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Maintenance of Equity (MOEquity) Overview
LASAFAP Fall 2022

What is Maintenance of Equity (MOEquity)?

- The American Rescue Plan Act of 2021 (ARP Act) includes new maintenance of equity provisions that are a condition for a State education agency (SEA) and local education agency (LEA) to receive funds under the Elementary and Secondary School Emergency Relief (ARP ESSER) Funds.
- The MOEquity provisions ensure that LEAs and schools serving a large number of students from low-income backgrounds do not experience a disproportionate share of such cuts in fiscal years (FYs) 2022-2023, and that the highest poverty LEAs do not receive a decrease in State funding below their FY 2019 level.
- The MOEquity provisions also ensure that each LEA safeguards its high-poverty schools from disproportionate cuts to funding and staffing so that students from low-income families in each LEA are not disproportionately impacted by State and local cuts to vital resources.

Identification of High Poverty Schools

Identification: High Poverty Schools

District-Wide	Grade Span
1. Rank each school in the LEA by its percentage of poverty. * 2. Divide the total number of schools in the LEA by 4 and round up to the nearest whole number. This is the number of high-poverty schools the LEA must identify.	1. Rank each school within each grade span (e.g., K-5, 6-8,9-12) based on its percentage of poverty. * 2. Divide the total number of schools in the LEA by 4 and round up to the nearest whole number. This is the number of high-poverty schools the LEA must identify.

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LEA Exemption Process

If one of the LEA Exemption criteria is applicable to your school system, you will first click the LEA Exemption box.

LEA Exemption ☐

Check the box above if the LEA is exempt from the MOEquity requirement because it meets one of the exceptions below:

   A. The LEA has a total enrollment of 1,000 students or less

   B. The LEA operates a single school

   C. The LEA serves all students in each grade span within a single school

   D. Demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of the LEA as determined by the Secretary.

If the LEA is exempt, the information below does not need to be completed. The LEA must still submit this form by February 22, 2022.

*If you selected and qualified for an LEA Exemption last year, you do not need to complete this application.

Ranking and Selection of High Poverty Schools

Last year your LEA completed Part 1 of the MOEquity application under the fiscal year 2022 tab in eGMS. At that time the following was completed:

- LEA Contact Information

- Selected the LEA Exemption - if applicable

- Selected the Ranking Method - District Wide or Grade Span
- Ranking Tab - Based on the ranking method chosen, the LEA selected Yes for the designated number of High Poverty Schools

Next Step - Based on the High Poverty schools selected, determine if MOEquity was met for 2022 and 2023 (State and Local Per pupil amount and Per pupil FTE)

Maintenance of Equity (Part 2)
eGMS Application

Where to Locate Maintenance of Equity Application

Navigate to the GMS Access/Select Page and select FY 2023 in the eGMS drop down menu.

Scroll down to Maintenance of Effort Section and select the "ARP Maintenance of Equity" application and click the "Create" button.

Maintenance of Effort		
ARP Maintenance of Equity	Submissions due by 10/28/2022	Create

Overview

After you click the "Create" button, the Overview page will appear. This page will give a brief overview of Maintenance of Equity and display all of the related tabs for the MOEq determination.

Applicant:	012 Cameron Parish
Application:	2021-2022 ARP Maintenance of Equity - 00-
Cycle:	Original Application

2022-2023 7/1/2022 - 6/30/2023

American Rescue Plan Maintenance of Equity ▾
Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

| Overview | Fiscal Equity High Poverty Schools | Submit | Application History | Page_Lock Control | Application Print |

ARP Maintenance of Equity

Program: American Rescue Plan (ARP) Act Maintenance of Equity

Purpose: The American Rescue Plan Act of 2021 (ARP Act) includes new maintenance of equity provisions that are a condition for a local educational agency (LEA) to receive funds under the Elementary and Secondary School Emergency Relief (ARP ESSER) Fund.

The provisions are central to ensuring that essential resources are meeting the needs of the students who have been subject to longstanding opportunity gaps in our education system.

