Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/18/2020 8:31:39 AM	eGMS Administrator	Status changed to 'Application Started'.	S
	5/14/2020 9:30:11 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Allocations

	(1) ESSER Funds CFDA: 84.425D	Total
LEA	$1.00	$1.00
Total	$1.00	$1.00

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Contacts

Required Contacts	
Type	**Contact(s)**
ESSER Fund Grant Contact [Select at least 1 contact(s)]	

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

CSDE ESSER Fund Contacts by district

Applications are due by August 20, 2020 COB.

Purpose

The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established as part of the Education Stabilization Fund in the CARES Act to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation.

Use of Funds:

Although an LEA receives ESSER formula funds through the Title I, Part A formula, they are not Title I, Part A funds. An LEA may support any of its schools using ESSER formula funds without regard to Title I status. LEAs may spend their funds on a wide variety of activities (Section 18003(d)). ESSER Fund Allowable Activities

An LEA that receives funds under the CARES Act programs must provide equitable services to students and teachers in a private school.The U.S. Department of Education published a new rule on July 1, 2020, clarifying how equitable services are to be provided under the CARES Act programs.Connecticut State Department of Education's July 8, 2020, Letter to Superintendents

In the provision of equitable services under the CARES Act ESSER Fund:

• **All** non-profit elementary and secondary private schools located in a district are eligible to participate regardless of which option a district chooses to use to determine the proportional share of its ESSER funds for equitable services.

• A private school that did not participate in equitable services during the 2019-20 school year can choose to participate.

- All private school students and teachers in a private school may participate without regard to family income, residency, or eligibility based on low achievement.

- The services and benefits available to private school students and teachers are the same as those available to public school students and teachers. Funds may be used to benefit a private school such as with the purchase of supplies to sanitize and clean the facility or technology to support distance learning.

- If a private school declines to participate in equitable services or does not respond to a district's good-faith effort to make contact, the district has no further responsibility. The district, however, must maintain records and be able to demonstrate that it attempted to contact all the private schools in the district. Private school participation forms should be submitted for all of a district's private schools. If a private school does not participate, the reason why should be indicated on the form - "declined," "unable to reach," etc.

- Equitable services provided to private school students and teachers should be determined in consultation with private school representatives. Districts may provide services directly or may contract with a public or private entity to deliver the services.

- Control of funds for services and assistance provided to private school students and teachers and title to materials, equipment and property purchased with such funds, must be in a public agency, and a public agency must administer such funds, materials, equipment, and property. No funds may go directly to a private school.

To determine the proportional share of ESSER funds for equitable services, a district has the following options:

Enrollment-based Option 1 - ESSER funds may be spent on all of a district's schools, Title I and non-Title I: To be able to spend its ESSER funds on both its Title I and non-Title I schools, a district **<u>must calculate</u> the proportional share of its ESSER funds for equitable services based on enrollment in public and participating private schools.** The application will calculate the public and private proportional shares of a district's ESSER funds using enrollment numbers from the "2019-20 Consolidated Title I and Title II Application." If enrollment-based "Option 1" is used, the Title I supplement not supplant requirement **does not** apply.

Poverty-based Options 2, 3 and 4 - ESSER funds may only be spent on Title I schools: If a district wants to limit spending of its ESSER funds only on students and teachers in its Title I schools, the district **would calculate the proportional share of its ESSER funds for equitable services <u>based on poverty</u> (counts of students from low-income families) in its Title I schools and participating private schools.** If poverty- based Option 2, 3 or 4 is used, the district must ensure that it does not violate the Title I supplement not supplant requirement by allocating ESSER funds to Title I schools and redirecting state and local funds from those schools to non-Title I schools.

Option 2: Use the proportionality method that includes poverty and enrollment information. The average poverty percentage of the district's Title I schools as a whole is taken from the district's "2019-20 Consolidated Title I and Title I Application" and applied to the enrollment in participating private schools to obtain the number of students from low-income families in those schools. Enrollment numbers from the 2019-20 application are used. For example, if a district's Title I schools' average poverty percentage is 10 percent and 90 students are enrolled in a participating private school, then 9 students at that school would be considered poor (.10 x 90 = 9).

