COVID Relief Funding

A Resource for Educators and School Districts
to Help Guide Effective Spending of COVID Relief Funds

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Summer 2021

Use this guide to learn more about
COVID relief funding requirements and opportunities.

Questions?
Please contact us: DEED.CARES@alaska.gov

EDUCATION
& EARLY DEVELOPMENT

Department of Education
& Early Development

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MEMORANDUM

TO: **Superintendents**

FROM: **Dr. Michael Johnson, Commissioner**

DATE: **April 28, 2021**

SUBJECT: **Guidance on Federal COVID-19 Relief Funding**

As you know, the State of Alaska has received federal COVID-19 relief funding through three acts:

1. Coronavirus Aid, Relief, and Economic Security (CARES) Act;
2. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act; and,
3. American Rescue Plan (ARP) Act.

These three acts add up to approximately $504 million available for distribution to Alaska's school districts for allocation by local school boards to their schools.

When applying to the Department of Education and Early Development (DEED) for this funding, you are required to sign the application assurances and certification packet. Those assurances form a binding agreement between the district, DEED, and the U.S. Department of Education, to assure that you will meet all legal requirements in accordance with state and federal laws, regulations, and rules. Those assurances apply to program activities and expenditures of funds. Compliance to general and specific program assurances is the legal responsibility of the district under the authorization of the local school district board of education and the direction of the superintendent.

In addition to the application assurances and certification packet, you are required to provide a budget and budget narrative explaining how your district intends to spend the federal COVID-19 relief funding.

It is your responsibility to communicate to your constituents that this approximately $504 million in funding statewide is a one-time addition to your budgets. You should not make

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Federal COVID-19 Relief Funds Memo, Superintendents
April 28, 2021
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permanent programmatic commitments with these funds. You should communicate clearly to your communities the temporary nature of this funding and its intended purpose.
In order to minimize the impact when these funds expire, school districts must wisely invest these one-time funds. For example, consider how you can focus on a limited number of short-term goals that promise the maximum benefit for your students in the years ahead.

The most lasting outcome of this money should be safer schools and more successful students.

As you use the funds to recover from the past year, pay careful attention to the U.S. Department of Education's guidance.

Transparency is your friend. School boards and superintendents will be held accountable by your community for the effective use of these welcomed resources. Communicate consistently and thoroughly with your local school board, teachers, parents, students, and community how your district intends to spend the funds, your plan for implementation, and your desired outcomes.

Furthermore, it is important to understand that since these are one-time funds and given the State of Alaska's current fiscal situation, do not anticipate a replacement of these funds with State funding when they expire.

We have experienced a year of unprecedented challenges. $504 million in additional funding for Alaska's students represents an unprecedented opportunity for our students. Let me be the first to thank you for the extra work, planning, and communication that you will invest for your students to manage these funds.
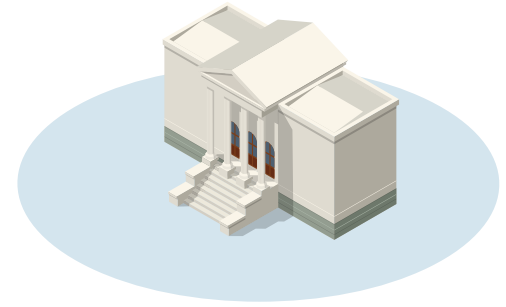
Thank you for all you do to ensure an excellent education for every student every day.

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1 Supporting Other Federal Programs

Use your funds to support any activity authorized by the

- Elementary and Secondary Education Act (ESEA)

- Individuals with Disabilities Education Act (IDEA)

- Adult Education and Family Literacy Act

- Carl D. Perkins Career and Technical Education Act (CTE)

- Subtitle B of title VII of the McKinney- Vento Homeless Assistance Act

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...
- What needs have you identified within your district?

- How has COVID-19 changed your focus?

- Consider coordinating with your district's ESEA, CTE, and SPED program coordinators.

- Consider additional outreach to identify students experiencing homelessness.

- Consider this list of resources from The National Association of Homeless Children and Youth and this list of resources from SchoolHouse Connection.

