

# Moving Forward: Updates for Georgia's ARP ESSER Grant

## Georgia Department of Education

Office of External Affairs

August 12, 2021



# Session Agenda

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- I. Overview of SEA Application
- II. Accountability
- III. ARP ESSER Checklist
- IV. Maintenance of Equity
- V. ESSER Funds-Construction
- VI. Resources

# Georgia's ARP Act Funding Breakdown

\$4,252,431,691					\$27,835,648	\$95,119,008
90% of Funds to Local Educational Agencies		10% of Funds to the State Education Agency			ARP Homeless	ARP IDEA Supplemental Grant Allocations
\$3,827,188,521		\$425,243,169			Homeless I \$6,958,912	Part B (Section 611) \$83,221,133
Learning Loss (20%)	\$765,437,704	5% Learning Loss \$212,621,585	1% Summer Enrichment \$42,524,317	1% After School Program \$42,524,317	Homeless II \$20,876,736	Part B (Section 619) \$5,138,877
Other (80%)	\$3,061,750,817	.5% Administration \$21,262,158	2.5% SEA Reserve Set-aside \$106,310,792		Provide training, technical assistance, capacity building, and engagement at the State and LEA levels	Part C Grants for Infants & Families \$6,758,998



Promote **accountability, transparency, and the effective use of funds**



Engages in stakeholder consultation and takes public input into account in the development of its ARP ESSER plan

# American Rescue Plan (ARP) Act

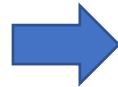
## Accountability

**2/3 SEA Grant Award #1**  
\$2,832,914,163



**2/3 LEAs Grant Award #1**  
\$2,485,882,186

GaDOE must submit a plan addressing how the SEA will complete the following before being awarded the remaining funds.



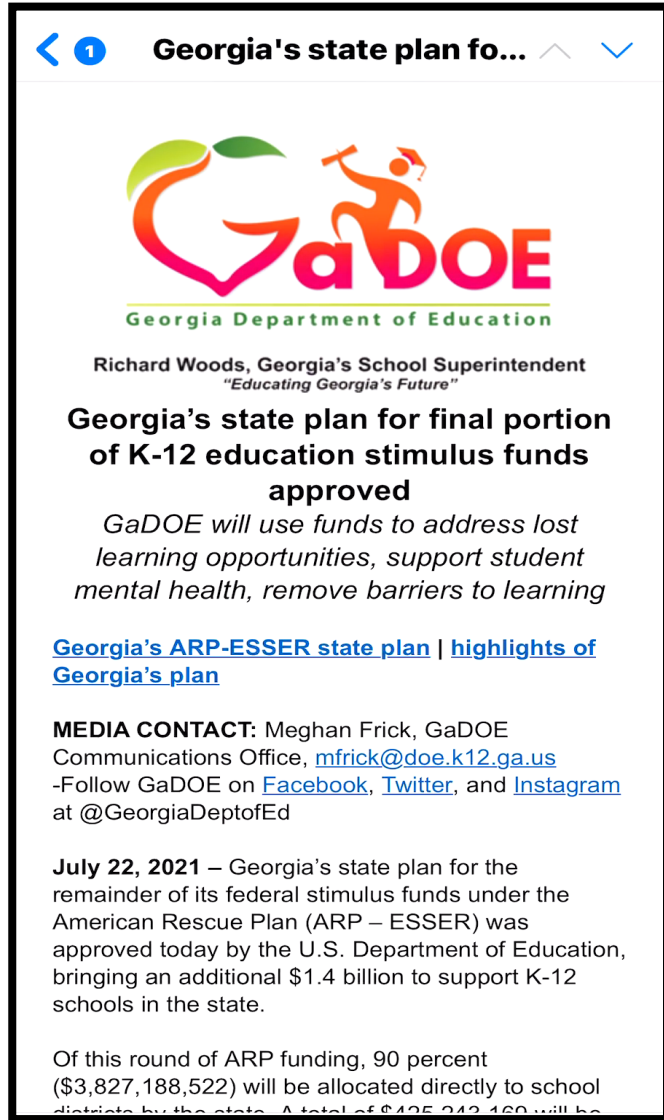
**1/3 SEA Grant Award #2**  
\$1,419,517,528



**1/3 LEAs Grant Award #2**  
\$1,341,306,335

- How the SEA will support local educational agencies (LEAs) in safely returning to in-person instruction.
- How the SEA will support LEAs and use funds that it must reserve in addressing learning loss through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student groups most impacted by the pandemic and for whom the pandemic exacerbated pre-existing inequities.
- How the SEA will support LEAs in building capacity to promote healthy and safe learning environments and support students' social, emotional, mental health, and academic needs; making evidence-based, equity-driven ARP ESSER spending decisions; engaging a diverse range of stakeholders, including students, families, and educators; tracking how resources are targeted and outcomes achieved; and ensuring appropriate fiscal monitoring and controls.
- How the SEA consulted with stakeholders and the public, including students, families, civil rights organizations including disability rights organizations, school administrators, superintendents, and educators and their unions, and provided an opportunity for and incorporated, as appropriate, input in development of its ARP ESSER plan.

# Georgia's ARP ESSER State Plan



## Priority #1

Accelerating learning by identifying the academic impact of lost instructional time

## Priority #2

Personalizing supports for students, educators, and districts to recover from COVID-19

## Priority #3

Promoting opportunity by ensuring a 21st century standard of learning

# Georgia's ARP ESSER State Plan

Highlights of Georgia's ARP ESSER State Plan ([click here for more](#))

- Providing state- and regional-level Academic Recovery Specialists to help school leaders and educators address gaps in learning
- Increasing summer and afterschool learning in partnership with the Georgia Statewide Afterschool Network
- Adding state-level support for school nurses, school psychologists, school social workers, wraparound services, and military families
- Establishing school-based health clinics for students in rural areas and partnering to expand hearing, vision, and other screenings
- Providing mental health awareness training for educators to identify suicidal thoughts, abuse, and trauma experienced by students
- Developing instructional supports (resources/videos and professional learning) in social studies, science, ELA, and math
- Providing supports and therapeutic services for students with disabilities
- Covering the costs of teaching endorsements in critical areas and tuition for teachers entering the profession through GaTAPP
- Providing opportunity grants for school districts to support STEM/STEAM, AP, gifted, world language, health & PE, and fine arts learning opportunities



**Accelerating Learning, Personalizing Supports,  
and Promoting Opportunity**

Georgia's ARP ESSER State Plan



Richard Woods, State School Superintendent

Georgia's State ARP ESSER Plan: Accelerating Learning, Personalizing Supports, and Promoting Opportunity | 1

[View State Plans Here](#)

# SEA Plan in Action

<b>Addressing Learning Loss- 5% -\$212,621,585</b> <b>Other State Activities: 2.5% -\$106,310,792</b>			
L4GA Literacy Plans	Support Instructional Opportunity (World Language, Fine Arts, Health and PE, STEM/STEAM)	Support for the Whole Child Model (School Nurse, Social Worker, & Wraparound Specialist)	School Improvement Academic Recovery Specialist
Literacy Measure- Lexile Support	Accelerated (Advanced Placement & Gifted)	Multi-Tiered Systems of Support	Georgia Teacher Bonuses
Information Technology Projects	Rural Sparsity (Connectivity, Teacher Support, Partnerships, Opportunity)	Teacher-Leader Pipeline-P20 Action Plans, Mentoring Credentialing, TAPPS/Teaching Endorsement	FFA-FCLA AG ED Camps
Learning Objectives with Georgia Virtual School	School Based Health Clinics	Mental Health Awareness Menu Expansion	Professional Learning Platform
Extended Learning-Closing gaps with Georgia Afterschool Network	SEL & Mental Health Formula Grants to LEAs	GA Partnership for Excellence in Education	Great Promise Partnerships
Standards Rollout (Mathematics and ELA)	Support Core Instruction (Science, Social Studies, CTAE)	English Speakers of Other Languages	School Counseling
GNETS Therapeutic Support	Office of Rural Education and Innovation	Data Modernization	Military Family



# Building Opportunities in Out-of-School Time (BOOST) Grants



<https://www.afterschoolga.org/boost/>

- **Georgia received \$85M for summer and afterschool learning through the American Rescue Plan (ARP)**
- **Partnering with the Georgia Statewide Afterschool Network (GSAN)**
  - GSAN will administer -- application, evaluation, training and technical assistance, data collection
- **Multi-year grant to support summer learning and afterschool programs**
  - For both organizations with statewide reach (\$45 million) and community driven organizations (\$40 million).
  - Non-profit organizations and municipalities would be eligible to apply. Public schools and districts would not be eligible (but can use their 20% set aside ARP funds for learning loss to address these needs).
  - Built-in capacity building and sustainability efforts during the grant period.



