

# Ohio LEA ESSER Funding Application

**Special Note:** *This document serves as the template for the application that will be hard coded into the electronic grant and application system known as the Comprehensive Continuous Improvement Plan (CCIP). It is recommended that local educational agencies (LEAs) officials use this template to work on their funding application until the application is available in the CCIP. LEAs should be able to copy and paste their work into the CCIP application. The LEA application must be completed with the involvement and consultation of a variety of stakeholders including nonpublic school officials.*

## ESSER Fund Purpose

Congress set aside approximately \$13.2 billion to the Education Stabilization Fund through the CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). The Department awarded these grants to State Educational Agencies (SEAs) for the purpose of providing Local Educational Agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. ESSER Fund awards to LEAs are in the same proportion as each LEA received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019.

**This document along with the OFP Guidance and Support on ESSERF, CARES Act and COVID-19 document ([link here](#)) should be used in anticipation of the official application that will be released in the Comprehensive Continuous Improvement Plan (CCIP). This document is a tool to allow LEAs to plan and prefill the application. Once the ESSERF funding application is released in CCIP, LEAs will be able to transcribe information from this document to the ESSERF funding application through copy-and-paste.**

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## 1. ESSER Assurances

***The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on public and nonpublic elementary and secondary schools.***

***The LEA shall abide with all the requirements and assurances specified in the ESSER Certification and Agreement for Funding under the Education Stabilization Program signed by the state. [LINK HERE](#)***

- LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.
- LEA shall provide Nonpublic Equitable Services as required by ESSA. The LEA is required to maintain, the following documentation about the consultation process:
  - Written Affirmation ESEA section 1117(b)(5), Results of Agreement: ESEA section 1117(b)(1) and, if applicable Reason for Disagreement ESEA section 1117(b)(2).
- LEA will ensure that every recipient and subrecipient of ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e)
- LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority, a description of how the LEA complied with this requirement including putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program.

## 2. ESSER Fund Request

ESSER Funds may be used for allowable expenses from March 13, 2020 until September 30, 2022. LEAs must check the box below to indicate if ESSER Funds are needed for access prior to July 1, 2020. If so, LEA must understand that they may be additional reporting and accounting requirements related to drawing funds prior to July 1, 2020. The LEA will enter a history log note to notify the Office of Federal programs.

Does the LEA need to access ESSER Funds prior to July 1, 2020?  YES  NO

## 3. ESSER Fund Planning

**1.) Briefly describe how the LEA is determining its most important educational needs as a result of COVID-19.**

*Estimated number of jobs created or retained as a result of this funding.*

**2.) Briefly describe how the LEA will assess and address student learning gaps resulting from the disruption in educational services as a result of COVID-19**

**3.) Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.**

**4.) Briefly describe the extent to which the LEA intends to use ESSER funds to promote remote learning.**

## 4. ESSER Activities

Select activities that the LEA will implement with the ESSER Fund and provide an estimated amount for that activity (check one or more).

EST. AMOUNT	P	NP	P-Public	NP-Nonpublic
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education & Family Literacy Acts
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial & ethnic minorities, students experiencing homelessness, foster youth
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		f. Purchase supplies to clean and sanitize facilities of the LEA
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements)
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		i. Provide mental health services and supports
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>		j. Plan and implement summer learning and supplemental afterschool activities

<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>k. Provide principals and other school leaders with resources necessary to address needs of their individual schools. Please elaborate below.</p>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>l. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.</p>

**DETAILS of k – l from above**

<p>Describe how ESSER Funds have been/will be used to provide principals and other school leaders with resources necessary to address needs of their individual schools.</p> <input data-bbox="251 840 1477 966" type="text"/>
<p>Describe how ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.</p> <input data-bbox="251 1197 1477 1312" type="text"/>

