

**STATE BOARD OF EDUCATION**  
**JUNE 1, 2020**

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**SUBJECT**

Governor's Emergency Education Relief Fund

**REFERENCE**

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board discussed proposals for uses of the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.

**BACKGROUND/DISCUSSION**

The CARES Act establishes multiple funds dedicated to addressing impacts due to the 2019 Novel Coronavirus (COVID-19) pandemic. The Governor's Emergency Education Relief (GEER) Fund awards funds to the Governor's offices based on the states relative population of individuals aged 5 through 24 and the number of children counted under Section 1124(c) (below the poverty level) of the Elementary and Secondary Education Act of 1965 (ESEA). Idaho's share of these funds is \$15,676,340. These funds may be used to address the needs of public and nonpublic schools, postsecondary institutions, and other education-related organizations. The certification and agreement was submitted by the Governor's Office on May 29, 2020.

Several weeks ago the public colleges and universities were asked to develop proposals for GEER funding. The institution presidents discussed the request for proposals and decided to focus their proposals on education technology to support remote learning. The institutions' proposals can be found in Attachment 1.

The Division of Career Technical Education (CTE) has also developed and submitted a proposal (Attachment 2) around five themes: Student Leadership; Professional Development; Alternate Ways to Capture Performance; Middle School Programs; and Adult Education Access.

The Board has previously discussed uses of the GEER Fund to benefit K-12 Local Education Agencies (LEAs) and students. Board staff worked with the Governor's K-12 Emergency Council, Idaho Digital Learning Academy and Idaho Public Television to identify proposals.

The Idaho Public Television (IPTV) proposal (Attachment 3) would provide for the development of a K-3 Bootcamp and continuation of the grades 4 through 6

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content provided by IPTV through the summer and a fall Direct Lesson Plan Project for grades K through 6. This modality allows parents and students access to content who may not have access, or reliable access, to the internet. The Idaho Digital Learning Academy (IDLA) proposal (Attachment 4) would provide for a reduction or elimination of course fees, provide elementary offerings in the summer and fall, and provide for a content catalog that the LEA's could access and use when providing their own on-line courses. IDLA's proposal would also leverage the content developed and provided through IPTV.

**IMPACT**

Funding requests discussed include:

Higher Education

BSU	\$ 1,431,400
CEI	\$ 928,239
CSI	\$ 331,000
CWI	\$ 1,034,200
ISU	\$ 1,000,000
LCSC	\$ 589,795
NIC	\$ 589,450
UI	\$ 786,847
TOTAL	<u>\$ 6,690,931</u>

Elementary/Secondary, education-related entity

IPTV - \$489,728

- K-3 Bootcamp and Continuation of 4-6 - \$248,240
- Fall Direct Lesson Plan Project K-6 - \$241,487

IDLA - \$3,408,800

- Reduce Course Fees - \$2,100,000; or
- Eliminate Course Fees - \$2,625,000
- Elementary Offering (summer and fall) - \$602,000
- Content Catalog - \$181,800

Career Technical Education

- Student Leadership - \$150,000
- Professional Development - \$377,000
- Alternative Ways to Capture Performance - \$215,000
- Middle School - \$45,000
- Adult Education - \$2,600,000

The proposal listed total \$13,976,459.

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**ATTACHMENTS**

- Attachment 1 – Higher Education proposals
- Attachment 2 – CTE Proposal
- Attachment 3 – IPTV Proposal
- Attachment 4 – IDLA Proposal
- Attachment 5 – List of Proposals Previously Discussed (GEER and ESSER Combined)
- Attachment 6 – GEER Certification and Agreement

**STAFF COMMENTS AND RECOMMENDATIONS**

The U.S. Department of Education has issued the following guidance with respect to receipt of GEER funds. “Governors may provide subgrants to local educational agencies (LEAs) and institutions of higher education (IHEs) within their jurisdiction that have been “most significantly impacted by coronavirus” to support their ability to continue providing educational services to their students and to support the “on-going functionality” of these entities. In addition, a Governor may use these funds to provide support through a subgrant or a contract to other LEAs, IHEs, and education-related entities that the Governor “deems essential” for carrying out emergency educational services, providing child care and early childhood education, providing social and emotional support, and protecting education-related jobs.”

The Governor has wide discretion for the use(s) of these funds, and has invited the Board to make recommendations for his consideration.

**BOARD ACTION**

I move to recommend investment of GEER Funds in the following three areas:

- 1) technology infrastructure and faculty professional development for remote instruction at the public colleges and universities;
- 2) IPTV and IDLA partnership to expand access to and delivery of remote K-6 curriculum, instruction and technical support; and
- 3) development or acquisition of curriculum and instructional support for virtual/online career technical education; faculty professional development focused on CTE virtual/online instructional practices; technology to capture student performance in labs; technology for adult education; and development of online workforce training modules.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



TO: Matt Freeman, Executive Director, Idaho State Board of Education

FROM: Alicia Estey, VP for Compliance, Audit and Legal

DATE: May 14, 2020

RE: Boise State University GEER Funds Request

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Boise State University is requesting Governor's Emergency Education Relief (GEER) funds to improve access to and the quality of remote education, as well as to mitigate the risk of transmission of COVID-19 by expanding functional classroom space. Although this need is urgent due to the COVID-19 pandemic, these investments will benefit students who, for personal, familial or financial reasons, are unable now or in the future to relocate to Boise to attend campus-based classes. The proposed enhancements will also benefit rural Idahoans who lack access to higher education at higher rates than Idahoans in urban communities.

This request is broken into two categories, hardware and technology, and the second, faculty professional development. Cost breakdowns are provided below.

### **Hardware and Technology**

#### Upgrading general-use classrooms to facilitate online/remote instruction

\$ 81,400	Tracking cameras for largest 37 rooms
\$ 74,200	Wireless microphones for 53 classrooms
\$ 143,000	Overhead microphones for 22 interactive rooms
\$ 48,400	Tracking cameras for 22 interactive rooms
\$ 43,400	Laptops for 31 labs without computers
<u>\$ 81,000</u>	<u>Wireless connection into 100 rooms</u>
\$ 471,400	Subtotal

#### Creating large-capacity classrooms to facilitate social distancing

\$ 48,000	Create 4 mobile classrooms for Student Union (SUB) Ballrooms
\$ 60,000	Install equipment into 3 large conference rooms in SUB
<u>\$ 42,000</u>	<u>Upgrade existing equipment in 10 meeting rooms in SUB</u>
\$ 150,000	Subtotal

Building a robust inventory of laptops for long-term student check out

\$ 360,000 ~600 4G-enabled Chromebooks

Subtotal for Hardware and Technology:

\$ 981,400

### **Faculty Professional Development**

Boise State requests funding to provide summer support to faculty for online course and pedagogy development through the university's [\*Flexible Teaching for Student Success\*](#) initiative. This four-tier structure will assist 600+ faculty in building fully-online courses, hybrid courses, and teaching and assessment techniques that are well suited to an online/remote environment. These range from fourteen-week course-building efforts involving several technical staff members to facilitated three-week institutes and suites of workshops with deliverables.

Subtotal for Faculty Professional Development:

\$ 450,000

### **Total Request**

**\$1,431,400**

## Technology for the New Teaching Normal

To support students and faculty in the new normal for higher education in Idaho, ISU has prepared the following assessment of technology needs in order to provide the kind of teaching and learning environment to allow all students to access and excel and faculty to adapt and flourish.

The types of technology requested are broken into two primary categories:

- 1.) Adding technology to a classroom and/or faculty and students to allow for **new teaching and learning options** in spaces and ways that have not been available previously. This effort involves providing laptops and Chromebooks for faculty and students to use and check out to participate remotely in classes. Additionally, we will need to utilize webcams in traditional classroom space so that we can record more classes and provide remote participation opportunities for students through tools like Zoom:

- Approximately 600 Laptops and Chromebooks - \$500,000
- Webcams for existing classrooms for simultaneous Zoom meetings - \$75,000
- TV's and wall mounts for classrooms that need a display - \$60,000
- Light Boards for lecture recording studios for pre-recorded lectures - \$25,000

- 2.) **Improving or enhancing aging technology infrastructure** in order to stay viable and continue to be useful in our new normal, and **adding additional technology to allow for distance teaching and learning not currently available** but needed to accommodate vulnerable population students and faculty. We have existing classrooms with technology that allow for distance delivery of courses around the state to ISU classrooms, as well as being able to add Zoom or web conferencing to individuals in their homes. These spaces exist but many are in need of technology infrastructure upgrades to maintain their viability and efficacy (HD vs SD).