Maintenance of equity provisions will help ensure that LEAs and schools serving a large share of students from low-income backgrounds do not experience a disproportionate share of any budget cuts in fiscal year (FYs) 2022 and 2023, and that the highest poverty LEAs do not receive a decrease in State funding below their FY 2019 level.

2019 TEST user ID: E012AR

Fiscal Equity High Poverty Schools

The next tab you will select is the "Fiscal Equity High Poverty Schools" tab which is where the LEA will begin to enter the MOEq data at the LEA level and at the school level.

MOEquity Data Input and Collection

- This application will only be utilized as a place to house the data each school system will enter.
- All calculations will be done outside of the system. It is strongly recommended that all calculations be computed for fiscal equity and staffing equity prior to entering into the electronic grants management system (eGMS).
- When comparing data please use the following chart below:

	Comparison Years	
Fiscal Equity	20-21 to 21-22	21-22 to 22-23
Staffing Equity	20-21 to 21-22	21-22 to 22-23

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Determining Fiscal Equity

MOEquity Page

Determining Fiscal Equity for High-Poverty Schools

Calculating Fiscal Equity on a Districtwide Basis:

Step 1: Determine the per-pupil reduction of State and local funding, if any, in the **LEA as a whole**:

- Divide the total amount of state and local funds provided to all schools in 2020-2021 by the LEA's total enrollment in 2020-2021 (will not be entered in the section below, however, you will need to have it on hand for future reference)
- Divide the total amount of state and local funds provided to all schools in 2021-2022 by the LEA's total enrollment in 2021-2022,
- Divide the total amount of state and local funds provided to all schools in 2022-2023 by the LEA's total enrollment in 2022-2023

Ranking Method: District-wide Rank

2022 Per-pupil Reduction in State & Local Funds across All Schools in the LEA	0
2022 Per-pupil FTE Reduction across All Schools in the LEA	0
2023 Per-pupil Reduction in State & Local Funds across All Schools in the LEA	50
2023 Per-pupil FTE Reduction across All Schools in the LEA	.05

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Step 2 - Per Pupil Amount

Determining Fiscal Equity for High-Poverty Schools

Step 2: Determine the per-pupil amount for each high-poverty school:

- Divide the total amount of state and local funds provided to each high poverty school in 2020-2021 by that school's total enrollment in 2020-2021 (this will give you the State and Local Per Pupil Amount you will enter in column for that year),
- Divide the total amount of state and local funds provided to each high poverty school in 2021-2022 by that school's total enrollment in 2021-2022 (this will give you the State and Local Per Pupil Amount you will enter in column for that year),
- Divide the total amount of state and local funds provided to each high poverty school in 2022-2023 by that school's total enrollment in 2022-2023 (this will give you the State and Local Per Pupil Amount you will enter in column for that year),

Step 3: Compare the results to determine the overall decrease in per-pupil state and local funds for all schools

NCES District ID	Attendance Center	NCES School ID	High-Poverty School	2020-2021 State and Local Per Pupil Amount	2021-2022 State and Local Per Pupil Amount	2022-2023 State and Local Per Pupil Amount
2200390	0007 South Cameron High School	00293	Yes	23000	23000	21000
2200390	0009 Grand Lake Elementary		Yes	25150	25000	25000

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Ranking Method: District-wide Rank

- Green Circle indicates the school met MOEq
- Red Circle indicates the school did not meet MOEq

2022 Per-pupil Reduction in State & Local Funds across All Schools in the LEA	0
2022 Per-pupil FTE Reduction across All Schools in the LEA	0
2023 Per-pupil Reduction in State & Local Funds across All Schools in the LEA	50
2023 Per-pupil FTE Reduction across All Schools in the LEA	.05