## 5. Budget Items

FTEs Paid with ESSER Fund (direct and/or contract service)			
<input type="text"/>	Instruction: Properly Licensed Teachers/Tutors	Specify FTE:	<input type="text"/>
<input type="text"/>	Governance/Administration	Specify FTE:	<input type="text"/>
<input type="text"/>	Support Services: Non-instructional	Specify FTE:	<input type="text"/>
<input type="text"/>	Professional Development Coach	Specify FTE:	<input type="text"/>
<input type="text"/>	Data/Technology Specialist	Specify FTE:	<input type="text"/>
<input type="text"/>	Other 1	Specify FTE 1:	<input type="text"/>
<input type="text"/>	Other 2	Specify FTE 2:	<input type="text"/>
<input type="text"/>	Other 3	Specify FTE 3:	<input type="text"/>
<input type="text"/>	Other 4	Specify FTE 4:	<input type="text"/>

### Purchased Services

Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

**Instruction Purchased Services** - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA.

<input type="text"/>	Teachers / Tutors / Paraprofessionals	<input type="text"/>	Remote Learning
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<input type="text"/>	Instructional Materials	<input type="text"/>	Equipment/Hardware
<input type="text"/>	Software/License	<input type="text"/>	EL Teacher/Tutor/Paraprofessionals
<input type="text"/>	Other Purchased Services 1	Other Purchased Services: Description 1 <input type="text"/>	
<input type="text"/>	Other Purchased Services 2	Other Purchased Services: Description 2 <input type="text"/>	

### Support Services Purchased Services

<input type="text"/>	Coordinator of Support Services	<input type="text"/>	Remote Learning
<input type="text"/>	Counseling/Guidance	<input type="text"/>	Instructional Support Services
<input type="text"/>	Equipment/Hardware	<input type="text"/>	Health Services
<input type="text"/>	Software/License	<input type="text"/>	Coach (Properly licensed in content area)
<input type="text"/>	Alternative Education	<input type="text"/>	Data Services
<input type="text"/>	Prevention/Intervention Specialist		
<input type="text"/>	Other Purchased Services: 1	Other Purchased Services: Description 1 <input type="text"/>	
<input type="text"/>	Other Purchased Services: 2	Other Purchased Services: Description 2 <input type="text"/>	

### Governance Purchased Services

<input type="text"/>	Program Director	
<input type="text"/>	Other Purchased Services 1	Other Purchased Services: Description 1 <input type="text"/>
<input type="text"/>	Other Purchased Services 2	Other Purchased Services: Description 2 <input type="text"/>

### Professional Development Purchased Services

<input type="text"/>	Coach (Properly licensed in content area)	<input type="text"/>	Professional Development for Infectious Disease
<input type="text"/>	Professional Development Consultant	<input type="text"/>	Substitute Teachers
<input type="text"/>	Training / Software / Licenses	<input type="text"/>	Travel Mileage/Meeting Expense
<input type="text"/>	Professional Development for Remote Learning		
<input type="text"/>	Other Purchased Service 1		Other Purchased Services: Description 1 <input type="text"/>
<input type="text"/>	Other Purchased Service 2		Other Purchased Services: Description 2 <input type="text"/>

### Family Community Purchased Services

<input type="text"/>	Parenting Skills Training	<input type="text"/>	Family Literacy Training
<input type="text"/>	Family Liaison	<input type="text"/>	Parent Involvement Materials
<input type="text"/>	Community-wide planning and organization	<input type="text"/>	Remote Learning
<input type="text"/>	Other Purchased Service 1	Other Purchased Services: Description 1 <input type="text"/>	
<input type="text"/>	Other Purchased Service 2	Other Purchased Services: Description 2 <input type="text"/>	

### Safety Purchased Services

<input type="text"/>	Hiring/Mandatory Training of School Security Personnel/ Resource Officers	<input type="text"/>	Nationwide background check of LEA employees
<input type="text"/>	A School Safety Hotline		
<input type="text"/>	Other Purchased Service 1	Other Purchased Services: Description 1 <input type="text"/>	
<input type="text"/>	Other Purchased Service 2	Other Purchased Services: Description 2 <input type="text"/>	

### Transportation Purchased Services

<input type="text"/>	After School/Summer School Transportation	
<input type="text"/>	Other Purchased Services 1	Other Purchased Services: Description 1 <input type="text"/>
<input type="text"/>	Other Purchased Services 2	Other Purchased Services: Description 2 <input type="text"/>

