



District of Columbia
Office of the State Superintendent of Education

FY23 ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ESSER) III-ARP APPLICATION

Guidance for Submitting FY23 ESSER Applications

November 10, 2022

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Using the FY23 ESSER Application Guide

This guide supports local education agencies (LEAs) in completing the fiscal year 2023 (FY23) ESSER III-ARP applications.

The document includes an overview of the ESSER III-ARP sections in the Enterprise Grants Management System (EGMS). It also includes checklists for each section that aim to reduce the number of applications that are returned for changes.

LEAs can use the Table of Contents to search for select information or search by key terms. Each section in the Table of Contents is hyperlinked to the section in the document below. LEAs can also search for key terms by selecting “Ctrl+F” on their keyboard to use the find function.

LEAs are encouraged to contact their [ESSER grant manager](#) to review applications before submitting in EGMS.

Additional resources that you can refer to to assist you with completing your application are:

Resource	Description
ESSER Allowable Uses	One page description of allowable activities under ESSER.
ESSER III-ARP Budget Codes	Document designed to support LEAs in categorizing costs when planning ESSER activities. The codes will be used to complete the EGMS Detailed Planned Expenditures tab.
ESSER III-ARP Funding Strategy Guide	Strategy guide to support LEAs in maximizing ESSER III-ARP to mitigate, prepare for, respond to the pandemic.
Continuous Education Plans (CEP)	Plans describing how LEAs will support safe reopening, student and staff well-being and accelerated learning for all students.

Please contact OSSE.ESSER@dc.gov or your [ESSER grant manager](#) if you have any questions that are not addressed in this document.

FY23 Application at a Glance: ESSER III-ARP

Applicant:

ESSER III - ARP

Application: 2021-2022 ESSER III - ARP - 00-ESSER III - ARP
Cycle: Original Application

2021-2022 10/1/2021 - 9/30/2022

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The application has been submitted. No more updates will be saved for the application.

OVERVIEW	CONTACT INFORMATION	FUNDING DISTRIBUTION	SPENDING PRIORITY AREAS	RESERVATION FOR EVIDENCE-BASED INTERVENTIONS	RETURN TO IN-PERSON AND USE OF FUNDS PLAN
GEPA NARRATIVE	FACILITIES COSTS	DETAILED PLANNED EXPENDITURES	SUPPORTING DOCUMENTATION	GRANT AWARD NOTIFICATION INFORMATION	AWARD ADMINISTRATION
ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY		

Section	Description
Overview	Provides a brief description of ESSER III-ARP. The description includes information about the purpose of ESSER III-ARP, the grant period uses of funds, the application due date and program contact.
Contact Information	Provides details for the main contact person(s) for the ESSER grant program
Funding Distribution	LEAs can find allocation information here. This includes current and prior year funds.
Spending Priority Areas	In alignment with USED priorities for ESSER categories that support responding to, preparing for and mitigating the impact of the pandemic. The priority areas are: • Safely Reopen Schools • Address Specific Needs • Address Learning Loss • Other Use of Funds
Reservation for Evidence-Based Interventions	This section details how LEAs will use at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional and academic needs and address the disproportionate impact of coronavirus (COVID-19) on underrepresented student subgroups. LEAs must upload their ESSER III-ARP Application Evidence-Based Intervention Form in this section.

