**Governor’s Emergency Education Relief (GEER) Funds
Reporting/Monitoring Plan**

**August 6, 2020**

Attached is Pennsylvania’s initial report for the Governor’s Emergency Education Relief Fund (GEER), as required bythe grant Certification and Agreement ad Attachment T of the GAN, that is due August 6, 2020.

In accordance with the CARES Act, Pennsylvania will award funding to local education agencies (LEAs) and Institutes of Higher Education (IHEs) within the commonwealth that have been most significantly impacted by coronavirus to support their ability to continue to provide educational services and to support their on-going functionality. GEER funding also will be granted to other LEA, IHE, and education-related entities within Pennsylvania deemed essential to carry out emergency educational services, provide childcare and early childhood education, provide social and emotional support, and protect education-related jobs.

Pennsylvania defines **“most significantly impacted” by the following indicators:**

* Ability of an LEA, IHE, and other education-related entity to support remote learning, as evidenced by local broadband infrastructure, broadband service availability, and/or access to cable, digital and internet services
* LEAs, schools, and IHEs that exhibit high-level student need based on poverty or significant disparities in student subgroup performance
* COVID-19 data, including COVID-19 case counts, incidence rates, and other public health data provided by the Pennsylvania Department of Health
* Student demographics, such as number or percent of low-income students, students with disabilities, English learners, students experiencing homelessness, foster care youth, or Pell grant recipients

Following are details on how GEER funding will be awarded to LEAs, IHEs and education-related entities to prevent, prepare for, and respond to coronavirus.

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| **Early Intervention COVID-19 Response Health and Safety Grants** |
| **Funding** | $3 million |
| **Purpose** | To provide funding to Preschool Early Intervention (EI) programs serving children ages 3-5 for staff training, policy development, personal protective equipment, sanitization and disinfecting materials, and supplies to mitigate the spread of COVID-19 in Preschool Early Intervention/Early Childhood Special Education (ECSE) classrooms. |
| **Grantees** | ECSE classrooms offering classroom services to eligible children may receive funding. All EI programs were significantly impacted by the pandemic as children were unable to receive EI services during the statewide closure of schools in March and COVID response efforts.Allocations are calculated based on the number/percentage of children served in ECSE classroom settings. Pennsylvania’s EI program provides support and services to families with children, from ages 3-5, with developmental delays and disabilities. Approximately 13,700 children are enrolled in EI classrooms across the commonwealth. Tentative award date is August 31, 2020. |

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| **Compensatory Education Services for Preschool Early Intervention Programs** |
| **Funding** | $5 million |
| **Purpose** | To provide funding to Preschool Early Intervention (EI) programs for compensatory education services to eligible young children who regressed or did not make meaningful progress as a result of their inability to access Individual Education Program (IEP) services and free and appropriate public education (FAPE) during COVID-19 mitigation efforts.Funds may be used for contracted services, technology resources, assistive devices, personal protective equipment (PPE) to support in-home services, learning platforms, and other appropriate resources. |
| **Grantees** | An application for funds would be made available to Preschool EI programs in Pennsylvania. The application will assist the commonwealth’s Office of Child Development and Early Learning’s Bureau of Early Intervention Services and Family Supports (BEISFS) in determining the amount of funds allocated to each Preschool EI program. Factors BEISFS will consider in determining the grant amount include Preschool EI programs: * Access to timely evaluations
* Provision of IEP services/FAPE
* Number of eligible young children active/in service
* Barriers to delivering virtual evaluations and implementing IEP services/FAPE
* Access to broadband in service area

To access the funds, Preschool EI programs will be expected to provide an assurance that they will continue to be flexible in their evaluation and service delivery strategies in order to safely and effectively meet eligible young children and their family’s needs through tele-intervention and in-person delivery methods as appropriate and requested. Funds cannot be used to support asynchronous services only for eligible young children.Tentative award date is August 31, 2020. |

