



Elementary and Secondary Schools Emergency Relief (ESSER) Fund – Education Equity Grant

Technical Assistance Webinar

August 17, 2020 at 11 a.m. – 12 p.m.

August 20, 2020 at 2 p.m. – 3 p.m.

Important:

Please **mute** your phone. We will be monitoring the chat tool in the webinar for questions. We will also open for questions at the end of the conference call.

Agenda



WELCOME/INTRODUCTIONS
– 10 MIN.



GRANT REQUIREMENTS AND
STRUCTURE – 35 MIN.



QUESTION AND ANSWER –
15 MIN.

Welcome/Introductions



MDE Staff



On the line – Chat Bomb

Purpose

Shared understanding of how the ESSER – Formula, ESSER – Education Equity Grant and other available dollars can be used to support district’s response to Covid-19 in the 2020-21 school year.

Provide clear guidance on how to apply for the **COMPETITIVE** ESSER – Education Equity Grant application in MEGS+ before the deadline date of **September 30, 2020 at 5:00 p.m. EST**



Grant Overview



Elementary and Secondary School Emergency Relief (ESSER) – Education Equity Fund Program



9.5% of ESSER Funding



Primary Focus

Digital Divide

Mental Health Services & Supports



Total Funds Available - \$37,030,554

COVID 19
Response
Funding

ESSER – Formula

ESSER – Education Equity

GEER

Coronavirus Relief Funds

Other - ?



Eligible Applicants

- Local Education Agencies (LEA) – School Districts
- Public School Academies (PSA)
- Priority is given to [district](#) that:
 - Have over 85% economically disadvantaged student population
 - Have at least one school in the district that has over 85% economically disadvantaged student population
 - Has over 20% students with disabilities
 - Has over 10% English learners

Grant
Requirements
– MEGS+
Application

Acceptance of ESSER – Education Equity

Certify Assurance and Certification

Education Equity Needs – Description

Community Partners

Anticipated Impact/Outcomes

Statement of Equitable Access

Non-public/Private Schools

Budget

Certify Assurance and Certification



Standard Federal and State Grant
Assurances



Must be clicked on, reviewed, and time
stamped



Cover Page



Important Information

Acceptance/Refusal of ESSER – Education Equity

Certifies the district will:

- comply with all assurance and certifications
- comply with all reporting requirements
- Cooperate with examination of records

If the district selects refuse, they will be eliminated from the review process.

Education Equity Needs – Description

3500 character to describe how the LEA/PSA will determine/or did determine its most important education equity need as a result of COVID-19.

Need Statement must be specific to:

- Closing the digital divide
- Supporting mental health for both student and staff
- Both

Needs statement should include:

- Focus area
- Data and comparative statistics
- Connect to qualitative data
- Highlight the gap

Community Partners & Anticipated Impact/Outcomes

Partners:

- 250 characters
- Be clear that the partnership supports the identified need

Anticipated Impact/Outcome(s):

- “Anticipated”
- One impact/outcome must be addressed, but could be more



Equitable Access, Services, and Education

Equitable Access = access to and participation in federally funded programs for students, teachers, and other program beneficiaries (parents/families) with special needs, including barriers based on gender, race, color, national origin, disability, and age.

Equitable Service = relates to ensuring equitable services for private school children, teachers, and other educational personnel. The MDE has guidelines for public school districts and private schools to ensure that equitable service resources are proportionately shared and implemented under the federal statute.

Equitable Education = When educational policies, practices, interactions, & resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Fraser, 2008; Great Lakes Equity Center, 2012)

Statement of Equitable Access

- Equitable access for students
- Equitable access for teachers
- Equitable access for parents and families

- *Note: will pull forward from your 2019-20 Consolidated Application. Must still review and modify if necessary and click SAVE.*
- *If a 2019-20 Consolidated Application wasn't completed, the district must complete this section.*

Non-Public Schools Participation



NO PRIVATE SCHOOLS THAT
PARTICIPATE WITHIN THE DISTRICTS
TITLE I PROGRAM (S)



PRIVATE SCHOOLS WITHIN DISTRICTS
TITLE I PROGRAM(S), BUT NONE
PARTICIPATE



PRIVATE SCHOOLS ARE PARTICIPATING
IN ANY ONE OF THE PROGRAMS
COVERED

Budget



- Total Funds Available - \$37,030,554
- Apply for up to [20% of ESSER Formula Allocation](#) or if a district did not receive an ESSER Formula Allocation - \$87.34 per pupil 2019-20 state membership
- Use of Funds
 - 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
 - Providing mental health services and supports
- Expenditure Period: 3/13/2020 to 9/30/21



Budget, Cont.

