



ESSER III Application for FIN 161

The American Rescue Plan (ARP) act included money for the Elementary and Secondary School Emergency Relief Fund (ESSER). This third round of stimulus and stabilization funds is known as ESSER III, as the dollars can be used in the same ways as the ESSER funds in both the Coronavirus Aid, Relief and Economic Security (CARES) Act (ESSER I) and the Coronavirus Response and Relief Supplemental Appropriation (CRRSA, ESSER II). There is no nonpublic equitable share connected to either FIN160 or FIN161.

At least 20 percent of the LEA's ESSER III award must be used for activities that address lost learning opportunities. MDE has separated the total ESSER III award into two components to ensure this minimum is met. FIN161 represents 20 percent of the total ESSER III award and must be used only for activities that address the academic impact of lost instructional time. FIN160 is the balance of the award (80 percent) and can be used to support FIN161-specific activities or used for other COVID-19 pandemic response purposes.

The LEA ESSER III funding plan using both FIN160 and FIN161 must address identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and outcomes. Review the [ESSER III FIN160 & FIN161 Overview](#) for more information.

To apply for ESSER III funds, LEAs must

1. Complete the components of this FIN161 application:
 - a. [Part A: Contact Information](#)
 - b. [Part B: Identifying Assets and Needs](#)
 - c. [Part C: Funding the Learning Recovery Plan and State Education Priorities](#)
 - d. [Part D: Award Assurances and Certifications](#)
2. Upload this FIN161 application document to the Grant Management area of SERVS.
3. Sign and submit the application in SERVS.
4. Complete and submit the proposed budget in SERVS. The budget in SERVS must match the plan as outlined in this application.
5. Submit the FIN160 application and budget in SERVS. LEAs are encouraged to use FIN160 to support more robust activities in FIN161 than would be possible if using the required minimum.

Applications are due no later than October 1, 2021. MDE will begin reviewing and approving submitted applications and budgets after June 21, 2021. Reviews can be conducted prior to this date if an LEA has an immediate need and has drawn down 100% of their ESSER I (FIN151) and ESSER II (FIN155 or FIN156) awards. To request immediate review, email MDE.FederalCOVIDFunds@state.mn.us with the request, the reason an immediate review is needed, and how the LEA will conduct meaningful stakeholder engagement in a shorter period of time.

Part A: Local Educational Agency (LEA) Program Contact Information

District Name: ISD #280 - Richfield Public Schools

District Number: 0280

Primary Contact Name: Craig Holje

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Primary Contact Phone Number: 612-798-6031

Additional Contact Name: Mary Clarkson

Additional Contact Email Address: mary.clarkson@rpsmn.org

Additional Contact Phone Number: 612-798-6041

Part B: Identifying Assets and Needs

The ARP Act requires districts and charter schools receiving ESSER III awards to **measure and address** the academic, social, emotional, and mental health impacts on students of lost instructional time. Districts and charter schools must use evidence-based interventions ensure that those interventions address the needs student groups disproportionately impacted by the COVID-19 pandemic (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).

Section 1: Asset Mapping

To the extent possible, districts and charter schools should coordinate each of its Learning Recovery projects with local community organizations that serve similar purposes [34 CRF 76 § 76.580]. Tips for conducting an Asset Mapping may be found on this [Asset Mapping tool](#).

This section is required for all district and charter schools to complete.

- a. The **activities or actions** the district or charter school leadership team has taken to map community assets, including how parents, students, community partners and other stakeholders were involved.

During the late summer/early fall of 2021, a survey was shared with staff, students, families, and community members to determine priorities for addressing COVID-related needs related to our overall strategic plan. We have also met with our stakeholder groups to hear their thoughts and values around how to best support our students in this learning recovery project. We have engaged our parents on several district advisory committees, such as our District Curriculum Advisory Committee, our Safe and Supportive Schools Committee, our Richfield Latino Family Association and our students' voices on our Safe and Supportive Schools Student Committee. In November 2021 the American Indian Parent Advisory Committee was consulted at their first of the meeting of the year and provided additional perspective and confirmation of previous findings (Note: the survey opportunity had previously been communicated to them as part of the original input process).

Regarding community partners, we meet frequently to collaborate and leverage their strengths to support our students. Our partnerships with Beacons, Boys and Girls Club, DELORES Works, Accenture, etc. have definitely been leveraged as we work towards supporting our students' learning needs, social-emotional needs and their college and career goals and aspirations.

- b. Provide a **description of the assets available** in the community and identify key partners.

