

2024 CARES IMPACT STUDY

YEAR-THREE REPORT

PREPARED BY

The Georgia Partnership for Excellence in Education



Georgia Partnership
FOR EXCELLENCE IN EDUCATION



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CARES IMPACT STUDY, YEAR-THREE REPORT: PANDEMIC CHALLENGES PERSIST

EXECUTIVE SUMMARY

Going into the 2024-2025 school year, Georgia’s students continue to experience pandemic-related academic and mental health challenges. However, the federal funding designed to help students and schools recover from these impacts expired in September 2024, and most school districts are now struggling to provide supplemental support strategies at the depth and scale that they did during the last four school years.

School districts and state commission charter schools — also referred to as local education agencies or LEAs—used the federal relief funds to provide evidence-based academic interventions to students and improve core instructional practices. They added much-needed mental health staff and programs. LEAs took steps to stabilize the educator workforce and kept schools operating despite the repeated disruptions of the pandemic. Some LEAs have found ways to sustain selected intervention strategies that boosted student learning and wellbeing, but many cannot. These are the top takeaways from interviews with and a statewide survey of LEA leaders conducted by the Georgia Partnership for Excellence in Education (Georgia Partnership) in summer 2024.


The interviews and survey are part of the CARES Impact Study, a multi-year exploration by the Georgia Partnership of how districts and state charter schools used the \$5.9 billion they received in federal pandemic relief funds. The relief funds are referred to as CARES¹ or Elementary and Secondary School Emergency Relief (ESSER) funds. The funds expired on September 30, 2024. This report outlines how LEAs used ESSER funds during the four-year grant period (2019-2020 to 2023-2024 school years). The report also describes the investments LEA leaders believe had the greatest impact on students as well as the ESSER-funded activities that LEAs can sustain and those they cannot. The Georgia Partnership released three earlier reports, which provide more detailed information about how LEAs implemented intervention and instructional improvement strategies, the challenges educators encountered, and emerging promising practices they identified.

1 CARES refers to the Coronavirus Aid, Relief, and Economic Security Act, which was the first of three pandemic relief aid packages passed by Congress.



Top findings from the 2024 survey and interviews include:

1. Students continue to have pandemic-related academic and mental health needs according to 83% of LEA leaders. These needs are greatest among students from low-income backgrounds, students with disabilities, and those experiencing homelessness
2. LEAs deployed multiple concurrent strategies to improve core instruction and accelerate student learning. Most LEAs used afterschool and summer learning programs, high-dosage tutoring, and personalized instruction to accelerate learning.
3. Increasing instructional staff was the most effective academic intervention strategy identified most frequently by LEAs. The most common positions cited were certified teachers and instructional coaches.
4. Fewer than half—43%—of LEAs can sustain the academic intervention strategies most effective for their students. Nearly one third of leaders reported being unsure if the selected strategies could be sustained, and 25% had determined they could not.
5. The most common strategy to address students' mental health needs across LEAs was increasing the number of school-based mental health professionals. Respondents identified this practice as the most effective way to address students' behavioral health challenges.
6. Half of responding LEAs can sustain their most effective mental health strategies. About one third of leaders (32%) are unsure, while 18% determined they could not.
7. Approximately 86% of LEAs provided financial incentives to certified educators, but many still experienced recruitment and retention challenges, which they anticipate will worsen.
8. ESSER funds enabled LEAs to continue operating schools and provide critical interventions to students. How they did so was influenced by their specific needs and financial circumstances as well as inflation and rising healthcare costs.
9. Across the 2019-2020 to 2023-2024 school years, responding LEAs estimate spending the largest amount of ESSER funds on:
 - i. Adding certified staff
 - ii. IT and technology infrastructure
 - iii. Recruitment and retention supplements
 - iv. Continuity of services
 - v. Facility renovation & equipment



State policymakers can help restore the learning and mental health support strategies LEAs relied on to meet students' needs since the pandemic by taking the following steps:

- 1. Boost funding for school mental health staff.** Increase state funding for school counselors, social workers, and psychologists to align with recommended best practice levels.
- 2. Close state funding gaps.** Within the Quality Basic Education (QBE) formula for K-12 schools, index funding for technology, instructional materials, and substitute teachers to inflation.
- 3. Add a funding weight to the QBE formula that recognizes the higher cost of teaching students from low-income backgrounds.** Adding a poverty weight would enable some LEAs to sustain or restore academic and student support strategies targeting students living in poverty.
- 4. Revise school staffing models.** Conduct a school staffing study to determine additional staff, such as instructional coaches and mental health clinicians, needed to meet student academic and mental health needs, and revise the QBE formula to include identified positions.
- 5. Fund a state research consortium to evaluate LEA and state reform initiatives.** A research consortium would enable state and district leaders to better identify specific strategies to improve student outcomes and their costs.
- 6. Develop and fund a comprehensive plan to strengthen the educator pipeline.** A working group of state education agency experts should develop and lawmakers should fund the implementation of a comprehensive plan to improve recruitment and retention in the educator workforce.

