Provisions for Maintenance of Equity
ARP Act- ESSER III Training

Georgia Department of Education

Office of External Affairs
October 6, 2021
American Rescue Plan (ARP) Act
LEA Maintenance of Equity Requirement

• Objective:
  • The Maintenance of Equity provision ensures 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.

• Which entities must comply with the MOEquity requirements?
  • Each LEA that receives ARP ESSER funds must comply with the applicable MOEquity requirements in section 2004(b) or (c) of the ARP Act, respectively, as a condition of receiving those funds.
Categories for MoEquity Data Submission

The LEA meets one of the requirements to submit documentation for an LEA exception.

The LEA does not meet any of the exceptions.
<table>
<thead>
<tr>
<th>Exception #1</th>
<th>Exception #2</th>
<th>Exception #3</th>
<th>Exception #4</th>
<th>Exception #5 (US ED offers waiver due to timeframe of the ARP Act)</th>
<th>Does not meet any exception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a total enrollment of less than 1,000 students;</td>
<td>Operates a single school;</td>
<td>Serves all students within each grade span with a single school;</td>
<td>Demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of the LEA as determined by the Secretary.</td>
<td>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. <strong>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</strong> (i.e., is not facing overall budget reductions).</td>
<td>Complete GaDOE MoEquity Data Submission Form.</td>
</tr>
</tbody>
</table>

**Submit LEA Certification of Exception for MoEquity**

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**Submit LEA Certification of Exception for MoEquity**

***These request are submitted to US ED for approval***

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Submit LEA Certification of Exception for MoEquity. GaDOE will document LEA's waiver of exception requested. **** If an LEA applies for this waiver, they are not eligible to apply ARP funds to austerity or any other combined state and local per-pupil expenditures for FY22.****

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Due October 29, 2021
ARP_ESSER@doe.k12.ga.us

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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
American Rescue Plan (ARP) Act
LEA Maintenance of Equity Requirement

Local Educational Agencies

• LEA cannot reduce combined State and local per-pupil funding for a “high-poverty school” by an amount that exceeds the total reduction LEA-wide, if any, of combined State and local per pupil funding for all schools in the LEA.

• The LEA cannot reduce the number of FTE staff per-pupil in any high-poverty school by an amount that exceeds the total reduction, if any, of FTE staff per-pupil in all schools in the LEA.

Both LEA maintenance of equity applies to 2022 and 2023 State and local funding combined.
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.
Collaborate with LEA Team Members

- Superintendent
- Title I Director
- Finance Director
- Accounting Team
- School Principals
- Other pertinent staff

Helpful Documents to Complete
School Level Fiscal & Staffing Equity

- Resource Allocation Methodology/Plan (Title I, Part A-RAM/P)
- QBE Allotment Sheet
- Local Funds Allocation Sheet
- Other
Which Funding Sources Must An LEA Include?

- Ensure the LEA has considered all cost reported to the school’s expenditures.
- Ensure the LEA has considered all cost charged directly to the school’s FTE.

The LEA must use consistent funding sources from year to year.

The LEA will need to document its source data to ensure the determination is consistent from year to year.

What Expenditures Should the LEA Include?

Section 8101(12) of the ESEA

CURRENT EXPENDITURES.—The term “current expenditures” means expenditures for free public education—

Include Expenditures for:
• Administration
• Instruction
• Attendance
• Health services
• Pupil Transportation Services
• Operation and Maintenance of Plant
• Fixed charges, and net expenditures to cover deficits for food services and student body activities

Do Not Include Expenditures for:
• Community Services
• Capital Outlay
• Debt Service
• Any expenditures made from federal funds
• Support from private donors
GaDOE MoEquity Data Submission Form

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

- MoEquity Data Submission Form
- MoEquity Certification of Exception
- Construction Assurance
- ARP ESSER LEA Plan Application
- ARP-ESSER Plan Timeline
- ESSER Bonus Grant Presentation File

ARP Act Maintenance of Equity - ESSER Funding FY22

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 Data and Local Funds so the Nation continues to respond to the COVID-19 pandemic’s impact.