# Accountability

## ARP ESSER Grants



# Elementary & Secondary School Emergency Relief

Coronavirus Aid, Relief & Economic Security (CARES) Act <i>ESSER I</i>	Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act <i>ESSER II</i>	American Rescue Plan Act (ARP) <i>ESSER III</i>
➤ Governor's Emergency Education Funds (GEER I)	➤ Governor's Emergency Education Funds (GEER II)	➤ Governor's Emergency Education Funds (GEER III)
➤ Elementary and Secondary School Emergency Relief Fund (ESSER I) ➤ GA: \$457,169,852	➤ Elementary and Secondary School Emergency Relief Fund (ESSER II) ➤ GA: \$1,892,092,618	➤ Elementary and Secondary School Emergency Relief Fund (ESSER III) ➤ GA: \$4,252,431,691
➤ Equitable Services	➤ Emergency Assistance to Non-Public Schools (EANS) ➤ GA: \$79,175,146 ➤ Allows reimbursement for pre-award costs dating back to March 13, 2020, when the national emergency was declared.	➤ Emergency Assistance to Non-Public Schools (EANS II) ➤ GA: \$75,408,050 ➤ EANS funds may not be used to provide reimbursements for costs incurred by non-public schools.
➤ <b>How to</b> "... prevent, prepare for, and respond to" the COVID-19 pandemic	➤ <b>How to</b> "... prevent, prepare for, and respond to" the COVID-19 pandemic	➤ <b>Implementing and providing activities to</b> "...prevent, prepare for, and respond to" the COVID-19 pandemic
➤ ESSER funds may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.		

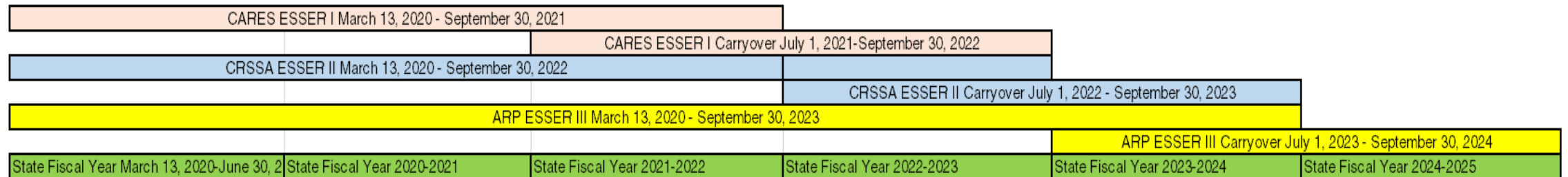
# A Shift In Thinking and Response



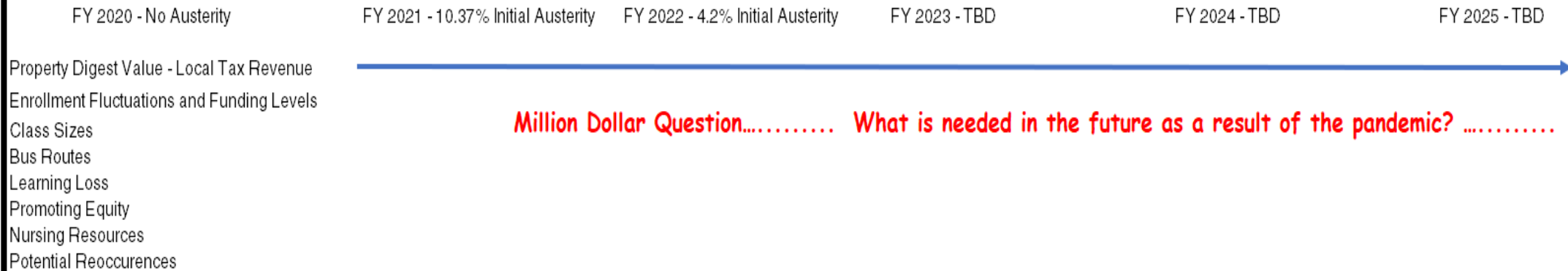
Coronavirus Aid, Relief & Economic Security (CARES) Act <i>ESSER I</i>	Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act <i>ESSER II</i>	American Rescue Plan Act (ARP) <i>ESSER III</i>
➤ <b>How to</b> “... prevent, prepare for, and respond to” the COVID-19 pandemic	➤ <b>How to</b> “... prevent, prepare for, and respond to” the COVID-19 pandemic	➤ <b>Implementing and providing activities to</b> “...prevent, prepare for, and respond to” the COVID-19 pandemic
➤ ESSER funds may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.		

# Addressing Cost Across ESSER Accountability

## CARES/CRRSA/ARP ESSER PROGRAM PERIOD OF AVAILABILITY



### Considerations:



# Addressing Cost Across ESSER Accountability



## Revenue Loss

**E-10. May an SEA or LEA use ESSER and GEER funds to supplement or restore its “rainy day” fund rather than use the funds for specific purposes?**

No. An SEA’s or LEA’s transfer of ESSER or GEER funds to its “rainy day” fund would not constitute an “obligation” of the funds. The SEA or LEA must obligate ESSER I and GEER I funds for specific allowable activities by September 30, 2022. Similarly, the SEA or LEA must obligate ESSER II and GEER II funds for specific allowable activities by September 30, 2023, and must obligate ARP ESSER funds for specific allowable activities by September 30, 2024.

E-10 clarifies ESSER funds cannot be used to build up the LEA's "rainy day fund," as this ***does not constitute an obligation of the funds.***

E-11 clarifies that any use of ESSER funds must be “to prevent, prepare for, and respond to” the COVID-19 pandemic. ***This means that ESSER and GEER funds may be used to bridge budget shortfalls if the deficit is related to the COVID-19 pandemic and the ESSER and GEER funds are needed for education-related expenses.***

- *LEAs must assure they will meet the requirements in the Education Department General Administrative Regulations (EDGAR) as well as the Uniform Grants Guidance requirement that LEA spending be reasonable, necessary, and allocable under the CARES Act.*
- *LEAs must ensure that appropriate documentation is maintained for auditing and monitoring purposes.*



**E-11. May ESSER and GEER funds be used to make up State revenue losses?**

Any use of ESSER or GEER funds must be “to prevent, prepare for, and respond to” the COVID-19 pandemic. This means that ESSER and GEER funds may be used to bridge budget shortfalls if the deficit is related to the COVID-19 pandemic and the ESSER and GEER funds are needed for education-related expenses.

However, the CARES Act, CRRSA Act, and ARP Act include detailed provisions requiring States to maintain effort for elementary and secondary education and higher education, which are designed to keep States from substantially reducing their support for K–12 education and higher education (see the Department’s [FAQs on maintenance of effort](#)). In addition, the ARP Act includes important maintenance of equity requirements for both States and LEAs. The Department will issue guidance soon on the maintenance of equity requirements.

Additionally, SEAs and LEAs should be mindful that existing maintenance of effort requirements for other Federal programs, such as Title VIII of the ESEA and IDEA, continue to apply. (See E-12 and E-14.) As with other Federal funds, ESSER and GEER funds are excluded from these maintenance of effort calculations.



# Addressing Cost Across ESSER Accountability



## *Fiscal Considerations for Other Programs*

### **E-12. How does the use of ESSER and GEER funds to make up for State and/or local revenue losses impact IDEA's LEA Maintenance of Effort (MOE) requirement?**

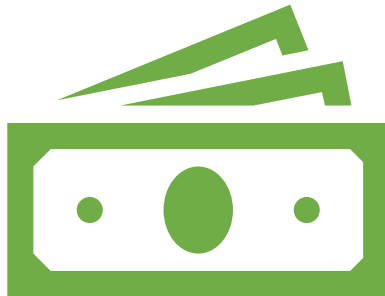
For the purposes of the IDEA, CARES Act, CRRSA Act, and ARP Act funds are considered Federal funds and may not replace State and local funds in LEA MOE calculations. As a result, if an LEA uses CARES Act, CRRSA Act, or ARP Act funds to replace State or local funding for the education of children with disabilities, this may result in a failure of the LEA to meet the budget and/or expenditure requirements for LEA MOE under IDEA. If an LEA fails to meet the MOE budget requirement, the LEA is not eligible for an IDEA Part B subgrant. If the LEA fails to meet the MOE expenditure requirement, then the SEA is liable in a recovery action to return non-Federal funds to the Department in an amount equal to the amount of the LEA's MOE shortfall or the amount of the LEA's IDEA Part B subgrant in that fiscal year, whichever is lower. SEAs may, but are not required to, seek reimbursement from the LEA that failed to meet MOE.

E-12 and E-14 clarifies that ESSER funds are considered Federal and use of the funds to replace state or local funding for the education of students may result in a failure of the LEA to meet the budget and/or expenditure requirements under MOE for both ESSA and IDEA.



### **E-14. How does the use of ESSER and GEER funds to make up for State and/or local revenue losses impact the LEA MOE requirement in section 8521 of the ESEA?**

Section 8521 of the ESEA contains an LEA MOE requirement applicable to covered ESEA programs in addition to the State MOE requirements in the CARES Act, CRRSA Act, and ARP Act, and the State and LEA maintenance of equity requirements in the ARP Act. Under section 8521 and [34 CFR § 299.5](#), an LEA's expenditures for the provision of free public education in the preceding fiscal year may not be less than 90 percent of its expenditures in the second preceding fiscal year, determined either by the LEA's





# Addressing Cost Across ESSER Sustainability

ESSER Timelines (Period of Availability)

ESSER Grants	Grant Period	Tydings (Carryover)
CARES Act-ESSER I	March 13, 2020-September 30, 2021	October 1, 2021-September 30, 2022
CRRSA Act- ESSER II	March 13, 2020-September 30, 2022	October 1, 2021-September 30, 2023
ARP Act-ESSER III	March 13, 2020-September 30, 2023	October 1, 2021-September 30, 2024



How is your district's strategic planning going to sustain the innovation created by ESSER funds?