GEORGIA PARTNERSHIP'S CARES IMPACT STUDY

The Georgia Partnership launched the CARES Impact Study in 2021 to understand how LEAs are using federal ESSER funds to accelerate student learning and improve their wellbeing, identify challenges that LEA leaders encounter, and capture promising practices emerging from their efforts. Funded by the Georgia Department of Education (GaDOE) with state ESSER funding, the study is a multi-year initiative that draws on interviews with LEA leaders and other stakeholders and experts. The study also relies on an annual survey of LEAs. Findings from the 2021, 2022, and 2023 surveys as well as interviews conducted in 2022 and 2023 are available in the CARES Impact Study [Baseline Report](#), [Year-One Report](#), and [Year-Two Report](#).


LEAs were surveyed for this report in June 2024. GaDOE distributed the survey to all LEAs, including 180 school districts, 44 state charter schools, and three state-operated LEAs—State Schools, the Department of Juvenile Justice, and the Department of Corrections. In total 72 school districts, eight state commission charter schools, and the Departments of Juvenile Justice and Corrections participated in the survey. These LEAs enroll approximately 51% of full-time equivalent students in Georgia's public schools.

Interviews with leaders from six LEAs were conducted in June. These LEA leaders also participated in interviews in 2022 and 2023. The Partnership supplemented survey and interview data by reviewing materials from GaDOE, the U.S. Department of Education, and other sources including academic journals, reports and briefs from education policy organizations, and media reports.

PERSISTENT STUDENT NEED

The pandemic's harmful effects on students did not end when ESSER funding expired. The majority of responding LEAs—83%—reported that students continue to have pandemic-related academic and mental health issues. Fourteen percent were unsure if these needs will persist, and 3% indicated they will not.

Continued needs are not isolated to one or two groups of students. More than half of responding LEAs indicate that students in every identified sub-group will continue to experience heightened academic and mental health needs. The proportion of LEAs that indicated continuing needs for student sub-groups are:

- 
- Low-income students: 93%
 - Students with disabilities: 76%
 - Students experiencing homelessness: 73%
 - English Language Learners: 72%
 - Racial and ethnic minorities: 69%
 - Students in foster care: 68%
 - Migrant students: 56%

Several leaders also raised concerns about students who were in pre-kindergarten or early elementary grades when the pandemic hit and did not develop strong foundational skills in literacy and numeracy. LEAs have made progress in addressing these gaps, but several leaders believe these students will need supplemental support throughout their K-12 experience to fully close the gaps.

INVESTMENTS IN STUDENT LEARNING

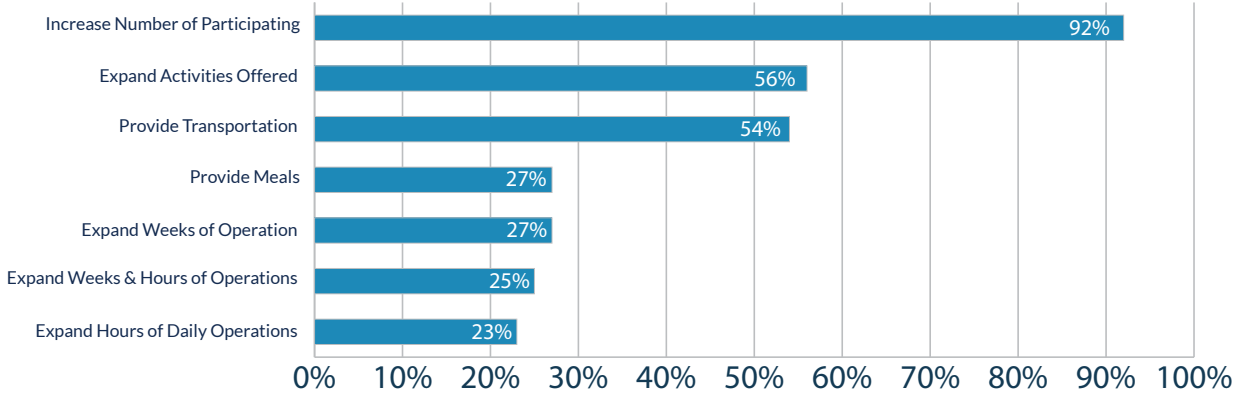
LEAs relied on evidence-based academic interventions to address students' learning needs directly. Many also developed initiatives to strengthen core instruction provided to all students.