Compare 20-21 to 21-22

Compare 21-22 to 22-23

NCES District ID	Attendance Center	NCES School ID	High-Poverty School	2020-2021 State and Local Per Pupil Amount	2021-2022 State and Local Per Pupil Amount	2022-2023 State and Local Per Pupil Amount	2020-2021 Per Pupil FTE	2021-2022 Per Pupil FTE	2022-2023 Per Pupil FTE	High Poverty Per Pupil Reduction FY 2021 to FY 2022	High Poverty Per Pupil Reduction FY 2022 to FY 2023
2200390	0007 South Cameron High School	00293	Yes	23000	23000	21000	.075	.015	.010	0	2000
2200390	0009 Grand Lake Elementary		Yes	25150	25000	24000	.50	.50	.30	150	1000

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Explanation if LEA did not meet fiscal equity

LEA will type explanation in boxes below if did not meet fiscal equity. If fiscal equity was met, leave blank. Next, click "Save Page".

Calculating Fiscal Equity - Grade Span

Calculating Fiscal Equity on a Grade Span Basis:

Step 1: Determine the per-pupil reduction of State and local funding, if any, in each grade span of the LEA:

- Divide the total amount of state and local funds provided to all schools in each grade span in 2020-2021 by the LEA's total enrollment in each grade span in 2020-2021
- Divide the total amount of state and local funds provided to all schools in each grade span in 2021-2022 by the LEA's total enrollment in each grade span in 2021-2022,
- Divide the total amount of state and local funds provided to all schools in each grade span in 2022-2023 by the LEA's total enrollment in each grade span in 2022-2023, and then

Step 2: Determine the per-pupil amount for each high-poverty school:

- Divide the total amount of state and local funds provided to the high poverty school in each grade span in 2020-2021 by that school's total enrollment in 2020-2021(this will give you the State and Local Per Pupil Amount you will enter in column for that year)

- Divide the total amount of state and local funds provided to the high poverty school in each grade span in 2021-2022 by that school's total enrollment in 2021-2022(this will give you the State and Local Per Pupil Amount you will enter in column for that year)
- Divide the total amount of state and local funds provided to the high poverty school in each grade span in 2022-2023 by that school's total enrollment in 2022-2023(this will give you the State and Local Per Pupil Amount you will enter in column for that year)

Step 3: Compare the results to determine the per-pupil state and local funds for each grade span

ENROLLMENT DATA TO DETERMINE PER-PUPIL AMOUNT OF FUNDING FOR HIGH POVERTY SCHOOLS:

An LEA may use the most appropriate available enrollment data for the applicable fiscal year, which could be the same enrollment data used to distribute or allocate funds for the applicable fiscal year. These data may include, among other data, its prior year enrollment data, an average of multiple prior years' enrollment, or projected enrollment data for the next fiscal year.

Staffing Equity

FTE to Include to Determine Staffing Equity

★ Include all paid staff, both instructional and non-instructional when determining whether the LEA maintained staffing equity on an FTE basis.

★ This would include all employees and those hired by contract who perform school-level services.

★ An LEA includes staff who split their time between more than one school building in the LEA. For example, if a districtwide literacy coach supports teachers in two different schools, the LEA must include the proportional FTE for each school.

Determining Staffing Equity

Calculating Staffing Equity on a Districtwide Basis:

Step 1: Determine the per-pupil reduction in FTEs, if any, in the **LEA as a whole**:

- Divide the total number of FTEs provided to all schools in 2020-2021 by the LEA's total enrollment in 2020-2021(will not be entered in the section below, however, you will need to have it on hand for future reference)
- Divide the total number of FTEs provided to all schools in 2021-2022 by the LEA's total enrollment in 2021-2022
- Divide the total number of FTEs provided to all schools in 2022-2023 by the LEA's total enrollment in 2022-2023

Ranking Method: District-wide Rank	
2022 Per-pupil Reduction in State & Local Funds across All Schools in the LEA	0
2022 Per-pupil FTE Reduction across All Schools in the LEA	0
2023 Per-pupil Reduction in State & Local Funds across All Schools in the LEA	50
2023 Per-pupil FTE Reduction across All Schools in the LEA	.05