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| **Emergency Continuity of Education Equity Grants** |
| **Funding** | $13 million |
| **Purpose** | To increase student access to effective remote instruction in high-need LEAs in Pennsylvania.In April 2020, 477 LEAs identified critical gaps in designing and deploying COVID-19-related continuity of education and requested nearly $22 million in support from the Pennsylvania Department of Education. Due to limited funding, the department was able to fund only 96 awards. Schools with the highest percentages of students lacking access to were given priority.Eligible expenses include, but may not be limited to, purchasing computer equipment, such as laptops, tablets, and internet hot spots, and providing instructional materials, such as paper lessons and coursework, to provide continuity of education. |
| **Grantees** | PDE will use GEER funding to award grants to an additional 267 LEAs that did not receive funding in April and have continued to be significantly impacted by the pandemic. Approximately 179,000 students are expected to benefit from these grants.Tentative award date is August 15, 2020. |

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| **Equity Grants for Career and Technical Centers** |
| **Funding** | $10.5 million |
| **Purpose** | To provide additional funding to career and technical centers (CTCs) to provide effective continuity of education and industry credentialing for students enrolled in CTCs negatively impacted by COVID-19 mitigation efforts.CTC Equity grants provide funding to support effective continuity of education programs such as summer and other expanded programming and industry credential assessments for students enrolled in CTCs negatively impacted by COVID-19 mitigation efforts as well as provide funding to assist CTCs with implementing their Health and Safety Plans. |
| **Grantees** | A total of 78 CTC campuses (114 schools) will receive equity grants. A list of [grant recipients](https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fu7061146.ct.sendgrid.net%2Fls%2Fclick%3Fupn%3D4tNED-2FM8iDZJQyQ53jATUUgTUlp0Z0M6aynmnVG0UMan-2F-2Fk9ZC513Y1Wh4A3t3yZW-2BvIT-2FG3T4VyIaD4kR-2BCfuWM1CppanllpDKo2-2BQY4it0iF5kwNnp-2FlWscHS5SOIXkn4ish7iXc07FnT-2BjvzlYg-3D-3DxA7R_iM472x3Jo-2Bcg0SRjyJUl8Pr4lH6E-2Fb-2BDXw8hd2K1Vtm-2BkHWcGQ-2BVwI73X-2F2bpr2SZB5XlmO2-2FFXT90Ak2t5vt3oyRGz9-2BigPq0fcj3k3nENR1huF0auWn7VpS7qKRYcPxHjYFRloeMBSvYN4-2Baa7SU-2F-2FGrkbL8MUAx54hu0NP14VUOe8659ar5Mvr12KaWvZ8w7Jw19847UDkBbkLp6SQMkc7sreEyHTb-2B4GySidSFZvQ0U2Uo-2BqCcP8PVKL4eYFujXS1h4sZiTfDBWXAHL82zM-2B4WOYtnq-2FaD2KO9sFR0Fxg6b7yGoN5RmQFaaH-2FP-2Bog5dyfcwgwiN4DyqBojP-2FpQ-3D-3D&data=02%7C01%7Cjukane%40pa.gov%7C61f26fb884854b4f3d1208d83a2ec104%7C418e284101284dd59b6c47fc5a9a1bde%7C0%7C0%7C637323319776937199&sdata=dbkkT88x84VB10XbaVyccgVKfnKbulKkSl9U7ZRdnAY%3D&reserved=0) is posted on the PDE website.Grants were calculated based on the Perkins secondary allocation formula and included consideration for buildings with 20 or more English Learners.Grantees were notified August 6, 2020. |

