



COLORADO
Department of Education

ARP - ESSER III Application for Funds

Logged in as: bhiggins@psdschools.org

App Info: 35010 - Larimer R-1, Poudre - AU | [Log Out](#)

Print Application

35010 - Larimer R-1, Poudre - AU

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

ARP - ESSER III Funding Allocations

Acceptance or Relinquishment

ARP - ESSER III Supplemental Funding Allocation:

Allocation: **\$165,222**

Accept or Decline ARP - ESSER III Supplemental Funding

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

First Name: Beth **Last Name:** Higgins
Title: Grants Administration Manager
Phone: 970-490-3208 **Extension:**
Email: bhiggins@psdschools.org

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

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.

35010 - Larimer R-1, Poudre - AU

Authorized Representative:

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

First Name: Beth **Last Name:** Higgins
Title: Grants Administration Manager
Phone: 970-490-3208 **Extension:**
Email: bhiggins@psdschools.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: Christina **Last Name:** Easton
Title: Senior Accountant
Phone: 970-490-3513 **Extension:**
Email: ceaston@psdschools.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.](#)

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?

While students who were already below the 35th percentile in math and ELA continue to be most impacted during the 2021-2022 school year, we also recognize that our students who've been identified as needing additional learning supports or with a recognized disability have been significantly impacted as well, sometimes in very different ways than other students. In addition to the data from NWEA MAP, Acadience, and credit accrual used to identify students who were in need of additional supports at the start of the 2021/22 school year, we have also worked to identify the specific needs of our special education students and created a plan to support their needs through our High Dosage Tutoring Program. For all students, the criteria we set was students who fell below the 35th percentile in reading or math and fell an additional 5 percentile points behind from fall 2020-fall 2021. For ELA, the number of students falling below the 35th percentile is 3943 K-12 students as of 10/28/21. ELL students represent 901 out of 3943 (23%). IEP students represent 1248 out of 3943 (32%). Hispanic students represent 43% of the 3943, while the total population of Hispanic students in PSD is 20%. For Math, the number of students falling below the 35th percentile is 3775 K-12 students as of 10/28/21. ELL students represent 772 out of 3775 (20%). IEP students represent 1079 out of 3775 (29%). Hispanic students represent 41% of the 3773 while the total population of Hispanic students in PSD is 20%. Across all assessments, our students in the Additional Support category had their lowest levels of performance in the 2020-21 school year. 2. Hispanic students were more disproportionately represented as falling below the 35th percentile on both ELA and math given that our overall population of Hispanic students is 20%. 3. High dosage tutoring and targeted supports was selected based on the body of evidence compiled on its' overall effectiveness using a research report from National Bureau of Economic Research. First, this approach was selected to supplement the high need for academic intervention that is targeted and responsive to student's lowest level of skill need. Second, the social emotional and mental health needs are not directly addressed through high dosage tutoring but more through a belief that students who are more confident in their academics and skills will experience less anxiety and work refusal. Additionally, through possible connections tutoring staff and partners, students will benefit from a relational and mentoring approach. We will use the ESSER III Supplemental funds to support hiring two Special Education teachers to work collaboratively with our tutors to ensure the needs of this special population are recognized and addressed. These teachers will partner with our High Dosage Tutoring staff to support additional learning opportunities and resources for our special needs students. With the specific lens of special education, we plan to address the unique challenges these students face as the result of lost academic learning time. 4. We will

know if the interventions were successful by tracking the students through our nationally normed measures of MAP and Acadience and whether they move their normative position in relationship to matched academic peers. We will use program-embedded pre/post measures to evaluate student growth and achievement. Additionally, we will survey students about their experiences with high dosage tutoring and whether it lessened anxiety and increased classroom grades and overall work completion. These same measures will be used with our special education students.

