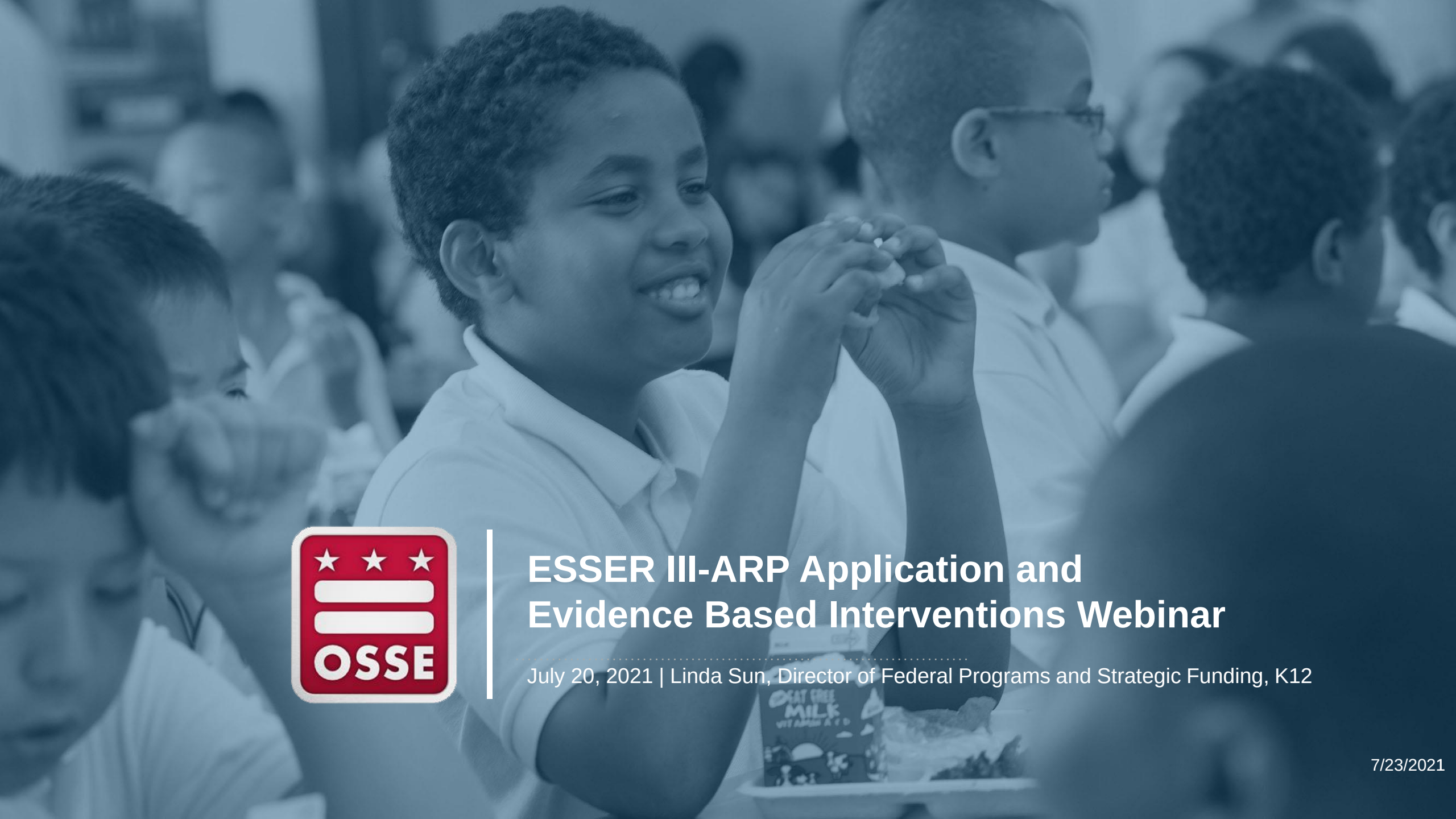


ESSER III-ARP Application and Evidence Based Interventions Webinar

July 20, 2021 | Linda Sun, Director of Federal Programs and Strategic Funding, K12

Agenda

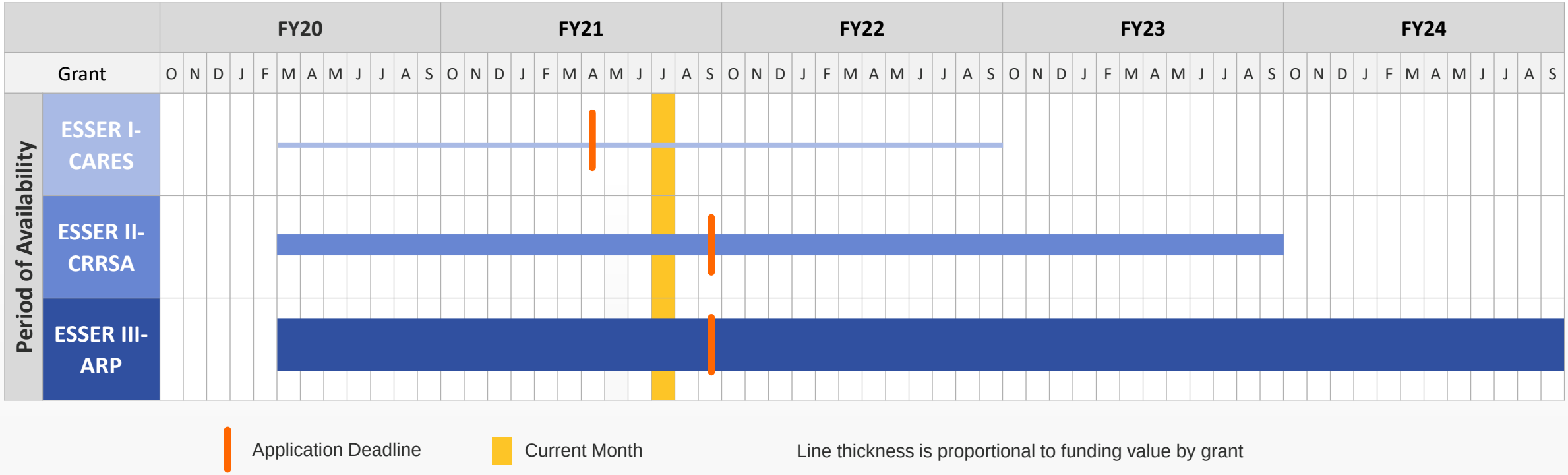
- ESSER Recovery Funding Overview
- ESSER III-ARP: Evidenced-Based Interventions Requirement
- ESSER III-ARP: Application Walk Through
- Additional Considerations
- Resources
- Q&A

ESSER Recovery Funding

Overview

ESSER Recovery Funding

Staggered ESSER funding timelines allow LEAs to support the immediate needs of students and staff, as well as recover from the effects of the coronavirus (COVID-19) pandemic.



	ESSER I-CARES	ESSER II-CRRSA	ESSER III-ARP
Act	Coronavirus Aid, Relief, and Economic Security Act on March 27, 2020	Coronavirus Response and Relief Supplemental Appropriations Act on Dec. 27, 2020	American Rescue Plan Act on March 11, 2021
Spending Priorities	Emergency relief funds to address the impact of COVID-19 on schools	• Safely Reopen Schools • Address Learning Loss • Address Specific Needs (e.g. mental wellness, education technology)	• Safely Reopen Schools • Address Learning Loss • Address Specific Needs (e.g. mental wellness, educational technology)
Allowable Uses	Allowable use details are available on OSSE's website and include all allowable uses for other major federal programs	Allowable use details are available on OSSE's website and include all allowable uses for ESSER I-CARES	Allowable use details are available on OSSE's website and include all allowable uses for ESSER I-CARES
Application Timeline	Application Deadline: **April 15, 2021**	Application Opened: **May 7, 2021** Application Deadline: **Sept. 30, 2021**	Assurances Deadline: **May 7, 2021** Application Opens: **July 30, 2021** Application Deadline: **Sept 30, 2021**
Reporting	• Application & Reimbursements • Additional Data	• Continuous Education Plan (CEP) • Application & Reimbursements • Additional Data	• Continuous Education Plan (CEP) • Application & Reimbursements • Additional Data

ESSER III-ARP

Specific Requirements

ESSER III-ARP

“On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It is an unprecedented $1.9 trillion package of assistance measures, including $122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation’s students.”

- USED Office of Elementary and Secondary Education

ESSER III-ARP Specific Requirements

- ✓ Minimum 20 Percent Reserve on Learning Loss for Evidenced-Based Interventions
- ✓ In-Person Learning and Use of Funds Plan (initially met via Continuous Education Plans)
- ✓ Maintenance of Equity

ESSER III-ARP Specific Requirements

✓ Minimum 20 Percent Reserve on Learning Loss

LEAs must reserve at least 20 percent of their allocation to **address learning loss** through the implementation of **evidence-based interventions** that:

- respond to students' **academic** and/or **social emotional needs**
- address the disproportionate impact of COVID-19 on **underrepresented student subgroups**

ESSER III-ARP Specific Requirements

✓ Minimum 20 Percent Reserve on Learning Loss

What is an **evidence-based intervention?***

Tier 1

Strong evidence from at least one well-designed and well-implemented experimental study

- Randomly controlled trial
- Statistically significant outcomes
- Not refuted by other high quality, casual studies
- Large, multi-site sample
- Similar to your setting and/or student demographics

Tier 2

Moderate evidence from at least one well-designed and well-implemented quasi experimental study;

- Non random methods with baseline equivalent
- Statistically significant outcomes
- Not refuted by other high quality, casual studies
- Large, multi-site sample
- Similar to your setting and/or student demographics

Tier 3

Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias

- Non random methods; controls for selection bias
- Statistically significant outcomes
- Not refuted by other high quality, casual studies

Tier 4

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.

- Small but favorable outcomes

*based on non-regulatory guidance from the U.S. Department of Education

ESSER III-ARP Specific Requirements

✓ **Minimum 20 Percent Reserve on Learning Loss**

Databases of **evidence-based interventions**:

- What Works Clearinghouse
- Evidence for ESSA
- Comprehensive Center Network
- FutureED COVID Relief Playbook

Application Walkthrough

Application Timeline

ESSER III-ARP FY21 Application Submission Window: July 30 - Sept. 30, 2021

- Funding will be available for reimbursement after your application is approved.
- Application approval takes about four weeks from the date of submission.
- Submissions will be reviewed in the order they are received.
- LEA are strongly encouraged to submit their applications **before** the September deadline.

Application Supports

- Each LEA will be assigned an OSSE grant manager for their ESSER grant portfolio. Your OSSE grant manager will reach out to schedule an initial meeting to discuss LEA spending plans and the application process.
- Open office hours will be scheduled and shared in the OSSE Division of Systems and Supports, K-12 Grants Newsletter and LEA Look Forward newsletter.
- Tab-by-tab instructions are available in the appendix of this presentation.
- An Excel version of this application is available upon request (email OSSE.ESSER@dc.gov)

ESSER Spending Priorities

Priority	Safely Reopen Schools	Address Specific Needs	Address Learning Loss
Budget Categories (EGMS Budget Codes)	• Air Quality Equipment, Maintenance and Servicing (A1) • Facility and Outdoor Space Upgrades and Modifications (A2) • Supplemental Staffing – Operations (A3) • Coronavirus Testing (A4) • PPE and Other Health and Safety Supplies (A5) • Sanitation Services (A6) • Public Health Consulting Services (A7)	• Nutrition, Physical Activity, and Physical Health Supports (B1) • Mental Health Services and Supports for Students (B2) • Mental Health Services and Supports for Staff (B3) • Educational Technology – Devices (B4) • Educational Technology – Internet Access (B5) • Educational Technology – Digital Services (B6)	• Supplemental Staffing – Instructional (C1) • Diagnostic, Formative, and Interim Assessment (C2) • Curriculum (C3) • Intervention Programs (C4) • Professional Development (C5) • Summer Programs (C6) • Afterschool Programs (C7) • Tutors Programs and Services (C8)
Example Programs	• COVID-19 testing protocol • Outdoor learning spaces	• Replacement tech devices • Meal program supplies • Social emotional learning programming for students • Staff wellness supports	• High dosage tutoring • SWD recovery program • EL recovery program

Spending Priority Areas

Safely Reopen Schools | Address Specific Needs | Address Learning Loss | Other Use of Funds

1. To prepare schools for safe reopening, the LEA plans to spend ESSER III-ARP funds on the following (select all that apply):

- [ ] A1. Air Quality Equipment, Maintenance and Servicing
- [ ] A2. Facility and Outdoor Space Upgrades and Modifications
- [ ] A3. Supplemental Staffing – Operations
- [ ] A4. Coronavirus Testing
- [ ] A5. PPE and Other Health and Safety Supplies
- [ ] A6. Sanitation Services
- [ ] A7. Public Health Consulting Services
- [ ] A8. Reopen - Other

NOTE: When selecting an "Other" category, a description will be required. You may use language from your CEP to complete those narratives, if needed.

Reservation for Evidenced-Based Interventions / Plan

LEA will need to respond to questions about each evidence-based intervention they will implement using ESSER III-ARP funds. There is enough space on the form to enter five interventions but LEAs are not required to implement five interventions – only to meet or exceed the 20 percent threshold. In the "Detailed Planned Expenditures," you will need to identify which budget line items correlate to which intervention.

Intervention 1

1. Briefly describe the intervention and how it will be implemented at the LEA.
2. Which under-represented student subgroups will be supported through this intervention
   - ❑ Major racial and ethnic groups
   - ❑ Children from low-income families
   - ❑ Children with disabilities
   - ❑ English learners
   - ❑ Gender
   - ❑ Migrant students
   - ❑ Students experiencing homelessness
   - ❑ Children and youth in foster care
3. Which tier is the evidence-based intervention?
4. Describe the evidence-base for the intervention.
5. What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?

Reservation for Evidenced-Based Interventions / Budget

The LEA will need to complete the boxes in **blue** to indicate how much of their total allocation will be reserved for evidenced-based interventions and how much will go towards other uses. The remaining boxes in gray will be calculated automatically in EGMS.

	Dollar Amounts	% of Preliminary Allocation
Reservation for Evidence-Based Interventions (minimum 20%)		
Remaining Funds		
Total Allocation		

Return to In-Person and Use of Funds Plan

- Share the link where the LEA has publicly posted their **2020-21 school year CEP**. If this plan has not yet been posted, share the date when the LEA will post the plan. (paste in an EGMS textbox)

- Share the link on the LEA's website where the LEA's has publicly posted their **2021-22 school year CEP.** If this plan has not yet been posted share the date when the LEA will post the plan. (paste in an EGMS textbox)

- **Describe how the LEA engaged stakeholders** in developing their 2021-22 CEP including a summary of the feedback received to-date and how the feedback has been or will be included in their CEP. (write narrative in an EGMS textbox OR upload a word document)

Facilities Cost

This is only a required section if the LEA is requesting construction or capital expenditures. If an LEA is planning to include a potential construction project as a part of their ESSER III-ARP application, complete the below questions as the concept proposal.

1. Provide a description of the expenditures. The description should include: how school facilities will be acquired, altered, remodeled, repaired, renovated and/or extended. how this will help the LEA safely reopen schools as expeditiously as possible, sustain their healthy operations and/or address the significant academic, social, emotional, and mental health needs of students.

