to support learning acceleration, as well as build knowledge around the new mathematics B.E.S.T. standards. Strategies will include understanding standards, diagnosis of unfinished student learning and misunderstandings, and understanding the best practices involved in taking action to address learning loss. Training supplies will be provided, and all educators who attend the 24-hour Academies will earn a stipend for their participation.

As an added support for K-5 math teachers, HCPS proposes to contract with Carnegie Learning to implement Carnegie Summer Math Academies. The Carnegie Summer Academies, held annually in 2022, 2023, and 2024, will equip K-5 math teachers with the tools they need to create 21st century, collaborative, student-centered mathematics classrooms. They will also provide participating instructional leaders with the tools, experiences, and community they need to provide ongoing, sustained support to the teachers they serve with the ultimate goal of increasing teacher effectiveness and achieving positive student results. Educators who attend the 40-hour Carnegie Summer Academies will earn a stipend for their participation.

To ensure the skills gained through the K-5 Carnegie Summer Academies are transferred into practice, HCPS will implement Professional Learning Communities (PLCs) to provide ongoing support for training participants during the subsequent school years. PLCs will include analysis of student work, video analysis of class instruction, and development of instructional resources and next steps related to the content of each Carnegie Summer Academy (grade level- and topic-specific). HCPS content experts will be paid a stipend for the creation and facilitation of each PLC session. Training supplies and manipulatives for PLCs will be provided, and all participants will receive a stipend for their time and effort.

1. MyOn- HCPS proposes to continue its initial investment under ESSER II of its MyON initiative. MyOn is an online platform that provides each HCPS student with equitable access to digital books. MyOn encourages reading, assists in increasing literacy skills, and promotes reading even during out-of-school time periods.
2. Science A-Z for K-2 Classrooms- HCPS proposes to invest in Science A-Z over the life of the grant. Science A-Z provides blended learning opportunities and classroom libraries that are science-centric. This supplemental resource will be utilized for students in grades K-2 across all elementary sites to support literacy and reading in the content area.
3. Success/Career Acceleration Academies- The district’s Career Acceleration Academies provide high-quality, performance-based career preparation programs and training facilities for at-risk youth. These centers serve students who are not succeeding academically at one of the district’s comprehensive high schools, or who are over-aged middle school students. The centers do not duplicate the comprehensive high school model that the district has successfully implemented and maintained.

Students may enroll in a Career Center by choice, or may be recommended for a Center by the Office of Student Engagement. Students and parents are counseled as to the entrance criteria, exit options, and other graduation options offered in HCPS. As enrollment at the Career Acceleration Academies has been steadily increasing, the district seeks to expand its programming at these sites to serve increasing demand. To this end, the district is requesting to allocate the following grant funds:

* North Tampa Success: 2 high school teaching positions (salary and associated fringe benefits)
  + Brandon Success: 2 high school teaching positions (salary and associated fringe benefits)

Additionally, HCPS is requesting to utilize grant funding to provide each site with a shared technology assistant position (salary and associated fringe). This employee will spend .25 FTE at each of the four sites to supervise the technology lab to allow for student use of the Edgenuity credit-recovery online program.

1. Summer Learning Programs- To address learning loss, the district will expand its traditional summer learning program offerings. Costs to be covered include t-pay hours and fringe benefits for work outside of contract time, printing, substitute services, instructional materials, supplies, and professional development. School-based personnel will be provided flexibility in the design of their programming to ensure that the students most impacted by learning loss benefit from this intervention. As stated by the Afterschool Alliance, “afterschool and summer programs, which decades of research have shown are able to help meet the academic, social, and emotional needs of students, will continue to be a valuable resource.” An April 2021 research brief from the Afterschool Alliance demonstrates evidence of the positive impact these programs can have on academics, social and emotional skills and competencies, and overall student well-being, helping them to re-engage in their learning and emerge from the pandemic strong, resilient, and hopeful. HCPS will follow best practices in the implementation of its out-of-school time programs.
2. Transformation Network Support- HCPS proposes to continue to invest in key personnel (salaries and associated fringe benefits) to support schools in its Transformation Network. The Transformation Network district-level team was expanded through ESSER II to include the following new positions: 6 science coaches; 3 literacy coaches; 2 math coaches; 4 MTSS specialists; and 2 Transformation Network DRTs to increase academic acceleration. The district proposes to continue to provide these supports over the life of the ESSER III grant performance period. These subject area experts work directly with schools to differentiate support; provide just-in-time, job-embedded professional development; and assist in meeting the needs of students who may need targeted interventions.

