

PART C: USES OF ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS

Section 18003 of Division B of the CARES Act provides in relevant part that grants awarded under the Elementary and Secondary School Emergency Relief Fund be used to support the ability of local educational agencies (LEAs) to continue to provide educational services to their students. The Department requests the following:

1. Information that the SEA may request LEAs to include in their subgrant applications to the SEA. For example, an SEA might propose to include the following in developing its subgrant application:
 - How the LEA will determine its most important educational needs as a result of COVID-19.
 - The LEA's proposed timeline for providing services and assistance to students and staff in both public and non-public schools.
 - The extent to which the LEA intends to use ESSER funds to promote remote learning.
 - How the LEA intends to assess and address student learning gaps resulting from the disruption in educational services.

The above considerations are in addition to the application information requirements from sections 442 and 427 of the General Education Provisions Act (GEPA) (20 U.S.C. § 1232e and § 1228a).

The Arizona Department of Education (ADE) will include the following supplemental elements within the LEA application for LEA Assistance subgrants (CARES Act Section 18003(c)):

How the LEA will determine its most important educational needs as a result of COVID-19 and how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services:

ADE has established a Comprehensive Needs Assessment (CNA), Root Cause Analysis (RCA) and Integrated Action Plan (IAP) process to provide LEAs with the ability to comprehensively meet individual ESSA program requirements for needs assessments and local school and LEA plans. ADE will leverage this process as part of the application procedure for ESSER Funds LEA subgrants. LEAs will be encouraged to review their current identified needs for SY19-20 and SY20-21 given the impact of COVID-19 within their school systems to identify local areas of need at the school and LEA level (to include the identification of student learning gaps resulting from the disruption in educational services) that ESSER Funds can then help to address, as allowable. ESSER Fund-related strategies and activities will be identified with existing school and LEA Integrated Action Plans.

The LEA's proposed timeline for providing services and assistance to students and staff in both public and non-public schools.

The ESSER Fund LEA subgrant application will provide for an initial project period of March 13, 2020 – September 30, 2021. ESSER Fund-related strategies and activities will be identified within existing schools and LEA Integrated Action Plans. The identification of expected timelines for activities are included as part of the existing IAP process.

The ESSER Fund LEA subgrant application will include a section for calculating and reporting equitable services for non-public schools per ESEA Section 1117. The timelines for providing services and assistance to non-public schools will necessarily vary by LEA based on the outcome of timely and meaningful consultation with non-public school officials, a determination of their participation statuses and the resulting scopes of work for participating non-public schools, as applicable.

The extent to which the LEA intends to use ESSER funds to promote remote learning.

The ESSER Fund LEA subgrant application will include a narrative section to provide LEAs with the opportunity to provide details regarding their expected use of funds, per activities allowable under CARES Act Section 18003(d). This will include descriptions of how an LEA may choose to use ESSER Funds to support the delivery of online and distance learning through the allowability for such activities under the ESEA and other federal acts per CARES Act Section 18003(d)(1), or as applicable under the remaining allowable uses of funds per CARES Act Section 18003(d)(2)-(12).

2. The extent to which the SEA intends to use any portion of its SEA reserve (up to 10 percent of its ESSER Fund award) to support:

- technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning. If so, please describe the strategies the SEA intends to use to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act; and
- remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators.

ADE has identified the support for online and distance learning an area of focus for the use of the SEA’s 9.5% reservation for emergency needs as determined by the SEA to address issues responding to COVID-19 in school systems statewide.

Arizona encourages a three-phase approach to plan to leverage ESSER Funds to respond to state and local needs:

 <p>Relief</p>	 <p>Preparation & Prevention</p>	 <p>Recovery</p>
<p>March 13 – May 30, 2020</p> <p>Meeting immediate needs and managing school closures and planning for summer school</p>	<p>June 1 – August 30, 2020</p> <p>Addressing and stabilizing disruption and preparing for safe school openings, as well as a future health disruptions</p>	<p>September 1, 2020 - September 30, 2021</p> <p>Managing on-going recovery needs of students and schools, and reimagining safe learning environments</p>

ADE ESSER Funds will focus on **supporting students, families, educators, and leaders** to enhance **K-12 COVID-19 relief, prevention and preparation, and recovery efforts statewide**. Emphasis will be placed on areas most significantly impacted by COVID-19 – including Tribal Communities, rural and remote schools.

ADE will collaborate with the Governor's Office and other state, regional and local partners and initiatives to further support efforts to identify areas that can be enhanced or expanded through targeted use of ESSER Funds. This will include support for online and distance learning improving broadband access for students and staff in significantly impacted LEAs. This support may be provided, in part, across the following areas of emphasis:

Technology Infrastructure to Support Student Learning

- Local broadband infrastructure
- Broadband services availability
- Student access to internet service
- Student access to devices
- LEA access to online learning platforms
- LEA access to instructional software
- LEA capacity to provide technical support to teachers and students
- Licenses
- Coordination with Regional Public Television and Radio for Delivery of Collaborative Instructional Content

Additional support will be provided to assist LEAs to support **student learning and families**, in part, through:

- Online Resources to Support Families with Distance Learning
- Online Tutoring and Interventions Support
- Enhanced Communications with Students and Families
- Adapted Special Education Services
- Support for special populations of learners to include low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Social and Emotional Learning and Trauma-Sensitive Supports for Students, Families and staff
- Student and Family Counseling and Mental Health Services
- Student and Family Community-Based School Health Services
- Coordination with nutrition efforts to address food insecurity

Teachers will be supported, in part, through:

- Ongoing Social-Emotional / Mental Health Support
- Ongoing Professional Learning Support for Teachers:
 - Online and Distance Learning
 - Trauma Informed Instruction
 - Social and Emotional Learning
 - Supports for Special Populations of Learners

Leaders will be supported, in part, through:

- Ongoing Social-Emotional / Mental Health Support
- Ongoing Professional Learning for Leaders
 - Leading Online and Distance Learning: Support teachers to deliver quality online and distance learning, strategies for coaching, observation and feedback
 - Trauma Informed Instruction
 - Social and Emotional Learning

ADE has also launched a school planning taskforce, which is a diverse set of stakeholders from across the state to discuss the reopening of schools for the 2020-2021 academic year. This task force will work together to develop guidelines for how schools can safely resume operations in the coming months, and is working closely with the Arizona State Board of Education, the Arizona Department of Health Services, and the Governor's office. It is comprised of educators, principals, school nurses, superintendents, charter organization leaders, and education stakeholder groups, along with input from parents. The group will first develop guidance and identify which essential supports will be needed for the 2020-2021 school year, with its initial guidance to be completed by the end of May 2020. The group will also focus on recovery planning, tracking schools' on-going needs, and strengthening infrastructure for distance learning - with a focus on the equitable allocation of technological resources.