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

- Yes
- No

GEPA Statement

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:

Barrier Type: Race Steps Taken to Identify Barrier: Comprehensive Needs Assessment

Barrier Description: How will LEA mitigate the barrier: Students identified in Poudre School District with diverse backgrounds are not graduating at the same rate as their anglo peers, have increase dropout rates and are disproportionately identified in special education and disproportionately disciplined. How will LEA mitigate the barrier: Poudre School District is working with school level leaders to monitor data by developing data dashboards in real-time that inform practices and respond formatively. This includes grades, attendance and discipline. District level leaders are providing professional development to interventionists, special education teachers, ELL teachers, school leaders and grade level teachers to review literacy development for students that are never EL, never EL and Hispanic, and EL NEP/LEP. This informs our MTSS processes to ensure that students cultural and demographic indicators are considered when teaming to develop the support necessary to help a student succeed. By systemically monitoring a students experience and providing professional development, student outcomes will increase, dropout grates will decrease, graduation rates will increase and students will feel more connected thus attendance and grades will positively increase.

Barrier Type: Disability Steps Taken to Identify Barrier: Comprehensive Needs

Assessment Barrier Description: Students identified as Hispanic have a higher rate of identification in Significant Learning Disability (SLD) than their anglo peers. How will LEA mitigate the barrier: Poudre School District has developed a data dashboard that provides data to each school about their rate of identification. This data is then used to engage in a root cause analysis as a component of Poudre School Districts comprehensive needs assessment as a district and with individual schools. Poudre School District is working to review its Multi-Tiered Systems of Support protocols to ensure that appropriate interventions and formative assessment cycles are taking place prior to a referral for testing. Professional development is provided to teachers to help them understand the unique needs of emerging bilinguals and the differences between language development and potential disabilities. Professional development is also provided to ensure that school leaders, teachers, interventionists and EL teachers understand the learning trajectory of emerging bilingual students as compared to a never EL. never EL Hispanic student, EL NEP/LEP. This ensures that language is seen as an asset and students are given the researched based amount of time necessary to development their language prior to being considered for special education.

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.

The LEA will ensure that these emergency relief funds allocated to the LEA will only be used to address the 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.

The LEA will meet the requirements of section 442 and section 427 of the General Education Provisions Act (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.psdschools.org/psd2020-21/COVID19schoolstatus>

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.

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 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

Based on the selections made in ESSER Funding Allocations, you are not required to complete this page.

ARP - ESSER III Fund Supplemental 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](#).

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

| ID Ref | Location | Fiscal Year | Allowable Activity | Program Code | Object Code | Salary Position | FTE | Funding Source | Description of Activity | Benefit | Requested Amount | Options |
|--------|----------------|--------------|---|--|---------------|--------------------------------|------|---|---|-----------------------|------------------|---|
| 15606 | District Level | FY 2022-2023 | Addressing the needs of specific student groups | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0100 Salaries | 202 Teacher, Special Education | 1.00 | Supplemental ARP - ESSER III - Learning Loss Set Aside - (9418) | PSD will hire 1FTE special education teacher to assist with the High Dosage Tutoring Program established throughout the District. The Special education teacher will work | Portion of Population | \$80,994.00 | <input type="checkbox"/> <input type="checkbox"/> |

| | | | | | | | | | | | | | |
|-------|----------------|--------------|---|--|------------------------|---|------|---|--|-----------------------|-------------|--|---|
| | | | | | | | | | collaboratively with tutors to inform and guide support for the specific needs of these students, using the students' IEP and/or other plans, to ensure they are receiving the most appropriate support along with their peers. | | | | |
| 15608 | District Level | FY 2022-2023 | Addressing the needs of specific student groups | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0200 Employee Benefits | 202 Teacher, Special Education | 0.00 | Supplemental ARP - ESSER III - Learning Loss Set Aside - (9418) | Benefits for 1FTE special education teacher to assist with the High Dosage Tutoring Program established throughout the District. The special education teacher will work collaboratively with tutors to inform and guide support for the specific needs of these students, using the students' IEP or other plans, to ensure they are receiving the most appropriate support along with their peers. | Portion of Population | \$27,540.78 | |   |
| 15612 | District Level | FY 2022-2023 | Addressing the needs of specific student groups | Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300) | 0100 Salaries | 416 Teaching Assistant, Special Education | 1.00 | Supplemental ARP - ESSER III - Learning Loss Set Aside - (9418) | 1FTE teaching assistant to support the special education teacher in collaboration with the High Dosage Tutoring program. The teaching assistant will work | Portion of Population | \$33,408.52 | |   |

