



**FLORIDA DEPARTMENT OF EDUCATION
Request for Application**

Bureau/Office

Division of Public Schools

Program Name

TAPS 22A172

Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act, 2021 – ACADEMIC ACCELERATION

Specific Funding Authority(ies)

Line 115B of the General Appropriations Act (2021), chapter 2021-36, Laws of Florida
Chapter 2021-44, Laws of Florida (HB 5101, sec. 6)
CFDA # 84.425D, P.L. 116-136, section 18003 and the CRRSA Act, section 313

Funding Purpose / Priorities

The ESSER II funds under the CRRSA Act are provided to Local Educational Agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (“COVID-19”) has had, and continues to have, on elementary and secondary schools in Florida. This includes helping school districts and other LEAs safely reopen schools, restore and maintain high-quality learning environments, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

The Academic Acceleration allocation is provided to remediate the learning loss among kindergarten through grade 12 students, including, but not limited to, students with disabilities, students experiencing homelessness, students who attended virtual classes or classes offered through an online learning environment during the 2020-2021 school year, and children and youth in foster care.

In implementing its Academic Acceleration program, each school district shall:

- (a) Use pre-assessments and post-assessments that are valid and reliable and have been approved by the Department of Education to assess students' academic progress and assist classroom teachers in meeting the students' academic needs through differentiating instruction;
- (b) Implement evidence-based interventions to meet the comprehensive needs of students by using in classroom instruction both during and outside of the regular school day and year;
- (c) Use classroom teachers who have received professional development on the use of a multi-tiered system of supports; and

(d) Provide information and assistance to parents on how they can effectively support students.

Total Funding Amount

\$561,646,121 is provided in accordance with the attached allocation schedule.

Type of Award

Entitlement

Budget / Program Performance Period

July 1, 2021, through September 30, 2023

Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

Eligible Applicant(s)

Local Educational Agencies, including Charter School Local Educational Agencies.

Application Due Date

On or before August 12, 2021.

The due date refers to the date of receipt of the electronic files in the ShareFile system for access by the Office of Grants Management.

For Federal programs, the project effective date will be the date that the application is received within the Office of Grants Management meeting conditions for acceptance, or the budget period specified in the Federal Award Notification, whichever is later.

Contact Persons

Program Contact

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Grants Management Contact

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Questions should be submitted to the following email address: ESSER2@fldoe.org.

Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller’s Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Note: Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

Program-Specific Assurances

In order to receive funding, applicants must submit the signed ESSER II Assurances released concurrently with this Request for Application.

Risk Analysis

Every agency must complete a Risk Analysis form. The appropriate DOE 610 or DOE 620 form will be required prior to a project award being issued.

School Districts, State Colleges, Local Educational Agencies, State Universities, and State Agencies must use the DOE 610 form. Once submitted and approved, the risk analysis will remain in effect unless changes are required by changes in federal or state law, changes in the circumstances affecting the financial and administrative capabilities of the agency or requested by the Department. A change in the agency head or the agency’s head of financial management requires an amendment to the form. The DOE 610 form may be found at <http://www.fldoe.org/core/fileparse.php/5625/urlt/doe610.xls>

Funding Method:

Federal Cash Advance (Public Entities only as authorized by the FDOE)

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient or subrecipient for disbursements. For federally-funded programs, requests for federal cash advance must be made through FDOE’s Florida Grants System (FLAGS). Supporting documentation for expenditures should be kept on file at the program. Examples of such documentation include, but are not limited to, payroll records, contracts, invoices with check numbers verifying payment and/or bank statements – all or any of these items must be available upon request.

Fiscal Records Requirements and Documentation

LEA allocations are provided in Appendix A. Pursuant to section 1002.33(17)(c), Florida Statutes, school district LEAs shall provide an allocation to all charter schools within its district. Unless otherwise agreed between the district and the charter school(s), the charter school allocation shall be not less than the pro-rata share of the district's total allocation, based on the district's total unweighted FTE and the charter school's total unweighted FTE reported in the 2020-21 survey 3.

All accounts, records, and other supporting documentation pertaining to all costs incurred shall be maintained by the recipient for five years. Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; time and effort logs for staff, salary/benefits schedules for staff. All or any documentation must be available upon request.

All project recipients must submit a completed DOE 399 form, Final Project Disbursement Report, by the date specified on the DOE 200 form, Project Award Notification.

Allowable Expenses:

Each school district shall use a portion of its academic acceleration allocation to remediate the learning loss among kindergarten through grade 12 students, including, but not limited to, students with disabilities, students experiencing homelessness, students who attended virtual classes or classes offered through an online learning environment during the 2020-2021 school year, and children and youth in foster care.