Academic Interventions

Three strategies most LEAs used to accelerate learning and help students reach grade level benchmarks are summer learning programs, tutoring, and personalized instruction.

About 85% of LEAs surveyed ran summer programs between 2020 and 2024. For 27% of these LEAs, the summer programs were a new offering for students and families. ESSER funds enabled LEAs with existing summer programs to expand and enhance their programs.

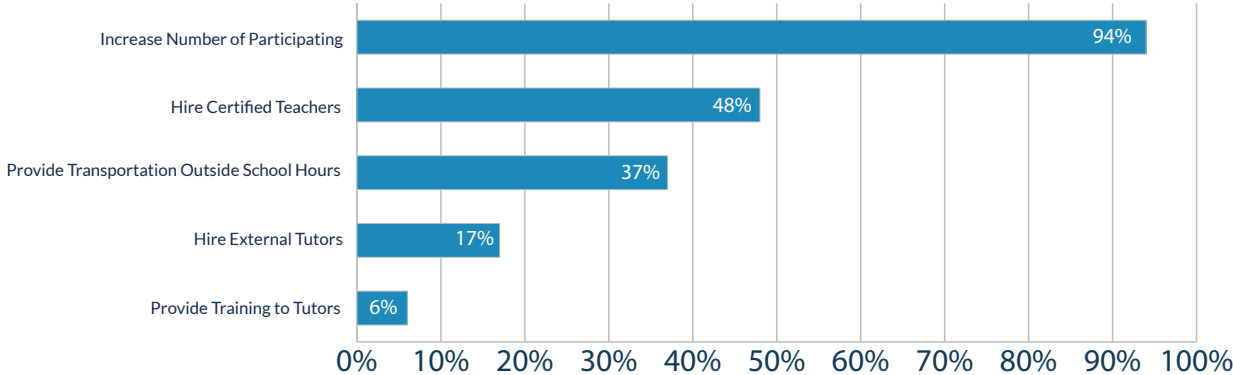
Figure 1: ESSER-Funded Summer Program Enhancements



As they did in previous years, leaders described the value of broadening the focus of programs to include enrichment activities, which appealed to students and helped build their background knowledge.

Three quarters of LEAs used ESSER funds to start or expand tutoring programs between the 2020-2021 and 2023-2024 school years. Approximately 39% of these programs were new. Districts with existing tutoring programs used ESSER funds to expand and enhance their programs.

Figure 2: ESSER-Funded Tutoring Program Enhancements



More than 90% of responding LEAs added certified staff during the ESSER grant period to better meet students’ academic needs. Across these LEAs, the positions added most frequently were:

- Certified teachers: 74%
- Paraprofessionals: 61%
- Interventionists: 52%

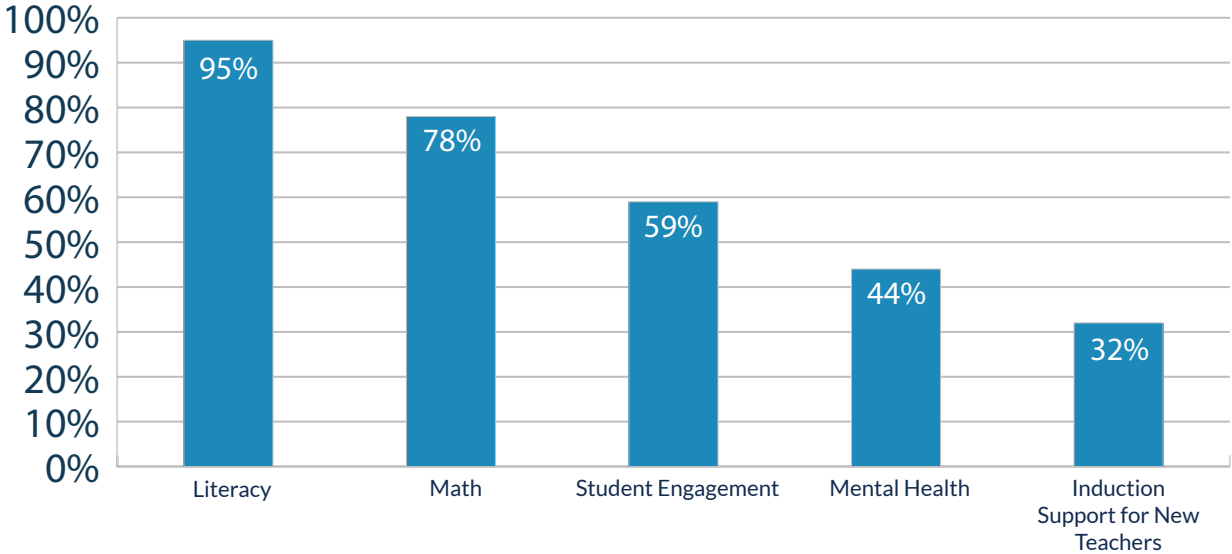
Having additional certified teachers enabled LEAs to reduce class size where needed, and hiring more paraprofessionals put additional trained adults in classrooms to provide interventions to students.


