Moving Forward: Updates for Georgia's ARP ESSER Grant

Georgia Department of Education

Office of External Affairs
August 12, 2021
Session Agenda

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

<table>
<thead>
<tr>
<th>$4,252,431,691</th>
<th>$27,835,648</th>
<th>$95,119,008</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of Funds to Local Educational Agencies</td>
<td>10% of Funds to the State Education Agency</td>
<td>ARP Homeless</td>
</tr>
<tr>
<td>$3,827,188,521</td>
<td>$425,243,169</td>
<td>Homeless I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B (Section 611)</td>
</tr>
<tr>
<td>Learning Loss (20%)</td>
<td>5% Learning Loss</td>
<td>1% Summer Enrichment</td>
</tr>
<tr>
<td></td>
<td>$765,437,704</td>
<td>$212,621,585</td>
</tr>
<tr>
<td>Other (80%)</td>
<td>.5% Administration</td>
<td>2.5% SEA Reserve Set-aside</td>
</tr>
<tr>
<td></td>
<td>$3,061,750,817</td>
<td>$21,262,158</td>
</tr>
</tbody>
</table>

- **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

- 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.

| 2/3 SEA Grant Award #1 | $2,832,914,163 |
| 2/3 LEAs Grant Award #1 | $2,485,882,186 |
| 1/3 SEA Grant Award #2 | $1,419,517,528 |
| 1/3 LEAs Grant Award #2 | $1,341,306,335 |

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

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
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 state plan for final portion of K-12 education stimulus funds approved

GaDOE will use funds to address lost learning opportunities, support student mental health, remove barriers to learning

Georgia’s ARPA-ESSER state plan | highlights of Georgia’s plan

MEDIA CONTACT: Meghan Frick, GaDOE Communications Office, mfrick@doe.k12.ga.us
Follow GaDOE on Facebook, Twitter, and Instagram at @GeorgiaDeptofEd

July 22, 2021 – Georgia’s state plan for the remainder of its federal stimulus funds under the American Rescue Plan (ARP – ESSER) was approved today by the U.S. Department of Education, bringing an additional $1.4 billion to support K-12 schools in the state.

Of this round of ARP funding, 90 percent ($3,827,188,522) will be allocated directly to school districts by the state. A total of $123,948,098 will be...
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
# SEA Plan in Action

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

<table>
<thead>
<tr>
<th>Coronavirus Aid, Relief &amp; Economic Security (CARES) Act</th>
<th>Coronavirus Response &amp; Relief Supplemental Appropriations (CRRSA) Act</th>
<th>American Rescue Plan Act (ARP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESSER I</strong></td>
<td><strong>ESSER II</strong></td>
<td><strong>ESSER III</strong></td>
</tr>
<tr>
<td>Governor’s Emergency Education Funds (GEER I)</td>
<td>Governor’s Emergency Education Funds (GEER II)</td>
<td>Governor’s Emergency Education Funds (GEER III)</td>
</tr>
<tr>
<td>GA: $457,169,852</td>
<td>GA: $1,892,092,618</td>
<td>GA: $4,252,431,691</td>
</tr>
<tr>
<td>Equitable Services</td>
<td>Emergency Assistance to Non-Public Schools (EANS)</td>
<td>Emergency Assistance to Non-Public Schools (EANS II)</td>
</tr>
<tr>
<td></td>
<td>GA: $79,175,146</td>
<td>GA: $75,408,050</td>
</tr>
<tr>
<td></td>
<td>Allows reimbursement for pre-award costs dating back to March 13, 2020, when the national emergency was declared.</td>
<td>EANS funds may not be used to provide reimbursements for costs incurred by non-public schools.</td>
</tr>
<tr>
<td></td>
<td><strong>How to “... prevent, prepare for, and respond to” the COVID-19 pandemic</strong></td>
<td><strong>Implementing and providing activities to “...prevent, prepare for, and respond to” the COVID-19 pandemic</strong></td>
</tr>
<tr>
<td></td>
<td>ESSER funds may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.</td>
<td></td>
</tr>
</tbody>
</table>
## A Shift In Thinking and Response

| Coronavirus Aid, Relief & Economic Security (CARES) Act  
ESSER I | Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act  
ESSER II | American Rescue Plan Act  
(ARP)  
ESSER III |
|---|---|---|
| **How to** “… prevent, prepare for, and respond to” the COVID-19 pandemic | **How to** “… prevent, prepare for, and respond to” the COVID-19 pandemic | **Implementing and providing activities to”  
“...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