Determining Staffing Equity Cont'd

Step 2: Determine the per-pupil FTE for each high-poverty school:

- Divide the total number of FTEs assigned to each high poverty school in 2020-2021 by the school's total enrollment in 2020-2021 (this will give you the Per Pupil FTE to enter in the column for each year)
- Divide the total number of FTEs assigned to each high poverty school in 2021-2022 by the school's total enrollment in 2021-2022
- Divide the total number of FTEs assigned to each high poverty school in 2022-2023 by the school's total enrollment in 2022-2023

Step 3: Compare the results to determine the increase or decrease in per-pupil FTEs

NCES District ID	Attendance Center	NCES School ID	High-Poverty School	2020-2021 State and Local Per Pupil Amount	2021-2022 State and Local Per Pupil Amount	2022-2023 State and Local Per Pupil Amount	2020-2021 Per Pupil FTE	2021-2022 Per Pupil FTE	2022-2023 Per Pupil FTE
2200420	0006 Jonesville Elementary School	00299	Yes	23,000	23000	21000	.075	.015	.010
2200420	0011 Sicily Island High School	00304	Yes	25,150	25,000	24,000	.50	.50	.30

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Staff Equity…Was it Met?

Ranking Method: District-wide Rank

2022 Per-pupil Reduction in State & Local Funds across All Schools in the LEA   0

2022 Per-pupil FTE Reduction across All Schools in the LEA   0

2023 Per-pupil Reduction in State & Local Funds across All Schools in the LEA   50

2023 Per-pupil FTE Reduction across All Schools in the LEA   .05

- Green Circle indicates the school met MOEq
- Red Circle indicates the school did not meet MOEq

NCES District ID	Attendance Center	NCES School ID	High-Poverty School	2020-2021 State and Local Per Pupil Amount	2021-2022 State and Local Per Pupil Amount	2022-2023 State and Local Per Pupil Amount	2020-2021 Per Pupil FTE	2021-2022 Per Pupil FTE	2022-2023 Per Pupil FTE	High Poverty Per Pupil Reduction FY 2021 to FY 2022	High Poverty Per Pupil Reduction FY 2022 to FY 2023	High Poverty FTE Reduction FY 2021 to FY 2022	High Poverty FTE Reduction FY 2022 to FY 2023
2200390	0007 South Cameron High School	00293	Yes	23000	23000	21000	0.075	0.015	0.01	0	2000	0.06	0.005
2200390	0009 Grand Lake Elementary		Yes	25150	25000	25000	0.5	0.5	0.3	150	0	0	0.2

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Calculating Staffing Equity on a Grade-span Basis:

Step 1: Determine the per-pupil reduction in FTEs, if any, in each grade span served by the LEA:

- Divide the total number of FTEs provided to all schools in each grade span in 2020-2021 by the LEAs total enrollment in each grade span in 2020-2021,
- Divide the total number of FTEs provided to all schools in each grade span in 2021-2022 by the LEAs total enrollment in each grade span in 2021-2022,
- Divide the total number of FTEs provided to all schools in each grade span in 2022-2023 by the LEAs total enrollment in each grade span in 2022-2023

Step 2: Determine the per-pupil FTE reduction, if any, for each high-poverty school in the LEA:

- Divide the total number of FTEs assigned to each high poverty school in each grade span in 2020-2021 by the school's total enrollment in each grade span in 2020-2021 (this will give you the Per Pupil FTE to enter in the column for each year) ,
- Divide the total number of FTEs assigned to each high poverty school in each grade span in 2021-2022 by the school's total enrollment in each grade span in 2021-2022,
- Divide the total number of FTEs assigned to each high poverty school in each grade span in 2022-2023 by the school's total enrollment in each grade span in 2022-2023

Step 3: Compare the results to determine the overall decrease or increase in per-pupil FTEs for each grade span

Accounting for Staffing and Enrollment Changes during the School Year

An LEA determines whether it maintains staffing equity once both enrollment data and staffing decisions are final for a specific school year. Once an LEA has determined whether it has maintained staffing equity for each of its high-poverty schools, if there are unpredictable changes in student enrollment or personnel assignments later in the school year, the LEA does not have to redetermine staffing equity. LEAs should make every effort to ensure staffing equity is maintained throughout the school year.