- Consider this resource about providing high-quality CTE during COVID-19.

Possible Allowable Activities: ESEA

- Support existing ESEA reading programs to ensure all students read at grade level by the end of third grade

- Support existing ESEA programs to close the achievement gap by ensuring equitable educational rigor and resources

- Purchase additional licenses for supplemental instructional programs

- Expand progress monitoring assessments

- Expand tutoring, Response To Intervention (RTI) programs, and Multi-Tiered System of Supports (MTSS)

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1 Supporting Other Federal Programs

Possible Allowable Activities: ESEA *(continued)*

- Expand afterschool and summer programs

- Support existing ESEA professional development activities

- Support existing ESEA preschool efforts

- Expand ESEA family engagement activities

- Pay reasonable and necessary expenses associated with local parent and family engagement activities including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions

Possible Allowable Activities: CTE

- Increase projects already funded by your Perkins grant to help increase career, technical, and culturally relevant education to meet student and workforce needs

- Provide afterschool and summer programs to re-engage students and "catch up" in career development pathways and programs of study that were paused due to COVID-19

- Build out or address facility or equipment needs to reestablish CTE coursework as students return to robust CTE hands-on instruction

- Fund staffing, partnerships, and employer community-outreach to expand work-based learning options for students to reengage in real world CTE learning

- Address internet connectivity challenges to allow students access to high-impact virtual learning opportunities as we capture and implement successful distance learning models

- Provide professional development and retraining of teachers and counselors to accelerate students returning to hands-on and job skills focused programs that couldn't be delivered remotely

- Continue to expand successful virtual delivery of CTE coursework by developing partnerships across districts and with external partners to leverage the impact of limited resources and staff expertise

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1 Supporting Other Federal Programs

Possible Allowable Activities: IDEA (continued)

- Assess regression for students with disabilities based on IEP Baseline data and estimated IEP progress (from the progress reporting)

- Provide individualized regression-based instruction for students experiencing regression from either absence or lack of instruction

- Provide specific instruction to staff regarding regression in students with disabilities

- Provide student centered instruction in online learning skills

- Provide student centered instruction in online tele practice support services (Speech, Occupational Therapy, Physical Therapy, Counseling, etc.)

- Extend ESY (Extended School Year) services to encompass all special education students that demonstrated regression by increasing staffing for summer months

- Invest in developing secondary transition skills for students that are in line with CDC requirements and recommendations

- Expand opportunities for credit recovery for secondary students that are behind in credits towards graduation

- Provide specific supports and training for staff regarding students with Learning Disabilities that may or may not be identified for special education services and employ techniques that help students overcome challenges to daily instruction in a variety of settings (Multisensory, tactile, multimodal, etc.)

- Provide training for parents of students with disabilities to better prepare them to work with the school to ensure students with disabilities are benefiting from various delivery methods for special education services

- Ensure sufficient technology supports are available and in place with sufficient training in the use of same

- Increase the frequency of Child Find activities to support identifying students with disabilities or other regression to support students and families as necessary

2 Coordinated Responses

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 the coronavirus.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...

▪ To what extent can you work with neighboring districts to coordinate preparedness?

▪ Who is your main contact at your local health department? Have you continued your conversations beyond re-opening plans to plans of preparedness? If not, how can you ignite that conversation?

▪ If you have already begun conversations around preparedness, what funding is needed to implement planning?

▪ Consider this resource from the EdResearch for Recovery Project.

Possible Allowable Activities

▪ Create mitigation plans that coordinate with other local agencies

▪ Meet with representatives of other agencies to coordinate planning

▪ Provide stipends to staff to participate in mitigation plan meetings

▪ Partner with local health clinics to offer training, education, and other services to the school

▪ Collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

▪ Develop appropriate roles for community-based organizations and businesses in parent involvement activities

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3 Supporting Principals

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Funding Sources: *ESSER I and ESSER II*

Consider...

- Consider the different needs of leaders at each specific school site and provide a variety of programming to support each school leader.

- Consider shifting your plans quarterly as principals' needs change throughout the year.

