

**Michigan Department of Education  
OFFICE OF FINANCIAL MANAGEMENT  
P.O. Box 30008, Lansing, Michigan 48909**

AUTHORITY: PL Public Law 116-136

*Direct questions regarding this form to MDE-CARES@Michigan.gov*

COMPLETION: VOLUNTARY. (Failure to file The ESSER Formula Fund application will result in loss of funding.)

**2020 - 2021 American Rescue Plan/ESSER III**

|                  |  |                                 |
|------------------|--|---------------------------------|
| <b>APPLICANT</b> | NAME OF DISTRICT<br>East Lansing School District | DISTRICT CODE<br>33010          |
|                  | ADDRESS OF DISTRICT<br>501 BURCHAM DR            |                                 |
|                  | CITY and ZIP CODE<br>EAST LANSING, 48823-2798    | NAME OF COUNTY<br>Ingham County |

|                           |  |  |                             |
|---------------------------|--|--|-----------------------------|
| <b>CONTACT<br/>PERSON</b> | Name of Contact Person<br>Richard Pugh | Title<br>Director of Finance and<br>Operations | Telephone<br>(517) 333-7435 |
|                           | Address<br>501 Burcham Drive           | City<br>East Lansing                           | Zip Code<br>48823           |
|                           | Email Address<br>richard.pugh@elaps.us | Facsimile<br>(517) 333-7470                    | Summer Telephone            |

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

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**ESTIMATED GRANT AWARDS**

Estimated grant awards are based on federal program estimated funds allocated to Michigan and are for informational purposes. Actual grant awards are contingent upon the Michigan Department of Education (MDE) receiving sufficient federal funding for the program. An estimated award does not constitute any binding agreement on behalf of the MDE. The MDE is not responsible for any costs incurred prior to the start of an expenditure period for an actual or final grant award.

**ASSURANCE TO SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

**ASSURANCE TO SECTION 442 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

**ASSURANCE TO DEVELOP AND IMPLEMENT METHODOLOGY TO ALLOCATE STATE AND LOCAL FUNDS**

The applicant has developed and implemented a methodology to allocate State and local funds to each school receiving Title I, Part A funds that ensures that each school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. [Section 1118(b)(2)].

**ASSURANCES TO COMPLY WITH REQUIRED FOSTER CARE PROVISIONS FOR SCHOOL STABILITY**

The applicant ensures that children in foster care promptly receive transportation, as necessary, to and from their schools of origin when in their best interest under [Section 1112(c)(5)(B)]. The applicant assures that it has developed and implemented clear written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, and funded for the duration of the time in foster care as described in [Section 1112(c)(5)(B)].

**ASSURANCES REGARDING HOMELESS CHILDREN AND YOUTH**

The applicant assures it has written procedures for accurately identifying homeless children and youth, and has described, in the district plan, the services they will provide children and youth, including services provided with funds reserved under [Section 1113(c)(3)(A)] of Title I, Part A, to support the enrollment, attendance and success of homeless children and youth, in coordination with the services the applicant is providing under the McKinney-Vento Homeless Assistance Act. The applicant assures that it has reserved sufficient funds under [Section 1113(c)(3)(A)] of Title I, Part A to implement the plan as described.

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

**ASSURANCES REGARDING ENGLISH LEARNERS AND IMMIGRANT STUDENTS (INCLUDING TITLE III)**

The applicant assures it has written procedures for identifying, reporting, and servicing eligible English Learners (ELs) and Immigrant students and uses general funds to support the Language Assistance Program for ELs before using other State and Federal funds , Section 3115(g). Supplanting may occur if the applicant uses Federal funds to provide services that the applicant is required to make available to ELs under other laws including Title VI of the Civil Rights Act of 1964. The applicant assures that it will inform parents of ELs identified for participation in a Language Assistance Program about the details of that program as outlined in [Section 1112(e) (3)].

**ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it and their grant personnel are prohibited from text messaging while driving during official grant business . Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business , or from using government supplied electronic equipment to text message or email when driving. "Texting" or "Text Messaging" means reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

The applicant or subrecipient assures that it adopts the requirements in the Code of Federal Regulations at 2 CFR 175 as a condition for this grant. A subrecipient and its employees may not --

i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect ; ii. Procure a commercial sex act during the period of time that the award is in effect; or

iii. Use forced labor in the performance of the award or subawards under the award. Under this condition, the Federal awarding agency may unilaterally terminate the grant award, without penalty, if a subrecipient that is a private entity—

(i) Is determined to have violated a prohibition named above; or

(ii) Has an employee who is determined by the agency official authorized to terminate the award to have violated a prohibition named above through conduct that is either—

(A) Associated with performance under this award; or

(B) Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

are provided in 2 CFR part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," . [Code of Federal Regulations at 2 CFR 175]

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

If awarded a grant, the grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, Executive Orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee complies with the conditions and the amount disallowed has been recaptured (forfeited), or the issue has been adjudicated. The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report. [MDE Requirement]

**SPECIAL CONDITIONS FOR DISCLOSING FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS** When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing this project or program, funded in whole or in part with federal money, all subrecipients shall clearly state: (1) the percentage of the total costs of the program or project which will be financed with federal money; (2) the dollar amount of federal funds for the project or program; and (3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources. [Public Law 111-117, Title V, Sec. 506]

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The applicant assures that, if a grant is awarded, the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, presentation materials, brochures, posters, and fliers: These materials were developed under a grant awarded by the Michigan Department of Education and [name of federal agency]. [MDE requirement]

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

A fiscal agency that expends \$750,000 or more of federal funds during its fiscal year is required to have a Single Audit performed for that year. [2 CFR 200.501] The applicant assures that it will provide the Michigan Department of Education, officials of the federal agency, and auditors with access to records and financial statements as necessary for the Michigan Department of Education to meet the requirements of section 200.331, sections 200.300 Statutory and national policy requirements through 200.309 Period of performance, and Subpart F—Audit Requirements of this Part, of 2 CFR 200. [Section 200.331(a)(5)]

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

---

**ASSURANCE TO MAINTAIN A DRUG-FREE WORKPLACE**

The applicant or subrecipient assures that it maintains a drug-free workplace as a condition of receiving any federally funded award. [34 CFR 84.200]

**PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that nonprofit private schools have been invited to participate in the planning and implementing of the activities of this application for applicable program areas. [Elementary and Secondary Education Act, Sections 9501-9504]

**CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant, the applicant shall complete and submit form SF- LLL Disclosure Form to Report Lobbying, in accordance with its instructions.

Grantees shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

[34 CFR Part 82, Appendix A to Part 82 - Certification Regarding Lobbying; 31 U.S.C. 1352 - Limitation on use of appropriated funds to influence certain Federal contracting and financial transactions; 2 CFR 200.450 – Lobbying]

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, EXCLUSION AND DISQUALIFICATION – LOWER TIER COVERED TRANSACTIONS**

An entity who is debarred or suspended shall be excluded from federal financial and nonfinancial assistance and benefits under federal programs and activities. Except to the extent prohibited by law, entities who have been proposed for debarment under 48 CFR part 9, subpart 9.4, debarred or suspended shall be excluded from participating as either participants or principals in all lower tier covered transactions. A lower tier covered transaction includes any transaction between a participant and an entity under a primary covered transaction, such as a grant or cooperative agreement, within restrictions. [7 CFR 2200. 11 and 34 CFR Part 85- Government-wide debarment and suspension (nonprocurement)]

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor any of its principals are presently excluded, disqualified, debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any federal department or agency.

At any time after you enter into a lower tier covered transaction with an entity at a higher tier, you must provide immediate written notice to that person if you learn either that— (a) You failed to disclose information earlier, as required; or (b) Due to changed circumstances, you or any of the principals for the transaction now meet any of the criteria. [2 CFR 180]

Contractors that apply or bid for an award of \$100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352.

Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non- Federal award. [31 U.S.C. 1352 ( Byrd Anti-Lobbying Amendment)]

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it has or will meet the requirement for supplying a Data Universal Numbering System (DUNS) number. As a condition of a subrecipient of a federal grant award, you must supply a DUNS number to MDE. No entity may receive a federal subaward without a DUNS number. MDE will not make a subaward to an entity unless that entity has provided its DUNS number. [OMB 2 CFR Subtitle A, Chapter I, and Part 25, Financial Assistance Use of Universal Identifier and Central Contractor Registration, September 14, 2010: Appendix A to Part 25, B. Requirement for Data Universal Numbering System (DUNS) Numbers]

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

---

**CERTIFICATION REGARDING MANDATORY DISCLOSURES**

The non-Federal entity or applicant for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud,

bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in § 200.338 Remedies for noncompliance, including suspension or debarment. [2 CFR 200. 113]

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERAL AND STATE FUNDED PROGRAMS**

The applicant hereby agrees that it will comply with all Federal and Michigan laws and regulations prohibiting discrimination, and in accordance therewith, shall not discriminate against any person on the basis of religion, race, color, national origin or ancestry, age, sex, height, weight, familial status, or marital status, exclude from participation in, deny the benefits of, or otherwise subject to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from a U.S. Federal Agency or the Michigan Department of Education.

[Michigan Public Act 453 of 1976 (Elliott-Larsen Civil Rights Act)]; [Title VI and Title VII of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4); Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683); Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.)]

**CERTIFICATION REGARDING COMPREHENSIVE CIVIL RIGHTS PROTECTIONS FOR INDIVIDUALS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services provided by State and local government entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." Title III of the ADA covers public accommodations and places of public accommodation (including commercial facilities). Title III requires that, "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation." Title II requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with defined accessibility standards.

In accordance with ADA requirements, the applicant certifies that it is, and will remain, in compliance with the Americans with Disabilities Act.

[Title II, Part A of the Americans with Disabilities Act (A.D.A.), P.L. 101-336, State and Local Government Services (42 U.S.C. 12101-12213); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]

**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

---

**CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT**

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act. Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the U.S. Department of Education shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

DEFINITION - Covered entity means any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

(1) DEFINITION - In this section, the term "youth group" means any group or organization intended to serve young people under the age of 21.

(2) RULE - For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. [Section 9525 of the Elementary and Secondary Education Act of 1965, as amended.]

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs**

The Gun-Free Schools Act requires each state that receives funds under the Elementary and Secondary Education Act (ESEA), as amended, to have in effect a state law requiring districts to expel for at least one year any student who brings a gun to school or possesses a gun in school. No funds shall be made available under the ESEA to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

[Title IV, Part A, Section 4141, of the Elementary and Secondary Education Act (ESEA), as amended (Gun-Free Schools Act) and Section 380.1311, Subsection (2), Michigan Revised School Code]

The applicant certifies that it has in effect a policy requiring the expulsion from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of the



**American Rescue Plan/ESSER III- Assurances and Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

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school district, except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. The policy must require referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the district. (The terms "firearm" and "weapon" are defined in Section 921(a) of Title 18, United States Code.)

**American Rescue Plan/ESSER III- Important Information**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

Application Description:

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**American Rescue Plan/ESSER III - Amendment Justification**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

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Amending application for the balance of the grant award that was loaded after the original submission.

Amendment Justification History:

**American Rescue Plan/ESSER III - LEA Plan of Use Assurances/Certifications**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

- Please certify that the LEA has engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of the plan.

All items must be checked

- Students
- Families
- School and District Administrators (including Special Education Administrators)
- Teachers, Principals, School Leaders, Other Educators, School Staff, and their Unions
- Must select at least one
- Tribes
- Civil Rights Organizations (including disability rights organizations)
- Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students
- None of these are present or served within the LEA boundaries
- The LEA certifies a Safe Return to In-Person Instruction and Continuity of Services Plan was/will be posted to LEA website within 30 days of funds being allocated.
- The LEA certifies it has/will meet the Reservation to Address the Academic Impact of Lost Instructional Time requirement in ARP ESSER III (20 percent of such funds to address learning loss).

The LEA certifies it has/will meet the Maintenance of Equity for High-Poverty Schools requirement in ARP ESSER III, if applicable.

