



Reopening and CARES Update

7.15.20



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Guiding Principles of Recovery

1. Prepare our schools and programs to reopen safely and ready for success.
2. Eliminate achievement gaps, which have likely been exacerbated by this crisis.

Theory of Action

1. Presume the reopening of school campuses, safely.
2. Open schools with a moral purpose – closing achievement gaps.
3. Florida can only hit its economic stride if schools are open.
4. To ensure safety, take a “dimmer switch” (step-by-step) approach rather than flip the light switch approach.

Prolonged School Closures Have Disproportionate Impacts

This is particularly challenging for Florida's public school students:

- ❑ 62.6% minority: 33.9% Hispanic; 21.9% Black.
- ❑ 62.7% live in low-income households.
- ❑ 14.1% have special needs (disabilities).
- ❑ 10.2% are English Language Learners (ELLs).

- ❑ **Poor and Marginalized** – The impacts of school closures are [disproportionately felt by the poor and marginalized](#).
- ❑ **Summer-Slide** – [According to the Collaborative for Student Growth, student “achievement typically slows or declines over the summer months,” and the disruption of COVID-19 has in effect lengthened their summer slide.](#)
- ❑ **Increases Stress on Health Care and First Responders** – [Obligating these professionals to address “increased child care obligations.” “The scale of prolonged school closures also directly contributes to behavioral fatigue for all of society.”](#)
- ❑ **Abuse in the Home** – [A recipe for domestic violence and increased risk of child abuse.](#)
- ❑ **Mental Health and Substance Abuse Crises** – [Self-isolation has deep psychological impacts, including increased alcohol abuse.](#)
- ❑ **Disruption for Families** – [Puts stress on the regular routines of families and children.](#)
- ❑ **Food Supply Chain Broken** – [Schools are also part of the food supply chain that has been bent and in some ways broken.](#)

[American Academy of Pediatrics \(AAP\) policy guidance for reopening school campuses](#)

AAP's focuses on medically vulnerable students. As our [Reopening Florida's Schools and the CARES Act \(Page 47\)](#) plan noted, "All schools and educational programs should encourage medically vulnerable students, staff and those who live with medically vulnerable Floridians to consult with their family doctor and develop a plan for their safe participation in schooling."

[U.S. Pediatricians Call For In-Person School This Fall:](#)

- ❑ AAP's guidance "strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school," and argues that "remote learning is likely to result in severe learning loss and increased social isolation."

[American Academy of Pediatrics president says schools should reopen:](#)

- ❑ "We know that children learn more in school than just reading, writing and arithmetic. They get social and emotional skills, healthy meals and exercise, mental health support and other things that you just can't get with online learning." – *Dr. Sally Goza, American Academy of Pediatrics President*

Schools are Inherently Connected to Florida's Economy and Social Service Sectors

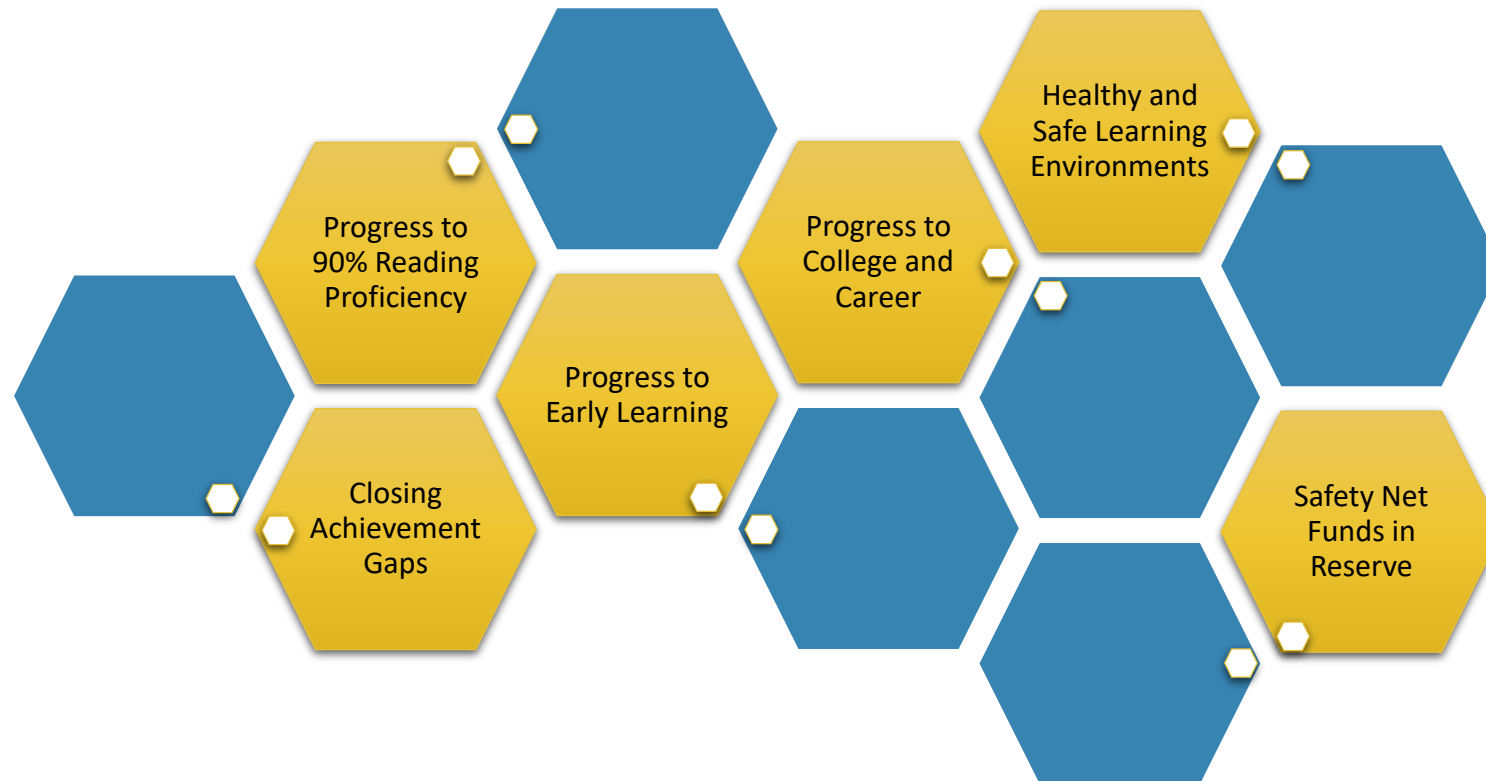
The Florida Council of 100's recent report on [The Impacts Of Prek-12 School Campus Closures](#) delves into the complex array of impacts that prolonged school closures can create.

