

COMPREHENSIVE DISTANCE LEARNING (CDL) GRANT PROGRAM

FREQUENTLY ASKED QUESTIONS

The following questions and guidance are current as of September 24th, 2020. If you have a question that is not covered, feel free to [email us](#).

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1. How are the CDL Grant funds related to the ESSER, GEER, and CRF funds?

The CDL Grant combines \$6.5 mil of Elementary and Secondary School Emergency Relief (ESSER) funds, \$20 mil of Governor’s Emergency Education Relief (GEER) funds, and \$1.6 mil of Coronavirus Relief Fund (CRF) funds to make a \$28.1 mil grant.

2. My district/ESD/consortium was awarded Business Oregon funds. Does this reduce the amount of my CDL Grant?

Yes. The amount of grant funds accepted from Business Oregon will be deducted from your district/ESD/consortium’s overall CDL Grant allocation. If you have further questions about this matter, please contact the [CDL team](#).

3. Who can apply for CDL Grant funds?

Eligible applicants include individual school districts, ESDs working on behalf of multiple school districts, and a consortium of school districts with one identified fiscal agent.

Applicants applying as an ESD or Consortium Lead need to provide letters from each participating school district that verifies they are in agreement to the plan and are choosing to contribute their full district allocation to fund the consortium plan.

4. Can school districts provide an ESD or Consortium Lead with a partial dedication of their allocation?

No. The School District must commit its full allocation of CDL Grant Fund allocation to the ESD or Consortium Lead. School Districts should work with the ESD or Consortium Lead to ensure that the overall Plan is providing support to a specific district initiative or effort.

5. Are applicants required to pass-through CDL Grant funds to its charter schools?

Although the pass-through of CDL Grant funds from the applicant to its charter schools is not required, we strongly recommend that school districts consider the needs of all of their students and provide supports for the charter schools within their communities and boundaries.

6. Are CDL Grant funds subject to equitable share for non-public schools?

School district and consortia applicants must provide equitable services to students and educators in non-public schools, as required by the CARES Act in [Section 18005](#). However, ESDs are not LEAs under the CARES Act, therefore, the equitable services requirement does not apply to ESD applicants.

7. What is the overall timeline for spending the grant funds?

ODE's portion of the CDL Grant Fund portfolio must be obligated by April 30, 2021. However, grant funds may be utilized from July 1, 2020 through May 31, 2021. See #8 for more information about the obligation of Funds. **NOTE:** The Business Oregon Grant is separate from ODE's Grant Fund allocation and has an obligation date of December 31, 2020.

8. What does it mean to obligate CDL Grant Funds by April 30, 2021?

An obligation of funds includes funds that are committed, such as monthly personnel costs, contracts for services that have been fully executed, or costs that have been incurred but not yet claimed in the Electronic Grants Management System (EGMS). Obligated funds for the CDL Grant program cannot exceed June 30, 2021.

Example: School District A has a remaining balance of \$50,000 in EGMS on April 30, 2021. Of that \$50,000, there is an outstanding contract for services that will be completed by June 30, 2021 for \$15,000, personnel costs for May and June for \$20,000, and services and products that have been received but not yet requested for reimbursement totaling \$15,000. In this example, all the remaining funds in EGMS have been obligated.

9. May an Applicant use CDL Grant funds for allowable costs incurred prior to receiving the funds?

Yes. Eligible expenses are reimbursable as of July 1, 2020.

10. How can the CDL Grant funds be used?

There are five categories of eligible expenses:

- 1) **Access and Connectivity:** Adequate infrastructure and/or services that enable internet access and connectivity for student learning. Examples of allowable costs include, but are not limited to:
 - a. Purchasing hotspots or routers for buses or external locations
 - b. Addressing consistent, local internet access and connectivity for all students through internet vouchers/payment for services, fiber infrastructure projects, and internet hookup fees for homes
 - c. Purchasing local TV or Radio air time for lessons
 - d. Purchasing voice systems that allow educators to call and receive calls from students and families.
 - e. Personnel costs for increased Information Technology needs.

- 2) **Student and Teacher Devices:** Appropriate and user friendly devices for students and educators to navigate through distance learning curriculums and programs of study. Examples of allowable costs include, but are not limited to:
- a. Purchasing and distributing laptops, iPads, Chromebooks, etc.
 - b. Purchasing additional equipment to support online instruction, such as headphones, video devices, etc.
 - c. Costs associated with fixing or replacing student devices over time
 - d. Costs associated with privacy software
 - e. Services that allow personal cell phones to route through district lines or voice cloud services.
- 3) **Digital Content and Curriculum^{1, 2, 3}:** High quality, adaptable, culturally responsive, and effective digital learning curriculums and content that fosters student learning and engagement. Examples of allowable costs include, but are not limited to:
- a. Purchasing digital content (instructional materials) that were locally adopted per OAR [581-022-2350](#);
 - b. Purchasing digital content (instructional materials) from the [Adopted Materials List](#) (OAR [581-011-0071](#)); or
 - c. Purchasing digital content that will form less than half of the content for a course and that is aligned to grade level content standards in terms of depth and breadth.
 - d. Substitute reimbursement, special time or extra-duty pay for educators to develop digital content and curriculum;
 - e. Substitute reimbursement, special time or extra-duty pay for educators to develop content to contribute to Oregon Open Learning content; or
 - f. Substitute reimbursement, special time or extra-duty pay for educators to adapt purchased content.
- The [National Standards for Quality Online Learning](#) may be used as an additional resource when researching standards for online curriculum and content.
- 4) **Learning Management Systems:** Online technology that allows educators to successfully deliver their teaching content and lessons. Examples of allowable costs include, but are not limited to:
- a. Purchasing a Learning Management System or add-ons to a Learning Management System that support online instruction
- 5) **Professional Learning for Educators:** Various supports and training that ensure effective use of all digital learning tools. Examples of allowable costs include, but are not limited to:
- a. Time for educators to develop and participate in in professional learning

- b. Registration fees, substitute reimbursement, and special time or extra-duty pay for professional learning specific to standards based online or distance learning professional development
- c. Registration fees for administrative professional learning specific to the purchasing of standards based online curriculum or learning management systems
- d. Books or research materials related to implementing an online education system
- e. Professional learning in creation of open educational resources, vetting resources, and use of the Oregon Open Learning Hub.

Professional Learning topics could include, but are not limited to:

- Training in the use of a district Learning Management System and other digital tools used to deliver instruction;
- In-depth student of the [National Standards for Quality Online Learning](#), including cross-walking of these standards with standards of educator practice;
- Professional learning in the effective delivery of online instruction and the best uses of synchronous and asynchronous learning; and
- Collaboration between educators to address problems of practice that arise as the result of the implementation of digital learning models.

For technical advice pertaining to Comprehensive Distance Learning, please contact the [CDL team](#).

¹[Oregon Department of Education: Instructional Materials OAR & ORS: Instructional Materials](#)

²[Oregon Department of Education: Adoption Criteria for Instructional Materials: Instructional Materials](#)

³[Oregon Department of Education: 2020-21 Comprehensive Distance Learning Guidance](#)

11. How should CDL Grant expenditures be tracked?

- a. CDL related expenditures should be tracked with a special indicator, like a sub-area or project ID. Grantees would then be able to produce a report of expenditures, as needed. Grantees can always set up a sub fund to their General Fund, like what is done for Special Revenue Funds.
- b. [CFDA Number](#): **84.425C** and **84.425D**

On Friday, March 27, 2020, President Trump signed the CARES Act, which is a \$2 trillion package of assistance measures, including \$30.75 billion for an Education Stabilization Fund. Four grant programs were created through the CARES Act: Education Stabilization Fund Discretionary Grants; Governor’s Emergency Education Relief Fund; Elementary and Secondary School Emergency Relief Fund; and Higher Education Emergency Relief Fund.

- i. **84.425C**: Governor’s Emergency Education Relief Fund: Congress set aside approximately \$3 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the Governor’s Emergency

Education Relief Fund (GEERF). The US Department of Education has awarded these grants -to States (governor’s offices) based on a formula stipulated in the legislation. (1) 60% on the basis of the State’s relative population of individuals aged 5 through 24. (2) 40% on the basis of the State’s relative number of children counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (ESEA).

- ii. **84.425D:** Elementary and Secondary School Emergency Relief Fund: Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). The US Department of Education has awarded these grants -to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.

ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019.

12. What School Districts are required to consult with tribal governments and organizations?

School Districts must consult with Tribe(s) when either of the following criteria are met:

1. A School District that receives Title VI funds in the previous fiscal year that exceeds \$40,000. However, once this dollar threshold is met, the School District **must** consult with the Tribe(s) and tribal organizations on **all** federal funds received; or
2. A School District that has 50% or more American Indian / Alaska Native students in its district must formally consult with the Tribe(s) and tribal organizations.

The following School Districts are required to consult with Tribe(s) and tribal organizations based on criteria #1 from above:

- Brookings-Harbor School District 17C
- Coos Bay SD 9
- Eagle Point SD 9
- Eugene School District-4J
- Jefferson County School District 509-J
- Klamath County School District
- Klamath Falls City Schools
- Lincoln County School District

- Multnomah School District No. 1
- North Wasco County SD 21
- Salem-Keizer Public Schools
- Springfield School District
- Willamina School District 30 J