

ARP ESSER III REQUIREMENTS FOR LEA

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Michigan Department of Education



ESSER III ALLOWABLE EXPENSE QUESTIONS FOR DISTRICT CONSIDERATION

- USED has released five questions for districts to consider when evaluating whether the proposed spending is appropriate:
 - Will the proposed use of funds "prevent, prepare for, and respond to Coronavirus?"
 - Is it an allowable use of funds under the CARES Act?
 - Is it reasonable and necessary?
 - Does it promote equity?
 - Does it support returning students to the classroom?



ARP ESSER III

LEA REQUIREMENTS

Safe Return to In-Person Instruction and Continuity of Services (**within 30 days of receipt of LEA allocation**)

- *If LEA had plan in place prior to ARP, public input is considered met, you must update existing plan within 6 months to meet Interim Final Requirements*

Reservation to Address the Academic Impact of Lost Instructional Time



Maintenance of Equity for High-Poverty Schools

LEA Plan for Use of ARP ESSER Funds



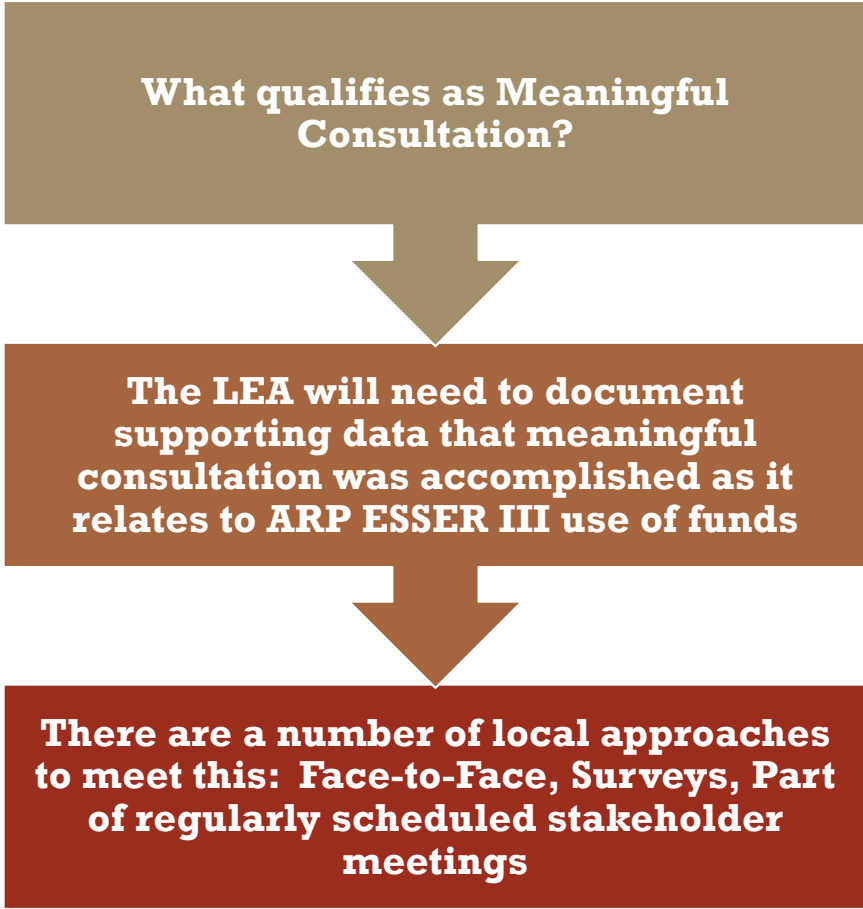
LEA Plan for Use of ARP ESSER Funds Meaningful Consultation with Stakeholders

Under this requirement, 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, an LEA must 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. Additionally, an LEA must 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.