During the 2024 interviews as well as interviews in previous years, multiple LEA leaders emphasized the impact that intervention teachers had in accelerating student learning. Interventionists typically provide one-on-one or small group instruction tailored to the specific needs of participating students.

Strengthening Core Instruction

In tandem with interventions provided directly to students, many LEAs sought to improve core instructional practices. Investing in professional development was the strategy used most frequently by responding LEAs: 82% invested ESSER funds in professional development between 2020 and 2024. Nearly all that did so focused on literacy:

Figure 3: Professional Development Focus Areas





Other professional development topics cited by LEAs included leadership, practices to foster positive student behavior, and gifted and English for Speakers of Other Languages (ESOL) training.


LEAs were able to improve and expand professional development with ESSER funds:

- Enhance the quality of professional development: 68%
- Expand topics covered in professional development: 65%
- Increase the number of educators participating in professional development: 65%
- Improve remote/digital instruction: 49%
- Increase the types of positions participating in professional development: 38%

Multiple LEA leaders brought national experts in literacy, math, student engagement and behavior and other topics to their districts, which they had not been able to afford before ESSER funding and did not expect to after the funds expired. They described teachers' enthusiastic response to discussing their instructional practices with these experts and learning from them. They spoke about sending teachers to national conferences to see experts and engage with peers from across the country, which is not possible without ESSER funds. Several of these leaders put elementary teachers through nationally recognized but expensive training in the science of reading, which also would not happen without ESSER funds.

A second strategy many LEAs pursued to boost core instruction was adding instructional coaches. Coaches provide or assist with professional development, model, observe and provide feedback on new instructional strategies, ensure teachers have needed instructional resources, and serve as a resource and collaborative problem-solver for teachers. Nearly 40% of LEAs added instructional coaches with ESSER funds.

Other positions LEAs added to build capacity to improve instruction include Multi-Tiered System of Support (MTSS) coordinators and specialists, special education coordinators, literacy specialists, and technology specialists.



Paulding County Schools focused on building educators' knowledge and skills to improve instruction and provide effective interventions. The district added literacy coaches, math coaches, and writing specialists at every school, who provided job-embedded professional learning and coaching. The district also added MTSS support specialists who trained and assisted school-level teams to diagnose and fill students' learning needs. This included incorporating a whole child approach when making instructional decisions. District leaders believe their focus on building educator capacity will lead to improvements in student outcomes that extend beyond ESSER funding.

LEAs also used ESSER funds to make sure educators had resources they needed to provide quality instruction. Their investments included:

- Instructional software and resources: 86%
- Non-technology instructional resources: 84%
- Technology and broadband: 80%
- Assessments: 62%

Several LEAs used ESSER funds to purchase new curricular resources that align with the science of reading. These resources proved to be valuable instructional tools. Combined with school-based coaching, they are helping teachers strengthen instructional strategies in literacy and improve student outcomes.