Section	Description
Return to In Person and Use of Funds Plan	This section details how LEAs that receive ESSER III-ARP funds are required to make publicly available on their website a plan that addresses how the LEA will ensure the safe return to in-person instruction and continuity of services (through the CEP) and a plan for how the LEA intends to use ESSER III-ARP funds. Please note that CEPs must be updated every six months until Sept. 30, 2023.
GEPA Narrative	Details how LEAs will make sure every student has access to and can participate in ESSER grant programs.
Facilities Costs	This section should be completed if the LEA intends to use ESSER to acquire, alter, remodel, repair, renovate or extend school facilities and their construction proposal has been approved by OSSE. LEAs should upload all relevant construction documents including: • Concept Proposal Form • Additional Questions • Signed Assurances
Detailed Planned Expenditures	Provides a detailed list of all planned expenditures for ESSER. Be sure to note the following: • LEAs must select a Budget Code that aligns to one of the four spending priority areas. • Write a description of the purpose of the purchase. Be sure to include how the purchase will help the LEA prepare for, respond to and mitigate the impact of the pandemic. • Cost assumptions should include the quantity or scope of service for an expenditure (e.g., length of contract, cost per unit).
Supporting Documentation	This section should be completed if OSSE requests additional documentation.
Award Administration	Provides key details (including monitoring information and terms and conditions) that LEAs must adhere to throughout the grant program.
Assurances	Includes programmatic assurances that LEAs must adhere to before submitting the application.
Submit	Section where LEAs can click button to submit the application.
Application Print	Provides LEAs the option to print the application.
Application History	Provides details on the status of the application.

Checklists: ESSER III-ARP

These checklists support LEAs in completing the ESSER application while minimizing the likelihood that the application will be returned for changes. LEAs are encouraged to ensure all items on the checklist are addressed before moving to the next section.

Reservation for Evidence-Based Interventions Checklist

Applicant:								ESSER III - ARP
Application: 2021-2022 ESSER III - ARP - 00-ESSER III - ARP								Printer-Friendly
Cycle: Original Application								2021-2022 10/1/2021 - 9/30/2022
								Click to Return to Organization Select Return to the Dashboard Click to Return to Menu List / Sign Out
The application has been submitted. No more updates will be saved for the application.								
OVERVIEW	CONTACT INFORMATION	FUNDING DISTRIBUTION	SPENDING PRIORITY AREAS	RESERVATION FOR EVIDENCE-BASED INTERVENTIONS	RETURN TO IN-PERSON AND USE OF FUNDS PLAN	GEPA NARRATIVE	FACILITIES COSTS	
DETAILED PLANNED EXPENDITURES	SUPPORTING DOCUMENTATION	GRANT AWARD NOTIFICATION INFORMATION	AWARD ADMINISTRATION	ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY	
EVIDENCE-BASED INTERVENTIONS PLAN		EVIDENCE-BASED INTERVENTIONS BUDGET						

Overview and Purpose

In this section, the LEA can access their Evidence Based Intervention (EBI) form in [Box](#) that has been prepopulated with information from the LEA's prior ESSER III-ARP applications. The form has two tabs: Instructions and EBI Form. Please review and refer to the "Instructions" tab in order to complete the FY23 column in the "EBI Form" tab.

For FY23 column, use the checklist below to respond to each question:

Question 1: Briefly describe the intervention and how it will be implemented at the LEA.

- ☐ Write a brief (two to three sentences) explanation on how the intervention will be implemented. Answer the following questions in your explanation:
- Which/how many students will receive the intervention?
 - Who will be responsible for implementing/running the intervention?
 - How frequently will students receive the intervention?

Question 2: Which underrepresented student subgroups will be supported through this intervention?

☐ List any and all of the following subgroups that will be supported by the intervention:

- Major racial and ethnic groups;
- Children from low-income families;
- Children with disabilities;
- English learners;
- Gender;
- Migrant students;
- Students experiencing homelessness; and
- Children and youth in foster care.

Question 3: What is the tier of evidence supporting this intervention?

☐ State which tier of evidence (one, two, three, or four) the supporting research meets the criteria for in the framework below and ensure that the tier in your response matches the tier of the evidence in the study named in question four.

Question 4: Describe the evidence base for the intervention.

There are two options for this response. Choose the one that is most appropriate for your LEA's intervention.

☐ Describe and link to the research study which supports the efficacy of the intervention named in question one. The description should explain the premise and results of a study that supports the LEA's choice of the intervention to be used. The study should indicate that the named intervention has evidence of success in achieving the goals of the LEA's ESSER plan. The study should be publicly available in at least one of the databases listed below. The study must show support for the same intervention named (the names should match or be very closely related) in the plan. Copy and paste the exact URL in the response.