2. What is the cost per unit (if applicable) and/or the total cost?

3. Will these costs be recorded financially as a tangible or intangible asset with a useful life of greater than one year?

4. Will these costs materially increase the value or useful life of the land or building?

5. Does the project require drawings, blueprints and/or specifications? If yes, please upload here.

6. Please upload any other pictures, renderings or visuals that could help OSSE better understand the costs.

Detailed Planned Expenditures

SALARIES AND BENEFITS | PROFESSIONAL SERVICES | EQUIPMENT

SUPPLIES AND MATERIALS | FIXED PROPERTY COSTS | OTHER OBJECTS

Item(s) to be Purchased	Evidence-Based Intervention	Budget Codes	Brief Description of Purpose of Purchase	ESSER_III_ARP Funds
Consultant to Address Specific Needs	N/A	B2-MENT STUDENT	Consultant will provide one on one services to about 100 students four times through the year, prioritizing students experiencing homelessness and students in foster care	10,000.00
Professional Development for Teachers	1	C5-PROF DEV	Consultant will provide 4 sessions of professional development to 25 teachers on how to address learning loss	8,000.00

NOTE: Whether or not the budget line item supports an **evidence-based intervention**, it needs to be noted in this column.

- If it does not support an evidence based intervention, select “N/A.”
- If it support an evidence-based intervention described in the Evidenced-Based Interventions form, indicate which one (e.g., 1, 2, 3, 4, 5).
- If it supports an evidence-based intervention NOT described in the Evidenced-Based Interventions form, mark it as “Other”

Detailed Planned Expenditures

SALARIES AND BENEFITS | PROFESSIONAL SERVICES | EQUIPMENT

SUPPLIES AND MATERIALS | FIXED PROPERTY COSTS | OTHER OBJECTS

Item(s) to be Purchased	Evidence-Based Intervention	Budget Codes	Brief Description of Purpose of Purchase	ESSER_III_ARP Funds
Consultant to Address Specific Needs	N/A	B2-MENT STUDENT	Consultant will provide one on one services to about 100 students four times through the year, prioritizing students experiencing homelessness and students in foster care	10,000.00
Professional Development for Teachers	1	C5-PROF DEV	Consultant will provide 4 sessions of professional development to 25 teachers on how to address learning loss	8,000.00

NOTE: **Budget codes** cannot be changed once you hit save on the application, in an amendment nor in a rejected reimbursement
Solution: Delete the line and create a new one

Also, budget codes MUST match what has been checked off in the “Spending Priority Areas” tabs.

Budget Category Examples

High Dosage Tutoring Program				
Expenditures Tab	**Item**	**Budget Category**	**Description**	**Cost**
Salaries	Director of Tutoring	Tutors Programs and Services (C8)	Director of Tutoring will oversee the high dosage tutoring program at five locations from October 2020 to September 2021.	$75,000
Professional Services	Professional Development	Tutors Programs and Services (C8)	Consultant will provide training to leadership on the most effective tutoring program and how to implement. Training will be one day for 8 staff members.	$5,000
Supplies	Curriculum and Materials	Tutors Programs and Services (C8)	Math and ELA curriculum for tutoring 100 third – eighth graders and materials needed to implement curriculum.	$10,000

NOTE: When selecting budget codes, choose the option that best aligns to the overall program being funded. In the example above, the three costs are all part of a high dosage tutoring program, so they are all coded to Tutors Programs and Services (C8) instead of to Supplemental Staffing (C1), Professional Development (C3) and Curriculum (C5), respectively for each line item.

Program Example

Outdoor Learning Spaces				
Expenditures Tab	**Item**	**Budget Category**	**Description**	**Cost**
Salaries	COO Salary	Facility and Outdoor Space Upgrades and Modifications (A2)	50% of the COO time will be dedicated to the oversight of creating safe outdoor learning spaces.	$45,000
Professional Services	Consultant	Facility and Outdoor Space Upgrades and Modifications (A2)	Installation of touchless water fountains, sinks, tables, seating and pavilion for 80 students.	$20,000
Equipment	Pavilions	Facility and Outdoor Space Upgrades and Modifications (A2)	Purchase of 4 pavilions to seat 20-25 students and teachers each.	$100,000

NOTE: When selecting budget codes, choose the option that best aligns to the overall program being funded. In the example above, the three costs are all part of opening an outdoor learning space, which is under Facility and Outdoor Space Upgrades and Modifications (A2). Notice that the COO Salary is also coded to A2 and not to Supplemental Staffing – Operations (A3).

Detailed Planned Expenditures

SALARIES AND BENEFITS | PROFESSIONAL SERVICES | EQUIPMENT

SUPPLIES AND MATERIALS | FIXED PROPERTY COSTS | OTHER OBJECTS

Item(s) to be Purchased	Evidence-Based Intervention	Budget Codes	Brief Description of Purpose of Purchase	ESSER_III_ARP Funds
Consultant to Address Specific Needs	N/A	B2-MENT STUDENT	Consultant will provide one on one services to about 100 students four times through the year, prioritizing students experiencing homelessness and students in foster care	10,000.00
Professional Development for Teachers	1	C5-PROF DEV	Consultant will provide 4 sessions of professional development to 25 teachers on how to address learning loss	8,000.00

NOTE: In addition to a **brief description of the purpose of the purchase**, also include specifics on quantity of goods, length/scope of service, how many students, and which students will be served by this item

GEPA Narrative

Describe in 1-2 paragraphs how the LEA, when using ESSER III-ARP grant funds, will ensure that students, teachers and other beneficiaries with special needs have equitable access to, and participation in, grant-funded activities. Potential barriers that can impeded equal access and participation include barriers based on gender, race, color, national origin, disability and age.

Note: A general statement of the LEA's nondiscriminatory hiring policy is not sufficient; this statement should specifically address the LEA's proposed ARP Act-funded activities. General Education Provisions Act (GEPA) Requirements – Section 427 (20 U.S.C. 1228a)

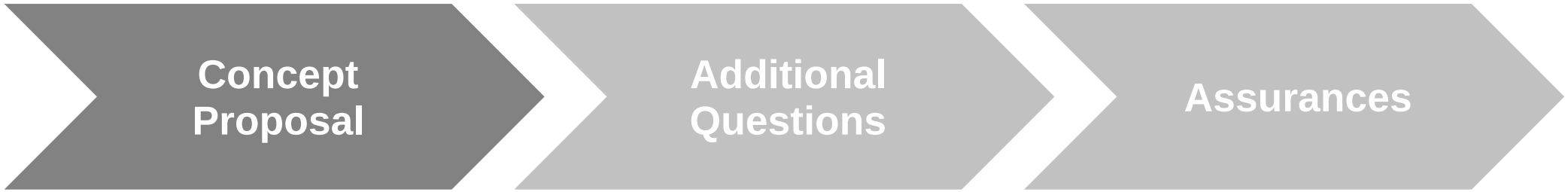
NOTE: Stating that students and staff will not be denied access and participation based on gender, race, color, national origin, disability, or age is **not** sufficient. The response should describe how barriers to access and participation will be addressed.

Grant Award Notification Information

Upload the most recent ESSER III-ARP GAN that you have received on this tab.

Additional Considerations

ESSER Approval Process for Construction



- Must own building OR hold a 50+ year lease to be approved for construction

- Assessed effect on any building on or eligible to be on the National Register of Historic Places

- Evaluated flood hazards in connection with the construction
- Followed ASHRAE* standards, if applicable
- Meets Davis-Bacon requirements

* American Society of Heating, Refrigerating, and Air Conditioning Engineers

Annual Single Audit

Increased federal funding, due to ESSER, may cause your LEA to reach a threshold that requires an Uniform Guidance Audit in FY20-FY24.

If your LEA is expending $750,000 or more in total federal awards within one year, your auditors will need to complete a Uniform Guidance Audit, in addition to the typical LEA annual audit. This will be a more detailed audit of your federal spending and the fee for this additional audit is an allowable use of grant funds.

This audit used to be known as the A-133 audit.

Details about this requirement can be found in Uniform Guidance (2 CFR part 200, subpart F).

ESEA Title I Maintenance of Effort (MOE) Requirement

ESSER II-CRRSA recipients that also receive Title I-A funds must meet the Title I MOE each year.

- MOE compares the last two fiscal years and requires that LEAs have spent at least 90 percent of prior year local funds in the subsequent year. LEAs that fail to meet this threshold in two of five years, will have their Title I allocation reduced.
- LEAs submit Title I MOE and Per-pupil Expenditure financial data to OSSE every year in March.
- LEAs should prioritize spending ESSER II-CRRSA funds on new expenditures in order to avoid lowering the local funding spending level below 90 percent of the prior year in FY21-FY24 to avoid this risk.

Resources

Resources

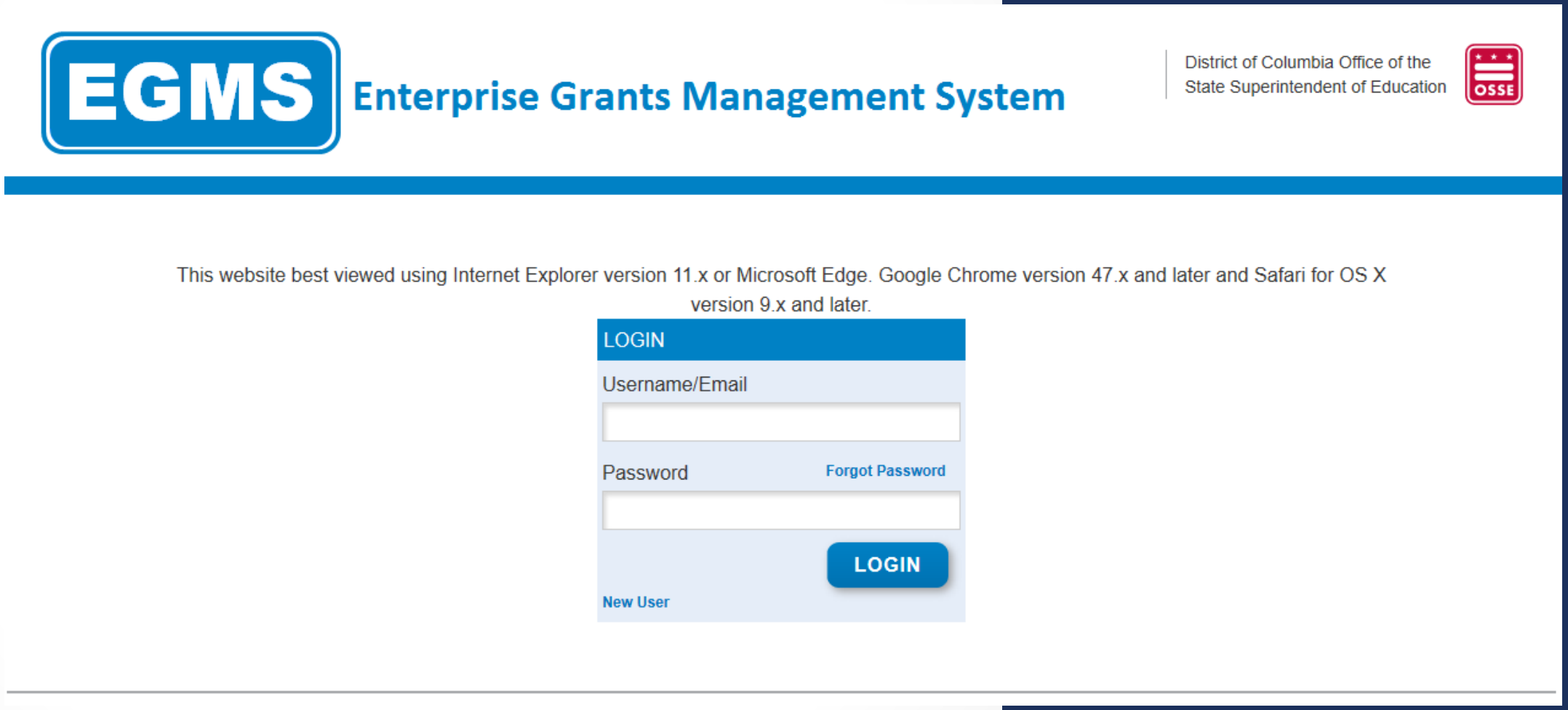
- ESSER III-ARP Application Tool
  (email OSSE.ESSER@dc.gov if you would like a copy)
- ESSER Funding Strategy Guide
- ESSER Budget Codes
- OSSE Recovery Funding Website (allocations, allowable uses, other communications)
- Continuous Education Plan Resource Guide
- If you need support, please contact OSSE.ESSER@dc.gov

