

CARES Act ESSER Application Instructions

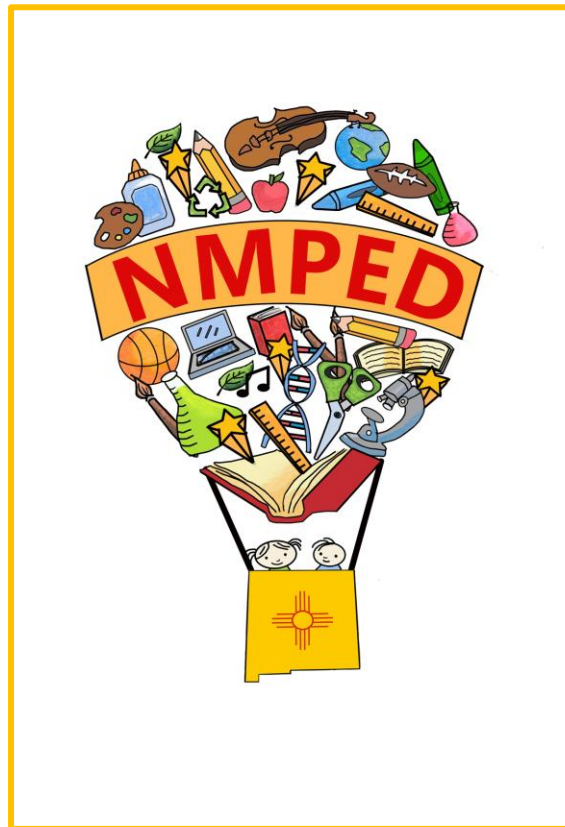


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QUESTIONS?

New Mexico Public Education Department
Student, School and Family Support Bureau
120 South Federal Place
Room 201
Santa Fe, NM 87501
(505) 470-1758

Visit our web site for more information and staff directory.
<https://webnew.ped.state.nm.us/bureaus/title-i/staff/>

Introduction to the ESSER Application System



Before you start:

Tips for using the ESSER Application System

1. Internet Explorer

The ESSER application is built on a Microsoft platform. The application operates optimally in Internet Explorer.

2. Save

Use the SAVE button frequently. After each module entry, click the SAVE button. Modules build upon each other so information from one must be saved in order for the next module to be fully functional.

3. Complete each module in order

The modules build upon each other. Completing the non-public modules in order will prevent errors within the process.

4. Editing modules



Modules are edited by clicking on the icon.

5. Tool bar



This tool bar is located at the top of each module. It can be used in addition to, or in place of, the **Save** and **Cancel** buttons in the modules.

6. User Name and Password

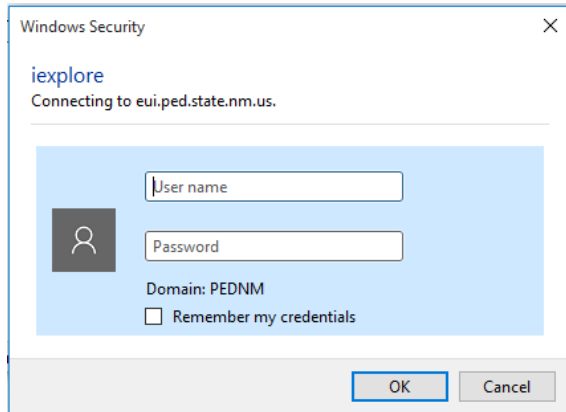
Each district will have one user name and one password. It is best if only one authorized user is accessing the application at a time. The system will save only one user's work at a time, and having multiple people in at the same time will cause system errors.

ESSER Application: Step 1

Entry into the Application


Click here to access the ESSER Application:

<https://eui.ped.state.nm.us/sites/ESEAConApp/ESSER/SitePages/Home.aspx>



1. Enter your username
2. Enter your password
3. Click the “OK” button

Enter district information:

1. Click on Edit icon  next to the District name.
2. Fill out the contact information for your district’s representative.
3. Then click **Save**.

Current District

District	<input type="text" value="ALAMOGORDO"/>
DistrictCode	<input type="text" value="046"/>
DistrictType	<input type="text" value="State District"/>
Email Address	<input type="text"/>
Phone Contact	<input type="text" value=""/>
Application Status	<input type="text" value="In Process"/>
Recommendations	<input type="text"/>

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ESSER Application: Step 2

Budget Table

This gives a running balance of funds available as the application is completed. When a module is completed for which funds have been allocated, the total of that module will be added to the debit line which is then subtracted from the balance.

