

Certification and Agreement for Funding for the American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER)

BACKGROUND

Purpose

The American Rescue Plan Act (ARP) 2021 was signed into law on March 11, 2021 and provides an additional \$122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. This new funding is intended to help local education agencies safely reopen schools, measure and effectively address accelerated learning, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

Although the ARP ESSER uses of funds are similar to those for ESSER I and ESSER II, there are important distinctions between the ARP ESSER and other ESSER programs, including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address accelerated learning. LEAs may plan to use all remaining ESSER I and ESSER II funds before making use of the ARP ESSER funds, given the shorter remaining period of availability, however this is not a requirement. Please consult the accompanying [fact sheet](#) to learn more about the ARP ESSER program.

As part of the required state application for the U.S. Department of Education, USBE leaders met with a diverse group of stakeholders to get input on statewide needs in May 2021. USBE identified the following three issues currently facing students and schools across Utah as a result of or in response to the COVID-19 pandemic. We urge LEAs to consider these priority areas in designing plans for the use of ARP ESSER funds.

1. Student mental health and social emotional needs including student health foundations and protective factors.
2. Missing or Disengaged Students in K-12
3. Literacy

The ARP ESSER funds require that an LEA engage in meaningful consultation with stakeholders in the development of this plan. The LEA will assure that the public has been provided the opportunity to provide input to the LEA ARP ESSER plan, that the LEA has taken the public input into account, and that the local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Federal Allowable Use Cases

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ARP ESSER award?

The use cases as described in the federal American Rescue Plan legislation is detailed below. In addition, LEAs may consider the following [companion guidance that was created by the Hunt Institute](#) to support states and LEAs.

Uses of Funds. —A local educational agency that receives funds from ARP ESSER:

1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

Shall use the remaining funds for any of the following:

2. Any activity authorized by the Elementary and Secondary Education Act of 1965.
3. Any activity authorized by the Individuals with Disabilities Education Act.
4. Any activity authorized by the Adult Education and Family Literacy Act.
5. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
6. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
7. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
8. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
9. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
11. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

12. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
13. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
14. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
15. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) tracking student attendance and improving student engagement in distance education.
16. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
17. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
18. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
19. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Non-Allowable Use Cases

The Department generally does not consider the following to be an allowable use of ESSER funds, under any part of section 313:

1. subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs
2. expenditures related to state or local teacher or faculty unions or associations

Funding

The USBE intends to award funding to eligible LEAs based on FFY 2020 Title I-A allocations as directed by the U.S. Department of Education. The USBE has also established a base allocation for all LEAs using the state set aside as we did with the original ESSER I and ESSER II awards.

One-Time Funding

LEAs should note that the ARP ESSER is one-time funding that must be utilized by September 30, 2023 and plan expenses accordingly.

(Please note, due to the federal Tydings Amendment, awardees have an additional 12-months to submit final reimbursement paperwork, which is the 09/30/24 date referenced in the fact sheet. We are encouraging all of our LEAs to make plans to spend by the end of the award period 09/30/23.)

Equitable Services:

An LEA that receives ARP ESSER funds under this grant is not required to provide equitable services to non-public school students and teachers with the ARP ESSER funding. The Utah State Board of Education is administering the new Emergency Assistance for Non-Public Schools ([Utah EANS Website](#)) program, which allows non-public schools to seek equitable services directly from USBE.

Maintenance of Records:

Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs original ESSER I funds awarded in 2020 and ESSER II awarded in 2021.