The following are databases of evidence-based interventions:

- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [Comprehensive Center Network](#)
- [FutureED COVID Relief Playbook](#)

OR

☐ If the evidence is tier four, the LEA may describe an analysis of the LEAs' past evaluation data that demonstrates the efficacy of the intervention. If the LEA has used an intervention in the past and has data that supports its continued use or expansion, state the results and make a reasonable case for its use in the LEA's ESSER plan.

Question 5: What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?

- ☐ Describe the quantitative (e.g., student assessment data) and/or qualitative (e.g. survey results) data that will be used to evaluate the efficacy of the intervention. Answer the question: what data will be collected and analyzed to know if this intervention was effective in reaching or making progress toward the goal of the plan?
- ☐ List the specific, measurable, achievable, relevant and time-based (SMART) goals that will be used to define the effectiveness of the intervention. Answer the question: what measures will the LEA be looking for in the data to understand how effective the intervention was?

Question 6. What was the actual outcome of the intervention? Was the SMART goal achieved? If yes, what contributed to the effectiveness of the intervention? If not, what changes did the LEA make (e.g., adjusted implementation, pivoted to a different intervention)?

- ☐ State, in relation to the original SMART goal provided in question five for the same intervention, the actual outcomes.
- ☐ If the SMART goal was achieved, describe briefly what made the intervention successful.
- ☐ If the SMART goal was not achieved, state if the LEA decided to continue with the intervention. If yes, state if changes were made to the design of the intervention and describe what changes were made.

Return to In Person and Use of Funds Plan Checklist

Applicant:

ESSER III - ARP

Application: 2021-2022 ESSER III - ARP - 00-ESSER III - ARP
Cycle: Original Application

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GEPA NARRATIVE	FACILITIES COSTS	DETAILED PLANNED EXPENDITURES	SUPPORTING DOCUMENTATION	GRANT AWARD NOTIFICATION INFORMATION	AWARD ADMINISTRATION
ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY		

Overview and Purpose

As a requirement of receiving ESSER III-ARP funds, LEAs were required to submit a 2021-22 Continuous Education Plan (CEP). LEAs must also update their 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023 (i.e., twice a year until Sept. 30, 2024), and engage stakeholders in the update process. This section is where LEAs must demonstrate compliance with this requirement.

Question 1:

- ☐ Include the links for the 2022-23 CEP that go directly to the LEA’s website where the CEP is posted (not to the CEP document itself).
- ☐ Links are clearly labeled on the website.

Question 2:

- ☐ Date of 2022-23 CEP update should be clearly marked on the website or in the CEP itself (e.g., an “as of” date) (remember: Include the date when the 2022-23 CEP was most recently updated in the textbox).

Question 3:

- ☐ Describe the LEA’s process, including timeline, for engaging meaningful consultation with stakeholders.
- ☐ Identify the stakeholder groups with which the LEA engaged in meaningful consultation.
- ☐ Discuss whether the stakeholders decided to update the CEP.
- ☐ Include how the outcomes of the meaningful consultation were incorporated into the most recent CEP update.

GEPA Narrative Checklist

Applicant:

ESSER III - ARP

Application: 2021-2022 ESSER III - ARP - 00-ESSER III - ARP

2021-2022 10/1/2021 - 9/30/2022

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Overview and Purpose

The General Education Provisions Act (GEPA) narrative provides details on how LEAs ensure equitable access to and participation in federal programs. It highlights how LEAs address the special needs of students, teachers and stakeholders. When completing this section, you must include the following:

- ☐ Address how all students will be able to access all programs, activities, interventions and/or resources listed in this ESSER III-ARP application. LEAs do not need to address anything funded by another source.
- ☐ Name the subgroups (e.g., students experiencing homelessness, English learners, students with disabilities) that will be ensured equitable access to and participation in grant funded activities. For example, if LEAs are sending flyers to families about a high-dosage tutoring after-school program, please include how the LEA will make sure families of English learners have access to and can participate in the program.
- ☐ Describe the strategies that the LEA will use to remove barriers. For example, if after-school tutoring is offered and transportation is a barrier for students, describe how you will provide transportation to remove the barrier.

