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22-23 Frequently Asked Questions

- 1. An Amendment request to our Achieve application was received, but in resubmitting with the requested updates, it has caused the review process to restart, with most statuses with reviewers being “not started”. We cannot upload our ARAP into the Achieve application unless the status is “approved” or “returned for changes, what are our next steps?**

Submission of the ARAP plan is not dependent on the approval status of your Achieve! Amendment. The Academic Acceleration and Recovery Plan is a separate app that can be created within eGMS. Please see the steps below for creation and submission of your plan.

- In eGMS, open the FY 2023 Central Data. Complete and save:
 - Contact Information -->Formula Program Contacts -->Academic_Recovery Plan Contact
 - Assurances -->Formula Program Assurances -->Academic_Recovery Plan Assurance
- Return to the FY 2023 GMS Access/Select Page.
- Scroll to the section with the gray header labeled “Available”
 - In the Non-Funded Section, the Academic Recovery and Acceleration Plan app will appear as available to create.
 - Click the create button and allow the page time to refresh.
- Scroll to the top of the FY 2023 GMS Access/Select Page
 - In the Non-Funded section, open the Academic Recovery and Acceleration Plan.
 - Uploading of documents can be done on the first tab – Academic Recovery and Acceleration Plan.
 - The second tab will allow you to submit your ARAP plan for review.

ARAP guidance can be found in the FSGR Monthly Call Deck for [September](#). If additional amendments are required to your Achieve! ESSER budgets to align them to your ARAP plan, those adjustments can be made on subsequent amendments after the current pending amendment is approved.

- 2. Do Achieve Incentive funds need to be included in our responses in ARAP or just formula funds? We have received additional funding in both Round 1 and Round 2, as well as other grants. Do we need to include those in our narratives and funding amounts within ARAP?**

Formula funds should be the only funds included in calculations, but incentive funds and their uses can be placed in the narrative for visibility purposes.

3. What resources should systems use to improve math instruction?

LDOE is launching the Louisiana Math Refresh initiative, which will provide strategically focused support to teachers and school system leaders to ensure resources used during instructional time are of the same high level of quality as core instruction. The webinar [“Accelerating Math Learning: Evidence and Impact”](#) is on October 6 at 10:00 AM for school and system leaders. The Math Refresh Library will be launched on the agency’s website in November and there will be ongoing opportunities for professional learning and individualized assistance beginning in October through January.

4. Are there new resources for literacy instruction that would assist foundational skill recovery for 3rd and 4th graders?

The [LIFT \(Literacy Interventions and Foundational Tools\) kit](#) and [FIRE \(Foundational Instruction for Reading Excellence\)](#) located in the [literacy library](#) contain multiple resources in assisting with literacy intervention and instruction that will assist in foundational skills recovery for those students who were in Kindergarten through first grade during the initial onset of the Coronavirus Pandemic.

5. Labeled schools and Supervisors attended Best Practices in June, July and August, what are considered the academic years for these months?

The month of June would be considered the 2021-2022 academic year, July and August would be considered the 2022-2023 academic year.

6. In submitting this plan again this year, if there are changes in spending, focus, or interventions/programs I understand that I should make amendments to the plan to reflect that. In cases where there are no changes, can I assume that I can submit the same verbiage/rationale and spending as was done in last year's 21-22 plan?

In cases where students' results did not decline or improve, you are not required to make any changes to the plan; however, you are encouraged to make data informed decisions to determine if student interventions are leading to improved student outcomes.

7. Can the public comments be made through our Public Contact us link?

Per Section 8101(21)(A) of the ESEA (Elementary and Secondary Education Act), the LEA must be able to show that they collected and incorporated public input in their Academic Recovery and Acceleration Efforts; there is no requirement directly linked to how the public input is gathered. The public comments can be made through your Public Contact us link.

8. ACT 294 does not require planning for third grade students; however, our third grade students declined in ELA and Math; should we include third graders in our plan? Also, should we include grades that are not specifically mentioned in ACT 294, like high school?