## Why Is It Important to Develop A Sustainability Plan?

Supports LEAs to define critical short- and long-term strategies.



Supports LEAs to develop a message to attract and make the best use of human, financial, and in-kind resources.



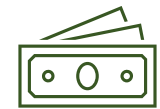
Supports input and buy-in from your community, partners, and stakeholders.



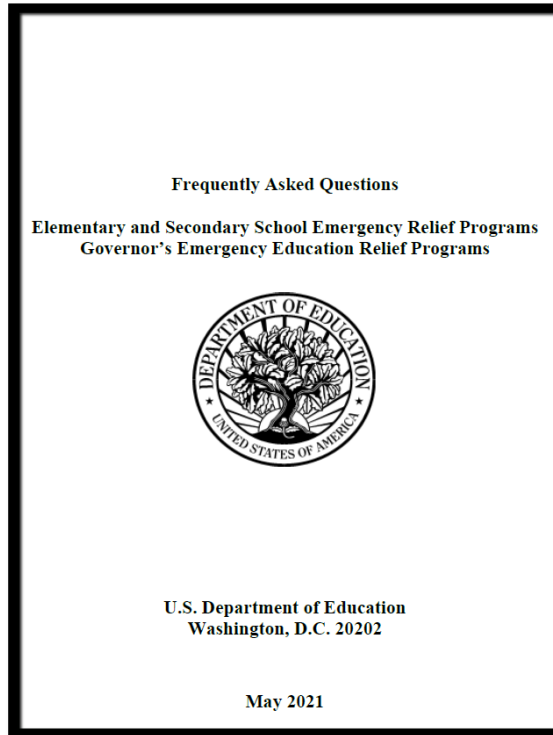
Defines the work of the LEA and the level of commitment to it.



Achieving longevity & Cost Effective.



# US ED's FAQ Resources



[Click Here: Link to Resource](#)

## FAQ-ESSER & GEER Programs

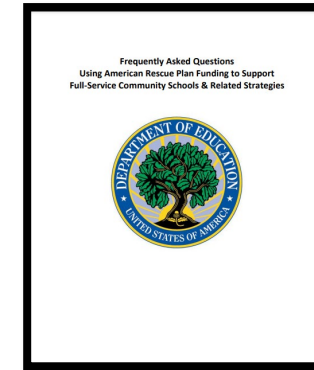
Overview of ESSER & GEER Funds

Reopening Schools Safely

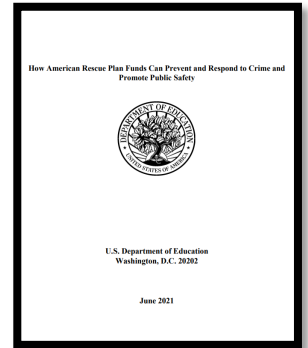
Advancing Equity Considerations

Supporting Educators & Other School Staff

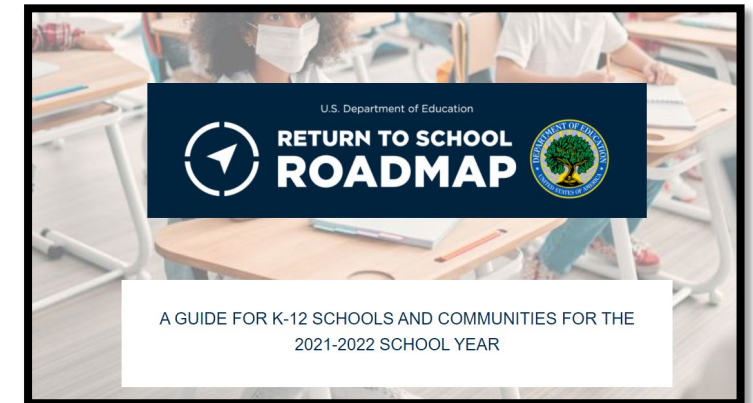
Additional Fiscal Considerations



[Full-Service Community Schools & Related Strategies](#)



[How ARP Funds Can Prevent and Respond to Crime and Promote Public Safety](#)



[Return to School Roadmap](#)

# LEA ARP ESSER Plans

## IFR Requirement

(1) The extent to which and **how the funds will be used to implement prevention and mitigation strategies** that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning

(2) How the LEA **will use the funds** it reserves under section 2001(e)(1) of the ARP Act **to address the academic impact of lost instructional time through the implementation of evidence-based interventions**, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year

(3) How the LEA **will spend its remaining ARP ESSER funds** consistent with section 2001(e)(2) of the ARP Act

★ (4) How the LEA **will ensure that the interventions** it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to **address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic**, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

### LEA's Plan Must Meet the Following:

- ❑ An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan.
  - ❑ Specifically, engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions .
  - ❑ Engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
  - ❑ Must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

# Office of Whole Child

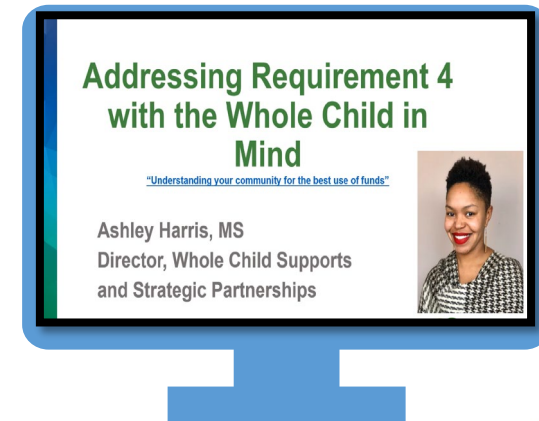


**Purpose Statement:** The Office of Whole Child supports assist districts/schools and communities in identifying and addressing student non-academic barriers to success.

## Agenda

- Highlight of Non-Academic Barriers to Success with Statistics
  - Health Barriers to Learning and Development
  - Wraparound Services
- Data
  - Where to Find It and How to Use It
- State and RESA Points of Contact
- Final Notes
  - School Based Health
  - Wraparound/ Whole-Child Model School Certification
    - Community School
  - Hiring Support Staff

[\*\*CLICK HERE: Addressing ARP Requirements with the Whole Child in Mind\*\*](#)





# ARP ESSER Checklist



# When do LEAs receive the remaining ARP funds?

- LEAs will receive the remaining 1/3 allocation after the August State Board of Education meeting. (August 26, 2021)
- Grant Award Notices will be uploaded in the Consolidated Applications after SBOE approval of new allocations.



6	<b>AUTHORIZED FUNDING</b>	
	FEDERAL GRANT-Elementary and Secondary Emergency Relief Fund-American Rescue Plan	 CURRENT AWARD AMOUNT: \$3,585,713 PREVIOUS AWARD AMOUNT: \$ 6,644,282 CUMULATIVE AWARD AMOUNT: \$10,229,334
	UNRESTRICTED INDIRECT COST RATE	FY21-9.35    FY22-15.00 

- FY21 ARP ESSER Allocations will be uploaded to the Georgia Insights-ESSER Funding webpage after SBOE approval.



# CPI Reporting of ESSER-Funded Employees

[Download Codes](#)

Fund Code	Fund Description
00	State or Local Funds
01	State/Locally Funded Consolidated Employees (For CoF Sites Only)
02	Federally Funded Consolidated Employees (For CoF Sites Only)
03	CARES/ CRRSA / ARP ESSER Grants
50	IDEA Individuals with Disabilities Education Act - LEA Federal Grant
51	Title I Elementary and Secondary Education Act of 1995
52	ARRA Grants (Not Including Stabilization Grants)
53	Title VI-B Individuals with Disabilities Education Act - GLRS/Child Serve
54	Title VI Improving America's School Act
55	IDEA Individuals with Disabilities Education Act - Preschool Grant
56	IDEA Individuals with Disabilities Education Act - GNETS
58	Title IV Safe & Drug-Free Schools, Improving America's School Act
59	Other Federally Funded
60	Fresh Fruit and Vegetable Program
61	School Improvement Grants
62	Title IV-B 21st Century Community
63	USDA - Summer Food Program
64	Title III-A
65	Striving Readers
66	Title II-A
71	Title I Part C Migrant Education, Elementary & Secondary Education Act of 1995
72	Regional Educational Services Agency - State Grant
74	GNETS State Grant
76	CTAE Extended Day or Extended Year - State Grant
81	Lottery Funds
83	Alternative School Grant Funds
88	Other Funded - Non-Federal

## NEW CPI FUND CODE FOR FISCAL YEAR 2022

- Fund Code 03 – CARES/CRRSA/ARP ESSER Grants – positions created as a result of the pandemic and funded from the ESSER funds.