- Consider how COVID-19 has changed the focus of the school and determine how this funding can assist leadership in meeting short term and long term goals that may have shifted.

- Consider programs to help principals provide support to teachers new to the field.

- Consider how to help leaders support students and teachers during times of crisis.

Possible Allowable Activities

- Provide updated needs assessment planning opportunities for principals

- Provide targeted professional development for leadership staff

- Provide training for school personnel to understand when and how to refer students affected by trauma, mental illness, safety, peer interaction, substance abuse, and chronic absenteeism

- Provide high-quality, personalized professional development that is evidence-based focused on improving teaching and student learning and achievement

- Other ideas for professional development that would help support school leaders: effectively integrating technology into instruction, using data to drive student achievement, engaging families & communities, helping students develop learning readiness for academic success, developing policy, and participating in experiential learning through observation

- Recruit and retain effective teachers and principals, through providing scholarships, bonuses, or other financial incentives for principals and teachers in hard to fill positions

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4 Special Populations

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.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider:

- How can this funding support your comprehensive needs assessment as immediate needs shift?

- What specific needs do your special population students have as a result of COVID-19? What is already being done to offset this inequality? How can this funding support those efforts?

- What support can be offered to the families of these students?

- Consider reviewing these briefings that provide specific strategies and examples for utilizing ESSER funds to support students experiencing homelessness.

  - School House Connection Briefing

  - EdResearch for Recovery Briefing

- Consider this resource for supporting students who are English learners.

- Consider this resource for providing academic support to students with disabilities.

4 Special Populations

Possible Allowable Activities

- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement

- Provide tech support materials and training for families

- Provide additional funding to support existing family support programs

- Update family materials in preferred languages

- Provide mental health services

- Increase homeless liaison capacity and consider additional outreach to students experiencing homelessness

- Offer teachers extra paid hours to provide individual academic support to their students, to do weekly check-ins by text or other platforms outside of class, and provide weekly attendance certificates and other incentives to promote attendance

- Offer transportation to in-person learning opportunities

- Provide additional tutoring opportunities at times convenient for families

- Offer early childhood education services for young children experiencing homelessness and provide transportation

- Increase capacity in preschool, Head Start, and early intervention programs for students experiencing homelessness and economically disadvantaged students

- Provide care packs including school supplies, hygiene items, and food

- Increase community outreach as students experiencing homelessness may have increased due to COVID-19

- Help students and families meet basic needs like food, health care, masks, hygiene items, and laundry

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5 Preparedness and Response

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Funding Sources: ESSER I, ESSER II, and ESSER III

Consider...

- Have you reviewed the CDC's recommendations for K-12 schools?

- Does each school site have established preparedness and response procedures? Do they need to be updated for the upcoming school year?

- Has the district considered formalizing such plans into a sustainable pandemic response and continuity plan?

- Has the district considered what type of PPE will be needed for the next school year?

- Do cleaning and sanitizing schedules need to be altered for the summer and for next school year?

Possible Allowable Activities

- Provide stipends for staff to participate in sustainable pandemic response plan meetings

- Purchase PPE and other health/safety supplies for the next school year

- Purchase equipment to facilitate upgraded cleaning and sanitizing measures

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6 Professional Development

Training and professional development for district staff on sanitation, minimizing the spread of infectious diseases, and addressing academic concerns arising from the effects of the coronavirus.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...
- Have you surveyed staff to determine specific needs?

- What training does staff need going into the next school year?

- Have you explored resources on the CDC's website?

- Consider resources from Alaska Staff Development Network, Region 16 Comprehensive Center, SERRC, and UAA Pace.

Possible Allowable Activities: *Health & Safety Professional Development*

- Contract with the local hospital or health clinic to provide training to staff and students

- Provide specific training to school nurses, or those staff members that have health care related duties

- Provide specific training on sanitation and disinfection to all staff, not just janitorial staff

- Provide training to newly hired staff, summer staff, or incoming staff for the next school year

Possible Allowable Activities: *Instructional Professional Development*

- Provide professional development and retraining of teachers and counselors to accelerate students returning to hands-on and job skills focused programs that couldn't be delivered remotely

- Provide specific instruction to staff regarding regression in students with disabilities

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6 Professional Development

Possible Allowable Activities: *Instructional Professional Development* (continued)

- Provide specific supports and training for staff regarding students with Learning Disabilities that may or may not be identified for special education services and employ techniques that help students overcome challenges to daily instruction in a variety of settings (Multisensory, tactile, multimodal, etc.)

