

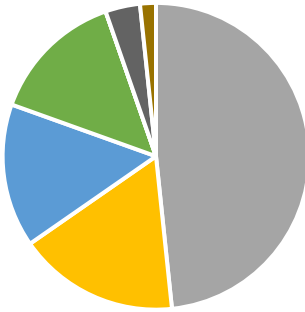
**Education Stabilization Fund Program
Elementary and Secondary School
Emergency Relief (ESSER) Fund**

**Maryland Local School System
Application and Certification**

May 1, 2020



ESSER I



- Learning Recovery Wages (+ Fixed Charges)
- Student Mental Health Support
- Devices for Students
- Classroom Air Purifiers
- Internet Connectivity
- Instructional Supplies
- COVID Testing
- Professional Development
- Nonpublic School Allocations
- Administrative Costs

Purpose

Under the federal Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Department awards grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. LEAs must provide equitable services to students and teachers in non-public schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Timeline

Local School System applications are due to MSDE by May 15, 2020.

Availability

Funds are available for use from March 13, 2020 through September 30, 2022.

Uses of Funds

Local School Systems may use funds for any purposes listed in section 18003(d) of the CARES Act (See Appendix A.)

Contact Information

Questions should be address to Donna Gunning by email at donna.gunning@maryland.gov or by phone at 410-767-0757; or Steve Brooks by email at steve.brooks@maryland.gov or by telephone at 410-767-0793.

PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

1. The Local School System (LSS) will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act. (See Appendix A.)
The following is not considered to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LSS or 2) expenditures related to state or local teacher or faculty unions or associations.
2. The LSS will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
 - The LSS will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the ESSER Fund.
 - The LSS will ensure that a public agency will have title to materials, equipment, and property purchased with ESSER funds.
 - The LSS will ensure that services to a non-public school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.
3. The LSS will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
4. The LSS 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) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
5. The LSS 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.
6. LSS will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
7. The LSS will sign and return the Assurances page of the Notice of Grant Award (NOGA)

which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

8. 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.
9. The SEA will comply with the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
10. The LSS and other entities 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 Government-wide Debarment and Suspension (Non-procurement) 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 USDE in 2 CFR part 3474.

LSS ESSER Fund Contact/Title: Jason Anderson, Chief of Academics, Equity and Accountability

Contact Email: jaander@carrollk12.org

Contact Phone: 443-751-3045

Local School System Superintendent (Printed Name): Steven A. Lockard, Ph.D.

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Date: 2020.06.22 11:06:48 -04'00'

6.22.20

Signature:

Date:

USES OF ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS

Elementary and Secondary School Emergency Relief (ESSER) Fund Maryland Local School System Application

Part I – Planned Use of ESSER Funds

1. Please describe the Local School System's (LSSs) process for determining the most important education needs as a result of the COVID-19 Pandemic. Please identify the most important education needs revealed through this process.

CCPS began the process for determining the most important education needs by conducting a community survey requesting insight on the percentage of families who had or lacked connectivity or a device at home. This drove much of the preparation work, and delivery beginning in March.

The priorities were to:

1. Determine which students have or do not have connectivity to the internet/access to a device through surveys of families.
2. Procure, prepare and mail workbooks and instructional paper packets to the homes of students without internet connectivity.
3. Distribute available school laptops to students who did not have access to a device, but had internet access (1,923 laptops were loaned to students).
4. Provide supports to build capacity of teachers to develop and facilitate online classrooms through Google Classroom.
5. Provide ongoing Professional Learning opportunities for teachers throughout the 4th Quarter to provide support.
6. Engage families through Channel 21 to provide families support with elementary math and language arts lessons.
7. Collect ongoing feedback from teachers and families through surveys to adjust programming.

