State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

U.S. Department of Education

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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021,** either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX): S425U210034

SEA Contact: Nikki Stewart

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Email address: Nikki.Stewart@dc.gov

By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Christina Grant	
Signature of Authorized SEA Representative *[signature]*	Date: 06/30/21

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. <u>Progress and Promising Practices</u>: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

1. Setting High Standards for Learning During the Public Health Emergency and Supporting LEAs to Meet Standards: The District of Columbia faced an unprecedented challenge as it was forced to implement social distancing measures due to COVID-19 which resulted in the full transition to distance learning. As DC's state education agency, the Office of the State Superintendent of Education (OSSE) works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students. The public health emergency created a new opportunity for OSSE to set high expectations for LEAs and schools. OSSE did this through developing guiding principles for continuous education which outlined clear and consistent expectations for serving students during the pandemic. OSSE also revised and republished its guiding principles for the 2021-22 school year in order to set clear expectations for reopening and recovery. In 2020-21, LEAs were required to submit continuous education plans outlining their actions to implement each of the principles. OSSE reviewed these plans for completeness, clarity, and compliance with applicable state and local laws. Upon approval, OSSE published these plans for stakeholder reference, thus providing important foundational information about LEA operations during this period of uncertainty. Finally, OSSE aligned its technical assistance and professional development with the guiding principles for LEA and school stakeholders. OSSE is now in the process of supporting LEAs to complete 2021-22 school year continuous education plans. OSSE can share this robust suite of resources including the principles, plan templates, and operational guides with the What Works Clearinghouse.

2. Special Education Supports: Special Education Resource Hub & Toolkit for Serving Students with Disabilities in Remote Instruction: The District of Columbia has been clear about the significant inequities in educational outcomes for students with disabilities when compared to their peers without disabilities. OSSE has placed special emphasis on accelerating progress for students with disabilities in its most recent strategic plan and will be devoting significant investment in this effort. Yet, we knew that the impacts of COVID-19 placed additional uncertainty on the education and well-being of many of our students with disabilities, and many families would have questions. That's why OSSE published a Special Education Resource Hub that covered student rights, expectations in the unprecedented school year that we faced, contact information for supports, and information about transportation, attendance, discipline, and school records. OSSE also designed this resource hub to be responsive to the common

needs that families of students with disabilities have, for example, wondering if their child has a disability, what happens if their child has been identified with a disability, or what to do when their child's needs have changed.

OSSE also created an [LEA Toolkit for Serving Students with Disabilities during Periods of Remote or Blended Learning](#). The purpose of this toolkit was to provide foundational guidance and concrete, actionable resources for LEAs as they establish and implement policies and procedures for remote and/or blended learning contexts that are consistent with the Individuals with Disabilities Education Act (IDEA) requirements. The toolkit included videos and other templates, for example, a service adaptation worksheet, accommodation adaptation matrix, and a student data tool. OSSE hosted webinars on the toolkit and provided a deep dive technical assistance series that covered Balancing LEA Discretion and Flexibility, Ensuring Transparency and Collaboration, and Data-driven Supports.

All of these resources are ready for inclusion into the What Works Clearinghouse for the sharing of best practices.

3. Ensuring Access to Remote Learning: Throughout the pandemic, the District of Columbia has been committed to ensuring that students and teachers have the technology and nutrition they need. As many as 74,000 learning devices were made available to public school students at the start of the 2020-21 school year and as many as 63,400 students received assistance getting access to the internet. The District's Internet for All Initiative has also provided more than 5,500 households access to free in home internet and outreach to additional households continues.

Understanding that thousands of students throughout the District rely on school meals for nutrition during the summer and throughout the school year, DC also moved swiftly from the onset of the public health emergency to set up meal sites across the city to support communities in meeting the nutritional needs of children amid the COVID-19 outbreak. More than 80 schools and other sites throughout the city offered free meals to all DC youth ages 18 and younger.

2. <u>Overall Priorities</u>: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

OSSE has outlined three major priorities for the District's education system to recover from the pandemic: **1) a Safe Reopening, 2) supporting Student and Staff Well-Being, and 3) promoting Accelerated Learning**. The need to focus first and foremost on a safe reopening is clear: we know that students learn best when in school buildings, and DC plans to serve all students in person, five days per week, in fall 2021. However, a top concern mentioned across our 23 focus groups was physical health and safety of attending school in person. Additionally, and as described in further detail in the A-3 response, District students exhibit high rates of chronic absenteeism from school that do not appear to have abated during the pandemic. To address these challenges and to ensure a safe reopening, and as is described further below in the B-1 response, OSSE is requiring LEAs to develop detailed health and safety plans that outline how each LEA will safely reopen in a way that aligns with guidance from the CDC, DC Department of Health, and OSSE. These plans will be made public so that families, educators, and the public are fully aware of LEAs' approaches to safe reopening.

However, simply having students return to buildings is not sufficient for recovery from the pandemic, as we know that the pandemic has taken a major toll on **Student and Staff Well-Being**. Also cited as a top concern of families and educators across our 23 focus groups, this need is further demonstrated by a [report from EmpowerK12](#) which found that 77 percent of District students were worried that their family will be exposed to COVID-19 and that 45 percent of students stated that their family situation has become somewhat or significantly more stressful due to the pandemic. More alarming, nearly one in five students recently experiencing the loss of a family member that resides with them, either due to death, divorce, or moving away. Two-thirds of students have been unable to participate in an activity that they normally do that makes them happy, and students who expressed that their families were food insecure or housing insecure exhibited more negative responses to questions on trust, self-esteem, or school life. If left unaddressed, these challenges could cause lasting damage to student, and could impede student and staff engagement in accelerated learning to recover from the interrupted instruction experienced during the pandemic. OSSE is undertaking several initiatives to support LEAs with increasing student and staff well-being, which are described below in response to A-4.

Thirdly, OSSE is encouraging LEAs to provide **Accelerated Learning** for all students, especially those most affected by the pandemic. The interrupted instruction that has occurred during the COVID-19 public health emergency is unprecedented for our students and school communities, and its impact on students is described in more detail in question 4 below. At the same time, we know that traditional approaches to helping students "catch up" through remedial education—or focusing exclusively on concepts better suited for earlier grade levels—are insufficient to ensure full recovery from interrupted instruction.[1] In fact, a focus on remedial learning could worsen existing educational inequities, as schools are likely to disproportionately select students furthest from opportunity to receive remedial instruction.[2] Accelerated learning— in which educators place unfinished learning in the context of new learning, integrating both new information and the needed prior knowledge at the same time—is better suited to support all students to recover from interrupted instruction.[3] In response to A-4 below, we provide more detail on our supports to LEAs to address unfinished learning for all students.

3. <u>Identifying Needs of Underserved Students</u>: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
    i. Students from low-income families,
    ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
    iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
    iv. English learners,

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[1] TNTP, 2020. "[Learning Acceleration Guide](#)."
[2] The Achievement Network, 2019. "[Unfinished Learning and Unfinished Teaching](#)."
[3] Louisiana Department of Education. "[Accelerate: Louisiana's Pre-K-High School Tutoring Strategy](#)."

v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
vi. Students experiencing homelessness,
vii. Children and youth in foster care,
viii. Migratory students, and
ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,[4] chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table A1.

Student group	Highest priority needs
Students from low-income families	
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
English learners	
Children with disabilities	
Students experiencing homelessness	
Children and youth in foster care	
Migratory students	N/A
Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who	

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[4] For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Student group	Highest priority needs
did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	

1. Chronic Absenteeism & Truancy/Return to School: Getting our students back inside the school building after over a year of distance learning will be a significant priority for the District of Columbia, and chronic absenteeism rates that were far too high prior to the pandemic will make this a significant challenge and one of our top priorities.

Prior to the pandemic, the District of Columbia experienced high rates of chronic absenteeism and truancy, and we have no indication that this trend has changed during the pandemic. For the 2019-20 school year, which only included attendance data through March 13, 2020, due to the transition to distance learning during the pandemic, 27.3% of students were identified as chronically absent. In the 2018-19 school year, 30.2% of students were chronically absent, and based on our analysis, we were likely to match or exceed those rates in 2019-20. Further, we see significant increases in rates of chronic absenteeism and truancy between students experiencing homelessness and those that are not. The District is working diligently to address housing instability, and past analysis has shown that students that live in public housing demonstrate better attendance patterns than those who do not. Our analysis has consistently shown that students that are at-risk (SNAP, TANF, overage under credited, or in foster care) were 3 times more likely to be chronically absent when controlling for other demographic factors. Black students were 7 times more likely to be truant than students that were not Black and Hispanic/Latino students were 5 times more likely to be truant than non-Hispanic students.

2. Social Emotional & Mental Health Supports: Prior to the pandemic, OSSE reported in its biennial Youth Risk Behavior Survey, that youth in DC are contemplating and attempting suicide at alarming rates, with rates for certain groups including high school students experiencing homelessness, middle school females, and students who identify as lesbian, gay, bisexual, or transgender, at higher rates than their peers. Specifically, high school students experiencing homelessness are five times as likely to have ever attempted suicide than high school students who are not homeless, when controlling for other demographics, and high school students who identify as lesbian, gay, or bisexual are more than two times as likely as their heterosexual peers to have ever attempted suicide. Nearly half (48.7%) of all high school students who identify as transgender have ever attempted suicide.

At the middle school level, students who are homeless were 1.6 times more likely (60% more likely) to consider committing suicide than students who were not homeless, when controlling for other demographics. Additionally, middle school females are two times as likely as their male peers to have ever seriously thought about killing themselves, and those students who identify as lesbian, gay, or bisexual are nearly two and a half times as likely as their heterosexual peers to have to have done so. (Subgroup level data for all major racial/ethnic groups from the 2019 Administration of the Youth Risk Behavior Survey can be downloaded here and the 2019 Youth Risk Behavior Survey report is available here.)

OSSE believes that these trends may be exacerbated as a result of the pandemic. Investing in social-emotional and mental health resources for students and school staff is a top priority for the agency in our recovery efforts.

3. Growing Achievement Gaps due to COVID-19 Learning Loss: Prior to the pandemic, the District of Columbia exhibited strong progress on the National Assessment for Education Progress and its statewide assessment. In 2019 the District of Columbia saw continued, steady increases on the annual statewide assessments for the fourth year in a row – up 12.3 percentage points in ELA and 8.4 percentage points in math since 2015, when DC public school and public charter school students began taking the assessment. Yet, while we have been gratified by movement in the right direction, we have been very clear that the achievement gap between racial groups and economic backgrounds remain far too wide. We have also seen slow subgroup improvement for students who are English language learners and large gaps between students with disabilities and their non-disabled peers.

We fully understand that the pandemic has the potential to thwart this hard fought progress, and we are troubled by [analysis by Empower K12](#) that analyzed assessment results of nearly 30,000 students in DC Public Schools (DCPS) and charter schools, finding that DC students are in a COVID learning slide. The analysis estimated that DC students have lost four months of learning in math and one month of learning in English language arts. The results are particularly stark for at-risk students, highlighting a growing achievement gap. Early literacy proficiency also declined for students in grades K-2, down 12 percent from last fall for all students. The results are similar to national studies on learning loss, but highlight that fewer DC students are on track for the Partnership for Assessment of Readiness in College and Careers (PARCC) proficiency in grades 3–8.

> 4. <u>Understanding the Impact of the COVID-19 Pandemic</u>: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Assessing the impact of COVID on student learning: OSSE will support LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning in a number of ways. First, as part of our approved assessment waiver request for 2020-2021 school year statewide assessments, we will require all K-12 schools to report information about non-summative assessments administered in tested grades at the end of the year. LEAs are required to report this information for math, ELA and science in order to identify knowledge gaps and inform planning at the student and school level for the summer and fall. Schools must share the results with OSSE, disaggregated by subject, grade, and specific student groups. Schools must also communicate directly with families and students in a timely manner about the outcomes of student assessments. Additionally, LEAs must submit plans on how their schools are using local interim assessments to drive instruction, provide additional programmatic interventions, and direct federal ESSER funding, especially for those students most as risk. OSSE also requires LEAs to communicate the results of these local assessments to students' families.

