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

U.S. Department of Education
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Grantee and Contact Information

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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) Ann Lebo	
Signature of Authorized SEA Representative *a. Lebo*	Date: July 15, 2021

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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. Progress and Promising Practices: 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.

   > Based on information collected over the past year of implementation and in the most recent survey of school and community needs, the three most effective strategies in supporting the needs of Iowa's students have been:
   > 1. Providing ongoing training, support, and resources for developing and implementing Iowa districts' *Return-to-Learn* plans within a Multi-Tiered System of Supports (MTSS);
   > 2. Providing access to technology for online learning in the form of funding for hotspots, internet service, and online instructional delivery platforms;
   > 3. Creating a collection of online modules providing teachers and administrators with training and resources on using their MTSS to do the following within the context of COVID-19:
   >   a. Using student learning and other relevant data to identify student learning and social-emotional behavioral health (SEBH) needs, including mental health;
   >   b. Implementing strategies to accelerate student learning; and
   >   c. Implementing strategies to address SEBH needs.
   >
   > These strategies were delivered directly by the SEA and supported through Iowa's intermediate service agency system, Area Education Agencies (AEAs).
   >
   > The SEA will share the link to the Safer Schools Clearinghouse on webinars conducted with Iowa schools and post the link on the SEA's ARP ESSER resources webpage to encourage LEAs to submit lessons learned and best practices for consideration.

2. Overall Priorities: 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.

   > Based on information collected over the past year of implementation, the most recent survey of school and community needs, and all data currently available to the SEA, the top issues facing students and schools in Iowa are:

1. **Accelerating learning:** When comparing student progress to that of academic progress in a typical school year, preliminary data indicate that more students are not making adequate progress.

   While initial data on early literacy from the state's fall 2020-21 universal screening scores do not indicate achievement gaps widening by race/ethnicity, socioeconomic status, disability, or English language learning status, the data indicates that achievement gaps that existed prior to COVID-19 persist. In fall 2019 (prior to the COVID-19 pandemic), the gaps in literacy proficiency between subgroups of kindergarten students were significant. When comparing reading proficiency by race/ethnicity, the achievement gaps between White kindergarten students and Black and Hispanic students are 26% and 30%, respectively (Iowa Department of Education, 2021b). Similarly, the gap between kindergarten English learners and non-English learners was 28% in fall 2019 (Iowa Department of Education, 2019).

   In fall 2020-21, the gap in reading proficiency between first grade students on FRL and students not on FRL was 26% (Iowa Department of Education, 2021b). When comparing reading English learner proficiency to non-English learner proficiency the gap is 21%. The achievement gaps between White first grade students and Black and Hispanic students are 22% and 23%, respectively (Iowa Department of Education, 2021b).

   In addition to the persistent achievement gaps mentioned above, the initial fall 2020-21 early literacy data indicates that all student groups have lost progress toward reading proficiency. Specifically, first grade student reading proficiency fell 20% between fall 2019 and fall 2020 (Iowa Department of Education, 2021b). Early data from district reports and focus groups further substantiate this conclusion of lost literacy progress. Iowa's summative test results for the 2020-21 school year will be available this summer for analysis, and we will also add winter and spring universal screening data to the analyses.

   To address the issue of unfinished learning/accelerating learning, the SEA will refine how it assists districts in using an MTSS system to design and prioritize student learning experiences so students can catch up to their typical trajectory of one year's learning in one year's time.

2. **Social-emotional-behavioral health (SEBH):** The stress of the pandemic exacerbated existing SEBH concerns for students in Iowa. For example, Iowa's youth suicide rates are higher than most states, with suicide being the second leading cause of death for Iowans ages 14 to 44 (Iowa Department of Public Health, 2020). Concerns that existed prior to COVID-19 have become even more urgent for Iowa schools. For example, before the COVID-19 pandemic, the most recent data from the state's

> Conditions for Learning Survey (2019) indicated only 28.15% of students in grades six to 12 felt emotionally safe in their school.
>
> To address the need for SEBH, the SEA will further prioritize positive behavioral interventions and supports (PBIS), social-emotional learning (SEL), and wraparound services within an MTSS system.

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,
   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).

> Based on information collected over the past year of implementation, the most recent survey of school and community needs, and all data currently available to the SEA, the primary issues of accelerating learning and SEBH (see Question 2) affect all of Iowa's student groups, even though the pandemic may have had a disproportionate effect on some of Iowa's most vulnerable populations. **The top two issues, then, are still those stated in Question 2, but they may apply with differing intensity for groups of students.**
> In the most recent survey of school and community needs, students living in poverty (84%), students with disabilities (66%), and students who are English language learners (44%) were identified as the groups most affected by COVID-19 school closures (Iowa Department of Education, 2021a). These were closely followed by black and Hispanic students, at 33% and 32%, respectively (Iowa Department of Education, 2021a). Iowa's largest and most persistent achievement

gaps prior to the pandemic were for students with disabilities, black students, and students who are English learners (Iowa Department of Education, 2021b).
Two of the issues commonly mentioned by education stakeholders as most likely to exacerbate the negative impact of unfinished learning on academic progress and SEBH for these student groups include access to food and nutrition and access to technology for online education (Iowa Department of Education, 2021a). These were particular concerns early on during the pandemic for students living in poverty and students with disabilities for whom specific technology is sometimes required to access instructional content.
At this time, more accurate estimates of the academic impact of lost instructional time on each group of students (than those provided in Question 2) are not possible, but the SEA is revisiting all data available to us as they become available. The SEA's plans for targeting resources and efforts are designed to be flexible as we learn more about which districts and students need the most assistance.
The state's annual measure of student engagement and well-being is the Conditions for Learning Survey, which was recently administered to all students with the option to also provide the survey to all parents and staff. These results will be used to determine how student groups have been affected by COVID-19 and should be supported with the SEBH resources previously mentioned.
The SEA tracks chronic absenteeism data that is reported annually, but it was difficult to obtain accurate data during the 2020-21 school year because of disruptions to the way schools typically counted attendance. During the 2021-22 school year, we will continue to work with schools to track chronic absence as an important indicator of risk in our early warning system.

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.

The SEA will support districts in using data contained in our statewide MTSS/early warning data system, Student Success. This system makes literacy and math screening and progress monitoring data, attendance rates, office discipline referrals, outcome assessment data, and Conditions for Learning survey data available to schools to assist in identifying student learning and SEBH needs. All data can be disaggregated by district, school, and student subgroup.

The SEA will provide coaching to schools to use tools and resources, including the ESSA Data Review, Early Warning System Guide, Universal Tier Tools, and Intervention System Guide, to explore and use data to identify student needs by subgroup, implement evidence-based strategies and interventions, and track progress and implementation.

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.

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a. During the 2020-21 school year, the SEA has not collected the mode of instruction at the individual student-level. However, several times throughout the school year (October, December, and February), the SEA catalogued the predominant mode of instruction for each public district and nonpublic school.

In the 2021-22 school year, the SEA will not collect this information at the student-level unless required for the P-EBT program or another requirement. Iowa law requires all districts to have a 100% in-person attendance option available for all students but also allows for remote instruction in certain circumstances. Remote instruction options in the state are no longer related to COVID-19, as the session law permitting those options expires June 30, 2021, and the emergency proclamation of the governor related to remote instruction will not be extended beyond June 30. In short, Iowa schools are expected to operate on a pre-COVID basis for the 2021-22 school year, though they will all have a current Return-to-Learn plan that is compliant with federal requirements.

b. Student enrollment data are reported to the SEA on an ongoing basis, and the SEA officially reviews the student-level data three times during the school year during our fall, winter, and spring reporting periods.

c. Student attendance data are reported to the SEA on an ongoing basis, and the SEA officially reviews the student-level data during the spring reporting period. Attendance reporting for students in

> grades kindergarten through 12 will be available in the state's MTSS data system during the 2021-22 school year.

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.

> These data can be found in Appendix A.

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.

> LEAs in Iowa have the opportunity to provide summer school in 2021, and it is a local decision to do so. Both for 2021 summer school and the 2021-22 school year, the planned mode of instruction is in-person. By law, each LEA in the state must offer in-person instruction to students. LEAs may also offer the option to parents for their learner(s) to participate in hybrid and/or remote instruction. This may occur through state-provided online content (e.g., Iowa e-Learning Central), locally-developed content, or through online content from approved private providers. As previously stated in A.5.i.a., remote instruction options in the state are no longer related to COVID-19, as the session law permitting those options expires June 30, 2021, and the emergency proclamation of the governor related to remote instruction has expired.

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;

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	The SEA provided district leadership teams, educators, and staff with several supports in developing and implementing their plans to return to in-person learning (i.e., Return-to-Learn plans implemented in SY20-21). Such supports include (but are not limited to): ● Guidance around educational frameworks and required Return-to-Learn plan components, which will be available in school year 2021-22 and cover various mitigation strategies to support a culture of preventative health, equity, and wellness in the context of instruction; ● A Google site, which contains education modules and mini-unit lesson designs for preschool through grade 12 that address face coverings as one tool to help prevent the spread of germs and viruses; and ● A Google site for families and communities.
Physical distancing (e.g., including use of cohorts/podding)	The SEA has: ● Provided district leadership teams, educators, and staff with Return-to-Learn educational framework guidance and a framework document that covers various mitigation strategies to support a culture of preventative health, equity, and wellness. ● Provided LEAs with a Google site that includes education modules that address thoughtfully staying at least six feet apart from others or physical distancing (when possible) for district leadership teams and educators. ● Provided LEAs with sample learning modules for preschool through grade 12 to reinforce physical distancing (when feasible) to help with controlling the spread of germs and viruses. ● Created a Google site for families.
Handwashing and respiratory etiquette	The SEA has:

Mitigation strategy	SEA response
	- Provided LEA district leadership teams, educators, and staff with Return-to-Learn educational framework guidance and a framework document that covers various mitigation strategies to support a culture of preventative health, equity, and wellness. - Provided LEAs with a Google site that includes education modules that address handwashing and respiratory etiquette for district leadership teams and education personnel - Provided LEAs with sample learning modules for preschool through grade 12 to reinforce handwashing and respiratory etiquette to help control the spread of germs and viruses. - Created a Google site for families.
Cleaning and maintaining healthy facilities, including improving ventilation	The SEA provided district leadership teams, educators, and staff with Return-to-Learn educational framework guidance, a framework document tool, and a resources tool that covers various mitigation strategies to support a culture of preventative health, equity, and wellness by addressing how to maintain healthy facilities and improve ventilation with Environmental Protection Agency (EPA) resources.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	The SEA: - Collaborated with the Iowa Department of Public Health to provide guidance to LEAs regarding working with their local public health agency on contact tracing, isolation, and quarantine requirements for individual situations while protecting personally identifiable information. - Provided sample LEA communications for district leadership teams to use with the education stakeholder groups within the district (i.e., teachers/staff, parents/guardians, students, community members) regarding a change in delivery model or health and safety status. These communication blurbs were translated into Chinese, Spanish, Swahili, and Vietnamese. The SEA also encouraged LEAs to deliver information using many forms of media and for LEAs to be mindful of equity of access.

Mitigation strategy	SEA response
Diagnostic and screening testing	Students and staff have access to multiple resources for testing, including community healthcare providers, their local public health agency's resources and programs, five state-run TestIowa sites, and 13 TestIowa clinics to meet their testing needs. Most of these resources are free or covered by insurance. The SEA also has access to free tests that can be sent to districts. If shipping/delivery fees need to be paid, the SEA can pay for costs from the state set-aside funds from ESSER II or ARP ESSER. The SEA supported LEAs by acquiring the Clinical Laboratory Improvement Amendments (CLIA) waiver, which covers all school districts that conduct other federally mandated tests, have the capacity to test students with the presence of a licensed healthcare provider (e.g., school-based health clinics), or schools who have chosen to test staff or students using designated ESSER I, ESSER II, or ARP ESSER funding. The SEA provided LEAs with Protection of Pupil Rights Amendment (PPRA) guidance regarding the acquisition of written parental consent prior to any invasive testing or examination and guidance for written consent of any non-licensed personnel who would be required to perform an invasive procedure, consistent with Iowa Code section 280.23. Lastly, the SEA has provided information to schools regarding the confidentiality surrounding health records and the provision of student health services (e.g., screening or documentation of screening results) to meet the federal requirements under the Family Education Rights Privacy Act.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	The SEA encouraged school district leadership teams to collaborate with their local public health agency in following the statewide prevention vaccination strategy plan.
Appropriate accommodations for children with disabilities with	The SEA provided: ● Reopening guidance and follow-up clarifications to support the continued work of districts using their Return-to-

Mitigation strategy	SEA response
respect to the health and safety policies	Learn plan. These guidance documents address remote learning, hybrid learning, and the transition to in-person learning using CDC resources. ● LEAs with resources on the Return-to-Learn Google site to address students accessing academic programming within IDEA, along with resources for students and individuals protected within ADA as it relates to confidentiality, health, and safety. ● LEAs with information regarding the confidentiality of sensitive health information of students.

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;

> On January 29, 2021, Iowa's governor signed legislation requiring all Iowa schools to offer families the option of fully in-person school days starting on February 15, 2021. The SEA provided LEA district leadership teams, educators, and staff with Return-to-Learn educational framework guidance and a framework document for in-person learning that covers various mitigation strategies to implement a culture of preventative health, equity, and wellness.

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

> Students and staff have individualized local access to multiple resources for testing, including community healthcare providers, their local public health agency's resources and programs, five state-run TestIowa sites, and 13 TestIowa clinics to meet testing needs. Most of these resources are free or covered by insurance.
>
> The SEA also has access to free tests that can be sent to districts. If shipping/delivery fees need to be paid, the SEA can pay for costs from the ESSER state set-aside funds from ESSER II or ARP ESSER. The SEA supports LEAs by its acquisition of the CLIA waiver, which covers all school districts that conduct other federally mandated tests, districts that have the capacity to test students with the presence of a licensed healthcare provider (e.g., school-based

> health clinics), or schools that have chosen to test staff or students using designated ESSER I, ESSER II, or ARP ESSER funding.
>
> The SEA provided LEAs with PPRA guidance regarding the requirement to acquire written parental consent prior to any invasive testing or examination and guidance for written consent of any non-licensed personnel who would be required to perform an invasive procedure, consistent with Iowa Code section 280.23.
>
> Lastly, the SEA provided information to schools regarding the confidentiality requirements surrounding health records and the provision of student health services (e.g., education records created by conducting screening or documentation of screening results) to meet the federal requirements under the Family Education Rights Privacy Act.

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

> The Health and Safety Modules (R2L: Return to Learn) are available for license renewal credit. Administrators, teachers, and other educators working for LEAs can complete the course Creating a Culture of Preventative Health and Wellness for one license renewal credit. Credit is given for any health and safety modules previously completed, with additional application of content to reach the 15 hours of coursework required for the credit. Coursework is aligned to job duties with optional application by leadership team members, instructional coaches, classroom teachers, or other educators supporting students in safely reopening schools.

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

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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),[1] 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 consistent, to the greatest extent practicable, with relevant CDC guidance.

All Iowa districts were required to submit *Return-to-Learn* plans on July 1, 2020 in a format determined by the SEA and using supporting documents provided by the SEA. All *Return-to-Learn* plans included the information required by ARP ESSER and were also required to be posted publicly. The SEA has notified districts that their original *Return-to-Learn* plans must remain posted publicly and be reviewed periodically and revised, as necessary.

i. The SEA will ensure that each LEA plan includes, or will be modified to include, such policies by requiring every LEA to confirm the accuracy or revision of their *Return-to-Learn* plan in the SEA's Consolidated Accountability and Support Application (CASA) system.

Districts were originally required to submit a *Return-to-Learn* plan by July 1, 2020. Districts are required to confirm or revise these plans by June 15, 2021 after considering health and safety mitigation steps identified in table B1 and the Return-to-Learn modules provided by the SEA for reopening schools and sustaining their safe operation.

ii. The SEA has ensured that each LEA plan complies with this requirement by reviewing the *Return-to-Learn* plans submitted by every LEA on July 1, 2020 to ensure they included answers to questions that required a description of continuity of services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs. These plans were determined to be compliant with Safe Return to In-Person Instruction and Continuity of Services Plan requirements and will be used or revised, as necessary.

iii. The SEA has ensured the LEA will periodically review and revise, as appropriate, its *Return-to-Learn* Plan by including an assurance in the required

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[1] 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.

ARP ESSER Plan. The SEA will continue to ensure this requirement is met by including the following assurance as part of required quarterly claims for reimbursement of federal funds–including relief funds–through September 2023: *The LEA assures that it will review its Return-to-Learn plan periodically and at least every six months to ensure it remains relevant and meets all statutory and regulatory requirements. The LEA also assures that it will seek public comment on whether the plan requires revisions at least every six months. And if it is so deemed that revisions are necessary, the LEA will provide the public opportunity to provide comments on such revisions.*

The SEA will also continue to monitor LEAs for compliance with this and all other assurances and requirements per the state's monitoring plan.

iv. The SEA does not collect information about LEA implementation of each element of the most up-to-date CDC guidance listed in table B1 and defers to the Iowa Department of Public Health (IDPH) on the need for this information as a matter of state agency oversight. The SEA does and will continue to seek information from LEAs on their needs for support and technical assistance to implement strategies consistent with relevant CDC or IDPH guidance. The SEA also coordinates all responses to LEA requests for guidance with IDPH leadership. In Iowa's required *Return-to-Learn* plan, LEAs must address the topic area of Health and Safety as part of the required framework.

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. SEA Consultation: 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.

The SEA conducted an initial statewide survey of the required stakeholders regarding topics aligned to Iowa's ARP ESSER state plan (e.g., the current and promising practices, highest priorities, state needs and teacher shortages, extent of support needed for various areas). The SEA targeted the specific stakeholder groups required by sending the survey to stakeholders including (but not limited to) the following groups:

- Students (28);*
- Families (18);*
- Tribes (Meskwaki Settlement School; 3);
- Civil rights organizations (including disability rights organizations);
    - Ames Human Relations Commission
    - Ankeny Human Rights Commission
    - Bettendorf Human Relations Commission
    - Burlington Human Rights Commission
    - Cedar Falls Human Rights Commission
    - Cedar Rapids Civil Rights Commission
    - Clinton Human Rights Commission
    - Coralville Human Rights Commission
    - Council Bluffs Civil Rights Commission
    - Davenport Civil Rights Commission
    - Decorah Human Rights Commission
    - Des Moines Civil and Human Rights Commission
    - Disability Rights Iowa
    - Dubuque Human Rights Commission
    - Fort Dodge Human Rights Commission
    - Grinnell Human Rights Commission
    - Iowa City Human Rights Commission
    - Johnson County Human Rights Commission
    - Keokuk Human Rights Commission
    - Marion Civil Rights Commission
    - Marshalltown Human Rights Commission
    - Mason City Human Rights Commission
    - Mount Pleasant Human Rights Commission
    - Selma
    - Sioux City Human Rights Commission
    - Urbandale Civil Rights Commission
    - Waterloo Commission on Human Rights
    - West Des Moines Human Rights Commission
- School and district administrators (including special education administrators);
    - School Administrators of Iowa (SAI)
    - Iowa School Finance
- Superintendents;

- o Included in SAI distribution list
- Charter school leaders;
  - o Included in SAI distribution list
- Teachers (56),* principals, school leaders, other educators, school staff, and their unions; and
  - o Board of Educational Examiners
  - o Iowa State Education Association
  - o Professional Educators of Iowa
- Stakeholders representing the interests of:
  - o Children with disabilities,
    - ▪ Iowa's nine area education agencies (AEAs) partner to provide special education services to every Iowa public school district and accredited nonpublic school. AEAs include:
      - ▪ Central Rivers AEA (3)
      - ▪ Grant Wood AEA (3)
      - ▪ Great Prairie AEA (4)
      - ▪ Green Hills AEA (4)
      - ▪ Heartland AEA (5)
      - ▪ Keystone AEA (3)
      - ▪ Mississippi Bend AEA (3)
      - ▪ Northwest AEA (5)
      - ▪ Prairie Lakes AEA
  - o English learners,
    - ▪ AEAs are the subgrantees of Title III English learner funds and work directly with school districts to provide services to English learners. AEAs include:
      - ▪ Central Rivers AEA (3)
      - ▪ Grant Wood AEA (3)
      - ▪ Great Prairie AEA (4)
      - ▪ Green Hills AEA (4)
      - ▪ Heartland AEA (5)
      - ▪ Keystone AEA (3)
      - ▪ Mississippi Bend AEA (3)
      - ▪ Northwest AEA (5)
      - ▪ Prairie Lakes AEA
  - o Children experiencing homelessness,
    - ▪ The general mission of the Boys & Girls Club organization is to provide all types of students, including students experiencing homelessness, with access to high-quality out-of-school programming. Clubs include:
      - ▪ Boys & Girls Clubs of America
      - ▪ Boys & Girls Clubs of Central Iowa
    - ▪ All Iowa districts have homeless education coordinators, almost all of whom are administrators represented by SAI.

- Iowa AEAs provide services to support schools serving youth experiencing homelessness. AEAs include:
  - Central Rivers AEA (3)
  - Grant Wood AEA (3)
  - Great Prairie AEA (4)
  - Green Hills AEA (4)
  - Heartland AEA (5)
  - Keystone AEA (3)
  - Mississippi Bend AEA (3)
  - Northwest AEA (5)
  - Prairie Lakes AEA
- Children and youth in foster care,
  - The general mission of the Boys & Girls Club organization is to provide all types of students, including youth in foster care, with access to high-quality out-of-school programming. Clubs include:
    - Boys & Girls Clubs of America
    - Boys & Girls Clubs of Central Iowa
  - Iowa's AEAs provide services to children and youth in foster care in many settings across the state, including state-operated facilities and privately-run facilities serving kids in care in several districts across the state. AEAs include:
    - Central Rivers AEA (3)
    - Grant Wood AEA (3)
    - Great Prairie AEA (4)
    - Green Hills AEA (4)
    - Heartland AEA (5)
    - Keystone AEA (3)
    - Mississippi Bend AEA (3)
    - Northwest AEA (5)
    - Prairie Lakes AEA
  - Several of Iowa's districts house programs that serve large numbers of students in state care.
- Migratory students,
  - Iowa's nine AEAs provide districts with support in administering their respective migrant education programs (MEPs). AEAs with migratory education programs in their boundaries include:
    - Central Rivers AEA (3)
    - Grant Wood AEA (3)
    - Great Prairie AEA (4)
    - Green Hills AEA (4)
    - Heartland AEA (5)
    - Keystone AEA (3)
    - Mississippi Bend AEA (3)
    - Northwest AEA (5)

- - - Prairie Lakes AEA
  - Children who are incarcerated, and
    - AEAs provide special education instruction at correctional facilities and juvenile homes. AEAs include:
      - Central Rivers AEA (3)
      - Grant Wood AEA (3)
      - Great Prairie AEA (4)
      - Green Hills AEA (4)
      - Heartland AEA (5)
      - Keystone AEA (3)
      - Mississippi Bend AEA (3)
      - Northwest AEA (5)
      - Prairie Lakes AEA
  - Other underserved students; and
    - The overall mission of the Boys & Girls Club organization is to expand access to high-quality out-of-school programming to enable all children and youth, especially those who need Boys & Girls Clubs the most, to reach their full potential. Clubs include:
      - Boys & Girls Clubs of America
      - Boys & Girls Clubs of Central Iowa
    - Iowa Association for the Education of Young Children (1)
    - AEAs provide educational support services to schools and direct services to children and families (e.g., occupational therapy, physical therapy, speech therapy) who are underserved for reasons not previously listed, such as:
      - Lack of such services in geographically rural areas;
      - Children served in shelter care classrooms; and
      - Schools in comprehensive or targeted assistance status under the Every Student Succeeds Act, particularly aiding students not yet proficient in literacy and mathematics.
    - AEAs include:
      - Central Rivers AEA (3)
      - Grant Wood AEA (3)
      - Great Prairie AEA (4)
      - Green Hills AEA (4)
      - Heartland AEA (5)
      - Keystone AEA (3)
      - Mississippi Bend AEA (3)
      - Northwest AEA (5)
      - Prairie Lakes AEA
- Members of the general public.
  - Legislators (6)*
  - Fredrikson & Byron P.A. (1)

*Participants had participated in the SEA's most recent focus group

In developing its state plan, the SEA reviewed survey responses and wrote the plan to incorporate the supports and priorities indicated by respondents. Survey results indicated that our top three needs across the state are accelerated learning, social-emotional-behavioral health (SEBH) and mental health, and technology. Since we have an Office of the Chief Information Officer (OCIO) at the state working on increased technology access, the SEA focused plans for spending ARP ESSER state funds on accelerated learning in reading and math and SEBH. Please see the attached summary of survey results.

The SEA will seek additional input from the same respondent groups in additional surveys and will also conduct focus group sessions to understand what support is needed and how best to address the needs identified. Future surveys and focus groups will focus particular attention on the student groups most affected by the COVID-19 pandemic and related school closures.

We anticipate multiple rounds of public input through 2023 to assess needs of students, families, and educators and also to obtain feedback from these groups about the effectiveness of the solutions that are provided.

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);

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)	Total Award Amount: $71,625,561 Awarded to LEAs: $64,463,005 Allocated/Used: $64,463,005 (100%)	**Unallocated Funds Available** Reserved by SEA for administration: $316,706

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
	-For identified allowable uses by LEAs and nonpublic schools Reserved by SEA for state uses: $6,804,428 Allocated/Used: $6,804,428 (100%) -Provided to LEAs for online learning platforms Reserved by SEA for administration: $358,128 Allocated/Used: $41,422 (11.6%) -Translation of guidance documents into most commonly spoken languages in Iowa districts	**Planned Uses** Reserved by SEA for administration: -Payment of temporary staff to aid in administration of relief funds -Partial payment of permanent staff salary time as applicable
GEER I (CARES Act)	Total Award Amount: $26,217,108 Awarded to LEAs and community colleges: $26,217,108 Allocated/Used: $26,217,108 -Internet connectivity -Student-level technology for remote learning for LEAs and nonpublic schools (e.g., hotspots, wireless plans, devices) -Remote learning and training for community colleges	**Not applicable**
ESSER II (CRRSA Act)	Total Award Amount: $344,864,294 Awarded to LEAs: $310,377,865 Allocated/Used: $310,377,865 (100%) -For identified allowable uses by LEAs and nonpublic schools Reserved by SEA for state uses: $34,486,429 Allocated/Used: $0 (0%) Reserved by SEA for administration: $1,724,321 Allocated/Used: $0 (0%)	**Unallocated Funds Available** Reserved by SEA for administration: $1,724,321 **Planned Uses** -Payment of temporary staff to aid in administration of relief funds -Partial payment of permanent staff salary time as applicable -Funding of SEA reserve projects as needed

Funding source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
		Unallocated Funds Available Reserved by SEA for state uses: $34,486,429 **Planned use:** -Funding projects related to priorities of (a) accelerating learning and (b) providing SEBH supports within the scope of the SEA's Future Ready Iowa work to recover from COVID-19
GEER II (CRRSA Act)	Total Combined Award Amount: $37,837,626 Emergency Assistance for Nonpublic Schools (EANS) Total Award: $26,271,345 -Awarded to nonpublic schools: $26,071,345 -Allocated/Used by nonpublic schools: $0 -Reserved/Used for SEA administration: $200,000 GEER II Total Award: $11,566,281 -Available for Competitive Grants for Mental Health Supports for LEAs: $8,674,711 -Awarded to public schools: $26,071,345 -Allocated/Used by public schools: $0 GEER Competitive grants for GAP Tuition Assistance for community colleges: $2,891,570 -Awarded to community colleges: $2,891,570 -Allocated/Used by community colleges: $0	Not applicable

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.

All of the following information is current as of the date of this
report.

ESSER I
Total award amount: $71,625,561
Awarded to LEAs: $64,463,005
        Not yet expended by LEAs (submitted for reimbursement):
        $377,943
        This amount includes the unspent portion of required
        nonpublic equitable shares.
Reserved by SEA for state uses: $6,804,428
        Not yet expended: $1,377,647
        These funds were also distributed to LEAs and have not yet
        been claimed for reimbursement. This amount includes the
        unspent portion of nonpublic equitable shares.
Reserved by SEA for administration: $358,128
        Not yet expended: $316,706

The SEA is not able to track LEA obligations, only expenditures.
Only one quarter of claims remains in the fiscal year, and we
anticipate that all remaining LEA funds will be expended for ESSER
I with the potential exception of some nonpublic shares. LEAs are
required to submit ESSER claims on a quarterly basis through the
SEA's CASA system. FY 2021 fourth quarter claims must be
submitted by July 15, 2021. All remaining SEA funds are obligated
and will be expended by the end of the fiscal year.

ESSER II
Total award amount: $344,864,294
Awarded to LEAs: $310,377,865
        Not yet expended by LEAs (submitted for reimbursement):
        $240,421,018
Reserved by SEA for state uses: $32,762,108
        Not yet expended: $32,762,108
Reserved by SEA for administration: $1,724,321
        Not yet expended: $1,724,321

The SEA does not have a means of tracking LEA obligations outside
of the claims process. All SEA funds have been or will be obligated

> no later than July 1, 2021 through the SEA's internal budgeting 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.[2]

> Iowa is using and has coordinated the use of all ESEA, IDEA, child nutrition services, and McKinney-Vento funds as part of an MTSS for students prior to and throughout the pandemic by:
> - Requiring a consolidated application for all ESEA funds;
> - Encouraging a single nonpublic consultation process between districts and nonpublic schools for all applicable funds;
> - Encouraging districts and nonpublic schools (if provided funds through the program) to conduct a data-based needs assessment upon which budget decisions are made for all available funding sources;
> - Budgeting all available state administrative and program funds from these programs as a single budget and only after conducting a state-level data-based needs assessment; and
> - Allocating all state funds available through these programs through the state's Differentiated Accountability system to target resources to districts and schools in the most need of support.

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.

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[2] 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.

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;

> The SEA will use funds reserved under section 2001(f)(1) to address the academic impact of lost instructional time to develop, implement, and provide ongoing support for accelerating student learning within an MTSS. Specifically, we will:
> - Revise and adapt the state's existing materials on implementation of evidence-based interventions to specifically address accelerated learning in the context of COVID 19, including:
>   - The process for using data to prioritize unfinished learning;
>   - How to design instructional experiences for all students;
>   - How to teach grade-level academic standards while also embedding prioritized unfinished learning through the use of evidence-based interventions; and
>   - How to provide interventions during the regular school day and schedule additional learning time (e.g., summer learning, summer enrichment, afterschool programs) that match local resources and needs.
> - Train and provide coaching through a statewide implementation network; and
> - Provide curated lists of evidence-based interventions from reviewed organizations (e.g., What Works Clearinghouse).
>
> The SEA will evaluate the impact of this work by:
> - Periodically reviewing available data regarding student progress in the state's Student Success system and other data collections;
> - Requesting necessary data when not available; and
> - Requiring districts to report on implementation of evidence-based strategies in the CASA system as necessary to enable the evaluation of effectiveness of evidence-based strategies.

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

> As previously stated (see A.2. and A.3.), based on the best and most recent information currently available to the SEA, the state's long-standing and unacceptable achievement gaps by race/ethnicity, socioeconomic status, disability, and English language learning status that existed prior to COVID-19 persist, but do not appear to be widening. All student groups have lost progress toward proficiency in literacy.
>
> The information available to the SEA is preliminary, and we will continue to collect all available data and revise plans for the implementation of interventions to meet the needs of the students and districts with the most significant needs. Additional data the SEA will review include summative assessment data (Iowa Statewide Assessment of Student Progress (ISASP)), including the alternate assessment and ELPA21, universal screening data in literacy and math for each screening period, attendance/chronic absenteeism, and Conditions for Learning survey results.
>
> Given the information available, the SEA will provide resources to districts immediately that meet the needs of all learners, including each of the student groups listed in Question A.3.i.-viii. Most well-curated resources available for selecting evidence-based interventions and strategies provide multiple options that serve all students very well, providing a significant effect size even before we have additional data available to target our efforts more precisely.
>
> As more detailed information becomes available, the SEA will target additional resources such as funds, professional learning, or specially-funded exploratory projects to areas of need.

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.

> The SEA will reserve funds to create and implement training and supportive processes and materials for schools to help determine what activities they should conduct to identify, reengage, and support students most likely to have experienced the impact of lost instructional time by incorporating these activities into technical

assistance resources provided to all districts for the 2021-22 school year. The SEA expects that these needs will differ across districts substantially due to the variety of instructional delivery models used by districts during the 2020-21 school year. The supports for students will be built into the statewide instructional supports and will be delivered through the state's implementation network.

Since missed instructional time can have a large and negative impact on learning progression, it is crucial that students who missed the most instruction are identified so schools can interpret their learning data in light of their lost instructional time.

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;

The SEA will use funds reserved under section 2001(f)(2) to support implementation of evidence-based summer learning and enrichment programs, including those that begin in 2021, by integrating summer learning into the state's model of accelerating student learning within an MTSS. Specifically, we will:

- Create new materials and revise and adapt the state's existing materials on implementation of evidence-based interventions to specifically address summer programming in the context of COVID 19, including:
  - When and how summer learning programs can be successful for the delivery of intensive accelerated learning;
  - How to determine which students might benefit most from summer learning;
  - How to design and fund sustainable summer learning programs;
  - How to use summer learning programs as an extension of excellent instruction during the regular school year; and
  - How to provide summer learning programs that match local resources and needs.

> - Train and provide coaching through a statewide implementation network; and
> - Provide curated lists of evidence-based interventions from reviewed organizations (e.g., What Works Clearinghouse).
>
> The SEA will evaluate the impact of this work by:
> - Periodically reviewing available data regarding student progress in the state's Student Success system and other data collections;
> - Requesting necessary data when not available; and
> - Requiring districts to report on implementation of evidence-based strategies in the CASA system as necessary to enable the evaluation of effectiveness of evidence-based strategies.

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

> As previously stated, based on the best and most recent information available to the SEA at this time, the state's long-standing and unacceptable achievement gaps by race/ethnicity, socioeconomic status, disability, and English language learning status that existed prior to COVID-19 persist but do not appear to be widening. However, all student groups have lost progress toward proficiency in literacy.
>
> The information available to the SEA is preliminary, and we will continue to collect all available data and revise plans for the implementation of interventions to meet the needs of the students and districts with the most significant needs. Additional data the SEA will review include summative assessment data (ISASP)–including the alternate assessment and ELPA21–universal screening data in literacy and math for each screening period, attendance/chronic absenteeism, and Conditions for Learning Survey results.
>
> Given the information available, the SEA will provide resources to districts immediately that meet the needs of all learners, including each of the student groups listed in Question A.3.i.-viii. Most well-curated resources available for selecting evidence-based interventions and strategies provide multiple options that serve all students very well, providing a significant effect size even before we have additional data available to target our efforts more precisely.

> As more detailed information becomes available, the SEA will target additional resources such as funds, professional learning, or specially-funded exploratory projects to areas of need.

    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.

> The SEA will use reserved funds to create and implement training and supportive processes and materials for schools to help determine what activities they should conduct to identify, reengage, and support students most likely to have experienced the impact of lost instructional time by incorporating these activities into technical assistance resources provided to all districts for the 2021-22 school year. We expect that these needs will differ across districts substantially due to the variety of instructional delivery models used by districts during the 2020-21 school year. The supports for students will be built into the statewide instructional supports and will be delivered through the state's implementation network.
>
> Summer learning can be an opportunity to make up for missed instructional time, but it can also be seen as a punishment by students and families. The use of appropriate interventions and strategies for each district, school, community, and student is important to the success of this effort.

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;

> The SEA will use funds reserved under section 2001(f)(3) to support implementation of evidence-based comprehensive after-school programs by integrating the use of before- and after-school programs and wraparound care into the state's model of accelerating student learning within an MTSS. Specifically, we will:
> - Create new materials (as necessary) and revise and adapt the state's existing materials on implementation of evidence-

based interventions to specifically address before- and after-school programs for academic needs and wraparound services for SEBH and mental health, including:
- ○ When and how summer learning programs can be successful for the delivery of intensive accelerated learning;
- ○ How to determine which students might benefit most from summer learning;
- ○ How to design and fund sustainable comprehensive after-school programs;
- ○ How to use after-school programs as an extension of excellent instruction during the regular school day; and
- ○ How to partner with community-based organizations to meet local needs and share resources.
- Train and provide coaching through a statewide implementation network; and
- Provide curated lists of evidence-based interventions from reviewed organizations (e.g., What Works Clearinghouse).

The SEA will evaluate the impact of this work by:
- Periodically reviewing available data regarding student progress in the state's Student Success system and other data collections;
- Requesting necessary data when not available; and
- Requiring districts to report on implementation of evidence-based strategies in the CASA system as necessary to enable the evaluation of effectiveness of evidence-based strategies.

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

As previously stated (see responses to A.2. and A.3.), based on the best and most recent information currently available to the SEA, the state's long-standing and unacceptable achievement gaps by race/ethnicity, socioeconomic status, disability, and English language learning status that existed prior to COVID-19 persist but do not appear to be widening. However, all student groups have lost progress toward proficiency in literacy.

The information available to the SEA is preliminary, and we will continue to collect all available data and revise plans for the implementation of interventions to meet the needs of the students and

districts with the most significant needs. Additional data the SEA will review include summative assessment data (ISASP)— including the alternate assessment and ELPA21— universal screening data in literacy and math for each screening period, attendance/chronic absenteeism, and Conditions for Learning survey results.

Given the information available, the SEA will provide resources to districts immediately that meet the needs of all learners, including each of the student groups listed in Question A.3.i.-viii. Most well-curated resources available for selecting evidence-based interventions and strategies provide multiple options that serve all students very well, providing a significant effect size even before we have additional data available to target our efforts more precisely.

As more detailed information becomes available, the SEA will target additional resources such as funds, professional learning, or specially-funded exploratory projects to areas of need.

Comprehensive after-school programs, including those that address SEBH and mental health needs, may be responsive to the needs of multiple student groups among those listed in A.3.i.-viii based on data that become available to the SEA and LEAs. The SEA is particularly mindful of assisting LEAs in the development of programs that do not present barriers to participation for any student groups due to difficulty with transportation, language, accommodations, or other similar issues.

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.

The SEA will use reserved funds to create and implement training and supportive processes and materials for schools to help determine what activities they should conduct to identify, reengage, and support students most likely to have experienced the impact of lost instructional time by incorporating these activities into technical assistance resources provided to all districts for the 2021-22 school year. The supports for students will be built into the statewide instructional supports and will be delivered through the state's implementation network. These supports will include comprehensive after-school programs.

4. Emergency Needs: 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.

> The SEA will use reserved funds to support trainers and coaches to work with LEAs to provide just-in-time professional learning around Iowa's highest priority needs: accelerating learning and SEBH. The funds will also support exploratory projects with selected districts to identify effective evidence-based interventions to share statewide.

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.

