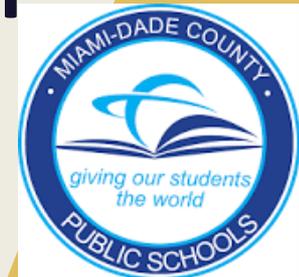


June 22, 2020

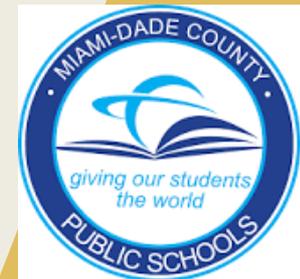


Coronavirus Aid, Relief, and Economic Security (CARES) Act Webinar - Non-Public Schools Meaningful Consultation



Purpose

- CARES Act
- Elementary and Secondary School Emergency Relief (ESSER) Fund (K-12 Fund)
- Governor's Emergency Education Relief Fund (GEER)
- Non-Public Schools Meaningful Consultation



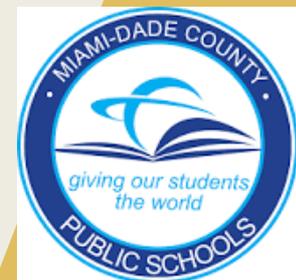


**Elementary and Secondary School
Emergency Relief (ESSER) Fund
under the Coronavirus Aid, Relief, and
Economic Security (CARES) Act**



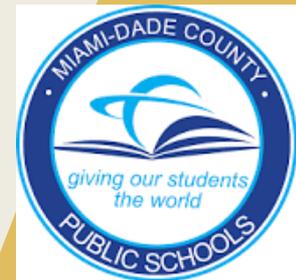
Purpose of ESSER

- The ESSER funds under the CARES Act are provided to Local Educational Agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (“COVID-19”) has had, and continues to have, on elementary and secondary schools in Florida. This includes developing and implementing plans for educational services and continued learning, whether school campuses are open or closed.



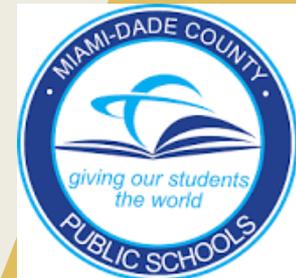
Considerations

- USED expects LEAs will use every effort to spend funds quickly to address exigent student needs.
- USED encourages LEAs to focus on their most important educational needs as a result of COVID-19, including remote learning and assessing and addressing learning gaps resulting from disruptions in educational services.
- We encourage LEAs to use ESSER funds in ways that meet the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, children in foster care, and other vulnerable populations.



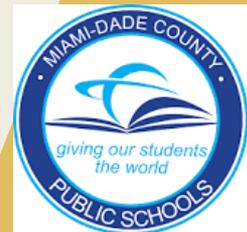
Budget Period

- June 1, 2020 through September 30, 2022
- Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.



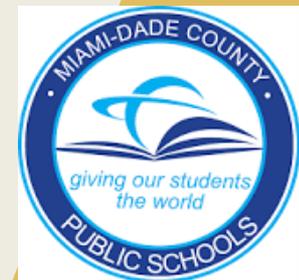
Application Process

- Non-Public School completes the Application which includes the following:
 - Plan, Parts 1 and 2
 - Budget
- Non-Public School submits the ESSER Application and any supporting documentation via email with SUBJECT line ESSER FUND by June 26, 2020 to mcervantes@dadeschools.net



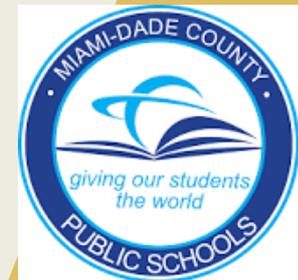
II. Part 1: Plan

- 6 areas to address:
 1. Assessing student learning gaps caused by COVID-19;
 2. Accelerating student learning;
 3. Ensuring safety and health of students and staff;
 4. Instructional Continuity Plan;
 5. Provision of charter school support; and
 6. Provision of equitable services.



III. Part 2: Implementation Plan

- The Non-Public School will complete an implementation plan, outlining planned activities for uses of funds under section 18003(d) of the CARES Act.
 - Please number the activities within each item to relate to the proposed budget. If the Non-Public School does not plan any activities for one or more authorized uses, please indicate that there are no planned activities.



Example of How to List Activities in Part 2

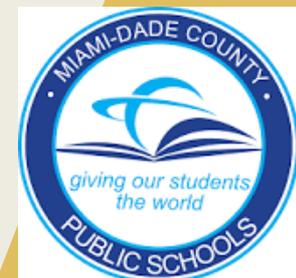
Item 7- 3 activities

Item 7: Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agency.

