



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:** April 24, 2020

**TO:** Local and Intermediate School District Superintendents  
Public School Academy Directors

**FROM:** Kyle Guerrant, Deputy Superintendent  
Finance and Operations KG

**SUBJECT:** Preliminary Elementary and Secondary School Emergency Relief Fund  
Guidance and Allocations

On April 13, 2020, you received a memo announcing Michigan's allocation of the Elementary and Secondary School Emergency Relief (ESSER) Fund portion of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. On April 23, 2020, the U.S. Department of Education (USED) published initial ESSER guidance to support state education agency (SEA) implementation.

The Michigan Department of Education (MDE) will be applying immediately to USED for the ESSER funding. USED approval is anticipated within a week of application submission. MDE will provide additional guidance and information upon USED approval. The distribution of these funds will be based upon the 2019-20 Title I, Part A funding formula. Funds will be permitted to be used through September 30, 2022.

LEAs may use ESSER funds for activities that align with the following:

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.).

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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.

For additional information, please visit <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>.

MDE encourages school districts to begin planning for the effective use of ESSER funds. These funds are a one-time appropriation and will not be ongoing funding for school districts. MDE strongly recommends that districts reflect carefully about the best uses of these funds, particularly given their technological needs and efforts to preserve their staffing and services to children in a challenging financial environment.

This information is fluid and subject to change as additional clarification and final guidance from USED is provided. We will provide updates as more information becomes available. ESSER funds are federal funds and are subject to all the federal regulations, rules, and guidelines that apply to all federal grant awards. The details concerning the regulations and rules will be outlined in the grant assurances.

cc: Michigan Education Alliance