



**COLORADO**  
Department of Education

## ARP - ESSER III Application for Funds

Logged in as: [kloffln@elbertschool.org](mailto:kloffln@elbertschool.org)

App Info: 0950 - Elbert 200 | [Log Out \(Logout\)](#)

<http://www.cde.state.co.us>

Print Application

**0950 - Elbert 200**

Submitted 12/8/21  
KT

# ARP - ESSER III Funding Allocations

Acceptance or Relinquishment

**ARP - ESSER III Funding Allocation:**

Allocation: **\$186,928**

**Accept or Decline ARP - ESSER III Funding**

- We accept ARP - ESSER III Funding
- We decline ARP - ESSER III Funding

# Contact Information

Individual contact information for programs included in this application is requested so CDE consultants may communicate with those most closely associated with the day-to-day operations of these programs.

**Instructions:** Complete the information below for the following individuals:

- **The Authorized Representative** is the person with the authority to sign off on, and approve, this ARP - ESSER III Application for Funds.
- **The Application Fiscal Manager** is the person authorized to complete and submit requests for funds and will receive fiscal communication about this application.

**0950 - Elbert 200**

## Authorized Representative:

Fill out the information for the person who will sign and approve this application:

**First Name:** Kelli **Last Name:** Thompson  
**Title:** Superintendent  
**Phone:** 3036483030 **Extension:** 108  
**Email:** kthompson@elbertschool.org

The Authorized Representative is the same as the **Application Fiscal Manager**

## Application Fiscal Manager

Fill out the information for the person who is authorized to complete and submit requests for funds.

**First Name:** Bev **Last Name:** McGuire  
**Title:** Business Manager  
**Phone:** 303-648-3030 **Extension:** 205  
**Email:** bmcguire@elbertschool.org

**Other Contact:**

**First Name:** Emily **Last Name:** Cornell

**Title:** Secretary

**Phone:** 303-648-3030 **Extension:** 100

**Email:** [ecornell@elbertschool.org](mailto:ecornell@elbertschool.org)

# Narrative, GEPA and Assurances

## Narrative

**How will the LEA 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?**

Please ensure that your response to the narrative question answers the following guiding questions. View more guidance on crafting your narrative response (<https://www.cde.state.co.us/caresact/esser3>).

1. In what ways have students been impacted by lost instructional time (the pandemic)? What data sources did you use to identify these needs?
2. Have any student groups been disproportionately impacted? If so, which ones?
3. How were the evidence-based interventions selected to respond to identified academic, social, emotional, and mental health needs and any identified disproportionate impact?
4. How will you know if the interventions addressed students' academic, social, emotional, and mental health needs?

Elbert School District has used the State CMAS assessment data to determine the following indications of potential learning loss for our students. Overall, the data indicates that all students lost progress in their learning continuum in at least one of the core content areas during the interruption to their learning cycle over the course of the last 18 months of the variable learning periods caused by the pandemic. The elementary data shows that Reading had the most significant impact by student performance dropping from the "meets" category to the "approaching" category in achievement. All other core content areas at the elementary level stayed study in the "meets" category in both achievement and growth. The middle school data indicates that this group of students took the biggest hit in their learning loss by dropping in to the "does not meet" category in English/Language Arts and also dropping in all other content area in both achievement and growth by only reaching the "approaching" category. The high school maintained their level in all content areas in both achievement and growth, but the data shows they are not where they need to be as they are only in the "approaching" category. The N count at each of the identifiable student groups falls below a reportable level and therefore will not be reported in this narrative. In selecting our evidence-based interventions, we focused on research-based approaches to address learning loss for all students across the board in reading and math. The HMH Into Reading curriculum, the IXL Math curriculum and the Prism Intervention curriculum are all on the CDE approved selection list. These interventions are detailed in the budget sheet. Elbert will be continue to assess students with the NWEA throughout the school year and with the State Assessment in the spring in order to measure the impact of our interventions on students' academic, social, and behavioral needs. We will offer summer schooling for students who are the lowest achieving students academically in our school determined by Maps, Dibels, State, and other local assessments and observations. as a means to making up for any identified learning loss or lost instructional time. If we have any additional slots left for summer programming or afterschool support we will plug in as many students who wish to take advantage of the service or additional instruction time. Through general fund dollars, we have increased our counseling services for all students that have emotional and mental health needs and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. To help with learning loss, we will increase our instructional time by offering summer school, afterschool help, implementing the new math and reading curriculum, add the new Prism intervention for our most struggling readers, increase our access to the use of technology, and ensure our staff are compensated for their additional time and effort to make up for lost instruction or learning in the extended times off due to the pandemic.

