



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
District Instructional Leaders
District Business Officials

FROM: John R. Payne
Deputy Superintendent, Division of Federal Programs and Accountability

DATE: April 21, 2020

RE: Planning for CARES Act Funding

The United States Department of Education (USED) has not yet released applications for state educational agencies for funding provided by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, but must do so by April 27, 2020. Funds for school districts will become available after awarded to the state. While there are a number of unanswered questions about these funds, we ask that you use the following information in preparation for receiving these funds.

Your district should have received an estimated CARES Act grant award amount, determined in relation to the proportion of funds you received under Title I, Part A from summer 2019. There are twelve allowable uses of CARES Act funds. Please begin thinking strategically about your individual district needs with respect to the allowable uses of these funds. The twelve allowable funding areas include:

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.

We anticipate knowing additional details in the coming days and are already working on streamlined, simplified approaches to reduce districts' administrative burdens.

In addition, per the CARES Act, school districts must "provide **equitable services** in the same manner as provided under section 1117 of the ESEA [Elementary and Secondary Education Act] of 1965 to students and teachers in **non-public schools**, as determined in consultation with representatives of non-public schools" (CARES Act). The CARES Act, consistent with other federally-funded programs, gives school districts public control of the funds that must be set-aside for students and teachers in non-public schools, including title to equipment and property, administration of funds, and the provision of services (which may be through contract with a public or private entity). Please begin making considerations for how you will ensure equitable participation of students and teachers in the same manner as provided under section 1117 of the ESEA.

We will share additional guidance and information as it is forthcoming, and continue to thank you and your staff for your tremendous efforts during these unprecedented times. If you have any questions, please feel free to contact me at jrpayne@ed.sc.gov.