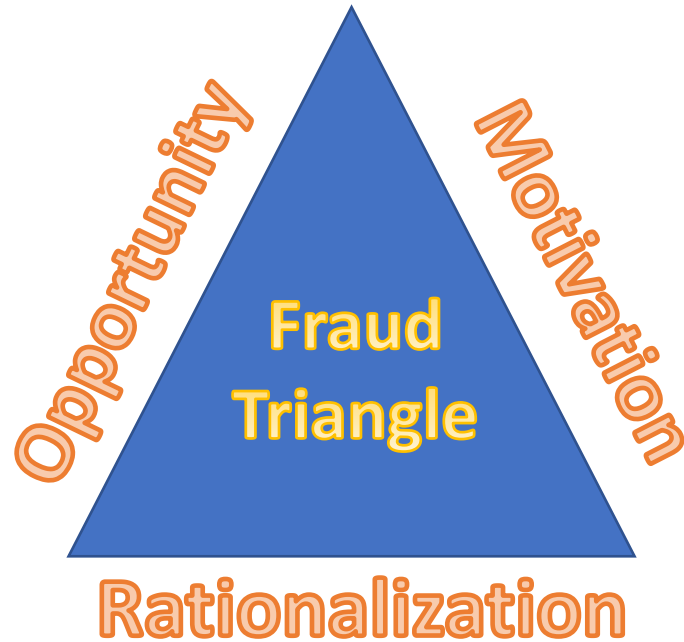
## UPDATED FAQ

- How will the salaries charged to the CARES Act – ESSER funds be reported on the Certified/Classified Personnel Information (CPI) Report?

Salaries charged to the CARES/CRRSA/ARP ESSER funds due to the reduction in state funding should continue to be reported in the CPI report as they typically would be reported based on the job assignment of the employee. Salaries charged to the CARES/CRRSA/ARP ESSER funds for new positions created due to the pandemic and for the purpose of responding to the pandemic should be reported in the CPI report to **Fund Code 03 – CARES/CRRSA/ARP ESSER Grants**.

**Beginning with 2022-1 (October 2021) Reporting Cycle**

# Know the Risk

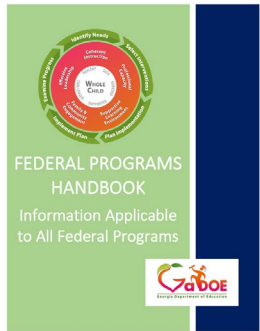


- |   |                                       |
|---|---------------------------------------|
| • One person in control                       | • Financial records not reconciled    |
| • No separation of duties                     | • Questionable contracts              |
| • Lack of internal controls/ignoring controls | • Unexplained entries in records      |
| • Services not rendered                       | • Inadequate or missing documentation |
|   | • Related party transactions          |

<https://www2.ed.gov/about/offices/list/oig/hotline.html>

The screenshot shows the official website of the U.S. Department of Education's Office of Inspector General (OIG). At the top, there is a navigation bar with links for 'Student Loans', 'Grants', and 'Laws'. Below this, the 'OIG Office of Inspector General' logo is displayed. A menu on the left lists 'Home', 'Programs/Initiatives', and 'Office Contacts'. A central menu lists 'Reports & Resources', 'News', and 'Report Fraud'. The main heading is 'OIG Hotline', followed by a 'Report Fraud Now!' button. A paragraph explains the hotline's purpose: 'The OIG Hotline is available for anyone who knows or suspects fraud, waste, abuse, mismanagement, or violations of laws and regulations involving ED funds or programs. This includes allegations of suspected wrongdoing by ED employees, contractors, grantees, schools and school officials, persons in positions of trust involving ED funds or programs, collection agencies, recipients of student financial assistance, or lending institutions. If you have knowledge of any wrongdoing involving ED funds or operations, let us know! Click the button below to get started.' Below this text is a large red 'REPORT HERE' button. To the right, a 'More Resources' sidebar lists links for 'Fraud Awareness and Prevention Training Videos', 'File an Online Complaint', 'Frequently Asked Questions', 'Whistleblower Protections', 'Fraud Prevention Materials', 'Learn More About OIG Investigation Services', and 'Fraud Reporting Requirements for Federal Program Participants and Auditors'. At the bottom, there are links for 'What to Report to the OIG Hotline' and 'What Not to Report to the OIG Hotline', and a section for 'Disclosing Classified Information'.

# Federal Grants



Please ensure you have downloaded the updated GaDOE Federal Programs Handbook. 06.07.21



Grants provided by the U.S. Department of Education to SEAs to ensure equitable access to a high-quality education, regardless of student economic status or other equity factors.

- Elementary and Secondary Education Act of 1965
- Native Hawaiian Education Act
- Alaska Native Educational Equity, Support, and Assistance Act
- Individuals with Disabilities Education Act
- Adult Education and Family Literacy Act
- Carl D. Perkins Career and Technical Education Act of 2006
- McKinney-Vento Homeless Assistance Act
- **CARES Act; CRRSA Act; ARP Act**



GaDOE's Federal Programs Handbook outlines processes and procedures to ensure LEAs adhere to the requirements outlined to implement the federal grants.

- Consolidated LEA Improvement Plan
- District Cross-Functional Monitoring
- Consolidated Application Budget Submission
- Effectiveness
- Use of Funds



Local Educational Agencies

LEAs are responsible for local program implementation.




LEA written internal control and procedures should be **reviewed and updated** to include all these grants.



# LEA ARP ESSER Application

A statewide view of LEA applications is available on the [Georgia Insights webpage](#).



Georgia Department of Education

Educating Georgia's Future

**American Rescue Plan (ARP) Act  
ESSER III-LEA Application**

Name of LEA	Original Budget	Amendment #
Date of Submission		


**APPLICATION CONTENTS**

- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

**ASSURANCES**

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

<input type="checkbox"/>	<p>An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> <li>whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,</li> <li>how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,</li> <li>and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.</li> </ul>
<input type="checkbox"/>	<p>The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(1)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.</p>
<input type="checkbox"/>	<p>The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.</p>
<input type="checkbox"/>	<p>The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.</p>
<input type="checkbox"/>	<p>The LEA assures the plan will be in an understandable and uniform format, to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated, and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.</p>



Georgia Department of Education

Educating Georgia's Future

**Application for Prevention and Mitigation Strategies**

Name of LEA	Original Budget	Amendment #
Date of Submission		

**LEA OVERALL PRIORITIES**

Please provide the top 3 priorities for this LEA identified as the most pressing needs for students and schools within the LEA as a result of its response to the COVID-19 pandemic. These priorities may include the Academic Impact of the Lost Instructional Time, the Academic Impact of the Social-Emotional Impact of the COVID-19 pandemic, and the Academic Impact of the COVID-19 pandemic on students with disabilities.

PRIORITY	DATA SOURCE

**Learning Opportunity Loss Plan**

Please provide a brief description of the Learning Opportunity Loss Plan (LOLP) for this LEA. The LOLP should include a description of the academic, social, emotional, and mental health needs of students and schools within the LEA as a result of its response to the COVID-19 pandemic. The LOLP should also include a description of the interventions that the LEA will implement to address these needs. The LOLP should be submitted to the SEA and made publicly available on the LEA's website.


**Assurances**

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

<input type="checkbox"/>	<p>An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> <li>whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,</li> <li>how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,</li> <li>and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.</li> </ul>
<input type="checkbox"/>	<p>The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(1)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.</p>
<input type="checkbox"/>	<p>The LEA assures if they revise their plan, the revised plan will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, the revised plan will address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.</p>
<input type="checkbox"/>	<p>The LEA assures if a plan has been developed prior to the enactment of the ARP Act that meets the requirements under section 2001(i)(1)(1) and (2) of the ARP Act, but does not address each of the required aspects of safety established in the interim final rule requirement, they will (as part of the required periodic review) revise the plan consistent with these requirements no later than six months after its last review.</p>
<input type="checkbox"/>	<p>The LEA assures the plan will be in an understandable and uniform format, to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated, and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.</p>

**LEA Implementation Plan for Use of Funds.** In the survey below, please check all that apply:

- ☐ **At-risk Student Populations**
  - Low-income students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - Students with disabilities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - Racial and ethnic minorities: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - Migrant students: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - English Learners: cover costs of specific activities, services, supports, programs, and/or targeted interventions
  - Students experiencing homelessness: cover costs of specific activities, services, supports,




Georgia Department of Education

Educating Georgia's Future

**USE OF FUNDS**

The LEA shall reserve **not less than 20 percent** of such funds to address learning loss through the implementation of evidence-based interventions. In addition to the interventions outlined in the template above, this percentage of funds can be used to address assessment needs, assistance to parents as they support their students, and student engagement and attendance. Please estimate the approximate percentage of the LEA's ESSER III formula funds allocated for each of the activities or purposes addressing learning loss listed below.

Activities to Address Learning Loss	Percent
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 at-risk populations.	%
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.	%
Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment	%
Tracking student attendance and improving student engagement in distance education	%



Georgia Department of Education

Educating Georgia's Future

**American Rescue Plan (ARP) Act  
ESSER III-LEA Application**

Name of LEA	Original Budget	Amendment #
Date of Submission		

**APPLICATION CONTENTS**

- Assurances
- LEA Overall Priorities
- Learning Opportunity Loss Plan
- Use of Funds
- Implementation of Preventive & Mitigation Strategies (Return to In-Person Instruction)
- Learning Opportunity Loss Plan Appendix

**ASSURANCES**

Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.

