

**1. Please describe the State’s process for awarding GEER funds to LEAs, IHEs, and/or other education-related entities, including:**

**a. Timeline(s) for awarding GEER funds to LEAs, IHEs, and/or other education-related entities;**

<b>Program</b>	<b>Timeline</b>	<b>Mechanism</b>
K-12 Summer Recovery Grants to LEAs	Applications are due from LEAs by 7/15/20	Grants
Ensure Scholarships for Low-Income Students	Administrative Services Grant will be issued by Fall 2020, and scholarships to students will be available for 2020-21 and 2021-22	Grants
Private School Stabilization Grants	Administrative Services Grant will be issued by Fall 2020, and subgrants will be provided to private schools for 2020-21 and 2021-22	Grants
Ensuring the B.E.S.T. curriculum for Reading and Civics	Request for Applications to be Released by September 30, 2020	Grants
Additional Strategies to Support Summer Learning	Request for Applications to be Released August 2020	Grants
Civic Literacy	Request for Applications to be Released by September 30, 2020	Grants
Telehealth	Request for Applications to be Released by September 30, 2020	Grants
Rapid Credentials	Applications are due July 17, 2020	Grants
K-12 CTE Infrastructure	Applications are due July 17, 2020	Grants
Pathway to Job Market Dashboard	Procurement Fall 2020	Procurement

- b. The criteria, process and deliberations you use to determine which LEAs, IHEs, and/ or other education-related agencies are:**
- i. “Most significantly impacted by coronavirus;” and/or**
  - ii. “Essential” for carrying out emergency educational service;**

Florida's system of education is comprised of public and private pre-kindergarten and child care, public K-12 schools, private K-12 schools, the state's universities, the state college system, career and technical institutions, and private colleges and universities. All sectors have endured interruptions of services and have had to implement instructional continuity plans, including transitioning to remote learning. All sectors will continue to incur costs associated with recovery efforts. Each sector has been significantly impacted by coronavirus and is essential for carrying out emergency educational services. To make initial allocations from the GEER Fund, Florida analyzed the per-student funding each of these sectors will receive under the CARES Act, as follows:

Sector	Annual Student Head Count	Guaranteed CARES Act Allocation	Guaranteed CARES Act Allocation Per Student Head Count
Pre-Kindergarten and child care	649,730	\$223,605,188	\$344
Public K-12 and Private K-12	3,270,472	\$693,223,066	\$212
Technical Colleges/Centers and Apprenticeships	202,543	\$26,880,985	\$133
Florida College System	729,140	\$285,971,411	\$392
Private Postsecondary	359,656	\$274,667,876	\$764
State University System	424,283	\$286,36,179	\$675

This analysis demonstrates that the public and private K-12 sector and Technical Colleges/Centers and Apprenticeship programs have the greatest unmet need in responding to the coronavirus.

Florida’s response to COVID-19 included both its initial efforts to urgently transition Florida’s schools to distance learning to give Florida’s students the greatest access to the best education possible, and its recovery efforts to prepare our schools and programs to reopen safely and to eliminate achievement gaps, which have likely been exacerbated by this crisis. In determining how to respond to the crisis and how to allocate GEER funds, Florida noted that prolonged school closures have disproportionate impacts on vulnerable students including minorities, students in poverty, students with disabilities, and English language learners. Schools are inherently connected to Florida’s economy, so safely reopening schools and ensuring instructional continuity will be vital to Florida’s economic recovery. Further, the interruption in in-person instruction will likely widen achievement gaps without significant intervention. Reading proficiency by the end of third grade is a crucial marker in a child’s educational development and any gap or delay in attaining reading proficiency could have lasting impacts on students. With these principles in mind, Florida determined that the following

initiatives were essential for carrying out emergency educational services and would be funded with the initial allocation of GEER Funds:

\$64 Million in grants to Local Educational Agencies for early recovery efforts in summer and early fall 2020, to target students who have been disconnected or hard to reach via distance learning and Grades K-5 students identified with a substantial deficiency in reading. The Florida Department of Education has released the Request for Applications for this program, and the applications are due by July 15, 2020. Awards will be issued to subgrantees as quickly as possible after receipt.

\$30 Million in grants to provide scholarships to K-12 students currently attending private schools who would be adversely impacted by losing Florida Tax Credit Scholarships in 2020-21 or 2021-22 due to the economic impact of COVID-19, which has resulted in loss of private contributions for K-12 scholarships. The Florida Department of Education anticipates this program will be administered through grants to existing, not-for-profit scholarship funding organizations. The Florida Department of Education anticipates that the grant(s) to the scholarship funding organizations will be awarded by fall 2020, and that scholarships to students will be available for 2020-21 and 2021-22.

\$15 Million in grants to private schools serving low income students, to assist those entities in responding to COVID-19 and continuing to operate. The Florida Department of Education anticipates this program will be administered through grants to existing, not-for-profit scholarship funding organizations. The Florida Department of Education anticipates that the subgrant(s) to the scholarship funding organizations will be awarded by fall 2020, and that aid to private schools will be available for 2020-21 and, if funds are available, 2021-22.

\$4 Million in grants to Local Educational Agencies to purchase books from the state's B.E.S.T. English Language Arts Standards, K-12 civic literacy booklist, which will provide resources for students to catch up on the standards, whether attending on-campus programs, or remote learning. The Florida Department of Education anticipates issuing a Request for Applications for this initiative by September 30, 2020.

\$1 Million in grants to support additional early recovery efforts, such as grants to after-school programs. The Florida Department of Education anticipates issuing a Request for Applications for this initiative by August, 2020.