- Provide training for parents of students with disabilities to better prepare them to work with the school to ensure students with disabilities are benefiting from various delivery methods for special education services

- Provide targeted professional development for leadership staff

- Provide training for school personnel to understand when and how to refer students affected by trauma, mental illness, safety, peer interaction, substance abuse, and chronic absenteeism

- Provide high-quality, personalized professional development that is evidence-based focused on improving teaching and student learning and achievement

- Other ideas for professional development that would help support school leaders: effectively integrating technology into instruction, using data to drive student achievement, engaging families & communities, helping students develop learning readiness for academic success, developing policy, and participating in experiential learning through observation

- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement

- Provide training on the district's Learning Management System

- Provide technology training to families so they understand how to access and use school programs

6 Professional Development

Possible Allowable Activities: *Instructional Professional Development* (continued)

- Provide professional development to teachers to train them on distance delivery

- Provide stipends to teachers who are training other teachers how to use technology

- Provide training for school personnel to understand when, how and who can refer students affected by trauma, mental illness, safety, peer interaction, alcohol & drug abuse, and chronic absenteeism

- Provide individual and professional development on trauma engaged practices—especially those tailored to pandemic conditions like those that reduce depression and stress

- Deliver self-care in-service trainings for interested staff and individuals—breaking dow stressors incurred by isolation and online education for staff and provide mental health enhancing strategies

- Provide school staff training on the structures, routines, and strategies they can incorporate into instruction to reduce student stress and depression

- Provide school-wide and individual training on how to address the fear, stigma, and misunderstanding regarding COVID-19 and anyone who may become sick

- Provide high-quality, personalized professional development that is evidence-based focused on improving teaching and student learning and achievement

- Provide professional development regarding data driven decision making and progress monitoring

- Provide parents and families training and resources on how to support their children in school

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7 Supplies

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...

- What PPE and sanitization supplies will your district need for summer programs and for the new school year?

- Have you surveyed staff to determine what supplies would make them feel most comfortable and safe at work?

Possible Allowable Activities

- Provide hand sanitizing stations throughout the schools

- Make disinfecting kits for common use areas such as the gym

- Purchase sanitizers for electronic devices

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8 Preparing for Closures

Planning for, coordinating, and implementing activities during temporary closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Funding Sources: ESSER I, ESSER II, and ESSER III

Consider...

- Consider surveying staff, students, and parents to obtain multiple perspectives of what went well and what could be improved for temporary school closures.

- Does the district have a plan for future temporary closures that includes meal delivery, materials delivery/pickup, and services for students with disabilities?

Possible Allowable Activities

- Purchase textbooks and devices to achieve 1:1 status for the future

- Upgrade the district's Learning Management System (LMS)

- Provide training on the LMS

- Upgrade Internet accessibility and servers

- Purchase mifi devices for students

- Purchase electronic textbook licenses

- Purchase additional licenses for apps and other web-based programs for students

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9 Education Technology
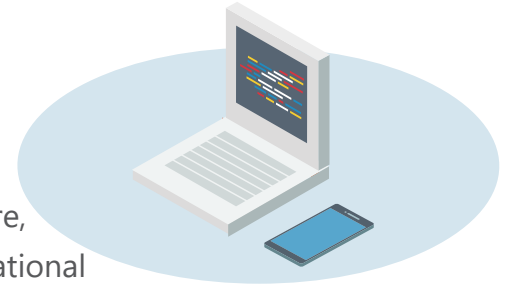
Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...

- Consider surveying staff, students, and parents to determine specific needs.

- Consider surveying special education staff and determine specific needs for assistive technology and adaptive equipment.