**Will the LEA complete the ESSER III Budget when it submits this application?**

- Yes  
 No

**Overview**

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing and describing the activities that are occurring to meet this requirement. GEPA highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, LEAs should determine whether these or other barriers may prevent your students, teachers or other program beneficiaries from such access or participation in the Federally-funded project or activity.

**Description of Compliance**

To meet the requirement to describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a) ensuring equity for students, teachers, and other program recipients, select the method the LEA will use to describe the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

**The GEPA statement provided through the 2019-2020 or 2020-2021 Consolidated Application describes the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded with federal funds, including ARP ESSER III Funds.**

**The GEPA statement provided through the 2019-2020 or 2020-2021 Consolidated Application has been updated to include steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded with federal funds and should reflect the information listed below, in order to update the GEPA statement for the use of ARP ESSER III Funds:**

**The following describes the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded with ARP ESSER III Funds.**

Use the narrative box provided to describe the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers:

**Fiscal, Program, and Reporting Assurances**

When completing assurances below, read the assurance and check the box to indicate that the LEA understands and intends to comply with the corresponding program requirements. The LEA must agree to all assurances understanding that if certain requirements don't apply to the LEA's current context, that the LEA would meet the requirements if the situation were to become applicable.

**The LEA will ensure that each program covered by this application will be administered in accordance with all applicable statutes, regulations, program plans, and requirements delineated in this application.**

impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on public elementary and secondary schools in the LEA. This includes both continuing to provide educational services, such as remote learning, while schools and campuses are closed, and developing and implementing plans for the return to normal operations.

The LEA will ensure that the ARP - ESSER III funds will only be used for activities allowable under section 2001(d)(2)(e) of the American Rescue Plan Act of 2021.

The LEA will ensure that the ARP - ESSER III funds will *not* be used for 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

The LEA will ensure that ARP - ESSER III funds will be used for purposes that are reasonable, necessary, and allocable under the ARP Act.

The LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 2001(d)(2)(e) of the American Rescue Plan Act of 2021. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. Similarly to the CARES Act and CRRSA, ARP funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

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 U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**(GEPA, 20 U.S.C. 1232(e)) & 1228(a)). Meaning that during the entire duration of time that the entity is receiving funding under ARP - ESSER III, the LEA will:**

- Ensure that it has taken steps to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs;
- Ensure that each program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
- Ensure that control of funds and property acquired using ARP ESSER III program funds will be maintained and administered by the appropriate public agency;
- Ensure that fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
- Report to the state agency or board and to the Secretary as may be needed for the state agency or board and the Secretary to perform their duties under each program, and each LEA will maintain records (as required in Section 443 of the General Education Provisions Act (GEPA)) and provide access to those records as the state board, state agency, or Secretary deems necessary to carry out their responsibilities;
- Provide opportunities for the participation in, planning for, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;
- Ensure that applications, evaluations, plans, or reports related to each program will be made available to parents and the public;
- Ensure that facilities constructed under any program will be consistent with overall state construction plans and standards and with the requirements of Section 504 of the General Education Provisions Act (GEPA): Overview and Issues Congressional Research Service 12 Rehabilitation Act of 1973 in order to ensure that the facilities are accessible to and usable by individuals with disabilities;
- The LEA has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program; and
- Ensure that none of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees.