We have partnerships with DELORES Works and Beacons to provide summer and after-school supplemental programming to accelerate students' academic achievement and support their social-emotional development. The Richfield Health Resource Center also partners with Bloomington Public Health, Park Nicollet, Children's Dental Services, and Portico Health Services to support students' physical, mental and social-emotional health needs. We also have co-located school-based mental health services available in all of our buildings. We have a partnership with Accenture. We partner with MIRA as a support to our Latinx community. Portico facilitates families getting health insurance. We work with Sheridan's Story to provide food and other resources to our students and families. We also

partner with Girls on the Run to empower our girls to achieve their dreams and goals while simultaneously integrating running and physical activity.

Section 2: Needs Assessment

Tips for conducting a comprehensive community needs assessment may be found on the [Conducting a Needs Assessment tool](#).

This section is required for all district and charter schools to complete.

Please describe:

- a. The **activities or actions** the district or charter school leadership team has taken to measure the academic, social, emotional, and mental health impacts on students of lost instructional time.

Throughout the 2020-21 school year, teams of principals and district leaders monitored attendance, engagement in learning activities (Schoology and Seesaw use), behavior referrals, and academic achievement using local assessment measures on a monthly basis. Action plans were created to address data trends during each meeting. During the summer of 2021, school leadership teams completed a comprehensive needs analysis using attendance, behavior, engagement, academic achievement, and classroom practice data to determine priorities for the 2021-22 school year and to create school improvement plans that address potential learning loss. The district also conducted a survey with staff, students, families, and community members to determine priorities for addressing COVID-related needs related to our overall strategic plan.

- b. The **key findings** that supports your determination of the identified needs. Include a description of student groups disproportionately impacted by the COVID-19 pandemic.

Our key findings from our comprehensive needs assessment conducted over the summer and early fall show that on all national, state, and local assessments, student achievement declined. There were greater levels of decline on the MCA math assessment across K-12. Our largest demographic, our Latinx students, as well as our black students, had greater levels of decline on both reading and math assessments in comparison to our white demographic. Additionally, K-12 grade students were not able to access our full guaranteed and viable curriculum due to slower pacing to accommodate the different learning models that were used to keep students and staff safe during the 2019-2020 school year. Key findings from the survey and input from stakeholders identified physical and mental health and meeting socio-emotional needs as the two highest priorities for our students and families. Additionally, students and families identified needs for more options for meals, additional funding for athletics and music/arts programming, and additional staffing for academic interventions. Culturally diverse curriculum and instruction, and rebuilding connections between home and school were prioritized for a greater percentage of black and those that identify as two or more races.

Part C: Funding the Learning Recovery Plan and State Education Priorities

Districts and charter schools must develop a **Learning Recovery Plan** that addresses the impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or enrichment, comprehensive afterschool, extended day, or extended school year programs. **Learning Recovery Plans that use one or more of the State Education Priorities will receive rapid approval for related allowable activities.** More information about the priorities and their implementation can be found in the [Funding State Education Priorities with ESSER III \(FIN160 & FIN161\)](#) document.

Section 1: Learning Recovery Plan

- c. Describe the **Learning Recovery Plan** the district or charter school leadership team proposes to address the impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or enrichment, comprehensive afterschool, extended day, or extended school year programs. The overall plan may include activities not funded by ESSER III (FIN160 or FIN161) funds.

During the School Day:

Strategy 1: Ensure access to rigorous, standards-aligned courses and tier 1 instruction for all students in RPS.

Strategy 2: Ensure we have evidence-based curricular materials across all content areas with an emphasis in math and literacy. (This does not negate the importance of other content areas, but these areas are priorities as they serve as gateways to other learning opportunities.)

Strategy 3: Improve progress-monitoring and tiered processes, such as assessments, Professional Learning Communities (PLCs) and MTSS to monitor student learning and improve core/tier 1 instruction.

Strategy 4: Use progress monitoring data and information to effectively and efficiently intervene to support student learning expediently with targeted interventions.

Strategy 5: Ensure smaller class sizes to personalize learning and meet the varying needs of our students.

Strategy 6: Ensure we have student support personnel to meet the physical, mental and social-emotional needs of our students.

After School Programs:

Strategy 1: Leverage progress-monitoring and tiered processes to identify students who need additional learning, physical and/or social-emotional support after school.

Strategy 2: Leverage community partners -- Beacons, Boys and Girls Clubs, DELORES Works, Best Buy Teen Tech Center, etc. -- to provide academic, enrichment, and social-emotional support after school.

Strategy 3: Leverage existing structures, such as parent-teacher conferences, PTOs, the Richfield Latino Family Association, district committees, etc., in addition to listening sessions, to hear and understand the requests and concerns of parents/guardians and families regarding our educational programming.

Strategy 4: Continue to provide resources such as language support, curriculum, training, etc. to help all families successfully engage in and navigate our school system to support their child(ren) in response to the engagement of our parents/guardians and families.

