

McKenzie Snow: We'll go ahead and get started. Good afternoon everyone, and thank you so much for joining us for a webinar on the LEA ARP ESSER plan, a plan for the LEA's use of ARP ESSER funds. Which again, for brevity, we will be calling LEA use of funds plans throughout.

As you know very well, ARP provides over 350 million dollars to support New Hampshire schools, teachers, and students in safely reopening and sustaining the safe operations of schools by meeting the academic social emotional and mental health needs of students resulting from the code 19 pandemic.

As you well know, last fall, the New Hampshire Department of Education shared and an initial use of funds plan template in response to requests from superintendents to help meet the federally required August 23, 2021 deadline; and as you've heard a number of times now, school districts will be required to update their use of funds plans every six months, throughout the duration of the grant. Meaning through September 30 of 2024, the full performance period.

We have updated that template to meet new additional federal reporting requirements, as well as to provide the public with updated information on the expenditure of these unprecedented federal resources in a format that is convenient to them.

Due to these corresponding reporting requirements, the use of this updated template is mandatory. Please submit and I will repeat this a number of times, please submit the completed templates in both excel and in PDF form to the ESSER@doe.nh.gov email address that many of you are familiar with by the February 23, 2022 deadline, about one month from yesterday.

And again, we will post those August 2021 plans we will keep those up on our website and we will also post the February 2022 plans and all subsequent plans clearly marked the purpose of submitting book The excel and the PDF form is to ensure that we can utilize the data, the data to meet our federal reporting requirements, but also so that we can post the PDF in its original and intended form on our website for transparency statewide.

We're going to spend time walking through the updated template today and the introduction of the template which Allison is showing us now. You will again see hyperlinks to the law and the interim final requirements and in appendix A and B, at the very end of the template you can find the use of funds statutory excerpt and the interim final requirements, the regulatory relevant excerpt.

So we will start off with general information and I'll pause at the end of each tab to respond to any questions that there may be just to flag for you all, there are two new tabs here are two new sections.

And those are sections eight and section nine, so eight for construction and nine for budget and data reporting, so much of this should look very familiar to you, except in an excel format.

So one thing to flag here it's extremely important in 08 team, the first question school district and charter school name for you to select your school district, because that corresponds to some auto population and pre-population that we have worked to provide for your benefit.

So number one is a drop down and then corresponding two and three are auto fill and then in number four please put the date of publication on the website, which should be before or on February 23, 2022, and then the approval name which, of course, should be the superintendent. For contact information,

please provide the superintendent's contact information. If it's helpful, you can also provide supplemental contact information, but we do need the superintendent's contact information there.

Let me pause and see if there are any questions about general information.

So we'll move forward to transparency and accessibility and again this looks very, very similar to the initial template. So the first question here is asking you to paste the full hyperlink to the web address where you have made your updated use of funds plans publicly available.

In the initial plans many links became broken, so please do be cognizant of the importance of ensuring that these plans are accessible to the public, when you are making updates to your website. And then questions, two, three and four again, those are right from the interim final requirements.

Number two is around understandable and uniform format, number three is around translation for parents with limited English proficiency, and number four is around accessibility for parents who may be an individual with a disability. For each of these, you will have a binary drop down, so it is either yes or no, and for yes, of course, a description is required, these need to be binary because they are directly pulled from the IFR.

Any questions or comments on tab two.

Alright, we'll move forward to tab three stakeholder engagement and right off the top, you will notice a hyperlink under stakeholder engagement, we included the hyperlink to the best practices in implementing ARP ESSER LEA use of funds plans meaningful consultation and public input federal requirements, so those best practices around meaningful consultation and public input for your ease of reference.

And for this tab all of the questions are going to be yes, somewhat, and no; and for yes and somewhat a description is required.