Additional activities to support the Transformation Network include funding one additional year of the HCPS School Transformation Fellowship Program and the Transformation Network Yearlong Resident Teacher Program initially funded through ESSER II.

1. Community School Support- In 2018, HCPS adopted the Community Schools Model advanced by the National Education Association (NEA) in its efforts to transform struggling traditional schools into high-functioning community schools. This model recognizes that students cannot learn if their basic needs are not being met, which includes utilizing existing and new strategies to provide pipeline services to students at each participating school. HCPS employs the NEA’s Community Schools Toolkit to guide the implementation of the model (2017). The Toolkit serves as a resource for educators, families, and communities who are interested in developing a community school to serve as the hub of a community. By bringing academics, health and social services, youth and community development, and community engagement services together under one roof, HCPS is seeking improved learning, stronger families, and healthier communities. According to a 2017 Learning Policy Institute report, *Community Schools as an Equitable School Improvement Strategy: Review of the Evidence,* community schools that incorporate four key features experience the greatest improvements in student and school outcomes (Maier et al., 2017). These four features include integrated student supports; expanded learning time and opportunities; family and community engagement; and collaborative leadership and practice.

Schools, students, and families across HCPS are suffering from the effects of the COVID-19 pandemic. Community school sites in particular often have higher percentages of minority students and economically disadvantaged students, coupled with lower average rates of student achievement, than the district-wide averages. To support the implementation of the NEA Community Schools Model, and help accelerate learning at these school sites, HCPS plans to use funds to employ 15 Community School Resource Teachers and 15 Parent Liaisons, who will each be outfitted with a laptop, to lead efforts at each community school site. In addition, HCPS plans to outfit school food pantries and fund the start-up cost for a partnership with Feeding Tampa Bay at 10 Community School sites. According to Johnson and Markowitz (2017), food insecurity experienced during early childhood is unfavorably associated with poor social‐emotional outcomes in kindergarten. These authors also point out that parents in food‐insecure families may be more likely to spend that money on food than on educationally stimulating books, toys, and games to promote development. All schools and partners realize that it is essential to provide students with basic needs and balanced nutrition to promote cognitive development and increase student academic achievement.

1. Imagine Learning- To address the disproportionate impact of COVID-19 on underrepresented student subgroups, HCPS will use funds for the Imagine Language and Literacy Software Program from Imagine Learning, Inc. This program will support English Language Learners (ELLs) and provide strategic first-language support in 15 languages to facilitate and enhance English language acquisition. The program also incorporates the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. An analysis of the Kindergarten Readiness Test for ELL students who used Imagine Learning for more than 20 hours showed statistically significant differences, with those students having an average of 13 points greater growth than students who did not use Imagine Learning. Similarly, these students also demonstrated statistically significant growth on the annual language acquisition assessment, ACCESS 2.0 for ELLs. In addition, use of Imagine Learning for 20 or more hours in a school year is positively correlated with an increase in performance level on the WIDA Screener.
2. Student Laptops- One of the most critical opportunity gaps that has arisen because of the COVID-19 pandemic is the uneven access to technology devices. HCPS recognizes the importance of providing students with access to technology as a means of providing resources to address the learning loss that has resulted due to the COVID-19 pandemic. In response to the pandemic, HCPS district leaders have worked diligently to secure competitive pricing for student and teacher laptop devices, despite the ongoing challenges facing the supply chain. Consequently, substantial portions of COVID relief funds, including ESSER III, have been dedicated to the purchase of technology devices for students to provide them with access to programs to address learning loss and to ensure communication between students and teachers.

**Activity 2** (**A**) **Any activity authorized by the Elementary and Secondary Education Act of 1965.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (B) Any activity authorized by the Individuals with Disabilities Education Act.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (C) Any activity authorized by the Adult Education and Family Literacy Act.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,**

**and local requirements.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.
2. Technology- HCPS will invest in technology enhancements that aid in regular and substantive educational interaction between students and their classroom instructors, including: internet bandwidth increase; purchase and installation of interactive flat screen video panels; purchase and installation of classroom audio enhancement systems; employee laptops; infrastructure hardware testing tools and maintenance support; infrastructure security and monitoring tools and maintenance support; device monitoring and compliance software; site-based Technology Champion supplement; and professional development for both district and school staff members related to the use of technology. Technology enhancements are needed to provide adequate connectivity and resources in a post COVID-19 educational environment.