Application Deadline: August 20, 2021 at 5:00 PM in the Utah Grants Management System

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

USBE Points of Contact:

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LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

Legal Name: Guadalupe Charter School

Contact Information for LEA Representative

Name: Tonya Passey

Position & Office: Charter School Business Administrator

Address: 1385 N. 1200 West, Salt Lake City, UT 84116

Telephone: 385-424-1058

Email address: tonya.passey@guadschool.org

PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing [needs assessment protocols](#) to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

Overview of Guadalupe's students' academic and social emotional needs:

Context: Guadalupe Charter School's motto is "Transforming Lives Through Education." In the past year and a half, the school has made major adjustments to cope with the pandemic while staying true to our motto and providing equal access to a quality education to all of our students. After the initial lockdown, the school introduced an A/B track schedule to allow as many students as possible to participate with in-person learning, while still maintaining an online learning track. In the current school year, we are reopening our school with all students in the building, Monday – Friday.

It was challenging to keep our students engaged online as the students we serve have been hardest hit by the pandemic. Our students live in area codes with some of the highest rates of COVID-19 in the state, have a higher rate of unemployment, and their parents predominantly work in positions deemed essential. Many of our families have reached out to us for help. We have been connecting our students with a range of resources such as United Way's 211, Utah Community Action's HEAT program, and the Utah Food Bank as well as free COVID-19 testing.

Academic Needs

The greatest impact of the pandemic on our school has been the lack of in-person classroom instruction. Because so many of our students are English Language Learners (ELL), real-time face-to-face instruction is critical to their academic success. We propose to use funds from the current project to increase our staffing with more teachers and paraprofessionals to provide more one-on-one instruction time.

Our most recent scores from the RISE assessment revealed that approximately 85% of Guadalupe's students are at risk of academic failure. Therefore, providing daily opportunities to participate with school is vital to the success of each student and their families. In addition to the classroom teachers, the school provides interventionists to support the literacy development of struggling students

Social Emotional Learning (SEL) Needs

In order to understand and assess our students' social and emotional needs, Guadalupe has implemented Hello Insight, an assessment tool for measuring students' Social and Emotional Learning. This will allow us to survey our students at the beginning of the school year about their concerns and confidence, and then to collect data on those same issues at year end to assess progress.

Digital Divide Concerns

Guadalupe's leadership and staff have known for a long time that our families were quite far behind other Utahns in joining the digital world. The organization has pursued grants and donations expressly for the purpose of providing laptops or Chromebooks for all of our students. We had finally reached a 1:1 ratio of computers to students during school time when the pandemic hit. The lockdown brought the true details of the "digital divide" into immediate and frightening focus.

Our families are poor, as reflected by the number of students qualifying for free or reduced lunch. Our families also lack English language proficiency, as indicated by the fact that approximately 75% of our students are classified as ELL. More than 90% of our families are also ethnic minorities. Studies show that these three demographic groups (poor, ESL, and minority) are lagging behind other demographic groups in the digital world. When Guadalupe began online classes, we found that this meant we had to overcome some obstacles to our students learning:

Devices: *many of our families had only a single smartphone as the only device in the home, and both parents relied on that device for their jobs.*

Internet access: *many of our families did not have wi-fi access in the home.*

Digital literacy: *many if not most of our students had no one in the home with the computer skills to get them online and into their digital classrooms.*

Guadalupe Charter Schools' specific mission as a charter school is to serve English Language Learners (ELL) students. As a consequence of this Charter, our entire student population comes from Utah's underserved communities. The families we serve have low-to-moderate incomes. Approximately 95% of our students qualify for free or reduced lunch under federal guidelines. Many Guadalupe families have two adults each working

multiple low-wage jobs in order to cover basic living expenses. At any given time 3-5% of Guadalupe students are homeless and our other families are sometimes forced to change residence 2 to 4 times in a single academic year. More than 90% of Guadalupe's families are also ethnic minority, mainly Hispanic.

These risk factors present a huge challenge to Guadalupe students and their families, as well as to our school's leadership, faculty, and staff. In 2017 Guadalupe Charter School was designated a Turnaround School because so many of the students were performing below grade level. But Guadalupe emerged from Turnaround School status in 2020 by bringing these student test scores higher. This was accomplished through a school-wide team effort to improve student performance, and a large share of the credit for this major accomplishment belongs to Guadalupe's OST program. OST proved to be Guadalupe's biggest and best tool to address the issue of low student performance.