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| **Technical Assistance and Support for A-TSI and TSI Schools** |
| **Funding** | $4 million |
| **Purpose** | To build capacity of LEAs to improve systems, practices, programs, and outcomes for one or more student groups most significantly impacted by the pandemic.Funding will be awarded to the 29 Intermediate Units to support interdisciplinary teams of general and special education personnel who will work with schools that exhibit high-level student need based on poverty or significant disparities in student subgroup performance IU teams will provide on-site technical assistance and support to A-TSI schools in their region based on the cycle of improvement; and facilitate networked learning communities to foster collaborative learning and problem-solving across LEAs with schools designated for A-TSI and TSI in their region. |
| **Grantees** | Grantees include the 29 Intermediate Units in Pennsylvania. Grantees were notified August 1, 2020. |

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| **Continuity of Education Equity Grants for A-TSI Designated Schools** |
| **Funding** | $15 million |
| **Purpose** | To provide additional funding to schools designated for A-TSI to provide more effective continuity of education for student groups most severely impacted by COVID-19 mitigation efforts (i.e., students with disabilities, English Learners, students of color, students who are economically disadvantaged).  |
| **Grantees** | A total of 193 schools designated for A-TSI will receive allocations based on the per pupil formula used for Title I funds.Grantees will be expected to use funding to increase student access to effective remote instruction and accelerate learning. Funding will benefit approximately 180,000 students enrolled in these high-need schools and LEAs.Tentative award date is September 15, 2020. |

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| **Compensatory Education Services for Students with Disabilities** |
| **Amount** | $10 million |
| **Purpose** | To provide additional funding to LEAs for remote services to students with complex needs who have had the greatest difficult accessing FAPE during COVID-19 mitigation efforts.Funds would be allocated based on a formula that considers the following factors:* Percent of Concentrated Poverty Status of the Entity
* Students eligible for Autistic Support, Multiple Disabilities Support, Emotional Support, and Life Skills Support within the entity.
* Access to broadband in LEA service area
* Entity’s barriers to delivering FAPE
* Percentage of overall budget spent on special education

Grant amounts will be based proportionately on the number of students needing served. Once the formula is run on all the LEAs, they will be ranked based on evidenced greatest need and a formula-based amount will be determined. The applying entity will know prior to applying the minimum amount they will receive. Grant funds may used for contracted services, technology resources, assistive devices, personal protective equipment to support in home services, learning platforms and other appropriate resources. Grantees must agree to participate in mandatory teacher professional development on providing remote services to students with disabilities. Funds cannot be used to support asynchronous services for students with disabilities. |
| **Grantees** | Funding will be awarded to LEAs in Pennsylvania that have students with complex needs who had the greatest difficult accessing FAPE during COVID-19 mitigation efforts.Tentative award date is September 15, 2020. |

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| **Emergency Grants for Adult Basic Education** |
| **Amount** | $500,000 |
| **Purpose** | To assist adult education providers with implementing public health and safety plans and continuing operations through September 30, 2021. Eligible expenses include, but are not limited to, protective equipment, hand sanitizer and cleaning products/services; equipment and technology for virtual instruction; installation of barriers or other protective devices in building structures; and purchasing digital health applications to assist with in contact tracing and monitoring of students. |
| **Grantees** | Forty adult education providers across the commonwealth will receive GEER funding. The Office of Postsecondary and Higher Education calculated each provider’s total funding in Program Year 2020-21 and determined the providers percentage of total funding. GEER funding proposal then was allocated based a minimum award of $2,000 per provider plus a corresponding percentage of the remaining $420,000. Direct grantees that have subgrantees will be required to provide a portion of the GEER funds to the subgrantees.Tentative award date is August 15, 2020. |