- Consider providing additional training for district Canvas LMS implementations through the statewide Canvas license.

- Consider resources on Alaska Statewide Virtual System's website.

Possible Allowable Activities

- Purchase textbooks and devices to achieve 1:1 status for the future

- Upgrade the district's Learning Management System (LMS) & provide training

- Upgrade Internet accessibility, servers, and/or purchase mifi devices for students

- Purchase video recording equipment for distance learning lessons

- Create a recording studio at the school for future distance learning recordings

- Purchase assistive technology

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9 Education Technology

Possible Allowable Activities (continued)

- Purchase distance learning programming that supports social and emotional learning (SEL)

- Increase technology staffing to provide more technical assistance to teachers and families

- Provide technology training to families so they understand how to access and use school programs

- Provide professional development to teachers to train them on distance delivery

- Provide stipends to teachers who are training other teachers how to use technology

- Provide specialized software to address regression specific to students with disabilities with training supports for families and staff

- Provide specific equipment to assist in improving regression (voice assistance, talk-boards, eye gaze hardware, stitches, specialized devices)

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10 Mental Health

Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...

- Consider surveying staff, students, and parents to determine specific needs.

- Consider DEED's resource
  Transforming Schools: A framework for Trauma Engaged Practice in Alaska.

- Does your district have social emotional learning (SEL) programming currently in place?
  Visit CASEL for ideas and resources.

- Consider contracting with a local Behavioral Health Agency. If possible, work to get a set amount of free sessions for all students and staff.

- Consider this resource from the EdResearch for Recovery Project.

Possible Allowable Activities

- Update SEL support for the district

- Provide mental health services for staff

- Provide opportunities for educator self-care

- Hire additional school counselors and school social workers

- Provide additional support to school counselors and school social workers

- Provide additional support, information, and education to your families

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10 Mental Health

Possible Allowable Activities (continued)

- Bolster existing suicide preventative education programs

- Provide training for school personnel to understand when, how and who can refer students affected by trauma, mental illness, safety, peer interaction, alcohol & drug abuse, and chronic absenteeism

- Provide information and assistance to parents and families on how they can effectively support students

- Provide individual and professional development on trauma engaged practices—especially those tailored to pandemic conditions like those that reduce depression and stress

- Deliver self-care in-service trainings for interested staff and individuals—breaking down stressors incurred by isolation and online education for staff and provide mental health enhancing strategies

- Provide school staff training on the structures, routines, and strategies they can incorporate into instruction to reduce student stress and depression

- Partner with school leadership and administration to respond to the escalating anxiety of staff and students as COVID-19 outbreaks occur within schools

- Provide school-wide and individual training on how to address the fear, stigma, and misunderstanding regarding COVID-19 and anyone who may become sick

11 Summer & Afterschool Programs

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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Funding Sources: *ESSER I, ESSER II, and ESSER III*

Consider...

- Consider surveying staff, students, and parents to determine specific needs.
- Consider reviewing local data to determine areas of need.
- Does your district already offer summer and afterschool programs that this funding can help expand?
- Consider partnering with your district Child Nutrition Department to coordinate summer meals and afterschool program snacks. DEED's Summer Food Service Program page is also a great resource.
- Consider consulting with Tribal Entities to engage in summer partnerships and to avoid competing schedules.
- Consider resurrecting a past program that folded due to lost funding.
- Consider the Wallace Summer Learning Toolkit.
- Consider resources from the National Summer Learning Association.
- Consider EdResearch for Recovery's resource about high-dosage tutoring.
- Locate existing summer and afterschool programs on Alaska Children's Trust.

