





**MDE UPDATE:
COVID-Related and New Grant Funds Update**

**UPSBO Fall Conference
October 14, 2022**

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TOPICS:

- COVID-related grants Deadlines
- The end of ESSER I, Equity, and GEER
- Late Liquidation letter and Requirements 
- Return to In-Person Instruction and Continuity of Services Plan
- LEA Plan for Use of Funds (No slides)
- PA 144 of 2022 (New Grants) 
- Questions & Answers

ESSER-related Grant Programs



ESSER I

(1) ESSER I Formula (90%)

- Formula Grant
- Directly to LEAs/PSAs
- Based on Title IA formula

(2) ESSER I Equity (9.5%)

- Competitive Grant
- Awards to LEAs/PSAs
- Awards range based on competition

(3) GEER I (Governor's)

- Designated Grant
- Awards to LEAs/PSAs
- Formula based on 50% minimum free/reduced



ESSER II

(4) ESSER II Formula (90%)

- Formula Grant
- Directly to LEAs/PSAs
- Based on Title IA formula

ESSER II Discretionary (9.5%)

- (5) Section 23b Summer School
- (6) Section 23b Credit Recovery
- (7) Section 23b Before/After School Programs

(8) GEER II (Governor's)

- Section 23c Staff Stipends



ARP ESSER III

(9) ESSER III Formula (90%)

- Formula Grant
- Directly to LEAs/PSAs
- Based on Title IA formula

(10) ESSER III Discretionary (9.5%)

- Section 11t Equalization



Name of Grant	ESSER I	ESSER II	ARP ESSER III	Section 11t
Expenditure Period Start	March 2020	March 13, 2020	March 13, 2020	March 13, 2020
Expenditure Period End	September 30, 2021	September 30, 2022	September 30, 2023	September 30, 2023
Tydings Amendment End	September 30, 2022	September 30, 2023	September 30, 2024	September 30, 2024
Liquidation Period End	December 30, 2022	December 30, 2023	December 30, 2024	December 30, 2024
Application Deadline	N/A	N/A	December 15, 2021	June 15, 2022

Tydings Amendment Period date is the last date to obligate funds for each specific grant

ESSER GRANT TIMELINES

THE END OF ESSER I, EQUITY and GEER:

- All expenditures must be “Properly Obligated” by September 30, 2022
- **NO CARRYOVER** for COVID-Related grants
- MDE kicked out FER reminder on June 30, hoping to kick-start LEA reviews
- All “Properly Obligated” items must be fully liquidated by December 30, 2022
- There are no **Exemptions, Waivers, Forgiveness, or Sympathy**.....
- **Don't rely upon Late Liquidation**.....USED sent information to MDE at 3:48pm on September 29, 2022



THE END OF ESSER I, EQUITY and GEER:

- Late Liquidation Period Extension
 - **ONLY** for **low-risk entities**
 - **Moderate Risk** – Audit findings present in Single Audit
 - **High Risk** – Multiple or Repeat findings present in Single Audit
 - These USED recommendations are in addition to MDE's established risk determination process
- LEA must submit request for liquidation extension BY INDIVIDUAL EXPENDITURE and provide justification/documentation to MDE to support
- NO BLANKET extension. NO GUARANTEED extension
- MDE must submit to USED, who makes the decision for each, individual expenditure submitted by LEA





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Instructions

A grantee may request a liquidation extension on behalf of itself and any associated subrecipients. In order to submit this request, grantees should complete the requested information on the "Grantee Request Overview" tab, the "Grantee Attestation" tab, the "Grantee Information" tab, and the "Subrecipient Information" tab. The Grantee Attestation must be signed and sent as an attachment along with the request template. The request template and signed attestation should be remitted to the state's mailbox (State.OESE@ed.gov) and the program officer assigned to the state as listed in G5. Requests for extensions should be submitted by December 30, 2022 to ensure seamless access to G5; however, requests submitted after this date will also be reviewed. Requests may be submitted once all data has been collected; data verification measures will be necessary throughout the liquidation period.

