

Elementary & Secondary School Emergency Relief (ESSER) Grants Use of Funds

At-risk Student Populations

Supporting students with disabilities, English Learners, migrant students, homeless students, low-income students, children in foster care

School Meals

Preparing/delivering meals; costs for meals not covered by USDA; hazard pay; transportation costs

Continuity of Core Staff & Services

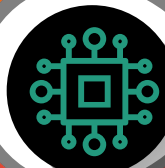
Restoring potential budget reductions; offsetting need to furlough school staff.

Supplemental Learning

Extended learning schedules; remediation; before/after school programs; additional pay for teachers and mentors

Career, Technical, and Agriculture Education

June 2021



Distance/ Remote Learning

Devices, hot spots; internet service; instructional packets/ resources; online learning platforms

Mental and Physical Health

Counseling; telehealth; school nursing; therapeutic services; wraparound supports; training

Professional Development

Training for school leaders, teachers, and staff; extended PD days

Facilities & Equipment

Deep cleaning buildings/buses; PPE (such as masks, gloves, disinfectants) and supplies; hazard pay

Other Necessary Activities Related to COVID-19

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 nonacademic 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 ESSER allowable categories.

Allowable Activities for ESSER I, ESSER II, and ESSER III	CARES Act	CRRSA Act	ARP Act
Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act.	Includes McKinney-Vento	Includes McKinney-Vento	<u>Does Not</u> Include McKinney-Vento
Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.	YES	YES	YES
Providing resources for principals and others school leaders to address school-specific needs.	YES	YES	YES
Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population.	YES	YES	YES
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	YES	YES	YES
Purchasing supplies to sanitize and clean facilities operated by an LEA.	YES	YES	YES

Allowable Activities for ESSER I, ESSER II, and ESSER III	CARES Act	CRRSA Act	ARP Act
<p>Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements. (ARP: and "implementing activities and providing" instead of "how to".</p>	YES	YES	YES
<p>Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment.</p>	YES	YES	YES
<p>Providing mental health services and supports. ARP: including through the implementation of evidenced based full-service community schools.</p>	YES	YES	YES
<p>Planning and implementing summer learning and supplemental afterschool program activities, 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.</p>	YES	YES	YES
<p>Addressing learning loss among all students in all subgroups, including by:</p> <ul style="list-style-type: none"> • Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction. • Implementing evidence-based activities to meet the comprehensive needs of students. • Providing information and assistance to parents and families on ways to support students. • Tracking student performance and engagement in distance learning environments. 	YES	YES	YES
<p>Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.</p>	YES	YES	YES