Possible Allowable Activities

- Expand existing summer and afterschool programs
- Provide summer learning camps that are diverse, engaging, and have hands-on activities
- Sub-contract with local organizations for summer and afterschool programs

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11 Summer & Afterschool Programs

Possible Allowable Activities (continued)

- Provide field trips and guest presenters to introduce students to new ideas, passions, and talents
- Provide CTE enrichment camps and work-based learning activities
- Provide transportation for students to access community and district summer or afterschool events
- Provide high-dosage tutoring and credit recovery opportunities
- Hire a summer program coordinator
- Pay for increased utility costs due to summer or afterschool programs
- Pay for facility rentals such as a community pool
- Purchase supplies for summer programs, such as
  - Art supplies like sewing machines and fabric, pottery wheels and kilns, and hides, pelts and antlers for cultural activities
  - STEM supplies like robotic kits, 3-D printers, and plasma cutters
  - Other supplies like musical instruments, cooking ingredients and equipment, archery equipment, and hydroponic kits
- Pay fees associated with industry certificates students might earn like food handlers training, first aid/CPR, flagger certification
- Pay tuition to other educational experiences such as online courses, university classes, or programs like AVTEC
- Contract with experienced, qualified Alaska teaching artists using the Alaska State Council on the Arts STAR roster of vetted artists for the Artists in Schools program
- Use the Alaska Afterschool Network's list of partners to connect with youth agencies in Alaska
- Use DEED's list of Alaska organizations who are seeking to partner with afterschool and summer providers
- Increase required Child Find activities to widen the net in identifying students with disabilities to provide IDEA support services
- Use special education Individualized Education Program (IEP) data to assess regression individually and develop Extended School Year (ESY) support for additional staff to work on regression areas throughout the Summer months
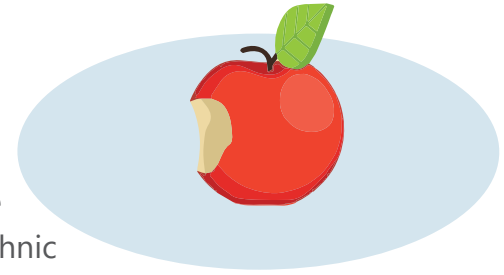
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12 Addressing Learning Loss

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by

- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction

- Implementing evidence-based activities to meet the comprehensive needs of students

- Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment

- Tracking student attendance and improving student engagement in distance education

Funding Sources: ESSER II and ESSER III

Consider...

- What learning needs are specific to your district? How has COVID-19 changed your focus?

- What programs to address learning loss have you used in the past? Were they effective? Why/why not?

- How do you currently assess students' academic progress? How could you improve this process?

- Consider including enrichment in your programming to address learning loss. Including programming that incorporates enriching activities like the arts are shown to improve engagement as well as retention of information.

- How is, or how can, your programming serve families? Do you have a dedicated tech support person for families? Could you send SEL materials to families?

- Consider examining programming and assessments to ensure they fully serve all studentsincluding special populations.

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12 Addressing Learning Loss

Consider... *(continued)*

- Consider EdResearch for Recovery's resource on <u>addressing learning loss</u>.

- Consider EdResearch for Recovery's resource on <u>high-dosage tutoring</u>.

- Consider this EdWorking Paper <u>on tutoring</u>.

- Consider resources from <u>Schoolhouse World</u>.

Possible Allowable Activities:

- Provide stipends for educators to create Alaska-specific, culturally-relevant content for the Canvas LMS "Alaska Commons" shared content repository

- Expand existing tutoring and summer programs

- Provide transportation for students to access tutoring programs

- Provide high-dosage tutoring

- Provide high-quality, personalized professional development that is evidence-based focused on improving teaching and student learning and achievement

- Provide additional academic guidance to students

- Increase grade-level content and instructional rigor

- Provide stipends to teachers to provide extended learning opportunities to students

- Expand CTE programs to middle grades

- Provide credit recovery opportunities for students

- Upgrade or replace progress monitoring and academic intervention programs

- Provide additional transition services

- Provide professional development regarding data driven decision making and progress monitoring

- Provide parents and families training and resources on how to support their children in school

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13 Facility Repairs

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

Funding Sources: *ESSER II and ESSER III*

Consider...

