

## **MICHIGAN DEPARTMENT OF EDUCATION**

Office of Financial Management

### **Elementary and Secondary School Emergency Relief (ESSER) Fund (formula) of the Education Stabilization Fund Program.**

The Elementary and Secondary School Emergency Relief (ESSER) Fund, part of the United States Education Department's (USED) Educational Stabilization Fund Program awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. LEAs must provide equitable services to students and teachers in non-public schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

#### **ELIGIBLE APPLICANTS**

Eligible applicants are those school districts and public school academies that received a 2019-20 Title I, Part A allocation from the Michigan Department of Education.

#### **REQUIRED COMPONENTS**

The ESSER formula application consists of assurances, certifications, and narrative statements on the use of funds. Eligible applicants must initiate an application in the Michigan Electronic Grants System Plus (MEGS+) and either accept or refuse ESSER funds. Only a MEGS+ Authorized Official (Level 5) may initiate and submit the grant application in MEGS+.

In order to accept ESSER funds, an applicant must:

(1) check the box indicating acceptance of Elementary and Secondary School Emergency Relief funds;

- To refuse ESSER funds, the applicant must check the box indicating refusal of Elementary and Secondary School Emergency Relief funds and save the page.

If an applicant mistakenly refuses funds, it may request to amend the application. For an applicant to qualify for ESSER funds, the application must be submitted on or before September 30, 2020.

(2) certify agreement to all certifications and assurances;

(3) enter brief (3,500 character maximum) statement on how the most important educational needs due to COVID-19 were determined;

(4) enter brief (3,500 character maximum) statements on equitable access to students, staff, parents and families;

- (5) certify participation of nonpublic schools;
- (6) complete budget page information, including budget narrative, associated with intended use of ESSER funds;
- (7) save and submit application.

**TOTAL FUNDS AVAILABLE**

It is estimated that \$350,817,286 will be available for allocation to eligible applicants based on each LEA's share of funds received under part A of title I of the ESEA in school year 2019-2020. Estimated allocations are found on the Office of Educational Supports website: [https://www.michigan.gov/mde/0,4615,7-140-81376\\_51051-127227--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81376_51051-127227--,00.html).

**USE OF FUNDS**

ESSER allocations are federal grant monies and subject to any and all applicable Federal spending, accounting, and reporting requirements.

ESSER funds may be used for any purposes listed below, as outlined in section 18003(d) of the CARES Act:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) 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.
- (3) Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- (4) 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.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.

(9) 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 students with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) 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, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) 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.

#### **DUE DATE**

Applications can be submitted at any time after the application is available in MEGS+; however, applications must be submitted using MEGS+ **no later than September 30, 2020** in order to receive ESSER funds.

#### **TIMELINE**

ESSER applications will be reviewed and approved on a rolling basis. Grant funds will be made available within two weeks of receipt of an approvable application.

The tentative time frame for the operation of this grant program includes these major milestones:

May 8, 2020 - Application available in MEGS+

September 30, 2020 - Applications due

September 30, 2021 - Grant ending date\*

\*Expected grant period is March 13, 2020 - September 30, 2021. MDE will update the grant start and end dates when official notification from the U.S. Department of Education is received.

October 30, 2020 - Final Performance Report due

Final Expenditure Report due within 60 days of the expenditure of all funds or within 60 days of the grant ending date, whichever comes first.

Additional quarterly reports may be required. Notification of these dates, if any, will be announced as soon as final guidance is issued by the U.S. Department of Education.

#### **ASSURANCE OF ACCURACY**

If, during the implementation of any funded project, MDE establishes that inaccurate or false information was provided in the application, the grant may be rescinded.

#### **REJECTION OF PROPOSALS**

MDE reserves the right to reject any and all proposals received as a result of this announcement.

#### **LENGTH OF AWARD**

Grant start and end dates will be published.

#### **PAYMENT SCHEDULE**

Upon receipt of a Grant Award Notification from MDE, the grantee may claim reimbursement through the Cash Management System (CMS) in accordance with the grant award start date.

#### **REPORTING**

The state is required to submit quarterly reports to the U.S. Department of Education; however, the U.S. Department of Education has not yet issued final guidance on the reporting requirements for ESSER funds. At this time, it is unknown if information from subgrantees will be required in these quarterly reports. If such information is required, all subgrantees will be required to submit to MDE the information necessary for the state to submit its quarterly reports.

Additional information that may be required includes the methodology used to provide services or assistance to students and staff in both public and non-public schools, the uses of funds and demonstration of compliance with Section 18003(d) of the CARES act, such as use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

The U.S. Office of Management and Budget is also expected to issue government-wide guidance on CARES Act reporting requirements and procedures. MDE will only require reporting that is consistent with Federal guidance and requirements.

Recipients may be asked to provide detailed information and documentation on all grant expenditures. ESSER funds must be accounted for and tracked separately.

A final expenditure report will be required within 60 days of the expenditure of all funds or within 60 days of the grant ending date, whichever comes first.

### **ACCOUNTABILITY AND TRANSPARENCY**

In keeping with accountability, transparency, and reporting requirements, any and all portions of a district's ESSER application and reports on the use of funds may be publicly posted.

### **MONITORING VISITS**

All subgrantees are subject to onsite grant review from state or federal auditors. Recipients must maintain and make available, in the event of a monitoring visit, evidence and documentation to support all expenditures.

### **QUESTIONS**

Questions regarding how an allocation was determined should be directed to Shoua Vang, Financial Manager, in the Office Educational Supports by email to [VangS1@michigan.gov](mailto:VangS1@michigan.gov), or by phone at 517-335-0909. Any questions regarding this grant's affect on State Aid should be directed to Phil Boone of the State Aid and School Finance Unit by email to [BooneP2@michigan.gov](mailto:BooneP2@michigan.gov), or by phone at 517-335-4059.

**All other** questions should be directed to the Grants Administration and Coordination Unit by email to [MDE-CARES@michigan.gov](mailto:MDE-CARES@michigan.gov) or to Kevin Walters by phone at 517-241-5386.

### **RESOURCES**

The U.S. Department of Education frequently posts updated information about the ESSER Program on its website – [www.ed.gov](http://www.ed.gov).

ESSER guidance is also available on the following website:

<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>