After determining these factors, we also sought input from major stakeholders into the use of these funds. A tentative plan was placed on the School website, with an invitation to provide input. Unfortunately, we received no responses. A meeting with additional stakeholders, including the Executive Director, Principal, Special Education Coordinator, and grant writers, was held to ensure that the needs of the school from different perspectives were considered. The plan was also presented to the Parent Involvement Committee and feedback sought from the committee. The finished plan will be presented to the Charter Board for approval, and posted on the school website.

2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

- Strong evidence from at least one well-designed and well-implemented experimental study (“tier 1”);
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental study (“tier 2”); or
- Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (“tier 3”); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (“tier 4”).

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department’s What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the “demonstrates a rationale (tier 4)” level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

i. Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.

*As reflected in our budget for the current project, Guadalupe will spend **approximately 25% of the funds from this grant to address the learning lost by our students** when they were unable to receive in-person instruction in the classroom.*

Our Plan for addressing the lost learning due to COVID-19 includes, but is not limited to, the following strategies:

Provide a Family Technology Resource. *When we transitioned to online learning during FY21, we learned how to negotiate a whole new set of challenges. In homes where English is not spoken and/or technology skills are low, parents could not help their children with this new learning format. A family technology specialist has been retained to help families bridge the digital divide, ensuring that each family has a computer (laptop or other) and internet connectivity. The tech also provides troubleshooting and other assistance to help students navigate live online classroom and online learning applications.*

Provide Education Technology for home use. *In FY21, we scrambled to provide Chrome devices for online learning. These were old outdated devices whose operating systems were no longer being serviced. Additional laptops were needed to ensure a seamless learning experience for the students. In households that cannot afford internet or who have inferior connections, a WIFI hotspot is provided so that students can stream live instruction.*

Provide a paraprofessional for each grade in grades 2-5. *Every grade is in need of a paraprofessional to help with classroom management and assisting the students with learning tasks. To*

date we have not had a dedicated paraprofessional in grades 2-5. This funding will allow us to hire one paraprofessional per grade. Providing a paraprofessional in grades 2-5 will help ensure more individualized learning and help **provide intensive tier 1 interventions** for literacy among those students who are in the most danger of academic failure, as well as providing interventions for all of our Charter students.

Professional training for staff. Guadalupe has retained an educational consulting firm who brings significant information from educational research, and provides training to help increase the effectiveness to each teaching staff member.

Increase enrollment in Summer School from approximately 20-30% of the Charter School enrollment to as many of our students as can come, up to 100% (Note: Summer School of 2021 enrollment was triple the number enrolled in Summer 2020). For eight weeks, we had over 200 students in the building for Summer School. Our students needed those extra weeks to help get them back on track academically after a difficult year. We are thrilled to report that of the students tested, **60% gained skills in reading and in math**. Our preschool students also saw some great learning growth: 73% gained skills in naming and letter sounds and 89% saw growth in basic counting. We still have a long way to go, but thanks to our dedicated teachers and staff, we are on our way to making up for COVID learning loss.

Increase enrollment in After School from extending invitations only to the students with the most serious academic challenges to as many of our students as can come, up to 100%. Attendance in After School permits our students to receive extra in-person instruction to help address the classroom teaching that was lost to the COVID-19 pandemic. **(Note: Out-of-School time is tentatively being funded through other sources, but this plan may be revised to include it if there is a need in the future)**

ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity

<i>Focused teaching to individual student needs as demonstrated by BOY data</i>	<i>August 2021 to June 2023</i>	<i>\$84,586</i>	The source for measuring success used is Acadience Reading and Math, with benchmark collection at beginning of year, middle of year, and end of year	2020-2021 – EOY for the grades: K – 33% 1 ST - 24% 2 nd - 33% September 2021 begins the math data collection	Target measure is the composite score to be above 60% for each grade listed K – 60% 1 st – 60% 2 nd – 60% By June 2023
Tiered academic instruction based on student need	<i>August 2021 to June 2023</i>	<i>\$84,586.63</i>	The source for measuring success with RISE will be an increase of 10% in both ELA and Math for grades 3 through 6	Baseline data is from 2021 RISE: ELA – 3 rd 12% 4 th 11% 5 th 13% 6 th 22% Math 3 rd 9% 4 th 11% 5 th 6% 6 th 4%	Target measure is the grade increase of ten percent from baseline data by June 2023

iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?

