



ESSER III Application for FIN 160

The American Rescue Plan (ARP) act included money for the Elementary and Secondary School Emergency Relief Fund (ESSER). This third round of stimulus and stabilization funds is known as ESSER III, as the dollars can be used in the same ways as the ESSER funds in both the Coronavirus Aid, Relief and Economic Security (CARES) Act (ESSER I) and the Coronavirus Response and Relief Supplemental Appropriation (CRRSA, ESSER II). There is no nonpublic equitable share connected to either FIN160 or FIN161.

At least 20 percent of the LEA's ESSER III award must be used for activities that address lost learning opportunities. MDE has separated the total ESSER III award into two components to ensure this minimum is met. FIN161 represents 20 percent of the total ESSER III award and must be used only for activities that address the academic impact of lost instructional time. FIN160 is the balance of the award (80 percent) and can be used to support FIN161-specific activities or used for other COVID-19 pandemic response purposes.

The LEA ESSER III funding plan using both FIN160 and FIN161 must address identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and outcomes. Review the [ESSER III FIN160 & FIN161 Overview](#) for more information.

To access ESSER III funds, LEAs must:

1. Complete the components of the FIN160 application:
 - a. [Part A: Contact Information](#)
 - b. [Part B: Safe Return to In-Person Learning Plan & Community Engagement](#)
 - c. [Part C: Funding State Education Priorities](#)
 - d. [Part D: Funding Other Local Needs](#)
 - e. [Part E: Award Assurances and Certifications](#)
2. Upload this FIN160 application document to the Grant Management area of SERVS.
3. Sign and submit the application in SERVS.
4. Complete and submit the proposed budget in SERVS. The budget in SERVS must match the plan as outlined in this application.
5. Submit the FIN161 application and budget in SERVS. LEAs are encouraged to use FIN160 to support more robust activities than would be possible if using the required minimum.

Applications are due no later than October 1, 2021. MDE will begin reviewing and approving submitted applications and budgets after June 21, 2021. Reviews can be conducted prior to this date if an LEA has an immediate need and has drawn down 100% of their ESSER I (FIN151) and ESSER II (FIN155 or FIN156) awards. To request immediate review, email MDE.FederalCOVIDFunds@state.mn.us with the request, the reason an immediate review is needed, and how the LEA will conduct meaningful stakeholder engagement in a shorter period of time.

Part A: Local Educational Agency (LEA) Program Contact Information

District Name: ISD #280 - Richfield Public Schools

District Number: 0280

Primary Contact Name: Craig Holje

Primary Contact Email Address: craig.holje@rpsmn.org

Primary Contact Phone Number: 612-798-6031

Additional Contact Name: Mary Clarkson

Additional Contact Email Address: Mary.Clarkson@rpsmn.org

Additional Contact Phone Number: 612-798-6041

Part B: Safe Return to In-Person Learning Plan & Community Engagement

Section 1: Safe Return to In-Person Learning Plan – Required Public Comment

As a condition of accepting the ESSER III award (FIN160 & FIN161), the LEA must develop, with community input, a Safe Return to In-Person Learning Plan and post it for public comment within 30 days of receiving the ESSER III award. LEAs received the award in SERVS Financial on May 20, 2021, so the deadline for posting the Safe Return to In-Person Learning Plan and related public comment summary is June 19, 2021 (with June 21, 2021 being the next business day).

The Safe Return to In-Person Learning Plan *is not* the plan for spending ESSER III funds. The requirements for the Safe Return to In-Person Learning Plan can be found in the [Interim Final Rule](#) and must describe *how [the LEA] will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.*

The Safe Return to In-Person Learning Plan must be reviewed regularly, at least every six months, and the LEA must seek additional public comment on revisions. LEAs must retain documentation of the plan development, plan review, public comment, and summary of public comment.

This section is required for all district and charter schools to complete. Note: this requirement applies to both FIN160 and FIN161 and is reported only on this FIN160 application.

Respond to either a or b below.

- a. **If the district or charter school’s most current existing plan** for a safe return to in-person instruction **received public comment before being made publicly available**, provide **the link to that plan** and **a summary of the public comment received**.

[Richfield Public School COVID-19 Information](#), includes Safe Return to In-Person Learning plans and public feedback on plan.