Grantees should report the data indicated from only the subrecipients in need of a liquidation extension and populate this information on the "Subrecipient Information" tab. Grantees should only include those subrecipients for which it can support a recommendation for extension and may utilize any data at its disposal, including subgrantee risk designation, to make such a recommendation for inclusion in the request.



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Grantee Attestations and Oversight of Subrecipients

A state must provide a signed attestation that the information included within the request is accurate to the best of their knowledge and that all associated liquidations have been properly obligated for allowable uses within the allowable obligation periods under the statute, or September 30, 2022. Additional information and attestations regarding a grantee's oversight responsibilities are also included. Grantees should use both discretion and oversight in their inclusion of subrecipients within this request. It is incumbent upon the grantee to collect sufficient documentation to support the liquidation extension requests of its subrecipients that are included within the liquidation extension request. Provision of grantee and subgrantee documentation may be requested for monitoring or auditing purposes throughout the liquidation period. Data verification measures will be necessary based on September 30, 2022 obligations if submitted prior to that date. Data verification of liquidations completed by January 28, 2023 will also be required. The attestations are available on the "Grantee Attestation" tab of this workbook. The attestations must be signed by the appropriate authorizing official (Chief State School Officer, Governor, or Authorized Representative).

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Coronavirus Aid, Relief, and Economic Security Act (CARES Act)

Subrecipient/LEA Information

Subrecipient or LEA Name	UEI	Allocation Total	Amount Obligated as of 09/30/2022 or Date of Data Finalization Selected by Grantee	Amount Liquidated as of 9/30/22 or Date of Data Finalization Selected by Grantee	% Liquidated as of 09/30/2022 or Date of Data Finalization Selected by Grantee	Balance Remaining as of 09/30/2022 or Date of Data Finalization Selected by Grantee	Amount of Obligated Funds Necessitating Extension	Use of Funds	Justification	Other Subrecipient-Specific Data Notes
For state-specific questions on reporting subgrantee names/requests, please contact the appropriate program officer by submitting the question to the State mailbox (STATE.CESE@ed.gov). An example where this may be necessary might include consolidated LEAs.	These should be permanent UEIs, not temporary designations assigned for reporting by APR due dates. All subrecipients must have a permanent UEI.	A total will be tabulated in Cell C1508 on the Subrecipient tab.	If submitted prior to 9/30/22, the date should indicate the date selected on the Grantee Request Overview tab.	This may be reported by the subrecipient or collected from the State's grants management system. Collection method and date should be consistent across subrecipients. A total will be tabulated in Cell E1508 on the Subrecipient tab.	This should populate automatically when allocation totals and amounts liquidated are entered and should display as a percentage. Date used should be consistent with date selected on the Grantee Overview Request tab.	This should populate automatically based on the allocation total and amount liquidated. A total will be tabulated in Cell G1508 on the Subrecipient tab.	This should populate automatically based on the amount obligated and the amount liquidated by the specified date. It should not be assumed that the amount requested and balance remaining should equal. The liquidation request amount must be aligned to specific projects or contracts and based on obligations completed. A total will be tabulated in Cell H1508 on the Subrecipient tab and will populate the Total.	Examples might include: construction contract(s), HVAC contract(s), instructional services contract(s), delayed materials/supplies, or for other allowable uses. All funds included in the request for extension must be properly obligated by September 30, 2022 and for allowable uses. Requests must be aligned to particular projects or contracts.	Provide explanation for funds that may not be liquidated by the end of the statutory liquidation period (11/28/23) based on the uses of funds listed in column I. Needing more time to expend funds is not an adequate reason or justification for a liquidation extension request. The justification to substantiate an independent review will be required.	This column is available for any additional information the grantee or subrecipient may want to include regarding data outliers or other associated/applicable information. The approval of the State's request is not dependent upon the addition of notes for every subrecipient/LEA during the request and approval process.