OSSE will use the information collected from LEAs' plans and data to target state-provided supports, technical assistance and oversight through annual monitoring and oversight activities. We are considering making investments in supporting the use of and access to high-quality interim assessments to support LEA efforts to continue close monitoring of student progress and targeted interventions. We are also making available a variety of professional learning sessions and supports for both school leaders and educators on assessing and accelerating student learning. These can be found on our [Continuous Education resource page](#).

Assessing the impact of COVID on student well-being: To help LEAs identify and respond to the impact of the pandemic on student well-being, we are requiring LEAs to describe in their Continuous Education Plans how they will screen and refer students for mental and behavioral health needs. Furthermore, we are making investments to support LEAs with screening, identifying students at-risk for mental health concerns, and referring and addressing students' mental and behavioral health needs. In partnership with the Department of Behavioral Health, we are furthering the expansion of the District's Comprehensive School Based Behavioral Health System in DC, expanding access to clinical services in public schools across the District. OSSE is also considering new investments in evidence-based curricula that would better equip school support staff and educators to respond to students in need. Lastly, we have developed and made available a variety of tools and resources to support LEAs in building multi-tiered systems of support, strong policies and procedures for handling aspects of mental and behavioral health for students, as well as safe and supportive environments. These can be found on our [Continuous Education resource page](#).

5. <u>School Operating Status</u>: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
    i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
        a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
        b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
        c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

OSSE already had a robust data collection regimen in place including a daily student-level feed before pandemic, and we were able to quickly modify our approach to support modified operations required during the pandemic. Specifics for each of the data types requests are as follows:

a. *Mode of instruction*: OSSE collects data on a *daily* basis *for all students* that is used to determine the mode of instruction. Specifically, at the beginning of the pandemic, OSSE added a set of new "distance learning" attendance codes and shifted to a "positive attendance" mode to capture the attendance status and location of all students. These daily data, paired with demographic data, allow us to calculate the mode of instruction for all student groups relevant in the District.

b. *Enrollment*: OSSE collects enrollment data on a *daily* basis *for all students*. These daily data, paired with demographic data, allow us to calculate the mode of instruction for all student groups relevant in the District.

c. *Attendance*: As noted above, OSSE collects attendance data on a *daily* basis *for all students* that is used to determine the mode of instruction. These daily data, paired with demographic and enrollment data, allow us to calculate the mode of instruction for all student groups relevant in the District.

    ii.   The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

OSSE will provide and post this information to our website by June 21, 2021.

    iii.   To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Summer 2021: In the summer of 2020, we collected and made available to families detailed plans describing LEAs' operations in both virtual and hybrid learning postures. Since then, and as described above, LEAs have continually updated their operational status via either the Public Charter School Board's (PCSB) operating status page, or District of Columbia Public Schools (DCPS) reopening plans page. For summer 2021, we are encouraging DCPS and public charter schools to expand offerings to more students than would be served by traditional summer programming, as well as to provide programming that focuses on students with the greatest need for accelerated learning, including credit recovery, early literacy, English learners, and acceleration-specific programming, as well as more traditional summer enrichment options. DCPS' summer programming is described in their Guide to Summer Learning 2021 and PCSB maintains a list of the 2021 summer programming at DC public charter schools. We also required LEAs to post their summer 2021 plans by the end of April 2021 to ensure that families would have adequate time to plan for the summer. Schools will continue reporting their operational status and mode of instruction for summer 2021 in the manner described above. We expect that the mode of instruction will be a mix of full-time in-person, hybrid, and online-only instruction.

2021-2022 School Year: The District has set the clear expectation that District schools should serve all students in person, five days per week, in fall 2021. Thus, all schools are expected to report "full-time in-

person instruction" as the mode of instruction for the vast majority of students. At the same time, LEAs must offer online-only instruction for students with medical certifications. Thus, we expect that a small number of students with medical certifications will participate in the online-only mode of instruction. To support LEAs to develop plans for offering these modes of instruction, and as described in more detail in response to B-2, OSSE is requiring LEAs to develop detailed Continuous Education Plans that described their plans for serving all students in person five days per week, as well as their plans for serving students with medical certifications in an online-only setting.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
   i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

   Complete the table below, adding rows as necessary, or provide a narrative description.

   Table B1.

Mitigation strategy	SEA response (see narrative below)
Universal and correct wearing of masks	
Physical distancing (e.g., including use of cohorts/podding)	
Handwashing and respiratory etiquette	
Cleaning and maintaining healthy facilities, including improving ventilation	
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	
Diagnostic and screening testing	
Efforts to provide vaccinations to educators, other staff, and students, if eligible	

Mitigation strategy	SEA response (see narrative below)
Appropriate accommodations for children with disabilities with respect to the health and safety policies	

Using a multi-tiered approach, OSSE in close collaboration with DC Health has provided guidance, technical assistance, and a wide array of resources to LEAs and private, parochial, and independent schools in the District on all of the mitigation strategies listed in table B1. A key tactic for support has been developing, updating and disseminating guidance documents. That includes accessible OSSE COVID-19 guidance specific to Health and Safety and the most up-to-date DC Health guidance which discuss each of the mitigation strategies and provide related resources.

In addition, OSSE has hosted more than 20 bi-weekly technical assistance calls for LEA and school staff. These calls provide an opportunity for LEAs to hear regular updates on new guidance and developments in the field, presentations by school practitioners on emerging and best practices, and for LEAs and school staff to ask questions and share information. The calls are recorded and call notes are sent out to all registrants. All of the topics listed in Table B1 have been either a deep dive topic during these bi-weekly calls or significant time has been spent during the calls exploring the challenges and effective strategies to implement these mitigation strategies effectively.

> ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

The District has set the clear expectation that District schools serve all students in person, five days per week, at the start of the 2021-2022 school year. All schools are expected to report "full-time in-person instruction" as the mode of instruction for the vast majority of students. We have also made clear that LEAs should provide full-time distance learning only for students with medical certifications. OSSE is now in the process of finalizing guidance related to instructional day and attendance for the upcoming school year to incorporate these expectations. We have published our guidance on expectations for students with medical certifications and their participation in distance learning.

OSSE has updated its Guiding Principles for Continuous Education for the 2021-2022 school year to reflect these expectations. OSSE is requiring all LEAs to submit Continuous Education Plans and Health and Safety Plans by June 30, 2021, in which they detail how they will meet these expectations while also ensuring a safe re-opening,. OSSE will review these plans, provide feedback where needed, and post them on our website. We will also require LEAs to share these plans with directly with families and make available on their own website.

To ensure that LEAs are meeting the District's expectation for returning to in-person learning, we have stated that medical certification forms should be preserved for audit. LEAs will need to identify students with these forms that are eligible for distance learning in their student information systems. OSSE will be able to monitor and enforce this requirement through our attendance collection procedures.

Additionally, LEAs will be responsible for incorporating additional or updated public health guidance into their policies and procedures through the school year. LEAs receiving ESSER III-ARP funds will be required to review and update their Continuous Education Plans every six months, which incorporate the safe return to in-person instruction and continuity of services and uses of funds plans required for LEAs receiving ESSER III-ARP funding. OSSE's ESSER III-ARP grant application requires LEAs to provide the website on which plans are publicly available and will be updated at least every six months through Sept. 2023, and these websites will be reviewed as a part of ESSER grant monitoring.

> iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

DC Health and OSSE have collaborated closely since the onset of the pandemic. OSSE's [health and safety guidance] for schools is based on the guidance for schools that DC Health has issued and incorporates relevant portions of other DC Health guidance resources (e.g., travel, cleaning and disinfecting, quarantine). OSSE's school guidance complements the DC Health guidance documents by elaborating on key recommendations and requirements in order to help LEAs and schools operationalize the DC Health guidance.

OSSE holds regularly scheduled weekly calls with key DC Health officials and consults with DC Health officials on specific questions and issues on nearly a daily basis. DC Health officials present information and answer questions during the bi-weekly calls that OSSE conducts for LEA and school staff. OSSE and DC Health review and comment on guidance resources that each agency develops to ensure consistency.

In regard to consulting with Federal officials, OSSE closely monitors CDC's guidance and information briefs, and attends federally-sponsored webinars including those by the CDC, and the U.S. Departments of Education and Health and Human Services. In addition to local data, information and guidance shared by the CDC and other federal agencies are a significant part of the decision-making process for DC Health and OSSE when updating our guidance and resources.

DC Health and OSSE have cooperated to administer both symptomatic and asymptomatic testing programs in public and public charter schools. OSSE is supporting DC Health with the development and execution of a testing plan utilizing the CDC ELC grant dollars allocated to the District for COVID-19 testing in schools.

> iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

OSSE has coordinated with District of Columbia agencies to ensure that LEAs have guidance to support the safe reopening of schools. This guidance has been posted on [OSSE's website] throughout the health emergency. As schools prepare for reopening, we will work to build more confidence in returning to school through training and technical assistance to LEAs on indoor air quality evaluations and outdoor

learning models.

OSSE will provide additional professional learning and technical assistance to LEAs in conjunction with their Continuous Education Plans. LEAs are required to create and publicly post Continuous Education Plans that outline their process for reopening and ensuring the safety of staff and students. In connection with these plans, OSSE established guiding principles, hosted webinars to describe expectations and direct LEAs to additional resources, including a webinar specifically on health and safety plans hosted by the Division of Health and Wellness. Each LEA's continuous education plan will be reviewed by OSSE's program staff to ensure it meets federal and local requirements. OSSE will convene 1:1 meetings with LEAs where additional assistance is needed.

2. <u>Safe Return to In-Person Instruction and Continuity of Services Plans</u>: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;

ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;

iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),[5] and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies

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[5] ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

consistent, to the greatest extent practicable, with relevant CDC guidance.

OSSE has streamlined plan requirements for LEAs receiving ESSER III-ARP funds through the inclusion of questions in the Continuous Education Plans (CEP) LEAs are required to submit to OSSE. LEAs' CEPs for the 2020-2021 school year already on file with OSSE alongside the CEPs being developed and submitted for the 2021-2022 school year will cover these requirements. The 2021-2022 school year CEP materials incorporate requirements for ESSER III-ARP's safe return to in-person instruction and continuity of services and uses of funds plans as outlined in the ESSER III-ARP Interim Final Rule (IFR), including specifications around stakeholder engagement and publicly posting materials, and a minimum of biannual updates through Sept. 30, 2023. The 2021-2022 CEP questions (provided as an attachment as requested) incorporates four questions specifically on i-iv listed above (page 8), each of the strategies listed in table B1 (beginning on page 9), and additional information on the engagement requirements are detailed in the 2021-2022 CEP technical appendix (beginning on page 2).

LEAs' applications for ESSER III-ARP funds reflect and further reinforce these requirements. This includes requiring LEAs to provide:

- the website where their 2020-2021 and 2021-2022 CEPs have been or will be publicly posted; and

- a narrative of engagement with students, families, school and district administrators (including special education administrators), and teachers, principals, school leaders, other educators, school staff, and their unions in the development of their 2021-2022 CEP. Additionally, as applicable, the LEA should also address how they included 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, migrant students, children who are incarcerated, and other underserved students in the engagement process. The response should also include a summary of the feedback received to-date and how the feedback has been or will be included in their CEP.

LEAs' 2020-2021 Continuous Education Plans are or will be publicly posted by June 24, 2021. LEAs' 2021-2022 Continuous Education Plans incorporating requirements from the ESSER III-ARP IFR will be posted by Aug. 24, 2021 or the beginning of the school year whichever is first, and updated at least every six months through Sept. 2023. Public posting and regular updating of plans will be reviewed as a part of the ESSER III-ARP grant monitoring process.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. <u>SEA Consultation</u>: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
    i. students;
    ii. families;
    iii. Tribes (if applicable);
    iv. civil rights organizations (including disability rights organizations);
    v. school and district administrators (including special education administrators);
    vi. superintendents;
    vii. charter school leaders (if applicable);
    viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
    ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

Our ESSER III-ARP plan is made in continuous consultation with stakeholder feedback that was collected throughout the public health emergency.