Budget Table

24301 ESSER 90 % Allocation	596,932.18	←	Total award to LEA
24301 ESSER 90 % Debit	44,217.20	←	Accumulated allocations
24301 ESSER 90 % Balance	552,714.98	←	Remaining balance

[Update](#)



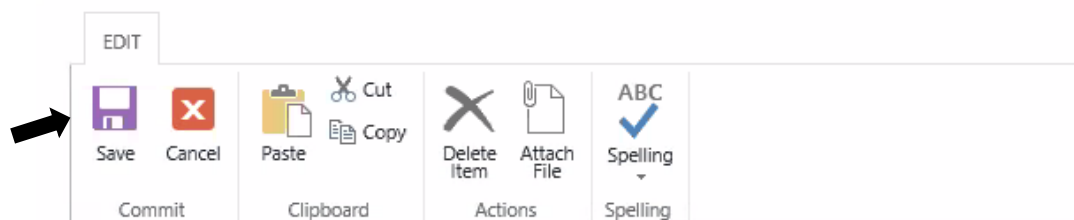
The update link functions as a refresh button. Each time there is a new entry you can click the update link to see the current status. You can also use the browser refresh button to accomplish the same result.

ESSER Application: Step 3

Required Information

1. Click on the edit icon to access questions.
2. Complete all of the required questions.
3. Check the “Save” box.

SubgrantApplicationQuestions -



1. Provide a description of the steps the LEA will take to ensure compliance with Section 427 of the General Education Provision Act (GEPA), 20 U.S.C. 1228a.
2. Describe how the LEA will determine its most important educational needs as a result of COVID 19.
3. Outline the LEA’s proposed timeline for providing services and assistance to students and staff in both public and non-public schools.
4. Explain how the LEA intends to use ESSER funds to promote remote learning.
5. Describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services.
6. Describe how the LEA will utilize CARES Act funding to target additional supports and services for at-risk student populations.



Refer to the guidance memo and rubric to support the thought process and the responses that are provided in the required information module. These responses are critical to fully appreciate the methods and rationale that were used in determining the use of these funds.


ESSER Application: Step 4

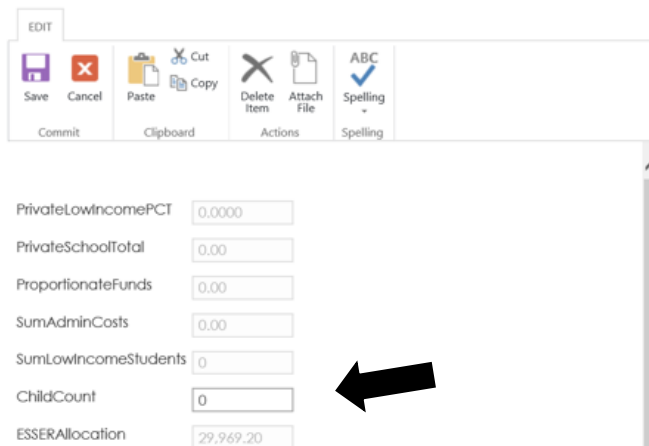
Non-Public School Equitable Services



If there are no participating non-public schools, do not complete the module.

Please note: As with Title I funding, ESSER funding will require contacting and consulting with non-public schools. This must include non-public schools that may have previously declined Title I funding.

1. To access Non-Public School Equitable Services, click on the edit icon. 
2. **This module must be completed before the non-public school criteria module. Amounts in this module will not calculate until information is also entered into the non-public school criteria module.**
3. In the “ChildCount” field, enter the total number of students from low-income families residing in participating Title I school attendance areas and attending either a participating Title I public school or a participating non-public school.



The screenshot shows a software interface with a toolbar at the top containing icons for Save, Cancel, Paste, Copy, Delete Item, Attach File, and Spelling. Below the toolbar is a form with the following fields:

PrivateLowIncomePCT	0.0000
PrivateSchoolTotal	0.00
ProportionateFunds	0.00
SumAdminCosts	0.00
SumLowIncomeStudents	0
ChildCount	0
ESSERAllocation	29,969.20

A black arrow points to the 'ChildCount' field.



NOTE: Please refer to Appendix 1 for further guidance on determining which students to count for this section.

NOTE: Please contact Carol Culver at (505) 490-5918 or carol.culver@state.nm.us for more information.

Non-Public School Criteria



If there are no participating non-public schools, do not complete the module.

1. In the drop-down menu select the appropriate participating non-public school. If a school is not listed, please select MISC PRIVATE. **Create a new entry for each participating non-public school. The LEA is responsible for identifying and contacting all non-public schools in the district boundaries whether or not they are on the drop-down list.**

PrivateSchool	<input type="text" value="(None)"/> <input type="button" value="v"/>
LowIncomeStudents	<input type="text" value="0"/> Enter total number of eligible private school students from low-income families in attendance at this private school.
AdministrativeCosts	<input type="text" value="0.00"/>

2. In the “LowIncomeStudents” field, enter the number of low-income students who attend the non-public school and who live in the attendance area of a participating district Title I public school. Students who live in the attendance area of non-Title I schools, or who live outside the district, should not be counted.
3. The district is allowed to set aside a reasonable amount to administer the non-public program.
4. In the “use of funds” field, describe the services that will be provided in the participating non-public school.
5. Click “Save.”
6. Add a new Non-Public School Criteria item for each non-public school in the drop-down menu.
7. Be sure to upload equitable service consultation forms to the “Documents Upload” section of the application.



NOTE: Use comparable poverty thresholds to determine low income for non-public schools.

