

**Education Stabilization Fund Program
Governor's Emergency Education
Relief (GEER) Fund**

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

July 9, 2020



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

Local school systems, public schools including charter schools, and nonpublic schools that participated in the Nonpublic Textbook and Technology Program in the 2019-2020 school year and public and private universities with a College of Education are eligible to apply.

Awards

The Maryland State Department of Education estimates an average of 30 grant awards with an average award amount of \$375,000.

Timeline

Competitive Grant applications are due to MSDE by **July 29, 2020**. Applications should be submitted electronically to the email addresses below (contact information). Applications will be reviewed by the Governor's Office, the Maryland Department of Budget and Management and the Maryland State Department of Education. Awards decisions will be made in early August 2020.

Availability

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

Uses of Funds

Section 18003(d) of the CARES Act (Appendix A) identifies the allowable uses of funds under the Education Stabilization Fund.

Contact Information

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

PROGRAMMATIC, FISCAL, REPORTING, AND OTHER ASSURANCES

1. Grant Recipients will use GEER funds for activities allowable under section 18003(d) of Division B of the CARES Act (Appendix A). The following is not considered to be an allowable use of GEER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the Grant Recipient or 2) expenditures related to state or local teacher or faculty unions or associations.
2. Local school systems receiving funds through this program will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
 - The LSS will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER Fund.
 - The LSS will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
 - The LSS 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.
3. Grant recipients will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the United States Department of Education (USDE) and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
4. Grant Recipients will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
5. Grant Recipients will submit the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, upon request.
6. Grant Recipients will sign and return the Assurances page of the Notice of Grant Award (NOGA) which includes a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
7. To the extent applicable, Grant Recipients will include in its application a description of how the recipient will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the proposed steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

8. Grant Recipients will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the USDE in 2 CFR part 3474.

GEER Fund Competitive Grant

Point of Contact/Title: _____

Contact Email: _____

Contact Phone: _____

Grant Recipient Authorized Signor (Printed Name): _____

Signature:

Date:

**Governor's Emergency Education Relief (GEER) Fund
Innovative Approaches to Connecting with Students - Competitive Grant Application**

The GEER Fund Innovative Approaches to Connecting with Students Competitive Grant

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

Part I – Project Description

1. Please describe the proposed project or program, including the timeline for implementing the program. Responses should identify the features or facets that make the approach unique and innovative as well as the challenges that will be addressed or overcome through the program.

2. Please identify the scope of the project and quantify its intended impact. Responses should include the number of schools and students, including the number of at-risk students, the number of teachers, the number of families, if applicable, that will be served and the services that will be provided. Responses should also identify how the project will address academic accessibility through engaging/connecting students, teachers, and communities.

3. Please identify the expected outcomes for the project, including how the project's effectiveness will be determined. Can the project be readily replicated? If so, describe the process for replicating the project. Can the project be scaled to meet a larger population, if applicable? If so, please describe the process for scaling the project.

4. Please provide the LSS's plan for meeting the equitable services requirement in Section 18005 of the CARES Act. If the applicant is not a local school system, the response to this question should be Not Applicable.

Part II – Budget Documents

Please provide a budget narrative and a completed C125 workbook with the application.

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

(b) USES OF FUNDS:

(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.