Q & A

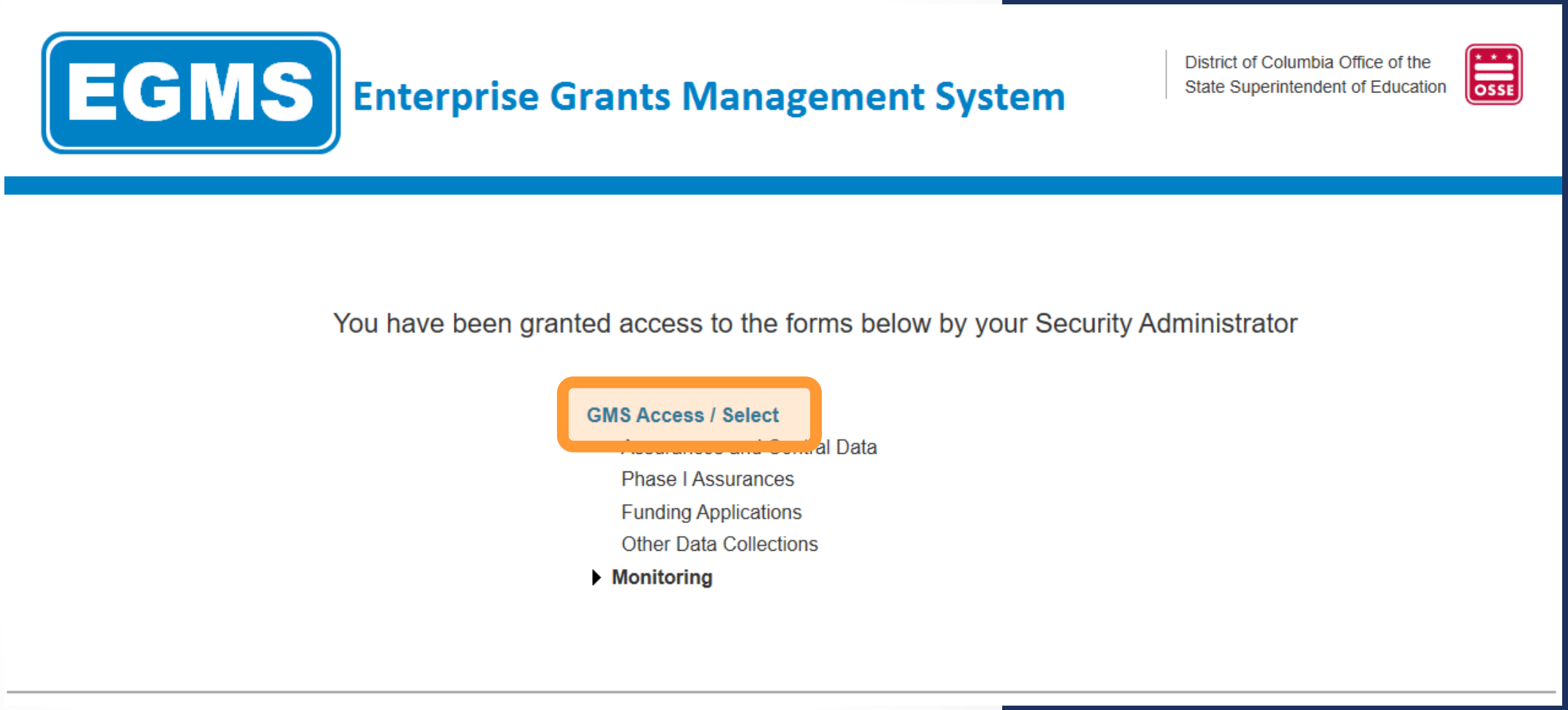
Appendix

Log in to EGMS

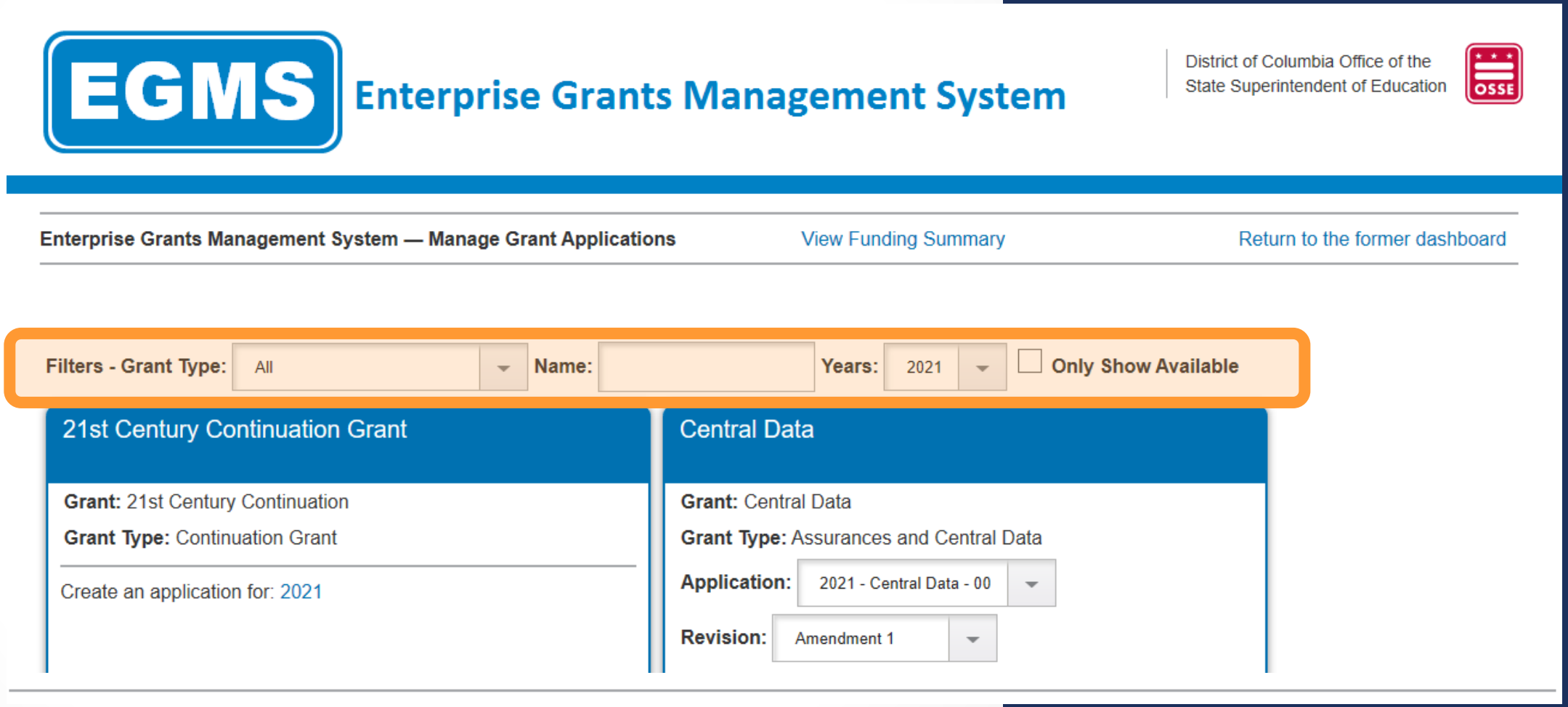
osse.mtwgms.org/WDCosseGMSWeb/GMSlogon.aspx

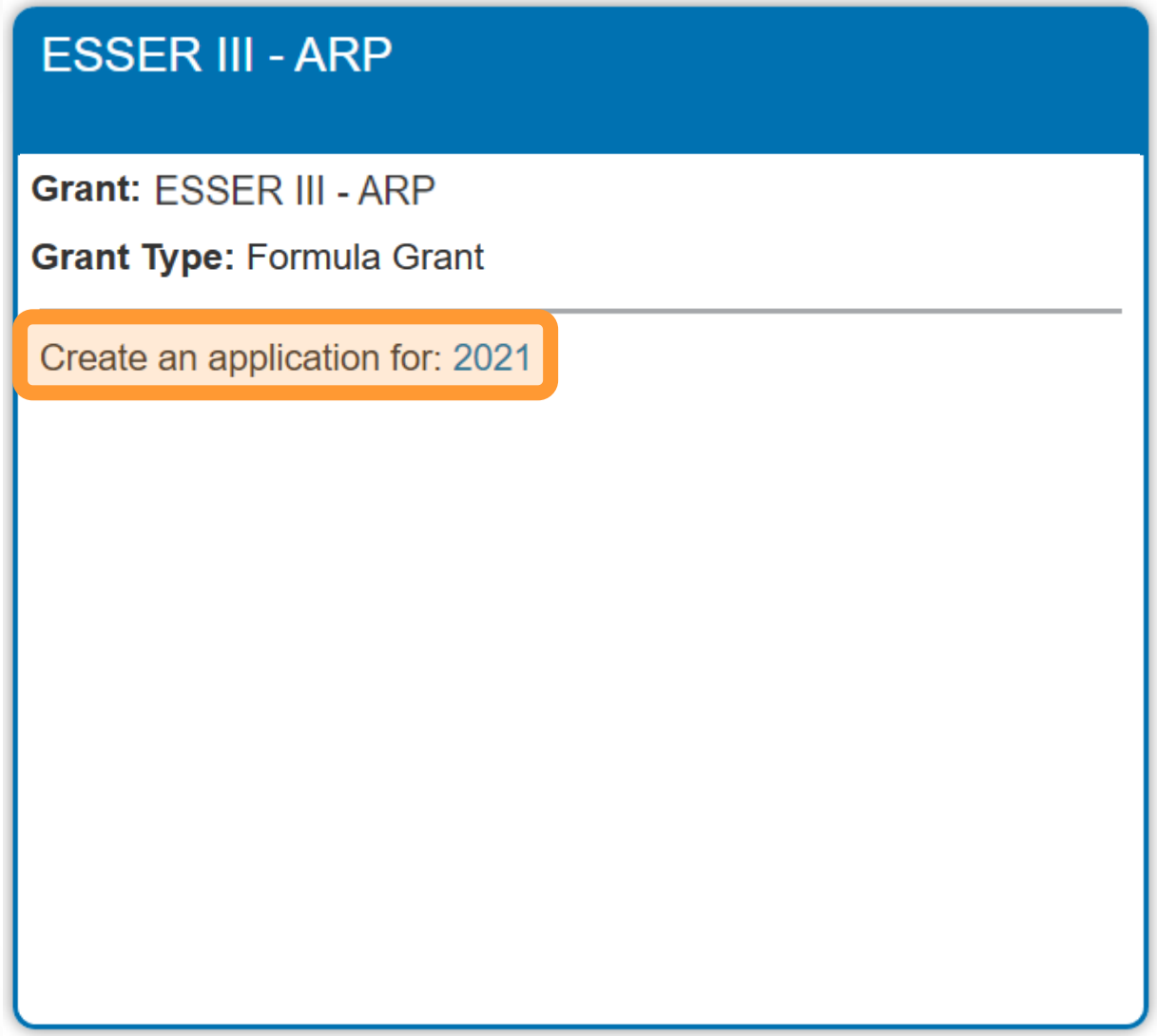


Select “GMS Access / Select” from the menu list



Set the filter year to "**2021**." Search by name or scroll to locate your grant on the dashboard.

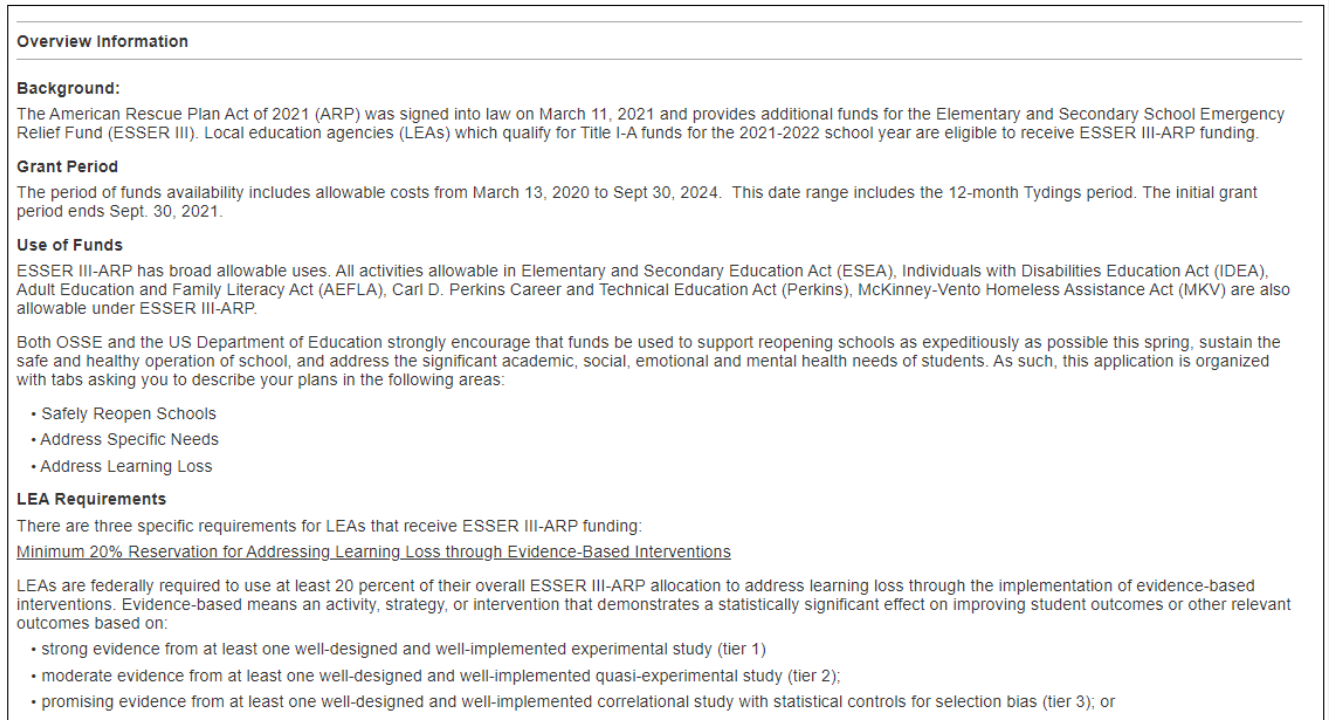




Find the ESSER III-ARP tile on the dashboard, then select "Create an application for **2021**" to open and begin the application.

The application opens with several tabs available at the top of the screen.

- Use the tabs to navigate the grant application.
  - Avoid using the back arrow when navigating the application. Use the hyperlinked options at the top of the screen, when possible.
- Before leaving a tab, click "**SAVE PAGE**" at the bottom of each application page to save the content you entered.
  - Content will not save until all required fields are populated. Typing responses in a document outside of EGMS in a location where they can be saved is sometimes helpful.



Overview Information

Background:

The American Rescue Plan Act of 2021 (ARP) was signed into law on March 11, 2021 and provides additional funds for the Elementary and Secondary School Emergency Relief Fund (ESSER III). Local education agencies (LEAs) which qualify for Title I-A funds for the 2021-2022 school year are eligible to receive ESSER III-ARP funding.

Grant Period

The period of funds availability includes allowable costs from March 13, 2020 to Sept 30, 2024. This date range includes the 12-month Tydings period. The initial grant period ends Sept. 30, 2021.

Use of Funds

ESSER III-ARP has broad allowable uses. All activities allowable in Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), Carl D. Perkins Career and Technical Education Act (Perkins), McKinney-Vento Homeless Assistance Act (MKV) are also allowable under ESSER III-ARP.