- VC Codecs - \$300,000
- Classroom Microphones - \$40,000

The following presents three GEER Fund support requests (intentionally brief, as per instruction and listed in priority order). This request targets concrete opportunities associated with providing educational services to LC State students into a future that will undoubtedly include increased remote delivery needs, modalities and supports. **The three-initiative total = \$589,795.00**

**1. On-going Functionality – LC State Virtual Classrooms paired with every LC course with expansion to include First-Year Experience and student services and supports. Total Ongoing Functionality Request: \$369,255.00. (description below).**

LC State has been working through logistics and implementation associated with converting from Blackboard to Canvas as our cloud-based Learning Management System (LMS). Canvas was chosen to replace Blackboard as our digital learning environment infrastructure because it was deemed superior in terms of both the teaching and learning environment applications, and supporting student success. The cost of implementation (Date of P.O. = 4/13/2020, contract start date = 7/1/2020 = \$84,266.50) and three-year cloud-based implementation subscription and support totals **\$219,255.00**. This request seeks GEER Funds to cover (a) implementation and 3-year cloud-based subscription costs, and (b) support for virtual campus expansion (not previously considered an option given current fiscal constraints) of Canvas to be implemented with our 1<sup>st</sup> Year Experience course; student services and supports, such as financial aid, advising, career services, library resources, and new student orientation; regional workforce training (WFT); and dual credit. Adding this broader implementation to create a truly student supported virtual campus experience involves one-time added expenses estimated at **\$150,000.00** for professional development and one-time personnel time and effort.

Note: Implementation and launch in a manner that runs in parallel to current face-to-face functions can be accomplished and sustained with one-time funding support. Ongoing permanent personnel costs could be likely in future line-item requests (once we begin to recover economically), to expand this model to not only compliment existing ongoing functions but to supplement functions and support an independent and growing online/virtual student-body. We have already initiated curricular pathway plans for co-admissions and co-enrollment with CWI and CEI (we are coordinating pathways with CEI's virtual campus plan). Developing capacities in this area will be important to operationalizing these plans and bringing them to scale.

**2. Providing Educational Services and Support – Wireless Access. Total Educational Services and Support Wireless Access Request: \$67,640.00 (description and details below).**

The COVID pandemic has made clear the need to further our capabilities associated with wireless access and service; while the fiscal realities have caused us to make deep cuts to programs and services. These cuts, among other things, involve closing down all but our grant-supported Adult Basic Education programs in our Orofino and Grangeville Outreach centers. This proposal requests educational services and supports funding to:

(a) install wireless access points throughout LC parking lot areas (3 main areas on Lewiston's main campus are identified). Estimated hardware and installation for 20 roof-top Wi-Fi units, broadcasting from multiple buildings (i.e., building network switches, antennae, outdoor mounts, weather-sealed WiFi access points/ports with power sources) = **\$45,000.00**; and

(b) support creating and deploying LC State Hotspots in community centers and/or libraries in Orofino and Grangeville. This would serve to support the State's rural education access goals and allow LC to maintain the College's footprint in these regions as a virtual presence even as the physical location is being shut down. Estimated cost = **\$12,640.00 + \$10,000.00** (one-time installation labor)

Location	Internet Provider	Hardware/start-up (2 hotspots each location)	Per mo. internet	Yr 1 costs	3-Yr total costs
Orofino	Ziply Fiber	\$2000 (1000/hotspot)	\$80.00/mo (40/hotspot)	\$2960.00	\$4880.00
Grangeville	First Step Internet	\$2000.00 (1000/hotspot)	\$160.00/mo (80/hotspot)	\$3920.00	\$7760.00
<b>3-year total</b>					<b>\$12,640.00</b>

**3. Tech Ed: Educational Services and Support –Enhancing modalities, manipulatives and software for hands-on learning and labs** (especially relevant to WFT, CTE instruction, labs, simulations, etc.). **Educational Services and Support Enhancing modalities Request: \$152,900.00** (The below presents a first-blush inventory of instructional supports requested to facilitate online and blended course instruction beginning fall 2020; and institute Residence Life COVID symptom screening protocols to facilitate on-campus student residency).

***Modalities/Manipulatives/Software:*** Examples based on current and what will become ongoing exploration of ways to deliver meaningful education experiences and certificate/degree-pursuit pathways during a time when “traditional” face-to-face methods and practices need to evolve.

- Distribution of ‘parts kits’ to non-CTE students: These kits include manipulatives, not easily acquired by an individual student, that allow the student to complete laboratory experiences remotely or to enhance didactic learning. Average cost estimate per kit is \$15 for contents and \$10 for shipping. **Cost for 300 students = \$7,500.**
- Distribution of ‘parts kits’ to CTE students: These kits include manipulatives that allow the student to complete skills lab experiences remotely or to enhance didactic learning. Average cost estimate per kit is \$200 for contents and \$10 for shipping. **Cost for 100 students = \$21,000.**
- Specialized software licenses (e.g., Adobe, engineering software) for students to work on personal computers remote from campus. Average cost estimate \$50 per student. **Cost for 100 students = \$5,000.**
- Specialized software licenses for Web Development (e.g., Adobe) for students to work on personal computers remote from campus. Average cost estimate \$20 per student. **Cost for 100 students = \$2,000.**
- Specialized software licenses for CTE engineering tech (e.g., Solidworks) for students to work on personal computers remote from campus. Average cost estimate \$200 per student or a group license of \$3,600. **Cost for 50 students = \$3,600 – \$10,000.**
- Specialized software licenses for CNC machining students (VeriCut). **Cost for 25 students is \$1,000.**
- Software for anatomy & physiology labs (Visible Body). Average cost estimate per student is \$100/year. **Cost for approximately 200 students = \$20,000.**
- WACOM tablets for instructors to demonstrate mathematical problems online. Cost per tablet/ pen approximately \$500. **Cost for 10 instructors = \$5,000.**
- ZoomPro licenses – some units have asked for additional Zoom Pro licenses for synchronous instruction or office hours. Online cost appears to be additional \$200/year for each added license; **50 new licenses = \$10,000.**
- Additional headsets, microphones, cameras for remote delivery. Estimated cost \$75/person; **cost for 200 faculty/ staff = \$15,000.**
- Basal readers for check-out by students. Cost \$20/student; **Cost for 100 students = \$2000.**

- GoPro cameras for use in CTE, WFT, labs/skills lab settings. Estimated costs per GoPro set up \$500 (maximizing remote use will require GoPros with internet capacity). **Cost of 50 GoPros (CTE and WFT instructors) + 50 GoPros (Student loan/check-out program) = \$50,000.**

***Thermometer Prices/Vendors*** (see chart below). Use projections = residence life, student health, student counseling, athletic training. Recommend using non-state vendor and purchasing consistent with thermometer being used by SJRMC. **Cost est. = 20 thermometers approximately \$1000 - \$4400** (if State vendor use is required).

Thermometer Prices/Vendors

Type	Product #	Price	State Vendor	Non State Vendor
None available			Fastenal	
Extech: Backlit LCD, Infrared Thermometer, Single Dot Laser Sighting - Infrared	4NLW2	218.57	Grainger	
Deltratrak: Clinical infrared thermometer	<a href="#">NC1798187</a>	185.26	Fisher Scientific	
BraunTherm: Buy 6 Get 1 Free!   No Touch Infrared Forehead Thermometer		79.00		BraunTherm
No-Contact Multi-Functional Infrared Digital Thermometer		65.94		D'Gadgets Hub
iHealth Thermometer PT3 is an infrared No-Touch forehead thermometer (This is the brand that is being used by SJRMC)	PT3	43.99		I Health

**University of Idaho  
Governor's Emergency Education Relief Fund**

**Proposal:** University of Idaho college deans and their faculty, in conjunction with administration and supported by Information Technology Services, have been discussing ways to most efficiently and effectively deliver instruction to students on-campus and remotely. A model we are exploring is the hybrid flexible model (HyFlex), which would allow instruction to students in a physical classroom, remotely in a synchronous format (from home, for example), or remotely in an asynchronous format. Students enrolled in a course would be able to choose which format to attend, and, if the need arises to go fully remote again due to COVID concerns, the shift would be much smoother. The HyFlex model also provides the flexibility of running a face-to-face course with social distancing. Students would be able to rotate through classes, perhaps attending one day per week in the classroom and two days from their dorm or apartment. Students who do not return to the Moscow campus would also be able to participate either synchronously or asynchronously via recorded courses.