As noted on Monday, the main one of the major differences on this tab is that question one was broken into two questions. So now question one specifically articulates how the school district provided the public the opportunity to provide input into the development of the use of funds plans, and number two is how the school district took that public input into account. So as we know from our initial use of funds plans, many missed that second question, so they are broken out into two questions.

Then moving forward in section three, this is the section related to meaningful consultation with each of the required stakeholder groups, it is the same stakeholder groups that you responded to in your initial use of funds plan. We have articulated more detailed descriptions to better help you meet the completeness requirement here. So you'll see in the description, we request the number of total responses, the uses consulted on, and a description of the feedback received. As well, we ask that you indicate how the meaningful consultation was inclusive, widely advertised and available, and how it was ongoing; and that is again per that best practices document that we provided at the request of superintendents.

And if you'll just scroll down, you'll notice, this is the same requested information for each of those required stakeholder groups of students, families, school district administrators, if you'll keep scrolling Allison, some teachers, principals, school leaders, other educators, tribes if applicable, stakeholders

representing the interests of children with unique needs as articulated in g, community based organizations, and then finally early childhood education providers and families.

Let me pause here, it looks like there's a question from superintendent Cadarette.

Ronna Cadarette: Thank you McKenzie, my question, I just didn't get my hand raised fast enough, for the last section. But what if these, for example, we don't have any ELL students and the answers are yes or no, and so we say yes, but it's not applicable, as we have no one in that category, at this time. Would those be acceptable answers?

McKenzie Snow: Yes, so if you'll go back to the transparency and accessibility tab. So if you have confirmed that you have no EL population and no parents who are have limited English proficiency, then you would indicate that you have met this requirement and then provide a description of how the requirement is met.

Ronna Cadarette: So it would be acceptable to say available, upon request translation available, upon request

McKenzie Snow: Correct.

Ronna Cadarette: Thank you very much.

McKenzie Snow: Any additional questions on tab two or on tab three? Thank you, Chris that is an accurate comment.

All right, let's move to tab number four. So this is again exactly akin to section four on the original template related to supporting the continuous and safe operation of in-person learning. As you'll recall this section is that which is most closely related to the reopening plans, but it asks you to describe how funds will be used to support the continuous and safe operation of in person learning. Again, this note has been on the templates throughout, the federal requirement is how the funds will be used on prevention and mitigation strategies including those that are consistent with the CDC guidelines, but recall again that the New Hampshire Department of Education recognizes that schools will be implementing localized safety measures based on the guidance provided by the CDC but also New Hampshire public health and local public health officials. So any questions related to section four?

Seeing none, let's move on to section five, learning loss or learning recovery. So again, this section looks very, very similar to that what you've seen previously there are no significant changes in these

questions, it has just been moved into Excel. So it requests how the school district will identify learning loss, including among those who have most likely experienced the highest impact of lost instructional time and we articulate three populations of students who may have experienced the greatest impact of lost instructional time: those that did not consistently participate in remote instruction, those who missed the most in person instruction, and those who were at the most at risk of dropping out of school. It also asked how the school district will utilize funds to address the academic impact of lost instructional time, broken out by the school years covered by the grant, if you'll scroll.

How specifically the school district will utilize funds to address the impact of lost instructional time through individualized tutoring as well as through teacher directed professional development. And for both of these, it is a binary choice: either yes, you did choose to utilize your funds this way or no, you did not. And then, finally, how the school district will produce evidence of the effectiveness of the evidence based learning loss interventions employed. And at the top of the section, you will again see that at least 20% of a school district's allocation must be utilized on addressing the impact of lost instructional time or learning loss or learning recovery.

So we'll move to the next tab, please. So two questions in the chat one from Polly Golden, you are correct Polly that this is only for ARP ESSER funds. And then one from Deborah Taylor. This document, it will be posted on our ARP ESSER landing page and will be emailed to you, following this webinar. So please do follow along with the presentation on the screen.

