

# STATE OF OREGON

## DEPARTMENT OF EDUCATION Education Service District (ESD) Application for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund)

CFDA: 84.425D

### COVER PAGE

**Request for Application (RFA) #: ODE-ESSER-ESD-2020**

**Date of Issue:** July 8, 2020

**Closing Date and Time:** July 24, 2020, 5:00 pm (Pacific Standard)

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## **Request for Application (RFA)**

### **Education Service District (ESD) Application for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund)**

Application Open: July 8, 2020

Application Deadline: July 24, 2020, 5:00 pm (Pacific Standard)

#### **I. Background**

In March 2020, Governor Brown declared a state of emergency due to the public health threat posed by COVID-19. Governor Brown followed the declaration with the suspension of in-person instructional activities in all of Oregon public and private schools starting March 16, 2020 until the remainder of the 2019-2020 school year. Despite the suspension of in-person activities, every school must continue to guarantee equitable access to learning, and ensure continuity of high-quality education for every student while promoting their health, safety, and well-being. Additional information regarding the Governor's direction for Oregon schools is available on the [Governor's Executive Orders website](#) as well as on the [Oregon Department of Education CARES Act Resources website](#).

Simultaneously, the Federal government recognized the need for financial assistance to States during this crisis. On March 27, 2020, the 116th U.S. Congress passed [H.R. 748, The Coronavirus Aid, Relief, and Economic Security \(CARES\) Act](#) to address America's needs as we confront COVID-19. Title VIII of the CARES Act created the Education Stabilization Fund, and under that, the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). [Section 18003 of the CARES Act](#) provides direction for the ESSER Fund.

#### **II. Purpose**

The ESSER Fund was created to provide relief to State Education Agencies (SEAs) as they coordinate local and regional prevention, preparation, and response to COVID-19.

Section 18003 of the CARES Act requires SEAs to submit an application before their states are eligible to receive formula allocated funding from the ESSER Fund. As directed in the CARES Act, the ESSER Fund program was released and Oregon Department of Education (ODE) and was awarded its share.

This RFA announces the availability of ESSER Funds specifically for ESDs and details the requirements and process for submitting an application to ODE.

#### **III. ESSER Fund Information**

ESDs may use ESSER Funds for any purposes listed Exhibit C, and found in [Section 18003\(d\)](#) of the CARES Act, while providing equitable services to students and teachers in non-public schools as

required by the CARES Act in [Section 18005](#). In its application, the ESD must provide a description of how it proposes to enable students, teachers, and other program recipients to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that prevent equal access to, or participation in, the program ([Section 427 of GEPA 20 U.S.C. 1228a](#)).

Grant Fund allocations are based on the ESD's share of State School Fund with a minimum amount of \$30,000 per ESD. See Exhibit B for ESD allocation details.

ODE will award and manage the cost reimbursable grants to the ESDs via its Electronic Grant Management System (EGMS).

Only expenditures made during the grant Performance Period will be reimbursed: March 13, 2020 – September 30, 2022.

#### **IV. Application Requirements**

ESD application for ESSER Funds (Exhibit A) must be completed and signed by the ESD's authorized personnel. Incomplete or unsigned applications will be returned to the ESD for completion. A complete application submission consists of the following:

- A. ESD Applicant Cover Page
- B. ESSER Fund Application Plan

#### **V. Application Review and Approval**

Once a completed application is received, ODE will review the applications and work with ESDs to ensure alignment between the plan and the budget. Once the application is approved, ODE will create a Grant Agreement for the ESD to sign. Once fully executed, the ESD can begin submitting reimbursement claims through EGMS.

#### **VI. Application Deadline**

The application deadline is 5:00 p.m. on July 24, 2020; however, ODE encourages ESDs to submit applications, as soon as possible.

#### **VII. Application Submission Instructions**

ODE's preference is for a scanned ink signature on the certification; however, we acknowledge it may not be practical under current circumstances. In the event the ink signature is unattainable, ODE will accept the application submission as "certified" if the completed application packet is attached to an email from the ESD's authorized signer. The email "certification" will be saved as part of the application.

ESDs must submit all application documents to ODE's Single Point of Contact.