Explanation if LEA did not meet staffing equity

LEA will type explanation in boxes below if did not meet staffing equity. If staffing equity was met, leave blank. Next, click "Save Page".

High Proverty Per Pupil Reduction Explanation:
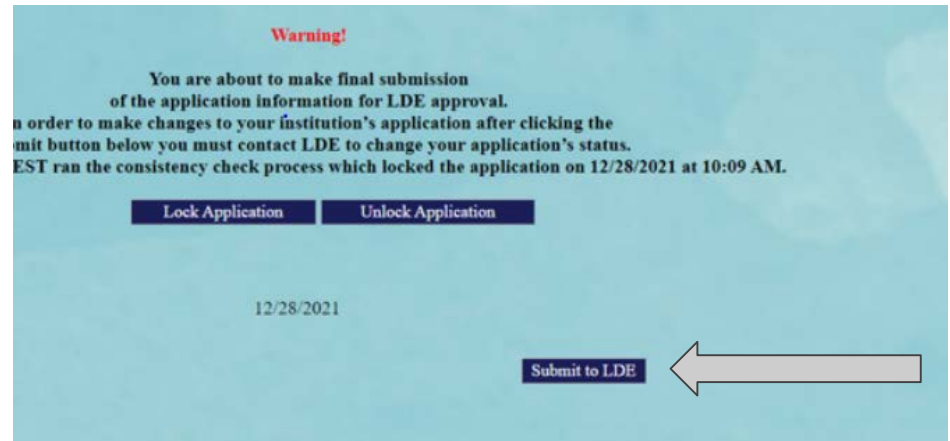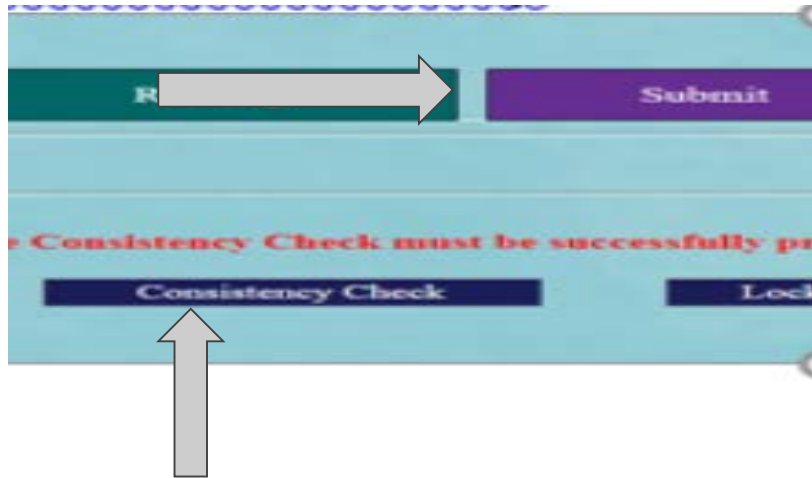
Explanation here

High Poverty FTE Reduction Explanation:

Explanation here

Save Page

Submitting Application to LDOE

Click the "Submit" tab . Then click the "Consistency Check" button. The last step is click the "Submit to LDE" button.

Next Steps and Reminders

- Begin working on the calculations for Fiscal Equity(district wide or gradespan) and Staff Equity.
- If all of the calculations are computed prior to you entering eGMS, this application will take no longer than 20 minutes.

- The application is schedule to open Wednesday, November 2, 2022.
- The application **will close** on Wednesday, **November 30, 2022**.
- We will be using the data from this application to complete a report for ED that is due in early December. It is imperative that applications are submitted by the due date.

Question & Answer

Contact Information

For more information or questions contact:

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