Both OSSE and the US Department of Education strongly encourage that funds be used to support reopening schools as expeditiously as possible this spring, sustain the safe and healthy operation of school, and address the significant academic, social, emotional and mental health needs of students. As such, this application is organized with tabs asking you to describe your plans in the following areas:

- Safely Reopen Schools
- Address Specific Needs
- Address Learning Loss

LEA Requirements

There are three specific requirements for LEAs that receive ESSER III-ARP funding:

Minimum 20% Reservation for Addressing Learning Loss through Evidence-Based Interventions

LEAs are federally required to use at least 20 percent of their overall ESSER III-ARP allocation to address learning loss through the implementation of evidence-based interventions. Evidence-based means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

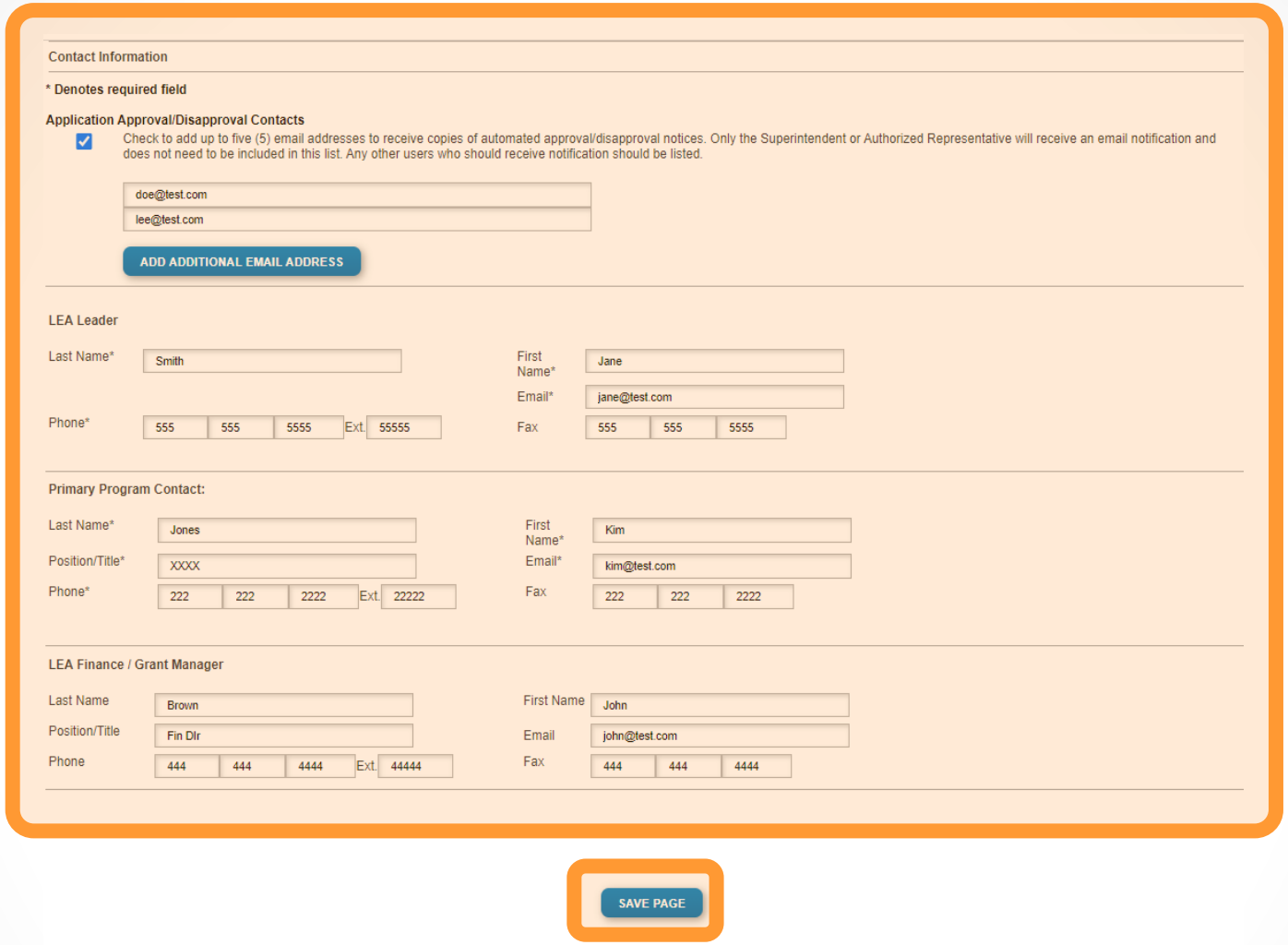
- strong evidence from at least one well-designed and well-implemented experimental study (tier 1)
- moderate evidence from at least one well-designed and well-implemented quasi-experimental study (tier 2);
- promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (tier 3); or

Overview

Review the "Overview" tab to be aware of the following:

- Background
- Purpose of Grant
- Grant Period
- Use of Funds
- LEA Requirements
- Application Due Date: **Sept. 30, 2021**
- Program Contact

No responses need to be entered in this section.



LEA/School Contact Information

Enter contact information for the appropriate staff members for your LEA.

Click "**SAVE PAGE**" when the information is complete.

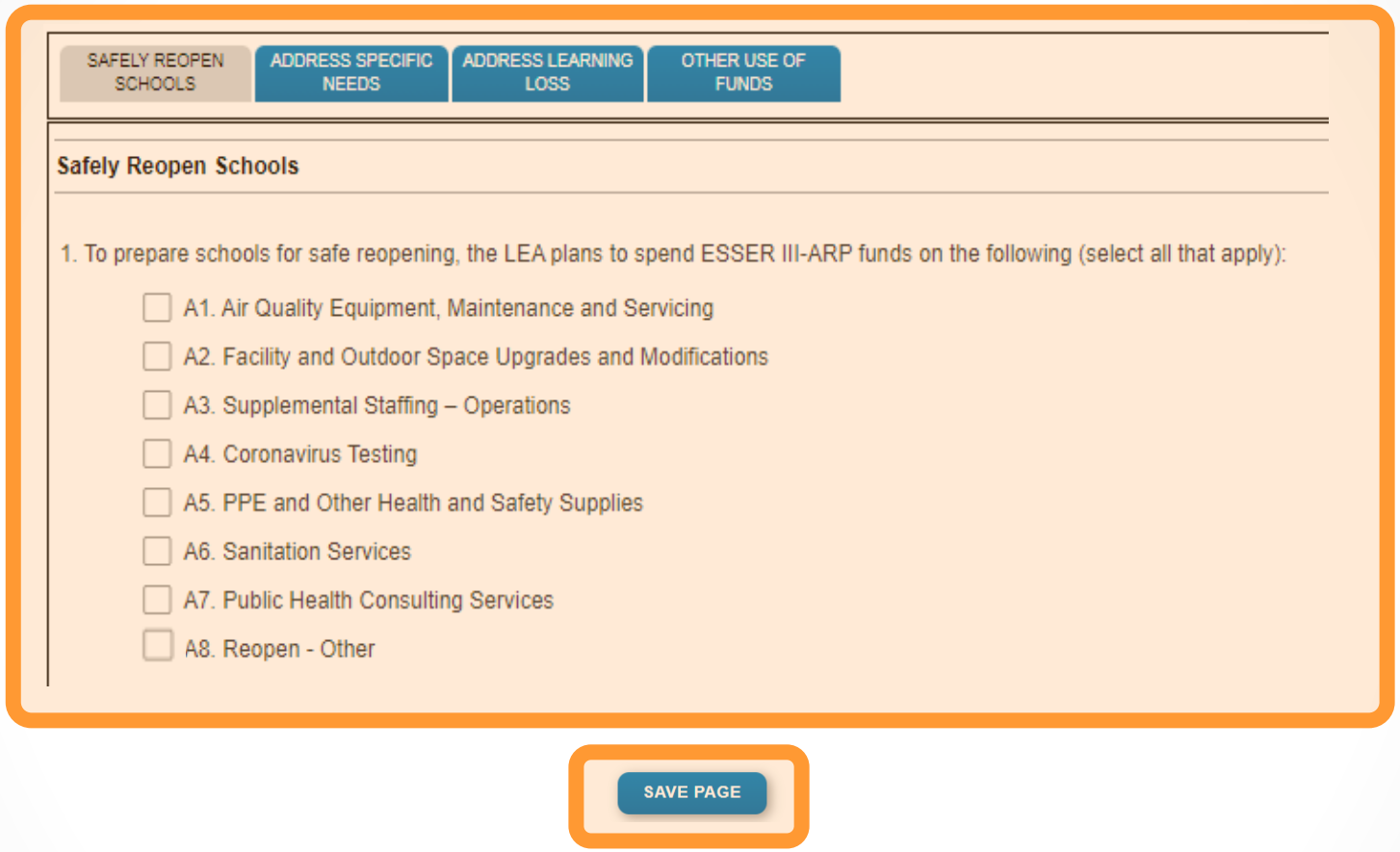
	ESSER_II
Current Year Funds	
Allocation	$1,732,178.60
ReAllocated (+)	$0.00
Released (-)	$0.00
Total Current Year Funds	$1,732,178.60
Prior Year(s) Funds	
Rollover (+)	$0.00
ReAllocated (+)	$0.00
Total Prior Year(s) Funds	$0.00
Sub Total	$1,732,178.60
Multi-District	
Transfer In (+)	$0.00
Transfer Out (-)	$0.00
Administrative Agent	
Adjusted Sub Total	$1,732,178.60
Total Available for Budgeting	$1,732,178.60
	ESSER_II

Funding Distribution

Review the funding allocations to ensure accuracy.

If the totals do not align with your expected funding amounts, please contact OSSE for support.

No responses need to be entered in this section.

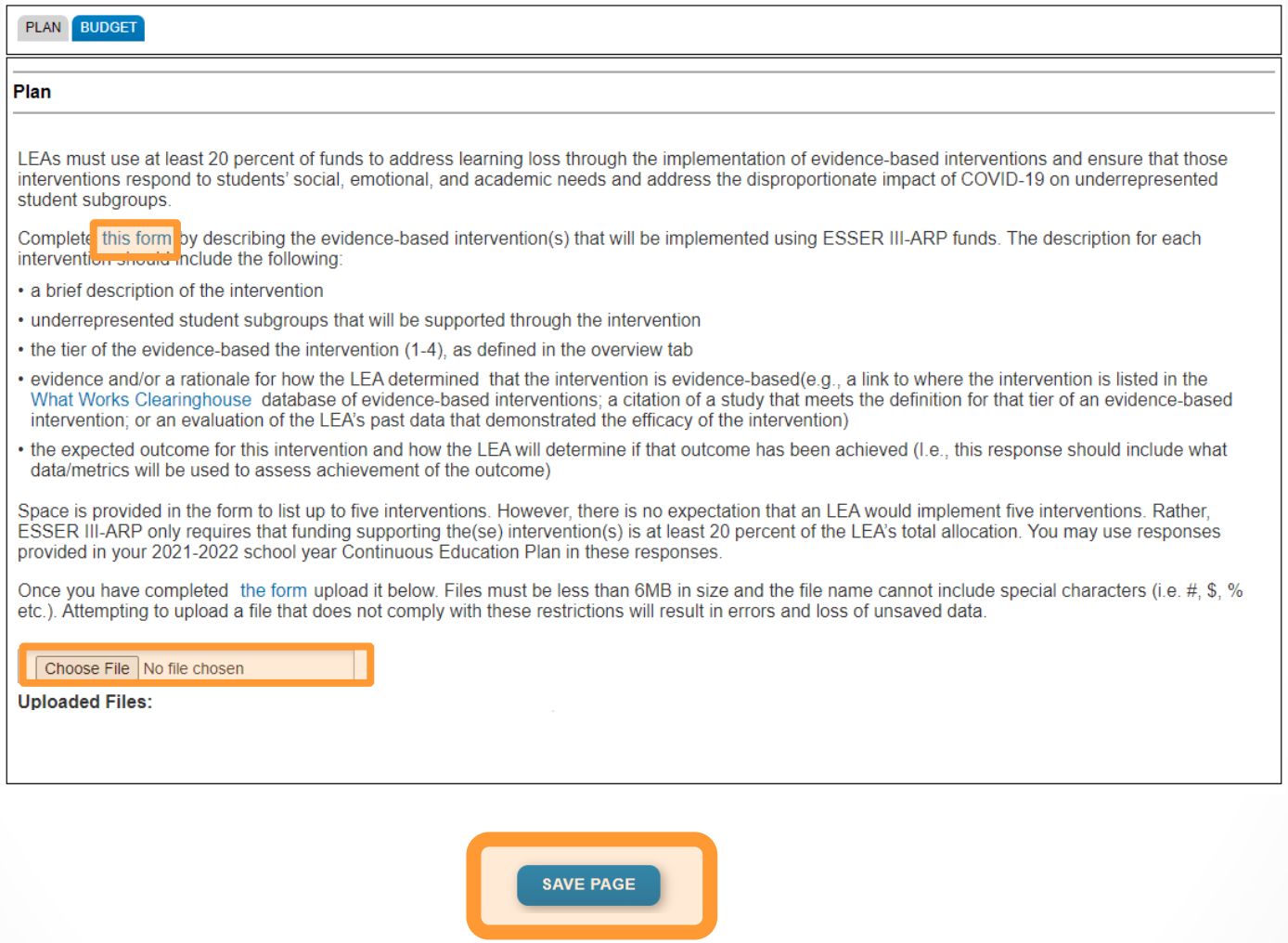


Spending Priority Areas

- Safely Reopen Schools
- Address Specific Needs
- Address Learning Loss
- Other Use of Funds

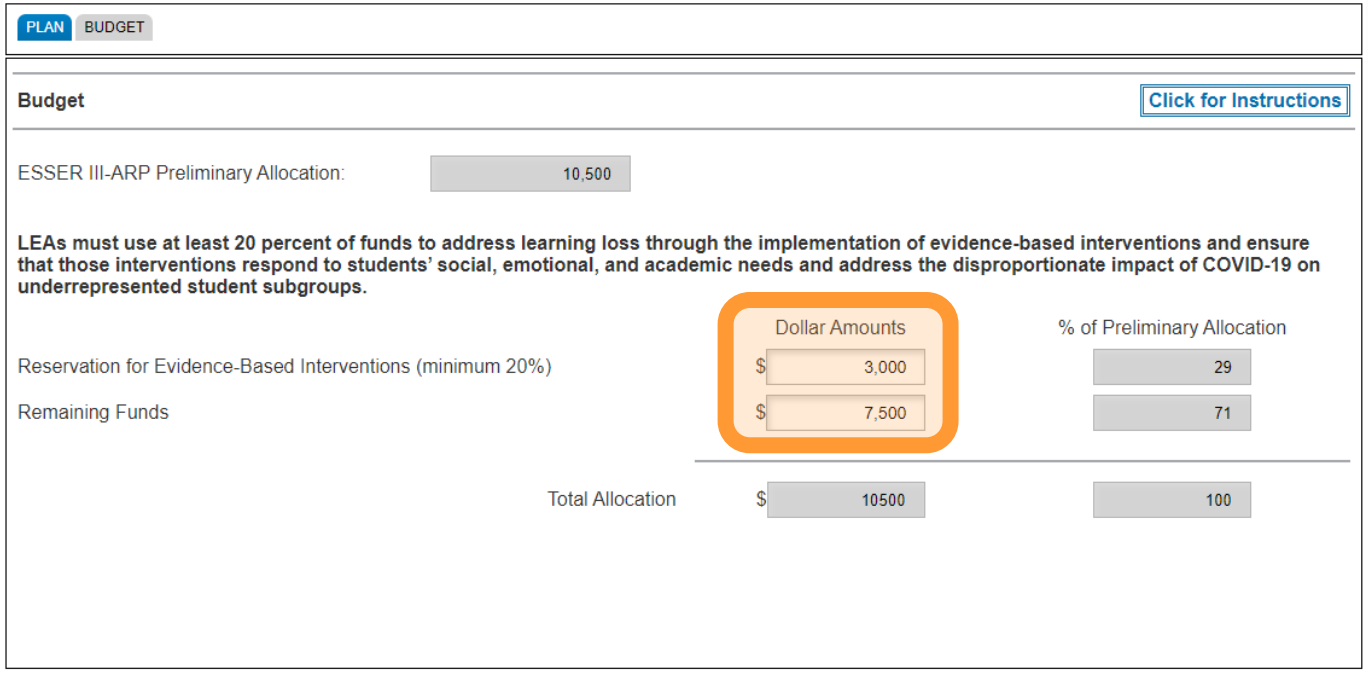
In each spending priority tab, check the budget categories that correlate to the ESSER III-ARP program activities. When selecting an “Other” category, a description will be required. You may use language from your CEP to complete those narratives, if needed.

When details are complete, select “**SAVE PAGE**.”



Reservation for Evidence-Based Interventions / Plan

Download the evidence-based interventions form (link in tab), complete it and then upload the final form into this tab.



Reservation for Evidence-Based Interventions / Budget

Input the amount of their ESSER III-ARP allocation that will go toward the minimum 20 percent that must be spent in evidence-based interventions to address learning loss and the remaining amount of the allocation.