Activity 1. Purchase Clorox Sanitiners for 10 sites at \$2,500 each for a total of \$25,000.00

Activity 2. Purchase gloves for 10 sites for the estmiated cost of \$2,000.00 each for a total of \$20,000.00

Activity 3. Purchase touchless themomators for 10 sites at \$200.00 each for a total of \$2,000.00

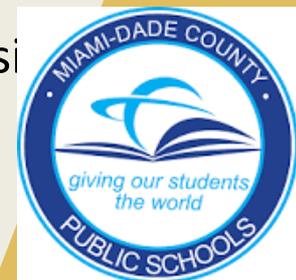


14 Allowable Activities

In accordance with section 18003(d) of the CARES Act, the allowable uses of these funds are as follows:

1. Any activity authorized by the ESEA of 1965, including:

- The Native Hawaiian Education Act and the Alaska Native Educational Equity, Support Assistance Act (20 U.S.C. 6301 et seq.),
- Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”),
- The Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.),
- Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or
- Subtitle B of title VII of the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).



Allowable Activities (cont.)

2. Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.



Allowable Activities (cont.)

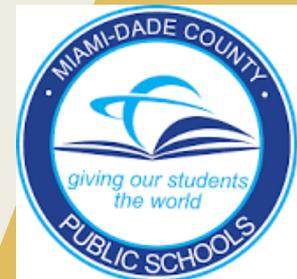
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.



Allowable Activities (cont.)

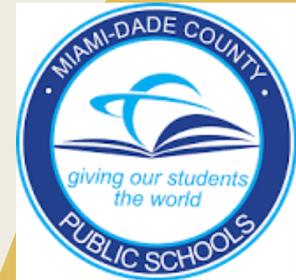
7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by LEA.

8. Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for on line learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.



Allowable Activities (cont.)

9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA 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.
10. Providing mental health services and supports.



Allowable Activities (cont.)

11. Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

12. Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.



Allowable Activities (cont.)

13. Administration

LEAs may claim reasonable and necessary administrative costs, including indirect costs based on their negotiated rates. LEAs may use up to their negotiated unrestricted indirect cost rate.

14. Equitable Services

CARES Act requires that LEAs remain in control of funds. For equitable services, this means that LEAs are the ones that do the purchasing of technology, supplies, contracted services and therapies allowable under the grant. For any items purchased, the LEA will be the owner of those items. Allowable activities for non-public schools include items 1-12 previously listed.

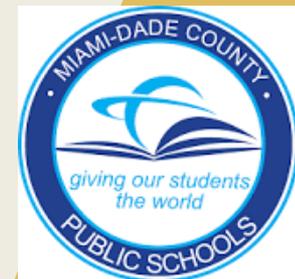


Common Federal Guidance

The budget must also meet the criteria outlined in the K-12 ESEA Common Federal Program Guidance which include:

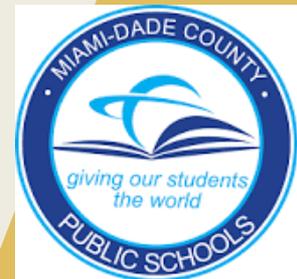
- Contracted Services
- Recruitment, Retention and Reward Incentives
- Out of State Travel
- Field Trips

[K-12 ESEA Common Federal Program Guidance](#)





Budget



Frequently Asked Questions



[Elementary and Secondary School Emergency Relief Fund: Frequently Asked Questions About the Elementary and Secondary School Emergency Relief Fund \(ESSER Fund\)](#)

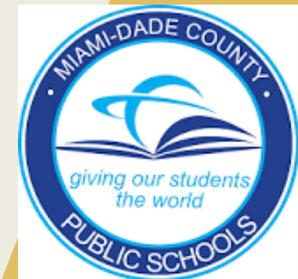
[Providing Equitable Services to Students and Teachers in Non-Public Schools Under the Cares Act Programs](#)



Frequently Asked Questions

- May an SEA or LEA use ESSER funds for allowable costs incurred prior to receiving grant funds?

Yes. An LEA may use ESSER funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.



Frequently Asked Questions

- What is a “non-public school” under the CARES Act programs?

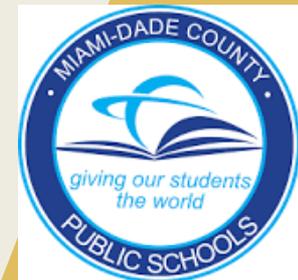
A “non-public school” means a non-public elementary or secondary school that (A) is accredited, licensed, or otherwise operates in accordance with State law; and (B) was in existence prior to the date of the qualifying emergency for the CARES Act programs. For purposes of this definition, the date of the qualifying emergency is **March 13, 2020**. (Section 18007(6) of the CARES Act).