Option 3: Use the proportional share percentages calculated on the "Private Schools - Title I Allocations" page in the district's "2019-20 Consolidated Title I and Title II Application." The public and private proportional share percentages will remain the same and not be affected by a change in the participation of private schools; or

Option 4: Use public low-income counts taken from the district's "2019-20 Consolidated Title I and Title II Application" and the actual count of students from low-income families in participating private schools.

ESSER Funds may be used for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

Funds are available for obligation by LEAs through September 30, 2022.

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

Instructions

1) Read through the **Focus Areas** to identify those which most closely align with the activities or initiatives planned for your district. (Note: the list is in no particular order)

2) Under **Selection**, check the box(es) for the Focus Areas which best reflect your activities or initiatives. You are not required to work in all areas and may choose as few or as many as you wish. You are not required to allocate funds to Administration, and may expend your full grant in other Focus Areas.

3) Provide a **Brief Description of Activity or Initiative(s)**, including:
a) key attributes of the activity or initiative(s);
b) how the activity or initiative(s) will address student learning gaps resulting from the disruption in educational services; and
c) whether the activity or initiative(s) are intended to address urgent needs, recovery needs, or stabilization.

4) Under **Estimated Percentage**, for each focus area selected, provide an estimate of the percentage of dollars you plan to spend.

Focus Area Activities

Selection	Focus Area	Brief Description of Activity or Initiative(s)	Estimated Percentage

	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 others 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.		%
☐	13. Administration of the Grant **(Must be necessary and reasonable.)**		%
		Total	.00 %

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

* 1. How did you determine your most important educational needs as a result of COVID-19? Check all that apply. At least one must be checked.

☐	Survey of students and parents
☐	Meetings/focus groups of: teachers/administration/operations and support staff
☐	Consultation with/Community outreach to: public safety, health organizations, PTO/PTA, faith-based organizations, food bank(s), other community partners
☐	Analysis of real-time implementation challenges associated with distance learning
☐	Other (please provide details)

2. Check all that apply if you plan to use ESSER funds to promote remote learning. At least one must be checked if "Purchasing educational technology..." was selected on the Planned Use of Funds page.

☐	For staff stipends to revise curriculum to align with delivery through distance learning.
☐	To purchase devices for students to access remote learning outside of school.
☐	For the purchase of online licenses such as iXL or Lexia or other interactive platforms that allow for personalized or blended instruction.
☐	For professional development for staff to ensure effective delivery of distance learning.
☐	To purchase platforms that assist students at risk of not graduating (overage, undercredit) in credit recovery.

☐	To provide training to staff and students regarding responsible digital citizenship.
☐	To purchase or establish hotspots.
☐	To purchase Wifi devices to allow connectivity to the internet.
☐	Other (please provide details)

Private School Equitable Share Calculation Options

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

ESSER Fund Calculation of Equitable Services Proportionate Share Options

☐ Option 1 (Enrollment Based Share): If the LEA wants to be able to spend its ESSER funds on both its Title I and non-Title I public schools, it must calculate the "equitable services" proportional share based on total enrollment in the elementary and secondary private schools in the LEA that choose to participate in the ESSER Fund programs compared to the total enrollment in the public elementary and secondary schools in the LEA.

(Poverty Based Share Options) ESSER Funds may only be spent on Title I schools:

☐ Option 2 (Proportionality Method): Use proportionality method by applying average poverty percentage of district's Title I schools as a whole to the enrollment in participating private schools to obtain total number of students from low-income families in participating private elementary and secondary schools in the district.

☐ Option 3 (Use 2019-2020 Title I Proportionate Share): Use the proportional share percentages calculated in the district's "2019-20 Consolidated Title I and Title II Application."