- Yes
- Exempt from Maintenance of Equity per Statute

**American Rescue Plan/ESSER III - LEA Plan of Use Narrative**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

ESSER III funds will be used to purchase outdoor tents to increase social distancing during students lunch periods. Additional sanitation supplies will be purchased to provide safer learning environments during COVID. Additional personal protective equipment, such as face masks and gloves, will be purchased to mitigate the spread of COVID-19 in schools.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:**

Summer Learning: ESSER III funds will be utilized toward personnel for a summer learning program available to students whose end-of-year assessments show them to be below grade level in reading and/or math. A summer reading program will also be offered to all students online by teachers who are trained in utilizing evidence-based reading strategies with texts that are reading-level appropriate and of high interest to students.

Instructional coaches/teacher PD: ESSER III funds will be spent to fund up to three elementary school instructional coaches. These three instructional coaches will provide ongoing training and coaching to teachers and paraprofessionals around small-group instruction using evidence-based strategies. The instructional coaches have been trained in Literacy Essentials and will model lessons, co-teach lessons and provide input and feedback to new and veteran teachers as they implement high-yield strategies to accelerate reading fluency and comprehension skills.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

Curricular materials: New curriculum and resources will align with our small-group instruction and intervention practices. Materials will feature diverse characters and be written by diverse authors. We are purchasing new reading curricular materials that feature characters with which all of our students can identify.

Wellness leader: This position is new in fall 2021 and exists as a result of the pandemic. The District Wellness Leader supports staff, students and families with physical and emotional wellness, acts as a liaison between families and organizations and providers to assist with needs, and develops a system for district-wide implementation of a Tier 1 Social Emotional Learning Curriculum that will align with building Positive Behavior Interventions and Supports systems.

Social worker: ESSER III funds will be spent on additional social work services. Social emotional and mental health needs of students have increased as a result of the trauma students have experienced during the pandemic, the aftermath of the George Floyd murder, and the fear and anxiety that has been invoked by the Oxford School shootings. Student mental health needs are greater than ever before, and additional social

**American Rescue Plan/ESSER III - LEA Plan of Use Narrative**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

workers are needed to support our students so that they can be in a healthy place to learn.

Custodial Services: In order to prevent or decrease transmission of COVID-19 in our school buildings, cleaning and disinfecting is an important mitigation strategy.

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Through the consistent use of baseline and progress monitoring data, both by subgroup and by individual student, the LEA will consistently evaluate its intervention programming. Instructional coaches and other teacher leaders can lead data meetings to evaluate program effectiveness and the effects of evidence-based strategies. Training, mentoring and coaching will assist classroom teachers in identifying students with high academic needs and planning lessons to address their specific deficits. Through daily morning meetings and check-ins, teachers can identify students who may benefit from seeing a social worker or other trusted adult in the building. Additional counselors were hired at the middle and high schools to provide additional social emotional and post-high school guidance to students. To be the best instructors and advocates for our students, staff needs also need attention - our Wellness Leader is regularly providing resources for staff meeting activities and optional wellness activities (such as mindfulness) at our buildings or via Zoom. As a way to provide remote instruction and support to students in isolation and quarantine, two "quarantine facilitators" were hired to prevent additional learning loss while out of the classroom.

**American Rescue Plan/ESSER III - Program Description**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

Increasing social distancing and providing PPE to staff and students. Funds allocated toward personnel, training and materials to address the learning loss that occurred during the pandemic. Accelerated learning plans will need to be implemented for the next 3-5 years. Focus on mental health of staff and students, along with a focus on those groups of students who have experienced greater negative impacts of the pandemic will help ensure that we can be as supportive and impactful as possible.

How will the use of ESSER III Funds promote equity?