All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).

21-22 Frequently Asked Questions

9. May you please clarify the items in the data infrastructure section.

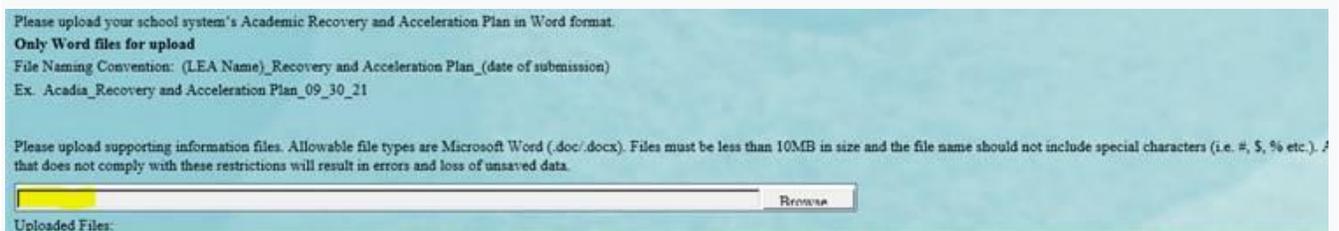
The items in the data infrastructure section identifies the ways the LEAs will work to track data that is geared toward identifying students that need support early, provide additional transparency, support statistical tracking and student monitoring.

10. An example of upskilling in data literacy etc. would be?

Data literacy is one of the most important 21st century skills and serves as an important way to improve the LEA's data literacy. An example of upskilling in data is to make sure employees have the competencies and understand how to work with data to improve student outcomes.

11. Can LDE provide assistance with identifying partners who can assist with re-engagement strategies? If so, where can we find this information?

The Academic Recovery and Acceleration Plan will be uploaded in the 2020-21 Achieve! application in eGMS on the "Academic Recovery/Acceleration Plans" tab (snippet below). The school system will be required to accept the Academic Recovery/Acceleration Plan Assurances by selecting the checkbox and saving the page.



Please upload your school system's Academic Recovery and Acceleration Plan in Word format.
Only Word files for upload
File Naming Convention: (LEA Name)_Recovery and Acceleration Plan_(date of submission)
Ex. Acadia_Recovery and Acceleration Plan_09_30_21

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx). Files must be less than 10MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Files that do not comply with these restrictions will result in errors and loss of unsaved data.

Uploaded Files:

12. Can district's purchase community hotspots using ESSR II and III funding?

Yes. Community hotspots are an allowable expense using ESSR II and ESSR III funding.

13. Using ESSR II and III funding, can districts use funding to ensure student safety using TheBusApp or something similar?

Absolutely. This is an allowable expense.

14. We are experiencing a large number of teacher vacancies. Can districts allocate funds to support non-certified teachers to become certified and/or additional certifications in critical shortage areas?

Yes. Funding to support developing a teacher pipeline is an allowable expense.

15. So there can be categories that remain blank if ESSER funds are not being used for that category?

Yes. Districts can have blank categories if ESSER funds are not being used for a specific category.

16. Are most schools creating tutoring models using teachers in that district? In terms of evidence based tutoring models, can you provide some clarity on those requirements?

Many school systems are using teachers within the district to create tutoring models. Others are using external vendors to provide support. Each district must do what would serve the students in the district the best. The services should align with [Accelerate](#) pillars.

17. Is the Academic Recovery and Acceleration Plan for the 2021-2022 SY for 1 year or for multi-years (3)?

The 2021-2022 Academic Recovery and Accelerate Plan is for one year, and should reflect what school systems are doing to support students during the 2021-2022 school year. School systems should budget and plan to provide support over a 3 year period. The 3 year plan should be reflected in EGMS.

18. Should the Academic Recovery and Acceleration Plan show the allocation for only for ESSER II and ESSER III funds received Aug 12th or all of ESSER II and ESSER III funds received thus far via the Achieve application?