OR

- b. Provide a **description of the process and timeline the district or charter school will use** to seek public comment, create the plan and make the plan available within 30 days of receiving funding (i.e. having an approved ESSER III application in Grant Management in SERVS).

Enter your answer here.

Section 2: ESSER III Spending Plan Community Engagement

All Local Educational Agencies are required to engage with the community, including families, students, and staff, when developing the ESSER III spending plan for FIN160 & FIN161.

This section is required for all district and charter schools to complete.

Please describe:

- a. The **activities or actions** the district or charter school leadership team has taken to engage student, family, staff and community about the use of ESSER III (FIN160, FIN161) funds.

Stakeholder engagement strategies / actions implemented during August and September by the district to gather input on the use of ESSER III funds included:

- Survey requesting input from families, students and staff on use of ESSER III funds to address the impact of COVID-19
 - Survey was made available to all through the district website, QR codes provided to staff and families, as well as paper copies
 - Survey was made available in multiple languages
 - Middle School and High School students were all provided information on the funding purpose during an advisory class and were asked to complete the survey
 - District committees were asked to provide feedback on use of ESSER III funds
- Survey was completed by 1898 individuals
 - 780 Parents, 726 students, 364 staff, 28 other
 -

Race/Ethnicity	Number of participants	Percentage of participants
American Indian/Alaskan Native	27	1%
Asian	70	4%
Black, not of Hispanic origin	141	7%
Hispanic/Latino	446	23%
Native Hawaiian or other Pacific Islander	3	<1%
Two or more races	173	9%
White	885	47%
Did not specify	153	8%

b. The **key findings** of those activities or actions.

- Across all stakeholders, there was agreement that physical and mental health, along with social/emotional needs, should be highly prioritized.
- The third ranked priority was class sizes, with parents and staff members prioritizing smaller class sizes, but students along with black and Latinx respondents ranking it with less priority.
- Most respondents did not highly prioritize programming outside of the school day, but those who did feel passionate about needing more of it.
- In many cases programming for smaller targeted groups (i.e. English Learners, Diverse Curriculum, etc.) was identified as a priority for the focused group, but did not necessarily generate prioritization of the larger group. Analysis suggests that the need should be addressed, even though these areas received more moderate support.
- Expanded transportation was generally not prioritized by respondents.
- The greatest number of write-in comments concerned more options for meals, additional funding for athletics and music/arts programming, and additional staffing for academic interventions.
- Culturally diverse curriculum and instruction, and rebuilding connections between home and school were prioritized for a greater percentage of black and those that identify as two or more races.

Section 3: ESSER III Spending Plan Tribal consultation

Local Educational Agencies that were required to complete Tribal Consultation under the ESEA Title programs in SY2020-2021 are required to conduct Tribal Consultation when developing the ESSER III spending plan for FIN160 & FIN161.

This section is required only for districts and charter schools that had tribal consultation requirements for Title programs under the Elementary and Secondary Education Act (ESEA) in the 2020-21 school year.

Please describe:

a. The **activities or actions** the district or charter school leadership team has taken to engage student, family, staff and community about the use of ESSER III (FIN160, FIN161) funds.

NA.

b. The **key findings** of those activities or actions.

Enter your answer here.

Part C: Funding State Education Priorities

The LEA ESSER III funding plan must address identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and outcomes. **LEA ESSER III spending plans that use one or more of the State Education Priorities will receive rapid approval for related allowable activities.** More information about the priorities and their implementation can be found in the [Funding State Education Priorities with ESSER III \(FIN160 & FIN161\)](#) document.

LEAs are encouraged to spend more than the minimum 20 percent (FIN161) for activities that support learning recovery. LEAs are able to use FIN160 funds for FIN161 activities; review the [ESSER III FIN160 & FIN161 Overview](#) for more information.

Will the LEA use ESSER III funds in FIN160 to support implementation of one or more of the State Education Priorities?