What does it mean to OBLIGATE funds?

34 C.F.R. § 76.707

The regulations at 34 C.F.R. § 76.707 govern when an obligation of Federal funds by a State or subgrantee such as an LEA occurs. Specifically, for services or assistance provided through a contract, the obligation is made on the date that the State or subgrantee makes a **binding written commitment to obtain the services, work, or products**. For rental or lease of real or personal property, the obligation is made when the property is used.

If the obligation is for -	The obligation is made
a) Acquisition of real or personal property	On the date on which the State or subgrantee makes a binding written commitment to acquire the property.
b) Personal services by an employee of the State or subgrantee	When the services are performed.
c) Personal services by a contractor who is not an employee of the State or subgrantee	On the date on which the State or subgrantee makes a binding written commitment to obtain the services.
d) Performance of work other than personal services.	On the date on which the State or subgrantee makes a binding written commitment to obtain the work.
e) Public utility services	When the State or subgrantee receives the services
f) Travel	When the travel is taken
g) Rental of real or personal property	When the State or subgrantee uses the property
h) A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E - Cost Principles	On the first day of the grant or subgrant performance period

**MORE
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TO COME!**



**MORE
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What does it mean to LIQUIDATE funds?	
<p>The drawing down and expenditure of funds by a grantee for obligations incurred during the grant's legal obligation period. Timely liquidation occurs during the legal obligation period and through the first 120 days after the final day of that period or an extension of that period authorized by ED, pursuant to 2 C.F.R. § 200.344(b).</p>	
Additional Resources	
<u>ESSER FAQ</u>	<u>ESSER and GEER Uses of Funds FAQ</u>
<u>GEER FAQ</u>	<u>Equitable Services</u>
<u>ESSER I Certification and Agreement</u>	<u>GEER I Certification and Agreement</u>

[2 CFR§ 200.343-344](#)

Return to In-Person Instruction and Continuity of Services Plan

How is it related to our eCOL Plan?

When and How do we update the plan?

Meaningful Consultation and/or Public Input required?

Board Approval required?



What is required:

- The requirement is outlined in the Interim Final Requirement/Rule for ARP ESSER III
- The existing eCOL Plan *exempts you from the meaningful consultation requirement* associated *with developing an initial plan* (You can still do this if you want to)
- You **MUST** review your existing eCOL Plan to determine *if changes/modifications are needed periodically*, although *not more than every six months after receiving funds*
- **Receipt of** ARP ESSER III **GAN starts the clock** to the first six-month target
- Within **six months of receipt of funds**, you **MUST** post on your public-facing website the RtIPI&COS Plan. That becomes your updated plan.
- In reviewing the plan, you **MUST** take *public input* on the contents of the plan
- *Public Input is not defined* in the IFR. Board approval is *not required in the IFR*.

Return to In-Person Instruction and Continuity of Services Plan

Interim Final Requirements ARP ESSER III

First, the requirement clarifies that an LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations including: Universal and correct wearing of masks; modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Second, the requirement further clarifies that the plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

Third, the requirement provides that, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (*i.e.*, until September 30, 2023),¹³ an LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, *i.e.*, the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its

safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations. The requirement also clarifies that an LEA that developed a plan prior to enactment of the ARP Act that meets the requirements under section 2001(i)(1) and (2) of the ARP Act but does not address each of the required aspects of safety established in this requirement must, as part of the required periodic review, revise its plan consistent with these requirements no later than six months after it last reviewed its plan.