<input type="checkbox"/>	<p>An LEA that receives ARP ESSER funds will develop, submit to the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan, and any revisions to the plan will be submitted consistent with procedures.</p> <p>The LEA assures that ARP ESSER funds will be used for their intended purposes, including:</p> <ul style="list-style-type: none"> <li>whether and how they will use the funds specifically for COVID-19 prevention and mitigation strategies,</li> <li>how the funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions,</li> <li>and how the LEA will ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic.</li> </ul>
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**VIEW LEA APPLICATIONS HERE**

ARP ESSER provides significant federal resources to respond to the COVID-19 pandemic that, for some LEAs, comprise millions of dollars of emergency funding. The interim final rule requirement states that each LEA will develop a plan for the use of those funds. The developed plans ensure the ARP ESSER funds are being used consistent with statutory requirements and meet the needs of schools, students, and educators, in particular those students most impacted by the COVID-19 pandemic. In an effort to promote accountability, transparency, and effective use of funds, the link below provides all Georgia LEA ARP ESSER applications submitted to GaDOE.



# Meeting the Requirements

**GaDOE Status Checks: Beginning October 22, 2021**

## LEA Return to In-Person

The LEA assures, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act the LEA will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.

## ASSURANCES


Select each box within each category of assurances. NOTE: Selecting a checkbox is the digital signature for the specified local education agency (LEA) personnel in the assurance.


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# ARP ESSER LEA Application and Budgets

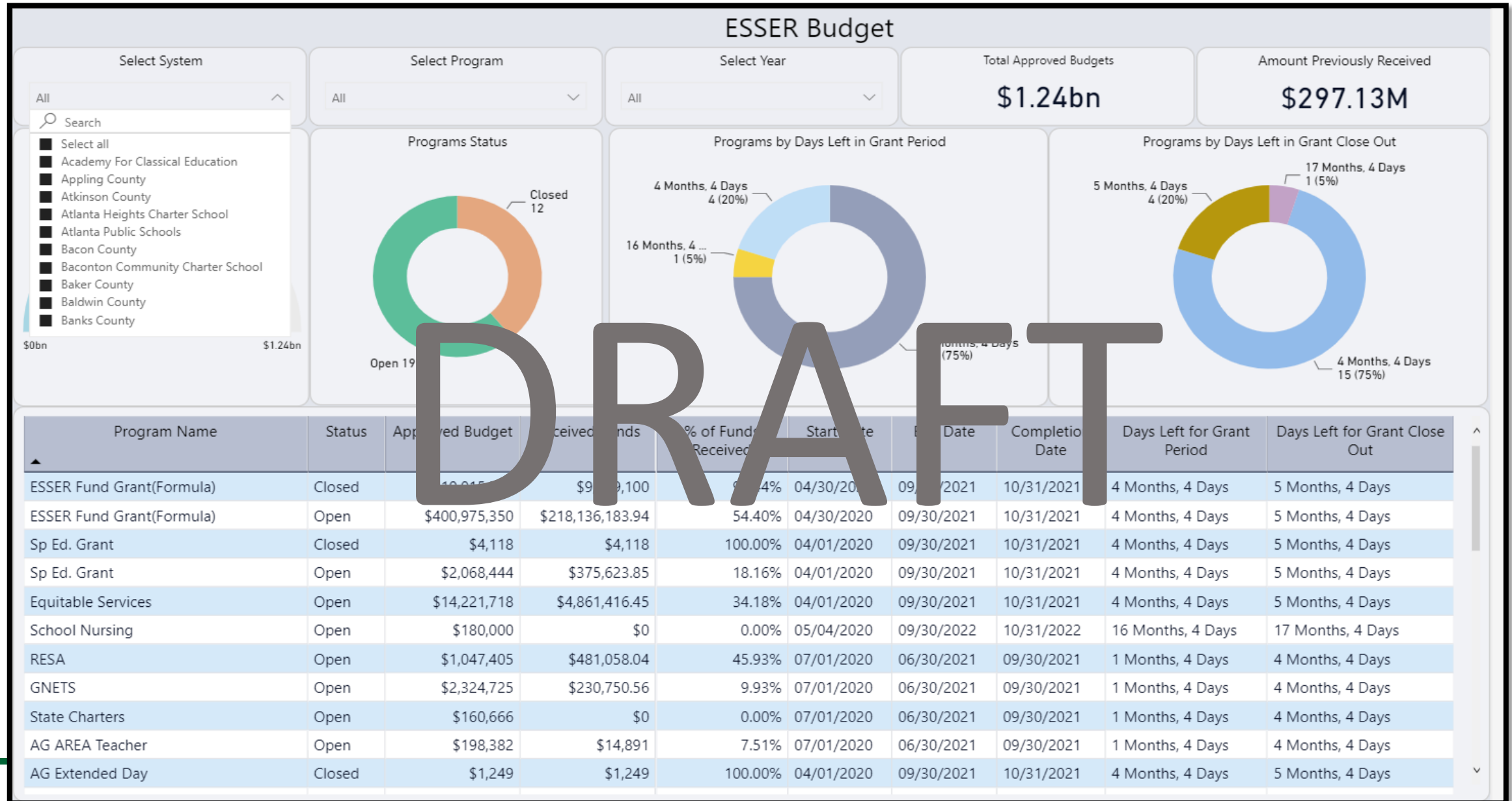
- Applications must stay aligned to what is submitted in the budget. If there are amendments, please ensure an updated copy is uploaded.
- Please identify line items addressing the **required** 20% LEARNING LOSS.
- Include the evidence base levels as described in ESEA. Pages 108-110 of the GaDOE Federal Programs Handbook will provide guidance.
- Please identify the fiscal years within the budget to detail the funding breakdown.
- Identify 'new' positions or initiatives.
- Provide an estimate of the number of devices being purchased to equate to the dollar amount budgeted.
- Ensure all prior approval and GaDOE Construction Assurance forms have been submitted. Prior approval forms must include quality information that equates to the dollar amount of the project.
- A comparison of ESSER II and III budgets are being completed to ensure districts applying fiscal year austerity is aligned for both budgets correctly.



Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Description
2021	ESSER III - ARP - LEA (CFDA #84.425U)	ESSER III - ARP - LEA (CFDA #84.425U)				1000	110	1	\$960,000.00		 <p>LEARNING LOSS: Allocate \$960,000 (\$320,000 per year for FY22, FY23, and FY24) to pay salaries for 8 additional 49% resource teachers (STRONG) to reduce class size and provide instructional support in schools with greatest needs as identified through state assessments and course grades/credits (Class-Size Reduction).</p>

Fiscal Year	From Program	To Program	School	To Sub-Grant	Category	Function	Object	Units	Price	Amount	Description
2021	ESSER III - ARP - LEA (CFDA #84.425U)	ESSER III - ARP - LEA (CFDA #84.425U)				1000	532	1	\$736,081.00		 <p>LEARNING LOSS: Allocate \$736,081 (approximately \$245,360 per year for FY22, FY23, and FY24) to purchase online testing licenses for NWEA MAP Growth Assessment suite and reporting program (STRONG) to assess students' academic progress and to assist school staff in meeting students' academic needs through differentiated classroom instruction (High-Quality Assessments).</p>

# Accountability, Transparency, Effective Use of Funds...



# Resources

## Elementary and Secondary School Emergency Relief

### ESSER Funding

In response to the economic outcome of the COVID-19 pandemic in the United States, Congress passed three bills that provided immediate and direct economic assistance to state and local educational agencies through the Elementary and Secondary School Emergency Relief funds. These funds were provided to support areas with the greatest need, where the academic and non-academic components for school districts had the greatest impact due to COVID-19. As additional funding was provided, the intent of the funds was to support States and local school districts' efforts to safely reopen schools, address significant gaps in learning, and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families.

Coronavirus, Aid, Relief & Economic Security (CARES) Act	Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act	American Rescue Plan (ARP) Act
ESSER I	ESSER II	ESSER III
GA: \$457,169,852	GA: \$1,892,092,618	GA: \$4,249,371,244

GEORGIA INSIGHTS  
Georgia Department of Education



### SAVE THE DATE! Upcoming Webinars & Open Office Hour Sessions

Have pressing questions? Or, just need to stay informed? Join us on...

- **June Open Office Hour:** Click [here](#) to join the session on Thursday, June 24, 2021 at 1:00 p.m.-2:00 p.m.
- **July Open Office Hour:** Click [here](#) to join the session on Tuesday, July 13, 2021 at 10:00 a.m.-11:00 a.m.

LEA Formula and  
State Reserve Allocations

<https://www.georgiainsights.com/cares-act.html>

## Federal Programs

English Learner Programs

Educational Flexibility Program (Ed-Flex)

Coronavirus Emergency Relief Funds

<https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>



# Maintenance Of Equity Requirements

ARP ESSER Grant




# Maintenance Of Equity Requirements

GEORGIA INSIGHTS  
Georgia Department of Education

HOME DASHBOARDS

## ARP ESSER-Maintenance of Equity



The maintenance of equity provisions outlined in the ARP Act ensure that schools and LEAs serving large proportions of historically underserved groups of students receive an equitable share of State and local funds as the Nation continues to respond to the COVID-19 pandemic's impact. Click [here](#) to view the baseline and initial data submissions to the U. S. Department of Education.

