GaDOE
Equitable Services Updates
Spring 2020 (Part 1)

CARES Act: Elementary and Secondary School Emergency Relief Fund
Equitable Services Updates Part 1

Carly Covic Ambler
State Ombudsman
Equitable Services Updates Part 1

EQUITABLE SERVICES UPDATES PART 1

CARES Act: ESSER
CARES Act: ESSA

EQUITABLE SERVICES UPDATES PART 2

ESSA Implementation
Monday, May 11, 2020
10:00-11:00 AM
(recorded)
http://tiny.cc/4wsioz

http://tiny.cc/4wsioz
CARES Act: Elementary and Secondary School Emergency Relief Fund

The Georgia Department of Education is committed to service and support and will make every effort to streamline CARES Act administration so that you can keep your focus on the next right thing for students.
Equitable Services Updates Part 1
CARES Act: Message from Betsy DeVos

With CARES Act funds, the Secretary hopes you will:
• Focus on health and learning above all else
• Prioritize continuity of education
• Do the next right thing for students

Coronavirus Covid-19 and CARES Act Resources can be found on the United States Department of Education Website:
https://www.ed.gov/coronavirus/
Equitable Services Updates Part 1

Georgia Allocation: ESSER

$457,169,852 total in federal stimulus funds for K-12 education allocated to Georgia

90% awarded via formula to LEAs – $411,452,867

Key points
- One-time, formula allocation made directly to districts
- Supplement not supplant does not apply
- Period of Availability
  - 04/30/20-09/30/21
  - 10/01/21-09/30/22

**STATE ALLOCATION TABLE**

<table>
<thead>
<tr>
<th>State</th>
<th>Minimum LEA Distribution</th>
<th>Maximum SEA Reservation</th>
<th>Maximum for SEA Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>13,229,265,000</td>
<td>11,906,338,500</td>
<td>1,322,926,500</td>
</tr>
<tr>
<td>ALABAMA</td>
<td>216,947,540</td>
<td>195,252,786</td>
<td>21,694,754</td>
</tr>
<tr>
<td>ALASKA</td>
<td>38,407,914</td>
<td>34,567,123</td>
<td>3,840,791</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>277,422,944</td>
<td>249,680,656</td>
<td>27,742,294</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>128,758,638</td>
<td>115,682,774</td>
<td>12,875,864</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>1,647,306,127</td>
<td>1,482,576,514</td>
<td>164,730,613</td>
</tr>
<tr>
<td>COLORADO</td>
<td>120,993,782</td>
<td>108,894,404</td>
<td>12,099,378</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>111,068,059</td>
<td>99,961,253</td>
<td>11,106,006</td>
</tr>
<tr>
<td>DELAWARE</td>
<td>43,492,753</td>
<td>39,143,478</td>
<td>4,349,275</td>
</tr>
<tr>
<td>DISTRICT OF COLUMBIA</td>
<td>42,006,354</td>
<td>37,805,719</td>
<td>4,200,535</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>730,247,851</td>
<td>692,223,066</td>
<td>77,924,785</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>457,169,852</td>
<td>411,452,867</td>
<td>45,716,985</td>
</tr>
<tr>
<td>HAWAII</td>
<td>43,385,229</td>
<td>39,048,706</td>
<td>4,338,523</td>
</tr>
<tr>
<td>IDAHO</td>
<td>47,854,695</td>
<td>43,069,226</td>
<td>4,785,470</td>
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<tr>
<td>ILLINOIS</td>
<td>569,467,218</td>
<td>512,520,496</td>
<td>56,946,722</td>
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<tr>
<td>INDIANA</td>
<td>214,472,770</td>
<td>193,025,493</td>
<td>21,447,277</td>
</tr>
<tr>
<td>IOWA</td>
<td>71,625,561</td>
<td>64,463,005</td>
<td>7,162,556</td>
</tr>
</tbody>
</table>

*Note: Data as of specific date for allocation availability.*
Equitable Services Updates Part 1
CARES Act Statute

ASSISTANCE TO NON-PUBLIC SCHOOLS SEC. 18005.

(a) IN GENERAL.—A local educational agency receiving funds under sections 18002 or 18003 of this title shall provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools.