Progress monitoring will be done on a regular schedule. Data is reviewed at PLC meetings and discussed with the principal and teacher. Any adjustments will be made as needed. Teachers meet with students and their parents twice a year to discuss their progress.

iv. How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students? USBE encourages LEAs to reference their needs assessment to support their narrative.

Guadalupe has extensive experience in serving students of color from low-income families who are English Language Learners. Most of our student body fits into that demographic.

Poverty

Guadalupe families have low to moderate incomes. Approximately 95% of our Charter School students will qualify for free or reduced lunch under Federal guidelines. This results in 100% of students being provided with breakfast, snacks, and a hot lunch at no cost. In the two zip codes from which most Guadalupe students are drawn, 84116 and 84104, the U.S. Census reflected an unemployment average above Utah's state average. House age in the areas we serve is above state average. Median Household Income Census data for the 84116 zip code was \$41,651, and in the 84104 zip code it was \$38,636, compared to the Median Household Income in Salt Lake Metropolitan Area in 2016 Census of \$68,196.

English Language Learner Status

For the coming year we expect 75% of charter school students to be self-identified or tested (WIDA) English Language Learners ("ELL"). This means that our students will be learning English at the same time they work to tackle curriculum taught in English at their grade level. They may know colloquial English; they may be able to function as a translator for their non-English speaking parents, but when it comes to academic English language and sentence structure, they struggle. Guadalupe School programs provide additional English Language support for these students.

Family Mobility

Guadalupe families may change their residence 2-4 times during a single academic year. Families may grow and need more space; more affordable housing may be needed; a job change may cause a family without a private car to move closer to the breadwinner's work site for convenience; a family may be living with other family members, but may establish an independent residence. At times, employment is lost, incarceration occurs, or illness befalls the family wage earner, and a family may need to move to subsidized housing or become homeless. When a family's address changes, the school boundaries applicable to the family also frequently change. Children are withdrawn from one school, and placed into an entirely new environment at a new school. Guadalupe works to solve the challenges of family mobility with a fully-developed bus system that provides transportation to and from school daily. We cannot fix family mobility, but we can provide bus service, which greatly enhances student attendance. The Summer School program provides transportation to and from school daily.

Lack of English Language in Student Homes

The Census Bureau recently released data from the American Community Survey (ACS), including languages spoken for those five years of age and older. The new data show that the number of people who speak a language other than English at home reached an all-time high of 61.8 million, up 2.2 million since 2010. The largest increases were for speakers of Spanish, Chinese, and Arabic. Guadalupe School offers an Adult English Education program that is accessible to the community and families of our students.

One in five U.S. residents now speaks a foreign language at home. Of the school-age (5 to 17) nationally, more than one in five speaks a foreign language at home. It is now one in seven students in Utah. With the programs described herein, for which grant funding is sought, additional hours of the school day, and then "out of school summer hours" will give children exposure to more English. Many of Guadalupe School's families speak little to no English which prevents students from being able to receive help with homework at home. Guadalupe's OST programs provide meaningful additional educational hours allowing students to access the support they need to succeed.

Education Inequality in the Home

Many low income students have less educated parents and/or parents who do not speak English. These students often quickly exceed their parents' education and serve as a translator of information from school to the parents. This puts parents in a vulnerable position where they can receive compromised or inaccurate information from

the student. Guadalupe's programs emphasize parent engagement so parents can receive more information directly and learn how to take a greater role in their child's education.