Throughout the pandemic and recovery, OSSE has engaged in significant two-way feedback with a wide variety of stakeholders about our Guiding Principles for Continuous Education, which are foundational to describing our expectations for LEAs for recovery. From March 2020 through June 2021, OSSE and our partners in the office of the Deputy Mayor for Education (DME) have led nearly 100 virtual meetings for LEA leaders with an average attendance of 150 per meeting, covering varied topics of urgent interest to school communities such as building closure protocols, virtual learning best practices, meal distribution, city resources, vaccination availability, accelerating learning, and school-level operational adjustments in response to the rapidly changing understanding of the public health emergency. In summer 2020, the District conducted a citywide reopening survey that reached more than 12,000 families, and this feedback informed our 2020-21 Guiding Principles and subsequent guidance to LEAs. Furthermore, in February, March, and April 2021, OSSE and DME together conducted 23 focus groups on continuous education for next year, school year 2021-22, with over 240 attendees, including school leaders, teachers, families, and students representing all 8 District wards. The attendees represented traditional public schools, public charter schools, and nonpublic special education schools serving District students, as well as civil rights education advocacy groups and nonprofits that are deeply focused on racial equity and civil rights, including representing the interests of English learners, children with disabilities, children experiencing homelessness, and students in the care of DC (includes students that are incarcerated and in foster care). Attendees gave detailed feedback on the major challenges faced by their school communities during the pandemic, and also gave suggestions to OSSE about what supports and improvements they would need for a successful 2021-22 school year. This feedback, in turn, shaped

our [2021-22 Guiding Principles for Continuous Education](#), the [Continuous Education Plans](#) that LEAs must develop, as well as State education agency-level programming and investments.

Since October 2020, the Council of the District of Columbia has engaged in significant oversight of education agencies' efforts to respond to the pandemic, provide adequate remote learning services, and develop plans that addressing learning loss and educational recovery. OSSE participated in public roundtables conducted by the Committee of the Whole of the District of Columbia and received significant public testimony from stakeholders (e.g., Washington Teachers Union, advocacy and civil rights organizations, teachers, parents, LEA and school leaders), on its efforts that was utilized for the development of this plan. Public witnesses at each of these hearings reflected the interests of the groups listed in C-1i-ix:

- *Joint Budget Oversight Hearing, June 4, 2020*
  - The purpose of this hearing was to hear from community stakeholders and government agencies on the FY 21 Budget. This hearing took place at the onset of the COVID-19 pandemic and focused on early efforts to combat the pandemic.
- *Distance Learning in DC Public and Public Charter Schools, October 2, 2020*
  - The purpose of this hearing was to hear from community stakeholders and government agencies about the roll out of distance learning during the ongoing public health emergency.
- *Return to In-Person Instruction in the District of Columbia Public Schools, December 2, 2020*
  - The purpose of this roundtable was to hear from DCPS parents, guardians, and other educational stakeholders on DCPS's proposed plan to return to in-person instruction safely.
- *Student Learning Loss: Widening the Achievement Gap During the COVID-19 Pandemic on February 10, 2021*
  - The purpose of this roundtable was to hear from experts and District leadership on the learning loss that occurred during the COVID-19 pandemic, as well as solutions for mitigating the loss.
- *Student Learning Loss: What is the District's Plan on February 26, 2021*
  - The purpose of this roundtable was to receive testimony from invited guests and District leadership on the need for a comprehensive, citywide plan and the potential strategies included in that plan to address the student learning loss that occurred during the COVID-19 pandemic.
- *Fiscal Year 2020 Performance Oversight Hearing of the Office of the State Superintendent of Education, March 10, 2021*
  - This hearing included a full day of public witnesses speaking on the performance of District education agencies on a wide range of issues but most were pandemic related. OSSE also testified on its performance and answered questions on recovery efforts.
- *School Reopening and Academic Recovery: Hearing from Experts, May 24, 2021*
  - The purpose of this roundtable was to receive testimony from invited experts about the proper IT needs for distance learning and on strategies that the District should employ

to assist parents in feeling comfortable about sending their children back to learning in-person.

- ***School Reopening & Academic Recovery: Hearing from Ward 7 and 8 Families, May 26, 2021***
    - o The purpose of this hearing was to hear from communities in wards 7 and 8 who have been most impacted by the pandemic and the lack of in-person learning in order to better inform school reopening plans as well as strategies to address academic recovery.
- ***Fiscal Year 2022 Budget Oversight Hearing: Committee of the Whole, Public Witnesses, June 3, 2021***
    - o The purpose of this hearing was to hear from public witnesses on education agencies', including OSSE, FY 22 budget proposals. This included many components of our strategy for the use of federal funding, including ESSER-ARP. Public witnesses included stakeholders representing the interests of students with disabilities, students in the care of DC (includes students that are incarcerated and in foster care), and schools with a significant population of English language learners.

OSSE has also established continuous communication procedures with LEAs that pre-date the pandemic, and these routines have been instrumental to ensuring opportunities for engagement and feedback on the agencies efforts throughout the pandemic and beyond. This includes hosting monthly LEA Leader Meetings and participating in biweekly LEA Leader calls that are used not only to share information but also to obtain feedback with leaders.

OSSE leveraged the existing statewide structures of OSSE's Principal Advisory Council (PAC) and OSSE's Teacher Advisory Council (TAC) to further consult with school leaders and teachers around the use ESSER III-ARP funds. The PAC and TAC are diverse groups of 23 school leaders and 23 teachers, respectively, from across the District that reflect the demographics of the District's schools and students, including teachers and school leaders directly serving students with disabilities, students in the care of DC (including students that are incarcerated and in foster care), and schools with significant populations of English learners and students experiencing homelessness. These advisory councils meet quarterly and serve as a 'brain trust' to the State Superintendent and OSSE top leadership to ensure OSSE's policies, programs and resources are informed by school- and classroom-level perspectives. The following advisory council meetings included topics related to ARP ESSER spending:

- **June 2020 PAC and TAC Meetings:** PAC and TAC members gave feedback on OSSE's initial draft of the Guiding Principles for Continuous Education, provided input on which of the guiding principles would be the most challenging to implement, and offered proposed supports and solutions, in particular for student subgroups disproportionately impacted by COVID-19, including students with disabilities, English learners, students experiencing homelessness, and students with barriers to accessing technology.
- **July 2020 PAC "Listening, Learning, Leading" Series:** Each week in July 2020, OSSE hosted a weekly session for LEA and school leaders, including PAC members, to come together and share challenges, ideas, and potential solutions around school re-entry, including the topics of using learning management systems, scheduling and classroom structures, and how to maximize instructional time to deepen instructional quality. Discussion topics included how to best serve

student populations disproportionately impacted by COVID-19, including students with disabilities, English learners, students experiencing homelessness, and students with barriers to accessing technology.

- **November 2020 PAC and TAC Meetings**: PAC and TAC members gave input on OSSE's plans for a statewide literacy framework aimed at accelerating literacy learning and closing achievement gaps in English language arts, grades K-12. Specific input was solicited for the sections of the plan that would address accelerating literacy achievement for students with disabilities and English learners.
- **February 2021 PAC and TAC Meetings:** PAC and TAC members shared challenges and "what's working" for distance learning, and then gave input and feedback on OSSE's strategic priority to deepen teacher instructional practices in order to catalyze progress and dramatically shift the trajectory of growth for special populations and students furthest from opportunity, including students with disabilities and English learners.
- **June 2021 TAC Meeting:** TAC members provided input and feedback on training content and resources that OSSE will use to build out on-demand wellness resources for all District educators. The Council also gave critical input on a toolkit that OSSE is developing as part of its initiative to support school-level capacity building in educator wellness structures and practices to help ensure that educator wellness continues to be embedded in school structures beyond the pandemic. The discussion was grounded in OSSE's newly updated guiding principles for continuous education, including the principle that in order for accelerated learning to take place, schools must account for the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of educators and staff, in addition to students and families.

Lastly, OSSE presented the contents of the plan, specifically on how it was using its ESSER III-ARP funds to the State Board of Education on June 2, 2021. OSSE also presented on this fiscal year 2022 budget proposal as well as its plans for ESSER III-ARP funds in its budget overview presentation with external stakeholders on June 2, 2021.

Collectively, these efforts created meaningful opportunities to engage with the stakeholders listed on this plan. OSSE will also share the final submitted plan with the public on its website. OSSE will continue to conduct engagement on the plan after submission and as we implement.

2. <u>Coordinating Funds</u>: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

   i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with

disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
ESSER I (CARES Act)	SEA: • OSSE has spent its ESSER I-CARES SEA set-aside ($3,990,603) on emergency support contractual needs related to special education and the measurement of student learning. These costs include supporting Independent Hearing Officers (IHOs) to serve as Mediators and Facilitators within the District's special education dispute resolution process, funding PARCC Assessment Administration services, and supporting of the Statewide Special Education Data System. LEA: Spending categories in FY2020 were: • Distance Learning ($5,336,283.39) • Human Capital ($3,628,525.93) • Operational Capacity ($1,668,122.86)	SEA: N/A LEA: As of May 2021, OSSE has reimbursed LEAs for $11,921,322.43 or approximately 32% of their total allocations. Of the remaining funds ($25,884,396.80), LEAs plan to use more than 65% on distance learning supports, including educational technology devices and connectivity supports. The two second highest planned use of funds, comprising more than 20% of remaining funds, were human capital, operational capacity, supports for students disproportionately impacted by COVID-19 and wrap-around supports. Examples of expenses include staff supporting the transition to virtual learning, mental health staff, and

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
	• Recovery Learning ($606,255) • Special Populations and Wrap Around Supports ($380,522) • Other ($301,612)	sanitation/safety supplies.
GEER I (CARES Act)	SEA: • Providing Broadband Internet Services to Low-Income Public School and Adult Education Students ($3,280,000 for services, $27,678 in contractor support) • Expand the District's Comprehensive School-Based Behavioral Health System ($1,500,000) • School-Based Initiative to Provide Safe Passage/School Safety and Reduce Juvenile Justice ($1,000,000) LEA: N/A	SEA: N/A LEA: N/A
ESSER II (CRRSA Act)	SEA: OSSE has or plans to award for the following activities to support the goals described in question C-2, particularly for students disproportionately impacted by COVID-19. • **Safe reopening:** We will work to build more confidence in returning to school through training and technical assistance on indoor	

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
		air quality evaluations and outdoor learning models.
		• **Student and staff wellbeing:** OSSE is investing in further expansion of the District's comprehensive School Based Behavioral Health System in DCPS and public charter schools. We are investing in the Department of Behavioral Health's mobile crisis team and will build LEA capacity to respond to individual student crises. We will establish a self-service, interactive training platform with on-demand wellness resources available to all early childhood and K-12 educators in the District. In addition, we will make investments at the school level to support educator wellness structures and practices, so it can be better prioritized in routine school operations.
		• **Accelerated learning:** Resources that will accelerate learning now and into the future, will be used for the following: -Assist the families of students with disabilities in partnering with schools to support a successful return to the classroom and catching up on instruction and services. -Expand our existing OSSE dual enrollment programming to provide more opportunities for 155 students to earn college credit while still enrolled in high school/GED seeking program free of financial cost. -Complete a citywide review of kindergarten readiness using the nationally recognized EDI tool to collect critical information about the cognitive development and social, emotional, and physical wellbeing of four-year olds in the District.
		• **Gap filling investments**: Equivalent allocations to non-Title I LEAs and to community-based organizations serving

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
	adult learners, including those disproportionately impacted by COVID-19, to ensure these education partners have access to critical emergency funding. LEA: OSSE released the ESSER II-CRRSA application to LEAs on May 7, 2021 and is receiving planned budgets from LEAs and reviewing and approving applications on a rolling basis; our application and training materials, emphasize the use of these funds to support safe reopening ($154,811,857)	
GEER II (CRRSA Act)	SEA: All funds planned for Childcare Road to Recovery and Targeted Relief Grants to make additional grants through this program to child care providers with greatest needs ($2,415,567) LEA: N/A	SEA: N/A LEA: N/A

ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

ESSER I-CARES: All eligible LEAs were awarded their full ESSER I-CARES allocations prior to the May 7, 2021 deadline ($37,805,719). OSSE also obligated all funds in the SEA 10% Reservation with the exception of the .05% for state administration by the May 7, 2021 deadline ($3,990,604).