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| **Safe Reopening Grants for Institutions of Higher Education** |
| **Funding** | $24.5 million |
| **Purpose** | To support Title IV postsecondary institutions in Pennsylvania with implementing Health and Safety Plans (e.g. PPE, sanitation/disinfectant, monitoring, etc.) and resuming instruction for the 2020-21 academic year.Eligible expenses include, but are not limited to, securing safety and protective equipment, cleaning products, testing measures, equipment or technology for remote learning, installation of barriers or other protective devices in building structures, and digital health applications to monitor student symptoms. |
| **Grantees** | Funding will be awarded to postsecondary institutions authorized to operate in Pennsylvania by the Pennsylvania Department of Education and approved to provide Title IV financial aid. The list of [Grant recipients](https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fu7061146.ct.sendgrid.net%2Fls%2Fclick%3Fupn%3D4tNED-2FM8iDZJQyQ53jATUUgTUlp0Z0M6aynmnVG0UMan-2F-2Fk9ZC513Y1Wh4A3t3yZW-2BvIT-2FG3T4VyIaD4kR-2BCfuWM1CppanllpDKo2-2BQY4iuTjsEsDSsdkN5YvfS1BWi04IjjCWRD73ybgoDgz3Fp-2BRPz2I2kipfXFtoG2R7-2FOmPeOGUd8OsZC916sauyKxU016Pr_iM472x3Jo-2Bcg0SRjyJUl8Pr4lH6E-2Fb-2BDXw8hd2K1Vtm-2BkHWcGQ-2BVwI73X-2F2bpr2SZB5XlmO2-2FFXT90Ak2t5vtzViNWxd-2BLwaB6I0ZX61ytR-2Fxh3otbG1kLTgqsIWOVxm3Mz3AL0uPC-2BvaECCGEkOAz3BksJSyRjszkH3z-2FB16TQM9oILhFaaHz25BF4WoHgV55r9hdOl4UPkh-2B7RKDpxsw5pEfTUa8FxOpbZLuytmek0LEkkb8sDzAIFrkFI4W8s-2F0m-2BnbLUDisS5XWoqwxZ-2Bgtuyyy8G8O-2F-2BI4uRlXz3GIiZ0Zy7fjQIjbAzWzYQRbtmHU3dGDAn2KGmvnHh8PmVA-3D-3D&data=02%7C01%7Cjukane%40pa.gov%7Ce639210d82bc411a4aa308d837cec145%7C418e284101284dd59b6c47fc5a9a1bde%7C0%7C0%7C637320708427635945&sdata=qax4vxdxKdjC5ET0bc93VZ%2F99AqxAdGyda3J5mgoBYk%3D&reserved=0) and respective allocations is available on the PDE website. Allocations are based on the shares of total enrollments by each postsecondary sector and the number of socio-economically disadvantaged students served by the institutions (Pell-eligible students).Grantees were notified August 4, 2020. |

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| **Emergency Support for Historically Black Colleges and Universities** |
| **Funding** | $3 million |
| **Purpose** | To assist Pennsylvania’s Historically Black Colleges and Universities (HBCUs) with implementing their health and safety plans for 2020-21. Eligible expenses include, but are not limited to, securing safety and protective equipment, cleaning products, testing measures, equipment or technology for remote learning, installation of barriers or other protective devices in building structures, and digital health applications to monitor student symptoms. |
| **Grantees** | Pennsylvania has two HBCUs: Lincoln University of Pennsylvania and Cheyney University of Pennsylvania. Both universities are based in Chester County, one of the areas of the state with highest number of COVID cases.The $3 million allocation was divided amongst the universities based on their full-year headcount.* Lincoln = $2,250,000
* Cheyney = $750,000

Grantees were notified August 4, 2020. |

In addition, Pennsylvania has earmarked $15 million in GEER funding to resource broadband, mobile hot spots, and other platforms to increase equitable access to remote learning for students of all ages. Building on efforts implemented by the Pennsylvania Department of Education during the 2019-20 academic year, the commonwealth will use a multi-pronged approach that expands access through school and state library networks and other partnerships, including the Pennsylvania Technical Training and Assistance Network (PaTTAN) and PBS regional affiliates in the state. Funding amounts are estimated pending contract negotiations.