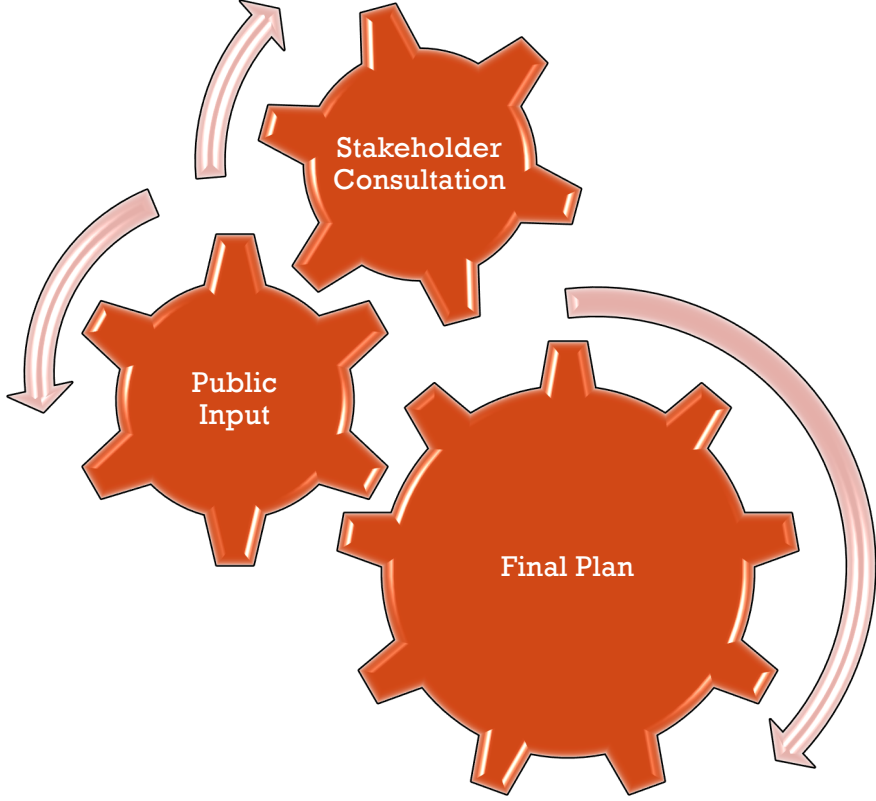
This requirement remains for the *LEA Plan for Use of Funds*. It is not considered met based on previous submissions of COVID Learning Plans to CEPI

MDE has embedded the requirement into the ARP ESSER III application in MEGS+





**LEA PLAN FOR USE
OF FUNDS
MEANINGFUL
CONSULTATION**



**LEA PLAN FOR USE
OF FUNDS
MEANINGFUL
CONSULTATION**

Meaningful
Consultation
and Public
Input



LEA Plan for
Use of
Funds



Approved
Budget in
ARP ESSER
III
Application



Can I maximize Supplanting to free up General Funds to address needs?

Yes. Please note the use of federal ARP ESSER III funds must be supported by stakeholder Meaningful Consultation and Public Input

Please note MDE only has interest in the allowable use of and monitoring of federal funds (ESSER). MDE has no role in localized use of General Funds



Can I maximize Supplanting to free up General Funds to address Collective Bargaining?

Yes, with an asterisk. ESSER funds **cannot be used for ANY permanent increase in salary/benefits/steps, etc. Must be one-time only payments for duties above-and-beyond regular duties and aligned with pandemic. ESSER allows you to continue to pay **existing** salary/benefits/steps for staff.**

Please note MDE only has interest in the allowable use of and monitoring of federal funds (ESSER). MDE has no role in localized use of General Funds

LEA PLAN OF USE ASSURANCES/CERTIFICATIONS

- * Please certify that the LEA has engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of the plan.

All items must be checked

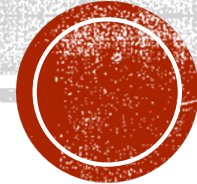
- * • Students
- * • Families
- * • School and District Administrators (including Special Education Administrators)
- * • Teachers, Principals, School Leaders, Other Educators, School Staff, and their Unions

Must select at least one

- Tribes
 - Civil Rights Organizations (including disability rights organizations)
 - 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
 - None of these are present or served within the LEA boundaries
-
- * The LEA certifies a Safe Return to In-Person Instruction and Continuity of Services Plan was/will be posted to LEA website within 30 days of funds being allocated.
 - * The LEA certifies it has/will meet the Reservation to Address the Academic Impact of Lost Instructional Time requirement in ARP ESSER III (20 percent of such funds to address learning loss).