\$1 Million in grants to selected Local Educational Agencies to support the administration of the Florida Civics High School examination. It is noted that without additional supports, critical tools such as this examination could be lost. The Florida Department of Education anticipates issuing a Request for Applications for this initiative by September 30, 2020.

\$2 Million in grants to support telehealth in public school districts, charter school networks, and private school networks. The Florida Department of Education anticipates issuing a Request for Applications for this initiative by September 30, 2020.

Florida has also recognized that its educational system plays a vital role in helping its citizens recover from the impacts of COVID-19, through training opportunities that will provide opportunities for students to obtain credentials in high wage, high need occupations. Therefore, Florida has determined that the following initiatives are essential for carrying out emergency educational services and will be funded with the initial allocation of GEER funds:

\$35 Million in grants to assist Florida College System (FCS) institutions and school district postsecondary technical centers in their ability to enroll and complete students in short-term, in-demand workforce/career and technical education (CTE) credentialing and certificate programs. Funds are directed to connecting those unemployed, underemployed, or furloughed with training in an in-demand area of the regional workforce board. Funds may be used to purchase necessary equipment, underwrite costs associated with administering in-demand non-credit industry certification preparation or clock hour career certificate programs or for-credit short-term CTE courses/programs. The Florida Department of Education has released the Request for Applications for this program, and the applications are due by July 17, 2020. Awards will be issued to subgrantees as quickly as possible after receipt.

\$10,900,000 in grants to Local Educational Agencies to provide resources to build infrastructure and increase enrollment and capacity in high-demand Career and Technical Education (CTE) programs. The aim of this funding is to accelerate students' readiness for work and/or immediate entry into an in-demand postsecondary CTE program. The Florida Department of Education has released the Request for Applications for this program, and the applications are due by July 17, 2020. Awards will be issued to subgrantees as quickly as possible after receipt.

\$2.5 Million to develop a Pathway to Job Market Dashboard, which will be a technology platform that provides accurate quantitative data on Florida's CTE courses and programs, integrating labor market information so that students will have a viable route to well-paying jobs and career in critical needs areas.

Each sector of Florida's education system has been adversely economically impacted, and Florida will continue to examine resources available to each to respond to the emergency. After making the initial allocations described above, Florida has reserved \$8,185,880 for additional allocations as needed to address evolving needs, and for costs of administration.

**c. The funding mechanisms (e.g., grants, contracts) the State will use to provide GEER funds to LEAs, IHEs, and/or other education-related entities;**

See Table provided under 1.a. above.

**d. Any specific funding conditions or requirements the State will place on awards to ensure the funds are spent for specific purposes or activities.**

For all grants, applicants will be required to provide a narrative description of the scope of services to be provided and a detailed budget. Grant awards will be made after review to determine that expenditures are allowable, reasonable, necessary and allocable. Each entity will be required to submit a final disbursement report verifying that funds were used in accordance with the approved budget. Each entity will be subject to a federal single audit, as applicable. In addition, the Florida Department of Education will complete risk-based monitoring.

**2. Describe the system of internal controls the State will use to ensure that GEER funds are expended for allowable purposes and in accordance with cash management principles and the Uniform Guidance. See 2 CFR §200.303.**

The FDOE will utilize Requests for Applications (RFAs) on each subgrant program to outline the specific allowable and unallowable program activities and requirements, recordkeeping and reporting requirements, and expenditure reconciliation requirements. Applicants will submit a narrative application that outlines and describes the proposed activities for the program. The applications include a line-item budget that describes the proposed expenditures. Proposed expenditures must align to the proposed activities.

The FDOE will review the application narrative and budget to be sure the program requirements are appropriately aligned and that budget items are reasonable, allowable, allocable and necessary. The FDOE will work with the applicants on any corrections prior to awards being issued.

Awards will be made based on the outlined RFA requirements and the complete application and budget from the LEA. FDOE staff will monitor reported expenditures to ensure they are reasonable and allowable.

Funds will be made available to recipients via the secure online Florida Grants System, FLAGS. Recipients will be allowed to request advance cash as needed for immediate requirements to carry out the purpose of the program. Federal cash on hand must not exceed the lesser of \$50,000 or 10 percent of the approved allocated award and recipients must not have federal cash on hand for more than 3 working days. Recipients may report expenditures daily as they occur. System controls are in place that will not allow a recipient to request cash draws for a specific project that would increase the cash on hand over the lesser of \$50,000 or 10 percent of the project allocation award. Reported expenditures are reconciled against the approved budget. Any discrepancies are immediately addressed with the program manager. Final project disbursement reports must be submitted with a signature by the chief financial officer, and must include detail to support the expenditures. If the expenditure total is less than the cash advances/draws, the recipient must issue a refund to the FDOE.

Recipients are required to maintain records of program activities and financial expenditures and any other documentation necessary for pre or post audit review. Recipients will be subject to audit and monitoring.

- 3. If GEER funds are being awarded or used for payments to SEA or IHE administrators, executives, and/or state or local teachers' unions or associations, please describe your process for reporting the amount of funds used for this purpose, and how the funds are consistent with allowable uses of funds under section 18002(c) of the CARES Act.**

Not Applicable.

- 4. If you intend to provide GEER funds to LEAs, please describe the process you will use to ensure that LEAs receiving GEER funds 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.**

For any program in which a Local Educational Agency will receive GEER funds, the Florida Department of Education will include in the Request for Application the requirements relating to providing equitable services. Each LEA applicant will be required to include assurances and/or a description of its plan to provide equitable services. In addition, for those entities selected for monitoring, the Florida Department of Education will monitor for compliance with the equitable services requirements. The Florida Department of Education will also engage in outreach to private schools to aid in ensuring that they are aware of opportunities that are available through the Local Educational Agencies.