

COVID-19 Relief Funding Legislative Report

Maintenance & Construction

Overview

Under the Elementary and Secondary School Emergency Relief (ESSER) Fund, established in the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Pub. L. No. 116-136 (March 27, 2020) the U.S. Department of Education (Department) awarded grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs) that receive funds under part A of title I of the Elementary and Secondary Education Act of 1965 (ESEA) with emergency relief funds to address the impact the COVID-19 pandemic has had, and continues to have, on elementary and secondary schools across the Nation.

Funding Sources Used

- The CARES Act, ESSER I
- The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, ESSER II
- The American Rescue Plan (ARP) Act, ESSER III

Allowable Uses of Funds

An LEA (local education agency, or district) may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs. Possible allowable uses of funds for construction and renovation have been bolded.

1. Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).
6. Coordinating preparedness and response efforts of LEAs 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 COVID-19.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
8. Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.

9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
12. Planning for, coordinating, and implementing activities during long-term 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 education services can continue to be provided consistent with all Federal, State, and local requirements.
13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA 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.
14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
15. Planning and implementing activities related to summer learning and enrichment and supplemental after-school 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 and youth in foster care.
16. Addressing the academic impact of lost instructional time among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by— a. 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. b. Implementing evidence-based activities to meet the comprehensive needs of students. c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. d. Tracking student attendance and improving student engagement in distance education.
- 17. 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.**
- 18. 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.**
19. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
20. Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

Districts Using ESSER Funding for Major Maintenance and Construction

Overview

Many districts have used their COVID-19 Relief funding to address health and safety concerns in their school buildings. The most commonly funded projects include: HVAC inspections, HVAC cleaning, HVAC repair, HVAC upgrades, replacement of carpet, replacement of windows, and repairing broken items (boilers, pipes, intercom systems, doors, roofs, etc.).

List of Districts Using ESSER Funding for Major Maintenance and Construction

District	
Anchorage School District	Kuspuk School District
Bering Strait School District	Lower Kuskokwim School District
Chatham School District	Lower Yukon School District
Craig City School District	Matanuska-Susitna Borough School District
Delta Greely School District	Mount Edgecumbe
Galena City School District	Nenana City School District
Haines Borough School District	Nome Public Schools
Hoonah City School District	Northwest Arctic Borough School District
Hydaburg City School District	Pelican City School District
Iditarod Area School District	Pribilof School District
Juneau Borough School District	Southeast Island School District
Kake City School District	Southwest Region School District
Kashunamiut School District	Tanana City School District
Kenai Peninsula Borough School District	Yakutat School District
Ketchikan Gateway Borough School District	Yukon-Koyukuk School District
Klawock City School District	Yupit School District
Kodiak Island Borough School District	