After addressing the needs of the district in addressing academic acceleration to remediate learning loss within the school district, LEAs may spend their remaining ESSER II funds allocated herein on any allowable activity under section 313(d) of the CRRSA Act, as follows:

(d) USES OF FUNDS.—A local educational agency that receives funds under this section 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 25 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring 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 children 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 after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by
 - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - (B) Implementing evidence-based activities to meet the comprehensive needs of students.
 - (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - (D) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) 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.

If the district determines that any portion of this allocation is not needed for purposes of academic acceleration to address learning loss, the district shall provide the basis for determining that the funds are not needed for that purpose, and shall describe the amount that will be used for other purposes and the allowable activities that will be undertaken.

Unallowable Expenses:

Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items. Subrecipients are expected to consult the FDOE program office with questions regarding allowable costs.

- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment)
- Meals, refreshments or snacks
- End-of-year celebrations, parties or socials
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel without FDOE pre-approval
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)
- Gift cards
- Decorations
- Advertisement
- Promotional or marketing items (e.g., flags, banners)
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Tuition
- Capital improvements and permanent renovations (e.g., playgrounds, buildings, fences, wiring)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms
- Costs for items or services already covered by indirect costs allocation
- Costs not allowable for federal programs per the USDE General Administration Regulations (EDGAR), which may be found at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> and the Reference Guide for State Expenditures, which may be found at www.myfloridacfo.com/aadir/reference_guide/.

Pursuant to guidance issued by the U.S. Department of Education, “The [U.S. Department of Education] generally does not consider the following to be an allowable use of ESSER II funds, under any part of section 313: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

Equipment Purchases

Any equipment purchased under this program must follow the Uniform Grants Guidance (UGG) found at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl or the Reference Guide for State Expenditures, www.myfloridacfo.com/aadir/reference_guide/.

Further guidance and instruction on property records, inventory and disposition requirements for property are outlined in the Green Book, www.fldoe.org/grants/greenbook/.

Administrative Costs including Indirect Costs:

Local educational agencies (LEAs) may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA's total award.

School Districts

The Florida Department of Education has been given the authority by the U.S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are not required to develop an indirect cost proposal, but if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be approved by the Florida Department of Education's Comptroller. **Indirect costs shall only apply to federal programs.** Additional information and forms are available at www.fldoe.org/finance/comptroller/.

Executive Order 11-116

The employment of unauthorized aliens by any contractor is considered a violation of section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term. Executive Order 11-116 may be viewed at <http://www.flgov.com/wp-content/uploads/orders/2011/11-116-suspend.pdf>.

General Education Provisions Act (GEPA)

Applicants must provide a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to <http://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. If the Applicant has submitted a GEPA statement for the Elementary and Secondary Schools Emergency Relief (ESSER) Fund, the previously submitted GEPA statement will apply to this program. Any revisions specific to the ESSER II non-enrollment allocation shall be submitted with the application.

Narrative Section

Applications shall submit a project narrative describing the Applicant's plan to address learning loss among kindergarten through grade 12 students.

The project narrative shall include:

- (1) A summary of the district's plan to address learning loss;
- (2) Identify the pre- and post- assessments that will address be used to assess students' progress;

- (3) Identify the evidence-based interventions that will be employed to meet the comprehensive needs of students by using in classroom instruction, both during and outside of the regular school day and year;
- (4) Describe how the district will ensure that classroom teachers will receive or have received professional development on the use of a multi-tiered system of supports; and
- (5) Describe how the district will provide information and assistance to parents on how they can effectively support students.

The district shall submit to the Florida Department of Education pre- and post-assessment data in such formats and timeframes as required by the Department.

If the district determines that any portion of this allocation is not needed for purposes of academic acceleration to address learning loss, the district shall provide the basis for determining that the funds are not needed for that purpose, and shall describe the amount that will be used for other purposes and the allowable activities that will be undertaken.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

- Application must be submitted to the Office of Grants Management via ShareFile. ShareFile access has been established for the ESSER II Academic Acceleration program for each LEA. Requests for access for additional or different LEA personnel may be sent to OGM@fldoe.org. It is requested that access be limited to only those staff needed to upload application or amendment materials.
- Application is received in the timeframe specified by the RFA
- Application includes required forms: DOE 100A Project Application Form, ESSER II Assurances, Project Narrative, and DOE 101 Budget Narrative Form.
- All required forms must have the assigned TAPS Number included on the form
- All required forms must have signatures by an authorized entity. Electronic signatures are acceptable. Electronic signatures may include a pdf or other scanned version of a hard-copy signature, or a typed or imaged signature. If a typed or imaged signature is used, the document must be uploaded by the individual signing the document.

NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.