(U.S. Department of Education Instructions of Equity Requirements)”

High-Poverty Schools Within the LEA

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Total Number of Schools in LEA (95.3)</th>
<th>Number of Schools in the Highest Quartile (95.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
<td>50</td>
</tr>
</tbody>
</table>

ARP 2022 Fiscal Year

School A Percentage of Economically Disadvantaged Students FY 22 High-Poverty School?

% 55% Yes

Resources

- MoEquity Data Submission Form
- MoEquity Certification of Exception
- Construction Assurance
- ARP ESSER LEA Plan Application
- ARP-ESSER Plan Timeline
- ESSER Bonus Grant Presentation File
How does an LEA identify its high-poverty schools?
Tab 1: FY22 High Poverty Schools

1. Input the LEA Name

2. Input the total number of schools within the LEA.

3. Automatic calculation of the number of schools that are identified as a high poverty school within in the LEA.

4. Rank order **ALL** schools within the LEA by the percentage of economically disadvantaged students.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Percentage of Economically Disadvantaged Students</th>
<th>FY 22 High-Poverty School?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>98%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Fiscal and Staffing equity data will be submitted for the schools identified in the highest quartile.*
How does an LEA determine whether it maintained fiscal equity for its high-poverty schools?
American Rescue Plan (ARP) Act
LEA Maintenance of Equity Requirement

**Tab 2: FY22 Fiscal Equity**

1. **FY22** - total State and local funds provided to all schools served by the LEA; the total number of children enrolled in all schools served by the LEA; automatic calculation.
2. **FY21** - total State and local funds provided to all schools served by the LEA; the total number of children enrolled in all schools served by the LEA; automatic calculation.
3. List only the high poverty schools identified on Tab1
4. **FY22** - total State and local funds provided to the identified school; the total number of children enrolled in that school; automatic calculation.
5. **FY21** - total State and local funds provided to the identified school; the total number of children enrolled in that school; automatic calculation.
6. Automatic calculations to determine if the LEA did or did not meet fiscal equity for FY22.

### MAINTENANCE OF FISCAL EQUITY CALCULATIONS

<table>
<thead>
<tr>
<th>Calculation</th>
<th>FY22</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of State and local funds provided to all schools served by the LEA in FY2022</td>
<td>$900,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Aggregate number of children enrolled in the LEA in FY2022</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>State and local per-pupil amount for FY2022 (§27.1.a)</td>
<td>$450</td>
<td>$500</td>
</tr>
<tr>
<td>Total amount of State and local funds provided to all schools served by the LEA in FY2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate number of children enrolled in the LEA in FY2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and local per-pupil amount for FY2021 (§27.1.b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and local per-pupil reduction in State and local funds, if any, for FY2022</td>
<td></td>
<td>$50</td>
</tr>
</tbody>
</table>

**High-Poverty List of Schools in the LEA (#25.2)**

<table>
<thead>
<tr>
<th>School</th>
<th>Total Amount of State &amp; local funds allocated to this school in FY2022</th>
<th>Aggregate number of children enrolled in this school in FY2022</th>
<th>Per-pupil amount for FY2022 (§27.2.a)</th>
<th>Total amount of State &amp; local funds allocated to this school in FY2021</th>
<th>Aggregate number of children enrolled in this school in FY2021</th>
<th>Per-pupil amount for FY2021 (§27.2.b)</th>
<th>High-poor school per-pupil reduction in State and local funds, if any, for FY2022 (§27.2.c)</th>
<th>Has the LEA maintained fiscal equity for this school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>$16,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School B</td>
<td>$16,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School C</td>
<td>$2,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School D</td>
<td>$1,750</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School E</td>
<td>$5,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School F</td>
<td>$10,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School G</td>
<td>$15,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>School H</td>
<td>$20,000</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Information from highest quartile of LEA school ranking.
How does an LEA determine whether it maintained staffing equity for its high-poverty schools?
### How does an LEA determine which FTEs to include when determining whether the LEA maintained staffing equity?