Fourth, under the requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

Return to In-Person Instruction and Continuity of Services and LEA PLAN FOR USE OF FUNDS

- Updating Plans? *If necessary (substantial changes) THIS INCLUDES CHANGES TO GUIDANCE (i.e., CDC)*
- [Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning | CDC](#)

Summary of Recent Changes

Updates as of August 11, 2022



- Removed the recommendation to cohort
- Changed recommendation to conduct screening testing to focus on high-risk activities during high COVID-19 Community Level or in response to an outbreak
- Removed the recommendation to quarantine, except in high-risk congregate settings
- Removed information about Test to Stay
- Added detailed information on when to wear a mask, managing cases and exposures, and responding to outbreaks

Public Act 144 of 2022

Over 100 new grant programs in this budget

➤ Competitive Grants:

- 23f Learning Pods Pilot (\$5M) – **ISDs**
- 27a MI Future Educator Fellowship (\$20M School Aid/\$5M GF) – **Individuals** (Treasury)
- 27b Grow Your Own (\$20M School Aid/\$155M Federal ARP) – **LEAs/ISDs** MDE (State and Federal)
- 97 School Safety Grants (\$150M School Aid/\$18M GF) – **LEAs/NPS** (Formula based)
- 98b Benchmark Assessment Reporting (Required to receive State Aid) - **LEAs**
- 98c Learning Loss (\$6.6M GEER/\$45.3M ESSER) - **LEAs**

Public Act 144 of 2022

Section 23f: Learning Pods Pilot

Eligible entities: ISDs

Synopsis:

- May apply for funding on a “rolling basis”, as funding is needed
- ISD MUST:
 - Solicit feedback from parents and legal guardians of eligible students concerning the types of programs that should be offered and pledges to use feedback to develop and implement learning pods
 - Aggregate a list of programs offered by the ISD or LEAs in geographic boundaries through learning pods during summer 2023 (hours and subjects available)
 - List must be available to all parents in ISD geographic boundaries by not later than June 1, 2023
 - Provide parent/legal guardian mechanism to choose a learning pod program from the list and mechanism to enroll children (Parent/Legal Guardian cannot enroll child in more than 2 programs)
 - ISD shall use funding only for costs associated with running learning pod programs (including provision of bonus payments for teachers and staff members who work in the learning pod programs)

Public Act 144 of 2022

Section 27a: MI Future Educator Fellowship (Treasury)

Eligible entities: Individual

Synopsis:

- Individual must meet all the following:
 - Graduated from High School with Diploma, Certificate of Completion, or GED
 - Be admitted to an eligible educator preparation program and begin the first semester of that program on/after the start of Fall 2022 academic semester and be enrolled in enough coursework to earn 24 credits in academic year
 - Not have previously earned a teacher certificate
 - Complete a grant application determined by Treasury
 - File for Free Application for Federal Student Aid (FAFSA)
 - Apply for all available gift aid for the enrollment period
 - Agree to repay any funds received under this section if they do not maintain enrollment in the educator preparation program
 - Have a High School grade point average of at least 3.0
 - Be a resident of the State of Michigan, as determined by FAFSA

Public Act 144 of 2022

Section 27a: MI Future Educator Fellowship (Treasury)

Eligible entities: Individual

Synopsis:

- Individual must meet all the following:
 - To continue in the Fellowship Program
 - Maintain continuous enrollment in an eligible educator preparation program and earn at least 24 credits in an academic year, or equivalent FTE for those enrolled in alternative certification program, excluding any time missed due to a medical or other emergency (as determined by Treasury)
 - Maintain satisfactory academic progress, including a grade point average of 3.0 in courses provided by the eligible educator preparation program and meet other requirements of program
 - Participate in relevant academic and career advising programs offered by eligible educator preparation program
 - File FAFSA for each academic year in which they receive an award
 - Apply for all available gift aid for each academic year
 - Maintain residency in State of Michigan, as determined by FAFSA
 - \$10k maximum award per academic year or cost of tuition at in-district resident rate plus other required fees, as determined by Treasury

Public Act 144 of 2022

Section 27b: Grow Your Own (MDE)

Eligible entities: LEAs/ISDs

Synopsis:

- LEAs/ISDs shall use funding to implement a grow your own program
- Must improve the teacher talent pipeline and provide a no-cost pathway for support staff members to become certified teachers
- Allowable expenses:
 - Tuition and Fees for attendance at state-approved education preparation provider for an accelerated degree, for a traditional bachelor's degree for current staff who are not teachers, or for an advanced degree
 - Books, Testing Fees, Travel to/from coursework
 - Substitute employee salary and wages for duration of educator preparation program attended by staff of LEA/ISD
 - Curriculum, materials, professional development, and hands-on learning experiences to implement a program with LEA/ISD to encourage students in grades 6-12 to consider a career in education. No more than 10% of funds received by LEA/ISD may be used for this purpose

Public Act 144 of 2022

Section 97: School Safety Grants

Eligible entities: LEAs/NPS

Synopsis:

388.1697.amended School and student safety grant program; community input requirements.

Sec. 97.

(1) From the state school aid fund money appropriated in section 11, there is allocated \$150,000,000.00 for 2022-2023 only, and from the general fund money appropriated in section 11, there is allocated \$18,000,000.00 for 2022-2023 only, to provide payments to districts and nonpublic schools for activities to improve student safety. Allowable expenditures of funds allocated under this section include, but are not limited to, the following:

- (a) Coordination with local law enforcement.
- (b) Training for school staff on threat assessment.
- (c) Training for school staff and students on threat response.
- (d) Training for school staff on crisis communication.
- (e) Safety infrastructure, including, but not limited to, cameras, door blocks, hardened vestibules, window screening, and technology necessary to operate buzzer systems. This may also include firearm detection software that integrates to existing security cameras to detect and alert school personnel and first responders to visible firearms on school property. The software described in the immediately preceding sentence must be organically developed and proprietary to the company it is purchased from and should not include any third-party or open-source data.
- (f) Age-appropriate training for students and families on responsible gun ownership.
- (g) Providing professional development to school resource officers that includes training on the best practices for serving in a school setting.
- (h) Any other school safety service or product necessary to improve or maintain security in buildings.

(2) From the state school aid fund money allocated in subsection (1), the department shall make payments to districts in an equal amount per pupil based on the total number of pupils in membership in each district. From the general fund money allocated in subsection (1), the department shall make payments to nonpublic schools in an equal amount per pupil, using pupil counts determined by the department. The department shall ensure that the amount per pupil paid to nonpublic schools does not exceed the amount per pupil paid to districts.

(3) If funding remains after the distribution of funds described in subsection (2), the department may provide additional per-pupil allocations to allocate remaining funding, using for those calculations the same requirements described in subsection (2).

(4) To receive funding under this section, districts and nonpublic schools must apply for the funding in a form and manner prescribed by the department. As part of the application process described in this subsection, districts and nonpublic schools must document how they will use community input to guide the expenditure of these funds and must commit to hosting at least 1 community conversation about school safety and student mental health.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Public Act 144 of 2022

Section 97b: School Safety Grants

Eligible entities: LEAs/ISDs

Synopsis:

388.1697b.added Allocation for school resource officers; application process; department of state police; work project.

Sec. 97b.

(1) From the state school aid fund money appropriated in section 11, there is allocated for 2022-2023 an amount not to exceed \$25,000,000.00 to public schools, districts, and intermediate districts as prescribed in this section.

(2) To receive funding under this section, a public school, district, or intermediate district must apply for the funding to the department of state police, grants and community services division, in a form and manner prescribed by the department of state police, and must pledge, in its application, that it will provide 50% matching funds for the funds it receives under this section.

(3) The department of state police shall not award funding under subsection (1) to a public school, district, or intermediate district in relation to the same school building more than once in a single grant application period. If a district submits an application under subsection (2) relating to a school building and a public school within that district also submits an application for funding in relation to that same school building, the department of state police shall not allocate funding under subsection (1) twice for that school building. If a public school, district, or intermediate district submits more than 1 application, the department of state police shall first consider the most recent application submitted in considering funding under subsection (1).