Our new Director of Equity and Social Justice will continue to identify and facilitate training for staff so they can better understand and respond to the needs of at-risk students and families. Each building has also established a Social Justice Team to identify and problem-solve equity issues and disparities in our policies, practices and environments. Our Wellness Leader acts as a resource and liaison for low-income families to link them with organizations that can help meet their needs.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Summer school programming for students identified as at-risk will provide additional learning time with a highly qualified teacher in small groups. The use of diverse books within the classroom will allow students to identify with characters that look like them. Extended school year programming will be available for students with disabilities who qualify. Skilled staff will provide support for ELs during summer school programming. Transportation is provided to assist low-income families.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

**American Rescue Plan/ESSER III - Program Description**

Agency: East Lansing School District

2020 - 2021

Recipient Code: 33010

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Data will be collected and evaluated by subgroup - participation data and individual student academic progress data will be monitored. Parent input will be requested and evaluated. Teacher and staff feedback will be gathered and evaluated as well.

How will the user of ESSER III Funds support returning students to the classroom?

While students have returned to the classroom already, the ESSER III funds will support students' mental health, social emotional and academic needs. Additional support personnel, instructional materials and resources and healthy school and classroom environments will allow schools to consistently remain open for in-person instruction. ELPS will continue to prioritize and support the social emotional needs of students so that they can focus on advancing their skills.



**ARP/ESSER III  
Budget Summary  
For East Lansing School District**

| Recipient Code | Grant Number | Project Number | CFDA Number | Starting Date | Ending Date | Fiscal Year |
|----------------|--------------|----------------|-------------|---------------|-------------|-------------|
| 33010          | 213713       | 2122           | 84.425U     | 03/13/2020    | 09/30/2023  | 2021        |

| Function Codes | FunctionTitles   | Salaries (1000)  | Benefits (2000)  | Purchased Services (3000, 4000) | Supplies & Materials (5000) | Capital Outlay (6000) | Other Expenditures (7000) | Total              |
|----------------|--|------------------|------------------|---------------------------------|-----------------------------|-----------------------|---------------------------|--------------------|
| 110            | Basic Programs   | \$141,855        | \$82,399         |                                 |                             | \$456,225             |                           | \$680,479          |
| 120            | Instruction - Added Needs                              | \$15,000         | \$7,653          |                                 |                             |                       |                           | \$22,653           |
| 130            | Adult Continuing Education                             |                  |                  |                                 |                             |                       |                           | \$0                |
| 210            | Pupil Support Services                                 | \$283,086        | \$203,554        |                                 |                             |                       |                           | \$486,640          |
| 220            | Instructional Staff Services                           | \$240,019        | \$171,132        |                                 |                             |                       |                           | \$411,151          |
| 230            | Support Services – General Administration              |                  |                  |                                 |                             |                       |                           | \$0                |
| 240            | Office of the Principal                                |                  |                  |                                 |                             |                       |                           | \$0                |
| 250            | Business Support Services                              |                  |                  |                                 |                             |                       |                           | \$0                |
| 260            | Operations and Maintenance                             |                  |                  | \$938,335                       | \$37,000                    |                       |                           | \$975,335          |
| 270            | Pupil Transportation Services                          |                  |                  |                                 |                             |                       |                           | \$0                |
| 280            | Central Support Services                               | \$111,398        | \$91,334         |                                 |                             |                       |                           | \$202,732          |
| 290            | Support Services – Other                               |                  |                  |                                 |                             |                       |                           | \$0                |
| 310            | Community Services – Direction                         |                  |                  |                                 |                             |                       |                           | \$0                |
| 320            | Community Recreation                                   |                  |                  |                                 |                             |                       |                           | \$0                |
| 330            | Community Activities                                   |                  |                  |                                 |                             |                       |                           | \$0                |
| 340            | Public Library   |                  |                  |                                 |                             |                       |                           | \$0                |
| 350            | Custody and Care of Children                           |                  |                  |                                 |                             |                       |                           | \$0                |
| 360            | Welfare Activities                                     |                  |                  |                                 |                             |                       |                           | \$0                |
| 370            | Non–Public School Pupils                               |                  |                  |                                 |                             |                       |                           | \$0                |
| 390            | Other Community Services                               |                  |                  |                                 |                             |                       |                           | \$0                |
|                | <b>SUBTOTAL</b>  | <b>\$791,358</b> | <b>\$556,072</b> | <b>\$938,335</b>                | <b>\$493,225</b>            |                       |                           | <b>\$2,778,990</b> |
| 450            | Facilities Acquisition, Construction, and Improvements |                  |                  |                                 |                             |                       |                           | \$0                |
|                | Indirect Costs   |                  |                  |                                 |                             |                       | \$0                       | \$0                |
|                | <b>TOTAL</b>   | <b>\$791,358</b> | <b>\$556,072</b> | <b>\$938,335</b>                | <b>\$493,225</b>            |                       | <b>\$0</b>                | <b>\$2,778,990</b> |
|                | Total Allocation Amount                                |                  |                  |                                 |                             |                       |                           | \$2,778,990        |