ESSER II-CRRSA: LEAs received notification of their preliminary ESSER II-CRRSA allocations in February 2021. OSSE released the ESSER II-CRRSA application in the Enterprise Grants Management System (EGMS) on May 7, 2021. OSSE offered LEAs an option to receive a Grant Award Notification (GAN) earlier than May (e.g., for budget planning or board of directors), by completing assurances for review as an initial substantially approvable application. OSSE is now reviewing and approving LEA applications in EGMS on a rolling basis. As of May 24, 2021, $88,147,695.26 of LEA 90% ESSER II-CRRSA funds have been awarded and all will be awarded in advance of the Jan. 5, 2022 deadline. OSSE receives budget plans and operates on a reimbursement basis; the SEA is not able to track on LEA obligations within our grants management system, but will be doing so informally through ongoing ESSER monitoring and technical

assistance to LEAs. As of June 1, OSSE has obligated $915,100 of ESSER II-CRRSA 10% State Reservation funds, with additional projects approved and in the procurement, Memorandum of Agreement, or grantmaking process.

> iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.[6]

LEA Support for Cohesive Planning Across Multiple Funding Sources: OSSE is supporting LEAs to plan cohesively for reopening and recovery using multiple funding sources, including ESSER, ESEA, IDEA, and other funding. OSSE is providing ongoing training and tools to LEAs to support them in this planning, including a summary of allowable uses across ESSER and other federal grant programs aligned to these needs. OSSE's internal ESSER team comprises staff managing multiple federal grants -- ESSER, ESEA, IDEA, McKinney-Vento Homeless Assistance, and grants available to charter school LEAs -- enabling staff to provide case management to LEAs and strategize across multiple funding sources as they develop plans for reopening and recovery.

WIOA: OSSE administers the Adult Education and Family Literacy Act (AEFLA), as authorized by the Workforce Innovation and Opportunity Act (WIOA). As federally required, the AEFLA grant program is supported by a combination of federal and local funding. Relevant activities that will support LEAs and their communities as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, include OSSE awarding AEFLA, DCWIC Career Pathways, and Gateway to Careers Grant funds. OSSE, in partnership with the DCWIC, will conduct a grant competition and award AEFLA Section 231 and DCWIC Career Pathways funding to eligible providers[7] of demonstrated effectiveness, to offer

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[6] Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

[7] Eligible providers will include organizations that have demonstrated effectiveness in providing adult education and literacy, and may include: (a) a local educational agency; (b) a community-based organization or faith-based organization; (c) a volunteer literacy organization; (d) an institution of higher education; (e) a public or private non-profit agency; (f) a library; (g) a public housing authority; (h) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals; (i) a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (a) through (h); and (j) a partnership between an employer and an entity described in any of the subparagraphs (a) through (i).

high quality integrated education and training programs to District residents with an emphasis on preparing youth and adults for a career path in one or more of the DC WIC's high demand industries.

Nutrition Services: OSSE has been maximizing the federal funding offered for United States Department of Agriculture (USDA) Child Nutrition Programs, including electing all applicable waivers and supporting Pandemic EBT. OSSE has encouraged LEAs to elect to participate in the Summer Food Service Program during school year 2020-2021 and the Seamless Summer Option during school year 2021-22 to receive the maximum amount of federal funding while providing free meals to all students.

ARP-Homeless/MKV: OSSE will be awarding existing McKinney-Vento Homeless Assistance Act grantees additional funding through ARP-Homeless I and is poised to provide additional support with ARP-Homeless II as it becomes available.

IDEA: As of May 27, 2021, OSSE is awaiting additional information from the US Department of Education on the ARP IDEA supplement and is poised to provide LEAs additional funding.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. <u>Academic Impact of Lost Instructional Time</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
   i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

OSSE is considering a variety of approaches and evidence-based interventions to help LEAs accelerate learning in order to address the academic impact of lost instructional time. The following strategies are under consideration:

- <u>Support high-dosage tutoring (HDT) across the District</u>: Invest in infrastructure supports such as citywide standards and foundational training for tutors to help ensure high-quality implementation of HDT as well as grants to schools and/or community-based organizations

(CBOs) to help scale high-dosage tutoring models that meet OSSE's standards, particularly in high needs areas where there is currently very limited supply (e.g., middle school math) and for populations who have experienced significant disruption due to COVID (e.g., at-risk students).

- Scale the use of high-quality literacy and math curricula: Conduct a citywide audit of current literacy curricula and provide professional development and training on the science of reading while making available high-quality literacy curricula for schools and LEAs to adopt. OSSE will take comparable steps for math and also consider how such curricula could be leveraged in support of efforts to scale high-dosage tutoring across the city.
- Encourage the development and adoption of high-quality coursework in non-math and ELA subjects: Make grants available that are specifically aimed at developing and implementing coursework beyond Math and ELA that meets high standards, engages our full school communities, and supports whole child development and engagement. This strategy will also include expanding access to Science instruction and strengthening the STEM educational pipeline.
- Make targeted investments to support accelerated learning for students with disabilities and English learners: Provide leaders and educators with access to high-quality professional learning and supports that boost the academic achievement of SWDs and ELs as well as assist LEA and school leaders in building effective programs that can sustain and expand these gains over time. This will include a suite of micro-credentials for special education and general education teachers to establish a shared foundation of knowledge and skills that help them create inclusive learning environments and set up all children to succeed.
- Support adoption and effective use of high-quality assessments: Make investments to improve the quality and effective use of formative and interim assessments by schools to better understand and track student progress.

Additionally, OSSE will continue to collect data from statewide assessments in ELA, Math, and Science, alternative statewide assessment data, and ACCESS for ELs which will be analyzed to determine the impact of programmatic investments.

OSSE will use multiple methods for evaluating the outputs, outcomes, and impact of the approaches and evidence-based interventions selected including through centralized SEA data collection and review, the District's research practice partnership, a formal program evaluation for our largest investments, and the requirement of a program evaluation built into LEA and CBO grant requirements.

> ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

To address the disproportionate impact of COVID-19 on students who are low-income, historically disadvantaged and underserved, students with disabilities, students experiencing homelessness and English learners, OSSE plans to:

Support high-dosage tutoring across the District: High-dosage tutoring is a proven, effective strategy for increasing student outcomes, with a strong research base (Fryer, 2016). OSSE plans to structure its grants and technical assistance to help target additional capacity to schools with the greatest student need, such as those with large at-risk populations. Additionally, OSSE is exploring high-dosage tutoring programming at non-school sites in order to help reach students who are may be more difficult to reach in traditional school settings, including students who are chronically absent.

Support LEAs in evaluating curricula and adopting high-quality materials to ultimately improve students' access to high quality instruction and materials. Recent research has shown that students spend the majority of time in schools without access to grade-appropriate assignments, strong instruction, or teachers who hold high expectations, and this finding affects students of color and low income students disproportionately (TNTP, 2018). As LEAs work to meet student needs following disrupted learning over the past year and a half, OSSE recognizes an opportunity to elevate the importance of high-quality instructional materials and effective teaching practices. OSSE has not historically collected or supported LEAs to evaluate curricula which limits our ability to ensure that all students have access to high-quality instructional materials. Research studies also show that selecting a high-quality curriculum can have a bigger impact than a number of other interventions such as decreasing class size and offering merit pay to teachers (Boser, Chingos, & Straus, 2015; Koedel & Polikoff, 2017; Whitehurst, 2009). Daniel Hirschhorn's longitudinal study (1993) found that students who were taught using a high-quality math curriculum for four consecutive years (grades 7-10) outpaced comparison students by a margin of 23 percentile points — an effect that amounts to four additional years of learning.

Expand access to Science instruction and strengthen the STEM educational pipeline: Due to COVID, schools and educators prioritized ELA and Math instruction, further widening the existing gaps in access to high-quality Science instruction as shown in recent [DC educator surveys](#) specific to access to well-rounded instructional times. Studies have found that early acquisition of science knowledge was correlated with later science success (Morgan, P. L., et al 2016, Science achievement gaps begin very early, persist, and are largely explained by modifiable factors). Transforming the Workforce for Children Birth Through Age 8 further states that without (STEM) education starting early, and continuing throughout educational pathways, many children will be on a trajectory in which it will be difficult for them to catch up to their peers. STEM access is an equity issue in education, particularly for students in urban communities like DC. This lack of access results in a widening of the achievement gap because of inequities in STEM resources, e.g., high-quality curriculum, technology, materials and manipulatives for engineering, experimentation, and exploration and STEM teachers, who are more likely to be inexperienced, have higher than average teacher turnover, and have no support or training in STEM. To address the widening inequity in STEM, OSSE will increase access to high-quality curriculum to improve LEA practices and increase the number of educators capable of facilitating high-quality student-focused science instruction.

Encourage the development and adoption of high-quality coursework in non-math and ELA subjects: Because many schools prioritized ELA and math instruction during the 2020-21 school years, schools

must now find ways to accelerate learning in areas outside of the core subjects (ELA, math, science and social studies) or by presenting content in the core subjects in ways which increase relevance and engagement for students and leads to improved learning outcomes. Students who are low-income, historically disadvantaged, English learners, experiencing homelessness, and/or have disabilities need equitable access to enrichment, project-based learning, and rigorous content (TNTP, 2018; Hertzog, 2005). OSSE will provide grants to encourage the development and adoption of high-quality coursework in subjects such as arts, STEM, social studies, SEL, high school electives, project-based learning, and museum education.

Make targeted investments to support accelerated learning for English learners: The COVID-19 pandemic revealed substantial inequities in English learners' educational access and opportunity, described in detail in [CCSSO's state leader guidance](). OSSE has planned supports for LEAs to prioritize English learners. Given the newly updated WIDA English Language Development (ELD) standards framework, used by DC as the state ELD standards, we need to assess LEA's current implementation strengths and weaknesses, and then provide tailored consultative supports to LEAs to help them improve their programs. In addition, the majority of DC students will lack two consecutive years of summative English proficiency test data due to school closures and distance learning. LEAs need to ensure that English learners are moving forward in developing proficiency in English, and seek valid, reliable, WIDA aligned assessments to conduct interim assessments during the school year in order to monitor students' progress and adjust instruction accordingly. OSSE will provide LEAs an English proficiency benchmark assessment to LEAs, in order to increase data-driven instruction and help educators to move students forward towards their language goals and timely exit from English learner status.

OSSE will review 2021-22 CEP submissions and formative assessment data submitted by LEAs to determine the impact of lost instructional time and refine future needs.

> iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

OSSE is exploring potential investments to re-engage disengaged and under-engaged youth in DC as well as to reduce absenteeism and disciplinary actions among 9th-grade students. OSSE anticipates using strategies that would engage students who missed significant in-person instruction and students who did not consistently participate in remote instruction. To support this work, OSSE plans to structure grants (e.g., grants for high-dose tutoring) to target LEAs and schools with the greatest need. OSSE has taken this approach with prior grants, using the ratings from our accountability framework (STAR) to identify priority schools and will consider this approach as well as others to target students disproportionately impacted by COVID.

2. <u>Evidence-Based Summer Learning and Enrichment Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

    i.   A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

OSSE plans to use this funding to expand Out of School Time (OST) grants. Grants will be awarded to 501(c)3 organizations with a history of providing summer learning programs and experience implementing evidence-based interventions. The RFA process will solicit applications from CBOs for evidence-based summer programming and enrichment will be released in spring 2022 and will be designed to ensure that only evidence-based interventions for summer programming are awarded grant funds. Grant agreements will state the program period/dates of when programming can occur. Interested CBOs may apply separately for evidence-based comprehensive afterschool enrichment programming (see D-3i below.)

To evaluate program impact, we will be collecting participant level data from grantees and will be evaluate academic performance of participants including analysis of in-school attendance, afterschool attendance and test scores. In addition, sites receive an observation of program quality using the Wiekart Summer Program Quality Assessment (PQA). The PQA is a validated instrument designed to measure the quality of youth programs and identify staff training needs.

    ii.   How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

Three OST Requests for Applications (RFAs) will be issued to serve specific populations. The currently planned competitions are:

    a. Target summer programming for students involved in the juvenile justice system. The subgrantee has developed a relationship with the Department of Youth Rehabilitative Services to provide programming inside the youth detention center.
    b. Target summer programming for students residing in public housing and short-term family housing. The subgrantee has an existing grant program in partnership with the DC

Housing Authority and DC Department of Human Services to serve these targeted communities. The grant program will be expanded to serve new communities.

c. Provide grants to summer programming for underserved communities and at-risk youth (homeless, foster, qualifies for SNAP/TANF, or a high school students that is one or more year older than the expected age for the grade in which the student is enrolled).