- What specific facility repairs or improvements are needed at each school site to allow safe, effective operation of the facility and supporting utilities? How has COVID-19 changed your education delivery methods or building operation and maintenance methods?
- Consider changes in building uses, changes in on-site presence of maintenance and custodial personnel, remote monitoring, etc.
- Consider if facility repairs are reasonable and necessary.
- Consider projects that are listed on the FY2022 Major Maintenance Grant Fund list to determine if any portion of the project is an allowable use.
- What updates and modifications are needed to enable the district to allow for appropriate physical distancing and effective cleaning?
- Consider key phrases in this category, such as "enable operation" and "reduce risk of virus transmission."
- Facility construction and renovations are subject to the Uniform Grant Guidance prior approval rules (2 CFR 200.439), rules on real property (2 CFR 200.311), and rules on financing costs (2 CFR 200.449).
- Facility construction and renovations are also subject to EDGAR construction rules (34 CFR 76.660, 34 CFR 75.600-75.617), Davis Bacon prevailing wage rules (20 U.S. Code 1232b), and the Americans with Disabilities Act.

Possible Allowable Activities

- Purchase and install water bottle filling stations and upgrade to touchless plumbing fixtures
- Purchase sanitization stations
- Repair or replace inoperative windows
- Upgrade furniture or finishes to use antimicrobial surfaces
- Replace carpet with vinyl or tile flooring

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14 Air Quality

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

Funding Sources: *ESSER II and ESSER III*

Consider...

- Is there a current inventory and assessment of heating and ventilation systems and components (age, capacity, etc.)?

- When was the last time the ventilation systems were inspected for effective operation at each school site?

- Are all areas of all buildings properly ventilated with filtration that meets industry recommendations?

- When was the last time all ventilation systems were serviced and/or cleaned?

- Do your buildings and their HVAC systems have any repair needs that would improve air quality to recommended levels? How could this funding support those needs?

- Consider the CDC's recommendations for ventilation in schools.

Possible Allowable Activities

- Contract with a vendor to inventory and document heating and ventilation systems

- Retro-commission school facilities to ensure that HVAC systems are operating as designed

- Repair ventilation systems that are inoperative or are performing at substandard levels

- Upgrade ventilation in high-traffic areas, such as the gym and lunchroom

- Improve ventilation systems for CTE areas

- Purchase air purification systems

- Repair or replace inoperative doors and windows

Questions?
Please contact us: DEED.CARES@alaska.gov

EDUCATION
& EARLY DEVELOPMENT

15 Continuity of Services

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.

Funding Sources: *ESSER II and ESSER III*

Consider...

- Consider strategies to avoid a fiscal cliff

- Consider revisiting your needs assessment to determine district needs

- Consider a systemic evaluation to determine changes that are needed

- Consider surveying staff, students, and stakeholders to determine needs

- Consider the key words in this section: "continuity" and "continuing." What is necessary for your specific district to continue functioning and supporting students and staff?

Possible Allowable Activities

- Recruit and retain effective teachers and principals through providing scholarships, bonuses, or other financial incentives for teachers in hard to fill positions

- Provide bonuses to address pandemic-related recruitment and retention challenges

- Provide additional compensation to teachers and other staff that have assumed new duties because of the pandemic

- Provide additional pay to substitute teachers where there are shortages

- Provide funds to run additional bus routes with fewer students to permit physical distancing

- Revisit programming that may have been put on hold or lost attention due to the pandemic

- Review services that are being offered to ensure they meet your district's pre and post pandemic goals

26.

Questions?
Please contact us: DEED.CARES@alaska.gov

16 Health and Safety Protocols

Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Funding Sources: ESSER III

Consider...

- Consider resources on the Alaska Department of Health and Social Services' COVID-19 website.

- Consider consulting your local and tribal health agencies.

- Consider the CDC's webpage for schools.

- Consider the CDC's voluntary K-12 Schools COVID-19 Mitigation Toolkit.

- Consider the US Department of Education's Roadmap to Reopening Schools, Volume 1.

- Consider the US Department of Education's Roadmap to Reopening Schools, Volume 2.

- Consider the CDC's Prevention Strategies.

Possible Allowable Activities

- Provide stipends to existing staff or hire new staff to develop public health protocols for school sites

- Hire additional facilities staff to ensure the health and safe operation of school facilities

- Provide professional development opportunities to staff in areas recommended by the CDC