**Contact Information**

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**ARP/ESSER III  
Budget Detail**

ISD/Agency: East Lansing School District

District Code: 33010

| Func. Code  | Description  | FTE / Hours(h) | Salaries (1000) | Benefits (2000) | Purchased Services (3000, 4000) | Supplies & Materials (5000) | Capital Outlay (6000) | Other Expenditures (7000) | Total       |
|---|--|----------------|-----------------|-----------------|---------------------------------|-----------------------------|-----------------------|---------------------------|-------------|
| <b>Providing Mental Health Services and Supports</b>  |  |                |                 |                 |                                 |                             |                       |                           |             |
| <b>210</b>  | <b>Pupil Support Services</b>  |                |                 |                 |                                 |                             |                       |                           |             |
| 216   | Social worker to support high school students manage the challenges of COVID-19.   | 1/0            | \$48,988        | \$32,998        |                                 |                             |                       |                           | \$81,986    |
| 210   | Sub-Total  | 1/0            | \$48,988        | \$32,998        |                                 |                             |                       |                           | \$81,986    |
|   | Providing Mental Health Services and Supports  | 1/0            | \$48,988        | \$32,998        |                                 |                             |                       |                           | \$81,986    |
|   | Sub-Total  |                |                 |                 |                                 |                             |                       |                           |             |
| <b>Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA</b> |  |                |                 |                 |                                 |                             |                       |                           |             |
| <b>110</b>  | <b>Basic Programs</b>  |                |                 |                 |                                 |                             |                       |                           |             |
| 111   | Purchase elementary (k-5) school reading instructional materials.  | 0/0            |                 |                 |                                 | \$206,225                   |                       |                           | \$206,225   |
| 112   | Purchase middle school social studies and science instructional materials.   | 0/0            |                 |                 |                                 | \$250,000                   |                       |                           | \$250,000   |
| 110   | Sub-Total  | 0/0            |                 |                 |                                 | \$456,225                   |                       |                           | \$456,225   |
| <b>220</b>  | <b>Instructional Staff Services</b>  |                |                 |                 |                                 |                             |                       |                           |             |
| 221   | Instructional coaches providing professional development to K-6 instructional staff with differentiated instruction (1 fulltime and 2 part time coaches over two years). | 3.5/0          | \$240,019       | \$171,132       |                                 |                             |                       |                           | \$411,151   |
| 220   | Sub-Total  | 3.5/0          | \$240,019       | \$171,132       |                                 |                             |                       |                           | \$411,151   |
| <b>260</b>  | <b>Operations and Maintenance</b>  |                |                 |                 |                                 |                             |                       |                           |             |
| 261   | Rental of outdoor tents to increase social distancing during student lunch hours.  | 0/0            |                 |                 | \$10,688                        |                             |                       |                           | \$10,688    |
| 261   | NEW - Contracted custodial services to disinfect and maintain level of cleanliness at school facilities.   | 0/0            |                 |                 | \$927,647                       |                             |                       |                           | \$927,647   |
| 261   | Purchase of PPE and sanitation supplies.   | 0/0            |                 |                 |                                 | \$37,000                    |                       |                           | \$37,000    |
| 260   | Sub-Total  | 0/0            |                 |                 | \$938,335                       | \$37,000                    |                       |                           | \$975,335   |
| <b>280</b>  | <b>Central Support Services</b>  |                |                 |                 |                                 |                             |                       |                           |             |
| 283   | District wellness leader to help staff manage the challenges around COVID-19 (1 individual over two years).  | 1.83/0         | \$111,398       | \$91,334        |                                 |                             |                       |                           | \$202,732   |
| 280   | Sub-Total  | 1.83/0         | \$111,398       | \$91,334        |                                 |                             |                       |                           | \$202,732   |
|   | Other Activities Necessary to Maintain the Operation/Continuity of Services in the LEA   | 5.33/0         | \$351,417       | \$262,466       | \$938,335                       | \$493,225                   |                       |                           | \$2,045,443 |
|   | Sub-Total  |                |                 |                 |                                 |                             |                       |                           |             |
| <b>Implementing Evidence-Based Activities</b>   |  |                |                 |                 |                                 |                             |                       |                           |             |
| <b>110</b>  | <b>Basic Programs</b>  |                |                 |                 |                                 |                             |                       |                           |             |
| 111   | Quarantine facilitator teacher to provide academic support to students that are quarantined due to COVID-19.   | 0.5/0          | \$41,006        | \$23,201        |                                 |                             |                       |                           | \$64,207    |
| 112   | Quarantine facilitator teacher to provide academic support to students that are quarantined due to COVID-19.   | 0.45/0         | \$20,849        | \$18,400        |                                 |                             |                       |                           | \$39,249    |
| 119   | Teachers providing summer school instruction to GE k-12 students.  | 0/1280         | \$57,600        | \$29,374        |                                 |                             |                       |                           | \$86,974    |
| 119   | Paraprofessionals providing summer school instructional support to GE k-12 students.   | 0/1280         | \$22,400        | \$11,424        |                                 |                             |                       |                           | \$33,824    |
| 110   | Sub-Total  | 0.95/2560      | \$141,855       | \$82,399        |                                 |                             |                       |                           | \$224,254   |
| <b>120</b>  | <b>Instruction - Added Needs</b>   |                |                 |                 |                                 |                             |                       |                           |             |
| 122   | Teachers providing summer school instruction to SE students.   | 0/240          | \$10,800        | \$5,509         |                                 |                             |                       |                           | \$16,309    |
| 122   | Paraprofessionals providing summer school instructional support to SE students.  | 0/240          | \$4,200         | \$2,144         |                                 |                             |                       |                           | \$6,344     |