YES – Complete the chart below and go to [Part D](#)

NO – Go to [Part D](#)

State Education Priority Funding State Education Priorities with ESSER III	Brief description of activities related to priority area These activities must match budget line items entered in SERVS.	LEA Pandemic Response and Related Need Explain how the activity addresses locally identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and/or outcomes.
Staffing for Smaller class sizes and/or interventions or enrichment	<ul style="list-style-type: none"> ● Increase and/or maintain teacher staffing in order to ensure an opportunity to focus on individual student needs. ● Additional staff (licensed and unlicensed) to support student interventions and enrichment including reading and math interventions as well as gifted/talented specialized program support 	<ul style="list-style-type: none"> ● Small class sizes were an important priority identified by respondents to our survey (35% in top three priorities). These funds will be used to ensure students have more individualized needs met by maintaining or reducing class sizes. ● Supplemental staffing will help personalize individual student learning needs to enrich and accelerate learning outside of the normal Tier I Classroom Support model through individual assessment, small group instruction and co-teaching supports.

State Education Priority Funding State Education Priorities with ESSER III	Brief description of activities related to priority area These activities must match budget line items entered in SERVS.	LEA Pandemic Response and Related Need Explain how the activity addresses locally identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and/or outcomes.
Family Engagement	Family engagement activities including: <ul style="list-style-type: none"> ● Development and implementation of parent education curriculum ● Professional development for staff supporting family engagement 	<ul style="list-style-type: none"> ● Providing parent education programming designed to provide families with the knowledge and skills to partner with their children’s school will support meeting the educational needs of their children and improve student achievement ● Providing professional development for staff on parent/family engagement with a focus on culturally responsive approaches will improve staff’s ability to engage with all families. Increased family engagement is shown to increase student achievement and decrease dropout rates.
Expanded Language Access	Activities may include: <ul style="list-style-type: none"> ● Translation services including written materials and oral translation for parent meetings, school presentations, community meetings ● Culturally specific community engagement outreach ● Additional staffing for cultural liaisons 	<ul style="list-style-type: none"> ● Twenty-five percent of Richfield students are identified as English Language Learners and an even larger percentage of the Richfield Public School families are multilingual families. Providing expanded translation services and community outreach will provide greater access and participation in their children’s educational program. ● Over 70% of Richfield students are identified as students of color. Culturally specific community outreach and engagement will ensure the engagement and input from underrepresented families and students in our school community

State Education Priority Funding State Education Priorities with ESSER III	Brief description of activities related to priority area These activities must match budget line items entered in SERVS.	LEA Pandemic Response and Related Need Explain how the activity addresses locally identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and/or outcomes.
Community Partnerships	Community partnerships including <ul style="list-style-type: none"> ● Contracting with community partners to provide a variety of supports including mental health services, academic and social and emotional support programs, after school, extended day, and summer programming ● Volunteer Coordinator 	<ul style="list-style-type: none"> ● The Richfield survey identified Physical and Mental Health and meeting socio-emotional needs as the two highest priorities for our students and families. ● Partnering with community organizations will provide additional supports for our students and families to meet their physical, mental health, and social-emotional needs
Student Support Personnel	Activities may include: <ul style="list-style-type: none"> ● Hiring support staff including social workers, student engagement specialists, outreach workers, counselors, paraprofessionals 	<ul style="list-style-type: none"> ● The Richfield survey identified Physical and Mental Health (42% in top 3 rankings) and meeting socio-emotional needs (38% in top three needs) as the two highest priorities for our students and families. ● Paraprofessionals and student engagement specialists provide direct student support for developing social skills, support academics, and self-regulation strategies
Expand Rigorous Coursework by demographics and geography	<ul style="list-style-type: none"> ● Provide hourly pay and credit reimbursement for teachers needing to develop curriculum and complete additional requirements in order to teach advanced coursework 	<ul style="list-style-type: none"> ● Richfield’s diverse student population (70% students of color) will benefit from additional course offerings as well as qualified staff in teaching CIS, AP and other advanced courses. Special focus will also be to integrate an equity-based instructional model and curriculum to ensure all courses are accessible to our diverse student population.

Add additional rows as needed.

Part D: Funding Other Needs

The LEA ESSER III spending plan must address identified needs related to the COVID-19 pandemic and resulting impacts on student experience, access, representation, participation, and/or outcomes. If an LEA is using ESSER III funds for activities *instead of or in addition to* the State Education Priorities in Part C, the LEA should complete Part D for MDE review.