(4) A public school, district, or intermediate district that receives funding under this section shall use the funding only to ensure that it has at least 1 school resource officer at its school, district, or intermediate district to do 1 or more of the following in his or her service at the school, district, or intermediate district:

(a) Assist school administration in ensuring the physical safety of school buildings of the school, district, or intermediate district and the individuals inside the school buildings.

(b) Work with school administration to develop safety procedures for potential threats in school buildings of the school, district, or intermediate district.

(c) Welcome, counsel, and mentor students.

(d) Educate students about law-related topics, as appropriate.

(e) De-escalate aggression that occurs between students or between students and school, district, or intermediate district staff.

(f) Mentor students as advisors and role models.

(5) Funds allocated under this section for 2022-2023 are a work project appropriation, and any unexpended funds for 2022-2023 are carried forward into 2023-2024. The purpose of the work project is to continue providing funding to support public schools, districts, and intermediate districts in having school resource officers at schools, districts, or intermediate districts. The estimated completion date of the work project is September 30, 2027.

(6) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

(7) As used in this section, "public school" means that term as defined in section 5 of the revised school code, MCL 380.5.

Public Act 144 of 2022

Section 97c: School Safety Grants

388.1697c Grants for comprehensive safety and security assessments.

Sec. 97c.

(1) Except as otherwise provided in this subsection, from the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed \$11,250,000.00, and from the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed \$3,750,000.00, for grants to districts, intermediate districts, and nonpublic schools as provided under this section. The department shall ensure that a grant to a nonpublic school under this section is funded from the general fund money allocated under this section.

(2) To receive a grant under this section, a district, intermediate district, or nonpublic school shall apply for the grant in a form and manner prescribed by the department.

(3) The department shall make grant payments from funding under this section in an amount not to exceed \$2,000.00 for each school building operated by a district, intermediate district, or nonpublic school that receives funding under this section.

(4) A district, intermediate district, or nonpublic school that receives funding under this section shall use the funding only to contract with a vendor for the completion of comprehensive safety and security assessments in schools operated by the district, intermediate district, or nonpublic school. In contracting with a vendor as described in this subsection, a district, intermediate district, or nonpublic school is encouraged to prioritize contracting with a vendor that meets all of the following:

(a) Has a well-developed and documented process for assessing safety and security in schools. The process described in this subdivision should include both of the following:

(i) An assessment of physical security and policies and procedures related to school safety and security.

(ii) A method for assessment of the process described in this subdivision.

(b) Provides actionable recommendations that are documented and within best practice for standard K to 12 environments.

(c) Provides a description of the process described in subdivision (a), including costs associated with the process.

(d) Has a history of assessing K to 12 schools as described in subdivision (a) and the ability to provide a list of references of public or nonpublic schools it has assessed.

(e) Is able to provide examples of findings reports that include a comprehensive review of all elements of safety and security that include reviews of board policies, emergency operations plans, environment, exterior and interior, policy and procedures, and training and equipment.

(f) Is able to provide ongoing assistance, including, but not limited to, board presentations, community presentations, and consulting, to any client to assist them in the implementation of any recommendations made in a findings report and the fees associated with the assistance described in this subdivision.

(g) Is able to provide basic qualifications for any assessors that will complete assessments described in subdivision (a) on behalf of the vendor, including, but not limited to, all of the following qualifications:

(i) Education.

(ii) Work history.

(iii) Experience in assessing, as described in subdivision (a), K to 12 schools.

(h) If contracting with subcontractors, ensures that the subcontractors have experience in safety and security or law enforcement for the provision of services.

(i) If contracting with subcontractors, ensures that the subcontractors have familiarity with the department's school safety guidelines.

(j) Has experience in assessing safety and security in programs and facilities used outside of the school day, including, but not limited to, athletic facilities and programs.

(k) Has experience in assessing safety and security in facilities and programs with specialized needs, including, but not limited to, early-childhood-education facilities, special-needs facilities, community-education programs, and adult-education programs.