☐ Option 4 (Participating Low Income Students): Calculate the equitable share based on the number of low income students in participating private schools compared to the FY 2020 Title I public low income counts

Equitable Share Instructions

Option 1 or 2: Please fill out the "ESSER Funds - Private School Allocations Options 1 or 2" page

Option 3 or 4: Please fill out the "ESSER Funds - Private School Allocations Options 3 or 4" page

Private School Allocations Options 1 (Enrollment-Based) or 2 (Proportionality Method)

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

☐ **LEA does not have any participating private schools or is using Option 3 (2019-20 Title I Share) or Option 4 (Participating Low Income).**

LEA ESSER Allocation	$ 1.00
Option 1: Public Enrollment	0
Option 1: Total Participating Private Enrollment	0
Option 2: Average Title I Low Income Percentage	%
Option 2: Public Low Income	0
Option 2: Total Participating Private Proportional Low Income Count	0
Option 1: Equitable Private Share Based on Enrollment	$ 0.00
Option 2: Equitable Private Share Based on Proportionality Method	$ 0.00
Optional Administrative Costs	$
Option 1: Adjusted Equitable Private Share Based on Enrollment	$ 0.00
Option 2: Adjusted Equitable Private Share Based on Proportionality Method	$ 0.00

Option 1: Public Equitable Share Based on Enrollment		$ 1.00
Option 2: Public Equitable Share Based on Proportionality Method		$ 1.00

Private School Allocation

Private School Name	Option 1: Enrollment	Option 2: Proportionality Low Income	Participating?	Option 1: Enrollment Share	Option 2: Proportionality Share
		0	☐	$ 0.00	$ 0.00

Documents

Type	Document Template	Document/Link
ESSER Private School Participation Form [Upload at least 1 document(s)]	ESSER Private School Participation Form	

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

LEA does not have any participating private schools or is using Option 1 (Enrollment) or Option 2 (Proportionality Method).

LEA ESSER Allocation	$ 1.00

Public and Private School Proportionate Share Calculation

	2019-20 Title I Public School Share	Option 3: 2019-20 Title I Based Private School Share	Option 4: Participating Low Income Share
# Public low-income students and private low-income students from participating private schools	0	0	0
Proportion Low Income (value is rounded to 2 decimal places)	.00 %	.00 %	.00 %
Proportionate Share of Allocation to be budgeted on public and private budgets	$ 1.00	$ 0.00	$ 0.00

Optional LEA Private Administration Cost Adjustment

Option 3: Title I Based Private School Proportionate Share	$ 0.00
Option 4: Private School Proportionate Share	$ 0.00

LEA Administrative Costs (value required, $0.00 is allowed)	* $
Option 3: Adjusted private school proportionate share based on Title I counts to be budgeted on the ESSER private budget	$ 0.00
Option 4: Adjusted private school proportionate share based on participating private low-income counts to be budgeted on the ESSER private budget	$ 0.00

Private School Allocation

Private School Name	# low-income students	Option 3 Allocation Amount (2019-20 Title I Share)	Option 4 Allocation Amount (Participating Low Income Share)
* ▼	*	$ 0.00	$ 0.00
Totals	0	$ 0.00	$ 0.00
LEA ESSER Allocation		$ 1.00	$ 1.00
Public Proportionate Share		$ 1.00	$ 1.00

Documents

Type	Document Template	Document/Link
ESSER Private School Participation Form [Upload at least 1 document(s)]	ESSER Private School Participation Form	

Private School Participation Forms

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

Required Documents		
Type	**Document Template**	**Document/Link**
ESSER Private School Participation Form [Upload at least 1 document(s)]	ESSER Private School Participation Form	

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

Object	Total
100 - Personal Services > Salaries	$0.00
200 - Personal Services > Employee Benefits	$0.00
300 - Purchased Professional and Technical Services	$0.00
400 - Purchased Property Services	$0.00
500 - Other Purchased Services	$0.00
600 - Supplies	$0.00
700 - Property	$0.00
800 - Debt Service and Miscellaneous	$0.00
917 - Indirect Costs	$0.00
Total	$0.00
Allocation	$1.00
Remaining	$1.00

ESSER Funds Budget Overview

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

Filter by Location: All - $0.00

Purpose / Object	Total
Total	0.00
Allocation	1.00
Remaining	1.00

Grant Award Letter

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - ESSER Funds

A grant award letter has not yet been generated.