1. Expanding the inventory of Wi-Fi hot spots and lendable technology through public libraries and addressing the technology deficit among library directors and staff (estimated $1.4 million)
2. Strengthening and expanding the existing 24/7 online homework help through the POWER Library Chat With A Librarian service (estimated $100,000)
3. Creating and deploying Open Educational Resources (OER) and other zero-cost materials for students in Pennsylvania institutions of postsecondary and higher education (estimated $500,000)
4. Statewide datacasting initiative with PBS (estimated $8 million)
5. Distribution of devices to be used in conjunction with datacasting technology for households without a connection to the Internet (e.g. Raspberry Pi devices, data casting antenna, laptops) (estimated $3 million)
6. Distribution of accessible/assistive technology, including but not limited to software, tablets, tablet mounts, screens, smart pens, hotspots, devices, for K-12 students with exceptionalities in collaboration with the PaTTAN system (estimated $2 million)

**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 §200.313.**

The Pennsylvania Department of Education’s (PDE) eGrants system houses grant applications. PDE program staff will provide technical assistance to grantees, review grant applications, and oversee the payment process throughout grant implementation.

PDE program staff also will be responsible for monitoring GEER Fund grant implementation. This will take place in a variety of ways including, but not limited to, virtual monitoring and desk audits. PDE’s Fedmonitor system will be used to document monitoring of Title I LEAs.

PDE’s system for mitigating risk for LEAs includes a review of past performance on similar grants, verification that applications and all required reports are submitted in a timely manner, and a review of prior monitoring reports to ensure that internal controls are in place to prevent fraud, waste, and other abuse of federal funds. Additionally, late reporting on fiscal quarterly reports and required fund program quarterly reporting will be used as a factor to identify risk.

**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.**

Pennsylvania is not allowing GEER funding to be used for this purpose.

**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.**

Section 18005 of the CARES Act requires school districts to provide equitable services to local nonpublic schools in the same manner as provided under section 1117 of ESEA (i.e., Title I, Part A (Title I-A)).

Per the Interim Final Rule issued by the U.S. Department of Education on July 1, 2020, school districts receiving GEER funding have two methodologies for providing equitable services:

*Option 1*: A district uses the entirety of funding to exclusively serve students and teachers in participating Title I schools. In this instance, the proportional share for equitable services would be determined:

* Using the proportional share of Title I-A funds calculated for equitable services in the 2019-2020 school year (as required under ESEA section 1117(a)(4)(A)); or
* Reflecting a new count of low-income students. In this case, the district would count the number of low-income students, aged 5-17, who attend each non-public school in the district that chooses to participate in the CARES Act programs compared to the total number of low-income children, aged 5-17, in both public Title I schools and participating non-public schools in the district.

Option 1 triggers Supplement Not Supplant requirements under Section 1118(b) of ESEA.  Any district that chooses Option 1 may not divert state or local funds from participating Title I schools that are served with ESSER or GEER funds.

*Option 2*: Districts not choosing Option 1 (*i.e.*, districts using any funds in any non-Title I schools or for districtwide activities) would calculate proportional share based on total enrollment of all participating non-public schools in the district, compared to the total enrollment in both public and participating nonpublic schools in the district, regardless of the student's poverty level.

LEAs that cannot implement or choose not to implement IFR Option 1 should calculate the difference between: 1) equitable services based on Title I-A; and 2) an amount associated with total enrollment of all participating non-public schools in the district, compared to the total enrollment in both public and participating nonpublic schools in the district, regardless of the student's poverty level, and hold this amount in reserve.

The CARES Act does not expressly exclude historically non-participating nonpublic schools from receiving equitable services programming. Accordingly, school districts are advised to be as inclusive as possible and to consult with all nonpublic schools in the district that serve low income children in planning for equitable services, including nonpublic schools that declined Title I-A services for 2019-20.

School districts may provide services directly or may contract with a public or private entity after following appropriate procurement procedures to deliver services. If the district is contracting for services, these activities must be outlined in the contract and invoicing will reflect specified activities. As part of procurement for services, districts must obtain a minimum of three quotes. If the district's equitable services share is $250,000 or more, a sealed bid or competitive Response for Proposal process is required.