B. Plan for remainder of funds:

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

We estimate that 59% of the requested funds will be spent on learning loss and accelerated learning. In the Utah Grants budget, we have split out those costs between the 20% required minimum (actually 25%), and the other Use Cases that help address learning loss.

Use Case #2: Any activity authorized by the ESEA. *Transportation is crucial to the success of Guadalupe School in getting our students to school so they can learn. Bussing is not covered by any state funding, therefore we must seek additional funding to cover this essential service. We are seeking partial funding for four bus drivers and three sanitation/bus aides who assist in making sure the students are masked and distanced on the bus.*

Use Case #3: Any activity authorized by IDEA. *Guadalupe currently has 17 students identified by an IEP as needing Special Education services. Our SpEd team is mostly covered by state and federal funds; however, this year we are experiencing a shortfall in SpEd funds. This funding will ensure uninterrupted service by our SpEd teacher and his three paraprofessionals to make sure these students have every opportunity to accelerate learning.*

Use Case #7: Addressing unique needs: *The majority of our population does not speak English as their first language. English is not spoken in the home for many of our students; therefore, their parents cannot help them learn. Last year we had a part-time ESL/ELL coordinator, but this year we are employing a full-time teacher to help these students become more competent in the English language. These fund will help support that effort.*

Use Case #10: *With the uptick of the COVID Delta variant, we have an ongoing need for supplies such as masks, plastic dividers, and sanitizer to help keep the virus from transmitting in our school.*

Use Case #11: Planning for long-term closures such as distance learning. *When we transitioned to online learning during FY21, we learned how to negotiate a whole new set of challenges. In homes where English is not spoken and/or technology skills are low, parents could not help their children with this new learning format. A Family Technology specialist has been retained to help families bridge the digital divide, ensuring that each family has a computer (laptop or other) and internet connectivity. In households that cannot afford internet or who have inferior connections, a WIFI hotspot is provided so that students can stream live instruction. The tech also provides troubleshooting and other assistance to help students navigate live online classroom and online learning applications. These additional funds will ensure that we can retain the Family Technology Specialist for a longer period of time throughout the coming year. (Note: part of this person's salary and benefits are included in the 20% minimum on the budget. The balance is under this use case.)*

Use Case #13: Mental Health Services. *Guadalupe School employs a full-time social worker. The mission of this social worker is to support the students and staff through the difficulties experienced within this community. Some of these difficulties include incarcerated parents, abuse, gang-related crimes, and family turmoil. The effects of these ongoing challenges have only been exacerbated by the pandemic. Students and staff have lost loved ones. Parents and guardians have temporarily or permanently lost jobs. After-hours care centers were closed, leaving the children of some working parents to fend for themselves. The social worker and her staff have been able to help mitigate the additional stress and strain brought on by these unprecedented events. This*

additional funding for her salary will fill gaps in current mental health funding and ensure continuation of services throughout the year.

Use Case #15: Addressing learning loss. Under the best of circumstances, many of our students struggle to gain proficiency because of aforementioned challenges (English learners, racial/ethnic minorities, and low income) for a high number of our families. The pandemic has only served to increase the difficulties for these students. An assessment coordinator is needed to administer high-quality assessments to monitor students' academic progress so we can assess and adjust as needed. At the current time, our principal is administering these assessments. This places an undue burden on her; therefore, we are in need of someone to take this responsibility off her shoulders. The attendance coordinator plays a crucial part in making sure students get to class so they can learn. The funding requested for this position will ensure continued support of that position. A reading tutor applies evidence-based activities to meet the comprehensive needs of students falling behind in literacy. Lastly, every grade is in need of a paraprofessional to help with classroom management and assisting the students with learning tasks. To date we have not had a dedicated paraprofessional in grades 2-5. This funding will allow us to hire one paraprofessional per grade (four total). (Note: part of the paraprofessionals salary and benefits are included in the 20% minimum on the budget. The balance is under this use case.)