(b) PUBLIC CONTROL OF FUNDS.—The control of funds for the services and assistance provided to a non-public school under subsection (a), and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property and shall provide such services (or may contract for the provision of such services with a public or private entity).
Equitable Services Updates Part 1
CARES Act Guidance

USDE Published Guidance on April 30, 2020 regarding implementation of equitable services. It is available at https://oese.ed.gov/files/2020/04/FAQs-Equitable-Services.pdf
Equitable Services Updates Part 1

Private School Eligibility

What Georgia private schools are eligible to receive CARES Act equitable services?

In accordance with the April 30, 2020 Equitable Services FAQs, all Georgia non-profit non-public elementary and secondary schools that

(A) are accredited, licensed, or otherwise operates in accordance with State law; and

(B) were in existence prior to the date of the qualifying emergency for the CARES Act programs. A for-profit non-public school is not eligible to receive equitable services for its students and teachers under the CARES Act programs. An LEA must offer to provide equitable services under the CARES Act programs to students and teachers in all non-public schools located in the LEA, even if a non-public school has not previously participated under Title I, Part A or Title VIII of the ESEA.
Equitable Services Updates Part 1
Private School Eligibility

• **State Law:** In accordance with the Official Code of Georgia (O.C.G.A § 20-2-690), private schools who reported 2019-2020 attendance information to LEAs will be eligible. The list of schools can be found on the [Georgia Department of Education Website](http://www.educatega.org). If your school is not listed, but submitted a DE1111 during the 2019-2020 school year, please reach out to the State Ombudsman Carly Ambler at ombudsman@doe.k12.ga.us.

• **Nonprofit Status:** Current nonprofit status will be verified using the [Georgia Secretary of State business search](http://www.corpstatega.com). If the school is registered/covered under another business, the school must provide foundational documentation to verify the relationship between the school and other organization and will require the legal business name of the umbrella business to verify nonprofit status.
Equitable Services Updates Part 1
Private School Eligibility

Verification of Nonprofit Status
O.C.G.A. Annual Private School Report of Students Enrolled
Equitable Services Updates Part 1
Private School Proportionate Share: ESSER

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Non-Public</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Enrollment</td>
<td>1,350</td>
<td>150</td>
<td>1,500</td>
</tr>
<tr>
<td>Proportion</td>
<td>90%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Proportional Share ESSER Fund</td>
<td>$810,000</td>
<td>$90,000</td>
<td>$900,000</td>
</tr>
</tbody>
</table>

Q: After an LEA has determined the proportional share of funds for equitable services under each CARES Act program, how does it then determine the amount of funds available for services to students and teachers in individual non-public schools?
A: For consultation purposes, in order to determine what equitable services to provide to students and teachers in a given non-public school, an LEA, after reserving funds that are reasonable and necessary for administering equitable services under the CARES Act programs, would divide the remainder of the proportional share of funds available for equitable services by the total enrollment in non-public schools whose students and teachers will participate in each of the CARES Act programs to obtain a per-pupil amount. The LEA would then multiply that per-pupil amount by the enrollment in an individual non-public school to determine the amount of services the LEA can provide to students and teachers in that school.
Equitable Services Updates Part 1
Invitations and Intent to Participate

Invitation to Consult and Intent to Participate:

• In Georgia, GaDOE has emailed all known private schools using the contacts listed in the official data collection.

• In addition, LEAs must make a good faith effort to reach out to private schools using available contact information. LEAs are strongly encouraged to use multiple methods of communication to reach private schools including emails, phone calls, letters, website posting and social media.
Equitable Services Updates Part 1
Invitations and Intent to Participate

Invitation to Consult and Intent to Participate:

• Private schools are encouraged to verify on the Georgia Department of Education website that the most current contact information is available. If not, please contact ombudsman@doe.k12.ga.us.

• The private school Intent to Participate will be collected using a GaDOE hosted online form.