Now, in addressing learner and community needs, so section six, which could be up to 80% of the school district's allocation. Of course, that could be lower should a school district choose to invest greater resources in addressing learning loss. But in this section, it will look exactly the same as the prior template that you utilized. So after accounting for those learning loss funds, how did you utilize the remaining ARP ESSER funds consistent with the allowable uses, again, which are referenced and appendix a, asking you to walk through each of the relevant school years. You can keep scrolling. And then asking specifically about how you will utilize funds to address providing individualized instruction, addressing educator fatigue, and engaging families. As you know, those three priorities are the top three priorities identified statewide based on the statewide meaningful consultation. And then, finally, how the school districts funds will address, excuse me, sorry, and then finally in section three we ask the amount and percentage of a school districts total allocation that will be administered under school leader discretion. That includes the amount the percentage which can be filled in these fields. And finally, a description of that allocation methodology; so if you administered 50% of your funds at the district level and then decided to pass through 50% of your funds for school district or excuse me, school leader direction, then you would describe that here. You could have been basing that solely on a per pupil count, or you could have been weighting it based on the learner needs of a specific school and targeting those schools with the greatest learner needs. And that is the description requested here in a. And then in section B, it's a similar question the total allocation that will be used to support career and technical education, including the amount and percentage and a description of those uses, including the how it supports the attainment of industry recognized credentials and then, finally, the extent to which a school district's allocation will be utilized to support course access opportunities. So those courses that are provided outside of our residential public school that a learner could not otherwise access. They

could be advanced courses, elective courses, remedial courses, or a full suite of courses. Alright, it looks like Ronna you have an additional question.

Ronna Cadarette: Thank you, McKenzie. So when we're looking it's more replicating a lot of information on the tabs when we look to the different years, can we put "included in the previous report" or are we expected to do the task of cutting and pasting from previous reports into this one?

McKenzie Snow: We do ask that you cut and paste into the Excel from your prior reports, because we cannot confirm that there is no update if it is not specifically included in the Excel. Thank you for the question.

Ronna Cadarette: Thank you.

McKenzie Snow: And then Lisa, we are using the term school district and LEA interchangeably in this conversation I think we've been disciplined and utilizing LEA throughout the template and the requirement of course is at the LEA level, because ARP ESSER allocations were made to LEA's directly.

Lisa Cohen: Thank you.

McKenzie Snow: Alright, if there are no additional questions on section seven, we'll ship to section eight. Oh, excuse me, so and then, finally, with section seven, we have the question that is directly pulled from the IFR, the federal regulations about interventions that will be implemented to address the academic, social, emotional, and mental health needs of students, especially those disproportionately impacted by the COVID-19 pandemic, including the specific sub groups that have been articulated by the US Department of Education, including those students from low income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care and migratory students. So, of course, this question also reflects the sub groups that have future reporting requirements related to them. But here, all that is required is a description of the interventions specifically addressing their needs.

And it looks like we have a couple questions in the chat, so T Taylor, "in the beginning, we were led to believe that providing stipends for fatigue were required and put this into our reopening plan that we would do something." There are no required specific uses of funds, which has been clearly articulated throughout the technical assistance provided to school districts by the New Hampshire Department of Education. The only thing that is statutorily required is that at least 20% of your total allocation be utilized in response to the impact of lost instructional time or learning loss.

The main golden rule, which I'm sure you've heard from a number of our staff as they review activities and approve activities substantially approvable. Is that it must be to prevent prepare for respond to the COVID 19 pandemic, so there must be rationale relating it to the impact of the pandemic.

Dean Cascaden says, "Thank you for all the binary choices and little boxes to fill in, however in practical rounds, accountability is often the sum of the parts. When I look at the value of a program it is not just all the boxes checked off, but does it work overall and fulfill its purpose. My fear is that this is going to focus on just the trees and miss the forest."

I appreciate the comment again, these are built off of the federal regulation and reporting requirements. We have aimed to design this in a manner that communicates the fullness of the work that you are all driving forward utilizing your ARP ESSER funds and appreciate your comment.