Forty percent of families, representing 46 percent of CCPS students responded. The results of the survey showed that 98% of respondents have internet connectivity, which could be interpreted as about half of our students without access, if one assumes that some who did not respond have access and the others who didn't respond don't have access. If they have access, one can assume that they have a device to access it. The results of the survey led to the decision to procure a laptop for each of our high school students. The purpose of this investment, very much like the standard of purchasing textbooks, is to provide our students with their own device to access content, resources and assessments. CCPS recently invested in the purchase of a Learning Management System (LMS) where in the near future, all of our curriculum and its content will reside. Students will need a device at school to access the LMS and therefore be in a position to access individual course content, materials, and lessons. We will house all of our instructional resources for high school within the LMS so it will be essential for each student to have their own device during the instructional day. This has the added bonus of providing devices if students do not



2. Please provide a summary of the LSS's Continuity of Learning (COL) plan. Please identify new initiatives or activities that have been instituted in order to implement the LSS COL plan; i.e. professional development, family outreach, learning management system content, new or additional streaming capability to deliver educational services via cable television or other platforms, and student and staff devices and hotspots to improve internet connectivity . Please identify the major issues encountered in implementing the LSS COL plan.

The plan details roles and responsibilities for CCPS Central Office Staff, School Leadership Teams, Teachers, Special Education Staff, ESOL Resource Teachers, Advanced Academic Resource Teachers, School Support Personnel, Students, and Families.

New initiatives and activities have been instituted in order to implement the CCPS Continuity of Learning (COL) plan. These include:

- Dissemination of laptops for students who need a device for online learning, based on the results of a CCPS Community Survey.
- Creation and distribution of learning packets.
- Procurement of workbooks that are directly aligned to the current CCPS curriculum scope and sequence.

Instruction has been altered to be delivered online for families with internet access through Google Classroom, Google Meet, Microsoft Teams, and Discovery Education Streaming, Discovery Math Techbook, and Discovery Science Techbook.

CCPS has been working with community partners to assist families with limited access to the Internet to provide it at public locations, like public school, public library, and community-provided Wi-Fi. Teachers email families assignments as attachments for students to complete during the week.

For families with limited or no connectivity, Content Supervisors have produced CCPS Learning Packets and procured workbooks that are aligned to Maryland State Standards to support students, families, and staff with resources to support learning for Quarter 4.

CCPS is also providing a series of professional learning opportunities for teachers to build capacity in digital learning tools. Teachers excelling at providing remote learning opportunities for students are highlighted weekly through video.

Additional information is available on the CCPS website:

https://docs.google.com/document/d/1mVOQD-0AU3dWgwcd462wIAiHe_JPzgGOjTmNSyCxqxo/edit

3. Please describe how the LSS intends to assess and address student learning gaps resulting from the disruption in educational services.

Many of our courses and classes provide content and skills that build on themselves leading to deeper understanding for future learning. CCPS is presently exploring a variety of strategies to mitigate the loss of instructional time.

Curriculum Supervisors have begun working with teachers to identify the most crucial concepts and standards that remain for this school year. We understand that in many cases we will have to realign course standards in subsequent grades or courses so that, beginning next fall, teachers will "reach back" to teach crucial content or skills that may have been missed this spring. As we receive more direction from the state, CCPS will begin to devise a plan to provide time to meet some of the compensatory services needed to provide students with the necessary skills and concepts to be successful in the future. We are considering a variety of learning experiences that extend beyond either the school day or school year.

Options for consideration:

1. Curriculum Compacting for the 2020-2021 School Year
2. Learning Modules for Extended Learning Opportunities 2020-2021
3. Summer Learning Opportunities for Compensatory Services 2020
4. Credit Recovery Labs 2020-2021

Depending on the needs of the individual student, determined by current classroom teachers, students may be invited to take part in one or a number of these opportunities of learning recovery.

4. Please provide the LSS's plan for meeting the equitable services requirement in Section 18005 of the CARES Act.

On May 12, 2020, CCPS sent an email to all nonpublic schools in Carroll County detailing the availability of these funds and inquiring if they were interested in participating in the ESSER grant. An estimate of the per-pupil allocation was included in the email. The information was also posted on the CCPS Nonpublic School Group Edmodo page. Replies confirming their interest and their not-for-profit status were requested by May 15, 2020. A follow-up email was sent May 15, 2020 and phone calls were made to all schools that had not responded on May 18, 2020. Eight schools expressed interest in participating. Upon receiving updated guidance from MSDE, a second email was sent June 5, 2020. We received two Intent to Participate forms back for a total of 35 students. The proportionate share was determined based on the total number of Title I students and actual per-pupil allocations will be sent to participating nonpublic schools upon approval of the funds. At that time, a CCPS staff member will meet with a representative of each participating private school regarding their plan to use the funds (of which, CCPS will expend).