In 2017, DC conducted a needs assessment on the supply and demand of OST programming. The needs assessment showed the dramatic need for additional seats over the summer with a gap of over 25,000 seats needed for K-8 students. The report is available [here](#).

> iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

DC will utilize existing data and inter-agency partnerships to support Out of School Time grantees with outreach efforts to support program participation by students who missed the most in-person instruction and may not have consistently participated in remote instruction.

The District-wide attendance initiative, Every Day Counts, will support targeted communication around this initiative to schools with high absenteeism. When possible, we will partner with school Student Support Teams to 1) provide information on where youth may be able to participate in OST programs, and 2) ask for contact information of youth who have been disengaged to provide direct outreach.

In addition, we will strengthen partnership with Child and Family Services Agency to provide targeted support for homeless youth and students who have been referred for being chronically absent.

Data sharing agreements between District agencies support identification of students who are chronically absent or truant. Currently in school year 2020-2021, 25% of OST participants are identified as truant and 18% are identified as chronically absent.

> 3. <u>Evidence-Based Comprehensive Afterschool Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
>> i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

OSSE plans to use this funding to expand Out of School Time grants. Grants will be awarded to 501(c)3 organizations with a history of providing afterschool learning programs and experience implementing evidence-based interventions. The RFA process will solicit applications from CBOs for evidence-based comprehensive afterschool programming in fall 2021 and fall 2022 and will be designed to ensure that only evidence-based interventions for afterschool programming are awarded grant funds. Grant agreements will state the program period/dates of when programming can occur. Interested CBOs may apply separately for evidence-based comprehensive summer enrichment programming (see D-2i above.)

To evaluate program impact, we will be collecting participant level data from grantees and will evaluate academic performance of participants including analysis of in-school attendance, afterschool attendance and test scores. In addition, all grantees that serve students in fourth grade or higher are required to administer the Survey of Academic and Youth Outcomes (SAYO) to measure social emotional learning (SEL). The SAYO is a research-based measurement tool that uses pre- and post- survey to measure the program experience. In addition, sites receive an observation of program quality using the Wiekart Youth Program Quality Assessment (PQA). The PQA is a validated instrument designed to measure the quality of youth programs and identify staff training needs.

> ii.   How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

Three OST Requests for Applications will be issued to serve specific populations. The currently planned competitions are:

   a. Target afterschool programming for students involved in the juvenile justice system. The subgrantee has developed a relationship with the Department of Youth Rehabilitative Services to provide programming inside the youth detention center.
   b. Target afterschool programming for students residing in public housing and short-term family housing. The subgrantee has an existing grant program in partnership with the DC Housing Authority and DC Department of Human Services to serve these targeted communities. The grant program will be expanded to serve new communities.
   c. Provide grants to afterschool programming for underserved communities and at-risk youth (homeless, foster, qualifies for SNAP/TANF, or a high school students that is one or more year older than the expected age for the grade in which the student is enrolled).

In 2017, DC conducted a needs assessment or on the supply and demand of OST programming. The needs assessment showed the dramatic need for additional seats over the summer with a gap of over 25,000 seats needed for K-8 students. The report is available here.

<blockquote>
iii.   the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.
</blockquote>

DC will utilize existing data and inter-agency partnerships to support Out of School Time grantees with outreach efforts to support program participation by students who missed the most in-person instruction and may not have consistently participated in remote instruction.

The District-wide attendance initiative, Every Day Counts, will support targeted communication around this initiative to schools with high absenteeism. When possible, we will partner with school Student Support Teams to 1) provide information on where youth may be able to participate in OST programs, and 2) ask for contact information of youth who have been disengaged to provide direct outreach.

In addition, we will strengthen partnership with Child and Family Services Agency to provide targeted support for homeless youth and students who have been referred for being chronically absent.

Data sharing agreements between District agencies support identification of students who are chronically absent or truant. Currently in school year 2020-2021, 25% of OST participants are identified as truant and 18% are identified as chronically absent.

<blockquote>
4. <u>Emergency Needs</u>: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.
</blockquote>

While OSSE is still finalizing the use of this 2.5% state reserve, current considerations include the following investments:

- <u>Re-imagining school:</u> Build on the lessons learned and innovations in education delivery that have taken plan during the pandemic by investing in the research, design and implementation of policy initiatives that will support the equitable development of more high-quality, flexible school models in the future via competency based education, dual enrollment, and remote options. These initiatives will have a particular focus on helping address some of the most hard to reach student populations including those that are over-age and under-credited or those in the juvenile justice system.
- <u>Strengthening quality of and access to data to inform academic recovery:</u> Accelerate improvements in our data systems at the state level, including beginning to lay the groundwork for the collection of course-level and academic data, expanding access to early childhood data to support kindergarten readiness, as well as building technical assistance resources aimed at building LEA data capacity so they can best use data to inform recovery.

- Re-engagement and school culture and climate supports: A collection of investments to help re-engage disengaged and under-engaged youth in DC, bolster supports for 9th graders to help reduce absenteeism and disciplinary actions, and strengthen positive school culture and climate to create welcoming and trauma-informed environments for students returning.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
   i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
   ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) 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 programs;
   iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
   iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act 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 and youth in foster care, and migratory students.

OSSE has streamlined plan requirements for LEAs receiving ESSER III-ARP funds through the inclusion of questions in the Continuous Education Plans (CEP) LEAs are required to submit to OSSE. LEAs' CEPs for the 2020-2021 school year already file with OSSE alongside the CEPs being developed and submitted for the 2021-2022 school year will cover these requirements. The 2021-2022 school year CEP materials incorporate requirements for ESSER III-ARP's safe return to in-person instruction and continuity of services and uses of funds plans as outlined in the ESSER III-ARP Interim Final Rule (IFR), including specifications around stakeholder engagement and publicly posting materials, and a minimum of biannual updates through Sept. 30, 2023. The 2021-2022 CEP questions incorporates four questions specifically on i-iv listed above (page 8), each of the strategies listed in table B1 (beginning on page 9), and additional information on the engagement requirements are detailed in the 2021-2022 CEP technical appendix (beginning on page 2).

OSSE's two-phase ESSER III-ARP application process for LEAs parallels and further reinforces these requirements.

-   In phase I, LEAs had to provide assurances, including around the LEA plan requirements, engagement, and the 20% learning loss set aside

-   In phase II, LEAs will detail plans and provide a specific budget for planned expenditures. OSSE has developed 25 specific budget codes that LEAs will use to categorize costs into three priorities: safely reopen schools, address specific needs, and address learning loss. These codes create visibility into the specific investments that LEAs are making with ARP ESSER funding. Additionally, during the reimbursement process, LEAs will be required to indicate which expenditures supported student disproportionately impacted by COVID-19.

-   The phase II application also asks LEAs to provide the following:

    o   The location where their 2020-2021 and 2021-2022 CEPs have or will be publicly posted,

    o   Planned costs using specific budget codes, including delineation for 20% learning lost set aside costs, and

    o   Additional detail on the evidence-based practices planned for the 20% learning loss set aside

    o   How planned investments will to address the disproportionate impact of COVID-19 on underrepresented student subgroups

LEAs' 2020-2021 Continuous Education Plans are or will be publicly posted by June 24, 2021. LEAs' 2021-2022 Continuous Education Plans incorporating requirements from the ESSER III-ARP IFR will be posted by Aug. 24, 2021 or the beginning of the school year whichever is first, and updated at least every six months through Sept. 2023. Public posting and regular updating of plans will be reviewed as a part of the ESSER III-ARP grant monitoring process.

2. <u>LEA Consultation</u>: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its

LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
  i.   students;
  ii.   families;
  iii.   school and district administrators (including special education administrators); and
  iv.   teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
  i.   Tribes;
  ii.   civil rights organizations (including disability rights organizations); and
  iii.   stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

OSSE has streamlined safe return to in-person instruction and continuity of services and uses of funds plans requirements for LEAs receiving ESSER III-ARP funds into the [Continuous Education Plans](#) (CEP) questions The [2021-2022 school year CEP questions](#) articulate and reinforce these expectations to LEAs in several places:

- overview (page 2) emphasizes that plans will be publicly posted, and
- assurances (pages 15-16) require LEAs to confirm meaningful stakeholder engagement plans in line with the ESSER III-ARP IFR and publicly posting 2021-2022 plans by Aug. 24.

Additionally, the [technical appendix](#) (pages 2 and 7) also elaborate on these expectations for LEAs.

LEAs' applications for ESSER III-ARP funds parallel and further reinforce these requirements. This includes requiring LEAs to provide:

- the location where their 2020-2021 and 2021-2022 CEPs have or will be publicly posted, and

- a narrative of engagement with students, families, school and district administrators (including special education administrators), and teachers, principals, school leaders, other educators, school staff, and their unions in the development of their 2021-2022 CEP. Additionally, as applicable, the LEA should also address how they included 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, migrant students, children who are incarcerated, and other underserved students in the engagement process. The response should also include a summary of the feedback received to-date and how the feedback has been or will be included in their CEP.

LEAs' 2020-2021 Continuous Education Plans are or will be publicly posted by June 24, 2021. LEAs' 2021-2022 Continuous Education Plans incorporating requirements from the ESSER III-ARP IFR will be posted by Aug. 24, 2021 or the beginning of the school year whichever is first, and updated at least every six months through Sept. 2023. Public posting and regular updating of plans will be reviewed as a part of the ESSER III-ARP grant monitoring process.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
    i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

OSSE will begin supporting and monitoring LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, by setting expectations and providing guidance and support. OSSE started this with incorporating requirements on the minimum 20% learning loss set aside in the ESSER III-ARP assurances that all eligible LEAs completed this spring prior to receipt of their Grant Award Notices by May 24, 2021. OSSE will continue integrating training on how ESSER funds may be used to implement interventions that respond to students' needs into the CEP plan development and approval process. OSSE will also be creating and sharing training and resources specific to the ESSER III-ARP application when the phase II application is made available in the Enterprise Grants Management System this summer.

The ESSER III-ARP application in EGMS includes budget codes that will enable OSSE to track on evidence-based intervention spending in categories such as summer learning and afterschool programs. The ESSER III-ARP application also prompts LEAs to review the requirement around evidence-based interventions and then provide additional detail on planned evidence-based interventions, including: a description of the intervention; what underrepresented student subgroups (listed in A.3.i-viii) will be supported; how the LEA determined the intervention was evidence based (including research citations or other data sources); and the expected outcome for the intervention and how it will be measured (including specific data or metrics). This information collected through the ESSER III-ARP application will be critical to OSSE's ability to support and monitor evidence of impact and effectiveness over time.

    ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

OSSE will begin supporting and monitoring LEAs in addressing the disproportionate impact of COVID-19 on certain groups of students through coordination with the CEP planning process (see E-1i-iv) and through ESSER III-ARP application design (see E-3i). By setting expectations through OSSE's guiding principles and CEPs and leveraging LEA's ESSER III-ARP subgrant application questions and budget design to prompt LEAs to plan with these students in mind, OSSE will have baseline information for ongoing monitoring and support. We expect additional monitoring activities will include the following: 1:1 engagement with OSSE grant managers and their LEAs (see G-2); coordination among OSSE teams to ensure LEAs are aware of continuing and new of supports (see D-1i); and, coordination among OSSE teams to ensure LEAs are aware of other funding sources available that may be used to support the disproportionate impact of COVID-19 on certain groups of students, including students with disabilities and English learners (see C-2iii). Additionally, as LEAs expend funds, they will be required to indicate through reimbursement submissions if funds were used to support any of the student groups listed in question A.3.i.-viii. OSSE also expects to make additional supports available to LEAs for students experiencing homelessness through ARP Homeless funding and is revisiting its annual risk-based monitoring protocol to incorporate ESSER-specific requirements.

> iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
> a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
> b. Students who did not consistently participate in remote instruction when offered during school building closures; and
> c. Students most at-risk of dropping out of school.

Historically, OSSE has conducted analyses of attendance, discipline, and mobility disaggregated by student groups to bring transparency and enable targeted supports.

Using the CEP plans developed for the 2020-21 school year as an LEA's baseline, feedback and technical assistance during CEP development for the 2021-22 school year will include supporting LEAs to review data and develop plans for the upcoming school year – including the LEA's plans to identify, reengage, and support students most likely to have experienced the impact of lost instructional time and, as a result, have unfinished learning.