Note: requests for construction projects must include a [Construction and Equipment Purchases in ESSER and GEER request](#), submitted to mde.federalCOVIDfunds@state.mn.us.

Will the LEA use ESSER III funds for activities instead of or in addition to the State Education Priorities in Part C?

YES – Complete [Sections 1-4](#) below and then [go to Part E](#)

NO – all ESSER III funds will be used for one or more of the State Education Priorities in Part C. There is no need to complete Part D. [Go to Part E](#).

Section 1: Health needs

Please describe:

- a. The COVID-19-related health needs students, families and staff are experiencing. Consider **physical, mental, social and emotional health**.

Physical and Mental Health needs were identified as a top priority for 42% of our community respondents and socio-emotional needs were identified as a top priority by 38% of community respondents. Health-related needs due to the impact of COVID-19 include additional support needed to provide health-related needs in the schools including support staff in health offices and isolation rooms, COVID-19 contact tracing, health-related supplies, and COVID-19 testing.

- b. How ESSER III funds will be used to meet these health needs.

- Health services staff
- Health and medical supplies
- COVID-19 testing supplies, PPE, etc.
- Additional pay for staff supporting outside the duty day and summer health services support staff
- Air purifiers for school spaces including lunch rooms, offices and classrooms
- Contracted services for various health, testing and vaccination programming.
- Hiring support staff including social workers, student engagement specialists, outreach workers, counselors, paraprofessionals to interact with students and families to identify individualized needs around physical, mental, social and emotional health needs.
- Community partnerships will provide programming and opportunities for students to develop assets in these areas while also addressing academic needs.

Note: These activities must match budget line items entered in SERVS.

Section 2: Connection needs

Please describe:

- a. The COVID-19-related needs surrounding connection to school that students, families and staff are experiencing. Consider **physical, digital, social and emotional connection**, as well as needs specific to one or more **historically underserved populations**.

Seventy percent of Richfield students identify as students of color, 25% of Richfield students receive English language learner supports and 54% of Richfield students receive Free/Reduced Meal and Education benefits. Expanded resources are needed to address the connection needs of students and families. There is a greater need for access to technology, transportation, online learning, and language supports for our historically underserved students and families. Connection needs for students and families include:

- transportation
 - student devices for distance or hybrid learning; internet access
 - student, family and/or community (re-)engagement work
 - language access and services
 - small group and individualized instruction opportunities
 - relevant culturally responsive services
- b. How ESSER III funds will be used to meet these connection needs.
- Transportation-related support including a variety of paid transportation services
 - Personal devices and internet access
 - Staffing for outreach workers, translation services, and multilingual supports
 - Additional staffing for smaller class sizes as well as intervention and enrichment in academic instruction using smaller groups.
 - Additional staffing for supporting students who need support while learning on-line
 - Additional staffing for supporting multilingual students
 - Professional development for staff focused on staff and student relationships, equity and culturally responsive schools.
 - Credit based fees for providing online learning opportunities for Richfield students concerned about accessing learning within the schools.

Enter your answer here. If FIN 160 funds will not be used to meet any connection needs, please write, "FIN 160 funds will not be used to meet connection needs." Note: These activities must match budget line items entered in SERVS.

Section 3: Academic needs

Please describe:

- a. The COVID-19-related **academic needs** students are experiencing.

Due to the COVID-19 pandemic, students did not receive the full guaranteed and viable curriculum. Students will need differentiated instruction and targeted interventions to support learning of grade level academic standards in core instruction.

b. How ESSER III funds will be used to meet these **general academic needs**.

- ESSER III funds to maintain low class sizes to support teachers in effectively differentiating instruction to meet student's academic needs.
- Targeted intervention services for students who need more targeted instruction and support during the school day beyond tier I core instruction to master grade level standards.
- Instructional coaches will also support teachers in using evidence-based practices to deliver high quality core instruction with a specific focus on differentiated instruction to support a wide range of learner needs in the classroom.
- Professional development around data use and standards-based grading to ensure we are measuring students' learning of grade level standards effectively and accurately in order to provide targeted, differentiated instruction.