- ❑ “Four weeks of school closure may have a ‘significant impact on academic outcomes’ and that **‘losing one month of learning may prevent students from meeting grade level knowledge and skill expectations.’**”
- ❑ “According to Miami-Dade School District Superintendent Alberto Carvalho, it is possible that the most **at-risk students (e.g., living in poverty, having disabilities, learning English) could see ‘historic academic regression.’**”
- ❑ While Florida has been recognized nationally by Vice President Pence and U.S. Secretary of Education Betsy DeVos as a national model for its successful and urgently executed pivot to distance learning, **there are still gaps for many students and even teachers.**
- ❑ “Nearly two-thirds of employed parents of minor children in Florida say that **school closures and/or lack of childcare have either somewhat (41%) or greatly (23%) hurt their ability to fully perform their job** responsibilities during the pandemic.”
- ❑ The impacts of prolonged closures are also disproportionately felt by working mothers. **“Mothers express greater levels of difficulty performing job responsibilities while juggling childcare: 71% say that this has either somewhat (44%) or greatly (27%) hurt their job performance, compared with 44% of employed fathers who say so.”**

Recent Milestones

- ❑ June 11 – [Reopening Florida's Schools and the CARES Act](#) plan that included guidance for reopening child care, K-12 and postsecondary campuses.
 - ❑ June 11-30 – FDOE hosted 12 implementation webinars with stakeholders.
 - ❑ June 15 – FDOE & FDEM jointly hosted a webinar on [Public Assistance \(PA\) Guidance for Public Education Institutions](#) (FEMA reimbursement).
- ❑ July 6 – [DOE Order No. 2020-EO-06](#) to give K-12 districts, charter schools and private schools flexibilities to help serve both those families who are ready to return to school campuses and simultaneously support those families who are not comfortable yet.
 - ❑ July 6-8 – FDOE hosted 3 implementation webinars with stakeholders.
 - ❑ July 9 – FDOE released Florida's Optional Innovative Plan template.

CARES – Summary of Governor’s Recommendations



The Four Education Related Categories of CARES Act Funding

The Governor's and Commissioner's recommendations herein pertain to three flexible funding streams:

- Governor's Fund
- FDOE's portion (10%) of the K-12 Fund
- Child Care Fund

Governor's Fund	<ul style="list-style-type: none">• \$173,585,880
K-12 Fund	<ul style="list-style-type: none">• \$770,247,851<ul style="list-style-type: none">• Local Education Agencies receive at least 90% (\$693,223,066)• FDOE can utilize up to 10% (\$77,024,785)
Higher Education Fund	<ul style="list-style-type: none">• \$873,880,451<ul style="list-style-type: none">• 28 State Colleges (\$285,971,411)• 12 State Universities (\$286,360,179)• Private Colleges and Universities (\$274,667,876)• 48 State Technical Colleges (\$26,880,985)
Child Care Fund	<ul style="list-style-type: none">• \$223,605,188

CARES ACT Spending Summary

- ❑ FDOE will further utilize existing resources and apply for four federal grants to direct additional resources to achieve these goals.