Accomplishing the needed move to a HyFlex model requires investment in the university's technology infrastructure and capabilities. To do so, we need to add tools for developing online/distance courses, we must augment our existing classroom technology environment, and we will need to invest in additional laptop computers for faculty and for students. We are particularly concerned about faculty who have desktop computers but no laptops and students who do not have computers at home and are relying on their cellphones to participate in online courses. These investments will not just help us in the short term; they will also build an infrastructure to support online and remote learning throughout the state, providing additional opportunities for students to have access to a University of Idaho education, even if they are place-bound. To enhance our infrastructure, we request:

<b>Critical Enhancement Detail</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Total Cost</b>
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	3	\$ 40,539
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	3	\$ 42,450
Camtasia licenses – software for faculty to record and edit lectures on classroom, lab and individual computers	\$15,000 for license	1	\$ 15,000
Kaltura Streaming Server –allows students improved access to recorded lectures and reduces faculty effort in making recorded lectures available	\$85,000 per year	3 year license	\$ 255,000
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$300 per classroom	100	\$ 30,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	20	\$200,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	50	\$ 70,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	100	\$ 100,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	1	\$ 10,000
<b>Total Critical Enhancements One-Time Costs</b>			<b>\$762,989</b>

Access to high speed broadband internet is especially difficult in rural counties of Idaho. This impedes the ability of the University of Idaho to deliver online education and outreach throughout the state. University of Idaho Extension, housed in 42 out of the 44 counties of Idaho, and 9 Research and Extension (R&E) Centers, dispersed throughout the state, create possibilities to allow for delivery of high speed internet in many rural and urban locations. Upgrades to current facilities enhancing online delivery will provide access to students across Idaho who have poor internet capacity. This will provide a higher quality educational opportunity for students reluctant to leave home in this time of uncertainty. With online access students throughout the state will be able to connect to their professors on the Moscow campus and other students in various locations. In addition, infrastructure upgrades will enable UI faculty in the county Extension offices and at R&E Centers to better provide coursework support as guest lecturers or even tutoring on certain subjects (e.g., agronomy, soil science, nutrition, early childhood development, personal finance). An investment in technology will help enrich the graduate student experience as faculty located throughout the state serve on graduate student committees.

The infrastructure to deliver education to all parts of the state is a critical component to University of Idaho as we fulfill our land grant university mission. The entire state is our classroom. With technology-enhanced classrooms strategically located across the state we will more effectively deliver quality higher education to our students. Our request provides support for the 130 UI faculty located in the county offices and Research and Extension centers, which will equip them to better meet the demands of a remote learning environment. We request:

<b>Critical Enhancement Detail</b>	<b>Unit Cost</b>	<b>Units</b>	<b>Total Cost</b>
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	6	\$ 81,078
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$1000 per classroom	100	\$ 100,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	25	\$250,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	80	\$112,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	80	\$ 80,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	2	\$ 20,000
Adobe CC Software for Extension faculty and staff – allows more creation of documents and videos to help students engage in distance education	\$196.23 per license per year	100	\$58,869 (3 years)
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	6	\$ 84,900
<b>Total Critical Enhancements One-Time Costs</b>			<b>\$786,847</b>

If the University of Idaho receives funding from the GEER Fund, it is prepared to invest additional resources to support this priority of online and remote learning to ensure a robust infrastructure.

CEI – Virtual Campus

The College of Eastern Idaho understood and incorporated a vision for the strategic nature of online learning since its creation. Therefore, CEI already has significant experience with online classes and proved those capabilities with an efficient, student-focused transition to all online classes for spring due to COVID-19 closures. CEI has already created an entirely online curriculum for the summer semester. COVID-19 has accelerated the previous plan that CEI had in place to rollout a Virtual Campus which would allow all of our students and constituents access to our degrees (AA and AS), certificates and workforce training skills in a format that is not dependent on the physical campus. CEI is ready to take on this project and continue scaling for the fall 2020 semester. CEI has significant digital infrastructure that includes the use of Black Board as the LMS and access to IRON. The College has hired and prepared new faculty who have the skill and desire to teach online and use Quality Matters as the model for best practice in course design. The College has authorization from the NWCCU accreditation body to deliver an Associate of Arts online now and Associate of Science in fall. CEI has existing relationships with IDLA to deliver “Gem Stamped” dual credits to high school students and transfer pathways with our universities and LCSC. In short, we are ready to proceed in every way, but lack the funding to do so.

A Virtual Campus is different from simply offering online courses in that our model utilizes three foundations of: 1) online classes, 2) wrap around student services and 3) significant instructional technologies. A Virtual Campus allows a student to have full access to all student services remotely, meaning that they may complete registration, advising, counseling, financial aid, scholarship and all other services online. This transition is more critical than ever in the wake of COVID-19 given the significant increase in student registration anticipated in an economic downturn, combined with the unique location in eastern Idaho that, in spite of COVID-19, still expects an influx of thousands of jobs. A Virtual Campus is a critical component necessary to address economic recovery immediately, and ongoing economic development in the midst, and the wake, of COVID-19. This is especially true for CEI where many of our students work full-time, but are underemployed and are accessing education to help them achieve a family wage living. Currently, 49% of students are age 21-50, with 82% working full-time. Given the countercyclical nature of a community college, CEI anticipates a large influx of students in the fall (summer semester is already 40% higher than 2019). CEI will not be able to accommodate all of these students in the buildings on campus, if students are even allowed on campus. The Virtual Campus opens up the opportunity to accept and educate every student who wants to “bounce back” by eliminating many waiting lists. This is achieved by a Master Instructor (content expert) creating an online template, then other qualified instructors are hired to teach sections of the master. This permits very rapid scaling of classes as demand increases. Perhaps most importantly, this Virtual Campus provides equal access to all students. As a newly established community college, College of Eastern Idaho has worked diligently to expand our resources to successfully assist, recruit, retain, and enroll minority, low-income and underrepresented populations throughout Southeast Idaho. The Virtual Campus will enable students from all backgrounds and locations in our region to receive the same student services that they would if they came to campus. Clearly, this provides a special benefit for our rural students. This project will focus on providing equipment and reliable connections at central access points in Rexburg, Salmon and Driggs. It will also expand the current efforts CEI has taken to ensure that every student has access to a suitable computer or location in which to participate fully in the Virtual Campus. In every way CEI is well positioned to be the driver to position unemployed and underemployed Idahoans for better jobs than they have ever had before—all at the lowest tuition cost in Idaho.

**Summary for Initial Ask**

Cloud Based Library Services & Data Bases	\$ 77,815.00
Virtual Student Services	\$ 303,250.00
On-line Course Development and Delivery	\$ 54,750.00
On-line Instructional Technology and Support	\$ 58,175.00
Web Site Enhancement and IT Support	\$ 90,000.00
Virtual Campus Consultants	<u>\$ 344,249.00</u>
<b>Total</b>	<b>\$ 928,239.00</b>

CEI – Virtual Campus

**Statement of Purpose:** *To provide a robust alternative to traditional CEI face-to-face class delivery, giving our students and constituents access to our degrees, certificates and workforce training skills in a format that is not dependent on the physical campus. To address the vast economic development need created by COVID-19.*

**Perspective:** Given the unique position of CEI as a new community college, the leadership at CEI has stressed online learning since the college was created. CEI owns modest physical buildings on campus at this point but is not overly committed to physical infrastructure. CEI has significant digital infrastructure that includes access to IRON. The College has hired and prepared new faculty who have the skill and desire to teach online. The College has permission from the NWCCU accreditation body to deliver an Associate of Arts online now and Associate of Science in fall. In every way CEI is well positioned to be the driver to get unemployed and underemployed Idahoans into better jobs than they have ever had before.

Initial audience for a virtual campus in order of priority:

1. Taxing District
  2. Region Six
  3. Eastern Idaho
- Emphasis on degrees, certificates, summer session (including university students now at home)
  - Recognition that community colleges are naturally tasked with retraining of unemployed or underemployed in technical or information systems types of skills.

**CEI is poised to succeed**

- CEI is prepared to deliver all general education sections via online techniques, to include Bb and Zoom, this Summer. It will be in an 8 week format.
- About 25% of current classes are online. Could easily exceed 70% with scaling techniques.
- CEI has been working on online learning since its inception and can quickly expand.
- 30% of existing CEI students in General Education classes already take these classes online.
- CEI has both the AS and AA online. Working toward an Applied Bachelors fully online with use of credit for prior learning.