Enter your answer here. If FIN 160 funds will not be used to meet any general academic needs, please write, "FIN 160 funds will not be used to meet general academic needs." Note: These activities must match budget line items entered in SERVS.

c. The COVID-19-related academic needs **students from historically underserved populations** are experiencing. Consider populations in terms of race, ethnicity, income, language, disability, immigrant status, gender identity, sexual orientation, homeless status, migratory status, placement in foster care, and any other populations historically underserved in the community.

Seventy percent of Richfield students identify as students of color, 25% of Richfield students receive English language learner supports and 54% of Richfield students receive Free/Reduced Meal and Education benefits. Our students from historically underserved populations are experiencing higher levels of both academic and social-emotional needs. These needs are often intertwined and are affecting the overall academic needs of our historically underserved populations. Students from historically underserved populations have higher levels of absences and disengagement from learning, high incidents of behavior referrals and overall decline in academic achievement.

How ESSER III funds will be used to meet these **specific academic needs**.

We will use the ESSER III funds to

- Deliver targeted, differentiated instruction through smaller class sizes and targeted intervention services.
- Smaller class sizes allow for teachers to analyze data by demographic and specifically measure the academic progress of our historically underserved students. Additionally, smaller class sizes allow students to receive more individualized instruction in supporting their individual learning needs.
- Many of our historically underserved students are multilingual and we will use ESSER III funds to expand language access to both students and families. This will include more translation services and family outreach in home languages as well as professional development to support staff in providing engaging and targeted language instruction to support multilingual learners in mastering academic grade-level standards.
- We will use ESSER III funds to ensure our historically underserved students are provided with an engaging and culturally responsive curriculum.

- Funds may be used to provide students with engaging and culturally relevant instructional materials that ensure mastery of academic grade-level standards.

Enter your answer here. If FIN 160 funds will not be used to meet any academic needs specific to students from historically underserved populations, please write, "FIN 160 funds will not be used to meet academic needs specific to students from historically underserved populations." Note: These activities must match budget line items entered in SERVS.

Section 4: Other local needs

Please describe:

- a. Any other local COVID-19-related needs.

Enter your answer here. If no needs have been identified, please write, "No needs identified."

- b. How ESSER III funds will be used to meet these other local needs.

Enter your answer here. If FIN 160 funds will not be used to meet any other local needs, please write, "FIN 160 funds will not be used to meet other local needs." Note: These activities must match budget line items entered in SERVS.

Part E: Award Assurances and Certifications

As a condition of accepting federal awards, LEAs must assure the rules, regulations, and reporting requirements of the applicable laws are met. LEAs are responsible for all of the assurances and failure to implement or meet them could result in a reduction, repayment, or other consequence from the U.S. Department of Education, the Minnesota Department of Education, or other oversight body. LEA officials should read assurances carefully and document the ways in which they are meeting them.

Check each box as confirmation that the LEA assures these statements are true and accurate.

X PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

- In accepting the funds made available under this GAN, the local educational agency (LEA) assures it will submit a plan to the Minnesota Department of Education that contains such information the Minnesota Department of Education may reasonably require, including all information required by the U.S. Department of Education's (ED) Interim Final Requirements on ARP ESSER. The local educational agency will submit the plan by October 1, 2021.
- The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.
- The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- The LEA assures either:
 - (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's Interim Final Requirements, or
 - (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).
- Before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account in the development of the plan.
- The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the Minnesota Department of Education or U.S. Department of Education may reasonably require including on matters such as:
 - How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
 - Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
 - Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
 - LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 - LEA uses of funds to sustain and support access to early childhood education programs;
 - Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 - Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 - Requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 - Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

- Records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

X GENERAL ASSURANCES AND CERTIFICATIONS

- The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no 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 the making or renewal of Federal grants under this program; the SEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the SEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- To the extent applicable, the 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.
- The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

X General Education Provisions Act (GEPA) ASSURANCES

- The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.
- Control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.
- The local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.
- The LEA will make reports to [insert name of SEA] and to ED as may reasonably be necessary to enable [insert name of SEA] and ED to perform their duties and that LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as [insert name of SEA] or ED deem necessary to perform their duties.
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

- Any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.
- In the case of any project involving construction—
 - the project is not inconsistent with overall State plans for the construction of school facilities, and
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
- None of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization