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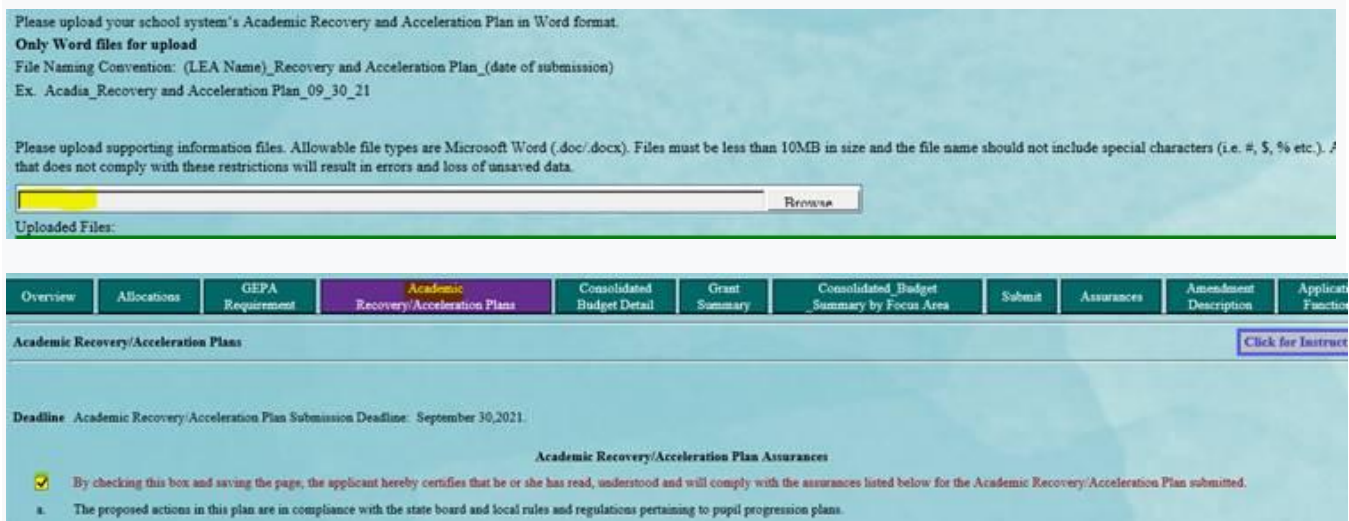   The items in the data infrastructure section identifies the ways the LEAs will work to track data that is geared toward identifying students that need support early, provide additional transparency, support statistical tracking and student monitoring.

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

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

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

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

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

   [   ] Browse
   Uploaded Files:

Overview	Allocations	GEPA Requirement	Academic Recovery/Acceleration Plans	Consolidated Budget Detail	Grant Summary	Consolidated_Budget Summary by Focus Area	Submit	Assurances	Amendment Description	Applicatio Functio

   Academic Recovery/Acceleration Plans   [Click for Instruct]

   Deadline Academic Recovery/Acceleration Plan Submission Deadline: September 30,2021.

   Academic Recovery/Acceleration Plan Assurances
   ☑ By checking this box and saving the page, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below for the Academic Recovery/Acceleration Plan submitted.
   a. The proposed actions in this plan are in compliance with the state board and local rules and regulations pertaining to pupil progression plans.

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

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

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

   Absolutely. This is an allowable expense.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17. **Where can stipends be included?**

Additional compensation should be provided and categorized based on the purpose of the talent that is being compensated. For example, if the LEA decides to provide a stipend to teachers for professional development for

the **Commitment:** Attendance & Well-Being, **Key Investment**: Well-Being, LEA's can provide professional development for staff. Within each commitment section, if the evidence-based activities the LEA would like to include is not listed, LEA's can use the space next to "other" to list the activity.