1. The CEP for the 2020-2021 school year already on file with OSSE will initially meet this requirement prior to the LEA sharing the 2021-2022 plan, as long as it:

- was developed after the LEA sought and took into account public input;
- is publicly available on the LEA's website by June 24, 2021; and
- is updated with public input for 2021-2022 through the submission of the 2021-2022 school year CEP

Paste below the link on the LEA's website where the LEA has publicly posted their 2020-2021 CEP plan. If this plan has not yet been posted, type in the textbox the date when the LEA will post the plan.

(25 of 500 maximum characters used)

2. LEAs must also share their 2021-2022 CEP directly with families, including posting on their own websites, either before the start of the 2021-2022 school year or by Aug. 24, 2021, whichever date is first.

Paste below the link on the LEA's website where the LEA's has or intends to publicly posted their 2021-2022 CEP plan. If this plan has not yet been posted, type in the textbox the date when the LEA will post the plan.

(25 of 500 maximum characters used)

SAVE PAGE

Return to In-Person and Use of Funds Plan

Input either the links of where the LEA's 2020-21 CEP and 2021-2022 CEP are publicly posted OR the dates of when the LEA's 2020-21 CEP and 2021-2022 CEP will be publicly posted.

3. Describe how the LEA has engaged or will engage students, families, school and district administrators (including special education administrators), and teachers, principals, school leaders, other educators, school staff, and their unions in the development of their 2021-2022 CEP. Additionally, as applicable, the LEA should also address how they included tribes, civil rights organizations (including disability rights organizations), and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students in the engagement process.

The response should also include a summary of the feedback received to-date and how the feedback has been or will be included in their CEP. LEAs may respond in the textbox OR upload a document with your response. Both options are provided below. If you chose to upload a document type "N/A" into the textbox.

(54 of 5000 maximum characters used)

Files must be less than 6MB in size and the file name cannot include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Choose File | No file chosen

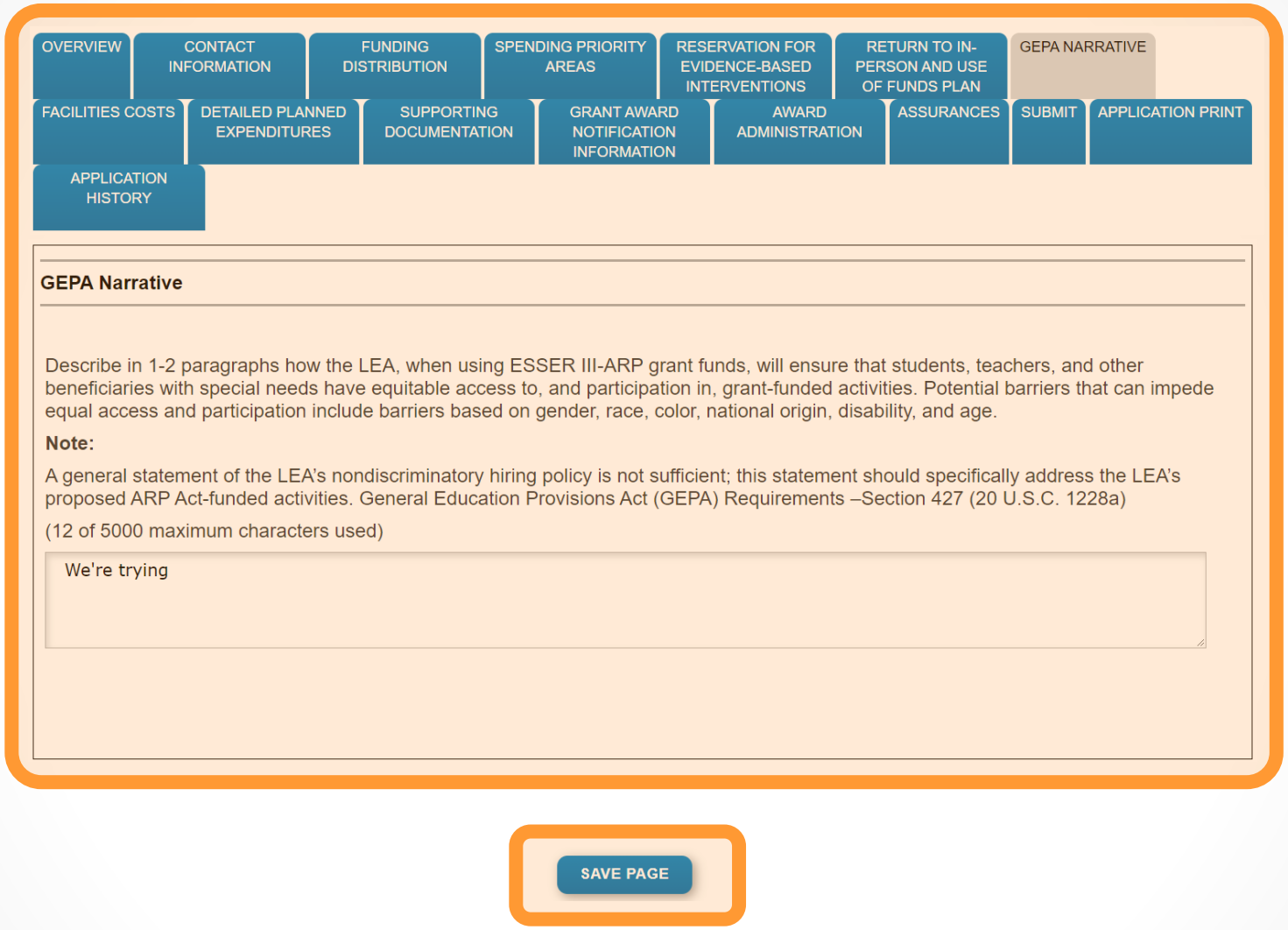
Uploaded Files:

SAVE PAGE

Return to In-Person and Use of Funds Plan (continued)

Then, describe the stakeholder engagement plan and feedback obtained when formulating the 2021-22 CEP.

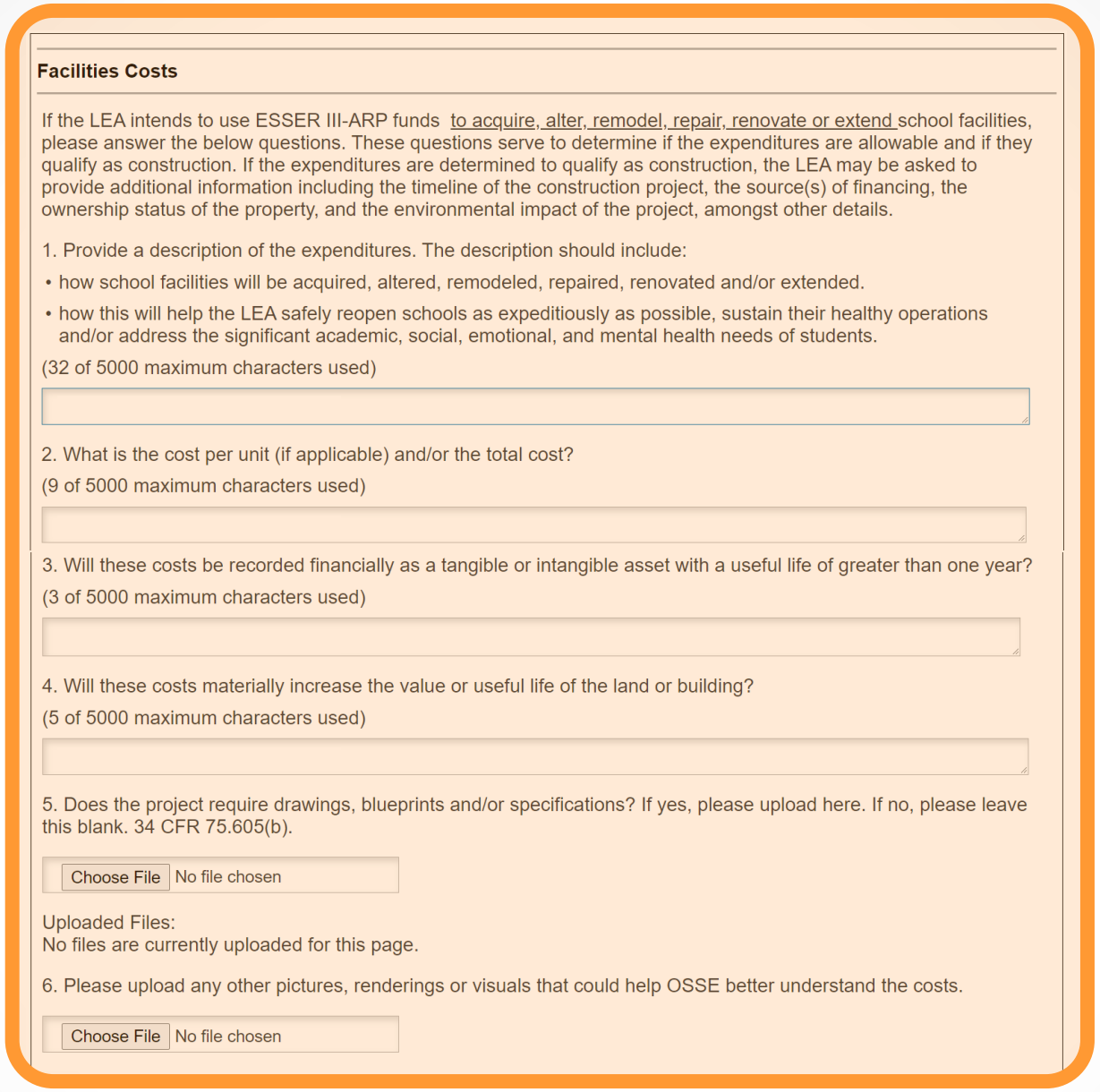
You may type this directly into the textbox or upload a Word/PDF document.



GEPA Narrative

Respond to the prompt to explain your LEA's plan to ensure equitable access to the benefits of the ESSER III-ARP program. Stating that students and staff will not be denied access and participation based on gender, race, color, national origin, disability, or age is **not** sufficient. The response should describe how barriers to access and participation will be addressed.

Click "**SAVE PAGE**" when the information is complete.



Facilities Costs

If the LEA intends to use ESSER III-ARP funds to acquire, alter, remodel, repair, renovate or extend school facilities, please answer the below questions. These questions serve to determine if the expenditures are allowable and if they qualify as construction. If the expenditures are determined to qualify as construction, the LEA may be asked to provide additional information including the timeline of the construction project, the source(s) of financing, the ownership status of the property, and the environmental impact of the project, amongst other details.

1. Provide a description of the expenditures. The description should include:

- how school facilities will be acquired, altered, remodeled, repaired, renovated and/or extended.
- how this will help the LEA safely reopen schools as expeditiously as possible, sustain their healthy operations and/or address the significant academic, social, emotional, and mental health needs of students.

(32 of 5000 maximum characters used)

2. What is the cost per unit (if applicable) and/or the total cost?

(9 of 5000 maximum characters used)

3. Will these costs be recorded financially as a tangible or intangible asset with a useful life of greater than one year?

(3 of 5000 maximum characters used)

4. Will these costs materially increase the value or useful life of the land or building?

(5 of 5000 maximum characters used)

5. Does the project require drawings, blueprints and/or specifications? If yes, please upload here. If no, please leave this blank. 34 CFR 75.605(b).

Choose File No file chosen

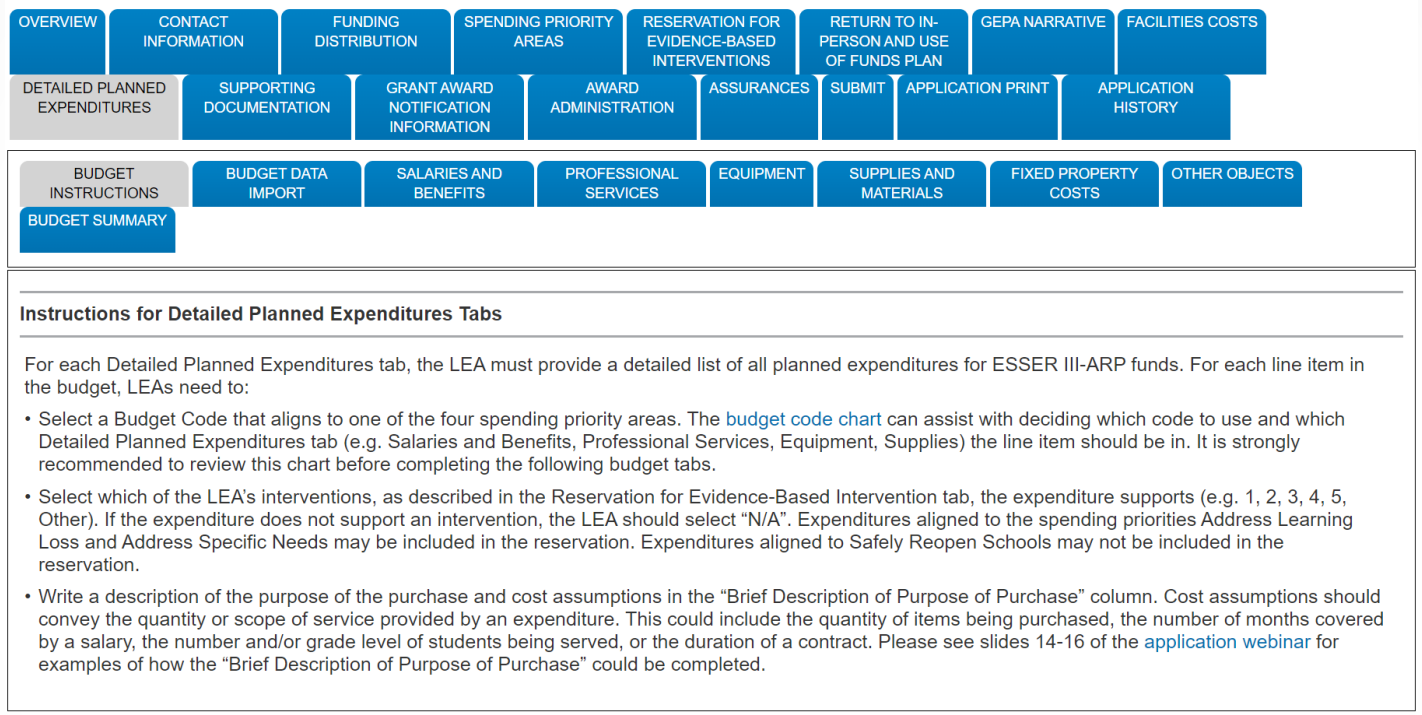
Uploaded Files:
No files are currently uploaded for this page.

6. Please upload any other pictures, renderings or visuals that could help OSSE better understand the costs.

Choose File No file chosen

Facilities Costs

This tab only need to be completed if a construction or capital expenditure project is a part of the ESSER III-ARP allocation.