### **VIII. Single Point of Contact (SPC)**

The SPC for this RFA is identified on the Cover Page, along with the SPC's contact information. Applicant shall direct all communications related to any provision of the RFA, whether about the technical requirements of the RFA, contractual requirements, the RFA process, or any other provision only to the SPC.

All questions and answers will be posted to [ODE's CARES Act Resources webpage](#).

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**Exhibit A – ESD Application for ESSER Funds**

Application Open: July 8, 2020

Application Deadline: July 24, 2020, 5:00 pm (Pacific Standard)

CFDA Number: 84.425D

**ESD Applicant Cover Page**

**Applicant Information**

Name: \_\_\_\_\_ Institution ID: \_\_\_\_\_

DUNS #: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Grant Contact Name: \_\_\_\_\_

Grant Contact Phone: \_\_\_\_\_ Grant Contact Email: \_\_\_\_\_

Fiscal Contact Name: \_\_\_\_\_

Fiscal Contact Phone: \_\_\_\_\_ Fiscal Contact Email: \_\_\_\_\_

**ESSER Fund Grant Award to ESD: \$ \_\_\_\_\_ (see Exhibit B – ESD Allocations)**

**Application Certification**

To the best of my knowledge and belief, all the information and data in this application are true and correct. I acknowledge and agree that the failure to comply with all 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 Government wide 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.

**Signature of Authorized Representative or Designee:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**Printed Name of Authorized Representative or Designee:**

\_\_\_\_\_

## 1. ESSER Fund Application Plan

In this section, brief narratives are required for each item. The completion of this section will develop the ESD plan for how it will use the ESSER Fund grant from March 13, 2020 through September 30, 2022 (“Performance Period”). ODE will use the ESD plan to monitor eligible use of the funds over the course of the grant’s Performance Period.

- A. Provide a brief narrative of how the grant funds from the ESSER Fund will be utilized.
  1. Plans should include, but are not limited to:
    - i. the described allowable costs in section 18003 of the CARES Act, and
    - ii. how the ESD will support School Districts in its region.
  2. Prepare the plan with an Equity Lens to address the accessibility of education for all students.
  3. Indicate when the ESD will implement the grant activities.
  4. ESD budget must align with the plan.
    - i. Indicate by fiscal year/school year, when the ESD will utilize the ESSER Fund grant.

Use the text box below for your narrative. There is additional space on the following page.

1.A. Continued

- B. Provide a brief narrative of how the ESD will enable students, teachers, and other program recipients to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that prevent equal access to, or participation in, the program. See Section [427 of GEPA \(20 U.S.C. 1228a\)](#) for more information on this requirement.

## Exhibit B– ESD Allocations

Below is a total allocation per ESD. For more detailed information regarding the allocation, visit [ODE's CARES Act Resources webpage](#).

ESD Name	Total ESSER Fund Allocation
Clackamas ESD	\$ 357,866.68
Columbia Gorge ESD	\$ 30,000.00
Douglas ESD	\$ 276,747.14
Grant ESD	\$ 30,000.00
Harney ESD Region XVII	\$ 30,000.00
High Desert ESD	\$ 276,914.06
InterMountain ESD	\$ 184,902.81
Jefferson ESD	\$ 30,000.00
Lake ESD	\$ 30,000.00
Lane ESD	\$ 451,993.69
Linn Benton Lincoln ESD	\$ 279,988.15
Malheur ESD Region 14	\$ 37,046.40
Multnomah ESD	\$ 176,089.85
North Central ESD	\$ 30,000.00
Northwest Regional ESD	\$ 953,899.64
Region 18 ESD	\$ 30,000.00
South Coast ESD	\$ 35,632.14
Southern Oregon ESD	\$ 191,992.21
Willamette ESD	\$ 689,156.85
<b>Total ESSER Funds</b>	<b>\$ \$4,122,229.61</b>

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## Exhibit C – Uses of Funds

### CARES Act, Education Stabilization Fund, Elementary and Secondary School Emergency Relief Fund, [Section 18003\(d\)](#).

A local educational agency that receives funds under this title may use the funds for any of the following:

- (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.

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