Strategy 5: Continue to monitor progress to ensure we are meeting our students' individual needs.

Strategy 6: Continue to grow and refine teachers' instructional practices through a lens of racial equity through instructional coaching.

Summer School Programs

Strategy 1: Leverage progress-monitoring and tiered processes to identify students who need additional learning, physical and/or or social-emotional support after school.

Strategy 2: Leverage community partners -- Beacons, Boys and Girls Clubs, DELORES Works, Best Buy Teen Tech Center, etc. -- to provide academic, enrichment, and social-emotional support after school.

Strategy 3: Provide access to online learning options and credit-based programs through local post-secondary institutions

Strategy 4: Continue to monitor progress to ensure we are meeting our students' individual needs.

Strategy 5: Continue to grow and refine teachers' instructional practices through a lens of racial equity through instructional coaching.

Professional Development:

Strategy 1: RPS faculty and staff will continue to engage in professional development that humanizes each and every student and sees the good they offer each and every day.

Strategy 2: RPS faculty and staff will continue to engage in racial equity professional development to respond to racial disparities in achievement both individually and systemically.

Strategy 3: RPS faculty and staff will continue job-embedded professional development to learn and refine evidence-based practices that improve core and/or tier 1 instruction for all students.

Strategy 4: RPS faculty and staff will grow their collective efficacy around the use of data to drive and improve curriculum and instruction.

Strategy 5: RPS faculty and staff will continue to grow and refine their instructional practices through a lens of racial equity through instructional coaching.

- d. Complete the chart below to describe specific interventions, their relation to the related State Education Priorities, and the specific activities.

Evidence-based Interventions	Related State Education Priorities	Brief description of activities related to the evidence-based intervention and the priority area These activities must match budget line items entered in SERVS.
<p><i>Summer learning or enrichment programs</i></p>	<ul style="list-style-type: none"> ● Community Partnerships ● Expanded access to voluntary prekindergarten and school readiness ● Expand rigorous coursework by demographics and geography <p><i>Enter Related State Education Priority(ies). Enter N/A if not doing summer learning or enrichment programs with ESSER III funds.</i></p>	<ul style="list-style-type: none"> ● Coordinator for summer learning and enrichment, and afterschool programs ● Community partner programming with Beacons, Delores Works, Accenture, and others ● Preschool programs during the summer ● Tutoring for students ● Credit-based programs through local post-secondary institutions. ● Curriculum development and time to align academic programming with socio-emotional learning after school and during the summer. ● Online learning programs. ● Licensed teaching and support staff for summer programming (instructional camps, academies, activities) ● Non-licensed support staff for summer programming (paraprofessionals, clerical...). ● Field trips to support academic programming and engagement activities ● Family and Student Engagement Coordinators ● Volunteer Coordinator to support additional staffing needs and community partner programming ● Transportation for students <p><i>Describe activities here. N/A if not doing summer learning or enrichment programs with ESSER III funds.</i></p>

Evidence-based Interventions	Related State Education Priorities	Brief description of activities related to the evidence-based intervention and the priority area These activities must match budget line items entered in SERVS.
<p>Comprehensive afterschool programs</p>	<ul style="list-style-type: none"> ● Community partnerships ● Expand access to tutoring <p><i>Enter Related State Education Priority(ies). N/A if not doing comprehensive afterschool programs with ESSER III funds.</i></p>	<ul style="list-style-type: none"> ● Coordinator for summer learning and enrichment, and afterschool programs ● Community partner programming with Beacons, Delores Works and others ● Tutoring for students ● Curriculum development and time to align academic programming with socio-emotional learning after school and during the summer. ● Online learning opportunities ● Licensed teaching and support staff for summer programming (instructional camps, academies, activities) ● Non-licensed support staff for summer programming (paraprofessionals, clerical...). ● Field trips to support academic programming and engagement activities ● Family and student engagement coordinators ● Volunteer Coordinator to support additional staffing needs and community partner programming ● Transportation for students ● Paid time for licensed and unlicensed staff to develop lessons and resources for students who are out of school because of quarantine requirements. Additionally, paid time for staff to contact quarantined students outside of the normal school days to ensure engagement and learning opportunities ● Purchased curriculum using technology to support learning for students who are quarantine and not in school during the regular school day. <p><i>Describe activities here. N/A if not doing comprehensive afterschool programs with ESSER III funds.</i></p>

Evidence-based Interventions	Related State Education Priorities	Brief description of activities related to the evidence-based intervention and the priority area These activities must match budget line items entered in SERVS.
<i>Extended day programs</i>	<i>Enter Related State Education Priority(ies). N/A if not doing extended day programs with ESSER III funds.</i>	NA
<i>Extended school year programs</i>	<i>Enter Related State Education Priority(ies). N/A if not doing extended school year programs with ESSER III funds.</i>	NA

Add additional rows as needed.

