



CARES Act Funding Information

Elementary and Secondary School Emergency Relief (ESSER) FAQs: 90 Percent Formula-Based Allocation

Of the money Minnesota receives through the federal ESSER fund, 90 percent is distributed using a formula-based allocation tied to a district or charter school's 2019-20 Title I, Part A allocation from the Elementary and Secondary Education Act (ESEA).

Allocation amounts and eligibility

If my district or charter school received a Title I, Part A allocation for 2019-20, how much money can we expect from ESSER?

Districts and charter schools can expect to receive an ESSER formula-based allocation that is roughly 80% of the size of their Title I, Part A allocation for 2019-20.

What happens if my district or charter school did not receive a Title I, Part A allocation for 2019-20?

Under the CARES Act, Minnesota cannot provide a formula-based allocation from this fund to districts or charter schools that did not receive a Title I, Part A allocation for 2019-20.

However, Minnesota is using part of the state-directed grants from its reservation of 9.5% of ESSER funds to provide funds to those districts and charter schools that do not receive funds from this formula-based allocation.

Allowable uses

What can I spend this money to do?

These funds can be used very broadly. While the amounts are based on Title I, Part A of the ESEA, the allowable uses of the funds extend well beyond what Title I, Part A allows. Specifically, using the language from the statute, ESSER funds can be spent on any of twelve different uses (emphasis added):

- **Any activity authorized by the ESEA of 1965**, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act; **the Individuals with Disabilities Education Act; the Adult Education and Family Literacy Act; the Carl D. Perkins Career and Technical Education Act of 2006; or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.**
- Coordination of preparedness and response efforts 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.**
- Providing principals and others school leaders with the **resources necessary to address the needs of their individual schools.**
- 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.
- Developing and implementing procedures and systems to **improve preparedness and response efforts.**

- Training and professional development for staff of the local educational agency **on sanitation and minimizing the spread of infectious diseases.**
- Purchasing **supplies to sanitize and clean the facilities** of a local educational agency, including buildings operated by such agency.
- 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.
 - How to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.
- 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.**
- 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.
- 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.

As you plan, please note that Governor's Emergency Education Relief (GEER) funds will be used to meet local technology needs and some local summer school programming needs.

When can I spend this money?

ESSER funds can be spent on allowable uses dating back to **March 13, 2020**, and they remain available for obligation through **September 30, 2022**.

Do I have to follow supplement-not-supplant rules?

No, ESSER funds are **not** subject to any supplement-not-supplant rules.

Application process

How do I apply for these funds?

Complete the application document, budget worksheet and, if appropriate, nonpublic consultation summary for this program and upload them to SERVS.

No data available

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