<table>
<thead>
<tr>
<th>Program</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARES ESSER I</td>
<td>March 13, 2020 - September 30, 2021</td>
</tr>
<tr>
<td>CRSSA ESSER II</td>
<td>March 13, 2020 - September 30, 2022</td>
</tr>
<tr>
<td>CARES ESSER I Carryover</td>
<td>July 1, 2021 - September 30, 2022</td>
</tr>
<tr>
<td>CRSSA ESSER II Carryover</td>
<td>July 1, 2022 - September 30, 2023</td>
</tr>
<tr>
<td>ARP ESSER III</td>
<td>March 13, 2020 - September 30, 2023</td>
</tr>
<tr>
<td>ARP ESSER III Carryover</td>
<td>July 1, 2023 - September 30, 2024</td>
</tr>
</tbody>
</table>

### Considerations:

- FY 2020 - No Austerity
- FY 2021 - 10.37% Initial Austerity
- FY 2022 - 4.2% Initial Austerity
- FY 2023 - TBD
- FY 2024 - TBD
- FY 2025 - TBD

#### Million Dollar Question

What is needed in the future as a result of the pandemic? ..........
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.

- 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 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.*

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.
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, 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-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)

<table>
<thead>
<tr>
<th>ESSER Grants</th>
<th>Grant Period</th>
<th>Tydings (Carryover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARES Act-ESSER I</td>
<td>March 13, 2020-September 30, 2021</td>
<td>October 1, 2021-September 30, 2022</td>
</tr>
<tr>
<td>CRRSA Act-ESSER II</td>
<td>March 13, 2020-September 30, 2022</td>
<td>October 1, 2021-September 30, 2023</td>
</tr>
<tr>
<td>ARP Act-ESSER III</td>
<td>March 13, 2020-September 30, 2023</td>
<td>October 1, 2021-September 30, 2024</td>
</tr>
</tbody>
</table>

## 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

Overview of ESSER & GEER Funds
Reopening Schools Safely
Advancing Equity Considerations
Supporting Educators & Other School Staff
Additional Fiscal Considerations

Click Here: Link to Resource

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.

• FY21 ARP ESSER Allocations will be uploaded to the Georgia Insights-ESSER Funding webpage after SBOE approval.
CPI Reporting of ESSER-Funded Employees

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.
Know the Risk

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

https://www2.ed.gov/about/offices/list/oig/hotline.html
Federal Grants

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

LEAs are responsible for local program implementation.

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

Local Educational Agencies

Please ensure you have downloaded the updated GaDOE Federal Programs Handbook. 06.07.21
LEA ARP ESSER Application

A statewide view of LEA applications is available on the Georgia Insights webpage.
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.
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.
### ARP ESSER Application - Budget Examples

#### Fiscal Year 2021

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>From Program</th>
<th>To Program</th>
<th>School</th>
<th>To Sub-Grant</th>
<th>Category</th>
<th>Function</th>
<th>Object</th>
<th>Units</th>
<th>Price</th>
<th>Amount</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2021</td>
<td>ESSER III - ARP - LEA (CFDA #84.425U)</td>
<td>ESSER III - ARP - LEA (CFDA #84.425U)</td>
<td>1000</td>
<td>110</td>
<td>1</td>
<td>$960,000.00</td>
<td>LEARNING LOSS: Allocate $960,000 ($320,000 per year for FY22, FY23, and FY24) to pay salaries for 8 additional 45% 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).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>ESSER III - ARP - LEA (CFDA #84.425U)</td>
<td>ESSER III - ARP - LEA (CFDA #84.425U)</td>
<td>1000</td>
<td>532</td>
<td>1</td>
<td>$736,081.00</td>
<td>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).</td>
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</tr>
</tbody>
</table>
### ESSER Budget