Section 2: Funding the Learning Recovery Plan

This section is required for all district and charter schools to complete.

LEAs are encouraged to spend more than the minimum twenty percent (FIN161) for activities that support learning recovery. LEAs may use FIN160 funds for FIN161-specific activities. Review the [ESSER III FIN160 & FIN161 Overview](#) for more information.

Please describe how ESSER III funds will be used to fill gaps using FIN160 and allow for full implementation of the **Learning Recovery Plan**.

ESSER III funds will be used to provide a variety of services to support students in recovering the learning loss that occurred as a result of the COVID-19 pandemic. ESSER 161 funds will be specifically used to expand the supports and services provided to extend to after-school and summer programming. As described in the narrative above, use of ESSER III funding will be utilized to support the district strategies to align resources and support for families and students through programming provided during the day, after school, summer programming, and professional development.

Below is a list of some of the resources and services that will be funded with ESSER III - 161 and used to provide after school and summer programming to support the learning recovery plan:

- Tutoring services
- Licensed teaching and support staff for summer programming (instructional camps, academies, activities)

- Non-licensed support staff for summer programming (paraprofessionals, clerical...)
- Instructional coaching
- Family engagement
- Support services needed for students receiving special education services to support learning loss in their general education program may include, tutoring, online learning programs, and vocational and/or post-secondary supports
- Post-secondary credit options
- Fees associated with registrations, field trips, activities, etc.
- Community partnerships
- Culturally relevant professional development and curriculum development
- Additional pay for student support staff to provide services to address physical, mental, social and emotional needs
- Staffing and expenditures to support family engagement
- Staffing and expenditures to support multi-lingual learners and families
- Staffing to support and supervise afterschool and summer school programming.
- Health services coordination and support for afterschool and summer programming.

Fin 160 will be used to fund the following areas to support students due to the impact of COVID-19:

- Staffing to support and maintain smaller class size
- Additional staffing for student support including academic intervention and enrichment
- Support staff to meet the social, emotional, and mental health needs of students
- Community partnerships to provide a variety of academic and social emotional supports and services
- Health services support including staffing and supplies
- Transportation support
- Culturally responsive supports and services including family outreach and engagement, staffing and support for multilingual students including translation, outreach worker, additional staffing to support English language students
- Instructional supports including coaching, culturally responsive curriculum, advanced courses and differentiated instruction

Fin 160 and 161 funds will both be used to fund the following areas at a proportional level with no more than 20% or related costs charged to the Fin 161 budget:

- Professional development for staff related to racial equity
- Professional development for staff regarding instructional practices and evidenced based learning strategies
- Professional development for staff regarding use of data to improve curriculum and instruction
- Professional development related to instruction for multi-lingual learners

- Staffing to supervise health services
- Some family and student outreach and engagement programming shared with student day programming

Enter your answer here. "FIN160 funds will not be used to support the Learning Recovery Plan" if not using FIN160 for these activities.
These activities must match budget line items entered in SERVS.

Part D: Assurances and Certifications

As a condition of accepting federal awards, LEAs must assure the rules, regulations, and reporting requirements of the applicable laws are met. LEAs are responsible for all of the assurances and failure to implement or meet them could result in a reduction, repayment, or other consequence from the U.S. Department of Education, the Minnesota Department of Education, or other oversight body. LEA officials should read assurances carefully and document the ways in which they are meeting them.

Check each box as confirmation that the LEA assures these statements are true and accurate.

X PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

- In accepting the funds made available under this GAN, the local educational agency (LEA) assures it will submit a plan to the Minnesota Department of Education that contains such information the Minnesota Department of Education may reasonably require, including all information required by the U.S. Department of Education's (ED) Interim Final Requirements on ARP ESSER. The local educational agency will submit the plan by October 1, 2021.
- The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.
- The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- The LEA assures either:
 - (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's Interim Final Requirements, or
 - (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).
- Before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account in the development of the plan.
- The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the Minnesota Department of Education or U.S. Department of Education may reasonably require including on matters such as:
 - How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to 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.
- Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). 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) ED and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

X GENERAL ASSURANCES AND CERTIFICATIONS

- The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the SEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the SEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).
- 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 (Nonprocurement) 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.

X GENERAL EDUCATION PROVISIONS ACT (GEPA) ASSURANCES

- The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.
- Control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.
- The local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

- The LEA will make reports to [insert name of SEA] and to ED as may reasonably be necessary to enable [insert name of SEA] and ED to perform their duties and that LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as [insert name of SEA] or ED deem necessary to perform their duties.
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.
- Any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.
- In the case of any project involving construction—
 - the project is not inconsistent with overall State plans for the construction of school facilities, and
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
- None of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.