LEA ESSER Plans & IFR Requirements

May 3, 2021
Office of External Affairs
As described in more detail below, the Secretary has established interim final requirements for ARP ESSER related to:

- SEA consultation
- LEA ARP ESSER Plans
- The statutory requirement that LEAs receiving ARP ESSER funds develop plans for the safe return to in-person instruction and continuity of services

GaDOE’s ARP-ESSER Application

- GaDOE’s Comprehensive Learning Loss Plan
- ARP ESSER Use of Funds-Extension
- LEA’s Return to In-Person Instruction Plan
- LEA Data Collection- School Operation Status & Instructional Mode
### Click the Links to Access Technical Assistance Resources

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<thead>
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| May 12   | This webinar will guide local educational agencies in completing a component of their LEA ARP ESSER Plan. GaDOE’s Comprehensive Learning Loss Plan supports LEA’s planning and budgeting efforts for the ARP Act ESSER funds to ensure at least 20% address the impacts of lost instructional time through the implementation of evidenced based intervention.  
[Registration](#) (gotowebinar.com)  
Time: 10:00 a.m.-11:00 a.m.  

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*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
Overview of Interim Final Requirements

ARP Act

**LEA ARP ESSER Plan**

**Be**
How funds will be used to comply with CDC recommended mitigation strategies to reopen schools and maintain their safe operating status.

**Use**
How the LEA will use the mandatory 20 percent set-aside to address learning loss through evidence-based extended school day or school year programs, afterschool programs, or summer programs.

**Spend**
How the LEA will spend its remaining ARP ESSER allocation in compliance with the law.

**Target**
How the LEA will target its evidence-based interventions to students who are underserved or were most significantly affected by COVID-19.

**LEA ARP Safe Return to In-Person Instruction**

An LEA must include specific information that addresses how it will maintain student and staff health and safety and how it will ensure continuity of services for academic and social-emotional needs, as well as how it meets CDC guidance regarding the following:

- Universal and correct wearing of masks.
- Modifying facilities to allow for physical distancing.
- Handwashing and respiratory etiquette.
- Cleaning and maintaining healthy facilities, including improving ventilation.
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments.
- Diagnostic and screening testing.
- Efforts to provide vaccinations to school communities.
- Appropriate accommodations for children with disabilities with respect to health and safety policies.
- Coordination with state and local health officials.

The plan must be updated no less than every six months and must include public input when revisions are necessary. If an LEA already has a plan in place that doesn’t meet the new requirements, it must revise the plan within six months.
How may ARP ESSER funds be used?

An LEA may use its ARP ESSER funds for a wide variety of activities related to educating students during the COVID-19 pandemic and addressing the impacts of the COVID-19 pandemic on students and educators.

- Maintain the health and safety of students and school staff as they return to in-person instruction

  - Examples: adopting policies consistent with guidance on reopening schools from the Centers for Disease Control and Prevention (“CDC”)
  - Universal and correct wearing of masks
  - Modifying facilities to allow for physical distancing
  - Handwashing and respiratory etiquette
  - Cleaning and maintaining healthy facilities
  - Improving ventilation
  - Contact tracing in combination with isolation and quarantine
  - Efforts to provide vaccinations to school communities
  - Appropriate accommodations for children with disabilities with respect to health and safety policies
  - Coordination with State and local health officials
How may ARP ESSER funds be used?

An LEA may also use the ARP ESSER funds to address the academic, social, emotional, and mental health needs of its students and activities that are necessary to maintain the operation of services in LEAs, for example, to stabilize the workforce and avoid layoffs.

Examples:

• Hiring additional personnel such as school counselors, psychologists, and nurses.

• Implementing strategies to accelerate learning.

  • Dr. Caitlin Dooly, Deputy Superintendent of Teaching and Learning shared a valuable resource at the first session, *Understanding the Evidence-base for Recovery* in the GACIS/C&I 10 Part Webinar Series: Addressing Accelerated Learning. Please review the resource [here](#) to support the effective planning and budgeting of your district’s ARP Act funding.

• Make investments in teaching and learning that will result in lasting improvements in the LEA.
At Least 20% Addressing Learning Loss

ARP Act

From the ARP Act, at least 20 percent of the funds to measure and address the academic impact of lost instructional time on all students, through the implementation of evidence-based interventions, such as interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

The LEA must also ensure that such interventions respond to students’ academic, social, emotional, and mental health needs and address the impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

- Build a cohort of teacher leaders who earn a PSC-approved Endorsement for Online Teaching and/or Endorsement for Personalized Learning.
- Increase access to and engagement in art, music, physical education, health, computer science, and foreign language courses
- Ensure that new educators have local housing options (and/or possible discounted rates
- Work with P-20 partners to:
  - Develop beginning teacher-residency programs
  - Develop/refresh “Grow Your Own” programs
  - Refresh preparation programs, including Alternative Preparation Programs
  - Conduct recruitment fairs
  - Provide Service fields and/or endorsements for specialized areas
  - Pay for mentor teachers and administrators
  - Hire/support MTSS coordinators: provide professional learning for school staff about tiered supports; provide data analysis for district level supports
  - Hire/support other support personnel: school nurses, school counselors, school psychologists, and school media specialists
Coherent Instruction

- Accelerate learning by focusing on essential knowledge and skills necessary for completing a grade level; this toolkit from The New Teacher Project provides a school/teacher-level strategy to addressing individual student needs while ensuring high expectations and building supports.