**Staff Experience and Expertise:**

- *Director of Online Learning Services: Ryan Faulkner (career online learning professional)*
- *Vice President of Academic and Student Affairs: Lori Barber (online learning dissertation topic)*
- *President: Rick Aman Dissertation at Oregon State: Improving student satisfaction and retention with online instruction through systematic faculty peer review of courses*

**Academic Considerations:**

- Online courses must conform to standards of template design for consistency for students and rapid scaling.
- CEI has master course templates in place for courses already developed around “best online practices.”
- Master Instructor (content expert) creates the online template, other qualified instructors are hired to teach sections of the master. This permits very rapid scaling of classes as demand is recognized.
- 100% of all services students need (ex: advising, testing) must be in place and accessible online.
- Student FTE will be increasing – countercyclical enrollment – it is higher in economic downturns
- Provide another dynamic tool to speed up the path to a degree

**Conclusion:**

CEI is has committed to be fully online for the limited summer course offerings. CEI requires targeted funding to do this strategically, and at scale, in fall.

CEI – Virtual Campus

The College of Eastern Idaho understood and incorporated a vision for the strategic nature of online learning since its creation. Therefore, CEI already has significant experience with online classes and proved those capabilities with an efficient, student-focused transition to all online classes for spring due to COVID-19 closures. CEI has already created an entirely online curriculum for the summer semester. COVID-19 has accelerated the previous plan that CEI had in place to rollout a Virtual Campus which would allow all of our students and constituents access to our degrees (AA and AS), certificates and workforce training skills in a format that is not dependent on the physical campus. CEI is ready to take on this project and continue scaling for the fall 2020 semester. CEI has significant digital infrastructure that includes the use of Black Board as the LMS and access to IRON. The College has hired and prepared new faculty who have the skill and desire to teach online and use Quality Matters as the model for best practice in course design. The College has authorization from the NWCCU accreditation body to deliver an Associate of Arts online now and Associate of Science in fall. CEI has existing relationships with IDLA to deliver “Gem Stamped” dual credits to high school students and transfer pathways with our universities and LCSC. In short, we are ready to proceed in every way, but lack the funding to do so.

A Virtual Campus is different from simply offering online courses in that our model utilizes three foundations of: 1) online classes, 2) wrap around student services and 3) significant instructional technologies. A Virtual Campus allows a student to have full access to all student services remotely, meaning that they may complete registration, advising, counseling, financial aid, scholarship and all other services online. This transition is more critical than ever in the wake of COVID-19 given the significant increase in student registration anticipated in an economic downturn, combined with the unique location in eastern Idaho that, in spite of COVID-19, still expects an influx of thousands of jobs. A Virtual Campus is a critical component necessary to address economic recovery immediately, and ongoing economic development in the midst, and the wake, of COVID-19. This is especially true for CEI where many of our students work full-time, but are underemployed and are accessing education to help them achieve a family wage living. Currently, 49% of students are age 21-50, with 82% working full-time. Given the countercyclical nature of a community college, CEI anticipates a large influx of students in the fall (summer semester is already 40% higher than 2019). CEI will not be able to accommodate all of these students in the buildings on campus, if students are even allowed on campus. The Virtual Campus opens up the opportunity to accept and educate every student who wants to “bounce back” by eliminating many waiting lists. This is achieved by a Master Instructor (content expert) creating an online template, then other qualified instructors are hired to teach sections of the master. This permits very rapid scaling of classes as demand increases. Perhaps most importantly, this Virtual Campus provides equal access to all students. As a newly established community college, College of Eastern Idaho has worked diligently to expand our resources to successfully assist, recruit, retain, and enroll minority, low-income and underrepresented populations throughout Southeast Idaho. The Virtual Campus will enable students from all backgrounds and locations in our region to receive the same student services that they would if they came to campus. Clearly, this provides a special benefit for our rural students. This project will focus on providing equipment and reliable connections at central access points in Rexburg, Salmon and Driggs. It will also expand the current efforts CEI has taken to ensure that every student has access to a suitable computer or location in which to participate fully in the Virtual Campus. In every way CEI is well positioned to be the driver to position unemployed and underemployed Idahoans for better jobs than they have ever had before—all at the lowest tuition cost in Idaho.

**Summary for Initial Ask**

Cloud Based Library Services & Data Bases	\$ 77,815.00
Virtual Student Services	\$ 303,250.00
On-line Course Development and Delivery	\$ 54,750.00
On-line Instructional Technology and Support	\$ 58,175.00
Web Site Enhancement and IT Support	\$ 90,000.00
Virtual Campus Consultants	<u>\$ 344,249.00</u>
<b>Total</b>	<b>\$ 928,239.00</b>



**TO:** Matt Freeman, Executive Director, Idaho Board of Education

**FROM:** Dr. Bert Glandon, President

**RE:** College of Western Idaho GEER Funding Request

**DATE:** May 21, 2020

**Proposal:**

The College of Western Idaho is pleased to provide the following GEER funding proposal to the Idaho State Board of Education. This proposal is heavily focused on the need at CWI to address additional online and distance learning opportunities for the over 33,000 students. The COVID-19 virus has emphasized and accelerated the need for additional online and hybrid learning opportunities in all areas of the college: Academic Credit, Career Technical Education, Workforce Development, Basic Skills Education, and Dual Credit. Although we value and will continue to offer face-to-face instruction, it is now necessary to give students additional options of how they receive education at CWI.

We are evolving and learning how to best deliver educational opportunities today, tomorrow, and the near future. CWI is committed to keeping our students, faculty, staff, and community members healthy and ready to take on new endeavors as we adapt to the changing landscape. Our proposal focuses largely on technology development and the resources to develop and implement technology that will transform the educational choices for all CWI students. The areas of focus are Online Learning, Online Student Support Services, Online Student Test Proctoring, and necessary Staff Technology to support the activities of the College.

**Online Learning:**

To quickly advance the online learning environment offered at CWI, we need to employ new technology and human capital. We will hire one additional Instructional Design position which will be integral to the development of additional curriculum that can be deployed online. This position will be hired as soon as possible. In addition, we need additional multi media equipment and materials such as high-quality cameras, microphones, and other related equipment necessary to record classroom instruction so that we can fully deploy remote learning in the 10-county area we serve. In addition, we will update and install new technology to create ten additional Smart Classrooms and update technology in ten existing classrooms across campus locations. The majority of students at CWI have high financial need even in the best circumstances. With COVID-19 making a significant impact on the Treasure Valley and beyond, these students find themselves without the tools to take advantage of online learning. We are requesting funds to purchase 100 laptops and 4 storage carts to accommodate technology needs of students. The laptops will be loaned to students and will remain the property of the College. We will increase the availability and radius of internet availability at the Nampa Academic Building, the Micron Building for Professional Technical Education, the Canyon County Campus, and the buildings making up the Ada County Campus. Lastly, we will upgrade storage space on Blackboard to accommodate additional online curriculum as our space is currently limited.

<b>Online Learning</b>	
Online Learning - Additional Instructional Design position	\$ 86,000.00
Online Learning - Multi Media Equipment	\$ 50,000.00
Smart Classrooms/Upgrade technology in current classrooms	\$ 215,000.00
Online Learning - 100 Student Laptops and 4 Storage Carts	\$ 120,000.00
Online Learning - Expanding Campus Hot Spots	\$ 87,000.00
Online Learning - Upgrade Blackboard Space for Additional Content	\$ 18,000.00
<b>Online Learning Subtotal</b>	<b>\$ 576,000.00</b>

**Online Student Support:**

CWI will purchase and implement Cisco Remote Phone Deployment which will deliver instant messaging, voice and video calls, voice messaging, desktop sharing, conferencing, and presence while supporting student services. This will provide online access to student services personnel as well as the IT help desk for troubleshooting assistance.

<b>Online Student Support Services</b>	
Online Learning - Cisco Remote Phone Deployment	\$ 35,000.00
<b>Online Student Support Services Subtotal</b>	<b>\$ 35,000.00</b>

**Online Student Test Proctoring:**

CWI will purchase one year of service from ProctorU. ProctorU provides secure live and automated online proctoring services for academic institutions while ensuring user privacy, data security, and product accessibility in remote locations. There is future potential of reducing the number of full-time staff in our Testing and Assessment Center as we continue to utilize ProctorU which would result in future cost savings.

<b>Online Student Test Proctoring</b>	
ProctorU	\$ 244,000.00
<b>Online Student Test Proctoring Subtotal</b>	<b>\$ 244,000.00</b>

**Staff Technology:**

Staff who provide supportive services to instruction and College operations were suddenly required to do their jobs from home. CWI purchased laptops and remote operation licensing that allowed staff to continue their duties to keep the College operational. The new environment of conducting business will require continued increase in access to laptops for faculty and staff, as well as, the need to continue to purchase higher levels of VPN and Zoom licenses.