Most Effective Learning Acceleration Strategies

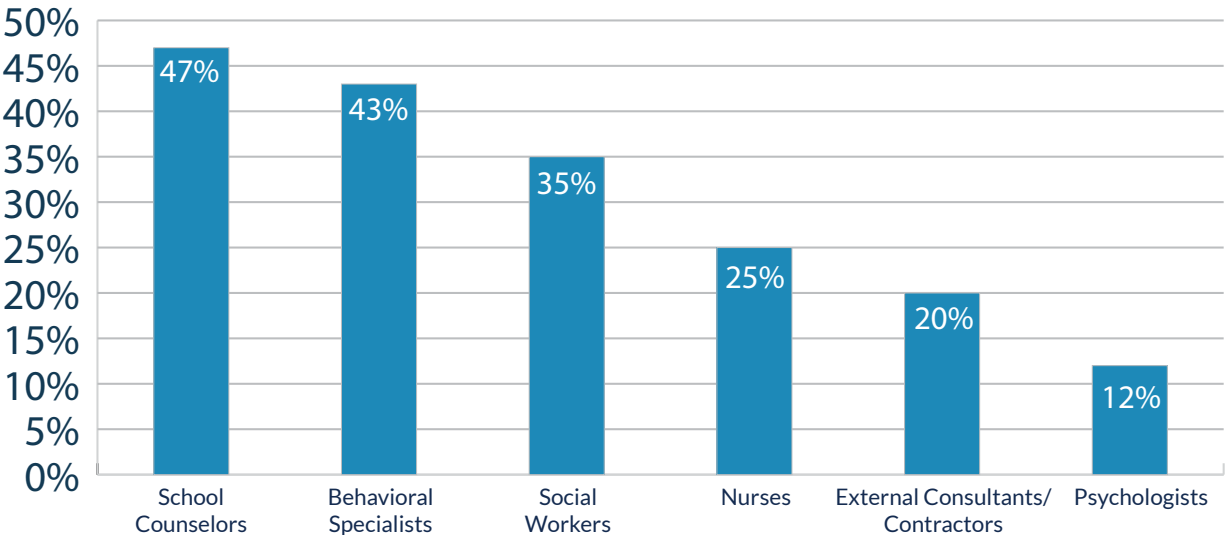
LEAs' responses varied when asked to name their most effective strategy to accelerate student learning, and they often named more than one. Additional staff was the strategy LEA leaders identified most frequently. Often these were intervention teachers or teachers added to provide small group instruction or reduce class size. Instructional coaches were also cited by many LEAs. New instructional resources and high-quality professional development were also identified by multiple LEAs. Investments in technology—ranging from one-to-one devices to online learning tools—were also highlighted by multiple LEAs.

Approximately 43% of LEAs indicated they can sustain their most effective strategy to accelerate student learning though some LEAs are downsizing these strategies to continue paying for them. One LEA, for example, had two ESSER-funded intervention teachers in each school but reduced that to one. About 25% of LEAs reported they would not be able maintain these strategies, and about one third were unsure. Even when LEAs can sustain their top learning acceleration strategy, many cannot maintain other strategies that have been beneficial for students including summer learning and tutoring programs.

INVESTMENTS IN STUDENT MENTAL HEALTH & WELLBEING

Student mental health and wellbeing suffered during the pandemic and, while improving, challenges persist. Several LEA leaders flagged absenteeism and difficult student behavior as indicators of student mental health needs. Approximately 64% of responding LEAs added staff between 2020 and 2024 to address this challenge.² Among LEAs that added staff to address mental health needs, school counselors were hired most frequently.

Figure 4: Percentage of LEAs Adding Mental Health & Wellbeing Staff



² Among 2023 survey respondents, 72% reported they added staff to address student mental health and wellbeing needs.

LEAs hired other professional staff including mental health counselors and crisis interventionists. LEA leaders frequently distinguished between the role and training of school counselors and those of mental health counselors and clinicians. Many students cope with issues that require professionals with deeper expertise in mental health than school counselors often have.

For many LEAs, these additional mental health professionals filled a critical staffing gap. Under the mental health staffing ratios in Georgia’s school funding formula, the Quality Basic Education formula, school counselors, social workers, and psychologists are expected to serve far more students than recommended best practice levels.

Figure 5: School Mental Health Professional per Student Ratios Georgia-Funded

	Georgia-Funded Ratios	Recommended Best Practice Ratios
School counselors	1:450	1:250 ³
Social workers	1:2,475	1:250 ⁴
Psychologists	1:2,475	1:500 ⁵

LEAs also invested in programs and other resources to support student mental health and wellbeing.

- Started/expanded wraparound services: 47%
- Invested in mental health programs/materials: 44%
- Started/expanded school-based health clinics: 22%

When asked to identify their most effective strategy to support student mental health and wellbeing, most said additional staff. Other strategies cited include professional development resources to identify students in need of additional support, and whole child development supports.