And then T. Taylor again says, "We were recently told that it was not required."

I'm glad that you received clarification that it was not required. "And now it's become an issue between staff and district, as they want the money they were promised any others experiencing this or have ideas of how to deal with this, or what the state's opinion is on this, since it seems like funds should address learning loss first?"

Again, this is a school district decision, we would not infringe upon a school district's discretion in utilizing their ARP ESSER funds or any ESSER funds in ways that best serve the needs of their students and teachers. And then, "Can you point us to the USDOE ARP ESSER reporting requirements, is there a document we can review?"

There is a draft document that is publicly available that we can provide the hyperlink to, and again, you will see how that is reflected in tab nine. But let's move forward to tab eight and then we can revisit that question, Mark.

Alright, and then in tab eight we have added a new section on construction of course, given the significant interest in utilizing ARP ESSER and other ESSER funds to support construction projects. So, so this new tab is responsive to the trends within the field. In the description a school district must describe each of the construction projects it is pursuing. So to be clear, this should match the number of applications that have been submitted to the New Hampshire Department of Education, so if you submitted for conceptual and final approval for two projects, then you would have the description of two projects. If it's 15 you would describe 15 projects in this section here. Any questions related to that.

And then, this is the final new tab, this is the budget and data reporting section. We previewed this on the superintendent's call on Monday. It has been significantly streamlined since then. We, given the fluidity in the Federal reporting requirements, we wanted to ensure that no unessential reporting burdens were placed on school districts. But I want to please be clear and note explicitly that this may result in the need for additional information collections, including additional information collections before the next use of funds plan update due on August 23 of 2022. But, again, we did not want to place any unconfirmed reporting requirements upon school districts.

So we'll walk through this tab by tab, and welcome your questions throughout. So the first column, column A, is the specific use category. And here we have a drop down that has a pretty extensive list of specific use categories, based on both the proposed federal reporting requirements, but also reflecting

what we are seeing in our grants management system as you submit activities, and as we review for substantially approved and budget approved. So let me just walk through these briefly: so after school and out of school learning enrichment, and these are in alphabetical order I should note, career and technical education, construction, course access opportunities, curriculum adoption, educational technology, educator fatigue - other allowed uses, general educator fatigue, extended instruction time - which could be the school day, the school week, or the school year - family engagement, high-dose tutoring - which is defined as maximum ratios of one to four, with at least three sessions per week - hiring and retention of instructional staff, hiring and retention of non-instructional staff - this can include, retention can include staff salaries of current staff - individualized instruction, instructional quality professional development, internet connectivity, Other allowed uses – and here we ask that you specify that in the detailed use description, we expect that this other allowed uses will be utilized significantly, we have tried to provide a number of specific use categories that best encompass what we are seeing in the field, but it cannot be an all-inclusive list, so we appreciate your proper utilization of other allowed uses - physical health and safety, student reengagement, student learning and enrichment, teacher performance bonuses, teacher stipends for additional instruction, teacher selected professional development, and universal screening, academic assessments, and intervention data systems. And again we've developed this drop down for ease of use and use of data manipulation, but we expect that the other use category will be used significantly, and these specific use categories should be in no way interpreted to limit your use of ARP ESSER funds to those categories.

This is a super important point so I'm going to pause and see if there any questions related to that.

In column B, we have the general use category, if you could show the drop down of that please Allison.

Dean Cascadden says, “thanks for addressing my comment, is there a percentage of requirements that need to be met, or is it 100% if I have a great program but did not discuss it with one subgroup, am I not approved? We made the decisions for all of our funds over a year ago, we have not gone back for more consultation, as we are committed to our large literacy project for our whole district.”