### Nonpublic Purchased Services

<input type="text"/>	Teachers / Tutors / Paraprofessionals	<input type="text"/>	Remote Learning / Software License
<input type="text"/>	Stipends	<input type="text"/>	Professional Development
<input type="text"/>	Third Party Provider	Name of Third-Party Provider: <input type="text"/>	
<input type="text"/>	Other Purchased Services 1	Other Purchased Services: Description 1 <input type="text"/>	
<input type="text"/>	Other Purchased Services 2	Other Purchased Services: Description 2 <input type="text"/>	

### Facilities

Explain how funds budgeted on Facilities budget line are used.

### Supplies and Capital Outlay

**Supplies** - Select the items the district is planning on purchasing with the supply budget. If selecting “other” provide a description of the item/s.

<input type="checkbox"/> Classroom Supply	<input type="checkbox"/> Health and Hygiene
<input type="checkbox"/> Office Supply	<input type="checkbox"/> Software
<input type="checkbox"/> Computer	
<input type="checkbox"/> Other	Other Description: <div style="border: 1px solid black; height: 30px;"></div>

**Capital Outlay** - Select the items below the district is planning on purchasing with the capital budget. If selecting “other” provide a description of the items.

<input type="checkbox"/> Vehicle or School Bus	<input type="checkbox"/> Technical Infrastructure
<input type="checkbox"/> Equipment Technical	
<input type="checkbox"/> Other	Other: Description <div style="border: 1px solid black; height: 30px;"></div>
<input type="checkbox"/> Other	Other Purchased Services: Description <div style="border: 1px solid black; height: 30px;"></div>

## 6. Nonpublic Equitable Services

The CARES Act requires an LEA to consult with private school officials on the following topics:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated for such services, and how that proportion of funds is determined;
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools, including whether the LEA will extrapolate data if it uses a survey;
- How and when the LEA will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, it will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools or based on the children in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools (see B-8 and B-9);
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those programs (see C-13).

(ESEA section 1117(b)(1); 34 C.F.R. § 200.63).

Briefly describe how the district has met the consultation requirement. *The district is required to keep documentation of this consultation. It may be uploaded in the Documents tab in NPDS.*

Briefly describe the LEA's proposed timeline for the providing of services and assistance to students and staff in nonpublic schools with ESSER funds.

### Nonpublic Equitable Services Page

**Note:** The Nonpublic Equitable Services Page of the application will be available once the CCIP application goes live within the system. The process of determining nonpublic equitable service amounts is still under review. At the state and national level, there are disagreements about how to appropriately address the nonpublic equitable services requirements ranging from using only non-public school low-income student counts for the calculation to using total enrollment for the calculation. The Department will provide guidance and clarification as it becomes available. Instructions will be within the application in the CCIP system once it goes live.

#### Disclaimer and Possible Scenarios for Planning Purposes

Unlike other federal programs, the Ohio Department of Education does not have complete data to support districts and nonpublic schools in determining the equitable services amounts for the ESSER Funds. Below are some suggestions for how districts and nonpublic schools should plan accordingly. Districts and nonpublic school officials must engage in ***timely and meaningful consultation*** the same as they would with other federal programming. Among other requirements of the consultation, the process should include the identification of eligible nonpublic schools and the verification of the enrollment and low-

income student counts. This identification includes consulting and generating the data from the nonpublic schools that have not previously participated in Title I programming or did not report low-income student data. Furthermore, the district must ensure that participating nonpublic schools are not-for-profit since nonpublic schools that are for-profit are ineligible for an allocation.

At this time, the various approaches to the non-public equitable services allocation under consideration will likely use one or both of the following data sets:

1. Total number of low-income students residing in the district that attend nonpublic schools within or outside of the district (excluding any for-profit schools).
2. Total enrollment of the not-for-profit nonpublic schools within the district (excluding any for-profit schools).

Pending a final decision and in the interest of being ready to submit an application, the Department suggests that districts and all impacted nonpublic schools collaborate to collect the necessary data and determine the district reservation and the appropriate allocation amounts for the impacted nonpublic schools under both of the above scenarios.