Detailed Planned Expenditures Checklists

Applicant:

ESSER III - ARP

Application: 2021-2022 ESSER III - ARP - 00-ESSER III - ARP
Cycle: Original Application
2021-2022 10/1/2021 - 9/30/2022

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DETAILED PLANNED EXPENDITURES	SUPPORTING DOCUMENTATION	GRANT AWARD NOTIFICATION INFORMATION	AWARD ADMINISTRATION	ASSURANCES	SUBMIT	APPLICATION PRINT	APPLICATION HISTORY
BUDGET INSTRUCTIONS	BUDGET DATA IMPORT	SALARIES AND BENEFITS	PROFESSIONAL SERVICES	EQUIPMENT	SUPPLIES AND MATERIALS	FIXED PROPERTY COSTS	
OTHER OBJECTS	BUDGET SUMMARY						

Overview and Purpose

The Detailed Planning Expenditures tabs provide a detailed list of all planned expenditures for ESSER III-ARP funds. For each line item in the budget, please note the following:

- Although FY23 expenditures range from Oct. 1, 2022-Sept. 30, 2023, ESSER III-ARP expenditures are allowable from March 13, 2020-Sept. 30, 2024.
- To make sure the appropriate budget code is chosen, please review the [ESSER III-ARP Budget Categories and Examples of Possible Costs](#) chart before completing the budget tabs.
- Write a description of the purpose of the purchase and budget breakdowns in the “Brief Description of Purpose of Purchase” column. Budget breakdowns, or cost assumptions, should convey the quantity or scope of service provided by an expenditure. This could include the quantity of items being purchased, the number of months covered by a salary, the number and/or grade level of students being served, or the duration of a contract.
- There are six main categories within the “Detailed Planned Expenditures” tab: Salaries and Benefits, Professional Services, Equipment, Supplies and Materials, Fixed Property Costs, and Other Objects. To determine which types of items below in which category, you can reference the [ESSER III-ARP Budget Codes](#) or the [ESSER III-ARP Budget Categories and Examples of Possible Costs](#).

The sub-sections below describe the type of information and details you need to include in each line item of your budget.

Detailed Planning Expenditures- Salaries and Benefits (100)

Before moving to the next section, ensure the following items are completed appropriately:

- ☐ *Name of Individual:* If an individual has been hired, include the name. If the individual has not been identified, write TBA or TBD;
- ☐ *Position Title:* Position title as it will appear on salary records;
- ☐ *Budget Codes:* Use the [ESSER III-ARP Budget Codes](#) to determine what types of purchases should be labeled as which budget codes. If your item is not included in the document, please contact your [ESSER grant manager](#);
- ☐ *Percent of Staff Time Allocated:* Write the proportion of the staff person's time spent doing the role described in the "Expenditure Description and Itemization" column as a percentage. This allocation of the employee's time should match the Time and Effort Certification documentation, which will be reviewed if you are selected for monitoring; and
- ☐ *Expenditure Description and Itemization:* There should be a clear description of the item and its purpose. Additionally, the following information should be included in the description:
 - How the item will help the LEA prepare for/respond to the pandemic;
 - Whether the position is part time or full time; and
 - Timeframe for the position (e.g., August 2022-June 2023).

Detailed Planning Expenditures- Professional Services (300)

Before moving to the next section, ensure the following items are completed appropriately:

- ☐ *Items to be Purchased:* Describe the item that will be purchased and include the vendor, if you already know it (e.g., mental health services for staff, sanitation for the building);
- ☐ *Budget Codes:* Use [ESSER III-ARP Budget Codes](#) to determine what types of purchases should be labeled as which budget codes. If your item is not included in the document, please contact your [ESSER grant manager](#); and
- ☐ *Brief Description of Purpose of Purchase:* There should be a clear description of the item and its purpose. Additionally, the following information should be included in the description:
 - Brief detail of the services that are being purchased;
 - How the service supports the LEA in preparing for or responding to the coronavirus (COVID-19) pandemic;
 - The timeframe of the professional service (e.g., eight-month contract);
 - A breakdown of the total cost (e.g., monthly cost, cost per session);
 - Whether the service is for students or staff (e.g., tutoring, professional development); and

- The estimated number of students/staff that will be served.