**Activity 2 (L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

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

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

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

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.
2. Portable Air Disinfection Units- HCPS proposes to purchase portable air disinfection units to support cleaner and safer learning and working environments. The medical-grade air disinfection devices identified for purchase (adhering to all procurement requirements) inactivate and reduce airborne pathogens and pollutants, including viruses, bacteria, mold, and allergens. The district was able to negotiate a reduced price, which includes a 7-year warranty for all parts. Classrooms will be prioritized for the placement of units when they are disseminated to work sites.

**Activity 2 (Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, 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.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.

**Activity 2 (R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

1. Charter Schools- Charter schools within the district were provided with an allocation based on the pro-rata share of the district’s total allocation, based on the district’s total unweighted FTE and the charter school’s total unweighted FTE reported in the 2020-21 Survey 3. The total allocation for the district’s charter schools is $73,057,478.82. HCPS will use the charter flexibility option in the district’s budget. The total charter allocation specifically for Activities 2(A) – 2(S) is $58,445,983.06. HCPS has established internal operating procedures (IOPs) for approval of charter expenditures for ESSER III. Charter schools will submit the ARP ESSER Plan, Application and Assurances template and the ARP Budget Narrative form to the district. Charter schools will work with the district’s ESSER Project Director to be reimbursed for eligible expenses, after review by the district. All charter schools will attest to use funds only for activities that fall under the allowable uses. Charter schools have been provided a copy of the RFA for ESSER III, which outlines the allowable and unallowable expenses for budget planning. To be reimbursed for expenditures purchased with ESSER III funds, the charter school will be required to submit all supporting documentation for the expenditures as allowable under the grant. For any items purchased outside of the scope of the grant, no reimbursement of those funds will be provided. A charter school seeking to purchase any item requiring pre-approval under the Uniform Guidance, 2 CFR § 200.407, will request pre-approval from the LEA. The LEA will request such pre-approval from the Florida Department of Education. Charter school reimbursements will be completed in accordance with grant guidelines by the end of the grant project.
2. Reclassification of Student and Instructional Support Service Salaries- HCPS requests the reclassification of salaries and associated fringe benefits for student services support personnel responsible for ensuring continuity of services as students return fully to in-person instruction. These support services are crucial in a post COVID-19 learning environment.
3. Bus Driver Recruitment Incentive- HCPS, as is the case with other districts across the state and nation, is facing a crippling shortage of bus drivers to serve its 220,000+ students. To increase the pool of qualified drivers, HCPS has devised a recruitment incentive program (incentive plus associated fringe). For a limited time, any current HCPS non-management transportation employee who refers a friend or family member for a bus driver position may earn up to $1,500 once that referred person is hired and remains employed as a bus driver in the district for up to 3 years.

Steps to earn this incentive include the following:

* The friend or family member is directed by the employee to list the employee as the referral source on their job offer form.
* The candidate applies, is hired, and is processed into a bus driver position.
* Once the candidate is hired, the employee receives a referral bonus of up to $1,500 if the recruited driver stays at least three (3) years. The bonus will be paid out through the grant period according to the following schedule:
  + Year One
    - $250 is paid to the employee when the recruited driver becomes permanent
    - $250 is paid to the employee when the driver is no longer probationary (after 12 months)
  + Year Two
    - If driver is still employed with the district, $500 is paid to the employee at Winter Break
  + Year Three
    - If driver is still employed with the district, $500 is paid to the employee at Winter Break

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

1. Administrative (Direct and Indirect) Costs- HCPS is claiming reasonable and necessary administrative costs to include direct and indirect costs of 5% of its total award. The district confirms that it has addressed the necessary exclusions in the calculation of its administrative costs.

**Part II: Ensuring Effectiveness of Interventions**

**Please describe how 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.** **In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.**

HCPS’ plan to address learning loss 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. When planning interventions, district leaders examined district-wide assessment data to determine the subgroups that were most likely harmed by the loss of instructional time due to the pandemic. The tables below outline various available 2020-21 school accountability metrics, disaggregated by subgroup.

|  |  |
| --- | --- |
| **2021 Florida Standards Assessment (FSA)**  **English/Language Arts Achievement** | |
| **Subgroup** | **% Satisfactory** |
| Overall District Average | 52% |
| Economically Disadvantaged Student Average | 39% |
| English Language Learning Student Average | 15% |
| Exceptional Student Education Student Average | 19% |
| Asian Student Average | 83% |
| Black Student Average | 33% |
| Hispanic Student Average | 44% |
| Native American Student Average | 58% |
| Multiracial Student Average | 61% |
| Pacific Islander Student Average | 52% |
| White Student Average | 67% |
| Homeless Student Average | 27% |
| Migrant Student Average | 27% |
| Foster Care Student Average | 31% |

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| --- | --- |
| **2021 Florida Standards Assessment (FSA)**  **English/Language Arts Learning Gains** | |
| **Subgroup** | **% Making Gains** |
| Overall District Average | 50% |
| Economically Disadvantaged Student Average | 42% |
| English Language Learning Student Average | 40% |
| Exceptional Student Education Student Average | 32% |
| Asian Student Average | 73% |
| Black Student Average | 39% |
| Hispanic Student Average | 46% |
| Native American Student Average | 57% |
| Multiracial Student Average | 54% |
| Pacific Islander Student Average | 51% |
| White Student Average | 57% |
| Homeless Student Average | 35% |
| Migrant Student Average | 37% |
| Foster Care Student Average | 39% |

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| --- | --- |
| **2021 Florida Standards Assessment (FSA)**  **English/Language Arts Bottom Quartile Learning Gains** | |
| **Subgroup** | **% Making Gains** |
| Overall District Average | 40% |
| Economically Disadvantaged Student Average | 37% |
| English Language Learning Student Average | 44% |
| Exceptional Student Education Student Average | 32% |
| Asian Student Average | 64% |
| Black Student Average | 35% |
| Hispanic Student Average | 39% |
| Native American Student Average | 57% |
| Multiracial Student Average | 41% |
| Pacific Islander Student Average | 32% |
| White Student Average | 46% |
| Homeless Student Average | 30% |
| Migrant Student Average | 34% |
| Foster Care Student Average | 37% |

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| --- | --- |
| **2021 Florida Standards Assessment (FSA)**  **Mathematics Achievement** | |
| **Subgroup** | **% Satisfactory** |
| Overall District Average | 48% |
| Economically Disadvantaged Student Average | 35% |
| English Language Learning Student Average | 23% |
| Exceptional Student Education Student Average | 22% |
| Asian Student Average | 84% |
| Black Student Average | 28% |
| Hispanic Student Average | 41% |
| Native American Student Average | 57% |
| Multiracial Student Average | 56% |
| Pacific Islander Student Average | 48% |
| White Student Average | 65% |
| Homeless Student Average | 38% |
| Migrant Student Average | 26% |
| Foster Care Student Average | 30% |

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| --- | --- |
| **2021 Florida Standards Assessment (FSA)**  **Mathematics Learning Gains** | |
| **Subgroup** | **% Making Gains** |
| Overall District Average | 43% |
| Economically Disadvantaged Student Average | 37% |
| English Language Learning Student Average | 39% |
| Exceptional Student Education Student Average | 34% |
| Asian Student Average | 66% |
| Black Student Average | 32% |
| Hispanic Student Average | 41% |
| Native American Student Average | 50% |
| Multiracial Student Average | 46% |
| Pacific Islander Student Average | 43% |
| White Student Average | 52% |
| Homeless Student Average | 40% |
| Migrant Student Average | 35% |
| Foster Care Student Average | 37% |

|  |  |
| --- | --- |
| **2021 Florida Standards Assessment (FSA)**  **Mathematics Bottom Quartile Learning Gains** | |
| **Subgroup** | **% Making Gains** |
| Overall District Average | 40% |
| Economically Disadvantaged Student Average | 37% |
| English Language Learning Student Average | 42% |
| Exceptional Student Education Student Average | 35% |
| Asian Student Average | 58% |
| Black Student Average | 35% |
| Hispanic Student Average | 39% |
| Native American Student Average | 52% |
| Multiracial Student Average | 40% |
| Pacific Islander Student Average | 33% |
| White Student Average | 45% |
| Homeless Student Average | 38% |
| Migrant Student Average | 35% |
| Foster Care Student Average | 39% |

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| --- | --- |
| **2021 Statewide Science Assessment (SSA)**  **Science Achievement** | |
| **Subgroup** | **% Satisfactory** |
| Overall District Average | 51% |
| Economically Disadvantaged Student Average | 37% |
| English Language Learning Student Average | 13% |
| Exceptional Student Education Student Average | 22% |
| Asian Student Average | 81% |
| Black Student Average | 30% |
| Hispanic Student Average | 43% |
| Native American Student Average | 49% |
| Multiracial Student Average | 58% |
| Pacific Islander Student Average | 47% |
| White Student Average | 66% |
| Homeless Student Average | 31% |
| Migrant Student Average | 25% |
| Foster Care Student Average | 34% |

As shown in the tables above, White and Asian students are the only two subgroups that consistently outperform the district-wide average performance on state assessments in English/language arts, mathematics, and science. Economically disadvantaged students, as well as those students served by the Exceptional Student Education (ESE) and English Language Learner (ELL) programs, typically score much lower than other student subgroups on state assessments. HCPS will make strategic investments in high-yield strategies to address learning loss and accelerate achievement, particularly for those students who were disproportionately impacted by the COVID-19 pandemic. Substantial resources will be dedicated toward core and supplemental instructional materials—in both print and digital formats—to support student learning through Tier 1 instruction. Beginning in the summer of 2021, HCPS expanded its summer learning opportunities for students to help mitigate the effects that the pandemic had on student learning during the 2020-21 school year. These expanded out-of-school time opportunities, in conjunction with an Extended Learning Program (ELP), will continue to be offered throughout the ESSER III grant period to address ongoing academic concerns. Credit recovery options and career acceleration academies will be made available to secondary students who have fallen behind in earning credits for promotion as a result of COVID-19, and the district’s learning management system (LMS) will continue to host virtual course content to allow quarantined students to access their courses remotely. i-Ready diagnostic assessments and other district-created tests will be used throughout the grant period to continually assess student learning and pinpoint strategies for remediation and/or enrichment, as necessary.

Targeted interventions are planned to meet the ongoing and emerging needs of the district’s most vulnerable students. As HCPS seeks to expand its early childhood programming, district-level resource teachers will be hired to provide ongoing support and coaching to pre-kindergarten teachers to ensure that students enter kindergarten on-level. The expanded pre-kindergarten classrooms will be outfitted with high-quality instructional materials and flexible classroom furniture to ensure high levels of engagement. Professional development will be offered to Pre-K teachers to assist the district in meeting kindergarten readiness benchmarks. Specific interventions are also planned to support the Exceptional Student Education (ESE) and English Language Learner (ELL) programs. Grant funds will continue to support contracts with external agencies to provide critical speech-language therapy services to students, and ESE teachers will have the opportunity to earn stipends by providing tutoring and/or interventions to students either in the summer or after school. ELL students will have three years of instructional support from the Imagine Learning supplemental curriculum program. Additional supports will also be provided to the district’s full-service community schools. These chronically underperforming schools will be provided with additional staff to support students’ and families’ mental, physical, and academic well-being, as well as funds to support the establishment of a partnership with Feeding Tampa Bay to address food insecurity amongst the schools and surrounding communities.

To effectively address learning loss and accelerate student learning, teachers will continue to receive B.E.S.T. Standards training in English/language arts, mathematics, science, and social studies. Targeted professional development opportunities will also be offered to prepare teachers to implement the Cambridge Advanced International Certificate of Education (AICE) program in 13 high schools. The district’s Transformation Network, comprised of 45 of the district’s historically lowest performing schools, will also continue to benefit from additional instructional and support staff that provide direct support for student interventions and small group instruction throughout the ESSER III grant period. Grant funds will also support the contract with state-mandated external operators that provide extra supports at eight specified Transformation Network schools.

During the grant period, the district will administer i-Ready Reading and Math diagnostic assessments three times per year in grades K-5, i-Ready Science assessments in grades 5 and 8, and district-created baseline and midyear exams in grades 6-12 for English/language arts, math, science, civics, US history, biology, algebra, and geometry. The district-created assessments are secure tests that measure student performance on all expected standards, by content area. These assessments are aligned to the Florida Standards and are used to predict performance on the summative state tests. Schools will be provided immediate information upon student completion of these assessments. The Assessment and Accountability Department will provide guidance to schools on the proper interpretation of results, which can then be used to help educators determine the correct instructional path using curriculum guides and embedded formative assessments. The SchoolCity assessment platform will be used to grade and analyze data for the district-created assessments.

HCPS will use a number of evidence-based interventions to meet the comprehensive needs of students, both during and outside of the regular school day and school year. The need for intervention will be identified through ongoing assessments and services will be provided through Multi-Tiered Systems of Support (MTSS), School-Wide Positive Behavioral Interventions and Supports (SWPBIS), and Individualized Education Plans (IEPs). The district will focus on providing these interventions to all students but especially to the most vulnerable students, including but not limited to ESE, ELL, and Transformation Network students.

Evidence-based Social and Emotional Learning (SEL) programs will be used to assist with social and emotional supports for students. According to Crimesolutions.gov, school-based SEL is rated as an effective practice in reducing students’ conduct problems and emotional stress. A meta-analysis of school-based implementation of social-emotional learning found that SEL participants demonstrated significant improvements in social-emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point achievement gain compared to students who did not participate in an SEL program (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Programs that will be used include 7 Mindsets, Second Step, and LifeSkills Training. As noted on the Evidence for ESSA website, four qualifying studies evaluated the Second Step curriculum, two at the elementary level and two in the middle school grades, and characterized Second Step as having a “Strong” evidence rating in the Academic and Emotional Well-being categories and a “Promising” evidence rating for Problem Behaviors and Social Relationships. The district will use the Panorama SEL survey to help identify schools and students in need of additional SEL supports.

All students will be provided with Tier I instruction through high-quality curricula and instructional guides, which address appropriate standards, objectives, and content. Tier II and III supports are provided to students as needed, based upon ongoing assessments. One evidence-based program utilized by HCPS to support students academically is i-Ready. i-Ready instruction shows evidence of promoting greater student learning gains. The significance of the findings provides support for i-Ready as a program that meets the criteria for ESSA Level 3: Promising Evidence.

Another evidence-based intervention that will be used by HCPS is School-wide Positive Behavioral Interventions and Supports (SWPBIS). SWPBIS is a universal prevention strategy that aims to alter the school environment by creating improved systems (e.g., discipline, reinforcement, data management) and procedures (e.g., office referral, training, leadership) that promote positive changes in staff behaviors, which subsequently alter student behaviors. HCPS schools implement SWPBIS as a component of their behavior management strategy. A study by Bradshaw et al. (2010) utilized a randomized control effectiveness trial to examine the effects of SWPBIS on student outcomes. This study meets the definition of promising evidence based on relevant findings from this well-designed and well-implemented experimental study that includes at least one statistically significant and positive effect on student behavior outcomes. Three analyses of office discipline referral (ODR) data were conducted using repeated measures general linear models (GLM) to determine whether there were significant differences in the rates of ODRs while controlling for school system or district, percentage of students receiving free- and reduced-price meals, and school enrollment. The repeated measures GLM for the rates of major ODRs per 100 students per day was non-significant (Wilks’s Λ= .84, *F*(1, 14) = 2.59, *p* = .13, η2 = .16, *d* = .21). However, the percentage of students with a major or minor ODR decreased significantly over the course of the study from 18.8% to 18.1%, Wilks’s Λ= .67, *F*(1, 14) = 6.99, *p* = .019, η2 = .33, *d* = .08. The number of major and minor ODR events per student also decreased significantly over the course of the trial, Wilks’s Λ= .52, *F*(1, 14) = 12.90, *p* = .003, η2 = .48, *d* = .12. Additionally, a Wilcoxon signed ranks test, in which a *Z* score was computed separately for the two conditions, was non-significant for the comparison schools (*Z* = –1.54, *p* = .12) but was statistically significant for the SWPBIS schools (*Z* = –2.17, *p* =.03, *d* = .27). This test indicates that the percentage of students receiving suspensions significantly declined over time for SWPBIS schools but not for comparison schools. The use of SWPBIS in HCPS will address student attendance and discipline issues so that students remain engaged in their learning.

In addition to the evidence-based interventions discussed above, HCPS will utilize a number of different research-based strategies. Students’ academic needs will be supported through before- and after-school programming or extended learning programing (ELP), Saturday sessions, small group interventions, and expanded summer programming. As stated by the Afterschool Alliance, “afterschool and summer programs, which decades of research have shown are able to help meet the academic, social, and emotional needs of students, will continue to be a valuable resource.” An April 2021 research brief from the Afterschool Alliance demonstrates evidence of the positive impact these programs can have on academics, social and emotional skills and competencies, and overall student well-being, helping them to re-engage in their learning and emerge from the pandemic strong, resilient, and hopeful. HCPS will follow best practices in the implementation of its out-of-school time programs. Extended Learning Programs (ELP) at each site provide differentiated educational opportunities and supports, such as tutoring for students who are not meeting academic benchmarks. ELP programs are staffed by certified teachers that have demonstrated success with student gains and are selected by the school principal. Tutoring has a long-documented history as a reliable method to improve student achievement (Slavin, 1999). Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students’ reading achievement (Burns et al., 2004). Gordon (2009) stated that the most effective tutoring programs use master teachers who continuously collaborate with the students’ classroom teachers, as is done in the ELP programs.

HCPS also recognizes that students have regressed in attaining credit for promotion because of COVID-19. The district will utilize the research-based and standards-aligned Edgenuity program to effectively assist secondary students with recovering credits for previously failed courses. Research by Eddy and Ballenger (2016) on the effectiveness of Edgenuity “found that the number of credits students accrued by the end of the 10th, 11th, and 12th grades, along with the number of credits recovered with Edgenuity during these grades, significantly predicted whether they would graduate” (p.42).

HCPS classroom teachers will receive or have received professional development on the use of a multi-tiered system of supports (MTSS). There are three professional development trainings being offered on MTSS through the MTSS Department. These trainings include: an overview of MTSS with a focus on building the infrastructure and best practices at each school site; the four-step problem-solving process and how to document problem solving on the MTSS protocol; and the Self-Assessment of MTSS Implementation (SAM) tool and how to use this to ensure that schools have a comprehensive MTSS and implement it with fidelity. Additionally, as a part of the district’s CARES Act-funded Data Informed Supports grant, the district offered two additional trainings related to MTSS: a Data Informed Decisions Training and a Progress Monitoring Training.

The Family and Community Engagement (FACE) Department is the lead resource for promoting and establishing strong collaborative structures between HCPS schools, families, and the community to increase student performance and improve family-child-school relations. FACE works with and supports HCPS schools, families, learners, and the community by focusing on the following core strategies: education, empowerment, and engagement. FACE hosts Power Hour, a series of virtual parent education webinars presented in multiple languages. These webinars provide information and strategies for parents to support their child at home; to help them advocate for their child; and to build their confidence and provide them opportunities for personal growth. The FACE Department offers the Parent School Partnership program in which parents participate in a 12-week leadership course designed to empower them to better support and advocate for their children. FACE also provides a College Awareness Program specifically for Spanish-speaking families. In addition, specifically at Transformation Networks schools, professional development has been provided for Transformation Network FACE ambassadors to support families and students in Transformation Network schools regarding challenges that have resulted from COVID-19.

Finally, HCPS will support the implementation and expansion of full-service community schools that are aligned to the National Education Association’s (NEA) research-based model. The NEA Community Schools Model focuses on six pillars of practice that are all adaptable to the individual needs of students, staff, families, and their respective communities. The six pillars are: strong and proven curriculum; high-quality teaching; inclusive leadership; positive behavior practices; family and community partnerships; and community support services. According to the US Department of Education, “Full-Service Community Schools provide comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children. These services may include: high-quality early learning programs and service; remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program; family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development programs; community service and service learning opportunities; programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled; job training and career counseling services; nutrition services and physical activities; primary health and dental care; activities that improve access to and use of social service programs and programs that promote family financial stability; mental health services; and adult education, including instruction of adults in English as a second language.”

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

Hillsborough County Public Schools (HCPS) published an initial plan for the safe return to in-person learning in Fall of 2020. Subsequently, HCPS submitted a Spring 2021 Education Plan and Assurances to the FLDOE as a means for continued implementation of the 2020-21 District Reopening Plan. Most recently, HCPS submitted the district’s Instructional Continuity Plan (ICP) to the FLDOE in September 2021.

HCPS posted its ICP plan on the district’s website on December 6, 2021. The district then notified the public via social media channels of the plan posting and informed the public that they were seeking public comment through a district survey.