The funds are ESSER II and III formula and may or may not total the sum of their entire estimated allocation.

19. What is the first step in meeting Act 294 requirements? When will the rest of Act 294 kick in?

The first step in meeting Act 294 is the submission of the Academic Recovery and Acceleration Plan for approval. The rest of Act 294 kicks in only if the plan is "Not Approved".

20. When completing the 2021-2022 Academic Recovery and Acceleration Plan, are we to account for ALL ESSER funds--those previously budgeted and those formula funds for which we are to complete the budget by September 30?

Correct. The Academic Recovery and Acceleration Plan is for activities school systems will implement from the start of the 21-22 school year through 06/30/2022. Therefore, the ESSER II and III formula funds that will be used for such activities should be reflected on the plan, which may not sum to the total of their allocation.

21. Where can we find a copy of the recording of the webinar?

The recording of the webinar can be found on the website under the “New Academic Recovery and Acceleration Plan” link . The recorded webinar can also be accessed [here](#).

22. Is the Academic Recovery and Acceleration Plan Data for our district our needs assessment? Or, the data to be used for a needs assessment?

The Academic Recovery and Acceleration Plan data for your district (critical goals data shared via FTP) is only a portion of the data to be used for your needs assessment. There are many other data sources a district can elect to use to assess their needs to complete the Academic Recovery and Acceleration Plan.

23. Should we answer the questions as noted in the "needs assessment " section as described in the criteria section of the plan guidance? If so, where should we type our response? I do not see a designated response area/section. According to the plan template, it looks like a response is required by checking all applicable from a checklist. Please advise and provide guidance on how we are to respond to the needs assessment section.

The needs assessment section should be used as a guide for districts. LEA's will only need to respond to the checkboxes as applicable after going through the needs assessment section. No additional narrative response is needed.

24. Specifically, should sign-on bonuses and retention stipends be included in professional learning and development?

School systems can use ESSER funds to provide additional compensation/stipends for employees if they are related “to preventing, preparing for, and responding to coronavirus.” For example, an LEA might use ESSER to provide additional pay to:

- Address pandemic-related recruitment or retention challenges
- Provide additional compensation to teachers and other staff that work in person
- Provide additional compensation to teachers and other staff that have assumed new duties because of the pandemic

- Incentivize effective teachers to move to schools with vulnerable students disproportionately impacted by the pandemic
- Provide additional pay to substitute teachers where there are shortages The U.S. Department of Education does not generally consider the following to be allowable uses of ESSER I or ESSER II funds:
 - Subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs, or
 - Expenditures related to state or local teacher or faculty unions or associations. Notable school system example of a protocol for providing stipends/incentives: [Recovery and Retention Stipends](#)

25. Where can stipends be included?

Additional compensation should be provided and categorized based on the purpose of the talent that is being compensated. For example, if the LEA decides to provide a stipend to teachers for professional development for the **Commitment:** Attendance & Well-Being, **Key Investment:** Well-Being, LEA's can provide professional development for staff. Within each commitment section, if the evidence-based activities the LEA would like to include is not listed, LEA's can use the space next to "other" to list the activity.

26. Where would the purchase of buses fit into this plan?

If the purchase of the bus is specific to a key investment that is outlined in the Academic Recovery and Investment Plan, it should be placed under the investment area. If the bus purchase is not reflected as one of the key investments, it should not be reflected in this plan or in the Academic Recovery and Acceleration Plan; however, the purchase should be reflected in the budget submitted in eGMS.

27. Our school district serves one high school, therefore, what is LDOE's guidance for smaller districts when addressing allocated funds to students most impacted by the COVID-19 pandemic. If required, please provide an example of a formula or decision-making rubric to allocate funds across the schools.

Large and small districts should go through the same steps when addressing how to allocate the funds to students most impacted by the COVID-19 pandemic. Please review the [Maintenance of Equity](#) guidance from USDOE for LEA's to use when determining how to allocate funds.

