



State of Rhode Island and Providence Plantations  
**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

**SOFT PUBLIC RELEASE**  
**ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUND**  
**LOCAL EDUCATION AGENCY (LEA) SUBGRANT APPLICATION**

On the following pages, please find relevant information regarding the local education agency (LEA) subgrant application for the Elementary and Secondary School Emergency Relief (ESSER) funds. RIDE is sharing this *soft launch* in order to allow LEAs to begin drafting their application responses in order to expedite submission when the application opens in Acelegrants.

**APPLICATION INSTRUCTIONS + PERTINENT INFORMATION**

The application is organized in three main categories and questions:

- Category I: Unanticipated needs and expenses related to the COVID19 crisis
  - In this category, LEAs should describe the unanticipated needs and expenses encountered during school closure. Please include the expense item, total cost, unit cost, rationale rooted in needs, and, if appropriate, student or staff performance measure(s) associated with the expense.
- Category II: Planning for and addressing student equity gaps resulting from the COVID19 crisis
  - In this category, please: (a) identify the greatest equity concern, and (b) provide an action plan (inclusive of budget, timeline, and method) to address the equity gap(s) in the academic performance and/or social-emotional needs of the students, either resulting from the crisis, or that have persisted through the crisis?
  - *This action plan should include, but not be limited to: compensatory education services for targeted populations of students— in particular, differently abled students receiving services under the IDEA; multilingual learners; children experiencing poverty; children experiencing homelessness; children in foster care; children of first-responders or essential employees; or other populations of students considered at-risk.*
- Category III: Building collective knowledge based on our actions
  - In this category, please describe a coherent and coordinated process by which the LEA will monitor and/or study the work undertaken in responding to COVID-19.
  - *In particular, please be sure to outline information regarding what data sources, measures (leading or lagging), or metrics will be collected and analyzed in order to understand the impact of these dollars on the priorities the LEA has outlined.*

**Please note that each LEA must respond to Category II: Planning for and addressing student equity gaps resulting from the COVID19 crisis.** Given the crisis communities find themselves in, LEAs must think critically about who these most vulnerable populations are, how do LEAs know, and how do LEAs intend to serve and support them. While COVID19 has impacted everyone, in particular, it has exposed extreme vulnerability among certain groups, threatening to widen preexisting achievement and opportunity gaps. Based on the amount of funding available and the LEAs priorities in the three categories, each applicant may apply for funds in any combination of the remaining categories. Regardless of category, each LEA must describe the intended use of the funds, with a description of: (a) how the funds will be utilized, (b) what the expected impact will be, and (c) any performance measures that will result from the use of the funds.

The application period is open from the point at which the platform becomes live in Acelegrants through October 31, 2020. **All applications must be submitted by 5:00 p.m. on October 31, 2020.** Similarly, the **project period for this grant award will be the LEA's award date through September 30, 2022.** Finally, please recall that LEAs may include past COVID expenditures, from March 13, 2020 to present-day, for reimbursement. *Based on this information, LEAs may apply at any time during the application period, but are strongly encouraged to consider the use of the ESSER funds in combination with other federal and state funds. See Appendix A for more information on allowable uses of these funds.*

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Angélica Infante-Green  
Commissioner

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Finally, please note that the **ESSER funds must comply with the Equitable Share requirements for private schools in the geographic area of the LEA** – similar to the process utilized by Title II and Title IVA (based on the current guidance provided by the US Department of Education). *Signed assurances and documentation of the consultation process and agreements with private school officials must be retained by each LEA.*



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## Appendix A: Allowable Uses of ESSER Funds

1. Any activity authorized by the Elementary and Secondary Education Act (ESEA), 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,
2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus,
3. Providing principals and other school leaders with the resources necessary to address school needs,
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,
5. Developing and implementing procedures and systems to improve LEA preparedness and response efforts,
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases,
7. Purchasing supplies to sanitize and clean LEA facilities,
8. Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements,
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including assistance technology or adaptive equipment,
10. Providing mental health services and supports,
11. Planning and implementing activities related to summer learning and supplemental afterschool programs and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care, and,
12. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

*The above information is drawn from latest available guidance from the U.S. Department of Education as of June 1, 2020 and the Council of Chief State School Officers' best interpretation of the CARES Act as passed by Congress and signed into law by President Trump on March 27, 2020.*

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