CLICK HERE: GEORGIA'S MAINTENANCE OF EQUITY

<https://www.georgiainsights.com/cares-act.html>

## Georgia's Maintenance of Equity Data Submission

1. A list of the State's high-need LEAs. (Tab 1)
2. The statewide per-pupil amount of State funds provided to all LEAs in the State in FY 2021. (Tab 2)
3. The statewide per-pupil amount of State funds provided to all LEAs in the State in FY 2022. (Tab 2)
4. The statewide per-pupil amount of State funds provided to each high-need LEA in the State in FY 2021. (Tab 3)
5. The statewide per-pupil amount of State funds provided to each high-need LEA in the State in FY 2022. (Tab 4)
6. A list of the State's highest poverty LEAs. (Tab 5)
7. The per-pupil amount of State funding provided for each highest-poverty LEA in FY 2019. (Tab 6)
8. The per-pupil amount of State funding provided for each highest-poverty LEA in FY 2022. (Tab 7)
9. A list of the highest-poverty schools in each LEA in the State for which it must maintain equity in FY2022. (Tab 8)

# Maintenance Of Equity Requirements

The U. S. Department of Education released an **updated Maintenance of Equity document on August 6, 2021.**

- Updated Questions 17, 18, 26, 32; New Questions 19(a) and 27(a); New Appendix B

Questions	Answers
Must an LEA meet both MOEquity requirements?	Yes. An LEA that receives ARP ESSER funds must maintain <b>both fiscal</b> and <b>staffing equity</b> .
What fiscal years must an LEA maintain equity?	LEA must maintain equity in each of FYs 2022 and 2023
At what point in a fiscal year does an SEA or LEA determine whether it maintained equity?	LEA must officially determine whether it maintained equity once it has final appropriated and allocated amounts that are available for current expenditures for each LEA or school, respectively, for the applicable fiscal year.



# American Rescue Plan (ARP) Act

## LEA Maintenance of Equity Requirement

### Local Educational Agencies

- LEA cannot reduce per-pupil funding for a “high-poverty school” more than the total reduction LEA-wide divided by the number of students currently enrolled in LEA
- LEA cannot reduce ***per-pupil, full-time equivalent*** staff in a high-poverty school more than the total reduction LEA-wide divided by number of students currently enrolled in LEA

### LEA Maintenance of Equity *Exceptions*

- LEAs with fewer than 1,000 students
- Single-school LEAs
- LEAs with one school per grade span; or
- LEAs that “demonstrate[] an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.”



Both LEA maintenance of equity applies to 2022 and 2023 State and local funding combined.

# Maintenance Of Equity Requirements

Submit LEA Certification of  
Exception from Local  
Maintenance of Equity  
Requirements by October 29,  
2021.



Please email submissions to  
[ARP\\_ESSER@doe.k12.ga.us](mailto:ARP_ESSER@doe.k12.ga.us)

## Appendix B (NEW August 6, 2021)

### American Rescue Plan LEA Certification of Exception from Local Maintenance of Equity Requirements

Please submit this certification to your SEA, which will notify the Department which LEAs in the State are excepted from the local maintenance of equity requirements under section 2004(c)(2) of the American Rescue Plan (ARP) Act due to such certifications for FY 2022.

LEA name: \_\_\_\_\_

State: \_\_\_\_\_

On behalf of my local educational agency (LEA), I \_\_\_\_\_ (name),  
\_\_\_\_\_ (title), certify that for the 2021-2022 school year, this LEA demonstrates an exceptional or uncontrollable circumstance under section 2004(c)(2) of the ARP Act. Specifically, this LEA faces one-time implementation challenges due to the enactment of the ARP Act in March 2021 and the impact of the pandemic. Given these unique timing and implementation circumstances and that this LEA will not implement an aggregate reduction in combined State and local per-pupil funding in FY 2022 (i.e., is not facing overall budget reductions), this LEA demonstrates such an exceptional or uncontrollable circumstance under section 2004(c)(2) of the ARP Act.

By signing this certification, I hereby confirm that I am the authorized representative, with the fiscal and legal authority, to certify on behalf of this school district. In addition, to the best of my knowledge and belief, all the information in this certification is true and correct.

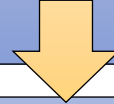
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed name & date

# American Rescue Plan (ARP) Act

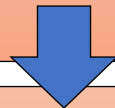
## LEA Maintenance of Equity Requirement

What is a high-poverty school?



A “high-poverty school” is, with respect to a school served by an LEA, a school that is in the highest quartile of schools served by the LEA based on the percentage of economically disadvantaged students in the school.

What measures must be used to determine whether a school is high-poverty?



Consistent with section 2004(d)(4)(B) of the ARP Act, the Department establishes any measure(s) of poverty authorized under section 1113(a)(5) of the ESEA. From these measures, an SEA selects a measure(s) that its LEAs use, which may be the measure the SEA requires for disaggregation of the economically disadvantaged subgroup under section 1111 of the ESEA. The SEA may **permit an LEA to use the measure(s) of poverty it uses to rank its schools under section 1113(a) of the ESEA.**

# How does an LEA identify its high-poverty schools?

- An LEA determines its high-poverty schools using the following procedures. An LEA may elect, consistent with the statute and as shown in the following examples, to make the determination on a districtwide basis or by grade span.
- In deciding which option to use to identify its high-poverty schools, an LEA might consider factors such as the total number of high-poverty students impacted, relative concentrations of poverty in schools that would be identified compared to those that would not, and whether using grade spans would capture high schools if they would not otherwise be captured.

1

Rank each school in the LEA by its percentage of economically disadvantaged students, from highest percentage to lowest percentage, in each fiscal year.

2

Divide the total number of schools in the LEA by 4 to determine the number of schools in the highest quartile. If the result of the division is not a whole number, always round up to the nearest whole number. This is the number of schools the LEA must identify as high-poverty schools.

3

Identify the highest-poverty quartile of schools (the number of schools identified in step 2) in the LEA as high-poverty schools. If the LEA ranks by grade span, an LEA may first select the high-poverty school in rank order from each grade span. If an LEA needs to identify additional high-poverty schools, then an LEA has discretion so long as the LEA selects in rank order based on the percentage of economically disadvantaged students.

# How does an LEA identify its high-poverty schools?

School	Percentage of Economically Disadvantaged Students	Grade Span	High-Poverty School?
School A	80%	Elementary	Yes
School B	75%	Elementary	Yes
School C	65%	Elementary	Yes
School G	60%	Middle	No
School I	40%	High	No
School D	35%	Elementary	No
School E	25%	Elementary	No
School H	25%	Middle	No
School F	15%	Elementary	No

Rank Order Districtwide

School	Percentage of Economically Disadvantaged Students	Elementary Grade Span	Middle Grade Span	High School Grade Span	High-Poverty School
School A	80%	X			Yes
School B	75%	X			No
School C	65%	X			No
School D	35%	X			No
School E	25%	X			No
School F	15%	X			No
School G	60%		X		Yes
School H	25%		X		No
School I	40%			X	Yes

Rank Order Grade Span

$$9 \text{ schools} \div 4 = 2.25$$

If the result of the division is not a whole number, **always round up** to the nearest whole number.

3 is the total number of schools the LEA must identify as high poverty

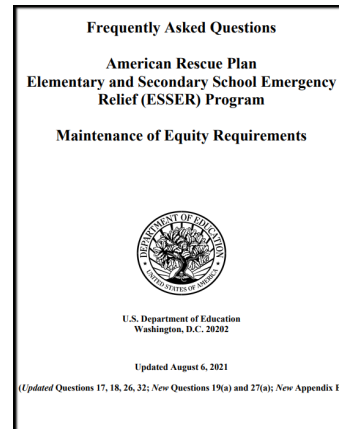
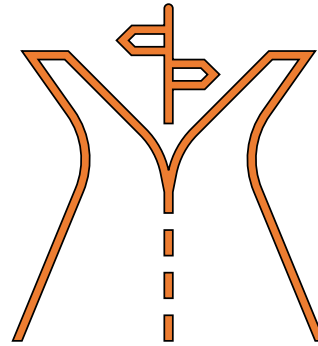


# How does an LEA determine whether it maintained staffing equity for its high-poverty schools?

## Districtwide Determination:

1. Determine the per-pupil reduction in FTEs, if any, for FY 2022 in the LEA as a whole:
  - a. **Districtwide FTE per-pupil for FY 2022**
  - b. **Districtwide FTE per-pupil for FY 2021**
  - c. **Districtwide per-pupil FTE reduction, if any, for FY 2022**
2. Determine the per-pupil reduction of FTEs for each high-poverty school for FY 2022.
  - a. **High-poverty school FTE per-pupil for FY 2022**
  - b. **High-poverty school FTE per-pupil for FY 2021**
  - c. **High-poverty school FTE per-pupil reduction, if any, for FY 2022**
3. Compare the per-pupil FTE reduction, if any, for each high-poverty school (step 2c above) with the per-pupil FTE reduction across all schools in the LEA (step 1c above). If any high-poverty school has a per-pupil FTE reduction (step 2c) that is greater than the per-pupil FTE reduction across the LEA (step 1c), then the LEA has not maintained staffing equity under section 2004(c)(1)(B) of the ARP Act for FY 2022.