5. Please provide the LSS's planned use of ESSER funds, including the timeline for implementing activities funded through this grant.

Plan A: Purchase devices for every CCPS high school student.

Each school will receive the appropriate number of devices for each student in their building this fall. Considering the level of sophistication of the coursework as students move through high school, the recommendation is to prioritize the dissemination of the devices based on grade level, with seniors receiving their devices first, then juniors, sophomores and finally freshman. The total projected number of high school students for the 2020-2021 school year is 8,165. \$4,089 devices @ \$450/device will be procured. CCPS will purchase the remaining devices with local funds.

Plan B: Continuity of Learning

1. Workbooks for elementary and middle school students regardless of connectivity to supplement daily instruction whether students are in the classroom or learning remotely.

2. Instructional Packets for elementary and middle school students created by content supervisors to support learning of students who lack connectivity.

The costs will be procurement of workbooks, production and copying of packets, and, if required, the postage for workbooks and packets to be mailed directly to students' homes.

Plan C: Summer Recovery Sessions

Virtual/remote summer recovery in the month of July for students who are in need of academic support.

Funds will be used to pay teachers hourly for teaching Summer Recovery and paper, copying, and other materials to support students who lack connectivity.

Part II – Budget Documents

Please submit a completed C125 workbook with the application.

Carroll County Public Schools
Budget Narrative

Category/ Program	Item	Description/Calculation	Budgeted
Salaries & Wages			
Contracted Services			
Supplies & Materials			
203-205/01	Devices	2,122 devices @ \$450/device (CCPS will seek other available funds for the \$100 above the grant amount)	955,000.00
203-205/01	Lexia	Lexia District Partnership @ \$9,900 and Lexia Core5 Reading licenses @ \$11,900/license	21,800.00
203-205/01	Supplies	Instructional Supplies	168,684.00
210/31	Air Purifiers	Air Purifiers for classrooms @ \$832/unit	336,000.00
Other Charges			
203-205/01	Internet Connectivity	T-Mobile hotspots and connectivity. 500 hotspots x \$20/device/connectivity/month x 8 months, Verizon hotspots with connectivity. 20 devices/connectivity x \$39.99/month x 8 months, Comcast. 175 Comcast Internet Essentials @ \$9.99/month x 8 months	299,000.00
210/31	Licenses	Google Enterprise	90,000.00
Equipment			
Transfers			
201/22	Indirect Costs	Indirect costs on the CCPS portion @ 1.77%	33,042.00
203-205/07	Nonpublic Transfers	Funds to be expended on behalf of participating private schools with eligible students	72,199.00
		Grand Total	1,975,725

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$1,975,725.00	AMENDED BUDGET #	2	REQUEST DATE	07/09/21
GRANT NAME	ESSER	GRANT RECIPIENT NAME	Carroll County Public Schools		
MSDE GRANT #	201791-01	RECIPIENT GRANT #	21-005		
REVENUE SOURCE	84.425 D	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	0525	GRANT PERIOD	3/13/2020	TO	9/30/2022

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						33,042.00	33,042.00
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
203-205 Instruction Categories							
Prog. 01 Regular Prog.			1,145,484.00	299,000.00			1,444,484.00
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers						72,199.00	72,199.00
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.							-
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services			336,000.00	90,000.00			426,000.00
211 Plant Maintenance							-
212 Fixed Charges							-
213 Food Services							-
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	-	-	1,481,484.00	389,000.00	-	105,241.00	1,975,725.00

Finance Official Approval	Andrew C. Sexton, CPA Supervisor of Budget and Grants	Andrew C. Sexton	Digitally signed by Andrew C. Sexton Date: 2021.07.16 15:20:25 -04'00'	410-751-3083
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Steven A. Lockard, Ph.D. Superintendent of Schools	Steven A. Lockard	Digitally signed by Steven A. Lockard Date: 2021.07.19 11:58:41 -04'00'	410-751-3000
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Donna Gunning Executive Director			410-767-0757
	Name	Signature	Date	Telephone #

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

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Date: 2020.06.22 11:07:36 -04'00'

Superintendent of Schools/Head of Grantee Agency
Steven A. Lockard, Ph.D., Superintendent of Schools

6.22.20

Date

Appendix A: Relevant Excerpts from Title VIII of Division B of the CARES Act, the Emergency Appropriations for Coronavirus Health Response and Agency Operations

DEPARTMENT OF EDUCATION EDUCATION STABILIZATION FUND

For an additional amount for “Education Stabilization Fund”, \$30,750,000,000, to remain available through September 30, 2021, to prevent, prepare for, and respond to coronavirus, domestically or internationally: Provided, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.