The 2021-22 CEP asks each LEAs to "describe its approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year." Through CEPs, LEAs will also be providing information on assessment tools (e.g., diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessment) they will use to measure student learning and interrupted instruction.

By coordinating the CEP and ESSER III-ARP subgrant application process, OSSE and LEAs will be able to cohesively strategize around how ESSER III-ARP funds may be used to identify and support addressing unfinished student learning.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
    i. Allocating funding both to schools and for districtwide activities based on student need, and
    ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

OSSE will support its LEAs in implementing additional strategies for taking educational equity into account in its planning for the 2021-2022 school year generally and in expending its ESSER III-ARP funds specifically. In relevant grants, including those for high-dosage tutoring, we will consider grant structures to target LEAs and schools with greater needs. We have taken this approach with prior grants, using the ratings from our accountability framework (STAR) to identify priority schools and will consider this approach as well as others for ARP ESSER III-ARP funded-grants.

Additionally, in the Continuous Education Plans (CEPs) that all LEAs must complete this summer, OSSE has included a question that requires LEAs to describe their approach to behavior and discipline and how the LEA will use positive, relevant and developmentally appropriate discipline practices that account for the challenge of transitioning from distance learning back to the school building. We have made available a suite of resources and supports to help LEAs build equitable and inclusive environments, trauma-informed practices, and a restorative justice framework for addressing behavior challenges.

One resource we provide to educators is the School Culture and Climate Resource webpage that houses toolkits, best practices, and asynchronous trainings to support LEAs in using a multi-tiered approach for positive disciplinary supports. OSSE also provides ongoing professional learning opportunities for practitioners and school leaders focused on proactive discipline supports, including trauma-informed approaches, social emotional learning, restorative justice, equity, and multi-tiered systems of support.

OSSE staff supporting LEAs with planning and implementation for ESSER grants will includ ongoing training and support. We will include inclusive and equitable practices as allowable uses in training and support further in 1:1 support with LEAs (see response to G-2 for more information on case management approach).

F. Supporting the Educator Workforce
The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:
   i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

   Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Data provided below is based on OSSE's 2020-2021 Faculty and Staff Data collection.

Table F1.

Area	Data on shortages and needs (SY20-21)	Narrative description
Special educators and related service personnel and paraprofessionals	67	At the start of SY20-21, public schools in DC [charter and traditional] had 67 vacant special education teacher positions.
Bilingual educators	1	At the start of SY20-21, public schools in DC [charter and traditional] had 1 vacant bilingual teacher positions.
English as a second language educators	35	At the start of SY20-21, public schools in DC [charter and traditional] had 35 vacant English as a second language teacher positions.
Math and science	6	At the start of SY20-21, public schools in DC [charter and traditional] had 6

Area	Data on shortages and needs (SY20-21)	Narrative description
		vacant math and science teacher positions.
CTE educators	2	At the start of SY20-21, public schools in DC [charter and traditional] had 2 vacant CTE education teacher positions.
Early childhood educators	8	At the start of SY20-21, public schools in DC [charter and traditional] had 8 vacant early childhood education teacher positions
School counselors	N/A	OSSE does not collect these data
Social workers	N/A	OSSE does not collect these data
Nurses	N/A	OSSE does not collect these data
School psychologists	N/A	OSSE does not collect these data

ii.   Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

OSSE collects workforce, educator preparation program, and teacher equity data and supports LEAs by creating and sharing data and reports to support their workforce planning, particularly for shortage areas. A new dashboard in development will provide accessible data to support cross-school strategic staffing planning for LEAs around roles such as dual language, special education, and English learners. DC also plans to continue to issue educator workforce reports as a tool for LEAs and other stakeholders.

OSSE will use the information collected from LEAs' plans and data to target state-provided supports and technical assistance. We are also making available a variety of professional learning sessions and supports for both school leaders and educators on assessing and accelerating student learning. See responses to A-4, B-1iv, D-1, and E-4ii for information on high-quality professional learning opportunities OSSE plans to launch and continue to support LEAs.

We are also using federal recovery funding to establish a self-service, interactive training platform with on-demand wellness resources available to all early childhood and K-12 educators in the District. In addition, we will make investments at the school level to support educator wellness structures and practices, so it can be better prioritized in routine school operations. We will also dedicate funds to efforts aimed at building more positive school cultures.

> iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

In winter 2021, OSSE convened a group of stakeholders, including the following: practitioners, educator preparation providers (EPPs), advocates, and unions to form the OSSE Special education licensure advisory committee (SELAC). SELAC convenes monthly to evaluate OSSE's special education licensure requirements, including the impact of these requirements on the OSSE special educator workforce. SELAC will be making recommendations to OSSE about our special education licensure requirements in spring 2022.

The 2019 DC Educator Workforce Report demonstrated that DC teachers are more racially diverse than teachers nationally; however, DC's teacher population is not fully reflective of the rich diversity of our city's student population. Recent research shows that DC's educator preparation providers (EPPs) have a significant opportunity to increase the diversity of the future teachers they are training to serve DC's students. OSSE is invested in updating teacher preparation program policies that encourage EPPs to demonstrate how they are preparing educators who reflect the full diversity of DC's population.

In the 2020-2021 school year, OSSE offered the first Mentoring and Induction Program Development PLC; OSSE will offer a second cohort in the 2021-22 school year. This intensive, yearlong experience supports and empowers a cross-LEA community of leaders working to improve in-house new teacher support systems in their LEAs. The PLC has a project based learning structure where participants build

portfolio products they authentically "put to work" in their organizations. In the 2021-2022 school year, the PLC included 30 hours of synchronous professional development. Improved teacher development systems can lead to a variety of positive results, including the following:

- Attracting high-quality teacher candidates, which may expand the pipeline and reduce vacancies;
- Supporting educators in building the knowledge and applied skill they need to be successful in their unique context and to improve student learning, especially for those disproportionately impacted by the pandemic; and
- Increasing educator retention, which may in turn reduce vacancies.

GEER funding is also supporting the District's Comprehensive School Based Behavioral Health System to ensure schools are fully staffed with behavioral health providers to deliver multi-tiered behavioral health systems and supports. Clinicians at schools provide prevention and mental health promotion activities to the whole school community, as well as deliver early intervention and clinical services to assigned students. This investment supports the continuity of robust behavioral health service delivery by qualified providers when students need support the most.

2. <u>Staffing to Support Student Needs</u>: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

We are furthering the expansion of the District's Comprehensive School Based Behavioral Health System in DC to expand access to clinical services in public schools across the District. This support is to ensure schools are fully staffed with behavioral health providers to deliver multi-tiered behavioral health systems and supports which are essential to the well-being of students and help prevent more complex, lifelong behavioral health challenges. Behavioral health clinicians (social workers and professional counselors) assigned full-time to DCPS or public charter schools provide prevention and mental health promotion activities to the whole school community and deliver early intervention and clinical services to assigned students. This investment supports the continuity of robust behavioral health service delivery by qualified providers when students need support the most. OSSE is also encouraging and supporting LEAs to plan for how their ESSER allocations may be used to support staffing their schools and training their teams to meet students' mental and physical health needs. We've established specific budget codes in the ESSER III-ARP subgrant application and technical assistance resources to create clarity for LEAs on allowable uses. Information collected through this budget structure will also support public transparency on how LEAs used funds. One specific budget code is *Mental Health Services and Supports for Student*s, allowing LEAs to code personnel costs for increasing student access to mental health personnel.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and safeguarding funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:

   i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;

   ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);

   iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);

   iv. Jobs created and retained (by position type);

   v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and

   vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

ESSER funding will support OSSE in building on its existing data infrastructure and commitment to transparency. Recovery funding will accelerate improvements in our data systems at the state level, such as beginning to lay the groundwork for the collection of coursework and academic data as well as building technical assistance resources aimed at building LEA data capacity so they can best use data to inform recovery.

The following publicly available sources will allow OSSE, LEAs, and our community to review progress and consider continuous improvement or changes needed through the duration of the grant:

- **DC School Report Card**, which includes opportunity-to-learn disaggregated data on chronic absenteeism and LEA and per-pupil expenditures by LEA.

- **CEPs**: OSSE has and will continue to collect data on student learning during and after the COVID-19 pandemic through LEAs' Continuous Education Plans (CEP). As was required of LEAs in 2020-2021, this summer LEAs are developing 2021-2022 Continuous Education Plans where they will describe:
  - uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students,
  - how they intend to re-open schools while maintaining the safety and health of students and staff on their campuses in alignment with CDC and DC Health aligned guidance. In addition, LEAs will be asked to update these each six months so that they reflect the most updated version of their current status and adjusted plans, and
  - how they will measure the impact of lost instructional time on student learning.

  OSSE will support LEAs to complete their CEPs and, once approved, 2021-22 CEPs will be publicly posted by Aug. 24, 2021, or before the start of school whichever is first, and updated a minimum of every six months based on review of results and needs as identified by LEAs.

- **Annual reporting for ESSER funds**: The first CARES annual report required LEAs to report on jobs created or retained overall and OSSE will continue to support LEAs to review and complete ESSER data collections.

As described D-1ii, OSSE will be reviewing formative assessment data submitted by LEAs to determine the impact of lost instructional time and refine future needs.

Additionally, as described in E-1, in their ESSER III-ARP grant application, LEAs will be required to submit their budget in three priority categories: address learning loss, address specific needs (mental wellness supports for staff and students and educational technology), and safely reopening schools which will provide OSSE further insight into how ARP ESSER funding is being used to address the impacts of the pandemic, including student needs.

2. <u>Monitoring and Internal Controls</u>: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

OSSE has expanded its capacity to oversee recovery funding and to provide targeted support to LEAs. The Federal Programs and Strategic Funding team within the Division of Systems and Supports, K12

manages day-to-day implementation of ESSER III-ARP LEA grants, including fiscal monitoring through reimbursement review as well as annual risk-based monitoring. The core ESSER grant team includes seven key personnel, including a director, five grant managers (two newly hired to provide additional capacity), and a fiscal analyst. This team works in coordination with other agency partners including the Office of the General Counsel, Office of Chief Financial Officer, and Office of Grants Management and Compliance to ensure internal controls and smooth administration.

LEAs receiving ESSER funding will apply for and request reimbursements through OSSE's centralized Enterprise Grants Management System (EGMS) where planned and actual costs can be tracked and reviewed. Three staff members will review every application to ensure allowability per Federal requirements. Reimbursements will be reviewed by the Federal Programs & Strategic Funding team for allowability, reasonableness, and allocability. Reimbursements are processed through three tiers of review; following programmatic review, each request also require approval by staff in the Office of Grants Management and Compliance and funds disbursement is managed separately by the Office of Chief Financial Officer.

All LEA have been assigned to a specific grant manager to support them through their application and reimbursement processes. OSSE will provide technical assistance and resources to subrecipients to illustrate expectations and support strong program implementation. For subrecipients requiring greater support, OSSE will develop targeted monitoring plans, including imposing specific conditions and corrective action plans, when deemed necessary.

OSSE requires all subgrantees to maintain records that show the amount of funds under the grant, how the subrecipient uses the funds, the total cost of the project, the share of that total cost provided from other sources; and other records to facilitate an effective audit, as consistent with 34 CFR Section 76.730 of EDGAR. Additionally, all subgrantees are also required to retain relevant documentation for up to 5 years.

Lastly, OSSE conducts monitoring on an annual basis using a risk-based approach. All subgrantees are evaluated for risk using a methodology that incorporates 11 different factors, including the size of award, single audit results, special education findings, and failure to draw down funds. We conduct on-site, virtual and desktop monitoring abased on the risk level of the subgrantees identified for monitoring. Monitoring consists of record reviews, document reviews, and interviews which are intended to identify any noncompliance, assess progress toward federal and local targets, and provide recommendations to support continuous improvement. OSSE further works with subgrantees to correct identified noncompliance and support improved program implementation in subsequent grant years.

Transparency on recovery funding expenditures also supports oversight and is available on https://covid-relief-data.ed.gov/ and https://www.usaspending.gov/.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Table 1

OSSE will submit to USED and publicly post Appendix A, Table 1 by June 21, 2021, as specified in A-5ii.