Navigation: GaDOE> Offices and Divisions> Federal Programs> Title Programs >State Ombudsman
Equitable Services Updates Part 1
Invitations and Intent to Participate

https://bit.ly/3eKgyTn

**DUE MAY 20, 2020**

- Official Name of School
- Point of Contact for CARES
- Intent to Participate
- K-12 Enrollment (03.05.20)
- County/City District
- Assessment of Needs
- Assurance
Equitable Services Updates Part 1
Accessing the Intent to Participate

Short Link:
https://bit.ly/3eKGYTn

Full Link:
<https://forms.office.com/Pages/ResponsePage.aspx?id=g1ylGkMDy069Ob1_Q4dr11uVMQ4V6sZDuEiuA32flOVUNU1YT0pCS0Y2RDBBNTYwQ1kyRkNRU0FLTi4u>
Equitable Services Updates Part 1
CARES Act: ESSER Proportionate Share

• Proportionate share calculations outlined in FAQs.
• Once counts are complete, proportionate share calculations will be
  • emailed to LEAs and Private Schools and
  • posted on Ombudsman webpage
Equitable Services Updates Part 1
Meaningful Consultation

Timely and Meaningful Consultation:

• LEAs are responsible for scheduling timely and meaningful consultation to cover required consultation topics and develop a mutually agreed upon plan that will address the needs of the private school’s students and teachers.

• Meetings between the LEA and nonpublic school officials need not occur in person if they cannot be conducted due to closed schools or social distancing rules. In this case, US Ed recommends LEAs and non-public school officials consult remotely.

• The LEA must maintain and provide to the SEA written affirmation (developed by GaDOE) signed by non-public school officials that timely and meaningful consultation has occurred and, if non-public school officials do not provide such affirmation, the LEA must forward to the SEA the documentation that such consultation has, or attempts at such consultation have, taken place.
## Equitable Services Updates Part 1

### Meaningful Consultation

**Confirmation of Timely and Meaningful Consultation**

Submit June 30, 2020

Via Jotform

https://form.jotform.com/201254589006049

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<table>
<thead>
<tr>
<th><strong>Category</strong></th>
<th><strong>Details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equitable Services</strong></td>
<td>- Participating in public schools must supplement each $2,000 instructional fund sufficient funds for secondary schools in accordance with the provisions of the CARES Act.</td>
</tr>
<tr>
<td><strong>Beneficiaries</strong></td>
<td>- The LEA may provide equitable services to any student and teacher in a public school.</td>
</tr>
<tr>
<td><strong>Supplementary Services</strong></td>
<td>- The LEA must provide supplementary services and other benefits, including material and equipment, that are necessary, material, and nondiscriminatory.</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>- The LEA must provide supplementary services and other benefits to be determined by the agency responsible for the services and benefits to be determined by local public school districts.</td>
</tr>
</tbody>
</table>

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**Form Submission**

- **Public School Comments/Notes:**

- **Private School Comments/Notes:**

- **LEA Official Electronic Signature:**

- **Public School Official Printed Name & Date:**

- **Private School Official Print Name & Date:**

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**Affirmation of Notification and Initial Consultation**

**Due Date:** June 30, 2020

Contact: [https://form.jotform.com/201254589006049](https://form.jotform.com/201254589006049)
Equitable Services Updates Part 1
Meaningful Consultation

Unsuccessful Consultation Attempt Form

Submit June 30, 2020 - Via Jotform
https://form.jotform.com/201254589006049
Equitable Services Updates Part 1
CARES Act: Use of Funds for Equitable Services

Are all students and teachers in a non-public school eligible to receive equitable services under the CARES Act programs?

Yes. All students and teachers in a non-public school are eligible to receive equitable services under the CARES Act ESSER Fund. Unlike Title I, Part A, equitable services under the CARES Act programs are not based on residence in a participating Title I public school attendance area and are also not limited only to low-achieving students and their teachers. Equitable services under the CARES Act programs are much broader than under Title I, Part A. Equitable services under the CARES Act programs, by definition, may benefit a non-public school, such as purchasing supplies to sanitize and clean the facility, or all students in a nonpublic school, such as any activity authorized under the ESEA. Moreover, the CARES Act does not have a supplement not supplant requirement.
Equitable Services Updates Part 1
CARES Act: ESSER Use of Funds

K-12 CARES Act Funding: $411 million to support Georgia’s Schools

- At-risk student populations supporting students with disabilities, English Learners, migrant students, homeless students, low-income students, children in foster care
- Distance/Remote Learning – devices, hot spots; internet service; instructional packets/resources; online learning platforms
- School Meals – preparing/delivering meals; costs for meals not covered by USDA; hazard pay; transportation costs
- Mental and Physical Health – counseling; telehealth; school nursing; therapeutic services; wraparound supports; training
- Supplemental Learning – extended learning schedules; remediation; before/after school programs; additional pay for teachers and mentors
- Facilities and Equipment – deep cleaning buildings/buses; PPE (such as masks, gloves, disinfectants) and supplies; hazard pay
- Professional Development – training for school leaders, teachers, and staff; extended PD days
- Continuity of Core Staff and Services – restoring potential budget reductions; offsetting need to furlough school staff