Special Assurance on Continued Payments

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Assurances

*** Select one:**

- [ ] To the greatest extent practicable, we have continued to pay our employees and contractors during this period of any disruptions or closures related to coronavirus.

- [ ] We have NOT been able to continue payments to our employees and contractors during this period of any disruptions or closures related to coronavirus. The reasons include:

^Employees and contractors shall be as defined in Executive Order 7R, excerpted relevant sections below (full order here:Executive Order 7R

2. Continued Payment of Public School Staff. *In recognition of the fact that schools are required to provide a broad and constantly changing spectrum of services to students and families and will need to reengage students as quickly as possible upon resuming classes, school districts shall continue to employ or restore to employment if already laid off, and pay school staff who are directly employed by the local or regional board of education, including but not limited to teachers, paraprofessionals and other support staff, cafeteria staff, clerical staff, and custodial workers, to the greatest extent practicable. Local and regional boards of education may require school staff to provide services during the period of closure to the extent consistent with state and federal laws, including any applicable Executive Orders, guidance, or public health recommendations, and shall not be required to continue such employment if the staff member secures other employment, or if the staff member would have been separated for reasons other than circumstances related to the COVID-19 pandemic. Nothing in this order shall affect the ability of the local or regional board of education to reduce the number of staff members prior to the start of the 2020-2021 school year due to budget reductions or as otherwise necessary outside of the circumstances of the COVID-19 pandemic, in compliance with current legal requirements.*

3. Preservation of Student Transportation Services and Special Education Providers. *To the extent that a board of education, or in cases where the municipality holds the contract, the municipality with agreement from the board of education, determines that a contract related to student transportation or the provision of special education services by a public special education provider or an approved private special education provider requires amendment to more accurately reflect the actual costs incurred during the duration of the public health and civil preparedness emergencies, all parties shall promptly negotiate amendments to such contracts with student transportation providers and/or special education providers with terms that are consistent with the goals of: (1) sustaining continuity of service when school resumes; (2) continuing (a) to make tuition payments to special education providers so that they may compensate their active employees and provide them health insurance and (b) to make payments to transportation providers so that they may compensate their active employees and provide them health insurance; and (3) requiring the contracted company to attest and provide reasonable documentation of the fact that it is charging only the actual and reasonable cost of sustaining wage and health insurance payments for active employees and/or fleet while also engaging best efforts to avoid unnecessary costs. Such continued compensation and health insurance for staff or others providing special education and transportation services and employees shall be continued to the greatest extent practicable -- whether full-time or part-time -- at rates commensurate to those paid and provided immediately prior to the declaration of these public health and civil preparedness emergencies, whether or not services are actually or immediately rendered. Nothing in this provision shall allow for contracted companies to be enriched beyond the actual and reasonable costs incurred for the purposes set forth above.*

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Assurances

☐ *** To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I further certify the following:**

1.	I acknowledge and agree that the failure to comply with all Assurances and Certifications in this application, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), 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.
2.	All ESSER funds will be used for activities allowable under section 18003(d) of Division B of the CARES Act. No funds shall be used: to subsidize or offset executive salaries and benefits of individuals who are not employees of our district; for expenditures related to state or local teacher or faculty unions or associations.
3.	We shall provide equitable services as required under 18005 of Division B of the CARES Act, including provision of equitable services to students and teachers in non-public schools located within our LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
4.	Our public school district shall: 1) maintain control of funds for the services and assistance provided to a non-public school under the ESSER Fund; 2) have title to materials, equipment, and property purchased with ESSER funds; and 3) ensure that services to a non-public school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.