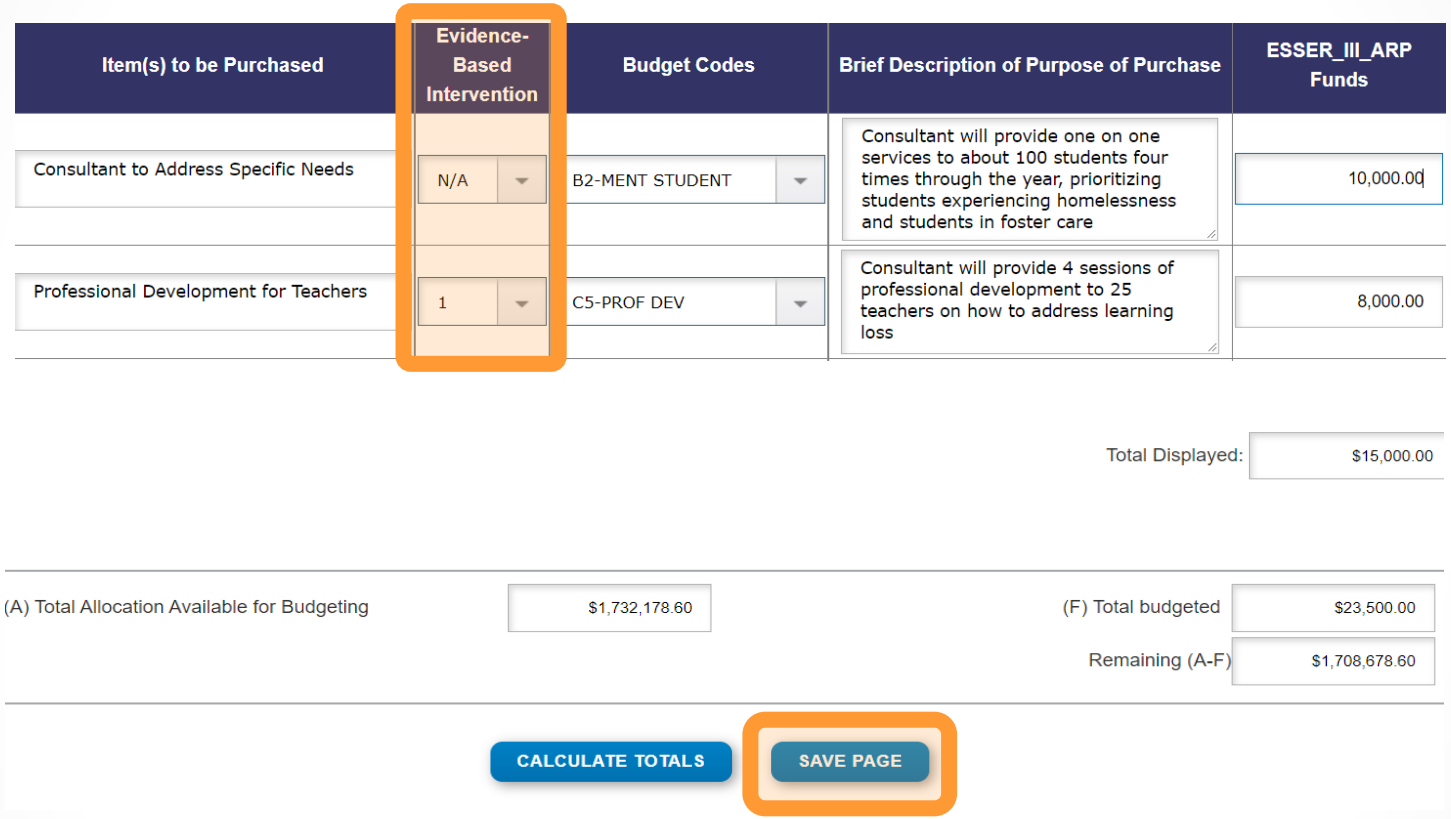


Detailed Planned Expenditures

Enter the planned expenditures budget in each of the appropriate grant budget category tabs.

Use the linked ESSER II-CRRSA Budget Categories and Examples of Cost table for guidance on correctly categorizing expenses by type. The ESSER II-CRRSA document is still applicable to ESSER III-ARP.

Each line item must have an ESSER III-ARP budget category code that aligns with the activities described in the spending priority area tabs and an evidence-based interventions determination.



Item(s) to be Purchased	Evidence-Based Intervention	Budget Codes	Brief Description of Purpose of Purchase	ESSER_III_ARP Funds
Consultant to Address Specific Needs	N/A	B2-MENT STUDENT	Consultant will provide one on one services to about 100 students four times through the year, prioritizing students experiencing homelessness and students in foster care	10,000.00
Professional Development for Teachers	1	C5-PROF DEV	Consultant will provide 4 sessions of professional development to 25 teachers on how to address learning loss	8,000.00

Total Displayed: $15,000.00

(A) Total Allocation Available for Budgeting $1,732,178.60

(F) Total budgeted $23,500.00

Remaining (A-F) $1,708,678.60

CALCULATE TOTALS

SAVE PAGE

Detailed Planned Expenditures

SALARIES AND BENEFITS

PROFESSIONAL SERVICES

EQUIPMENT

SUPPLIES AND MATERIALS

FIXED PROPERTY COST

OTHER OBJECTS

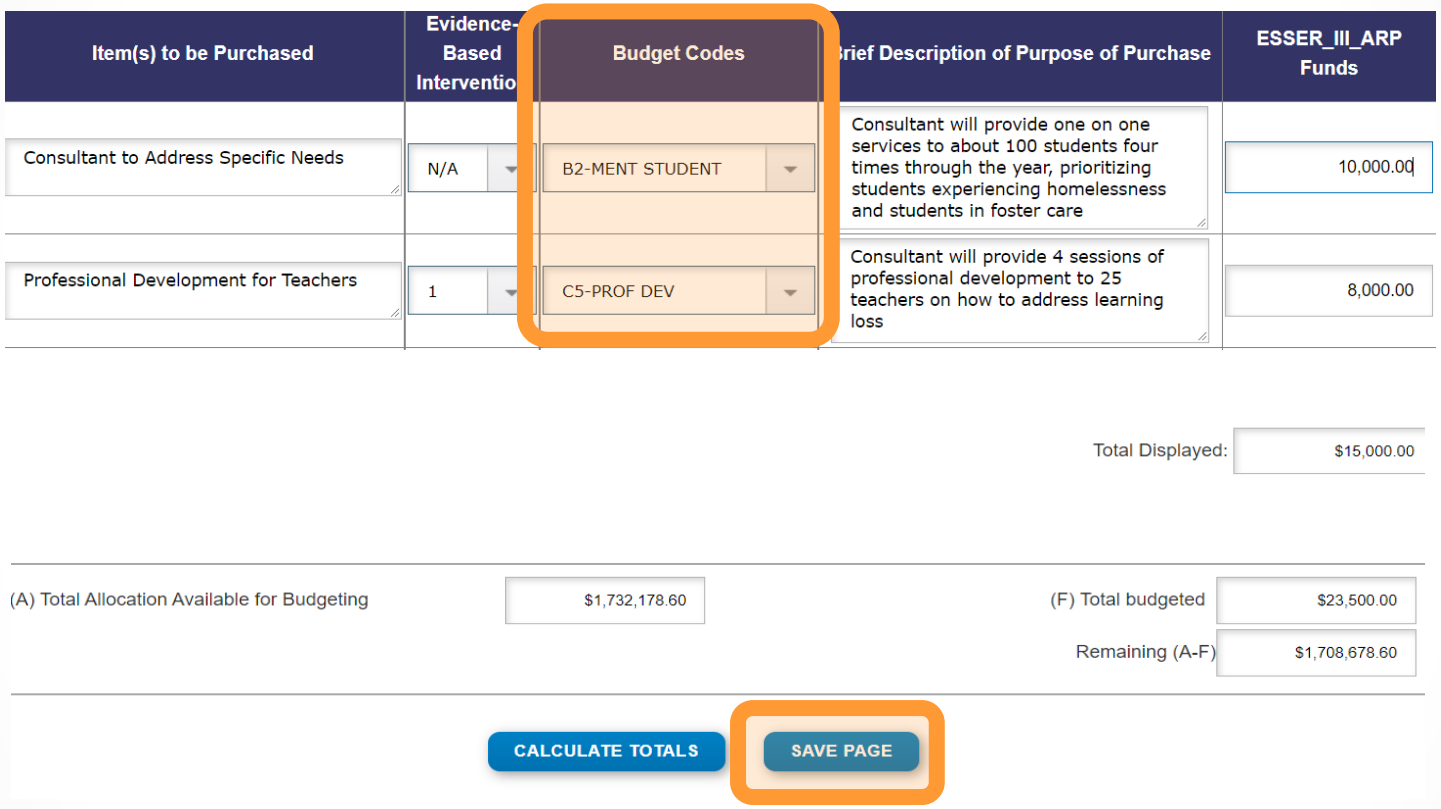
For each item, note in this column how and if it aligns to an evidence-based intervention.

If it does not support an evidence based intervention, mark it “N/A.”

If it does support an evidence-based intervention described in the “Reservation for Evidenced-Based Interventions” tab, indicate which one (e.g., 1, 2, 3, 4, 5).

If it supports an evidence-based intervention NOT described in the “Reservation for Evidenced-Based Interventions” tab, mark it as “Other”

When details are complete, select “**SAVE PAGE**.”



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Detailed Planned Expenditures

SALARIES AND BENEFITS | PROFESSIONAL SERVICES | EQUIPMENT

SUPPLIES AND MATERIALS | FIXED PROPERTY COST | OTHER OBJECTS

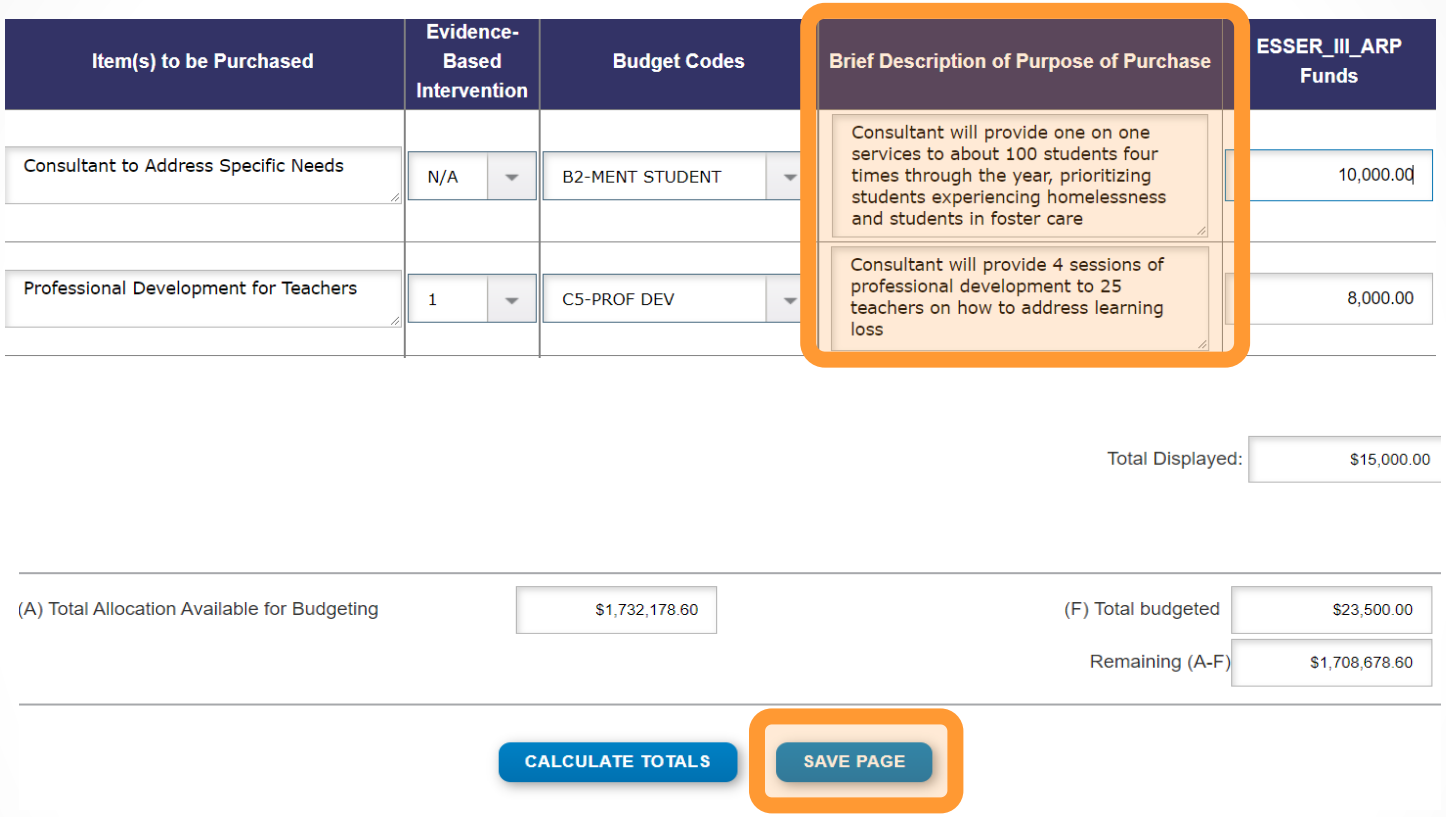
For each item, ensure an appropriate Budget Code is chosen. The Budget Codes need to match what was selected on the "Spending Priority Area" tabs.

NOTE – Budget codes cannot be changed:

- once you hit save on the application
- in an amendment
- in a rejected reimbursement

Solution: delete the line and create a new line

When details are complete, select "**SAVE PAGE**."



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CALCULATE TOTALS

SAVE PAGE

Detailed Planned Expenditures

SALARIES AND BENEFITS

PROFESSIONAL SERVICES

EQUIPMENT

SUPPLIES AND MATERIALS

FIXED PROPERTY COST

OTHER OBJECTS

For each item, ensure cost assumptions are included in the Brief Description of Purpose of Purchase.

NOTE – In addition to describing purpose of purchase, also include specifics on quantity of goods, length/scope of service, how many students, and which students will be served by this item.

When details are complete, select "**SAVE PAGE**."