3 American School Counselor Association. (nd). School Counselor Roles & Ratios. Retrieved from <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>

4 School Social Work Association of America. (nd). School Social Workers Helping Students Succeed: Recommended School Social Worker to Student Ratios. Retrieved from https://www.sswaa.org/_files/ugd/426a18_4050422b3c41478f9ee0db83d1bc1f75.pdf

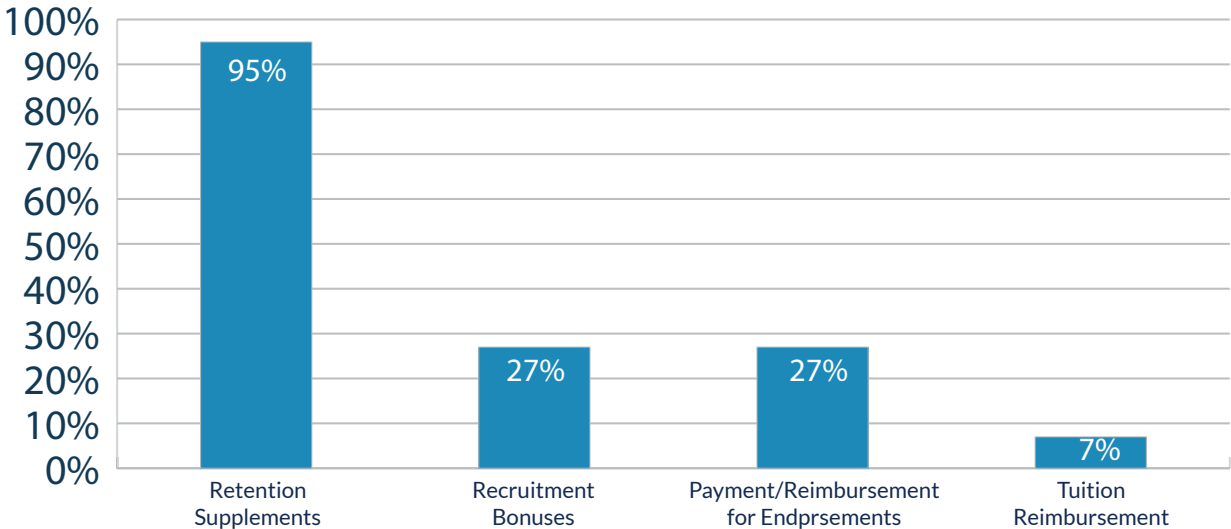
5 National Association of School Psychologists (nd). Federal Public Policy and Legislative Platform. Retrieved from <https://www.nasponline.org/research-and-policy/policy-priorities/nasp-policy-platform>

Half of responding LEAs reported they can sustain their most effective mental health strategies. About 18% concluded they could not, and 32% were unsure.

INVESTMENTS IN THE EDUCATOR WORKFORCE

Most responding LEAs—86%—provided ESSER-funded financial incentives to certified staff at least once between 2020 and 2024. Nearly all LEAs turned to retention supplements to keep educators in the classroom during the pandemic’s strain and uncertainty.

Figure 6: LEAs’ Use of Financial Incentives for Certified Staff



Approximately 82% of LEAs also reported providing financial incentives to non-certified staff at least once during the ESSER grant period.

In 2022 and 2023 interviews, LEA leaders often noted challenges recruiting and retaining teachers and other staff, which affected their strategies to accelerate learning and address mental health needs at times. One LEA planned to add 26 intervention teachers but was only able to hire 16, to cite one example. Leaders returned to this issue in 2024 interviews. Concerns they raised about the educator workforce include:

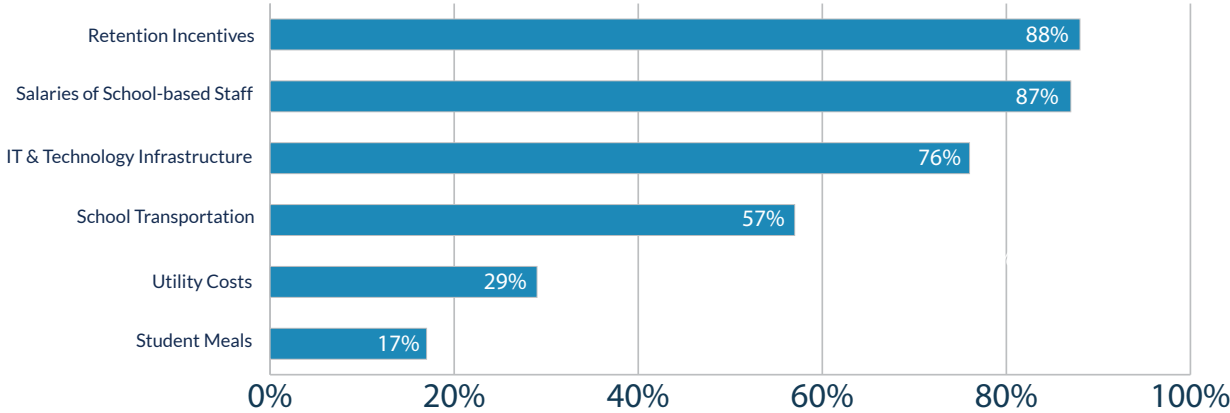
- Insufficient number of new educators entering the profession to replace the increasing proportion of educators reaching retirement age