**The LEA will be in compliance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in 2 CFR, including Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475).**

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

**The LEA shall develop and make publicly available on the local educational agency' website, not later than 30 days after receiving the allocation of funds, a plan for the safe return to in-person instruction and continuity of services. Additionally, the LEA shall make the plan publicly available and shall seek public comment on the plan and take such comments into account in the development of the plan.**

If the LEA has already created a plan to return to in-person instruction, provide a link to the website where the plan is located in the box below:

<https://www.elbertschool.org/news>

Please enter a website address only and not any other text.

If the LEA is in the process of developing and/or collecting public comment on the plan, in the box below, please provide an explanation of the progress on posting the plan, the date by which the plan will be available, and the link where it will be posted.



provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

The LEA ensures that it will comply with the maintenance of equity provisions in section 2004(c) of the ARP.

The LEA ensures it will reserve and use not less than 20 percent of its total ARP ESSER III allocation to address the academic impact of the pandemic, especially impact of lost instructional time, through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions.

The LEA ensures that the amount set aside for addressing the academic impact of COVID-19 on practices that meet the criteria for evidence-based intervention under ESEA Section 8101(21).

The LEA ensures that such interventions will respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on 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).

LEAs ensures that it will comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- how the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- requirements under the Federal Financial Accountability Transparency Act (FFATA); and
- additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA ensures that it will participate in and comply with the SEA's monitoring process and protocols.

The LEA will periodically review, no less frequently than every six months for the duration of the ARP ESSER III grant period, and revise as appropriate, its Safe Return to School plan.

# ARP - ESSER III Fund Budget

## Budget Request

Using the "Add Allowable Activities" button below, create a budget request.

For each allowable activity in the budget:

- Select each allowable activity your LEA plans to use ESSER funds for in the upcoming fiscal year. Ensure that each allowable activity is aligned with the allowable uses of ESSER funds as required in statute.
- Select each of the instructional program(s) from the drop down list provided that your LEA plans to use in the upcoming fiscal year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box.
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that budgeted costs are clearly tied to the allowable activity and are calculated with detail in the "description of activity" field.

### Allowable uses of ESSER funds:

LEAs can use ESSER funds for activities authorized by ESEA, IDEA, the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the ARP - ESSER III Application for Funds website. (<http://www.cde.state.co.us/caresact/essser3>)









In addition to the programs listed above, the LEA can use funds for the following activities:

- Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies
- Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)
- Staff training and professional development on sanitation and minimizing the spread of infectious disease; as well as purchasing supplies to sanitize and clean facilities
- Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between students and their instructors, which may include assistive or adaptive technology
- Mental health services and supports
- Summer learning and supplemental after-school programs
- Discretionary funds for school principals to address the needs of their individual schools
- Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff

### Benefit:

In the activity description, indicate the groups of students/staff that will benefit from the items being budgeted. Additionally, LEAs will indicate if the funds will benefit the entire population of the location selected, or a portion of the population at the location selected. Additional information to support reporting requirements will be asked at a later date.