Detailed Planning Expenditures

BUDGET SUMMARY

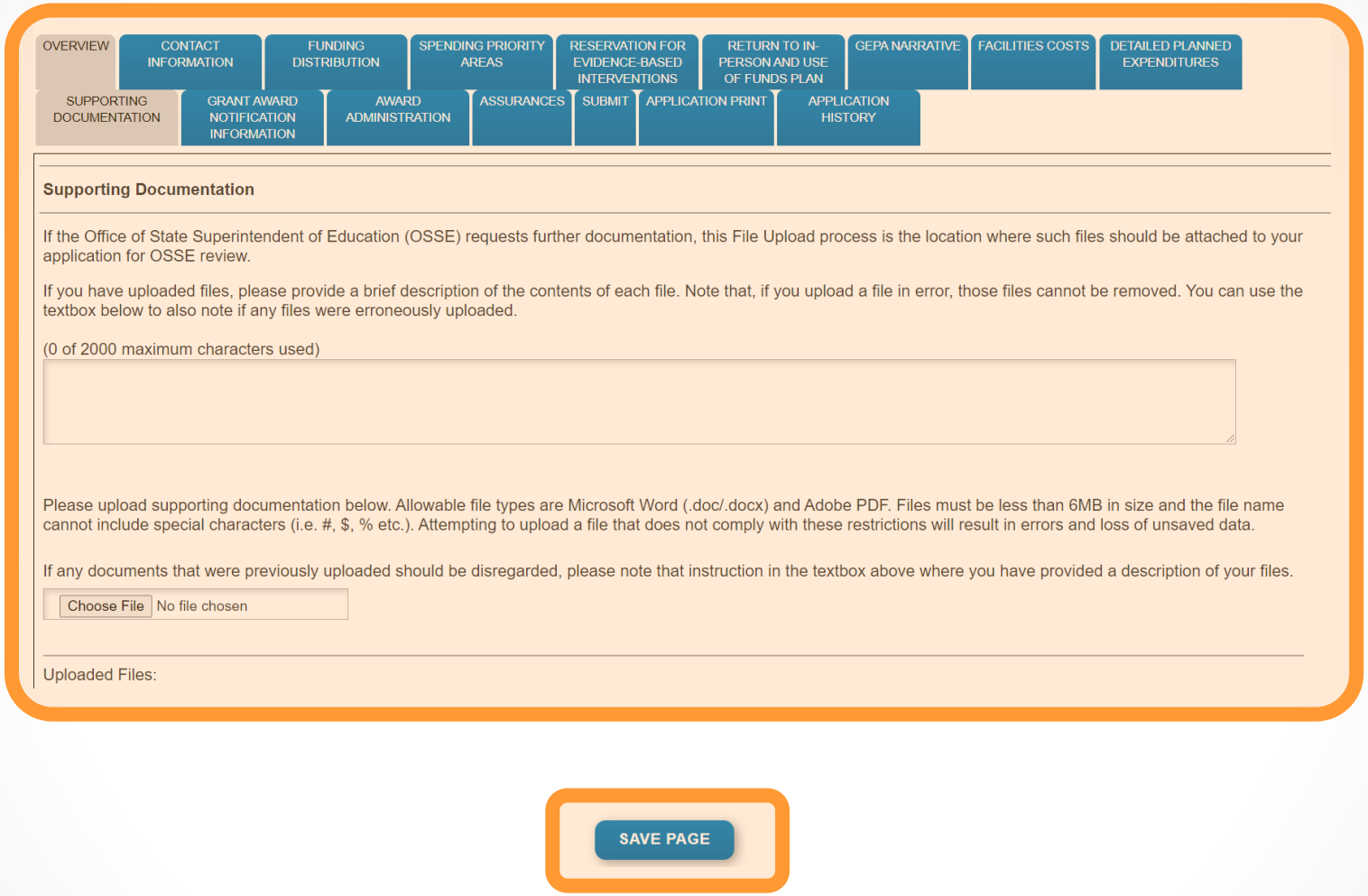
Evidence-Based Intervention	Budget Codes	100 - Salaries and Benefits	300 - Professional Services	400 - Property Services	500 - Equipment	600 - Supplies and Materials	700 - Fixed Property Costs	800 - Other Objects	TOTAL
	A1 - AIR QUAL								
	A2 - UPGRADE								
	A3 - SUPP STAFF OPS								
	A4 - TEST								
	A5 - SAFE SUPPLIES								
	A6 - SAN SERVICES								
	A7 - HEALTH CONSULT								
	A8 - REOPEN OTHER								
	B1 - PHYS HEALTH SUPP								

Review the summary of the expenditures entered and saved in this application to ensure it matches the grant budget.

If the total amounts in the summary are not accurate, adjust expenditures in previous tabs.

No responses need to be entered in this section.

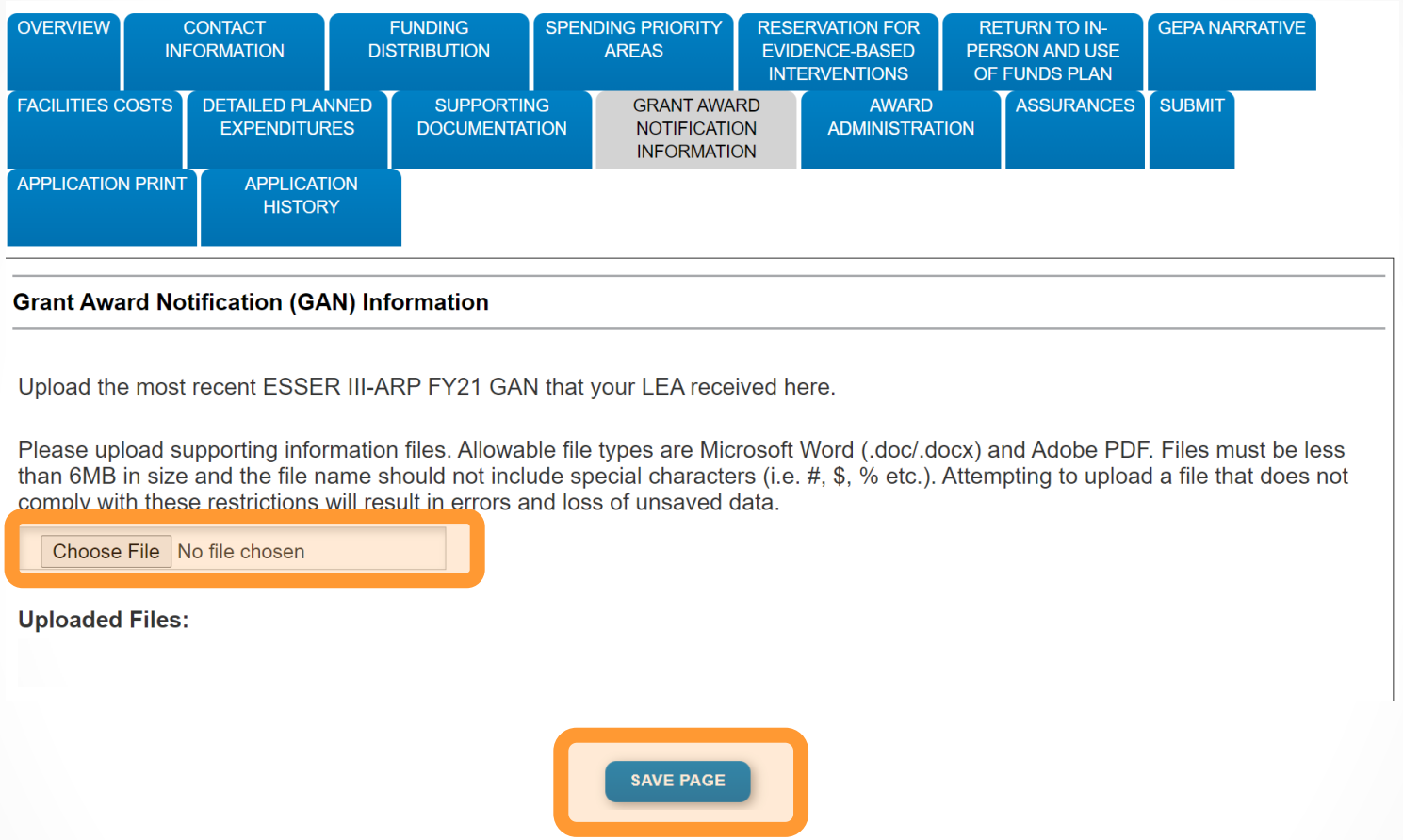
Supporting Documentation



Upload any other documents relating to your ESSER III-ARP FY21 application in this tab.

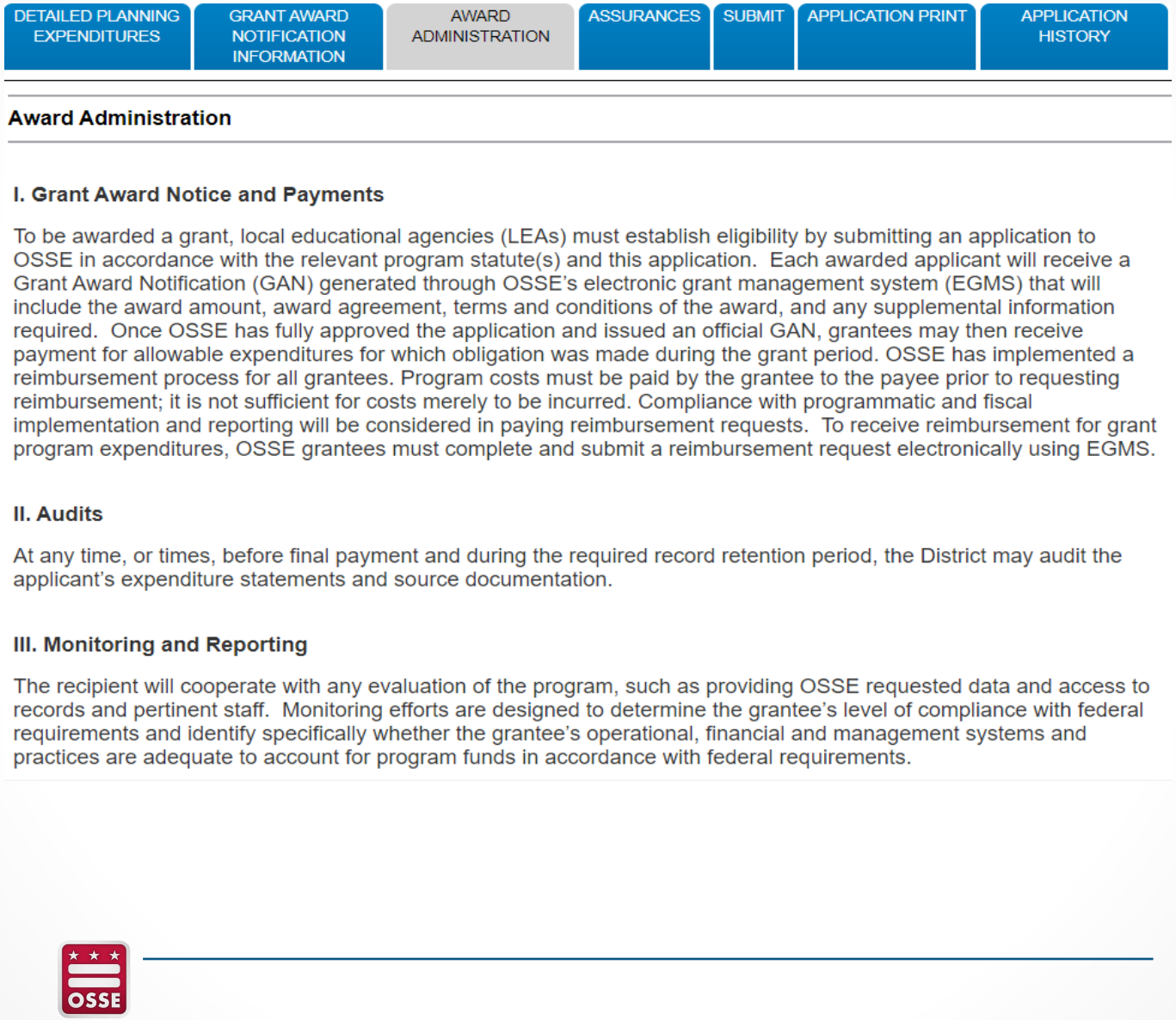
Click “**SAVE PAGE**” once the document is uploaded.

Grant Award Notification Information



Upload the most recent ESSER III-ARP FY21 GAN emailed to your LEA in this tab.

Click "**SAVE PAGE**" once the document is uploaded.

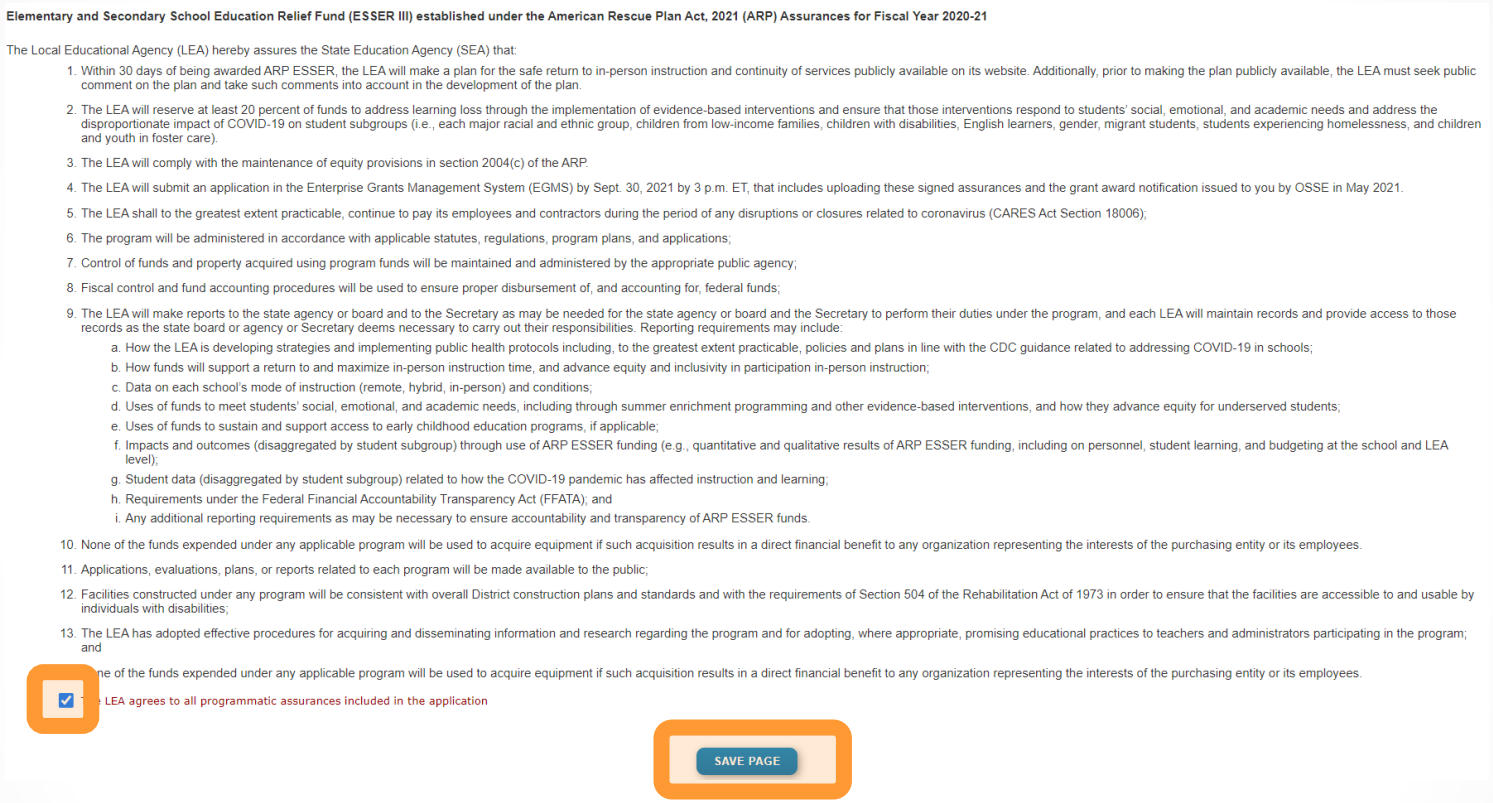


Award Administration

Read the Award Administration requirements and pay particular attention to: "VII. Additional Terms and Conditions"

This section lists terms and conditions that apply specifically to the ESSER III-ARP application and grant.