So again that section, if you'll return I apologize for the disjointed, but will you return to the stakeholder engagement section? So again, this section should look extremely similar to the use of funds plans that you submitted in August. The addition, is the additional detail related to it being ongoing, widely advertised, available, and inclusive, as well as the number of total responses, uses consultant on, and description of feedback. If you have made decisions about all of your uses of ARP ESSER funds, then the consultation described here would reflect the consultation on implementation.

And then Corinne asks, “Is replacing two doors and two windows to address immediate safety issues considered construction?”

So if will return to tab nine, please. So yes, it would be considered construction for purposes of tab eight, but in the budget reporting section, if you believe that it is more addressing health and safety of physical health and safety of students, then it is the superintendent's discretion whether or not to categorize that window replacement as physical health and safety or as construction, dependent on what specific use category best represents it. If you do think it's both again, you have the opportunity to respond to that in the detailed use description that will be getting to in a moment.

Alright, in section B, the general use category, so these are the new US Department of Education's use categories. If you could please expand, thank you. So it is addressing physical health and safety, meeting students' academic needs, meeting students' mental health needs, meeting students' social, emotional, and other needs, operational continuity, and other allowed uses. The reason why in addressing physical health and safety an additional description is required, is initially there were about a dozen additional categories of addressing physical health and safety. So, to streamline this reporting, we've just asked that you respond to how it is addressing physical health and safety, because that could look like masks, or social distancing, or COVID tests, or window replacements, just given the array of potential uses there. Right and then moving to the quantifiable measurement of expected outcome resulting from the use. And again here, you could have multiple selections per use, and you can select multiple pieces per cell, and then to clear the selection you highlight and enter delete. So here we have a number of quantifiable measures, many pull from ESEA. So participation in ELA math and science assessments, proficiency in ELA math and science assessments, four-year adjusted cohort graduation rates - and if you could just scroll Allison on the uses, thank you so much, and scroll down please - average daily attendance, chronic absenteeism, civic readiness, college and career readiness, health and safety measurement - again here, we ask that you specify what measurement, that would be in your detailed use description - incidences of bullying and harassment, other - we again ask that you specify that in the detailed use description - rate of suspension, survey results - surveying parent satisfaction, survey results - surveying student satisfaction, and finally teacher retention.

So we have worked to utilize a number of existing quantifiable measurements, but once again - and Allison, if you'll go back to the drop down - once again, we expect that the other category be utilized and that your measurement of expected outcome in no means needs to be limited to this list. We also want to clarify that this column specifically is not for accountability purposes. There will be separate federal reporting requirements related to the ESEA-aligned quantifiable measurements, but this is, instead, to understand the rationale, the expected outcome resulting from the use of fund.

Alright. And then next you will note, whether or not the specific use of fund is addressing learning loss. This should be yes description required or no. This will be a binary choice. Because again, that is a statutory requirement to have at least 20% of your total allocation utilize to address learning loss. And then we move to column E which you've heard so much about which is the detailed use description, so any other responses that you utilized here's your opportunity to expand upon that. We do ask that you clearly note what column you're responding to either column A, or column C, or both for clearer understanding of what you're communicating.

And then for F, G, H, and I, this is the implementation timeline. So if this is an intervention that you implemented last school year only, then you would only select 2021. However, for example, say you provided summer enrichment opportunities in 2021, but you also plan to do so for the duration of your ARP ESSER funds availability, then you would select all four of these years. I plan to run summer enrichment in summer '21 which I did, summer '22 which I plan to do, '23 plan, '24 plan. And then, we're very near the end, you have the budgeted to date per use. So perhaps I've budgeted \$50,000 per summer enrichment, so I have a total budgeted of \$200,000 and column J. And then spent through 12/31/21 per use, perhaps I have only spent that \$50,000 that I utilized to operate summer enrichment in summer of 2021, so J would be 200,000 and K would be 50,000.

Any questions on this piece?