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	#	#	#	#
School buildings open with both remote/online and in-person instruction (hybrid)	#	#	#	#
School buildings open with full-time in-person instruction	#	#	#	#

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

The data are based on student enrollment for the month of April 2021.

Add or change rows as needed

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	44,507	36,721	7,276	510

White, not Hispanic	11,169	6,415	4,602	152
Black or African American, not Hispanic	60,033	49,734	9,744	555
Hispanic, of any race	17,337	13,834	3,279	224
Asian, not Hispanic	1,445	1,040	391	14
American Indian or Alaskan Native, not Hispanic	147	118	29	0
Native Hawaiian or Pacific Islander, not Hispanic	57	45	12	0
Two or more races, not Hispanic	2,564	1,694	834	36
Race/Ethnicity information not available	30	19	10	1
English learners	10,697	8,055	2,429	213
Children with disabilities	15,297	11,743	3,288	266
Students experiencing homelessness	5,248	4,243	951	54
Children and youth in foster care	406	320	78	8
Migratory students	0	0	0	0

Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;

- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
  - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

When using American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) funds, the District of Columbia will ensure that students, teachers, and other beneficiaries with special needs have equitable access to, and participation in, grant-funded activities.

DC's ESSER III-ARP funds will support (1) subgrants to local education agencies (LEAs) and (2) state set aside contracts and grants to support 1) a Safe Reopening, 2) supporting Student and Staff Well-Being, and 3) promoting Accelerated Learning. Each project will ensure equitable access to, and participation in grant-funded activities.

90% Subgrants to LEAs: OSSE's principles for continuous education require LEAs to address the social, emotional and mental health needs of all students and meet the unique needs of diverse learners with a particular focus on students with disabilities and English learners. OSSE has closely aligned its CEP and ESSER III-ARP application process for LEAs. In the application for ESSER funds, LEAs are required to provide a description of how, when using ESSER III-ARP Act grant funds, they will ensure that students, teachers, and other beneficiaries with special needs have equitable access to, and participation in, grant-funded activities.

10% State set aside: State set aside funding will support LEAs to accelerate learning in order to address the academic impacts of lost instructional time (as described further in D-1i). OSSE's investments include targeted supports for educators to help students continue unfinished learning that may have resulted from the unexpected closures and shift to distance learning. Additionally, through ARP funding we are making available a suite of resources and supports to help LEAs build equitable and inclusive

environments, trauma-informed practices, and a restorative justice framework for addressing behavior challenges. The following are examples of steps OSSE is taking to ensure access to and participation in educator training opportunities regardless of gender, race, national origin, disability, or age:

- Use of a variety of advertisement vehicles for promoting these professional learning opportunities, to ensure LEA- and school-level leadership, in addition to classroom teachers, are aware of these opportunities that are offered at no cost to the participants.

- Provide interpreter services upon request for live training sessions, and utilizes closed captioning for training video recordings.

- Offer robust printed materials to enable all participants to follow along during the live sessions and while viewing recordings.

- Incorporate GEPA requirements into contractual agreements and expect recipients to adhere to GEPA requirements.

ESSER III-ARP will be supporting professional learning activities for and with LEAs and schools that serve a high percentages of disadvantaged students, including students with disabilities, English learners, at-risk youth, and children living in high-poverty communities. The professional learning activities will be centered in evidence-based strategies proven effective for accelerating learning and closing achievement gaps for students, especially those experience disadvantages and furthest from opportunity.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email **ICDocketMgr@ed.gov** and reference the OMB Control Number 1894-0005.

Application Questions for School Year 2021-22 Continuous Education Plans (CEPs), 2021-22 Health and Safety Plans, and 2020-21 Assessment Data Collection

Background and Purpose

The Office of the State Superintendent of Education (OSSE) is requiring all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening**, **Student and Staff Well-Being**, and **Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs will also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds.

Whereas last year the CEPs included a section addressing how LEAs would prepare and maintain a safe physical environment, this year we are requiring that all public and public charter LEAs, as well as all private, parochial and independent schools in the District, submit separate **health and safety plans** that describe how they will safely reopen schools in accordance with DC Health and OSSE's health and safety guidance. OSSE will review each plan and provide comment, which may request follow-up by the LEA or school.

Finally, to align with requirements from the US Department of Education, OSSE is conducting a **school year 2020-21 assessment data collection** for all individual public and public charter schools serving students in grades K-12 to understand how they assessed students during the pandemic. These collections will be reviewed and approved by OSSE. The questions for all three plans are contained in the document below.

The CEP application, as well as the health and safety plan, are closely aligned to OSSE's Guiding Principles for Continuous Education.[1] These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity. These principles provide LEAs and families with clear and consistent expectations for continuous education throughout the 2021-22 school year, including for in-person learning and distance learning under limited circumstances. We strongly encourage you to review these guiding principles closely before drafting your CEP application, as well as the Continuous Education Resource Guide and accompanying Technical Appendix, which provide additional resources for developing your plans.

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[1] Continuous education takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and distance learning settings.

To inform the public of LEAs' responses, the CEPs and health and safety plans will be publicly posted on OSSE's website, and all LEAs and independent schools must share them directly with their families upon review or approval by OSSE. For public charter LEAs, the DC Public Charter School Board (PCSB) will also use the content of the CEPs for oversight purposes in the 2021-22 school year. Please consult the accompanying Technical Appendix document for additional requirements on stakeholder engagement and sharing plans with the public.

For private, parochial and independent schools, the deadline to submit health and safety plans will be **5 p.m. on Monday, June 14, 2021**. For public and public charter LEAs, the deadline to submit CEPs and health and safety plans will be **5 p.m. on Wednesday, June 30, 2021**. For individual public and public charter schools serving K-12 students, 2020-21 assessment data collection responses are due at **5 p.m. on Thursday, July 15, 2021**.

At this time, OSSE and PCSB are providing LEAs and schools with the application questions so they may begin to work on their responses. Later in May, OSSE and PCSB will provide more detailed information on the process for submission. The process will be very similar to last year, with application submission through OSSE's Quickbase portal.[2] OSSE has also released a Technical Appendix document where you can find more information on the application submission process, evaluation framework, technical assistance and monitoring.

Continuous Education Plan Questions

Safe Reopening

1.A Physical Health and Safety

- Please see the "Health and Safety Plan" section below for health and safety questions.

1.B: Support Across Learning Environments

1. **Delivering Full-Time In-Person Learning:** Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:
    a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space;
    b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
    c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
        i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
        ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

2. **Distance Learning for Students with Medical Certifications:** Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

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[2] Public charter LEAs should notify PCSB of any substantive policy changes made during the school year. Substantive policy changes include any modifications that may affect compliance with the guidelines included in this document.

a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):
    i. The LEA itself
    ii. Another District LEA (please select name)
    iii. One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)
b. How the LEA will deliver its distance learning program (select one):
    i. Centrally at the LEA level
    ii. By campus/at the school level
    iii. Both (please describe the LEA's approach)
c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.
d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;
e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and
f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:
    a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;
    b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and
    c. How the LEA will provide direct mental and behavioral health services for students in need.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

5. Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:
   a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and
   b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:
   a. How the LEA will solicit and incorporate student/family feedback on these plans[3], both before the school year starts and consistently as the school year progresses;
   b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and
   c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.

2.D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:
   a. Taught fewer standards than in a typical school year / not able to teach all the standards
   b. Taught a narrowed or prioritized set of standards relative to a typical school year
   c. Did not adjust standards / Taught the same standards as a typical year
   d. Adjusted curricular scope
   e. Adjusted curricular sequence
   f. Did not adjust curriculum / followed same curricular scope and sequence as a typical year
   g. Adjusted types of assessments administered
   h. Adjusted assessment administration schedule and/or frequency
   i. Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:
    a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year? (check boxes)

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[3] LEAs receiving ESSER III-ARP funds must meet specific requirements for family and public engagement per the US Department of Education. Please see the accompanying Technical Appendix document for more details.

<ol type="i" start="1">
English language arts (ELA)
Math
Science
English language proficiency

<ol type="a" start="2">
Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;
A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);
Whether you set goals[4] for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:
<ol type="i">
Whether these goals are set by the assessment provider or are determined by the LEA; and
How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and

How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and
For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.

3.B: Employing Intentional Strategies for Accelerating Learning

<ol start="11">
Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):
<ol type="a">
Adjusted Scheduling
<ol type="i">
Adjusted class/block/bell schedules
After-school programming
Longer school day
Longer school year
Summer 2021 programming
Summer 2022 programming
School break/holiday programming
Weekend programming (e.g., Saturday school)

Instructional Changes

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[4] For the purposes of this collection, "goals" are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., NWEA MAP) are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

     i. High-dosage tutoring[5]
     ii. New curriculum purchase
     iii. New intervention program or support
     iv. New uses of staff planning time for accelerated learning
     v. New professional development for staff on accelerated learning

   c. Staffing and Related Supports
     i. Additional staffing
     ii. Additional vendor and/or community partner support
     iii. New hardware purchase
     iv. New software purchase

   d. Other
     i. Please describe:

   e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress. *We encourage LEAs to submit any practices described in this response to the US Department of Education's* [Safer Schools and Campuses Best Practices Clearinghouse](#) *so that they can be shared with other states and LEAs.*

15. **For LEAs serving students in grades 9-12:** Describe how the LEA will adjust its approaches[6] to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

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[5] Please see OSSE's guide, [High-Dosage Tutoring: A Proven Strategy to Accelerate Student Learning](#), released March 15, 2021.

[6] OSSE issued [non-regulatory guidance on credit recovery](#) in September 2018. Credit recovery courses should only be offered for courses required to be satisfactorily completed for graduation. LEAs should ensure that a student enrolled in a credit recovery course previously completed the underlying course and received a failing grade thus not earning a partial Carnegie Unit. Further, 5A DCMR 2203 outlines credit requirements for graduation in the District of Columbia. It is the expectation that all graduates meet these requirements. Public charter schools may exceed these requirements but must have approval from the PCSB for any modifications.

16. Describe the LEA's plan to serve **students with disabilities**, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:
    a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;
    b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;
    c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;
    d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and
    e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.

17. **For correctional facilities only:** Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:
    a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;
    b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;
    c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;
    d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;
    e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and
    f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

English Learners

18. Describe the LEA's plan to serve **English learners**, including students participating in distance learning, including:
    a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
    b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning

environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

Effective Use of Funds in the 2021-22 School Year

For LEAs receiving ESSER III-ARP funds: Please outline your LEA's approach for the use of federal emergency grant funds by responding to the questions below. You will provide additional detail and spend plans when you complete an ESSER III-ARP application in Enterprise Grants Management System (EGMS) later this summer. If relevant, you may reference other responses provided in this CEP or in the health and safety plan.

19. **LEAs receiving ESSER III-ARP funds only:** Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

20. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will use at least 20 percent of its allocation for evidence-based interventions[7] to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

21. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses[8] of the funding.

22. **LEAs receiving ESSER III-ARP funds only:** Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of 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 migrant students.

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[7] The American Rescue Plan Act defines "evidence-based" using the same definition as the Every Student Succeeds Act, to mean an activity, strategy, or intervention that:
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
   (I) strong evidence from at least one well-designed and well-implemented experimental study;
   (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
   (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
(ii)
   (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
   (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
Please see the US Department of Education's guidance on using evidence to strengthen education investments for more information.

[8] Please refer to OSSE's web site for guidance on allowable uses of the ESSER III-ARP funds at osse.dc.gov/recoveryfunding

2021-22 School Year Health and Safety Plan Questions

Please provide the LEA's detailed plan to implement each of the following mitigation strategies to minimize COVID-19 transmission in the school setting.

Face Masks
1. Provide the LEA's plan to comply with the requirements that:
   a. except for specific circumstances (e.g., while eating) articulated in OSSE's guidance, all students, staff and visitors, including those who are full vaccinated, must wear non-medical face coverings or face masks at all times while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
   b. masks must be worn correctly.

2. Provide the LEA's policies and procedures in the event that a student, staff member, or visitor is unable or unwilling to wear a face mask at all times.

Physical Distancing
3. Provide the LEA's policies and procedures to support physical distancing between individuals and within and across groups, including in classrooms, common spaces, during arrival and dismissal procedures, and during extracurricular activities.