> The Department will require districts to submit a two-part district plan. Part I of the required ARP ESSER plan (due May 23) required district superintendents to sign off on a number of [assurances](#) (e.g., GEPA, requirements to "meaningfully" engage with the required stakeholders and provide the public an opportunity to provide comments, ongoing consultation and public input requirements) and to acknowledge the Part II requirements. Part II of the plan (due August 23) will require LEAs to describe 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 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.
>
> To ensure it is clearly communicated that LEA plans for the use of ARP ESSER funds are required to be made available to the public, SEA staff will communicate this requirement in webinars and written guidance.
>
> Prior to August 15, Department staff will hold multiple webinars offering assistance to districts in creating their plans and will release additional guidance for districts on plan creation and submission.

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.

The SEA ensured that LEAs will provide the public the opportunity to provide input in the development of the LEA's plan by requiring the following assurances:

- The LEA assures that it will meaningfully engage with the following stakeholders during development of its ESSER III plan and take such input into account in the development of the plan:
  - Students;
  - Families;
  - School and district administrators, including special education administrators;
  - Teachers, principals, school leaders, other educators, school staff, and their unions;
  - Tribes (if applicable);
  - Civil rights and disability rights organizations (if applicable); and
  - Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students (if applicable).
- The LEA assures that it will seek public comment on its ESSER III plan and take such comments into account in the development of the plan.

The SEA will also continue to monitor LEAs for compliance with these assurances and all other requirements per our monitoring plan.

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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;

> The SEA will issue guidance for evidence-based strategies that
> includes a list of SEA-reviewed resources for evidence-based
> interventions and strategies that respond to students' academic,
> social, emotional, and mental health needs. This list of reviewed
> evidence-based interventions was the most requested support when
> the SEA surveyed ARP ESSER stakeholders. Lists will include
> summer learning, extended day or year programs, and additional
> strategies that provide effect sizes necessary to result in
> improvement. The SEA will collect information on the effectiveness
> of interventions.
>
> The SEA will monitor district implementation of their selected
> strategies by periodically reviewing available data regarding student
> progress in the state's Student Success system or requesting data
> when not available. The SEA will also require districts to report on
> implementation of evidence-based strategies in the CASA system to
> enable the evaluation of effectiveness of such strategies. As
> additional information regarding federal monitoring requirements
> becomes available, the SEA will review its current monitoring
> protocols and make revisions as necessary to align with the federal
> requirements.

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

> The SEA's guidance for evidence-based strategies will include
> strategies that are specifically meant to respond to the needs of
> students disproportionately impacted by the COVID-19 pandemic,
> including each of the student groups listed in Question A.3.i.-viii.
>
> The SEA will monitor district implementation of evidence-based
> strategies used to address the needs of student groups
> disproportionately impacted by COVID-19 in the same manner other
> supports and implementation will be delivered and monitored (see
> E.3.i). Data obtained to measure implementation and progress will be
> disaggregated by student group.

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.

> The SEA will assist districts in determining what activities they should conduct (or plan to conduct) to identify, reengage, and support students most likely to have experienced the impact of lost instructional time by incorporating these activities into technical assistance resources provided to all districts for the 2021-22 school year. We expect that these needs will differ across districts substantially due to the variety of instructional delivery models used by districts during the 2020-21 school year. Regardless of need, the supports for students are built into the instructional supports described in prior answers and will be delivered through the state's implementation network.
>
> The SEA will monitor district implementation of strategies for reengagement and support by periodically reviewing available data regarding student progress or requesting data when not available. The SEA will also require districts to report on implementation of evidence-based strategies in the CASA system to enable the evaluation of effectiveness of such strategies. As additional information regarding federal monitoring requirements becomes available, the SEA will review its current monitoring protocols and make revisions as necessary to align with the federal requirements.

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.

> The SEA conducted an initial survey to garner input from the required educational stakeholders (e.g., principals, charter school leaders) regarding the extent of support needed around educational equity. Nearly half (49.4%) of respondents indicated that they would like "some support" addressing educational equity moving forward (Iowa Department of Education, 2021a).

> The SEA will assist with equitable allocation of funding and
> districtwide activities by revising and reissuing the state's self-
> assessment tool for allocation of resources.
>
> The SEA will assist with equitable and inclusive practices for
> returning to in-person instruction by providing professional learning
> for districts and schools on use of the toolkit for understanding the
> Conditions for Learning survey data. These data include information
> on the learning environment broken out by subgroup.

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.*

       Table F1.

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	<0.01% 728 postings - 715 produced = 13 shortage	This data is for licensed special education teachers. Data is not available for paraeducators.
Bilingual educators	<.01% 96 postings - 67 produced = 29 shortage	95% of World Language teachers are teachers of Spanish
English as a second language educators	no shortage 69 postings - 201 produced = 132 overage	

Area	Data on shortages and needs	Narrative description
STEM educators	n is too small	The STEM endorsement is not required to teach STEM courses, so data is not valid
CTE educators	0.38% 223 postings - 78 produced = 145 shortage	
Early childhood educators (ECE)	>0.01% 75 postings - 63 produced = 12 shortage	This data is for ECE generalists only. ECE special educators (55 postings, 96 produced) are included in the special educators area.
School counselors	<0.01% 138 postings - 127 produced = 11 shortage	
Social workers	no shortage 28 postings - 40 produced = 12 overage	
Nurses	<0.01% 72 postings - 38 produced = 34 shortage	
School psychologists	no shortage 18 postings - 36 produced = 18 overage	

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.

> The SEA will share shortage information with LEAs and educator preparation programs (EPPs) to identify shortages.
>
> The SEA will share data with the Iowa College Student Aid Commission to support grants and awards in shortage areas.
>
> Several LEAs have used ESSER I and/or ESSER II funds for at least a portion of their staff salaries and benefits. LEAs continued to pay their staff during periods of closure, as was emphasized by the CARES Act. For Iowa, particularly at the end of the 2019-20 school year, it was unknown how long closure periods would last so this was helpful in ensuring the ability to provide continuity of services.

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).

> The Department has recently approved at least six new EPP programs designed to increase teacher pipelines in several avenues:
> 1. Enhancing coursework options for paraeducators in a pathway to teaching license;
> 2. Enhanced pathways through community colleges to increase CTE teachers;
> 3. Condensed coursework programs that reduce the time and cost to complete a teacher preparation program;
> 4. Work with teacher and administrator service agencies to inform and support alternative licensure programs in rural and isolated areas; and
> 5. Identifying rural shortage areas to inform EPPs and legislators.

2. Staffing to Support Student Needs: 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).

> The SEA has worked closely with EPPs to alleviate shortages by encouraging and approving new programs to reduce shortages and make pipelines more efficient. This includes work with Iowa's alternative licensure pathways.

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 to safeguard 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).