<table>
<thead>
<tr>
<th>What enrollment data may an LEA rely on when determining its per-pupil amount of funding for high poverty schools?</th>
<th>How does an LEA determine which FTEs to include when determining whether the LEA maintained staffing equity?</th>
</tr>
</thead>
</table>
| 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. | • All paid staff whose salaries are reported to the school’s expenditures.  
• Instructional and non-instructional  
• All employees and those hired by contract who perform school-level services  
• Staff who split their time between more than one school building in the LEA |
| May include:  
• prior year enrollment data,  
• an average of multiple prior years’ enrollment,  
• Or, projected enrollment data for the next fiscal year. | *****  
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. |
| • Once the determination is made, stay consistent from year to year |  |
American Rescue Plan (ARP) Act
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Tab 3: FY22 Staffing Equity

1. **FY22**-total FTE staff provided to all schools served by the LEA; the total number of children enrolled in all schools served by the LEA; automatic calculation.

2. **FY21**-total FTE staff provided to all schools served by the LEA; the total number of children enrolled in all schools served by the LEA; automatic calculation.

3. List only the high poverty schools identified on Tab 1.

4. **FY22**-total FTE staff provided to the identified school; the total number of children enrolled in that school; automatic calculation.

5. **FY21**-total FTE staff provided to the identified school; the total number of children enrolled in that school; automatic calculation.

6. Automatic calculations to determine if the LEA did or did not meet staffing equity for FY22.

<table>
<thead>
<tr>
<th>School A</th>
<th>Total amount of FTE Staff in all schools served by the LEA in FY22</th>
<th>Aggregate number of children enrolled in the LEA in FY22</th>
<th>Per-pupil number of FTEs for FY22 (#30.1.a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School B</td>
<td>1,000</td>
<td>200</td>
<td>5.00</td>
</tr>
<tr>
<td>School C</td>
<td>1,000</td>
<td>200</td>
<td>5.00</td>
</tr>
<tr>
<td>School D</td>
<td>200</td>
<td>1,200</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Information from highest quartile of LEA school ranking.

<table>
<thead>
<tr>
<th>School A</th>
<th>Total amount of FTE Staff in all schools served by the LEA in FY21</th>
<th>Aggregate number of children enrolled in the LEA in FY21</th>
<th>Per-pupil number of FTEs for FY21 (#30.1.b)</th>
<th>High-poor school FTE per-pupil reduction, if any, for FY22 (#30.1.c)</th>
<th>Has the LEA maintained staffing equity for this school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School B</td>
<td>1,000</td>
<td>200</td>
<td>5.00</td>
<td>6.00</td>
<td>Yes</td>
</tr>
<tr>
<td>School C</td>
<td>1,000</td>
<td>200</td>
<td>5.00</td>
<td>6.00</td>
<td>Yes</td>
</tr>
<tr>
<td>School D</td>
<td>175</td>
<td>1,200</td>
<td>5.13</td>
<td>#DIV/0!</td>
<td>No</td>
</tr>
</tbody>
</table>
How does an LEA submit the MoEquity Data to GaDOE?
Maintenance Of Equity Requirements

LEAs may submit MoEquity data via one of the following methods by October 29, 2021:

• Send linked file folder with the information included to ARP_ESSER@doe.k12.ga.us

• Upload the file to Program Information or Attachments tabs in the Consolidated Application

• Email file to ARP_ESSER@doe.k12.ga.us
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.

Please note that GaDOE will make each LEA’s Maintenance of Equity information publicly available on the [ESSER Funding](#) website.
Resources

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.

SAVE THE DATE!

Open Office Hour Sessions

Have pressing questions? Or, just need to stay informed? Send us your questions ahead of time here.

Date: Thursday, October 14, 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.

Team Members

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