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the "LEA Response" within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/ https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109	At the current rate of transmission in our community, Guadalupe is requiring mask wearing for all staff and students. We will continue to work with our local health department to determine the policies and actions that are necessary to respond to the current status of COVID-19 in our context.
Physical distancing (e.g.,	https://coronavirus-download.utah.gov/School/COVID-	We have floor stickers in the hallways and cafeteria to help the students with physical distancing. There are also

including use of cohorts/podding)	<u>19 School Manual FINAL.pdf</u> -page 101-102	<i>painted guidelines outside on the sidewalks. In rooms where possible, desks are spaced 3 feet apart. In other rooms, clear shields are provided for each student desk. Additionally, we will continue to use the guidelines reflected in the COVID-19 school manual.</i>
Handwashing and respiratory etiquette	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> -page 109-111	<i>Students and staff are encouraged to wash their hands for 20 seconds with soap and water. Signs are posted in the school as a reminder.</i>
Cleaning and maintaining healthy facilities, including improving ventilation	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> -page 75-84	<i>With the advent of reopening the school in August 2020, we hired sanitation aides who continue to sanitize the entire school thoroughly once a day, with high touch areas such as doorknobs, shared spaces, restrooms and break rooms being sanitized on a schedule multiple times a day</i>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> - page 27-35	<i>Our Vice Principal is the designated Point of Contact (POC), who works with the health department on contact tracing. When a positive case is detected in the school, the POC will notify eligible students, parents, teachers, and employees if they were exposed to COVID-19 at school. Anyone who is a known contact (i.e. within 6 feet and unmasked) will be sent home to quarantine. The POC will direct the implementation of prevention and mitigation strategies.</i>
Diagnostic and screening testing	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> -page 37-43; 46-51; 52-56	<i>All staff exhibiting COVID symptoms are required to isolate and get tested. Unvaccinated staff are required to take the rapid test every other day before coming to the school.</i>
Efforts to provide vaccinations to educators, other	<u>https://coronavirus-download.utah.gov/School/COVID-</u>	<i>All staff are strongly encouraged to get the vaccine, and approximately 90% of staff have been fully vaccinated. We</i>

staff, and students, if eligible	19 School Manual FINAL.pdf -page 57-59	<i>continue to stress that the best strategy for eliminating COVID from our community is to be vaccinated.</i>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 106, 109, 114	<i>SLP students and speech pathologist may remove masks for their time together; however, we also have the option of windowed masks for this purpose. The school is using positive reinforcement with students with behavioral disorders to help improve compliance with masking.</i>

- B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule.** This link will be made available on the USBE website and be provided to the U.S. Department of Education.

<https://guadschool.org/covid-19-updates/>

4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

A. LEA Description of GEPA Compliance

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your 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 access to, or participation in, the program.

Description of GEPA Compliance:

Guadalupe Charter School is focused on transforming lives through education. In order to provide equitable access to education for all our students, the charter school last year made adjustments during the pandemic, utilizing an A/B track schedule to allow as many students as possible to participate with in-person learning. In FY22 we are starting the school year with all students in the building, Monday – Friday. We will make adjustments as necessary if required by the local and state health department.

When we transitioned to online learning during FY21, we learned how to negotiate a whole new set of challenges. In homes where English is not spoken and/or technology skills are low, parents could not help their children with this new learning format. A family technology specialist has been retained to help families bridge the digital divide, ensuring that each family has a computer (laptop or other) and internet connectivity. In households that cannot afford internet or who have inferior connections, a WIFI hotspot is provided so that students can stream live instruction. The tech also provides troubleshooting and other assistance to help students navigate live online classroom and online learning applications.

Eighty-five percent of the students are at risk of academic failure; therefore, providing daily opportunities to participate with school is vital to the success of each student and their families. In addition to the classroom teachers, the school provides interventionists to support the literacy development of struggling students.