**ARP ESSER III
APPLICATION**



**ARP ESSER III
APPLICATION.....
RESOURCES FOR PLAN
DEVELOPMENT**

[Guidance for COVID-19 Prevention in K-12 Schools | CDC](#)

[ED COVID-19 Handbook, Volume 2 \(PDF\)](#)



LEA PLAN OF USE NARRATIVE

Each LEA must submit a LEA Plan of Use Narrative. If the LEA has not yet been able to complete their LEA Plan of Use Narrative, they should indicate so by checking the checkbox below and leaving the narrative questions blank. Once the LEA Plan of Use Narrative has been completed the LEA should amend the application and include the narrative content below and remove the check from the checkbox and resubmit the application.



The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

Please describe 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:

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Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

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

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Please describe 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 (see below) 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.

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[GUIDANCE FOR COVID-19 PREVENTION IN K-12 SCHOOLS | CDC](#)

[ED COVID-19 HANDBOOK, VOLUME 2 \(PDF\)](#)

[ESSER.GEER .FAQS 5.26.21](#)

[ED COVID-19 HANDBOOK, VOLUME 2 \(PDF\)](#)





How do I avoid Error Message in M+ Budget page if I check box?

If you check the box for more time to submit: (1) You must complete the Program Description narratives; and (2) Enter description and "\$1" in budget using one of the 5 Learning Loss dropdown items

Please note that MDE cannot review or approve any application until the LEA Plan for Use of Funds component is complete



Need

- Need to administer high quality assessments to determine academic needs

Implement

- Implement evidence-based practices

Support

- Support students and families in distance learning

Track

- Track student attendance and engagement during remote instruction

Monitor

- Monitor student academic progress to identify students who need more help

ESSER III REQUIRED MAINTENANCE OF EQUITY

What is Maintenance of Equity?

- SEA must ensure that any cuts to state funding in FY22 and FY23 for “high-need” school districts are less than the overall reduction in state funding across all districts in the state, on a per-student basis. High-need districts are defined as the districts with the highest percentages of economically disadvantaged students that collectively serve 50% of the state’s students
- SEA must ensure that “high-poverty” school districts receive at least as much state funding in FY22 and FY23 as in FY19, on a per-student basis. High-poverty districts are districts with the highest percentages of economically disadvantaged students that collectively serve 20% of the state’s students
- LEA must ensure they do not reduce funding or staff in any high-poverty school in a manner that exceeds the total reduction in district funding or staff (f) or all schools, on a per-student basis. A high poverty school is defined as a school that is in the top 25% of schools in the district based on the percentage of economically disadvantaged students.
- Districts are exempt from this requirement if they:
 - *Have fewer than 1,000 students*
 - *Operate a single school*
 - *Serve all students in each grade span in a single school*
 - *Demonstrate an exceptional or uncontrollable circumstance as determined by the Department of Education*
- ***MDE is working with USED on statewide guidance on MOEquity requirement.***



ESSER-II AND PA 48 OF 2021

Public Act 48 of 2021:

State Aid Bill

- Section 11t (Equalization payments): This funding has been appropriated by the legislature, but Michigan did not receive approval of our application to USED for the remaining 1/3 of funds for ARP ESSER III until Friday, October 8
- Section 11t Equalization, as approved within Michigan's application to USED, will require a separate application. There will be additional requirements associated with these funds.
 - **NOTE: Section 11t Equalization funds can only be used to impact identified subgroups of disadvantaged students**
 - **NOTE: Section 11t Equalization funds require the LEA to meet all requirements of ARP ESSER III (ie. 20% set-aside for learning loss, Maintenance of Equity, and LEA Plan for Use of Funds)**





Can I spend Section 11t funds on all students?

No. Section 11t utilizes Federal funds. USED approved use of funds only if aligned with subgroups under Section 2001(f) of ARP

Activities to address unique needs of low-income children/students, English Learners, racial/ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population

**ESSER & GEER, MEGS+,
Budgets, Applications**

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QUESTIONS?

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FID Reporting**

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