Superintendent Woods is strongly committed to:
- Urgency & Access – Funds will be awarded to districts as quickly as possible so they can address pressing needs and conduct long-term planning
- Flexibility – GaDOE will make it as seamless as possible for districts to utilize these funds
- Equity – funds will be used to fill gaps in connectivity, food security, learning opportunities, and non-academic supports with an emphasis on meeting the needs of Georgia’s most struggling students
- Transparency – GaDOE will collect and report on how districts draw down and spend their funding across the CARES Act categories
Equitable Services Updates Part 1
CARES Act: ESSER Use of Funds


(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
Equitable Services Updates Part 1
CARES Act: ESSER Use of Funds

(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Equitable Services Updates Part 1
CARES Act: ESSER Use of Funds

(8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Equitable Services Updates Part 1

CARES Act: ESSER Use of Funds

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Equitable Services Updates Part 1
CARES Act: ESSER Use of Funds

Employees and Contractors.

An entity receiving ESSER funds must, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to the disruptions or closures resulting from COVID-19.
Equitable Services Updates Part 1
CARES Act: Reporting

The SEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include:

• Methodology & proposed timeline for provision of services to public and non-public
• Use of Funds (Ex: devices, connectivity, services to disadvantaged population)
• How the LEA determined its educational needs
Equitable Services Updates Part 1
Expectations for LEA Budget Submission

• LEAs should reach out to private schools before submitting budget

• If LEAs submit a budget prior to May 20, 2020 they should reserve funds for equitable services and indicate this in the budget description.

• Budgets submitted prior to May 20, 2020 are subject to revision requests if the amount reserved for equitable services is less than the amount required to administer equitable services.
Equitable Services Updates Part 1
Timeline Summary

• 05.04.2020 – GaDOE Reaches Out to LEAs and Private Schools by Email
• 05.06.2020
  • GaDOE provides training on CARES Act for stakeholders
  • GaDOE begins daily communication with LEAs on stakeholder involvement
  • LEAs begin invitation and consultation process
  • Private schools begin to submit Intent to Participate on GaDOE online form
• 05.20.2020 – Deadline for Intent to Participate Form Submission
• 05.22.2020 – Proportionate Share Emailed to LEAs and Posted Online
• 06.30.2020 – Deadline for Consultation Affirmation & Attempts
Equitable Services Updates Part 1
CARES Act: Waivers

<table>
<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I, Part A Carryover Limitation:</strong> Section 1127(b) of Title I, Part A of the ESEA so that your State educational agency (SEA) may waive, more than once every three years, if necessary, the 15 percent carryover limitation in ESEA section 1127(a) for fiscal year (FY) 2019 Title I, Part A funds.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>GEPA Period of Availability:</strong> Section 421(b) of the General Education Provisions Act (GEPA) to extend the period of availability of FY 2018 funds for programs in which your SEA participates under its approved consolidated State plan until September 30, 2021.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Title IV, Part A Needs Assessment:</strong> Section 4106(d) of Title IV, Part A of the ESEA related to local educational agency (LEA) needs assessments for the 2019-2020 school year.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Title IV, Part A Content-Area Spending Requirements:</strong> Section 4106I(2), (D), and I of Title IV, Part A of the ESEA with respect to content-area spending requirements for Fys 2018 and 2019 Title IV, Part A funds.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Title IV, Part A Technology Infrastructure Spending Limitation:</strong> Section 4109(b) of Title IV, Part A of the ESEA with respect to the spending limitation for technology infrastructure for Fys 2018 and 2019 Title IV, Part A funds.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>ESSA Definition of Professional Development:</strong> Section 8101(42) of the ESEA, which defines “professional development,” for activities funded for the 2019-2020 school year.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
ESSA Equitable Services
Feedback - ombudsman@doe.k12.ga.us

Please provide us with feedback by completing our short survey.
The survey can be accessed by QR code or the abbreviated link below.


Open your phone’s camera and hold up until you can see QR code. Your phone will prompt you to access a website – allow access.
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