<b>Staff Technology</b>	
Staff Laptop Computer Purchases	\$ 109,000.00
VPN & Zoom Licenses for Staff	\$ 70,200.00
<b>Staff Technolgy Subtotal</b>	<b>\$ 179,200.00</b>

**Total CWI GEER Request:**

**\$1,034,200.00**

**STATE BOARD OF EDUCATION  
JUNE 1, 2020**

**ATTACHMENT 1**

CSI GEER Funding Requests  
(related to distance education and education technology infrastructure)

	<b>Equipment</b>	<b>Implementation (personnel)</b>	<b>Notes</b>
Campus Mobile Texting Services	\$30,000.00	\$10,000	Ballpark list price. Need unlimited two-way texting, Canvas & Jenzabar integration.
Softphones for remote workforce operations	\$15,000.00		Enterprise Voice licenses for Admissions, Advising, EC, BO, softphone capabilities.
Increase student check-out computer inventory	\$36,000.00		100 computers (\$360/ea includes case + 3yr warranty).
Remote Instruction & Operations Computing Equipment	\$50,000.00		Additional check-out devices for employees, monitors, document cameras, other equipment.
Webinar Licenses	\$7,500.00		Expands to 500-seat capacity for webinars (Trustees, P-20, CIE events, Workforce, etc.).
			Teams provides chatbot capabilities with our existing system. We want to leverage this for student support, but
			Teams is a \$0-cost item. Student Services requested chatbot functionality for financial aid inquiries, but this will
			require significant data integration into Jenzabar and/or PFAIDS. Not sure if we can use Teams, but we may have
Chat Bot Support Services (Public Website)	\$15,000.00	\$5,000	to buy a 3rd party that works with PFAIDS or Jenzabar.
Virtual Student Computing Labs	\$50,000.00		Enable remote access to high-end lab computers for students (e.g., Azure Virtual Labs, Labstats.com, etc.).
Digital Signature Software	\$35,000.00	\$10,000	Use for remote signature workflows (e.g., student registration, tuition payments, contracts, etc.).
professional development to faculty for online	\$10,000.00		
Virtual Testing Center	\$25,000.00		
Digital equipment for peer tutors (laptops, cameras and mics)	\$7,500.00		Is this in addition to what is listed in Remote Instruction & Operations checkout inventory? Maybe we just
Digital Learning Specialist (a temporary position that provides	\$65,000.00	(\$40K plus benefits)	combine them and increase the amount to \$60k.
faculty stipends for PD off contract	\$15,000.00		
critical support for new and current online faculty)	\$15,000.00		
	<b>TOTAL</b>	<b>\$331,000.00</b>	

GEER Request  
May 12, 2020

**Total Request for funding: \$589,450**

1) Enhance Virtual Learning and Student Support: \$489,250

This request will allow North Idaho College to more fully build out quality instructional tools and virtual student support to enhance on-going remote learning. This request will provide greater access to students from rural communities across North Idaho as well as provide access for all students to engage remotely during the COVID-19 pandemic.

\$300,000	Add up to an additional 300 laptops with webcams/microphones to allow students to take full advantage of all web remote learning opportunities.
\$75,000	Add full video-enhanced synchronous delivery to CANVAS learning management platform, utilizing Big Blue Button licensing.
\$20,000	4000 additional Proctorio testing seats. This will allow fully remote proctoring of all testing for virtual students.
\$18,650	Implementation of Ellucian Intelligent Learning Platform to create seamless tie-in with CANVAS learning management platform.
\$30,000	Development and launch of a virtual chat-bot for enhanced virtual services to students on-line.
\$20,000	Implementation of Kaseya Endpoint Management software to allow for continued remote management of computers and remote software updates and deployment.
\$25,600	Site wide license for ZOOM to accommodate meetings and virtual instructional delivery.

2) Summer Bridge Program: \$100,220

This request will support a three-week summer bridge program for students whose placement score places them into MATH-090 for the fall 2020 term. Program outcomes include retaining 75% of summer bridge participants into the fall 2020 term at NIC, prepare students for college-level math, provide students opportunities for the development of near-term and long-term, academic, personal and career goals, as well as connecting students with NIC student support resources and personnel for academic success and personal wellness.

Program is scalable with each additional 10 student cohort cost of \$9,085 each.

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Student Leadership

- Develop/secure curriculum and instructional support materials for educators to deploy through distance learning and available for use in face-to-face settings.
  - \$150,000

Professional Development

- Purchase equipment to live-stream REACH and record sessions for those who are unable to attend.
  - \$22,500
- Professional development module focused on CTE virtual/online instructional practices.
  - \$74,500
- Purchase statewide licenses for online curriculum and materials to continue the access currently provided complimentary from multiple vendors.
  - \$280,000

Alternative Ways to Capture Performance

- Provide cameras to be placed in lab areas or virtual training equipment. Multiple cameras could be set up next to equipment to capture student actions. (One camera on the student with up to three cameras per piece of equipment to capture various angles as the student works on their project. The instructor's desk could be used as the recording station with multiple camera feeds into a DVR. To make sure a student is safe during the process; remote shutoffs could be installed on all equipment.) Students could also using VR training equipment. It would be more costly, but it could also mean instructors could use a mobile system that would allow them to bring the class to the student. It is not feasible for all skills, but it could be an option.
  - \$215,000

Middle School

- Provide initial equipment purchases for the nine middle schools which have plan to start their pilot programs this coming year.
  - \$45,000

Adult Education

- Purchase equipment for deployment including Chromebooks and hotspots to provide access and connectivity for individuals participating in Adult Education programs.
  - \$2,000,000 (increase per student spending within Adult Education from \$273.85 to \$673.85)
- Expanded support for Centers for New Directions in anticipation of increased usage. Typically during a downturn in the economy and an increase in unemployment, there is a corresponding increase in postsecondary education. Adults seek further training in their current vocation or they return to school to learn something new. By expanding funding for Centers for New Directions, we would be increasing capacity for those returning to education to seek their next opportunity.
  - \$200,000
- Collaborate with Workforce Training Centers and their local industry partners to identify and build statewide training modules that could be delivered online.
  - \$2,400,000 (providing each Training Center \$400,000)

**Total amount: \$5,387,000**

**STATE BOARD OF EDUCATION  
JUNE 1, 2020**

**ATTACHMENT 3**

**IdahoPTV Direct Lessons Project Proposal**

5/1/2020

**K-3 Bootcamp and Continuation of 4-6**

Description	Amt	Qty	Hrs	Totals	Notes
<b>Education Staffing</b>					
IdahoPTV Education Coordinator	\$ 76,993	1		\$ 76,993	2 people, full time, 6 mths
IdahoPTV Education Specialist	\$ 64,754	0.5		\$ 32,377	Covers all coordination, rights work
K-3 Teacher Stipend 2 hrs, T-Th	\$ 2,500	6		\$ 15,000	
4-6 Teacher Stipend 3 hrs, T-Th	\$ 2,500	6		\$ 15,000	
<b>Production Staffing</b>					
Editors (8 weeks per)					
K-3 Grade	\$ 31.74		320	\$ 10,157	
4-6 Grade	\$ 31.74		320	\$ 10,157	
Production Manager	\$ 40.72		80	\$ 3,258	
Digital Media Coordinatord	\$ 28.79		100	\$ 2,879	
Communication Specialist	\$ 31.05		400	\$ 12,420	
<b>Operational Expenses</b>					
Copyright Payments				\$ 25,000	PBS LearningMedia, other teach assets
Marketing				\$ 25,000	Statewide ad buys-digital, print
IdahoPTV on-air promotion				\$ -	
Production Support/Post	\$ 25		800	\$ 20,000	Production support including edit, camera, graphics
<b>Sub-total Estimate</b>				<b>\$ 248,240</b>	