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Status</th>
<th>Approved Budget</th>
<th>Received Funds</th>
<th>% of Fund Received</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Days Left for Grant Period</th>
<th>Days Left for Grant Close Out</th>
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</thead>
<tbody>
<tr>
<td>ESSER Fund Grant(Formula)</td>
<td>Closed</td>
<td>$400,975,350</td>
<td>$218,136,183.94</td>
<td>54.40%</td>
<td>04/30/2021</td>
<td>10/31/2021</td>
<td>4 Months, 4 Days</td>
<td>5 Months, 4 Days</td>
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<tr>
<td>ESSER Fund Grant(Formula)</td>
<td>Open</td>
<td>$4,118</td>
<td>$4,118</td>
<td>100.00%</td>
<td>04/30/2020</td>
<td>09/30/2021</td>
<td>4 Months, 4 Days</td>
<td>5 Months, 4 Days</td>
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<tr>
<td>Sp Ed. Grant</td>
<td>Closed</td>
<td>$2,068,444</td>
<td>$375,623.85</td>
<td>18.16%</td>
<td>04/30/2020</td>
<td>09/30/2021</td>
<td>4 Months, 4 Days</td>
<td>5 Months, 4 Days</td>
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<tr>
<td>Sp Ed. Grant</td>
<td>Open</td>
<td>$12,221,718</td>
<td>$4,861,416.45</td>
<td>34.18%</td>
<td>04/30/2021</td>
<td>10/31/2021</td>
<td>4 Months, 4 Days</td>
<td>5 Months, 4 Days</td>
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<tr>
<td>Equitable Services</td>
<td>Open</td>
<td>$180,000</td>
<td>$0</td>
<td>0.00%</td>
<td>05/04/2020</td>
<td>09/30/2022</td>
<td>16 Months, 4 Days</td>
<td>17 Months, 4 Days</td>
</tr>
<tr>
<td>School Nursing</td>
<td>Open</td>
<td>$1,047,405</td>
<td>$481,058.04</td>
<td>45.93%</td>
<td>07/01/2020</td>
<td>09/30/2021</td>
<td>1 Months, 4 Days</td>
<td>4 Months, 4 Days</td>
</tr>
<tr>
<td>RESA</td>
<td>Open</td>
<td>$2,324,725</td>
<td>$230,750.56</td>
<td>9.93%</td>
<td>07/01/2020</td>
<td>09/30/2021</td>
<td>1 Months, 4 Days</td>
<td>4 Months, 4 Days</td>
</tr>
<tr>
<td>GNETS</td>
<td>Open</td>
<td>$600,006</td>
<td>$0</td>
<td>0.00%</td>
<td>07/01/2020</td>
<td>09/30/2021</td>
<td>1 Months, 4 Days</td>
<td>4 Months, 4 Days</td>
</tr>
<tr>
<td>State Charters</td>
<td>Open</td>
<td>$198,382</td>
<td>$14,891</td>
<td>7.51%</td>
<td>07/01/2020</td>
<td>09/30/2021</td>
<td>1 Months, 4 Days</td>
<td>4 Months, 4 Days</td>
</tr>
<tr>
<td>AG AREA Teacher</td>
<td>Open</td>
<td>$1,249</td>
<td>$1,249</td>
<td>100.00%</td>
<td>04/01/2021</td>
<td>10/31/2021</td>
<td>4 Months, 4 Days</td>
<td>5 Months, 4 Days</td>
</tr>
<tr>
<td>AG Extended Day</td>
<td>Closed</td>
<td>$1,249</td>
<td>$1,249</td>
<td>100.00%</td>
<td>04/01/2021</td>
<td>10/31/2021</td>
<td>4 Months, 4 Days</td>
<td>5 Months, 4 Days</td>
</tr>
</tbody>
</table>

**Total Approved Budgets:** $1.24bn

**Amount Previously Received:** $297.13M
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.

<table>
<thead>
<tr>
<th>Coronavirus, Aid, Relief &amp; Economic Security (CARES) Act</th>
<th>Coronavirus Response &amp; Relief Supplemental Appropriations (CRRSA) Act</th>
<th>American Rescue Plan (ARP) Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER I</td>
<td>ESSER II</td>
<td>ESSER III</td>
</tr>
<tr>
<td>GA: $457,169,852</td>
<td>GA: $1,892,092,618</td>
<td>GA: $4,249,371,244</td>
</tr>
</tbody>
</table>

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](https://www.georgiainsights.com/cares-act.html) to join the session on Thursday, June 24, 2021 at 100 p.m.-2:00 p.m.
- July Open Office Hour: Click [here](https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx) to join the session on Tuesday, July 13, 2021 at 10:00 a.m.-11:00 a.m.

LEA Formula and State Reserve Allocations
Maintenance Of Equity Requirements

ARP ESSER Grant
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 and Answers

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must an LEA meet both MOEquity requirements?</td>
<td>Yes. An LEA that receives ARP ESSER funds must maintain both fiscal and staffing equity.</td>
</tr>
<tr>
<td>What fiscal years must an LEA maintain equity?</td>
<td>LEA must maintain equity in each of FYs 2022 and 2023</td>
</tr>
<tr>
<td>At what point in a fiscal year does an SEA or LEA determine whether it maintained equity?</td>
<td>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.</td>
</tr>
</tbody>
</table>
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
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?