Detailed Planning Expenditures- Equipment (500)

Before moving to the next section, ensure the following items are completed appropriately:

- ☐ *Items to be Purchased:* Name the item that will be purchased (e.g., standalone air filter);
- ☐ *Budget Codes:* Use the [ESSER III-ARP Budget Codes](#) to determine what types of purchases should be labeled as which budget codes. If your item is not included in the document, please contact your [ESSER grant manager](#); and
- ☐ *Brief Description of Purpose of Purchase:* There should be a clear description of the item and its purpose. Additionally, the following information should be included in the description:
 - Brief detail of the item that is being purchased;
 - How the item supports the LEA in preparing for or responding to the COVID-19 pandemic;
 - A breakdown of the total cost per item;
 - Quantity of the item(s) being purchased; and
 - The timeframe that the item will be used (if applicable) (e.g., July 2021-June 2023).

Detailed Planning Expenditures- Supplies and Materials (600)

Before moving to the next section, ensure the following items are completed appropriately:

- ☐ *Items to be Purchased:* Name the item that will be purchased (e.g., PPE, hand sanitizer);
- ☐ *Budget Codes:* Use the [ESSER III-ARP Budget Codes](#) to determine what types of purchases should be labeled as which budget codes. If your item is not included in the document, please contact your [ESSER grant manager](#); and
- ☐ *Brief Description of Purpose of Purchase:* There should be a clear description of the item and its purpose. Additionally, the following information should be included in the description:
 - Brief detail of the item that is being purchased;
 - How the item supports the LEA in preparing for or responding to the COVID-19 pandemic;
 - A breakdown of the total cost per item; and
 - Quantity of the item/s being purchased.

Detailed Planning Expenditures- Fixed Property Costs (700)

Before moving to the next section, ensure the following items are completed appropriately:

- ☐ *Items to be Purchased:* Describe the item that is being leased or rented (e.g., tents, trailer);
- ☐ *Budget Codes:* Use the [ESSER III-ARP Budget Codes](#) to determine what types of purchases should be labeled as which budget codes. If your item is not included in the document, please contact your [ESSER grant manager](#); and
- ☐ *Brief Description of Purpose of Purchase:* There should be a clear description of the item and its purpose. Additionally, the following information should be included in the description:
 - Brief detail of the item that is being rented;
 - How the rental supports the LEA in preparing for or responding to the COVID-19 pandemic;
 - A breakdown of the total cost per item/month;
 - Quantity of the item(s) being rented; and
 - A breakdown of the total number of months the item will be rented (e.g., 10 months—August 2022-June 2023).

Detailed Planning Expenditures- Other Objects (800)

Before moving to the next section, ensure the following items are completed appropriately:

- ☐ *Items to be Purchased:* Describe the item that will be purchased (e.g., carryover or any other item, e.g., stipends, that did not fit in the other categories);
- ☐ *Budget Codes:* Use the [ESSER III-ARP Budget Codes](#) to determine what types of purchases should be labeled as which budget codes. If your item is not included in the document, please contact your [ESSER grant manager](#); and
- ☐ *Brief Description of Purpose of Purchase:* There should be a clear description of the item and its purpose. Additionally, the following information should be included in the description:
 - How the item supports the LEA in preparing for or responding to the COVID-19 pandemic;
 - A breakdown of the total cost per item/month;
 - Quantity of the item/s being purchased; and
 - If this section is being used to indicate carryover, just write “carryover.” Be sure to write carryover in the Spending Priority Areas >>Other Use of Funds textbox as well.