**Fall Direct Lesson Plan Project K-6**

<b>Education Staffing</b>					
IdahoPTV Education Coordinator	\$ 76,993				Covered in summer program
IdahoPTV Education Specialist	\$ 64,754	0.5		\$ 32,377	Additional for ongoing
K-3 Teacher Stipend 2 hrs, T-Th	\$ 2,500	12		\$ 30,000	Additional teachers, estimated for 14 wks
4-6 Teacher Stipend 3 hrs, T-Th	\$ 2,500	12		\$ 30,000	Additional teachers, estimated for 14 wks
<b>Production Staffing</b>					
Editors (16 weeks per)					
K-3 Grade	\$ 31.74		640	\$ 20,314	
4-6 Grade	\$ 31.74		640	\$ 20,314	
Production Manager	\$ 40.72		160	\$ 6,515	
Digital Media Coordinatord	\$ 28.79		200	\$ 5,758	
Communication Specialist	\$ 31.05		200	\$ 6,210	
<b>Operational Expenses</b>					
Copyright Payments				\$ 25,000	PBS LearningMedia, other teach assets
Marketing				\$ 25,000	Statewide ad buys-digital, print
IdahoPTV on-air promotion				\$ -	
Production Support/Post	\$ 25		1,600	\$ 40,000	Production support including edit, camera, graphics
<b>Sub-total Estimate</b>				<b>\$ 241,487</b>	
<b>Total Estimate</b>				<b>\$ 489,728</b>	

# IDLA State Board Stimulus Program Proposals Overview

April 30, 2020

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## Reduced or Eliminated Fees

- **Key Points**

- Statewide support for equity and access.
- Provides opportunities to at risk individuals without placing an economic burden on districts and families during uncertain economic times.
- Supports remote learning opportunities to individuals unable to participate in traditional educational offerings
- Provides advanced offerings to gifted and talented students when many offerings are limited.
- Allows for greater access to Dual Credit, and AP courses.
- Allows greater access to remediation courses.
- Bridge the gap from remote teaching to online learning.
- Statewide Impact for opportunity and increased capacity.

- **Service Overview**

- Allows school districts and charters to continue to provide students with the needed courses for their achievement gap, credit recovery, graduation requirement, and preparation courses for career and college.
- Assist districts unable to fill teaching positions due to the teacher shortage, or COVID related issues.
- Students and districts continue to receive technical support.
- Students continue to receive eTutoring support.
- Maintains existing alignment to post-secondary programs.
- Maintains post-secondary student teacher IDLA job shadow program.
- Co-teacher option provides assistance in bridging the gap from remote teaching to online learning for districts as well as provides additional support needed for at-risk students. Builds capacity in district teachers by the professional development and team teaching model.

- **Stimulus Funding Request**

- Reduce fees to \$15 per enrollment: \$2,100,000
- Eliminate all course fees: \$2,625,000

- **Timelines**

- Summer 2020
  - Reduce or Eliminate fees for Summer School.

- Fall 2020
  - Reduce or Eliminate fees for Fall Semester.
- Spring 2021
  - Reduce or Eliminate fees for Spring Semester.

## Elementary Offering

- **Key Points**

- **Summer Program**

- K-3 Literacy Focus
    - 5 week program starting after July 5th
    - Use IPTV resources and Idaho content
    - Curated and vetted resources.
    - Technical support for students and districts.
    - Collaborate with IPTV to develop resources.
    - Utilization of Idaho content and additional resources.

- **Fall Program**

- Statewide support for equity and access.
    - Districts have requested a K-12 unified online platform.
    - Aligned to Idaho Standards
    - Districts retain ADA funding
    - Consolidation of services provides efficiencies resulting in lower costs for school districts and the state.
    - Alternative for students who are unable to attend their brick-and-mortar school in the Fall and beyond.
    - eTutoring support for students to provide additional learning assistance and accommodate varied schedules.
    - Technical support for students and school districts.
    - Assist districts unable to fill teaching positions due to the teacher shortage, or COVID related issues.
    - Assist with COVID needs, medically homebound students, home schooled students, and school district and charter needs.

- **Service Overview**

- **Summer Program**

- Idaho Certified Teachers curate resources
    - Provide scope and sequence for students and parents to follow with access to the IPTV and curated resources.
    - Access to eTutoring with live teachers for students and parents.
    - Provide initial and final skills assessment
    - Synchronous story hour

- **Fall Program**

- Purchase K-6 literacy and math content, and align it to Idaho Standards.
    - Begin creating Idaho Standards aligned content.
    - Hire elementary teachers.
    - Train new and existing staff.

- Train parents.
- **Stimulus Funding Request**
  - 1 FTE Program Manager
  - 1 FTE Early Childhood Teacher/Content Developer
  - 1 FTE Grade 1-2 Teacher/Content Developer
  - 1 FTE Grade 3-4 Teacher/Content Developer
  - 1 FTE Grade 5-6 Teacher/Content Developer
  - .5 FTE Technical Support
  - .5 FTE Elementary Trainer
  - .17 FTE Program Developer
  - Software
  - Licensing
  - Total: \$602,000
- **Timelines**
  - Spring 2020
    - Hire staff.
    - Create teacher training program.
    - Creation of summer school offerings.
    - Begin software development for elementary courses.
    - Begin alignment of content with state standards, and build courses.
  - Summer 2020
    - Train teachers.
    - Offer summer program in July.
  - Fall 2020
    - Offer elementary courses.

## Content Catalog

- **Key Points**
  - Standards based digital instructional content
  - All core subjects and most electives, grades 7-12
  - Long term cost savings for districts for textbooks
  - Long term assists districts in a digital transition
  - Long term assists districts with Mastery learning
- **Service Overview**
  - Idaho Content by Idaho Teachers created to Idaho Standards
  - Micro packages that allow semester long content when delivered together in sequence or individual remediation when leveraged at the package level.
  - Training and Support for adoption and implementation
  - Easily discoverable via search or navigation
  - Deployable within a District/Statewide LMS
- **Stimulus Funding Request**
  - 2 FTE to support integrations, develop searchability, maintain links, curate content, provide technical support, and expand offerings.
  - Licencing to support additional hosting costs and accessibility tools

- Total: \$181, 800
- **Timelines:**
  - Summer 2020
    - Content available to districts for summer programs
  - Fall 2020
    - Integrations into District/Statewide LMS
    - Searchability and Discovery improvements
    - Live and On Demand Training and Support

**K-12 FUNDING PROPOSALS**

(Discussed May 4, 2020)

- Grant program to facilitate remote learning (one-time funds)
  - Student/Teacher Devices
  - Student Connectivity
  - Learning management system/infrastructure (LEA acquired)
  - Staff professional development
    - Remote learning strategies, development and use of curriculum, etc.
    - Student engagement and communication in remote learning environment.
- Learning Management System Statewide Acquisition
  - Grants to individual schools
  - Professional development on use of LMS
- Idaho Digital Learning Academy/Idaho Public Television (IPTV) Partnership
  - Reduction/elimination of school/course fees (\$2.1M to \$2.6M savings to LEAs/Reduced cost to LEAs)
  - Elementary Offerings
    - Summer Program – K-3 Literacy Focus
    - Fall Program – K-6 literacy and math, K-12 unified online platform eTutoring, eDays, Technical support (students and schools)
  - Content database for created curriculum for use by LEAs in their brick-and-mortar classes
  - K-3 Bootcamp and continuation of 4-6 through IPTV
  - Fall Direct Lesson Plan Project K-6 through IPTV
- Distribution of monies to non-Title I schools and/or minimum amount of funding to each LEA to respond to pandemic (one time funds)
- Social Emotion Learning/Behavioral Health Support – Remote/online

# U.S. Department of Education

## Certification and Agreement for Funding under the Education Stabilization Fund Program Governor's Emergency Education Relief Fund

CFDA Numbers: 84.425C



OMB Number: 84.425C  
Expiration Date: Oct 31, 2020

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The OMB control number for this information collection is 1810-0741. The time required to complete this information collection is estimated to average .5 hours (or 30 minutes) per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: [GEERF@ed.gov](mailto:GEERF@ed.gov).

## PROGRAM BACKGROUND INFORMATION

### Purpose

Under the Governor's Emergency Education Relief Fund (GEER 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

Governors in all 50 States and the Commonwealth of Puerto Rico, as well as the Mayor of the District of Columbia.

### Funding

The Department will award \$2,953,230,000 to Governors:

1. 60% based on the State's population of individuals aged 5 through 24; and
2. 40% based on the relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

### Timeline

Each Governor will have one year, from the date of the State's award, to award funds. Any funds not awarded by the Governor within one year of receiving the State's award will be returned to the Department for reallocation.

### Uses of Funds

1. Provide emergency support through grants to the LEAs that the State educational agency (SEA) deems to have been most significantly impacted by COVID-19 to support the ability of such LEAs to continue to provide educational services to public and non-public school students and to support the on-going functionality of the LEA;
2. Provide emergency support through grants to IHEs serving students within the State that the Governor determines have been most significantly impacted by COVID-19 to support the ability of such institutions to continue to provide educational services and support the ongoing functionality of the institution; and
3. Provide support to any other IHE, LEA, or education-related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in section 18003(d)(1) of the CARES Act or the Higher Education Act of 1965, as amended (HEA), the provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs.