- Provide in-school high-frequency tutoring, a highly effective strategy specifically when it involves:
  - Formative assessment
  - 3 or more sessions a week during the school day
  - Up to 3 or 4 students per session
  - Trained tutors
  - High quality curriculum materials

- Consider altering the use of time to increase face-to-face instructional time with students (4-day week + 1-day enrichment; year-round calendars); lengthen the school day and/or year.
Strategic Use of Funds
Learning Advantages

CCSSO 2021 Summer Learning & Enrichment

Delivery Model & Staffing

Curriculum Priorities

Equity & Access

SEL & Mental Health for Students

Privacy & Security

Planning & Communication

Funding
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>
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<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>
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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.
LEA ARP ESSER Plans
IFR Requirement

GaDOE’s Comprehensive Learning Loss Plan
LEA ARP ESSER Plans

IFR Requirement

Statute

Title VII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part.

Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds.

An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001 (d) (1) of the ARP Act; and section 2001 (e) of the ARP Act prescribes certain mandatory and permissive uses of LEA’s funds.

Interim Final 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) (at least 20% to address learning loss) 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 ARP ESSER Plans - Addressing Learning Loss

LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA’s website, a plan for the LEA’s use of ARP ESSER funds.

Facilitated By: Division of School and District Effectiveness
Date: Tuesday, May 12, 2021
Time: 10:00 a.m.-11:00 a.m.
Registration Here: Registration (gotowebinar.com)
Session will be recorded and uploaded on Georgia Insights website for your reference
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.

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

1. Please explain how the LEA engaged the entire school community to establish a safe environment for all educators, school staff, and students to promote trust and confidence.
2. Please explain how the LEA used ARP-ESSER fund to implement prevention strategies to reduce the transmission of COVID-19 in schools.
3. Please explain how the LEA monitored cases and made decisions about in-person instruction.

The extension was added to the use of funds template that you’ve uploaded to the Consolidated Application with the other ESSER grants.

- The extension provides the opportunity to share the LEA’s Return to In-Person Instruction Plan linked to their website.
- For any of the responses, if explicitly explained and included within the Return to In-Person Instruction plan posted on the LEA’s website, please include the reference to locate the description from the plan in the space provided.

American Rescue Plan (ARP) Act, 2021 ESSER III Implementation Plan Overview-Extension
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.
LEA Plan for Safe Return to In-Person Instruction and Continuity of Services
LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

IFR Requirement

LEA that receives ARP ESSER funds to develop and make publicly available on the LEA’s website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.

Interim Final Requirement

- LEA Plan must address and require periodic review and, when needed, revision of the plan to ensure it remains relevant and meets statutory and regulatory requirements.
- **Four** IFR Requirements found on the next slide
LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

IFR Requirement

1. Include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC’s safety recommendations including:
   - Universal and correct wearing of masks
   - Modifying facilities to allow for physical distancing
   - Handwashing and respiratory etiquette;
   - Cleaning and maintaining healthy facilities, including improving ventilation
   - Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments;
   - Diagnostic and screening testing; efforts to provide vaccinations to school communities;
   - Appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

2. Describe how the LEA will ensure continuity of services, including but not limited to services to address students’ academic needs and students’ and staff social, emotional, mental health and other needs, which may include student health and food services.

3. LEA must 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, which requires an LEA to seek public comment on the development of its plan, an LEA must 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.

4. LEA plan 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;
   Upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
Related Resources Released by US ED ARP Act

Handbook topics include:

Safe Practices for In-Person Learning
- Mask Practices
- Physical Distancing Practices
- Co-horting/Podding & Staffing Considerations for Physical Distancing
- Transportation Considerations
- Encouraging Families and Staff to Check for Symptoms at Home
- Handwashing and Respiratory Etiquette
- Safety Considerations Related to Music, Arts, and Athletic Programs
- Supporting Ongoing Engagement with Educators, Families, and the School Community

Related Resources Released by US ED ARP Act

Handbook topics include:

Creating Safe & Healthy Learning Environments
- Meeting basic needs: providing school meals regardless of educational setting
- Meeting the social, emotional, and mental health needs of students
- Providing all students with access to a safe and inclusive learning environment

Addressing Lost Instructional Time
- Accelerating learning through instructional approaches, tutoring, and expanded learning time
- Supporting equitable access and effective use of technology
- Using data about student’s opportunity to learn to help target resources and support
- Addressing resource inequities

Supporting Educator and Staff Stability and Well-Being
- Stabilizing a diverse and qualified educator workforce
- Supporting educator and staff well-being

ED COVID-19 Handbook: Volume 2 2021 (PDF)
# School Operating Status & Instructional Mode

## Planned Operational Status and Mode of Instruction for the LEA

<table>
<thead>
<tr>
<th></th>
<th>Summer 2021</th>
<th>2021-2022 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remote or online only</td>
<td>Remote or online only</td>
</tr>
<tr>
<td></td>
<td>School buildings open with both remote/online and in-person instruction (hybrid)</td>
<td>School buildings open with both remote/online and in-person instruction (hybrid)</td>
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<tr>
<td></td>
<td>School buildings open with full-time in-person instruction</td>
<td>School buildings open with full-time in-person instruction</td>
</tr>
</tbody>
</table>

## Number of schools

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>All schools</th>
<th>Offered to all students</th>
<th>Offered to some students</th>
<th>Not offered</th>
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<tbody>
<tr>
<td>Remote or online only</td>
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</tr>
<tr>
<td>School buildings open with both remote/online and in-person instruction (hybrid)</td>
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<tr>
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### School Operating Status & Instructional Mode

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Total enrollment</th>
<th>Remote or online only</th>
<th>Both remote/online and in-person instruction (hybrid)</th>
<th>Full-time in-person instruction</th>
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<td>Migratory students</td>
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Resources