ID Ref	Location	Fiscal Year	Allowable Activity	Program Code	Object Code	Salary Position	FTE	Funding Source	Description of Activity	Benefit	Requested Amount	Options
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	Level	2020-2021	learning	Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	Salaries	Paraprofessional		ESSEER III - Learning Loss Set Aside - (9414)	hired to support a cohort of students showing a significant learning loss due to the COVID closure - the enhanced learning program occurred during a 4 week summer school.	Population		
5414	District Level	FY 2020-2021	Educational technology	Improvement of Instructional Services (2210)	0730 Capitalized Equipment			ARP - ESSEER III - Learning Loss Set Aside - (9414)	Purchase additional Chromebooks, Covers, and license fees to ensure all student access to the curriculum during Covid closures and/or remote learning.	Portion of Population	\$7,184.00	 
5406	0950-2570 Elbert Elementary School (E)	FY 2021-2022	Addressing learning loss	Instructional Program (0010-2000)	0640 Book and Periodicals			ARP - ESSEER III - Learning Loss Set Aside - (9414)	Purchased the state approved HMH Into Reading program to meet the learning needs both in person learning and when we have to go to remote learning - the students' reading instruction can be seamless to avoid any additional learning loss.	Whole District	\$12,296.00	 
5408	District Level	FY 2021-2022	Summer learning	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0100 Salaries	201 Teacher, Regular	0.33	ARP - ESSEER III - Learning Loss Set Aside - (9414)	Paraprofessionals hired to support a cohort of students showing a significant learning loss due to the COVID closure - the enhanced learning program occurred during a 4 week summer school.	Portion of Population	\$1,180.00	 
5413	District Level	FY 2021-2022	Improving preparedness and response efforts	Administration (2300, 2400, and 2500)	0730 Capitalized Equipment			ARP - ESSEER III - (4414)	Upgrade our phone system so we can communicate with our patrons in a seamless matter to ensure that students and staff our safe during the pandemic.	Whole District	\$51,263.00	 

Level	2021-2022	learning loss	Program (0010-2000)	Electronic Media (Software)	ESSER III - Learning Loss Set Aside - (9414)	Math electronic curriculum to allow students to have access to their math curriculum in a seamless manner in the event we are closed due to Covid or have to offer remote learning. The curriculum is also being used to help make up for the learning loss of those identified students created by the pandemic.	Population			
9625	0950-2570 Elbert Elementary School (E)	FY 2021-2022	Addressing the needs of specific student groups	Instructional Program (0010-2000)	0640 Book and Periodicals	ARP - ESSER III - Learning Loss Set Aside - (9414)	Purchase of the state approved Prism program to meet the educational needs of our identified struggling readers. The curriculum can be used seamlessly if we are closed or in remote learning due to the pandemic.	Portion of Population	\$3,796.00	

Level	2021-2022	and response	Program (0010-2000)	Salaries	ESSER III - Learning Loss Set Aside - (9414)	District	
					<p>have put in additional time responding to the students' needs related to the COVID-19 pandemic earned an \$1800 (pro-rated for part-time employees) stipend for their additional duties, time, efforts and stresses as compared to a normal school year. Each employee signed a modified "time and effort" log to attest they had to perform additional duties, efforts or had additional stress as compared to a normal school year. The benefits for the stipend will be included in an additional line item in the spreadsheet. The pandemic has rocked the stability of our students and staff, this additional pay will help ensure we can keep our current staff and no add to the upheaval of our students and ultimately their learning environment. This "hazard pay" is a small token of appreciation for our staff who helped ensure our students could continue their education despite this pandemic.</p>		

Level	2021-2022	and response	Program (0010-2000)	Employee Benefits	ESSER III - Learning Loss Set Aside - (9414)	the PERA benefits (20.9%) for the stipend paid to school staff who have put in additional time responding to the students' needs related to the COVID-19 pandemic for their additional duties, efforts and stresses as compared to a normal school year. See the stipend line item for additional information.	District
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Allocation: \$186,928.00

Budgeted Amount: \$186,928.00

2019-2020 Indirect Costs: ( 26.66% ) \$0.00  
*Calculated: \$0.00*

2020-2021 Indirect Costs: ( 29.70% ) \$0.00  
*Calculated: \$314.22*

2021-2022 Indirect Costs: ( 30.00% ) \$0.00  
*Calculated: \$38,226.90*

2022-2023 Indirect Costs: ( 30.00% ) \$0.00  
*Calculated: \$0.00*

Override Indirect Costs (IndirectCosts)