### Contact

Email: [GEERF@ed.gov](mailto:GEERF@ed.gov)

## CERTIFICATION AND AGREEMENT INSTRUCTIONS

### GENERAL INSTRUCTIONS


To receive the State's allocation under the GEER Fund, a Governor must submit a signed PDF Certification and Agreement, by email, to the U.S. Department of Education (Department) at [GEERF@ed.gov](mailto:GEERF@ed.gov) no later than June 1, 2020. The Certification and Agreement must include the following:

- A completed Certification and Agreement cover sheet that includes the signature of the Governor or authorized representative. (*Part A*)
- Programmatic, fiscal and reporting assurances. (*Part B*)
- Information on the uses of the Governor's Emergency Education Relief Funds. (*Part C*)
- Other assurances and certifications. (*Part D*)

### APPENDICES

Appendix A – Authorizing Statute  
Appendix B – State Allocation Data

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND  
PART A: CERTIFICATION AND AGREEMENT COVER SHEET  
(CFDA Nos. 84.425C)**

Legal Name (Office of the Governor):  Governor Brad Little	DUNS Number:  825201189
Address (Street Number and Name, City, State, Zip Code):  State Capitol PO Box 83720 Boise, ID 83720	Contact Information for State Program Representative:  Name: Matt Freeman  Position & Office: Executive Director, Idaho State Board of Education  Street Number and Name, City, State, Zip Code: 650 W. State St., Suite 307 Boise, ID 83720-0037  Telephone: 208-332-1571  Email address: matt.freeman@osbe.idaho.gov
To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the Coronavirus Aid, Relief, and Economic Security Act or CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, <i>et seq.</i> ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.	
Governor or Authorized Representative of the Governor (Typed Name): Matt Freeman	Telephone: 208-332-1571
Signature of Governor or Authorized Representative of the Governor:  	Date:  5/29/2020


Form Approved OMB Number: 1810-0741 Expiration Date: 10/31/2020

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND  
PART B: PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES**

The Governor or his/her authorized representative assures the following:

- Solely as authorized by Section 18002 of Division B of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. No. 116-136 (March 27, 2020), and subject to all other applicable laws, funds will be used for one or more of the following:
  - To provide emergency support through grants to the local educational agencies (LEAs) that the State educational agency (SEA) deems most significantly impacted by COVID-19 to support the ability of such LEAs to continue to provide educational services to public and non-public school students and to support the on-going functionality of the LEA;
  - To provide emergency support through grants to institutions of higher education (IHEs) serving students within the State that the Governor determines have been most significantly impacted by COVID-19 to support the ability of such institutions to continue to provide educational services and support the on-going functionality of the institution; and
  - To provide support to any other IHE, LEA, or education-related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in Section 18003(d)(1) of the CARES Act or the Higher Education Act of 1965, as amended (HEA), the provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs.
- The State will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The State, and each LEA, IHE, and other education-related entity that receives GEER funds will, to the greatest extent practicable, continue to pay 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.
- The State will submit to the Department, within 45 days of receiving GEER funds, an initial report detailing the State's process for awarding those funds to LEAs, IHEs, or other education-related entities, including the criteria for determining those entities that are "most significantly impacted by coronavirus" and/or "essential for carrying out emergency educational services" and a description of the process and deliberations involved in formulating those criteria.
- The State will use its best efforts to provide grant funding on an expedited basis.
- The State will comply with all reporting requirements including those in Section 15011(b)(2) of Division B of the CARES Act and submit required quarterly reports to the Secretary, at such time and in such manner and containing such information as the Secretary may reasonably require in the future. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include:
  - Specific entities awarded GEER funds by the Governor;
  - Uses of funds by the SEA, LEAs, IHEs, or other educational entities and demonstration of their compliance with Section 18002(c), including any use of funds was applied to support addressing digital divide and related issues in distance learning;

- The number of public and non-public schools that received funds or services; and
  - A description of the internal controls the State has in place to ensure that funds were used for allowable purposes and in accordance with cash management principles.
- Generally speaking, the Department does not expect administrative or executive salaries and benefits for IHEs, SEAs, or the other education related entities referenced at § 18002(c)(3) to be a lawful purpose for GEER funds.
- Similarly, the Department does expect increased reporting requirements if these funds are used for payments to education related entities. If a State, in the exercise of its discretion, allows GEER funds to be used accordingly, then it must report the amount of GEER funds (a) (i) used for, to subsidize, or to offset administrative or executive salaries and benefits and/or (ii) provided to or for the benefit of state, local, or IHE teacher or faculty unions or associations; and (b) a detailed description of the evidence providing a reasoned basis for the determination such funds (if any) are necessary to provide educational services to students and/or to support the on-going functionality of a LEA or IHE, or are otherwise specifically authorized by the plain statutory language and context of § 18002(c)(3) of the CARES Act.
- The State will ensure that an LEA receiving GEER funds 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 State will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER Fund.
  - The State will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
  - The State will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.
- The State will ensure that every recipient and subrecipient of GEER funds 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 Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The State will return to the Secretary any funds received under the GEER Fund that the State does not award within 1 year of receiving such funds.

Governor or Authorized Representative of the Governor (Typed Name): Matt Freeman	
Signature: 	Date:  5/29/2020

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND  
PART C: USES OF GOVERNOR'S EMERGENCY EDUCATION FUNDS**

Section 18002 of Division B of the CARES Act provides in relevant part that grants awarded under the Governor's Emergency Education Relief Fund be used to support the ability of local educational agencies (LEAs) and institutions of higher education (IHEs) to continue to provide educational services to their students. The Department is interested in learning how and to what extent each State intends to use the award, or a portion of the award, to establish, develop, improve, or expand the availability, accessibility, capacity, and use of remote learning techniques and technologies which includes both distance education as defined in section 103(7) of the HEA and distance learning as defined in ESEA section 8101(14). The Department requests the following information:

1. Does the State intend to use any of the awarded funds to support remote learning for all students?
  - a. Please describe whether the State considered conducting an assessment of the barriers to implementing effective remote learning for all students, or utilizing an existing assessment, to help target resources toward greatest needs.

The State Board of Education (Board) has surveyed all local education agencies (LEA) to gather feedback on the number of devices and connectivity needed by LEAs to effectively implement remote learning for all students. This survey included responses on need and use of learning management systems, adaptive technology for serving students with special needs, providing support remotely for student social emotional learning needs, and ensuring Idaho's underserved population have equitable access to quality student learning. Additional surveys were conducted by the State Department of Education to assess in more detail the environment of learning management systems at the LEA level across the state. Through this survey the Board has been able to identify the LEAs' highest priorities/barriers for providing uniform and thorough access to student instruction based on the local community resources.

Each of Idaho's public postsecondary institutions was requested to provide the State Board of Education an assessment of what they would need to effectively respond to providing educational opportunities to all Idaho postsecondary students in a remote learning environment.

- b. With respect to LEAs, please describe how the State intends to use the funds to help students and teachers adopt or improve remote learning that serves all students, including students with disabilities, students from low-income families, charter school students, and non-public school students.

LEAs initial response to providing continued instruction to students in a distance learning environment has been varied across the state based on each community's resources and needs. Based on these responses, barriers and access gaps have been identified. The following funding proposals have been targeted to specifically address these gaps, including providing remote instruction to student with disabilities and students from low income families. All public schools in Idaho will have equal

access to the funds, including charter schools. Included within the funding strategies are options that will allow LEAs to continue to 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.

Funding to LEAs may be used for, but would not be limited to:

- Grant program to facilitate remote learning
    - Student/Teacher Devices
    - Student Connectivity
    - Learning management system/infrastructure (school based)
    - Staff professional development in:
      - Remote learning strategies, development and use of curriculum, etc.
      - Student engagement and communication in remote learning environment
  - Statewide Learning Management System Acquisition
  - Idaho Digital Learning Academy (IDLA)/Idaho Public Television (IPTV) partnership to provide remote learning to students without connectivity as well as digital/online content open for use by all LEAs
  - Distribution of additional funds to all LEAs to meet immediate and emergency needs in response to the coronavirus pandemic for providing quality substantive instruction to all students. Funding would be prioritized to those LEAs that did not receive or received minimal funding based on the Elementary and Secondary School Emergency Relief Fund Title I distribution methodology
  - Remote/Online social-emotional learning and behavioral health supports and professional development for educators providing support through an online or remote learning format
  - Curriculum and instructional support for virtual/online science, technology, engineering, and mathematics education
  - Curriculum and instructional support for virtual/online Career Technical Education (CTE)
  - Faculty professional development focused on CTE virtual/online instructional practices
  - Technology to capture student performance in CTE labs
- c. With respect to IHEs, please describe how the State intends to focus expenditures to ensure that all institutions – public and private – have the needed supports to continue executing their missions and educating their students.