Frequently Asked Questions

- Is a for-profit non-public school eligible to receive equitable services for its students and teachers under the CARES Act programs?

No. A for-profit non-public school is not eligible to receive equitable services for its students and teachers under the CARES Act programs. Section 18007(6) of the CARES Act defines a “non-public school” as a non-public elementary or secondary school. Section 18007(8) of the CARES Act incorporates the definitions in ESEA section 8101 for any terms not defined in the CARES Act. ESEA section 8101(19) and (45) defines “elementary school” and “secondary school,” respectively, and specifies that they must be non-profit.



Frequently Asked Questions

- Should SEAs and LEAs anticipate monitoring or auditing of ESSER funds?

Yes. The Department will monitor the use of ESSER funds. In addition, ESSER funds are subject to audit requirements under the Single Audit Act and to review by applicable state and federal authorities.





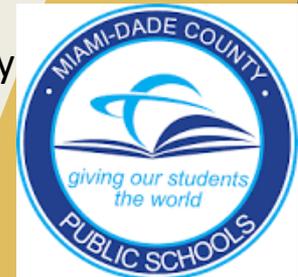
**Governor's Emergency Education Relief
(GEER) Fund under the Coronavirus Aid,
Relief, and Economic Security (CARES) Act
for Summer Recovery Programs**



Purpose of GEER

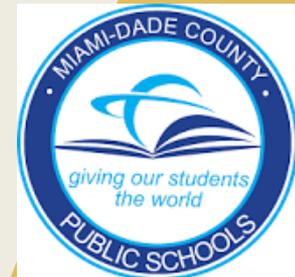
The GEER funds under the CARES Act are provided to LEAs to address the impact that the Novel Coronavirus Disease 2019 (“COVID-19”) has had, and continues to have, on students in Florida. This includes developing and implementing summer recovery programs prioritizing target students with significant academic need defined as:

- Students who have been disconnected or hard to reach via distance learning.
- Grades K-3 students for 2019-2020 (1-4 for 2020-2021) identified with a substantial deficiency in reading based on the most recent available screening and progress monitoring assessment or other forms of assessment, and teacher recommendations; and K-3 students who may be at-risk of retention, and any third grade student with a substantial deficiency in reading must be prioritized.
- Grades 4-5 students who were level 1 or 2 on their most recent FSA and are served in the lowest 300 performing or D and F schools across the state will also be eligible for summer program options to enhance literacy skills in reading and math.



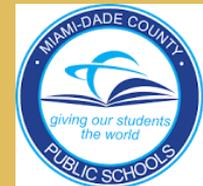
Budget Period

- June 1, 2020 through August 31, 2020
- Pre-Award costs are authorized for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.



Application Process

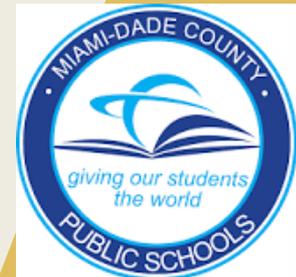
- Non-Public School completes the GEER Summer Application which includes the following:
 - Plan
 - Budget
- Non-Public School submits the GEER Summer Application and any supporting documents via e-mail with the SUBJECT line GEER SUMMER RECOVERY SERVICES to mcervantes@dadeschools.net by June 26, 2020.



I. 8 Assurances

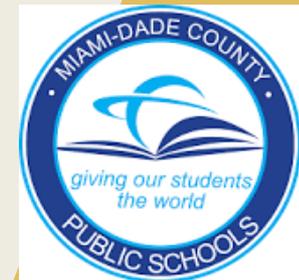
The Non-Public School must agree to the following assurances:

1. Target Students with the Most Significant Academic Need
2. Target Effective Teachers to Provide Services
3. Summer Recovery Staff Training
4. Promote Student Attendance



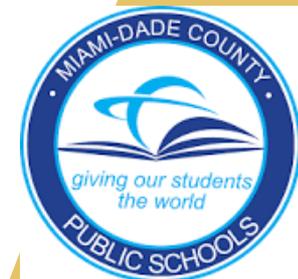
I. 8 Assurances (cont.)