GENERAL PROVISIONS EDUCATION STABILIZATION FUND

SEC. 18001. (a) ALLOCATIONS.—From the amount made available under this heading in this Act to carry out the Education Stabilization Fund, the Secretary shall first allocate—

- (1) not more than 1/2 of 1 percent to the outlying areas on the basis of their respective needs, as determined by the Secretary, in consultation with the Secretary of the Interior;
- (2) one-half of 1 percent for the Secretary of Interior, in consultation with the Secretary of Education, for programs operated or funded by the Bureau of Indian Education; and
- (3) 1 percent for grants to States with the highest coronavirus burden to support activities under this heading in this Act, for which the Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) RESERVATIONS.—After carrying out subsection (a), the Secretary shall reserve the remaining funds made available as follows:

- (1) 9.8 percent to carry out section 18002 of this title.
- (2) 43.9 percent to carry out section 18003 of this title.
- (3) 46.3 percent to carry out section 18004 of this title.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

SEC. 18003. (a) GRANTS.—From funds reserved under section 18001(b)(2) of this title, the Secretary shall make elementary and secondary school emergency relief grants to each State educational agency with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and approve or deny applications not later than 30 days after receipt.

(b) ALLOCATIONS TO STATES.—The amount of each grant under subsection (a) shall be allocated by the Secretary to each State in the same proportion as each State received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(c) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—Each State shall allocate not less than 90 percent of the grant funds awarded to the State under this section as subgrants to local educational agencies (including charter schools that are local educational agencies) in the State in proportion to the amount of funds such local educational agencies and charter schools that are local educational agencies received under part A of title I of the ESEA of 1965 in the most recent fiscal year.

(d) USES OF FUNDS.—A local educational agency that receives funds under this title may use the funds for any of the following:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the 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.), the 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.).
 - (2) Coordination of preparedness and response efforts of local educational agencies 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 other school leaders with the resources necessary to address the needs of their individual schools.
 - (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 local educational agencies.
 - (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
 - (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
 - (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (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.
 - (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
 - (10) Providing mental health services and supports.
 - (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
 - (12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
- (e) STATE FUNDING.—With funds not otherwise allocated under subsection (c), a State may reserve not more than 1/2 of 1 percent for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts.
- (f) REALLOCATION.—A State shall return to the Secretary any funds received under this section that the State does not award within 1 year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (b).

ASSISTANCE TO NON-PUBLIC SCHOOLS

SEC. 18005. (a) IN GENERAL.—A local educational agency receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.

(b) PUBLIC CONTROL OF FUNDS.—The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

DEFINITIONS

SEC. 18007. Except as otherwise provided in sections 18001– 18006 of this title, as used in such sections—

- (1) the terms “elementary education” and “secondary education” have the meaning given such terms under State law;
- (2) the term “institution of higher education” has the meaning given such term in title I of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.);
- (3) the term “Secretary” means the Secretary of Education;
- (4) the term “State” means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico;
- (5) the term “cost of attendance” has the meaning given such term in section 472 of the Higher Education Act of 1965.
- (6) the term “Non-public school” means a non-public elementary and 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 which grants are awarded under this section;
- (7) the term “public school” means a public elementary or secondary school; and
- (8) any other term used that is defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) shall have the meaning given the term in such section.

MAINTENANCE OF EFFORT

SEC. 18008. (a) A State’s application for funds to carry out sections 18002 or 18003 of this title shall include assurances that the State will maintain support for elementary and secondary education, and State support for higher education (which shall include State funding to institutions of higher education and state need based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students) in fiscal years 2020 and 2021 at least at the levels of such support that is the average of such State’s support for elementary and secondary education and for higher education provided in the 3 fiscal years preceding the date of enactment of this Act.