(l) Operates in the best interest of the district without any external vendor influence.

(m) Does not do any of the following:

(i) Represent companies that sell safety and security products.

(ii) Accept referral fees for recommending products described in subparagraph (i).

(iii) Accept or solicit referral fees, or operate on behalf of, any equipment or technology vendors.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Public Act 144 of 2022

Section 97d: School Safety Grants

388.1697d Payments to implement critical incidence mapping.

Sec. 97d.

(1) Except as otherwise provided in this subsection, from the state school aid fund money appropriated in section 11, \$10,000,000.00 is allocated for 2021-2022, and from the general fund money appropriated in section 11, \$2,500,000.00 is allocated for 2021-2022, to districts, intermediate districts, and nonpublic schools for the implementation of critical incidence mapping that meets the criteria under subsection (3) of each school operated by the district, intermediate district, or nonpublic school. The department shall ensure that funding to a nonpublic school under this section is funded from the general fund money allocated under this section.

(2) To receive funding under this section, a district, intermediate district, or nonpublic school must apply for the funding in a form and manner prescribed by the department.

(3) A district, intermediate district, or nonpublic school that receives funding under this section shall use the funding only to implement critical incidence mapping as described in subsection (1). All of the following apply to the critical incidence mapping described in this subsection:

(a) It must be compatible with platforms and applications used by local, state, and federal public safety officials.

(b) It must not require the purchase of additional software for use.

(c) It must be provided in a printable format.

(d) It must be verified for accuracy through a walk-through of a school building and school grounds.

(e) It must be oriented true north.

(f) It must include accurate floor plans overlaid on or current aerial imagery of a school building or school plan.

(g) It must include site-specific labeling that matches the structure of the school building, including room labels, hallway names, external door or stairwell numbers, locations of hazards, key utility locations, key boxes, automated external defibrillators, and trauma kits.

(h) It must include site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties.

(i) It must include a gridded overlay with x/y coordinates.

(j) It must include information that best assists first responders in an emergency, including, but not limited to, the following information:

(i) Building numbers.

(ii) Floors.

(iii) Suite designations.

(iv) Room numbers.

(v) Other available relevant location information for each school.

(4) A district, intermediate district, or nonpublic school may contract with a vendor for the implementation of the critical incidence mapping described in subsection (1).

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Public Act 144 of 2022

Section 98b: Benchmark Assessment reporting

388.1698b.amended Benchmark assessment reporting.

Sec. 98b.