The SEA has extensive data collections and reporting systems which include (but are not limited to): reporting important data regarding student learning, engagement, and opportunity to learn. For example, the SEA will collect and report information on chronic absenteeism, student discipline, and course taking patterns for college-level and advanced coursework.

The SEA will also collect and report Conditions for Learning, which is a survey that measures student perception of engagement, safety, and school environment. All of the student-level data can be disaggregated by student group. In our licensure application, we also collect and report information regarding the number of educators, school support staff, and any other licensed (e.g., counselors, social workers) and non-licensed staff in an Iowa district or school. The SEA also plans to collect and report district-level data in the following areas:

- Educator and administrator retention, including FTE created and/or retained by position type;
- Student participation in summer school and afterschool programs;
- Fiscal data segregated by use; and
- Fiscal data supporting access to early childhood education programs.

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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.

Iowa's fiscal monitoring of, and internal controls for, ARP ESSER funds will mirror the fiscal monitoring protocols and internal controls established for both the CARES and CRRSA Acts (e.g., required quarterly reporting, required project codes, funds disbursed quarterly on a reimbursement basis once the SEA is provided sufficient documentation of such expenses, risk-based monitoring). The SEA's monitoring plan will be updated to incorporate new requirements for spending particular to ARP ESSER not previously captured in the CARES or CRRSA Acts.

ARP ESSER expenses will be identified within a LEA's accounting system through the use of one of the two mandatory project codes. This second project code reflects a slight deviation from current internal control procedures. The second project code for the minimum LEA reservation to address learning loss allows the SEA to more closely monitor ARP ESSER expenses to ensure funds are being appropriately used to satisfy the statutory requirements.

Any potential noncompliance with CARES, CRRSA, or ARP ESSER requirements identified through desk audits or on-site monitoring will be cited and will require corrective action.

Currently, the SEA has the capacity to meet its responsibilities to monitor and support its LEAs in appropriately using ARP ESSER and other relief funds. To meet the additional responsibilities imposed by the COVID-19 pandemic (e.g., providing more robust supports to LEAs aimed at addressing the impact of COVID-19, administering the Emergency Assistance for Nonpublic Schools program), the SEA has hired additional temporary staff to expand its capacity to monitor and support LEAs.

The SEA will continue to monitor capacity to meet the needs of its LEAs during its implementation of state-level activities and supports. The SEA will make any needed adjustments deemed necessary.

References

Iowa Department of Education. (2019). Conditions for Learning survey.

Iowa Department of Education. (2021a). ARP ESSER stakeholder survey.

Iowa Department of Education. (2021b). *Legislative report: Closing achievement gaps.* https://educateiowa.gov/documents/legislative-information/2021/05/legislative-report-closing-achievement-gaps-2021

Iowa Department of Public Health, Bureau of Health Statistics. (2020). 2019 vital statistics of Iowa. https://idph.iowa.gov/Portals/1/userfiles/68/HealthStats/vital_stats_2019-20201022.pdf

Appendix A: School Operating Status and Instructional Mode Data Template

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

> Remote learning data are from February 1, 2021.
>
> Demographic data are from 2020-21 with the exception of migrant students which are from 2019-20.

Table 1

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.

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	1,323	5	0	1,318
School buildings open with both remote/online and in-person instruction (hybrid)	1,323	Data Not Available	1,323	0
School buildings open with full-time in-person instruction	1,323	1,323	0	0

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?

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	200,207	Data Not Available*	Data Not Available*	200,207
White, not Hispanic	375,173	Data Not Available*	Data Not Available*	375,173
Black or African American, not Hispanic	33,111	Data Not Available*	Data Not Available*	33,111
Hispanic, of any race	59,145	Data Not Available*	Data Not Available*	59,145
Asian, not Hispanic	12,865	Data Not Available*	Data Not Available*	12,865
American Indian or Alaskan Native, not Hispanic	1,729	Data Not Available*	Data Not Available*	1,729

Number of students	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Native Hawaiian or Pacific Islander, not Hispanic	1,942	Data Not Available*	Data Not Available*	1,942
Two or more races, not Hispanic	22,691	Data Not Available*	Data Not Available*	22,691
Race/Ethnicity information not available	0	Data Not Available*	Data Not Available*	0
English learners	30,410	Data Not Available*	Data Not Available*	30,410
Children with disabilities	61,801	Data Not Available*	Data Not Available*	61,801
Students experiencing homelessness	3,527	Data Not Available*	Data Not Available*	3,527
Children and youth in foster care	2,209	Data Not Available*	Data Not Available*	2,209
Migratory students	1,999	Data Not Available*	Data Not Available*	1,999

The data are correct as submitted. Iowa did not collect mode of instruction data by student during the 2020-2021 school year, so the data were reported to the greatest extent possible as per the instructions.

For context on Iowa's laws regarding in-person and virtual instruction:
- From March 2020 to February 15, 2021, Iowa schools were permitted to provide online or virtual instruction, in-person instruction, and/or hybrid instruction.
- As of February 15, 2021, all public and accredited nonpublic schools were required to offer in-person instruction, per Iowa law (see guidance on Senate File 160). An online option was still required to be offered to students with a documented health concern through the remainder of the 2020-2021 school year. This was a requirement of Senate File 2310 and Governor Reynolds' Emergency Proclamation but expired June 30, 2021. Schools are no longer permitted to offer a hybrid option: all Iowa schools must provide in-person instruction and may provide online or virtual instruction in keeping with Iowa's laws on virtual instruction. There are no special provisions for mode of instruction related to COVID-19 at this time.

In the 2021-22 school year, the SEA will not collect this information at the student-level unless required for the P-EBT program or another requirement. Iowa law requires all districts to have a 100% in-person attendance option available for all students but also allows for remote instruction in certain circumstances. Remote instruction options in the state are no longer related to COVID-19, as the session law permitting those options expires June 30, 2021, and the emergency proclamation of the governor related to remote instruction has expired. In short, Iowa schools are expected to operate on a pre-COVID basis for the 2021-22 school year, though they will all have a current Return-to-Learn plan that is compliant with federal requirements.

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).

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's 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.

The Iowa Department of Education will use a portion of the funds reserved for state-level projects to ensure that all professional learning and instructional resources provided for educators, families, and students are accessible by adults and students with disabilities and non-native English speakers. This includes, but is not limited to, the provision of interpreters, providing materials in multiple languages, providing closed-captioning services during live webinars, braille and or large-print services for materials as needed, and providing additional accommodations for attendees at conferences and training opportunities upon request.

The SEA will also use a portion of the funds reserved for state-level projects to ensure that socioeconomic status, language, or disability status do not prevent the full participation of students or parents/guardians in activities designed to enhance SEBH, such as student and family engagement activities. Examples include provision of interpreters, flexible scheduling, provision of remote participation in activities, and provision of transportation.

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.