**Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)**

**Governor's Emergency Education Relief II (GEER II) Fund**

**Innovative Approaches to Connecting with Students - Competitive Grant Application and Certification**

**January 22, 2021**



# Purpose

Under the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), Governor’s Emergency Education Relief Fund (GEER II Fund), the U.S. Department of Education (Department) awards grants to Governors for the purpose of providing local educational agencies (LEAs), institutions of higher education (IHEs), and other education related entities with emergency assistance as a result of the Novel Coronavirus Disease 2019 (COVID-19).

# Eligibility

# Local school systems, public schools including charter schools, nonpublic schools that participated in the Nonpublic Textbook and Technology Program in the 2019-2020 school year and public and private universities with a College of Education are eligible to apply. Previous recipients are eligible to apply through either an expanded scope of their existing program or by proposing a new innovative program.

# Awards

The Maryland State Department of Education is proposing 10 grant awards of $1 million each.

# Timeline

Competitive Grant applications are due to MSDE by **February 26, 2021**. Completed applications should be submitted electronically to the email addresses below (contact information). Applications will be reviewed by the Governor’s Office, the Maryland Department of Budget and Management and the Maryland State Department of Education. Incomplete or late applications will not be reviewed. Award decisions will be made in spring 2021.

# Availability

Funds are available for use from March 13, 2020 through September 30, 2023.

# Uses of Funds

Section 313(d) of the CRRSA identifies the allowable uses of funds; please 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 Grant Recipient will use GEER funds for activities allowable under 313(d) of the Coronavirus Response, Relief and Supplemental Appropriations Act, 2021 (CCRSA).
2. The Grant Recipient 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 315 Coronavirus Response, Relief and Supplemental Appropriations Act, 2021.
3. The Grant Recipient 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.
4. The Grant Recipient 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.
5. The Grant Recipient will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
6. The Grant Recipient 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).
7. To the extent applicable, a Grant Recipient will include in its local application a description of how the Grant Recipient 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.

1. 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 Grant Recipients are using GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
2. Grant Recipients 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.

GEER Fund Competitive Grant

Point of Contact/Title:

Contact Email:

Contact Phone:

# Grant Recipient Authorized Signor (Printed Name):

# Signature: Date:

**Governor's Emergency Education Relief (GEER II) Fund**

**Innovative Approaches to Connecting with Students - Competitive Grant Application**

The ***GEER II Fund Innovative Approaches to Connecting with Students Competitive Grant***

The Competitive Innovation Grant opportunity will award grants to local school systems, public schools including charter schools, nonpublic schools, and public and private universities with a College of Education with a unique or innovative approach to engage students, teachers and school communities that addresses academic accessibility as a result of the COVID-19 Pandemic. Projects can focus on implementing a unique idea at an individual school, feeder system of schools or school system.  Priority will be given to programs that address at-risk students.

# Part I – Project Description

1. Please describe the proposed project or program, including the timeline for implementing the program. Responses should identify the features or facets that make the approach unique and innovative as well as the challenges that will be addressed or overcome through the program.
2. Please identify the scope of the project quantifying the intended impact of the project. Responses should include the number of schools and students, including the number of at-risk students, the number of teachers, the number of families, if applicable, that will be served and the services that will be provided. Responses should also identify how the project will address academic accessibility through engaging/connecting students, teachers, and communities.
3. Please identify the expected outcomes for the project, including how the project's effectiveness will be determined. Can the project be readily replicated? If so, describe the process for replicating the project. Can the project be scaled to meet a larger population, if applicable? If so, please describe the process for scaling the project.

**Part II – Budget Documents**

Please provide a budget narrative and a completed C-125 workbook with the application.

**Appendix A**

**Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA); Section 313(d)**

313 (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. 301 et seq.) (‘‘the Perkins Act’’), or subtitle B of title VII of the McKinney S.L.C. 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 others 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 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) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local education agency, including by (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) 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.