- Lack of educators with the preparation, experience, or interest to enter leadership roles
- Growing reliance on educators entering the profession through alternative pathways who require more support from LEAs because they lack the comprehensive training typically gained in traditional preparation programs
- Diminishing number of new educators who expect to remain in the profession for their duration of their career

INVESTMENTS IN CORE OPERATIONS & FACILITIES

Nearly all responding LEAs—99%— relied on ESSER funds to continue operating schools safely and provide services to students during at some point between 2020 and 2024. Among these LEAs, the most frequent uses of ESSER funds were:

Figure 7: ESSER Fund Use to Continue School Services



Providing instruction when schools closed in the first few months of the pandemic and operating them safely when they reopened sent LEA costs soaring. When LEAs were able to shift from crisis management to recovery in the 2021-2022 school year, their costs remained high with added expenses of initiatives to accelerate student learning and address mental health needs. The availability of ESSER funds to continue core operations was vital to LEAs.

Two other areas LEAs invested in to continue operating schools were facilities and equipment and substitute teachers. About 76% of responding LEAs used ESSER funds to renovate facilities or purchase equipment and fixtures to improve health and safety

in schools for students and staff. Half of responding LEAs used ESSER funds to cover the cost of another basic operating cost: substitutes. State funding for substitutes has not increased since lawmakers approved the QBE formula in 1985.

INVESTMENT SNAPSHOT: TOP AREAS OF ESSER SPENDING

LEAs ranked additional certified staff as the area in which they spent the largest amount of ESSER funds between the 2019-2020 and 2023-2024 school years.

Figure 8: Top Five Areas of Largest Investment of ESSER Funds

Additional certified staff
IT & technology infrastructure
Recruitment & retention supplements
Continuity of services
Facility renovation & equipment

LEA leaders emphasized that the needs, priorities, and financial circumstances of LEAs differed widely across the state. The per student amount of ESSER funds each received also varied greatly. These differences shaped plans to use ESSER funds.

Inflation was another factor that affected LEAs' use of the funds. Approximately 57% of responding LEAs indicated that inflation impacted how they used ESSER funds, particularly higher costs for facility renovations, equipment, transportation, utilities, and instructional resources. This led some LEAs to scale back initiatives or reduce spending in other areas.

Another issue influencing LEAs' use of ESSER funds in the final year was the soaring cost for health insurance for non-certified staff. About 24% of LEAs reported these higher costs changed how they deployed ESSER funds. Some used the funds to help cover the increase in health insurance, reducing funds available for ESSER-funded programs and positions.

RECOMMENDATIONS FOR STATE POLICYMAKERS

State policymakers can take steps to address the pandemic-related academic and mental health needs students continue to bring to the classroom. The Georgia Partnership outlined these action steps in the Year Two report and updated them to reflect evolving circumstances. These action steps remain urgent, and state leaders should implement them.

- 1. Boost funding for school mental health staff.** The additional mental health staff LEAs hired are critical to address students' non-academic needs and enable them to engage in the learning process. State funding ratios for school counselors, social workers, and psychologists are far higher than recommended best practice levels. The state should fund social workers and psychologists at a ratio of one per 1,000 students in the Fiscal Year 2026 budget. It should further develop a multi-year plan to bring state funding for these positions in line with the recommended ratios.
- 2. Close state funding gaps.** The QBE funding formula does not adjust education funding for inflation, or account for shifting costs of items including technology and instructional materials. State funding levels for substitutes have not been adjusted since 1985. Increasing state funding for these items and adding an inflation factor would enable LEAs to use local funds to maintain or restore effective ESSER-funded positions and practices.
- 3. Add a funding weight to the QBE formula that recognizes the higher cost of teaching students from low-income backgrounds.** Students from low-income backgrounds are more likely to continue experiencing pandemic-related challenges than their peers. Georgia is one of six states that does not provide dedicated funding for students from low-income backgrounds.⁶ A poverty weight would enable LEAs to sustain or restore academic and student support strategies targeting students living in poverty.
- 4. Review and revise school staffing models.** LEAs rely on academic interventionists, instructional coaches, behavioral specialists, mental health clinicians, and other staff members to help students succeed. However, the QBE formula does not provide state funding for these positions. Policymakers should conduct a comprehensive study to determine the additional positions schools require to serve students effectively and revise the QBE formula to include and fund the identified positions.

