

History Log

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	2/22/2021 5:40:20 PM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - Allocations

	(1)	<u>ESSER II Funds</u>	Total
LEA		\$1.00	\$1.00
Total		\$1.00	\$1.00

Contacts

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - Contacts

Required Contacts

Type

Contact(s)

ESSER II Funds Grant Contact [Select at least 1 contact(s)]

ESSER II Uses of Funds					
Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds					
<u>ESSER II Fact Sheet</u>					
Instructions: LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. The Uses of Funds for ESSER II include the same areas as the first ESSER grant with the addition of three new areas. The full description of each area as defined in <u>by CSDE</u> is indicated below. LEAs will indicate Uses of Funds in the ESSER II Budget by selecting a budget tag for each budget detail from the <i>Uses of Funds</i> tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.					
<table border="1"> <thead> <tr> <th>Uses of ESSER II Funds</th><th>Budget Detail Tag</th></tr> </thead> <tbody> <tr> <td>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.</td><td>Coordination of preparedness and response</td></tr> </tbody> </table>		Uses of ESSER II Funds	Budget Detail Tag	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.	Coordination of preparedness and response
Uses of ESSER II Funds	Budget Detail Tag				
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.	Coordination of preparedness and response				

(NEW) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.	Addressing learning loss
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.	Providing principals/leaders with resources
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.	Addressing unique needs of special pops
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.	Improving preparedness and response
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	Training to minimize disease spread
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	Supplies to sanitize and clean

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Long-term closure activities
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	Education technology
Providing mental health services and supports.	Mental health services
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	Summer learning
(NEW) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Facility repairs/improvement to minimize disease spread
(NEW) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.	Improve air quality
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.	Other ESSER eligible activities
Administrative Costs - necessary and reasonable	Administrative

Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Indirect Cost

Priority Goals	
Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds	
<u>ESSER II 2-18-2021 Letter to Superintendents</u>	
<u>CSDE ESSER II Priority Areas and Uses of Funds</u>	
PRIORITY 1: Academic Supports, Learning Loss, Learning Acceleration and Recovery Equity and access in education for students in Connecticut remains a top priority. As we have worked to help close the digital divide through technology and connectivity, we must measure and plan to address learning loss. Our academic supports must be positioned to accelerate learning and facilitate recovery. It is particularly important that we measure learning loss and target resources for our students disproportionately affected by the pandemic. Access must be focused on our most vulnerable students, including students whose progress decreased, students with disabilities, English learners, students experiencing homelessness, disengaged youth, or those with barriers to remote learning. Targeted supports that should be implemented include but are not limited to additional classroom supports, high dosage small group tutoring programs including in school and after school, extended day programs and expanded access to summer school.	☒ My district is using ESSER II funds for Priority 1 purposes.
Priority 2: Family and Community Connections Direct engagement with families and the community, such as faith-based organizations, businesses, and social service providers, will provide added supports for our students while we continue this school year and adapt to the changing dynamics of this pandemic. Among other opportunities to increase initiatives that engage school, family and community connections, schools should engage "Family Academy" programs aimed at providing parents and guardians with the skills to support their children's academic endeavors, including those skills necessary to support technology use in the home.	



☐ My district is using ESSER II funds for Priority 2 purposes.

Priority 3: School Safety and Social-Emotional Well-being of the "Whole Student" and of our School Staff

There is an unprecedented level of stress on both students and staff members which must be addressed, both through social and emotional support and also through continued emphasis on public health safety measures. One focus area should be on additional behavioral and mental health services delivered in-person or via remote/ telehealth access and social and emotional support mechanisms, so that these supports are available even for individuals who may have limited in-person access. Resources should also continue to be allocated to support the physical health and safety of our students and staff, (e.g., to ensure adequate personal protective equipment (PPE), cleaning supplies, etc.).



☐ My district is using ESSER II funds for Priority 3 purposes.

Priority 4: Remote Learning, Staff Development, and the Digital Divide

We have successfully worked to close the digital divide in Connecticut. Resources should be allocated to (1) maintain or upgrade access to technology and connectivity for the long term; (2) increase robust professional development for staff to hone their skills in providing remote learning; and (3) provide technical assistance and/or training for families, so that students, school staff, and families are all prepared to use remote platforms to effectively maximize student learning.



☐ My district is using ESSER II funds for Priority 4 purposes.

Other Allowable Activities

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, activities that are also eligible uses of ESSER funds can be found beginning on page 3 of [this document](#).

☒  My district is using ESSER II Funds for other allowable activities

ESSER II Funds Budget

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II 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 II Funds Budget Overview

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

Filter by Location: All - \$0.00 ▼

Object	Purpose	Total
Total		0.00
	Allocation	1.00
	Remaining	1.00

Related Documents

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	

Grant Award Letter

Test District (000-000) Test District - FY 2021 - ESSER II Funds - Rev 0 - ESSER II Funds

A grant award letter has not yet been generated.

Special Assurance on Continued Payments

Test District (000-000) Test District - FY 2021 - ESSER II 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.*

ESSER II Funds Assurances

Test District (000-000) Test District - FY 2021 - ESSER II 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 CRRSA Act, 2021, Pub. L. 116-260 (December 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 313 of the CRRSA Act, 2021. 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. 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 public schools; the uses of funds (by our district and/or other entities) and demonstration of their compliance with Section 313, 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.
4. All requests for payment shall be based upon allowable purposes and made in accordance with cash management principles.
5. Our district shall cooperate with any examination of records with respect to such ESSER II 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.

6.	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 II) funds must be used for purposes that are reasonable, necessary, and allocable under the CRRSA Act.
7.	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.

GEPA Section 442 Assurances

Test District (000-000) Test District - FY 2021 - ESSER II 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.
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GEPA SECTION 427. Equity for Students, Teachers, and Other Program Beneficiaries

Test District (000-000) Test District - FY 2021 - ESSER II 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 2021 - ESSER II 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 CRRSA Act funds;
- c. a list of projects supported with CRRSA 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 2021 - ESSER II 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. ESSER II Goals	Not Reviewed ▼
	1. At least one priority area is selected.	
	2. Goals, Needs Assessment and Strategies are complete and appropriate for the selected Priority Area(s).	
☐	2. Other Allowable Activities	Not Reviewed ▼
	1. Activities described are allowable.	
	2. Description fully explains activity.	
☐	3. ESSER II Funds Budget	Not Reviewed ▼
	1. Budget details align and support data for selected Priority Goals.	
	2. Budget Details are complete and allowable.	
	3. Budget Detail narratives are complete and adequately describe expense.	
☐	4. Special Assurance on Continued Payments	Not Reviewed ▼
	1. For grantees NOT able to continue payments to employees, reason provided is reasonable and acceptable.	
☐	5. 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.)	
☐	6. Reporting Assurance for over \$150K	Not Reviewed ▼
	1. For grants in excess of \$150,000, applicant has confirmed it will report, as required.	