5.	Our district shall provide reports as may be required by the CSDE which could include but are not limited to: the methodology we use(d) to provide services or assistance to students and staff in both public and non-public schools; the uses of funds (by our district and/or other entities) and demonstration of their compliance with Section 18003(d), such as any 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.
6.	All requests for payment shall be based upon allowable purposes and made in accordance with cash management principles.
7.	Our district shall cooperate with any examination of records with respect to such ESSER funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the United States Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
8.	We will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D-Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E-Cost Principles (2 CFR §§200.400-475), which states that (ESSER) funds must be used for purposes that are reasonable, necessary, and allocable under the CARES Act.
9.	We will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the 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 the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Assurances

☐ *** The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**	
1.	Each program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
2.	Control of funds and property acquired using program funds will be maintained and administered by the appropriate public agency;
3.	Fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
4.	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 each program, and each LEA will maintain records (as required in Section 443) and provide access to those records as the state board or agency Secretary deems necessary to carry out their responsibilities;
5.	The LEA will provide opportunities for the participation in, planning for, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;
6.	Applications, evaluations, plans, or reports related to each program will be made available to parents and the public;
7.	Facilities constructed under any program will be consistent with overall state 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;
8.	The LEA has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program; and

9.	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.

GEPA SECTION 427. Equity for Students, Teachers, and Other Program Beneficiaries

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Assurances

U.S. Department of Education's General Education Provisions Act (GEPA) Section 427 Requirement

Section 427 of GEPA requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

For GEPA Section 427 documentation, see the following:

U.S. Department of Education's General Education Provisions Act (GEPA) - Section 427

* Provide examples of how your district will address the Section 427 requirement:

Special Reporting Assurance for Grants in Excess of $150,000

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - Assurances

Check this assurance only if your allocation is more than $150,000.

☐ **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that as a condition of receiving more than $150,000, it will report to CSDE on such forms and in such manner as required:**

a. the total amount of funds received from U.S. Department of Education;

b. the amount spent or obligated for each project or activity supported with CARES Act funds;

c. a list of projects supported with CARES Act funds (including name, description, and estimated number of jobs created or retained); and

d. information on subcontracts and subgrants.

CSDE Application Review Status Checklist

Test District (000-000) Test District - FY 2020 - ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

Checklist Description (Collapse All Expand All)	
1. Planned Use of Funds	Not Reviewed
1. Program narrative section is complete for those Allowable Activity Sections checked.	
2. Strategy descriptions are appropriate and sufficient.	
3. If Administrative Setaside is checked, amount and use are necessary and reasonable.	
2. Framework and Fundamentals	Not Reviewed
1. In determining most important education need as a result of COVID, if OTHER is selected, the response(s) makes reasonable sense.	
2. For promotion of remote learning, if OTHER is selected, the response(s) makes reasonable sense.	
3. Private Schools - ESSER Allocations	Not Reviewed
1. Participation forms completed and uploaded for all private schools.	
2. Private school participation forms must be submitted for all private schools in a district. If unable to contact a private school official after multiple attempts, or private school does not want to complete the form, submit the private school participation form with that information included.	
4. ESSER Funds Budget	Not Reviewed
1. Budget details align with Allowable Activities Sections selected in Planned Use of Funds - Program Narrative page.	
2. Budget Details are complete and allowable.	
3. If private schools are participating, activities are appropriate and allowable.	
5. Special Assurance on Continued Payments	Not Reviewed
1. For grantees NOT able to continue payments to employees, reason provided is reasonable and acceptable.	
6. GEPA 427 Requirements	Not Reviewed
1. Examples provided in support of Section 427 requirement are reasonable and acceptable. (Section 427 of GEPA requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.)	
7. Reporting Assurance for over $150K	Not Reviewed

1. For grants in excess of $150,000, applicant has confirmed it will report, as required.