ARP ESSER
Monitoring Update and Quarterly Reviews

February 23, 2022

Monitoring Covid-19 Relief Grant Funding

Monitoring helps fulfill our responsibility to ensure compliance of grantees, and guard against waste, fraud, or abuse of Federal funds. Monitoring is an ongoing process with several components. Our monitoring activities are designed to provide information and support to grantees so that Federal relief funds, including ARP ESSER funds, are used as intended to help sustain safe in-person instruction and addressing the disparities in our education system. It is part of ED's commitment to supporting SEAs, listening to their experiences, and identifying and elevating best practices. Monitoring includes:

Focused/Targeted Monitoring: ED engages states in focused/targeting monitoring around a specific challenge as issues are identified. For example, we conducted 7 ESSER and GEER monitoring engagements on cash management following unexpectedly large draw-downs.

Comprehensive Monitoring: Comprehensive monitoring is a full programmatic and fiscal review. We determine the frequency and need for this type of monitoring based on a risk assessment. Indiana and Maine were selected for comprehensive monitoring in FY21. ED updated the risk assessment tool for ARP ESSER and we generated new risk assessments in November. Wisconsin and California have been selected for FY22 comprehensive monitoring.

Consolidated Monitoring: Consolidated monitoring is a cross-program review. These engagements are designed to examine the implementation of multiple Federal education programs and will include ESSER funds. In FY21, consolidated monitoring included Kentucky and Tennessee ESSER I grants. Consolidated monitoring activities are coordinated by the OESE Management Support Office (MSO).

Quarterly Monitoring Reviews: Every state will participate in a monitoring call each quarter focused on a high-priority issue (e.g., monitoring LEA uses of funds, stakeholder engagement, SEA reservations for evidence-based interventions, etc.). States will be required to provide documentation in advance of the review. This is a new strategy that we are implementing for ARP ESSER.

Monitoring Overview

How Grantees Are Selected for Focused, Comprehensive and Consolidated Monitoring

- SGR and ED Risk Assessments
- In consultation with other OESE and ED offices

FY 2021 Monitoring Protocols & Other Fiscal Elements

- ESSER I: https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/esser-comprehensive-monitoring-protocols/
- GEER I: https://oese.ed.gov/offices/education-stabilization-fund/governors-emergency-education-relief-fund/geer-comprehensive-monitoring-protocols/
- Other Fiscal Elements: https://oese.ed.gov/files/2020/03/SEA-Self-Assessment-and-Protocol-Fiscal-FY20-1.docx
- Protocols and processes are being updated to include CRRSA and ARP requirements

What is Expected of Grantees

- Self-assessments
- Supporting documents
- Desk or On-site Review
- Follow up with corrective actions, if needed

Current ESSER I & GEER I Monitoring

Focused	Comprehensive	Consolidated
Focused on specific topic or set of topics (e.g., cash management)	Full programmatic and fiscal review	OESE cross program review
Began Fall 2020 – 7 States selected	Began October 2021 – 2 States selected	Ongoing – SGR has participated in 2 consolidated reviews so far

Consolidated Monitoring Reports are online: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/performance-review/

Timeline & Topics for 2022 Quarterly Reviews

Quarterly Monitoring Reviews: Every state will participate in a monitoring call each quarter focused on a high-priority issue (e.g., monitoring LEA uses of funds, stakeholder engagement, SEA reservations for evidence-based interventions, etc.). States will be required to provide documentation in advance of the review. This is a new strategy that we are implementing for ARP ESSER.

Months	Topic
January – March, 2022	Set-Aside to Address Learning Loss
April – June, 2022	Timeline for implementing ARP EANS
July – September, 2022	SEA procedures for monitoring LEAs for ARP ESSER
October – December, 2022	TBD

First Quarterly Review

Specific Areas of Interest

- LEA Use of Funds plan consistency with the Interim Final Rule published April 22, 2021; use of LEA set-aside to address the academic impact of lost instructional time

- Support for LEAs in implementing evidence-based activities to address the impacts of lost instructional time

- Support for LEAs in meeting the needs of students most impacted by the COVID-19 pandemic

Quarterly Review Question 1 of 4

1. What were the State's **key successes** over the past year related to...

> -support for LEA required spending to address learning loss and for meeting the needs of students most impacted by the COVID-19 pandemic?
>
> -LEA submission of plans that spoke to the Interim Final Requirement published in the Federal Register on April 22, 2021?
>
> -selecting evidence-based interventions that address the impact of lost instructional time
>
> -identifying students most impacted by COVID-19

What evidence do you have that demonstrates this success? Please provide examples. Examples might include successes at the SEA, LEA or school levels.

a. Does the State have any tools or resources that they utilized or produced that helped them in their work that could be shared with other States?

Quarterly Review Question 2 of 4

2. What were the State's **key challenges** over the past year related to support for LEA…

-required spending for addressing learning loss and for meeting the needs of students most impacted by the COVID-19 pandemic?

-submission of plans that spoke to the requirements of the Interim Final Requirement published in the Federal Register on April 22, 2021?

-selecting evidence-based interventions that address the impact of lost instructional time

-identifying students most impacted by COVID-19

Please provide examples. Examples might include challenges at the SEA, LEA or school levels.

a. What support(s) (including strategies and activities) are you currently utilizing to address this challenge? b. What support(s) (including tools and resources) would help you overcome this challenge?

Quarterly Review Question 3 of 4

3. How do you know that what you are doing is having the desired outcomes and meeting the requirements?
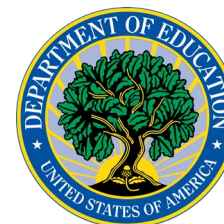
Please give Examples.

Quarterly Review Question 4 of 4

4. What are your **major milestones** related to support for LEA...

-required spending for addressing learning loss and for meeting the needs of students most impacted by the COVID-19 pandemic?

-submission of plans that spoke to the requirements of the Interim Final Requirement published in the Federal Register on April 22, 2021?

-selecting evidence-based interventions that address the impact of lost instructional time

-identifying students most impacted by COVID-19

What support do you need from the Department to help you meet major milestones in the next six months?

First Quarterly Review Timeline & Agenda

Timeline

- February 2022 Grantee Communication and Scheduling

- February 2022 Webinar

- Submission of documentation

- March – April 2022 Quarterly Reviews

- Follow-up email

General Agenda for Review Sessions

- Introduction and Purpose of QRs

- Question 1

- Question 2

- Question 3

- Question 4

- Review of Next Steps

Resources

- **American Rescue Plan (ARP) Act**
  - ARP ESSER: https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/
  - ARP EANS: https://oese.ed.gov/offices/education-stabilization-fund/emergency-assistance-non-public-schools/

- **CARES Act and CRRSA Act**
  - ESSER I and II: https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/
  - GEER I and II: https://oese.ed.gov/offices/education-stabilization-fund/governors-emergency-education-relief-fund/
  - CRRSA EANS: https://oese.ed.gov/offices/education-stabilization-fund/emergency-assistance-non-public-schools/

- **Education Stabilization Fund Transparency Portal**: https://covid-relief-data.ed.gov/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Questions and Answers