CLOSING ACHIEVEMENT GAPS AND HEALTHY SCHOOLS	PAGE	GOVERNOR'S FUND	FDOE'S 10% OF K-12 FUND	CHILD CARE FUND
First Responders and Health Care Workers	95			\$ 44,000,000
Emergency Child Care Relief Grants	96			\$ 55,047,450
High-Quality Reopening Support Grants	97			\$ 16,905,385
Successful Transition to Kindergarten	98			\$ 20,900,825
PreK-3 Progress Monitoring and Data Informed Supports	102		\$ 20,000,000	
Upskill Highly Effective Reading Coaches	103		\$ 5,000,000	
Capacity Building for Reading	104		\$ 5,000,000	
Ensuring High Quality Regional Reading Supports	105		\$ 5,000,000	
Ensuring the B.E.S.T. Curriculum for Reading and Civics	106	\$ 4,000,000	\$ 20,000,000	
Summer Recovery	107	\$ 64,000,000		
Additional Strategies to Support Summer Learning	108	\$ 1,000,000		
Rapid Credentials	111	\$ 35,000,000		
Pathway to Job Market Dashboard	112	\$ 2,500,000		
CTE Equipment	113	\$ 10,900,000		
Free SAT/ACT	114		\$ 8,000,000	
Civic Literacy	115	\$ 1,000,000		
Supplemental Health and Safety Protective Measures	120	Reimbursement		
Telehealth	121	\$ 2,000,000		
Instructional Continuity Plans	122		\$ 8,000,000	
Virtual Safety Net	123		\$ 5,000,000	
Teacher Training on Virtual Learning Management Systems	124		\$ 250,000	
TOTAL		\$ 120,400,000	\$ 76,250,000	\$ 136,853,660
ORIGINAL ALLOCATION		\$ 173,585,880	\$ 77,024,785	\$ 223,605,188
TO SAFETY NET RESERVE FUNDS		\$ 53,185,880	\$ 774,785	\$ 86,751,528
SAFETY NET RESERVE FUNDS	PAGE	GOVERNOR'S FUND	FDOE'S 10% OF K-12 FUND	CHILD CARE FUND
Ensure Scholarships for Low-Income Students	128	\$ 30,000,000		
Private School Stabilization Grant Funds	129	\$ 15,000,000		
TOTAL		\$ 45,000,000	\$ -	\$ -
TOTAL SAFETY NET RESERVES		\$ 53,185,880	\$ 774,785	\$ 86,751,528
RESERVE BALANCE		\$ 8,185,880	\$ 774,785	\$ 86,751,528

2020-EO-06: Further Guidance for Closing Achievement Gaps and Creating Safe Spaces for Learning

- We recognize that districts and schools are working through challenging questions of optimizing learning, educational equity, showing compassion and grace for students and families with health concerns, and supporting Florida's economic recovery.
- Typically, education quality and funding is validated through a mix of inputs like attendance and learning outcomes.
- Recognizing that many districts and schools are considering options to support students and families with health concerns, we must implement a pathway for adherence to these essential state and federal laws without sacrificing quality, equity and opportunity for all students.

2020-EO-06: Impacts

State and federal law provides significant requirements for instructional hours, days and instruction for particular at-risk students, like students with disabilities and English Language Learners.

1. Created additional pathways for districts and schools to comply with state laws that numerous districts, charter schools and private schools asked for guidance on.
2. Gave districts and schools flexibility to craft their own locally conceived plans, a request from districts, charters and private schools.
3. Gave districts and schools guidance and flexibility on how to compassionately maintain education for medically vulnerable students and families.
4. Guided that state and federally required services for at-risk students must meet the same high bars of quality set forth in law.
5. Provided districts, charters, privates and the many professionals that run schools the financial certainty that they will be supported as they support our students.

2020-EO-06: Applicability

- Districts and schools that wish to consider innovative alternatives to supporting their students' and families' unique needs – during this temporary state of emergency – will need to submit a plan.
- Districts and schools that wish to open as usual do NOT need to submit a plan.
- This is temporary for Fall 2020.

2020-EO-06: Necessity

- Structure to ensure equity in opportunity for at-risk students:
 - Medically vulnerable students;
 - Students with disabilities;
 - English language learners;
 - Low-income students;
 - Other struggling students who represent achievement gaps.
- Ensure controls for quality, students' direct access to their teachers and peer-to-peer learning.
- Ensure financial accountability.
- Ensure financial stability for schools and education professionals.

2020-EO-06: Framework for Districts and Charters

Format

- Live synchronous or asynchronous education
- Ability to interact with teacher and peers

Content

- Same curriculum and instructional hours whether in-person or at home
- Must address equity for all types of learners: low-income, ESE, ELL and struggling students
- Must have a focus on narrowing achievement gaps

Progress

- Must maintain automated attendance records by day and hours of instruction
- Must have a system for monitoring daily engagements in every class
- Conduct progress monitoring (*private schools that accept scholarship students must also submit progress monitoring data to FDOE*)
- Provide these results to FDOE

Learn More about FDOE's Response and Recovery Efforts

- ❑ www.fldoe.org/em-response:
- ❑ Important Documents and Webinars: <http://www.fldoe.org/em-response/documents.shtml>
- ❑ Free Resources for Families and Teachers: www.fldoe.org/em-response/resources-families
- ❑ Best Practices for Distance Learning: www.fldoe.org/em-response/distance-learning
- ❑ Recursos en español: www.fldoe.org/em-response/spanish