5. Parent Communication Plan
6. Assessment/Progress Monitoring
7. Instructional Time
8. Content and Instruction

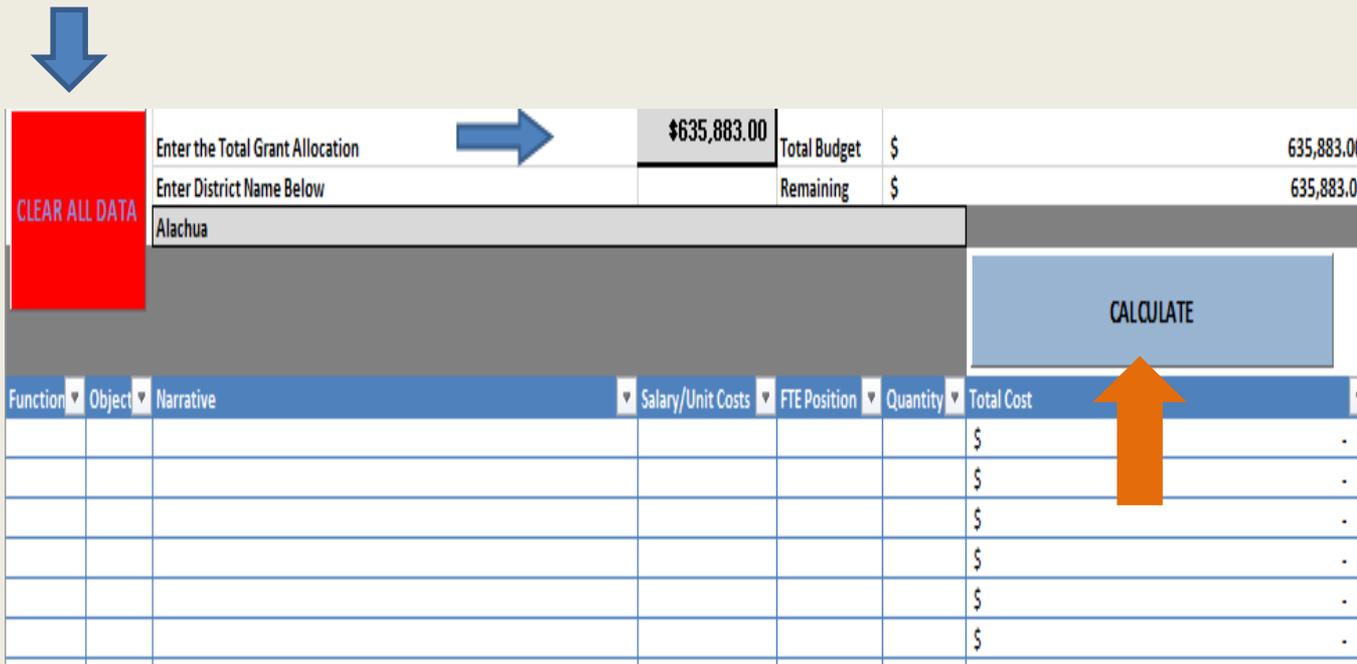


II. Part 1: Non- Public School Plan

- Areas to address:
 1. Process for identifying students and for providing services for the Summer Recovery Program. Also, identify the pre/post assessment being administered to measure impact of summer learning.



IV. GEER Summer Recovery Program Budget



The screenshot shows a budget entry form with the following fields and values:

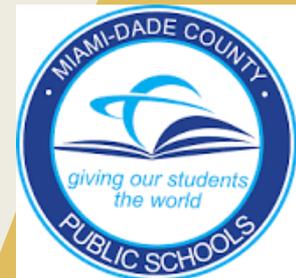
Enter the Total Grant Allocation	\$635,883.00	Total Budget	\$	635,883.00
Enter District Name Below	Alachua	Remaining	\$	635,883.00

Annotations on the form include:

- A blue arrow pointing down to the top of the form.
- A blue arrow pointing right from the "Enter the Total Grant Allocation" field to the input value.
- A red arrow pointing left from the right side of the form to the "Remaining" field.
- A red box labeled "CLEAR ALL DATA" on the left side of the form.
- A blue button labeled "CALCULATE" with an orange arrow pointing up to it.

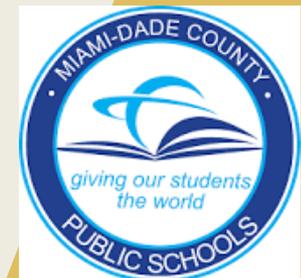
Function	Object	Narrative	Salary/Unit Costs	FTE Position	Quantity	Total Cost
						\$.
						\$.
						\$.
						\$.
						\$.
						\$.
						\$.
						\$.

Administrative costs, including indirect costs, are not authorized.





Questions?



Main Contacts

Maria Cervantes

District Supervisor

mcervantes@dadeschools.net

Melissa Latus

Administrative Director

mlatus@dadeschools.net

Eva Regueira

Executive Director

emregueira@dadeschools.net

Montserrat Balseiro

District Supervisor

mbalseiro@dadeschools.net