Funds Remaining: \$0.00



# Budget Summary

## Budget Program Totals

### Administration (2300, 2400, and 2500)

Object Codes	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
0730 Capitalized Equipment	\$51,263.00	\$0.00	\$51,263.00
<b>Budget Program Total:</b>			<b>\$51,263.00</b>

### Improvement of Instructional Services (2210)

Object Codes	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
0730 Capitalized Equipment	\$0.00	\$7,184.00	\$7,184.00
<b>Budget Program Total:</b>			<b>\$7,184.00</b>

### Instructional Program (0010-2000)

Object Codes	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
0100 Salaries	\$0.00	\$86,830.00	\$86,830.00
0200 Employee Benefits	\$0.00	\$18,148.00	\$18,148.00
0640 Book and Periodicals	\$0.00	\$16,092.00	\$16,092.00
0650 Electronic Media (Software)	\$0.00	\$5,173.00	\$5,173.00
<b>Budget Program Total:</b>			<b>\$126,243.00</b>

### Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)

Object Codes	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
0100 Salaries	\$0.00	\$2,238.00	\$2,238.00
<b>Budget Program Total:</b>			<b>\$2,238.00</b>

## Allowable Activity Totals

Activity	ARP ESSER III (4414)	ARP ESSER III Learning Loss Set Aside (9414)	Total
Addressing the needs of specific student groups	\$0.00	\$3,796.00	\$3,796.00
Educational technology	\$0.00	\$7,184.00	\$7,184.00



Addressing learning loss	\$0.00	\$11,700.00	\$11,700.00
Preparedness and response	\$0.00	\$104,978.00	\$104,978.00
Improving preparedness and response efforts	\$51,263.00	\$0.00	\$51,263.00
Summer learning	\$0.00	\$2,238.00	\$2,238.00

ARP - ESSER III Budget Totals		
Allocation:		\$186,928.00
Budgeted Amount:		\$186,928.00
2019-2020 Indirect Costs: ( 26.66% )		\$0.00
<i>Calculated: \$0.00</i>		
2020-2021 Indirect Costs: ( 29.70% )		\$0.00
<i>Calculated: \$314.22</i>		
2021-2022 Indirect Costs: ( 30.00% )		\$0.00
<i>Calculated: \$38,226.90</i>		
2022-2023 Indirect Costs: ( 30.00% )		\$0.00
<i>Calculated: \$0.00</i>		
Funds Remaining:		\$0.00

**Technical Assistance:** Submit questions or requests for technical assistance to [esserapplications@cde.state.co.us](mailto:esserapplications@cde.state.co.us)  
 (mailto:esserapplications@cde.state.co.us)

View more information and resources on the ARP - ESSER III Application for Funds website. (<http://www.cde.state.co.us/caresact/esser3>)



## Approval and Transmittal Form FY 2021-2022 Application for ARP ESSER III Funds

In consideration of the receipt of these grant funds, the local education agency (LEA), agrees to comply with the assurances and provisions included in the Grant Award Letter (GAL). The LEA also certifies that it will meet all program and pertinent administrative requirements, including the Education Department General Administrative Regulations (EDGAR), 2 CFR Part 200 (Uniform Grants Guidance) Accounting Circulars, and the U.S. Department of Education's General Education Provisions Act (GEPA) requirements. In addition, the LEA certifies that:

- the LEA is in compliance with the requirements of the federal Children's Internet Protection Act, and
- no policy of the LEA prevents, or otherwise denies, participation in constitutionally protected prayer in public elementary and secondary schools.

Further, the Board certifies that it understands all the rules and regulations associated with the receipt of the ARP ESSER III funding, including those not specifically enumerated above, and will take action to ensure the LEA complies with all such requirements.

*Chris Williams*

\_\_\_\_\_  
Signature of Board President or Authorized  
Representative  
(LEA)

*Chris Williams*

\_\_\_\_\_  
Name of Board President or Authorized  
Representative  
(LEA)

*4/28/21*

\_\_\_\_\_  
Date



**COLORADO**  
Department of Education