ESSER Application: Step 5

Indirect Cost Rate

1. Choose whether your district will claim indirect costs for the administration of ESSER.
2. If you answered “yes” to indirect costs, enter your fixed asset amount (equipment > \$5,000), if applicable. That amount must be either 0 or greater than \$5,000.

IndirectCostRate

IndirectAmount

IndirectYN Yes
 No

Will the District claim Indirect Costs for ESSER Allocation Grant?

ESSER Application: Step 6

Allot Population Grant

1. Enter the amount that will be used for each funding use chosen.
2. Provide an explanation of how these funds will be used.

Funding Use	Funding Amount	Explanation of how the amount is used
Purchasing educational technology including assistive technology or adaptive equipment	<input type="text" value="0.00"/> x	<input type="text"/>
Professional development for educators or families to support remote/distance learning activities.	<input type="text" value="0.00"/>	<input type="text"/>
Providing mental health services and supports	<input type="text" value="0.00"/>	<input type="text"/>
Activities that address the unique needs of low-income children	<input type="text" value="0.00"/>	<input type="text"/>
Activities that address the unique needs of students with disabilities	<input type="text" value="0.00"/>	<input type="text"/>



Keep in mind the statewide priorities which are: closing the digital divide; supporting the social and emotional needs of students, families and staff; supporting the needs of students with disabilities and at-risk students; and providing personal protective equipment for all staff and students.

ESSER Application: Step 7

Associated Documents

1. Please ensure that you have uploaded all required associated documents before submitting your application.

Document Names	Description of the documents
PED Federal Grant Equipment Approval	Required if requesting the acquisition of equipment over \$5,000 per unit
ESSER Application Assurances	Required for all LEAs
Equitable Services Consultation	Required if there are non-public schools within district boundaries

Submitting the Application

After all modules have been completed, the application is ready to submit.

- Click on the dropdown arrow for application status
- Choose the Submit to State status
- Click the save button.
- The application has now been submitted

Application Status: **In Process**
Approve
Return to District
Submit to State

Recommendations: _____

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Save Cancel

Review Process:

Title I staff will review the application and communicate the need for any necessary changes.

APPENDIX 1

ESSER Non-public School Guidance

NMPED, May 15, 2020

New Mexico Public Education Department’s Advisory to School Districts for the Determination of Equitable Services Calculations under the CARES Act:

The Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub.L. 116–136, requires school districts that receive awards under the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide equitable services to students and teachers in non-public schools using Title I criteria in the [Elementary and Secondary Education Act of 1965](#). See Section 18005(a) of the [CARES Act](#). In compliance with the [CARES Act](#), school districts are advised to determine equitable services dollar amounts based on the number of children from low-income families in each participating non-public school in the attendance area boundaries of Title I schools within the school district.

This advisory aligns with the plain language of the [CARES Act](#) and is consistent with long-standing equitable services calculations under Title I criteria, as well as U.S. Department of Education’s (ED) interpretations of the [Elementary and Secondary Education Act of 1965](#) over decades and as recently as October 2019. See <https://ccsso.org/sites/default/files/2020-05/DeVosESLetter050520.pdf>.

[ED’S April 30, 2020 non-binding guidance](#), titled “Providing Equitable Services to Students and Teachers under the Coronavirus Aid, Relief, and Economic Security (CARES) Act Programs”, advocates for calculations based on the number of total student enrollment at participating non-public schools instead of the number of students from low-income families at such schools, which is inconsistent with [Title I](#). Since [ED’S April 30, 2020 non-binding guidance](#) document presents an alternative interpretation of the [CARES Act](#) that does not align with the State’s reading of the [CARES Act](#), it is not being followed.

The New Mexico Public Education Department’s advisory is permissible under [ED’S April 30, 2020 non-binding guidance](#) document, which notes:

“Other than statutory and regulatory requirements included in the document, such as those pursuant to the authorizing statute and other applicable laws and regulations, **the contents of the guidance do not have the force and effect of law and are not meant to bind the public in any way**. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. **In addition, it does not create or confer any rights for or on any person.**” (Emphasis added.)

In accordance with the New Mexico Public Education Department’s advisory, school districts shall take the following steps to calculate equitable services dollar amounts for participating non-public schools under the [CARES Act](#):

- 1) School districts shall contact *all* non-public schools within their geographic boundaries to ask whether they wish to receive equitable services under the [CARES Act](#).
- 2) To help determine which students live within Title I attendance areas and who are from low-income families, non-public schools that wish to receive equitable services under the [CARES Act](#) will collect the following data:
 - a. Student addresses;
 - b. Student grade levels; and
 - c. Student poverty information.
- 3) Only those students who live within Title I attendance areas and who are from low-income families will generate an equitable share. Title I attendance areas are determined by the public schools the school district served during the 2019-2020 school year.

- 4) Since children who enroll in non-public schools live in many different school districts, school districts may transfer the equitable share funds to one another to form a “Lead District” that will deliver the equitable services on behalf of the non-public school(s), as in the Title I equitable share process.

If you have any questions about this advisory, please contact Gabe Baca at gabriel.baca2@state.nm.us or (505) 670-8402.