No responses need to be entered in this section.



Elementary and Secondary School Education Relief Fund (ESSER III) established under the American Rescue Plan Act, 2021 (ARP) Assurances for Fiscal Year 2020-21

The Local Educational Agency (LEA) hereby assures the State Education Agency (SEA) that:

1. Within 30 days of being awarded ARP ESSER, the LEA will make a plan for the safe return to in-person instruction and continuity of services publicly available on its website. Additionally, prior to making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account in the development of the plan.
2. The LEA will reserve at least 20 percent of funds to address learning loss 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 student subgroups (i.e., each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
3. The LEA will comply with the maintenance of equity provisions in section 2004(c) of the ARP.
4. The LEA will submit an application in the Enterprise Grants Management System (EGMS) by Sept. 30, 2021 by 3 p.m. ET, that includes uploading these signed assurances and the grant award notification issued to you by OSSE in May 2021.
5. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus (CARES Act Section 18006);
6. The program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
7. Control of funds and property acquired using program funds will be maintained and administered by the appropriate public agency;
8. Fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
9. The LEA will make reports to the state agency or board and to the Secretary as may be needed for the state agency or board and the Secretary to perform their duties under the program, and each LEA will maintain records and provide access to those records as the state board or agency or Secretary deems necessary to carry out their responsibilities. Reporting requirements may include:
    a. 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 addressing COVID-19 in schools;
    b. How funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in-person instruction;
    c. Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
    d. 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;
    e. Uses of funds to sustain and support access to early childhood education programs, if applicable;
    f. 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 LEA level);
    g. Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
    h. Requirements under the Federal Financial Accountability Transparency Act (FFATA); and
    i. Any additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.
10. None of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees.
11. Applications, evaluations, plans, or reports related to each program will be made available to the public;
12. Facilities constructed under any program will be consistent with overall District construction plans and standards and with the requirements of Section 504 of the Rehabilitation Act of 1973 in order to ensure that the facilities are accessible to and usable by individuals with disabilities;
13. The LEA has adopted effective procedures for acquiring and disseminating information and research regarding the program and for adopting, where appropriate, promising educational practices to teachers and administrators participating in the program; and

ne of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees.

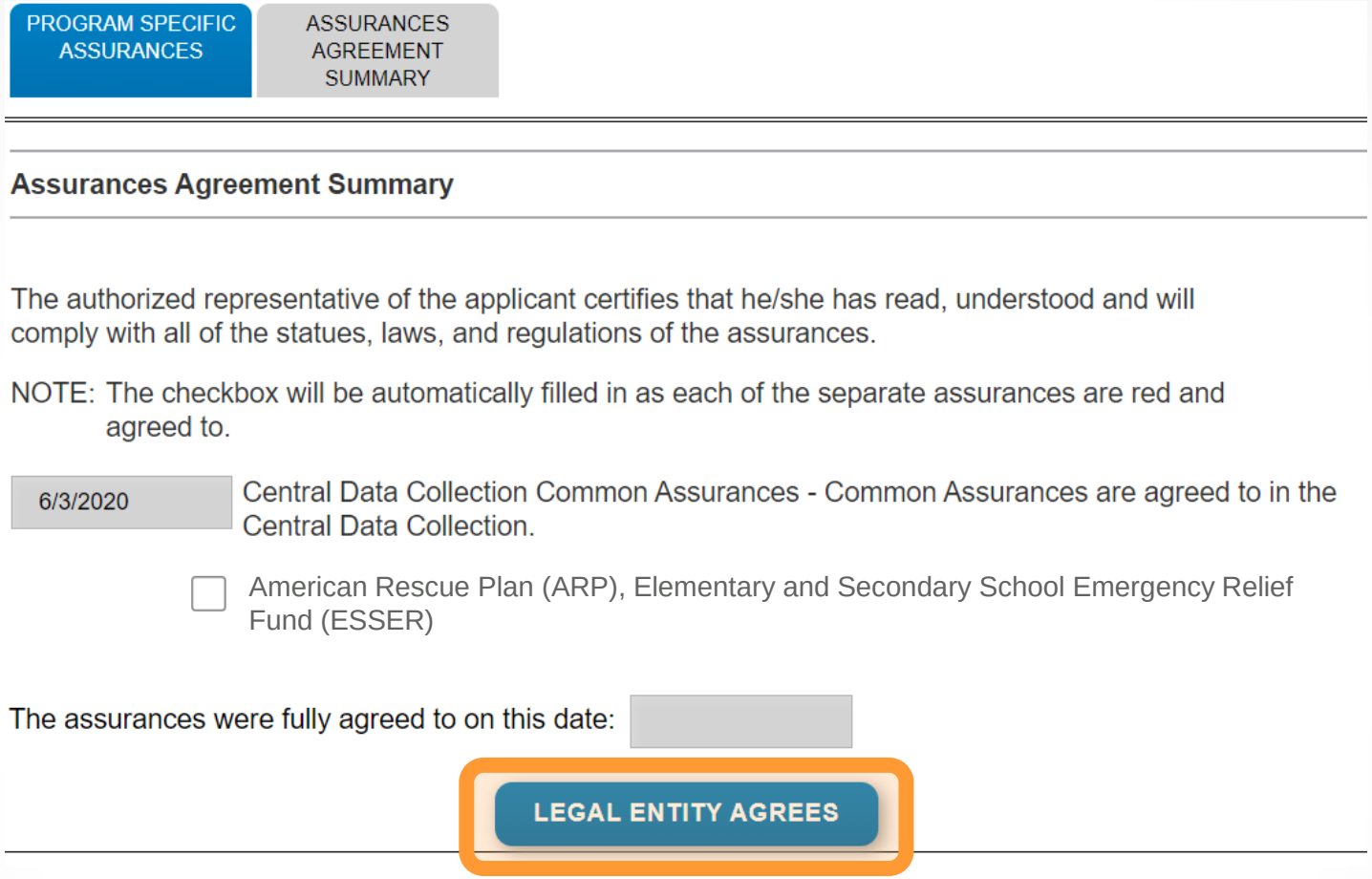
LEA agrees to all programmatic assurances included in the application

SAVE PAGE

Assurances

PROGRAM SPECIFIC

1. Review the Program Specific Assurances.
2. Select the check box at the bottom of the page to certify you have read, understand, and will comply with the assurances
3. Select "**SAVE PAGE.**"



Once the authorized representative, checks the box, a date will appear in the gray box at the bottom of the page.

Assurances

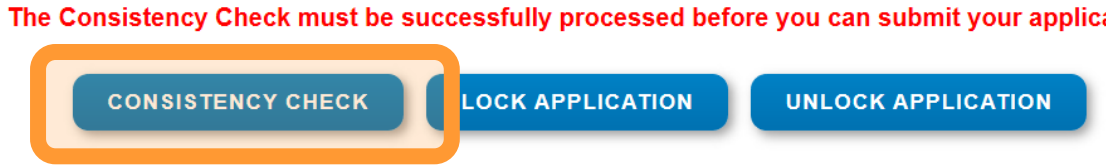
ASSURANCES AGREEMENT SUMMARY

The assurance agreement summary must be completed by the LEA's **Authorized Representative**.

Select "**LEGAL ENTITY AGREES**" to complete this requirement.

If you need to make adjustments to who in your LEA has the Authorized Representative role, please contact **OSSE** for support.

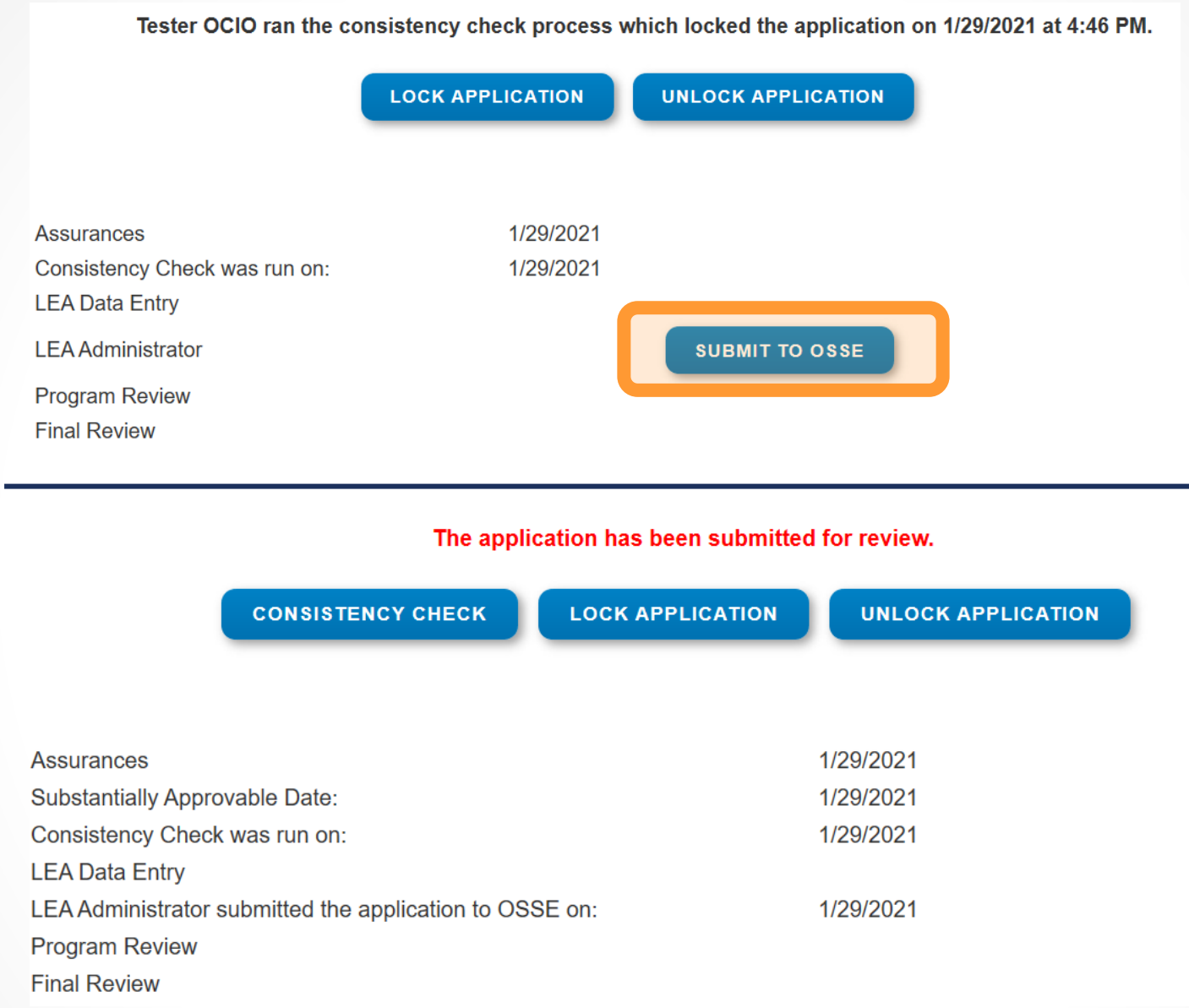
Submit



Assurances	1/29/2021
LEA Data Entry	
LEA Administrator	
Program Review	
Final Review	

Select "**CONSISTENCY CHECK**" and to perform validations and confirm the application is ready for submission.

If an error appears, complete the missing information and repeat the consistency check.



Submit

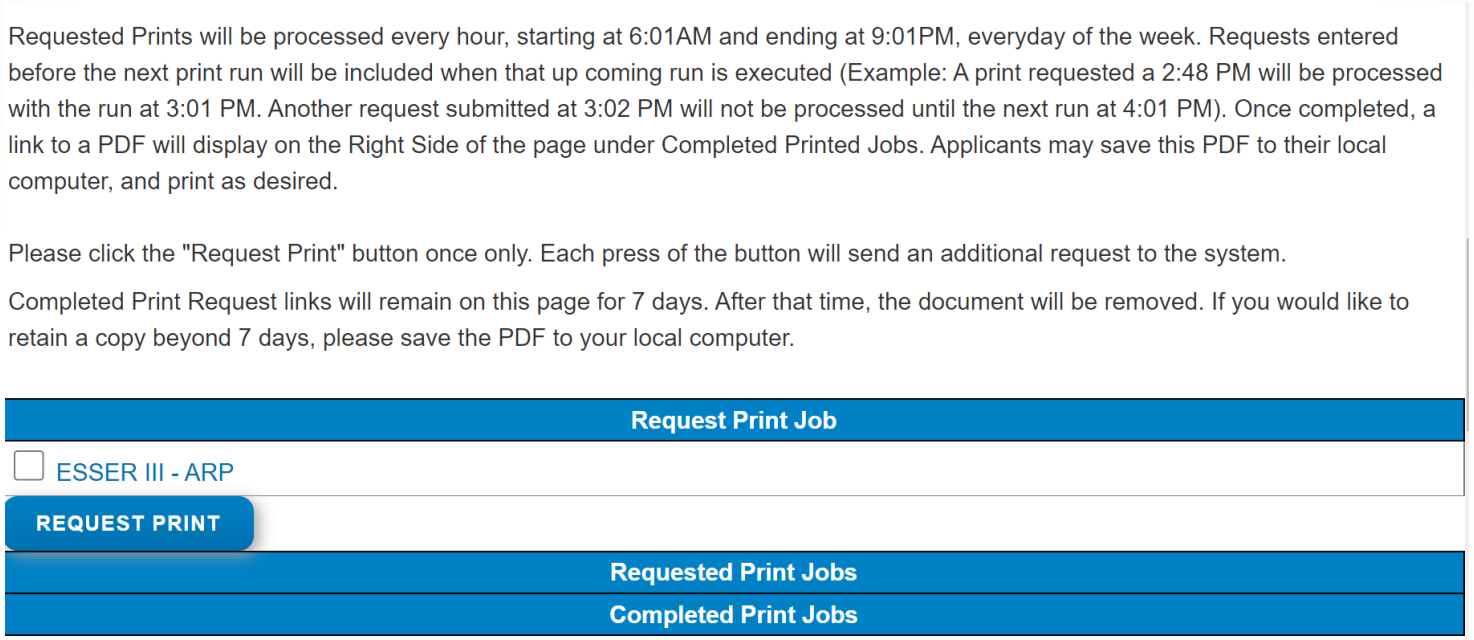
When the consistency check is complete, a "**SUBMIT TO OSSE**" button will appear. Select that button to submit the application.

Only submit the application when it is complete and ready for OSSE to review.

If you cannot submit, confirm that you are credentialed as an authorized user for your LEA.

Once the application has been submitted, red text confirming the submission will appear.

Application Print



Printing or saving a pdf version of your application is optional.

Printing instructions are explained in this tab.

Printable pdf downloads of the application are available on the hour at the top of the hour after submitting a print request.

Application History (Read Only)

Status Change	User Id	Action Date
Substantially Approved	Tester OCIO (OCIO TSR)	01-29-2021 4:47 PM
Submitted to OSSE	Tester OCIO (OCIO TSR)	01-29-2021 4:47 PM
Consistency Check	Tester OCIO (OCIO TSR)	01-29-2021 4:46 PM

Application History

This tab displays time stamps for application consistency check, submission and approval.