|            |  |                   |                  |                  |                  |                  |  |  |                        |
|------------|--|-------------------|------------------|------------------|------------------|------------------|--|--|------------------------|
| 120        | Sub-Total  | 0/480             | \$15,000         | \$7,653          |                  |                  |  |  | \$22,653               |
|            | Implementing Evidence-Based Activities   | 0.95/3040         | \$156,855        | \$90,052         |                  |                  |  |  | \$246,907              |
|            | Sub-Total  |                   |                  |                  |                  |                  |  |  |                        |
|            | <b>Monitor Student Academic Progress to Identify Students Who Need More Help</b>                     |                   |                  |                  |                  |                  |  |  |                        |
| <b>210</b> | <b>Pupil Support Services</b>  |                   |                  |                  |                  |                  |  |  |                        |
| 212        | High school counselor to support students in their academic planning (1 counselor over two years).   | 1.95/0            | \$133,947        | \$110,386        |                  |                  |  |  | \$244,333              |
| 212        | Middle school counselor to support students in their academic planning (1 counselor over two years). | 2/0               | \$100,151        | \$60,170         |                  |                  |  |  | \$160,321              |
| 210        | Sub-Total  | 3.95/0            | \$234,098        | \$170,556        |                  |                  |  |  | \$404,654              |
|            | Monitor Student Academic Progress to Identify Students Who Need More Help                            | 3.95/0            | \$234,098        | \$170,556        |                  |                  |  |  | \$404,654              |
|            | Sub-Total  |                   |                  |                  |                  |                  |  |  |                        |
|            | Indirect Costs \$  |                   |                  |                  |                  |                  |  |  | \$0 \$0                |
|            | <b>Grand Total</b>   | <b>11.23/3040</b> | <b>\$791,358</b> | <b>\$556,072</b> | <b>\$938,335</b> | <b>\$493,225</b> |  |  | <b>\$0 \$2,778,990</b> |
|            | Allocation   |                   |                  |                  |                  |                  |  |  | \$2,778,990            |