Funding may be used for, but would not be limited to, purchasing mission-critical education technology (hardware, software and licenses) in order to effectively deliver remote instruction and support services for all students. Examples include:

- technology upgrades (webcams, microphones, Wi-Fi) in general-use; classrooms to facilitate online/remote instruction and physical distancing;
- laptops for long-term student check out;
- increase number of wireless access points;
- software licenses to allow fully remote proctoring of all testing for virtual students; and

- chat-bot for enhanced virtual services to students on-line.

Funding may also be used to support CTE, including but not limited to:

- curriculum and instructional support for virtual/online career technical education;
- faculty professional development focused on CTE virtual/online instructional practices;
- technology to capture student performance in labs;
- laptops and hotspots to provide access and connectivity for individuals participating in Adult Education programs; and
- development of online workforce training modules.

2. Does the State intend to use any of the awarded funds to support technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning for all students? If so, please describe how the State will achieve its goals for both LEAs and IHEs.
  - a. Please describe the strategies used to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act.

The funding proposals include providing some funds on a sub-grant basis to LEAs for expanding their technological capacity to provide equitable access for all students. Grants would be available to purchase student devices for underserved student populations and adaptive technology, as applicable, to accommodate students' individualized education plans. Grants may also be used to expand connectivity and provide training and professional development to educators to better prepare them for providing education through a remote learning format. Through these grants, LEAs will be able to expand their technological capacity by targeting the most significant barriers for meeting their unique student needs. This will allow for a more individualized approach across the state and will allow LEAs to leverage local community support to its fullest potential as well as more restrictive funding sources.

For IHEs and CTE, as referenced in response to question 1.c., the intent is to focus funding on supporting technological capacity and access (including hardware and software, connectivity) to support remote learning for all students. In addition, funding could be used for faculty professional development for online course and pedagogy development.

The subgrant application will require applicants to identify how funding will serve all students, including disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act.

3. Does the State intend to use any of the awarded funds to support remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators? If so, please identify, generally, the resources, best practices, and innovations that the State intends to develop and expand.

Idaho intends to use a portion of the funding to develop a partnership between the Idaho Digital Learning Academy and Idaho Public Television to provide access to instructional

material to all LEAs, at no additional cost to the LEA. Instructional materials will be broadcasted over the Idaho Public Television (which is under the governance of the SEA) network of channels and available on-line through Idaho Public Television's website and through the Idaho Digital Learning Academy (IDLA). IDLA uses national and local best practices to provide on-line instruction through all of Idaho's public schools that is integrated into a student's education program provided through the LEA the student attends. IDLA may also be accessed by private school students. IDLA provides training in online instructional delivery and uses Idaho instructors that are experienced and trained in the delivery of online instruction.


For IHEs, funding would be used for faculty professional development for online course and pedagogy development that could be shared throughout the system.

To help facilitate access for all students to educational opportunities throughout Idaho's public postsecondary education system, some funds may be used to develop an outward facing collaborative, digital campus.

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND  
PART D: OTHER ASSURANCES AND CERTIFICATIONS**

The Governor or his/her authorized representative assures or certifies the following:

- The State 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.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B); and the State will require the full certification, as set forth in 34 CFR part 82, Appendix A, in the award documents for all subawards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- 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 access to, or participation in, the program.
- The State and other entities will comply with the provisions of all applicable acts, regulations, and assurances; the provisions of the Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Governor or Authorized Representative of the Governor (Typed Name): Matt Freeman	
Signature: 	Date: 5/29/2020

**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.

GOVERNOR’S EMERGENCY EDUCATION RELIEF FUND

SEC. 18002. (a) GRANTS.—From funds reserved under section 18001(b)(1) of this title, the Secretary shall make Emergency Education Relief grants to the Governor of each State with an approved application. The Secretary shall issue a notice inviting applications not later than 30 days of enactment of this Act and shall approve or deny applications not later than 30 days after receipt.

(b) ALLOCATIONS.—The amount of each grant under subsection

(a) shall be allocated by the Secretary to each State as follows:

- (1) 60 percent on the basis of their relative population

of individuals aged 5 through 24.

(2) 40 percent on the basis of their relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (referred to under this heading as “ESEA”).

(c) USES OF FUNDS.—Grant funds awarded under subsection (b) may be used to—

(1) provide emergency support through grants to local educational agencies that the State educational agency deems have been most significantly impacted by coronavirus to support the ability of such local educational agencies to continue to provide educational services to their students and to support the on-going functionality of the local educational agency;

(2) provide emergency support through grants to institutions of higher education serving students within the State that the Governor determines have been most significantly impacted by coronavirus to support the ability of such institutions to continue to provide educational services and support the on-going functionality of the institution; and

(3) provide support to any other institution of higher education, local educational agency, or education related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in section 18003(d)(1) of this title or the Higher Education Act, the provision of child care and early childhood education, social and emotional support, and the protection of education-related jobs.

(d) REALLOCATION.—Each Governor shall return to the Secretary any funds received under this section that the Governor does not award within one year of receiving such funds and the Secretary shall reallocate such funds to the remaining States in accordance with subsection (b).

#### 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 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 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.

**Appendix B: State Allocation Data**

Under section 18002(b) of the CARES Act, the Secretary awards GEER funds to Governors as follows:

1. 60% based on the State's population of individuals aged 5 through 24; and
2. 40% based on the relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

<b>STATE</b>	<b>GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND (Based on section 18002(b) of the CARES Act)</b>
<b>TOTAL</b>	<b>\$2,953,230,000</b>
<b>ALABAMA</b>	48,851,495
<b>ALASKA</b>	6,503,527
<b>ARIZONA</b>	69,196,325
<b>ARKANSAS</b>	30,663,725
<b>CALIFORNIA</b>	355,227,235
<b>COLORADO</b>	44,004,996
<b>CONNECTICUT</b>	27,881,682
<b>DELAWARE</b>	7,916,821
<b>DISTRICT OF COLUMBIA</b>	5,807,678
<b>FLORIDA</b>	173,585,880
<b>GEORGIA</b>	105,720,728
<b>HAWAII</b>	9,993,387
<b>IDAHO</b>	15,676,340
<b>ILLINOIS</b>	108,497,757
<b>INDIANA</b>	61,590,954
<b>IOWA</b>	26,217,108
<b>KANSAS</b>	26,274,163
<b>KENTUCKY</b>	43,799,187
<b>LOUISIANA</b>	50,276,799
<b>MAINE</b>	9,273,552
<b>MARYLAND</b>	45,657,990
<b>MASSACHUSETTS</b>	50,843,703
<b>MICHIGAN</b>	89,432,673
<b>MINNESOTA</b>	43,427,249
<b>MISSISSIPPI</b>	34,662,872
<b>MISSOURI</b>	54,643,115
<b>MONTANA</b>	8,764,495
<b>NEBRASKA</b>	16,357,685
<b>NEVADA</b>	26,477,349
<b>NEW HAMPSHIRE</b>	8,891,470
<b>NEW JERSEY</b>	68,864,994
<b>NEW MEXICO</b>	22,262,663
<b>NEW YORK</b>	164,286,083
<b>NORTH CAROLINA</b>	95,638,869

**STATE BOARD OF EDUCATION  
JUNE 1, 2020**

**ATTACHMENT 6**

<b>NORTH DAKOTA</b>	5,932,707
<b>OHIO</b>	104,917,025
<b>OKLAHOMA</b>	39,919,354
<b>OREGON</b>	32,507,956
<b>PENNSYLVANIA</b>	104,418,240
<b>RHODE ISLAND</b>	8,704,245
<b>SOUTH CAROLINA</b>	48,467,924
<b>SOUTH DAKOTA</b>	7,944,013
<b>TENNESSEE</b>	63,582,031
<b>TEXAS</b>	307,026,008
<b>UTAH</b>	29,189,663
<b>VERMONT</b>	4,488,802
<b>VIRGINIA</b>	66,775,322
<b>WASHINGTON</b>	56,769,263
<b>WEST VIRGINIA</b>	16,353,314
<b>WISCONSIN</b>	46,550,411
<b>WYOMING</b>	4,700,937
<b>PUERTO RICO</b>	47,812,236