



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION



# CORONAVIRUS AID, RELIEF, AND ECONOMIC SECURITY ACT RECOMMENDATIONS FOR DISTRICT EXPENDITURES

## OVERVIEW

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), signed into law on March 27, 2020, allows states and school districts to devote more of their federal resources to technology infrastructure to support distance learning for students and for professional development for teachers who are teaching remotely, many for the first time.

The Mississippi Department of Education (MDE) hosted a webinar on April 14, 2020, to provide an overview of the CARES Act.

- [Webinar](#)
- [Slide Deck](#)

The MDE and school districts will have **extensive reporting requirements** for CARES Act funds. Funds will be awarded to states and districts based upon the Fiscal Year 2020 Title I formula, but **these funds are not Title I funds**. Mississippi will receive an estimated \$170 million through the Elementary and Secondary School Emergency Relief Fund (ESSERF) portion of the CARES Act.

## RECOMMENDATIONS FOR DISTRICT EXPENDITURES

The MDE recommends that school districts consider local need as well as short-term availability of the one-time CARES Act funding in the prioritization of expenditures. While funds may be used broadly to conduct activities covered by Title programs, Individuals with Disabilities Education Act programs, and Perkins Act programs, the MDE has identified key statewide priorities to have a long-term impact on student achievement and teacher capacity.

**Statewide priorities for the use of CARES Act funds including the following:**

- **Technology to support implementation of distance learning opportunities**, including devices, network equipment, learning management systems, and digital content
  - [Digital Learning District Guidance](#)
  - [Questionnaire & Budget Form](#)

- **Professional development, training, and support to enhance effective daily use of instructional technology** by general education teachers, special education teachers, and career and technical education (CTE) teachers, including online or electronic professional development (ePD)
  - [ePD Guidelines](#)
  - [Rubric for ePD](#)
- **Assistive technology** to meet the individual needs of students with disabilities
- **CTE equipment** for programs leading to high-wage, in-demand jobs aligned with local industry demand
- **Summer learning and supplemental afterschool program planning and implementation** (addressing needs of low-income students, students with disabilities, English learners, Migrants, Homeless students and Foster Care students)

In addition to the local comprehensive needs assessment conducted annually by districts for Title programs, the MDE recommends that districts consider the follow data in planning for the use of CARES Act funds:

- Student benchmark performance (overall and by subgroup)
- Pre-K performance (OWLS, Brigance, CLASS)
- Prior screener data from the beginning and middle of the 2019-20 school year (overall and by subgroup)
- Intervention performance (progress monitoring data)
- Teacher data
  - Professional Growth System results
  - Student grades as compared to outcomes on assessments (screeners)