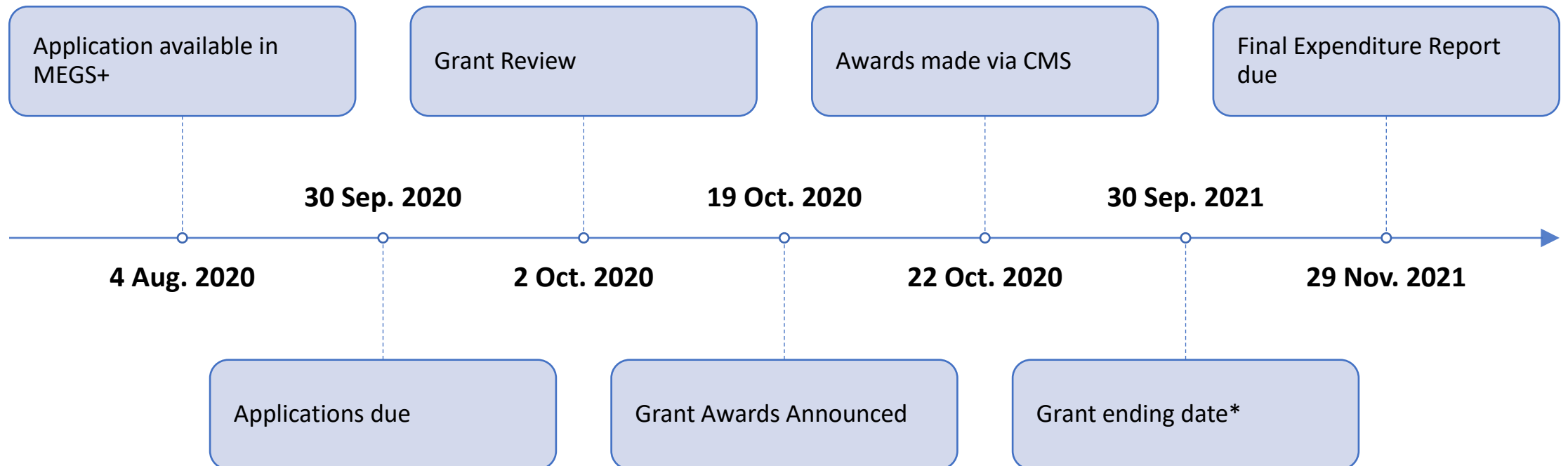
- Budget Detail
 - Select Function Code
 - Select the Use of Funds (Devices, Connectivity, and Mental Health)
 - Detail Description
 - Object Codes
 - Capital Outlay – allowable; use the link
- Budget Summary
 - Indirect Costs
 - Contact Information



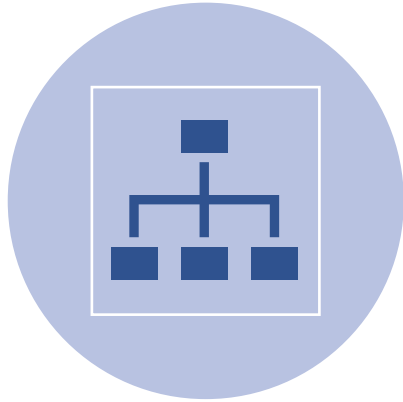
Michigan Electronic Grant System Plus - MEGS+
Michigan Department of Education

Demonstration

Timeline



Review Process



ADMINISTRATIVE



SUBJECT MATTER EXPERT
REVIEW



ASSURANCE OF
ACCURACY

Funding and Reporting

Payment
Schedule

Program
Reporting

Financial
Reporting

Accountability
and
Transparency

Monitoring Visits



Onsite or Virtual Grant
Review from State or
Federal Auditors



Keep Evidence and
Documentation to
support all expenditures

Question and Answer

Resources

- [US Department of Education](#)
- [MDE's ESSER Grant Page](#)
 - List of 332 Priority Districts
 - All districts anticipated allocation
- MEGS+ Important Information
- MDE Staff
 - General Support - MDE-CARES@michigan.gov – Put ESSER – Education Equity in the Subject Line
 - Allocation Questions – Shoua Vang, Financial Manager; Vangs1@michigan.gov
 - State Aid Questions – Phil Boone, State Aid Office; Boonep2@michigan.gov
 - MEGS+ Application or Access to Subject Matter Experts; Amanda Stoel, Department Specialist; stoela@Michigan.gov