Besides daily classes, the school also provides summer school and an afterschool program. These are targeted to students that are below their grade-level work as determined by state mandated assessments. Within these additional programs, academic tutors and enrichment specialists work with these students to provide supportive instruction.

A number of students have learning or other disabilities that require additional support. The Special Education team, which consists of a teacher and three support specialists, are available to give additional assistance to those who have been identified with a learning or behavioral disability. In addition, we give elevator privileges to any student or employee who is mobility challenged.

Many of the students are in need of social and emotional support. The school maintains a social worker on staff. The mission of this social worker is to support the students and staff through the difficulties experienced within this community. Some of these difficulties include incarcerated parents, abuse, gang-related crimes, and family turmoil. The effects of these ongoing challenges have only been exacerbated by the pandemic. Students and staff have lost loved ones. Parents and guardians have temporarily or permanently lost jobs. After-hours care centers were closed, leaving the children of some working parents to fend for themselves. The social worker and her staff have been able to help mitigate the additional stress and strain brought on by these unprecedented events.

Careful consideration has been given to the plan and design of the use of these funds. Public opinion was sought on the school's website. A meeting with additional stakeholders, including the Executive Director, Principal, Special Education Coordinator, and grant writers, was held to ensure that the needs of the school from different perspectives were considered. The plan was presented to the Parent Involvement Committee and feedback sought from the committee. The programs outlined provide opportunities for our staff, students and families to participate, contribute and educate in an equity based environment while focused on the mission of the school. The plan will be presented to the Charter Board for approval, and posted on the website after approval.

Guadalupe school is grateful for the assistance of federal funding to help accomplish its mission of transforming lives through education, and strives to be a good steward of the funds. The fiscal manager uses sound control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds allocated to the school. An annual audit, which may include a federal single audit, is completed every year to ensure the proper use and reporting of funds. Required annual program reporting will be made on a timely basis by program managers.

Guadalupe has retained an educational consulting firm who brings significant information from educational research, and provides training to help increase the effectiveness to each teaching staff member. Additionally, the Special Education department has a consulting firm to train, ensure compliance, and increase effectiveness in addressing the unique needs of students with learning disabilities.

ASSURANCES

The superintendent or charter school director assures the following:

Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
 - i. Tribes;
 - ii. civil rights organizations (including disability rights organizations); and
 - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.
- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term "accelerated learning" in place of "learning loss" and assure that the use of this term is in alignment with the federal use of "learning loss."
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
 - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services.
 - Before making the plan publicly available, the LEA must seek public comment on the plan.

- The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.
- The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
 - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
- All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
- The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: <https://schools.utah.gov/coronavirus?mid=4985&aid=10>
- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
 - the percentage of the total costs of the program or project which will be financed with Federal money;
 - the dollar amount of Federal funds for the project or program; and
 - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
 - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Fiscal Requirements

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—

- Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
 - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
- Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
 - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
 - Such local educational agency has a total enrollment of less than 1,000 students.
 - Such local educational agency operates a single school.
 - Such local educational agency serves all students within each grade span with a single school.
 - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Reporting Requirements for ARP ESSER

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs 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:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.
 - Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- 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 mitigating COVID-19 in schools;
- Overall plans and policies related to LEA 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 (fully in-person, hybrid, and fully remote) 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 may be necessary to ensure accountability and transparency of ARP ESSER funds.

Records Retention

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

General Education Provisions Act (GEPA) Requirements for LEAs

Section 442 (20 U.S.C. 1232e) Assurances

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an 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 administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The 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 LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary 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 ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER 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 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 each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER 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.

Assurance on Lobbying (34 CFR part 82)

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). <https://www.congress.gov/bill/117th-congress/house-bill/1319/text>, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; 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 18 USC § 1001, as appropriate.

Superintendent or Charter School Director (Typed Name): Richard Pater	Telephone: 801-531-6100
Signature of Superintendent or Charter School Director*: 	Date: 9/16/2021

**Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.*