collaboratively with the tutors, special education teacher, and Integrated Services staff to support students with the demonstrated highest need.

| | | |
|---|--|--------------|
| Supplemental Allocation: | | \$165,222.00 |
| Supplemental Budgeted Amount: | | \$141,943.30 |
| 2019-2020 Supplemental Indirect Costs: (15.85%) | <i>Calculated: \$0.00</i> | \$0.00 |
| 2020-2021 Supplemental Indirect Costs: (17.39%) | <i>Calculated: \$0.00</i> | \$0.00 |
| 2021-2022 Supplemental Indirect Costs: (16.45%) | <i>Calculated: \$0.00</i> | \$0.00 |
| 2022-2023 Supplemental Indirect Costs: (16.40%) | <i>Calculated: \$23,278.70</i> <i>Override Indirect Costs</i> | \$23,278.70 |
| Supplemental Funds Remaining: | | \$0.00 |

| Object Codes | Supplemental ARP ESSER III (4418) | Supplemental ARP ESSER III Learning Loss Set Aside (9418) | Total |
|------------------------------|-----------------------------------|---|---------------------|
| 0100 Salaries | \$0.00 | \$114,402.52 | \$114,402.52 |
| 0200 Employee Benefits | \$0.00 | \$27,540.78 | \$27,540.78 |
| Budget Program Total: | | | \$141,943.30 |

| Activity | Supplemental ARP ESSER III (4418) | Supplemental ARP ESSER III Learning Loss Set Aside (9418) | Total |
|------------|-----------------------------------|---|--------------|
| Addressing | \$0.00 | \$141,943.30 | \$141,943.30 |

Budget Summary

Budget Program Totals

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

| Object Codes | Supplemental ARP ESSER III (4418) | Supplemental ARP ESSER III Learning Loss Set Aside (9418) | Total |
|------------------------------|-----------------------------------|---|---------------------|
| 0100 Salaries | \$0.00 | \$114,402.52 | \$114,402.52 |
| 0200 Employee Benefits | \$0.00 | \$27,540.78 | \$27,540.78 |
| Budget Program Total: | | | \$141,943.30 |

Allowable Activity Totals

| Activity | Supplemental ARP ESSER III (4418) | Supplemental ARP ESSER III Learning Loss Set Aside (9418) | Total |
|---|-----------------------------------|---|--------------|
| Addressing the needs of specific student groups | \$0.00 | \$141,943.30 | \$141,943.30 |

ARP - ESSER III Supplemental Budget Totals

| | |
|---|--------------|
| Supplemental Allocation: | \$165,222.00 |
| Supplemental Budgeted Amount: | \$141,943.30 |
| 2019-2020 Supplemental Indirect Costs: (15.85%) <i>Calculated: \$0.00</i> | \$0.00 |
| 2020-2021 Supplemental Indirect Costs: (17.39%) <i>Calculated: \$0.00</i> | \$0.00 |
| 2021-2022 Supplemental Indirect Costs: (16.45%) <i>Calculated: \$0.00</i> | \$0.00 |
| 2022-2023 Supplemental Indirect Costs: (16.40%) <i>Calculated: \$23,278.70</i> | \$23,278.70 |
| Supplemental Funds Remaining: | \$0.00 |

Technical Assistance: Submit questions or requests for technical assistance to esserapplications@cde.state.co.us

[View more information and resources on the ARP - ESSER III Application for Funds website.](#)