- (1) In order to receive state aid under this article for 2022-2023, a district must do all of the following:
- (a) By not later than the first meeting of the board that occurs in February of the fiscal year referenced in subsection (1) and by not later than the last day of the school year that falls within the fiscal year referenced in subsection (1), the district superintendent or chief administrator of the district, as applicable, shall present both of the following at a public meeting of the board:
- (i) Subject to state and federal privacy laws, the results from benchmark assessments and local benchmark assessments, as applicable, administered under section 104h or 104i, as applicable.
- (ii) For each school operated by the district, each school's progress toward meeting the educational goals described in subdivision (d).
- (b) The district shall ensure that the information presented under subdivision (a) is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
- (c) The information presented under subdivision (a) must also be compiled into a report that the district shall make available through the transparency reporting link located on the district's website.
- (d) The district shall ensure that, by not later than September 15 of the fiscal year immediately preceding the fiscal year referenced in subsection (1), each school building leader of each school operated by the district, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the school year that falls within the fiscal year referenced in subsection (1) for the school. The goals described in this subdivision must specify which educational goals are expected to be achieved by not later than the middle of the school year and which goals are expected to be achieved by not later than the last day of the school year. All the following apply to the educational goals described in this subdivision:
- (i) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments or a local benchmark assessment, growth on a benchmark assessment or benchmark assessments or a local benchmark assessment described in subparagraph (ii) in the aggregate and for all subgroups of pupils broken down by grade level, student demographics, and mode of instruction.
- (ii) The goals must include an assurance that the district shall select a benchmark assessment or benchmark assessments or a local benchmark assessment that are aligned to state standards and an assurance that the district shall administer the benchmark assessment or benchmark assessments or local benchmark assessment to all pupils as prescribed under section 104h or 104i, as applicable, to determine whether pupils are making meaningful progress toward mastery of these standards.
- (iii) The goals must be measurable through a benchmark assessment or benchmark assessments or a local benchmark assessment described in subparagraph (ii).
- (e) In implementing a benchmark assessment system under section 104h or 104i, as applicable, the district ensures that it is in compliance with section 104h(1)(f) or 104i(1)(f), as applicable.
- (2) The department shall create a statewide uniform template for districts to utilize in the development of educational goals under subsection (1)(d) and shall make this template available to all districts by not later than June 30 of the fiscal year referenced in subsection (1).
- (3) By not later than June 15 of the fiscal year referenced in subsection (1), subject to state and federal privacy laws, the superintendent of public instruction shall submit a report to the house and senate appropriations subcommittees on school aid and the house and senate standing committees on education that includes the results of benchmark assessments administered under section 104h or 104i, as applicable, that the superintendent of public instruction has received from districts. All of the following apply to the data included in the report described in this subsection:
- (a) It must be disaggregated by grade level, student demographics, and the modes of instruction received by pupils.
- (b) It must be broken down so as to show a comparison of growth among pupils within a grade level, within certain student demographics, and based on the modes of instruction received by the pupils.
- (4) If requested to do so by the chairs of the house and senate appropriations subcommittees on school aid and the chairs of the house and senate standing committees on education, the superintendent of public instruction shall present his or her report submitted under subsection (3) in person to the house and senate appropriations subcommittees on school aid and the house and senate standing committees on education.

388.1698c Federal funding to eligible districts for learning loss.

Sec. 98c.

(1) Subject to subsection (3), from the federal funding appropriated in section 11 from funds awarded to this state from the governor's emergency education relief (GEER) fund under the coronavirus response and relief supplemental appropriations act, 2021, division M of Public Law 116-260, there is allocated the amount available, estimated at \$6,618,200.00 for 2021-2022 only, and, from funds awarded to this state from the elementary and secondary school emergency relief (ESSER) fund under the coronavirus response and relief supplemental appropriations act, 2021, division M of Public Law 116-260, there is allocated the amount available, estimated at \$45,437,800.00 for 2021-2022 only, to provide per-pupil payments to eligible districts to address learning loss.

(2) A district that meets all of the following is an eligible district under this section:

(a) By not later than October 30, 2022, at a public meeting of the board of the district, the board of the district ensures that a presentation is provided to the board, to the parents and legal guardians of pupils enrolled in the district, and to other members of the community. The presentation must include a plan on how funding received under this section will be used to address learning loss.

(b) The board of the district posts the plan described in subdivision (a) on the district's website.

(c) The board of the district posts any updates to the plan described in subdivision (a), as applicable, on the district's website.

(3) The amount of funding provided to each eligible district under this section must be an equal amount per pupil in membership.

(4) By not later than August 15, 2023, an eligible district that has received funding under this section shall provide a report to the chairs of the house and senate appropriations subcommittees on school aid, to the house and senate fiscal agencies, and to the state budget director indicating how funds received under this section were spent, detailing the amounts spent, the services provided with the funding, students reached with the funding, and any outcomes that measure how the funds that were used to address learning loss impacted student achievement.

(5) If funds received under this section were not used to address learning loss in accordance with an eligible district's plan as described in subsection (2)(a), including any updates to the plan, as applicable, as evidenced by findings in the report described in subsection (4), by not later than September 30, 2023, the eligible district shall remit to the department the amount of funds received under this section that were not used to address learning loss.

Public Act 144 of 2022

Section 98c:
Learning Loss

Q&A

Questions
Answers

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