And then finally we'll get to the blue section. So yellow are all things that you are requested to fill in, blue is what we have auto-populated, for your convenience. So your, based on your school district, your total ARP ESSER allocation should pull up and your ARP ESSER allocation and budgeted to date. So adding everything that is budgeted in the preceding column, subtracting that from your total allocation, and then coming up with your total allocation and budgeted to date. And then we've also utilized baseline data, for your reference purposes only, but we've provided your LEA enrollment, utilizing the October '21 data, your participation in all three assessments, your proficiency in all three assessments, your average daily attendance, four-year adjusted cohort graduation rate, in-school suspension, expulsion and instances of bullying and harassment, so that those are pre-populated.

Alright. Any additional questions on section nine?

I'm not seeing any. If you if you'll scroll over to the far left, Allison.

And just to articulate, so for every single use, you should fill out every column in a row. So, for example, we will run through an example; let's try educational technology. And then educational technology, we would indicate the general use category, perhaps I bought a number of laptops for the student population, and it was to support their academic needs specifically. And I think that this will support their proficiency in all subjects, so I select all of those subjects. And then, this would not be considered a direct learning loss intervention, so I would select no here.

And then in column E I would provide a detailed description. I purchased 500 Chromebooks for students that did not have computers. And the implementation timeline of that, I made the purchase last school year, so I would only select 2021. And that cost \$5,000 and that's how much I budgeted on it, and I have already spent that \$5,000, so I've spent 100% of that use.

So hopefully an example like that it is productive for you all. I'm getting a few direct messages. To articulate again, the report is due on February 23 of this year, so it's a month from yesterday. "Thank you so much for the auto-populated columns."

Thank you, I know our team here at the department has been working really hard to streamline this and make this as user friendly as possible and this will not be incorporated into a single sign-on grant section. This is for public reporting purposes, so you will be requested to fill out the full template, you will be requested to PDF the template, and Allison can you show us how to do that real quick?

Allison Seils: Yeah. First, go to file at the top. Save as adobe PDF. Then you'll see a listing of all of the sheets off to the left here. You'll want to print all of them, so you can simply just do, click on the ones you want to add, and they'll go to gray, or you can simply say add all. And then you would just say convert to PDF. You'll be asked if you want to save the file and continue. So yes to that. And then, we'll just put this on my desktop for now, you can rename it with PDF version, however you would like to name it.

McKenzie Snow: And it may take a minute to PDF, but hopefully that's helpful as a quick tutorial on how to PDF excel. And again, the purpose of requesting both the PDF and the Excel is that so that we can utilize the Excel for our data reporting requirements, but also so that it is pdf'd and cannot be

manipulated and the correct submission with the fullness of your intent and great work is communicated to the public, through both our website and your own.

Allison Seils: And I will be formatting the file for each of you, so that when you convert to PDF the pages are aligned properly, and we will include some instructions again on the process of how to do that.

McKenzie Snow: And we have some additional questions. Sarah Miranda said, "If we have additional questions, while completing the spreadsheet do we email the ESSER email?"

That is correct, please email the ESSER email. "Please also be aware of some of us are doing separate plans for multiple districts," from Kelly Killin.

Thank you for that comment. Again the allocations and awards are made by LEA, and thus, the requirement is by LEA. And, "Can you please send out the recording so that we can revisit it as we're filling this out?"

Absolutely. We will post the recording on our ARP ESSER landing page. And Kyle echoes that message. And then we will also provide the link to the Excel document on our ARP ESSER web page after this webinar, and we will email it out to everybody. Are there any additional questions? I appreciate the feedback and I am just dropping in some reminders. So again, on the template we will email and post the template following the webinar. On submission, please submit the template in both Excel and PDF version to our ESSER@doe.nh.gov by the deadline of 2/23/22. And then, finally, you can find additional information on our ARP ESSER landing page that includes the original LEA use of funds plans, the relevant deadlines, based on your feedback from Monday, resources, and webinars including this newly recorded webinar.