4. Provide the LEA's policies and procedures regarding the use of cohorts for students and/or staff, including steps to minimize interactions between cohorts, as applicable.

Handwashing and Respiratory Etiquette
5. Provide the LEA's policies and procedures to support handwashing and respiratory etiquette including frequent, proper handwashing strategies and encouraging covering coughs and sneezes.

6. Provide the LEA's plan to make available adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices including, as relevant, in classrooms, bathrooms, offices and common spaces.

Personal Protective Equipment (PPE)
7. Provide the LEA's policies and procedures to acquire, distribute and support the appropriate use of PPE including gowns/coveralls, gloves, surgical masks, eye protection (face shield or goggles) and N95 masks, as relevant and necessary.

Maintain Clean and Healthy Facilities
8. Provide the LEA's schedule for routine cleaning of rooms, surfaces and objects, including high touch objects and surfaces (e.g., pens, keyboards, elevator buttons, light switches, handles, stair rails, faucets, phones, doorknobs, grab bars on playgrounds).

9. Provide the LEA's cleaning and disinfecting protocols in the event that (1) a student, staff member, or visitor develops symptoms of possible COVID-19 while in the school; or (2) if the LEA is notified that a student, staff member or visitor who tested positive has been in the school. Include the LEA's plan to comply with specific required protocols for scenarios when it has been 24 hours or less since the sick person was in the school, as well as when it has been more than 24 hours but less than 3 days since the sick person was in the school.

10. Provide the LEA's plan to make available sufficient and appropriate cleaning and disinfection supplies and to comply with the requirement that staff must wear gloves while cleaning and disinfecting spaces throughout the building.

11. Provide the LEA's plan to perform necessary maintenance to ventilation and water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) so that they are ready for use and occupancy and are adequately maintained throughout the operating period.

Response to a Confirmed or Suspected COVID-19 Case
12. Describe the LEA's policies and procedures to:
    a. Comply with the requirement to not admit or to dismiss any student, staff member or visitor who is COVID-19 positive or otherwise meets criteria for exclusion, per OSSE's guidance; and
    b. Dismiss any individual or cohort that is potentially exposed to COVID-19 within the school setting.

13. Provide the LEA's plan to comply with the requirements to:
    a. Identify a staff member as the COVID-19 point of contact (POC) to whom families, staff, contractors and vendors should report a positive case of COVID-19 and who is responsible for reporting positive cases of COVID-19 to DC Health;
    b. Report any applicable positive COVID-19 case in a student, staff member or essential visitor to DC Health on the same day the school is notified;
    c. Not exclude students or staff with pre-existing health conditions that present with specific COVID-19-like symptoms on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

14. Provide the LEA's procedures to support DC Health with contract tracing in the event of a positive case of COVID-19.

15. Describe how the LEA will notify the school community, as appropriate, of the positive case and corresponding actions taken by the LEA/school.

COVID-19 Testing and Vaccines

16. If applicable, describe the LEA's current or planned COVID-19 testing protocol for symptomatic and/or asymptomatic students and/or staff, including steps the LEA will take to encourage participation in the testing program. Please include the LEA's plan to ensure that results of such testing programs are reported to DC Health per DC Health's COVID-19 reporting requirements: dchealth.dc.gov/page/covid-19-reporting-requirements.

17. Provide the LEA's plans to support COVID-19 vaccination of staff and students, as eligible, including efforts to encourage participation in public and community-based vaccination opportunities.

Students with Disabilities
18. Provide the LEA's plans to provide appropriate accommodations to students with disabilities with respect to its health and safety policies and procedures.

Training, Technical Assistance, and Monitoring

19. Please provide the LEA's plan to provide training and technical assistance on its policies and procedures to safely reopen schools in accordance with the DC Health Guidance for Schools and the OSSE Health and Safety Guidance for Schools, including:
    a. who will receive training and technical assistance;
    b. the topics that the training and technical assistance will address; and
    c. how and by whom the training and technical assistance will be delivered.

20. Provide the LEA's plan to monitor the implementation of the health and safety plans at each campus, including how, when and by whom the implementation will be monitored, and how the LEA will respond if a given campus is not adhering to the plan.

Communicating Policies and Procedures to Students, Families, Staff and Visitors

21. Describe the LEA's plans to communicate key health and safety policies and procedures to students, families, staff and visitors.

2020-21 School Year Assessment Data Collection Questions

Note: Assessment data collection responses will be submitted by **each individual K-12 school**, rather than each LEA.

1. Please describe your approach to assessing student learning in the past school year (2020-21), including:
    a. Information on the school's strategy and approach to assessing student learning given the school's specific operating status throughout the 2020-21 school year;
    b. Whether assessments were delivered remotely or in-person; and
    c. Highlighting any changes to your original assessment plans due to the impact of the pandemic.

2. Please identify the content areas for which your school administered non-state summative spring assessments (interim, benchmark, end-of-course, or end-of-year) in both 2019-20 and 2020-21.
    a. *Please limit your responses to those assessments administered as common assessments at the school or LEA level as opposed to those developed and used solely by individual teachers*. (check boxes with columns for 2019 and 2020)
        i. ELA
        ii. Math
        iii. Science
        iv. English language proficiency

3. Did you set assessment-specific goals[9], benchmarks, or targets for performance on assessments administered in the 2020-21 school year?
        i. Select: Yes/no
        ii. If yes, are these goals/targets set by (select one):
            1. Assessment provider (e.g., NWEA)

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[9] For the purposes of this collection, "goals" are defined as LEA-determined expectations for individual students or student groups. We expect that for the most part, LEAs using tools that themselves set specific goals for students (e.g., MAP), are using those defined goals for this exercise, but LEAs should note and explain where this is not the case.

        2.   The LEA or school (e.g., charter organization, school or teacher)
    iii.   If yes, are the goals/targets meant to measure (select one)
        1.   Student proficiency
        2.   Student growth
        3.   Both

4.   Please describe the steps your school took in the 2020-21 school year to assess all students equitably, including but not limited to students with disabilities, students with the most significant cognitive disabilities, English learners and English learners with disabilities.
   a.   *We acknowledge that schools may be developing individual assessments or tools for certain situations where vendor-created tools are unavailable. Understanding where there may be gaps will help us better understand where supports may be needed.*
   b.   If applicable, include information on the specific assessments used to assess different groups of students (content area, grade, and type [interim, benchmark, etc.])
   c.   Provide narration on accessibility and the availability of accommodations and accessibility features.
   d.   Highlight where there may be gaps or challenges in providing common assessments for all students (e.g., if vendor-created tools are not available at certain grade levels or for certain content areas).

5.   Please describe any strategies you implemented to change curricular scope or sequence for ELA, math and science based on the impact of the pandemic on school schedules, distance learning and reopening status. Please share any takeaways or lessons learned.
   a.   If applicable, highlight any concrete strategies that adjusted the school's original plans for standards coverage, curriculum, and scope and sequence. Examples could include, but are not limited to: implementing Student Achievement Partners' priority standards; adjusting timing or sequencing; acceleration planning; redesigning 2020-21 quarter 1 to focus on content missed in quarter 4 of 2019-20. Include details for all content areas and identify where approaches differed across grades, as appropriate.
   b.   Outline how the changes in standards/content coverage impacted the school's plan for non-state summative assessments and ability to measure student learning.

6.   Please identify which assessment tools you used for non-state summative spring assessments in ELA, math and science (for tested grades) at your school(s) in the 2020-21 school year, as well as the data on participation numbers, the "goals" identified above and performance toward those "goals."
   a.   *Please limit your response to assessments administered in spring as common assessments at school or LEA levels versus assessments developed and used solely by individual teachers.*
   b.   *A reminder that tested grades/courses include:*
      i.   *ELA, mathematics: grades 3-8; high school (ELA 1, ELA II, Algebra I & Geometry)*
      ii.   *Science: grades 5, 8 and high school biology*
   c.   *If your school sets individual grade-level goals, please provide a row for each grade and student group. If your school sets goals across grade levels, please list the aggregated goals, participation, and performance for the grade span and student group.*

d. *If your schools did not assess locally in science, please describe in your narrative responses why not and how you will address science content.*

e. *Be sure to identify tools used to assesses specific student groups (e.g., students with disabilities, English learners, etc.).*

f. *For the purposes of this collection, "goals" are defined as LEA- or school-determined expectations for individual students or student groups. If the LEA or school is using an assessment tool for which they set specific goals for students (e.g., MAP), OSSE expects the LEA or school is using those defined goals for this exercise, but LEAs or schools should note and explain where this is not the case.*

g. *If you do not have information on the number of students meeting or exceeding a goal, please fill out all the remaining columns. Collecting information on the types of assessments used and the participation in those assessments will help OSSE better understand the non-state summative assessment landscape across LEAs.*

Tool	Type of Tool	Source	Format	Content Area	Grade(s)	Student Group (auto-populated)	# of Eligible Students	# of Eligible Students Assessed	Goal	# of Assessed Students Meeting or Exceeding Goals
Ex: MAP	*Interim*	*Vendor*	*Remote*	*ELA, Math*	*3-5*					
Ex: iReady	*Diagnostic*	*Vendor*	*Remote*	*Math*	*6-8*					
Ex: EOC		*Teacher created*	*Remote*	*ELA*	*6*					
Ex: EOC		*Teacher created*	*Remote*	*ELA*	*7*					
Ex: EOC		*Teacher created*	*Remote*	*ELA*	*8*					
Ex: EOC		*Teacher created*	*Remote*	*ELP*	*3-8*					
Ex: EOC		*Teacher created*	*Remote*	*Science*	*3-8*					

7. What are your school's takeaways from the results of assessments and assessment administration this year, and what caveats would you highlight?
   a. Detail how your school is approaching understanding the results of non-state summative assessments this spring. If there are any high-level takeaways, please share.
   b. Outline any caveats for interpreting the data from spring assessments at the school and/or LEA level. Caveats for interpretation may include information on student participation; opportunity to access standards/instruction; impact of remote administration on results; questions of test security, etc.
   c. Provide context for any missing information in question 6, if appropriate.

8. How did your school communicate the results of 2020-21 school year assessments to individual students and their families?

9. Please describe how your school used or will use the results from 2020-21 school year assessments to improve instruction and student performance, access to summer enrichment, and access to instruction and enrichment in the 2021-22 school year.

Assurance Statement for Continuous Education Plans (CEPs)

The LEA attests to the following statements regarding **delivery of instruction**:

☐ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

☐ The LEA attests to completing the **ELA curriculum materials survey** coinciding with the submission of the CEP.

The LEA attests to the following statement regarding **2021-22 school year attendance:**

☐ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding **graduation and promotion** for 2021-22:

☐ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203[10] and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving **students with disabilities**, including students in non-public special education school settings (please check all boxes):

☐ Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☐ LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☐ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.

☐ LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.

☐ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

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[10] In the 2019-20 school year, the DC Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

☐ During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):
☐ The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
☐ The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
☐ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding **technology**:
☐ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family, stakeholder and public engagement** (please check all boxes):

☐ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged 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; 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, migrant students, children who are incarcerated, and other underserved students.

☐ The LEA has taken comments of the above-named groups into account in the development of the CEP.

☐ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.

☐ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.

☐ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

☐ The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.

☐ The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding **locally administered assessments**:

☐ The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.

By submitting this continuous education plan and signing below, the LEA assures that this plan reflects the LEA's best thinking on how it will provide continuous education and accelerate learning for the 2021-22 school year.

Further, by submitting this continuous education plan, the LEA will ensure that schools provide a minimum of 180 instructional days of at least 6 hours of instructional time in accordance with 5A DCMR 2100.3 for the 2021-22 school year. Any deviation from this requirement must be approved by the Superintendent prior to communication and implementation.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for Health and Safety Plans

The LEA attests to the following statement regarding operating in accordance with the **DC Health and OSSE public health guidance:**

☐ The LEA assures that it will adopt the measures in the DC Health and OSSE COVID-19 guidance for schools to help reduce the risk of COVID-19 transmission among students, staff, families and the community.

LEA Name: _____

LEA Leader Name: _____

LEA Leader Signature: _____

Date: _____

Assurance Statement for 2020-21 School Year Assessment Data Collection

The LEA attests to the following statement regarding **locally administered assessments**:

☐ The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.

School and LEA Name: _____

School Leader Name: _____

School Leader Signature: _____

Date: _____