(b) The secretary may waive the requirement in subsection (a) for the purpose of relieving fiscal burdens on States that have experienced a precipitous decline in financial resources.

REPORTING ON USE OF FUNDS SEC. 15011.

(a) In this section—

(1) the terms “agency”, “appropriate congressional committees”, “Committee”, “covered funds”, and “Coronavirus response” have the meanings given those terms in section 15010;

(2) the term “covered recipient” (A) means any entity that receives large covered funds; and (B) includes any State, the District of Columbia, and any territory or possession of the United States; and

(3) the term “large covered funds” means covered funds that amount to more than \$150,000.

...

(b)(2) Not later than 10 days after the end of each calendar quarter, each covered recipient shall submit to the agency and the Committee a report that contains—

(A) the total amount of large covered funds received from the agency;

(B) the amount of large covered funds received that were expended or obligated for each project or activity;

(C) a detailed list of all projects or activities for which large covered funds were expended or obligated, including—

(i) the name of the project or activity;

(ii) a description of the project or activity; and

(iii) the estimated number of jobs created or retained by the project or activity, where applicable; and

(D) detailed information on any level of subcontracts or subgrants awarded by the covered recipient or its subcontractors or subgrantees, to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006 (31 U.S.C. 6101 note) allowing aggregate reporting on awards below \$50,000 or to individuals, as prescribed by the Director of the Office of Management and Budget.

(3) Not later than 30 days after the end of each calendar quarter, the Committee, in consultation with the agency that made large covered funds available to any covered recipient shall make the information in reports submitted under paragraph (2) publicly available by posting the information on the website established under section 15010(g).

(4)(A) Each agency, in coordination with the Committee and the Director of the Office of Management and Budget shall provide user-friendly means for covered recipients to meet requirements of this subsection.

(B) Federal agencies may use existing mechanisms to ensure that information under this subsection is reported accurately.

(c)(1) The Director of the Office of Management and Budget, in consultation with the Secretary of the Treasury, the Administrator of the Small Business Administration, and the Chairperson of the Council of Economic Advisors, shall submit to the appropriate congressional committees and publicly release on the website established under section 15010(g) quarterly reports that detail the impact of programs funded through large covered funds on employment, estimated economic growth, and other key economic indicators, including information about impacted industries.

(2)(A) The first report submitted under paragraph (1) shall be submitted not later than 45 days after the end of the first full quarter following the date of enactment of this Act.

(B) The last report required to be submitted under paragraph (1) shall apply to the quarter in which the Committee terminates.

**Estimated Allocations of CARES ESSERF (Section 18003) Funding (LEA Allocation)
Using FY 2019 Title 1A Grants**

LOCAL UNIT	TITLE 1	18003 EST
Allegany	3,005,851.00	2,557,898.00
AnneArundel	13,931,820.00	11,855,603.00
BaltimoreCity	56,867,585.00	48,392,781.00
Baltimore	27,899,559.00	23,741,773.00
Calvert	1,412,333.00	1,201,857.00
Caroline	1,751,030.00	1,490,079.00
Carroll	2,321,725.00	1,975,725.00
Cecil	3,676,740.00	3,128,807.00
Charles	3,674,956.00	3,127,289.00
Dorchester	2,234,095.00	1,901,155.00
Frederick	4,710,527.00	4,008,532.00
Garrett	1,124,790.00	957,166.00
Harford	5,231,402.00	4,451,782.00
Howard	4,978,652.00	4,236,699.00
Kent	613,598.00	522,155.00
Montgomery	29,105,735.00	24,768,196.00
PrinceGeorge's	35,291,065.00	30,031,745.00
QueenAnne's	869,529.00	739,946.00
St.Mary's	3,025,186.00	2,574,352.00
Somerset	1,583,176.00	1,347,240.00
Talbot	1,053,086.00	896,148.00
Washington	6,587,907.00	5,606,131.00
Wicomico	6,070,757.00	5,166,051.00
Worcester	1,840,214.00	1,565,973.00
SEEDSchool	946,644.00	805,569.00
	219,807,962.00	187,050,652.00