The LEA repeats these steps to make the determination for FY 2023 compared to FTEs per pupil for FY 2022.



## Grade-span determination:


1. Determine the per-pupil reduction in FTEs, if any, for FY 2022 in each grade span served by the LEA:
  - a. **Districtwide per-pupil FTE for FY 2022**
  - b. **Districtwide per-pupil FTE for FY 2021**
  - c. **Districtwide per-pupil FTE reduction, if any, for FY 2022**
2. Determine the per-pupil FTE reduction, if any, for FY 2022 for each high-poverty school in the LEA.
  - a. **High-poverty school per-pupil FTE for FY 2022**
  - b. **High-poverty school per-pupil FTE for FY 2021**
  - c. **High-poverty school per-pupil FTE reduction, if any, for FY 2022**
3. Compare the per-pupil FTE reduction, if any, for each high-poverty school (step 2c above) for that grade span with the per-pupil FTE reduction across that grade span (step 1c above). If any high-poverty school in any grade span has a per-pupil FTE reduction (step 2c) that is greater than the per-pupil FTE reduction for that grade span (step 1c), the LEA has not maintained fiscal equity for that grade span under section 2004(c)(1)(A) of the ARP Act for FY 2022.

The LEA repeats these steps to make the determination for FY 2023 compared to FTEs per pupil for FY 2022.

[Click Here: Link to Resource](#)


Page 17-18 for detailed instructions

## Maintenance Of Equity Requirements



### 27(a). What enrollment data may an LEA rely on when determining its per-pupil amount of funding for high poverty schools? *(NEW question August 6, 2021)*

To determine the per-pupil amount for each fiscal year, an LEA may use the most appropriate available enrollment data for the applicable fiscal year, which could be the same enrollment data it relied on to distribute or allocate funds for the applicable fiscal year. These data may include, among other data, its prior year enrollment data, an average of multiple prior years' enrollment, or projected enrollment data for the next fiscal year.




### 28. How does an LEA determine which FTEs to include when determining whether the LEA maintained staffing equity?

Under section 2004(c)(1)(B) of the ARP Act, an LEA must maintain staffing equity in any high-poverty school. Each LEA must include all paid staff, both instructional and non-instructional when determining whether it maintained staffing equity on an FTE basis. This would include all employees and those hired by contract who perform school-level services.

An LEA includes staff who split their time between more than one school building in the LEA. For example, if a districtwide literacy coach supports teachers in two different schools, the LEA must include the proportional FTE for each school.

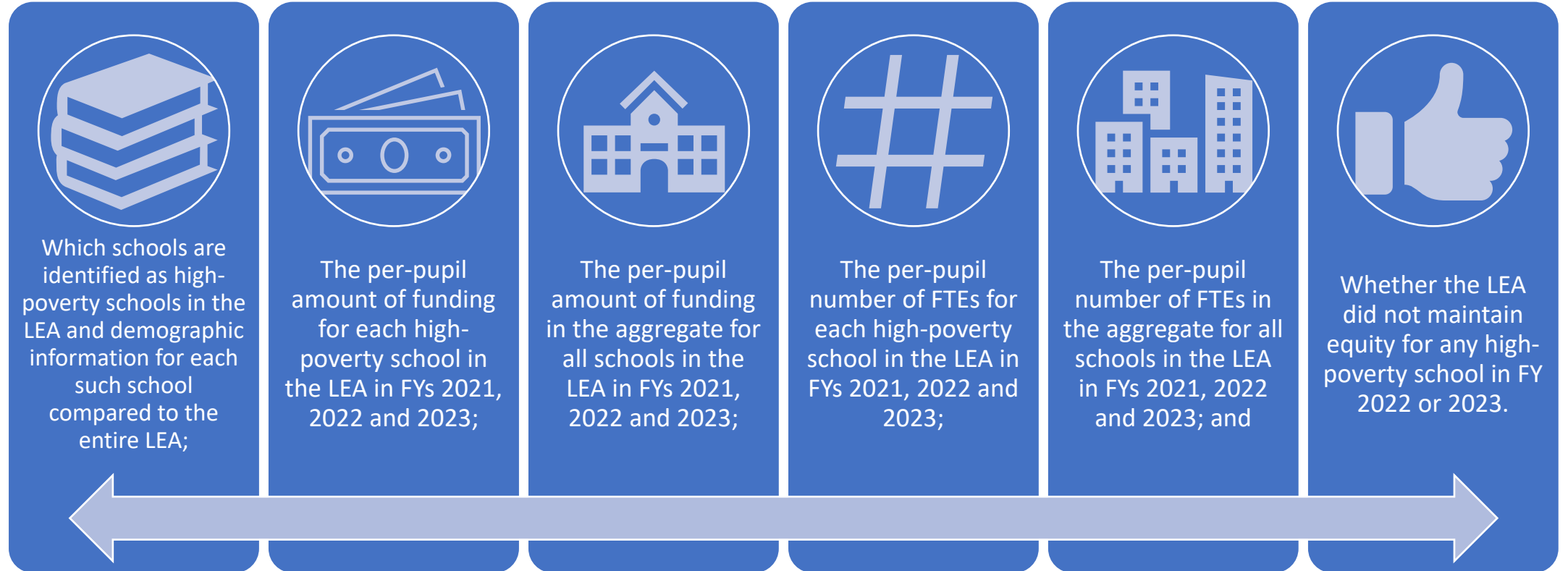
To ensure that an LEA is supporting its high-poverty schools with at least the same level of instructional staff on an FTE basis compared to other schools in the LEA, each LEA is encouraged to determine whether it maintained equity of instructional staff. An LEA is also encouraged to consider equity in terms of its overall staffing budget, which may include considering the qualifications and level of experience of staff in its high-poverty schools compared to other schools.



### 29. Must an LEA account for changes in staffing or enrollment during the school year?

An LEA determines whether it maintains staffing equity once both enrollment data and staffing decisions are final for a specific school year. Once an LEA has determined whether it has maintained staffing equity for each of its high-poverty schools, if there are unpredictable changes in student enrollment or personnel assignments later in the school year, the LEA does not have to redetermine staffing equity. LEAs should make every effort to ensure staffing equity is maintained throughout the school year.

# Each LEA should consider making publicly available data and information such as:



**Submit LEA Local Maintenance of Equity Requirement Data to GaDOE by October 29, 2021.**

Please email submission to [ARP\\_ESSER@doe.k12.ga.us](mailto:ARP_ESSER@doe.k12.ga.us)



# Thinking about construction?

Federal requirements apply to all ESSER funds.



# Topics from US ED FAQ-Allowable Uses

## Construction

- While construction is generally allowable, it is the responsibility of a Governor, SEA, LEA, or other subgrantee to assure that individual costs:
  1. Comply with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” (2 CFR §§ 200.403-200.404));
  2. Meet the overall purpose of the CARES Act, CRRSA Act, or ARP Act programs, which is “to prevent, prepare for, and respond to” COVID-19; and
  3. Are consistent with the proper and efficient administration of those programs.
- Under these general principles, any construction activities, including renovations or remodeling, that are necessary for an LEA to prevent, prepare for, and respond to COVID-19 could be permissible, though the **burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.**

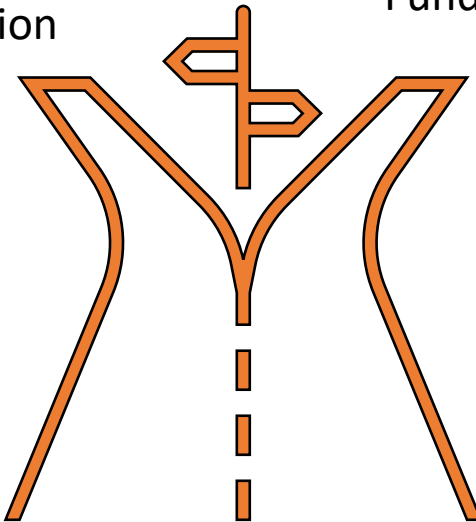


# GaDOE Construction Assurance Form


<https://www.georgiainsights.com/cares-act.html>

State Capital  
Outlay  
Application

ESSER  
Funding



The LEA assures any state capital outlay funded projects where the ESSER federal funds are used shall be revised or withdrawn. The state capital outlay funds will be restored to the LEA's entitlement sheet for use with other eligible projects



Georgia Department of Education

### Elementary and Secondary School Emergency Relief (ESSER) Construction Cost Assurances Form

LEA Name:	
Facility Name	
Facility Number	

Please identify the building number(s) and the scope of work that will be completed. Allowable scope of work may include HVAC, Roofing, Flooring, Repair/Replace Window/Door, Additions/New Construction, and Other. If other is selected, please provide detail to ensure allowability.

Building Number(s) & Scope of Work					
#	#	#	#	#	#

As stated in the U. S. Department of Education's May 2021 FAQ, Construction is authorized under Title VII of the ESEA (Impact Aid) and therefore is an allowable use of GEER and ESSER funds under sections 18002(c)(3) and 18003(d)(1) of the CARES Act, sections 312(c)(3) and 313(d)(1) of the CRRSA Act, and section 2001(e)(2) of the ARP Act. The broad Impact Aid definition of "construction" includes new construction as well as remodeling, alterations, renovations, and repairs under which many activities related to COVID-19 would likely fall.