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage of Economically Disadvantaged Students</th>
<th>Grade Span</th>
<th>High-Poverty School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>80%</td>
<td>Elementary</td>
<td>Yes</td>
</tr>
<tr>
<td>School B</td>
<td>75%</td>
<td>Elementary</td>
<td>Yes</td>
</tr>
<tr>
<td>School C</td>
<td>65%</td>
<td>Elementary</td>
<td>Yes</td>
</tr>
<tr>
<td>School G</td>
<td>60%</td>
<td>Middle</td>
<td>No</td>
</tr>
<tr>
<td>School I</td>
<td>40%</td>
<td>High</td>
<td>No</td>
</tr>
<tr>
<td>School D</td>
<td>35%</td>
<td>Elementary</td>
<td>No</td>
</tr>
<tr>
<td>School E</td>
<td>25%</td>
<td>Elementary</td>
<td>No</td>
</tr>
<tr>
<td>School H</td>
<td>25%</td>
<td>Middle</td>
<td>No</td>
</tr>
<tr>
<td>School F</td>
<td>15%</td>
<td>Elementary</td>
<td>No</td>
</tr>
</tbody>
</table>

**Rank Order Districtwide**

9 schools ÷ 4 = 2.25

**Rank Order Grade Span**

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

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage of Economically Disadvantaged Students</th>
<th>Elementary Grade Span</th>
<th>Middle Grade Span</th>
<th>High School Grade Span</th>
<th>High-Poverty School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>80%</td>
<td>X</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School B</td>
<td>75%</td>
<td>X</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School C</td>
<td>65%</td>
<td>X</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School D</td>
<td>35%</td>
<td>X</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School E</td>
<td>25%</td>
<td>X</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School F</td>
<td>15%</td>
<td>X</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School G</td>
<td>60%</td>
<td>X</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School H</td>
<td>25%</td>
<td>X</td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School I</td>
<td>40%</td>
<td>X</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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
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 re-determine 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:

- Which schools are identified as high-poverty schools in the LEA and demographic information for each such school compared to the entire LEA;
- The per-pupil amount of funding for each high-poverty school in the LEA in FYs 2021, 2022 and 2023;
- The per-pupil amount of funding in the aggregate for all schools in the LEA in FYs 2021, 2022 and 2023;
- The per-pupil number of FTEs for each high-poverty school in the LEA in FYs 2021, 2022 and 2023;
- The per-pupil number of FTEs in the aggregate for all schools in the LEA in FYs 2021, 2022 and 2023; and
- Whether the LEA did not maintain equity for any high-poverty school in FY 2022 or 2023.

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

https://www.georgiainsights.com/cess-act.html
GaDOE Construction Assurance Form

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.
### GaDOE Construction Assurance Form

#### The LEA assures the cost follow federal construction regulations: 34 CFR/5.600-617

- **75.600** Use of a grant for construction: Purpose of 75.601-75.615
- **75.601** Applicant’s assessment of environmental impact (Not applicable to LEA projects)
- **75.602** Preservation of historic sites must be described in the application.
- **75.603** Grantee’s right to site
- **75.604** Availability of cost sharing funds.
- **75.605** Beginning the construction (Not applicable to LEA projects)
- **75.606** Completing the construction.
- **75.607** General consideration in designing facilities and carrying out construction.
- **75.609** Comply with Safety and Health Standards.
- **75.610** Access by the handicapped.
- **75.611** Avoidance of flood hazards.
- **75.612** Supervision and inspection by the grantee.
- **75.613** Relocation assistance by the grantee.
- **75.614** Grantee must have operational funds.
- **75.615** Operation and maintenance by the grantee.
- **75.616** Energy Conservation.
- **75.617** Compliance with the Coastal Barrier Act.

#### Domestic Preference for Procurements

The LEA assures funds used under the ESSER II and ESSER III will follow the requirements of 2 CFR §200.322, 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.

- **2 CFR §200.322** 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 works 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 polycarbonate pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

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**Estimated Start:**

- Estimated completion:


**Davis-Bacon Wage Determination**

- 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 area.

**Certifications**

- Georgia State Board of Education
- Georgia Department of Education
- Educating Georgia’s Future

---

**Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future**
Training and Technical Assistance Dates

<table>
<thead>
<tr>
<th>Coronavirus, Aid, Relief &amp; Economic Security (CARES) Act</th>
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<td>GA: $1,892,092,618</td>
<td>GA: $4,252,431,691</td>
</tr>
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Open Office Hour Sessions

Have pressing questions? Or, just need to stay informed? Send us your questions ahead of time [here](https://www.georgiainsights.com/cares-act.html).

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](https://www.georgiainsights.com/cares-act.html) to view the recording and handout.
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