HCPS will edit the plan to ensure public comments from this survey are taken into account and to ensure the plan meets the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. HCPS will also ensure that the plan complies with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and that any policies implemented after September 22, 2021 comply with Florida Department of Health Rule 64DER21-15, F.A.C. After the incorporation of edits, HCPS will submit their final plan to the FLDOE within 60 days of the award. Upon the FLDOE’s approval, HCPS will post the updated plan on the website within 90 days of the award. As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, HCPS will regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, HCPS will seek public input and take such input into account. If at the time HCPS revises its plan the CDC has updated its guidance on reopening schools, the revised plan will address the extent to which HCPS has adopted policies, and describe any policies, for each of the updated safety recommendations.

Charter schools within HCPS will update their Instructional Continuity Plan from fall 2020, and open them to public comment in the same manner as HCPS. The district’s Charter Office has notified schools of this requirement and charter schools will attest to this requirement in their signed attestations.

HCPS has met the requirements of the Interim Final Rule of the ARP LEA ESSER Plan. On August 27, 2021, the district made available a survey via the district website to its stakeholders to include: students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and the Hillsborough Classroom Teachers Association (union) leadership and its members. The district’s Communications Office publicized the availability of the survey as a mechanism to provide input to HCPS on its use of COVID relief funding. A notice was posted on the district’s website homepage, and the news of the survey was shared via all social media channels. Additionally, HCPS hosted a series of live virtual forums to provide information about the COVID-19 relief funding the district has been or will be awarded through the U.S. Department of Education and the Florida Department of Education. During the forum sessions, key district personnel discussed the Elementary and Secondary School Emergency Relief funds and the district’s initial ideas for the use of its allocations. Participants were invited to provide feedback via the survey and were given the opportunity to ask questions of the presenters during the live sessions. There were different forum sessions held for each of the following stakeholder groups: HCPS employees; HCPS teachers; community members; and students and families.

As stakeholders completed the survey, they were asked to identify their “role.” Options included those 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. This ensured the district collected input from stakeholders on its most vulnerable populations. The survey remained open until October 11, 2021. This equated to a total of 46 calendar days and allowed respondents ample time to participate. A total of 10,416 stakeholders responded.

The district’s COVID Relief Funding Task Force, comprised of the Superintendent’s Cabinet and other key district personnel, reviewed the survey results and utilized them to help prioritize the proposed investments presented in the district’s application. For example, in reference to the safety and sanitation of school buildings, survey respondents rated air systems, control systems, windows, and doors to improve air quality, and air purification as their top concerns. The district will continue to address HVAC units through funding from a county referendum, while HCPS has proposed the purchase of air purification units from ESSER III funding to align with the desires of stakeholders. Stakeholders noted that counseling for students is their top choice for investments related to mental health services. HCPS continues to prioritize this student need with the allocation of student services personnel salaries to the grant budget, as well as a contract with an external provider to supplement the services made available through the ESSER II grant. When asked about how to best address academic learning loss among all student subgroups, respondents rated implementing evidence-based activities to meet the comprehensive needs of students first, with administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs as second most important. To this end, HCPS will continue to implement evidence-based strategies aligned to student needs as outlined in Part III of this application.

In addressing the needs of low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness, and children in foster care, stakeholders prioritized the following strategies in order from most to least important: small group instruction during the school day; supplemental afterschool programs; online learning opportunities (to include hardware, software, and connectivity); and summer learning opportunities. As is evidenced from the district’s application, significant investments in extended learning opportunities, small group interventions, and summer learning have been proposed. Additionally, HCPS will continue offering online learning opportunities such as iReady, Edgenuity, and Science A-Z. Finally, in the area of educational technology, the survey demonstrated that the purchase of student and teacher devices was most important to respondents, while improvements to network infrastructure ranked as the second-highest concern. HCPS will address inadequacies in its infrastructure through alternate funding sources, while additional purchases of devices, as well as installations/replacements of audio enhancement systems, and increasing district-wide internet bandwidth, will be addressed through ESSER III funding.

In order to provide continued communication and transparency and promote accountability, the district has created an ESSER Dashboard for the public that is refreshed every morning. Data shown include district- as well as school-level expenditure data. For more information about ESSER in HCPS, please visit the district’s website at [www.HillsboroughSchools.org/ESSER](https://www.hillsboroughschools.org/ESSER).

**Part IV: Assurances**

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

**Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

**Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

**Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| --- |
| **Name and title of person responsible for completion and submission** |
|  |
| **Contact information: email, phone number** |
|  |
| **Superintendent signature (or authorized representative)** |
|  |