The U. S. Department of Education discourages LEAs from using ESSER and GEER funds for new construction because this use of funds may limit an LEA's ability to support other essential needs or initiatives. Remodeling, renovation, and new construction are often time-consuming, which may not be workable under the shorter timelines associated with ESSER and GEER funds. These types of activities are also subject to a number of additional Federal requirements, as detailed below.

It is the responsibility of an LEA to assure that individual costs:

- 1) comply with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be "necessary and reasonable" (2 CFR §§ 200.403-200.404));
- 2) meet the overall purpose of the CARES Act, CRRSA Act, or ARP Act programs, which is "to prevent, prepare for, and respond to" COVID-19; and
- 3) are consistent with the proper and efficient administration of those programs.

## Resources

- [Construction Assurance](#)  
**NEW! 7/08/21**
- [ARP ESSER LEA Plan Application](#)
- [ARP-ESSER Plan Timeline](#)
- [ESSER Bonus Grant Presentation File](#)
- [ESSER Bonus Grant FAQ](#)
- [ESSER Account Codes-CARES CRRSA and ARP](#)
- [Coronavirus Emergency Relief LEA Handbook](#)

UPDATED 6/14/21



# GaDOE Construction Assurance Form



## Elementary and Secondary School Emergency Relief (ESSER) Construction Cost Assurances Form

LEA Name:	XYZ School District
Facility Name	ABC Elementary School
Facility Number	2617

Please identify the building number(s) and the scope of work that will be completed. Allowable scope of work may include **HVAC, Roofing, Flooring, Repair/Replace Window/Door, Additions/New Construction, and Other**. If other is selected, please provide detail to ensure allowability.

Building Number(s) & Scope of Work					
#B009	# B899	#B227	#	#	#
HVAC	CARPET	WINDOWS			

All ESSER (**CARES Act, CRSSA Act, & ARP Act**) grants that include:

- HVAC
- Roofing
- Flooring,
- Repair/Replace Window/Door,
- Additions/New Construction,
- Preparation of drawings and specifications for school facilities;
- Erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities;
- Inspecting and supervising the construction of school facilities; and
- Debt service for such activities
- Other

Are required to submit an assurance form **per** facility with all scope of work annotated.

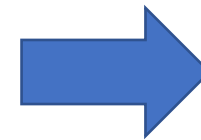
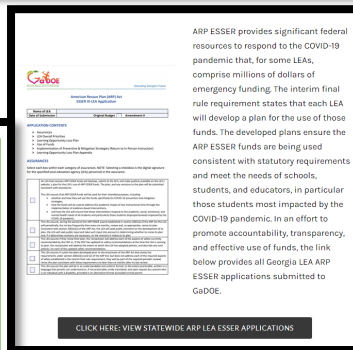
<input type="checkbox"/>	The LEA agrees to abide by State Board of Education rules, regulations, and guidelines for the identified projects. The LEA agrees to comply with state law regarding Public Works Construction Projects, which includes, but not limited to O.C.G.A. 36-91-20, 36-91-21, and 36-91-22.
<input type="checkbox"/>	The LEA assures any <b>state</b> capital outlay funded projects where the ESSER federal funds are used shall be <b>revised or withdrawn</b> . The state capital outlay funds will be restored to the LEA's entitlement sheet for use with other eligible projects.
<input type="checkbox"/>	The LEA assures that any construction activities, including renovations or remodeling, that are necessary for an LEA to <b>prevent, prepare for, and respond to COVID-19</b> could be permissible, though the burden remains on the LEA to maintain the appropriate documentation that supports the expenditure.
<input type="checkbox"/>	<b>The LEA assures all requirements and submission of documentation for projects that meet the definition of construction are submitted to GaDOE.</b>
<input type="checkbox"/>	The Impact Aid program statute defines "construction" as <b>"(A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities."</b> ESEA section 7013(3), 20 U.S.C. § 7713(3).
<input type="checkbox"/>	<b>The LEA assures the cost aligns with <u>2 CFR Part 200 Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards</u>.</b> <ul style="list-style-type: none"> <li><a href="#">Allocable Cost</a></li> <li><a href="#">Reasonable Cost</a></li> <li><a href="#">Procurement</a></li> </ul> <p>➤ (Specific levels described in §200.317 through §200.327)</p>
<input type="checkbox"/>	The LEA assures the construction/renovation project will be completed in a timely manner.  <b>Estimated start:</b> <input type="text"/> <b>Estimated completion:</b> <input type="text"/>  Period of <i>carryover</i> availability ends: CARES Act: September 30, <b>2022</b> ; CRSSA Act: September 30, <b>2023</b> ; ARP Act: September 30, <b>2024</b>
<input type="checkbox"/>	The LEA assures that a written prior approval form is submitted to the SEA. <b>2 CFR 200.439 Equipment and Other Capital Expenditures</b> The LEA assures all requirement of reporting on Real Property 2 CFR 200.330 are followed. <b>Equipment is inventoried according to 2 CFR 300.313</b>
<input type="checkbox"/>	<b>Davis -Bacon Wage Determination</b> The LEA assures wage requirements of the Davis-Bacon Wage Determination are followed. The requirements apply to all federal contracts and subcontract over \$2,000 for construction; alterations, repairs, painting and decorating. Must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the areas. <a href="#">U. S. Department of Labor</a>

<input type="checkbox"/>	<b>The LEA assures the cost follow federal construction regulations. 34 CFR75.600-617</b>  <a href="#">75.600</a> - Use of a grant for construction: Purpose of 75.601-75.615 <a href="#">75.601</a> -Applicant's assessment of environmental impact ( <b>Not applicable to LEA projects</b> ) <a href="#">75.602</a> - Preservation of historic sites must be described in the application. <a href="#">75.603</a> - Grantee's title to site. <a href="#">75.604</a> - Availability of cost sharing funds. <a href="#">75.605</a> - Beginning the construction. ( <b>Not applicable to LEA projects</b> ) <a href="#">75.606</a> - Completing the construction. <a href="#">75.607</a> - General consideration in designing facilities and carrying out construction. <a href="#">75.609</a> - Comply with Safety and Health Standards <a href="#">75.610</a> - Access by the handicapped. <a href="#">75.611</a> - Avoidance of flood hazards. <a href="#">75.612</a> - Supervision and inspection by the grantee. <a href="#">75.613</a> - Relocation assistance by the grantee <a href="#">75.614</a> - Grantee must have operational funds. <a href="#">75.615</a> - Operation and maintenance by the grantee. <a href="#">75.616</a> - Energy Conservation <a href="#">75.617</a> - Compliance with the Coastal Barrier Act
<input type="checkbox"/>	<b>Domestic Preference for Procurements</b> The LEA assures funds used under the ESSER II and ESSER III will follow the requirements of <b>2 CFR § 200.322</b> , a new regulation that applies to Federal grants made after November 12, 2020. It establishes domestic preferences for procurements under Federal grants that are subject to the Uniform Guidance.  <b>2 CFR § 200.322</b> Domestic preferences for procurements. (a) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award. (b) For purposes of this section: (1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. (2) "Manufactured products" means items and construction materials composed in whole or in part of nonferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

# GaDOE Construction Assurance Form

# Training and Technical Assistance Dates

Coronavirus, Aid, Relief & Economic Security (CARES) Act	Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act	American Rescue Plan (ARP) Act
ESSER I	ESSER II	ESSER III
GA: \$457,169,852	GA: \$1,892,092,618	GA: \$4,252,431,691



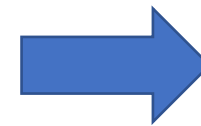
## Open Office Hour Sessions

Have pressing questions? Or, just need to stay informed? Send us your questions ahead of time [here](#).

**Date:** August 26, 2021

**Time:** 10:00 a.m.-11:00 a.m.

**Join Us:** [Click Here](#)



Missed an Open Office Hour Session? Click [here](#) to view the recording and handout.

<https://www.georgiainsights.com/cares-act.html>





# GaDOE Staff

**Matt Cardoza**

Director of External Affairs  
External Affairs Division  
mcardoza@doe.k12.ga.us  
(ESSER Project Director)

**Charmaine Simmons**

CARES Act Program Manager  
External Affairs Division  
csimmons@doe.k12.ga.us  
(ESSER Budget)

**Amy Rowell**

Director  
Financial Review Division  
arowell@doe.k12.ga.us  
(ESSER– Budget Support)

**Shaun Owen**

Deputy Superintendent  
Federal Programs Division  
sowen@doe.k12.ga.us  
(ESSER– Collaborative Support)

**Dr. Charisse Windom**

EANS Program Manager  
External Affairs Division  
Charisse.windom@doe.k12.ga.us  
(EANS Program)

**Carly Ambler**

Sr. Program Manager, State  
Ombudsman  
Federal Programs Division  
(ESSER - State Ombudsman)

**John Wight**

Director  
Federal Programs Division  
jwight@doe.k12.ga.us  
(ESSER– Collaborative Support)

**Amber McCollum**

Program Manager  
Special Education Services & Supports  
amccollum@doe.k12.ga.us  
(ARP IDEA Supplement)

**Dr. Kathleen Yarbrough**

Federal Programs Specialist  
Federal Programs Division  
(ESSER Equitable Services)



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