⁶ Education Commission of the States. (2021, October). 50 state comparison: K-12 and special education funding, funding for students from low-income backgrounds. <https://reports.ecs.org/comparisons/k-12-and-special-education-funding-06>



5. Fund a state research consortium to evaluate LEA and state reform initiatives.

LEAs' have pursued different strategies to improve student learning and wellbeing. To better understand what works, how it works, and what it costs, a research consortium should be established that pairs researchers with practitioners to examine key problems of practice. This would assist local and state education leaders determine the investments likely to have the greatest impact on students and provide the appropriate level of funding for them.

- 6. Develop and fund a comprehensive plan to strengthen the educator pipeline.** An effective and stable educator workforce is essential for student success. A working group of state education agency experts should develop, and lawmakers should fund, the implementation of a comprehensive plan to improve educator recruitment and retention, including teachers, paraprofessionals, and school and district leaders. The plan should include targeted strategies for high-need schools and subject areas including high poverty schools as well as special education, math, and science teachers.

Pursuing these strategies would increase resources LEAs can tap to provide the academic and mental health support many students continue to need. They would also lay a foundation for both state and local leaders to identify, implement, and sustain effective practices.

LEAs have taken steps to maintain ESSER-funded activities where possible. Some have cut spending in other areas, and several won grants to continue operating selected interventions. However, with inflation and rising healthcare costs, LEAs face financial pressures that affect their ability to reallocate resources to cover ESSER-funded activities. Grants are temporary, and their availability is limited.

The Georgia Partnership continues to learn about and from LEAs' efforts to address students' pandemic-related needs through ESSER funding. The Partnership is developing three case studies that take a closer look at how LEAs are addressing student learning needs, student wellbeing, and strengthening the educator workforce. The first, *Rewriting How Reading is Taught*, examines the approach three districts have taken to transforming literacy instruction. The Partnership will continue to share findings with state and local education leaders and other stakeholders across Georgia to inform their decisions.

APPENDIX A - ESSER FUNDING OVERVIEW

Congress passed three pieces of legislation that provide federal pandemic relief funding for states:

- Coronavirus Aid, Relief, and Economic Security or CARES Act, approved March 2020
- Coronavirus Response and Relief Supplemental Appropriation Acts or CRRSA Act, approved December 2020.
- American Rescue Plan Act or ARP Act, approved March 2021.

Most federal relief funds for LEAs flow through the Elementary and Secondary School Emergency Relief or ESSER Fund, which was created by the CARES Act. ESSER I refers to funds allocated under the CARES Act, ESSER II denotes CRRSA funds, and ESSER III refers to ARP funds.

Under each act, state education agencies—the Georgia Department of Education—receive 10% of ESSER funds and 90% goes to LEAs. Each act sets a deadline for state agencies and LEAs to spend the funds. Each round had a one-year automatic carryover period beyond the original deadline. LEAs submit plans outlining their strategies to support students and detailed budgets for each ESSER grant to GaDOE, which review and approves them. GaDOE distributes ESSER funds on a reimbursement basis.

Figure 1: LEA Allocations & Spending to Date⁷

	Spending Deadline (Includes carryover period)	LEA Allocation	Percent Spent as of 10/31/2023
ESSER I/CARES	September 30, 2022	\$ 411,452,867	95.6
ESSER II/CRRSA	September 30, 2023	\$ 1,702,883,356	81.3
ESSER III/ARP	September 30, 2024	\$ 3,827,188,522	62.9
Total		\$ 5,941,524,745	71.12

⁷ Percent spent includes only CARES Act Elementary and Secondary School Emergency Relief Fund Grant-LEA, ESSER II-CRRSA Act-LEA, and ESSER III-ARP-LEA funds. It does not include other ESSER funds LEAs may have received such as LEA bonuses. Data retrieved from Georgia Insights, ESSER Funding Transparency <https://georgiainsights.gadoe.org/Dashboards/Pages/ESSER-Funding-Transparency.aspx>

Following federal guidance, GaDOE calculated each LEA's allocation of ESSER funds based on the proportion of federal Title I, Part A funds each received in Fiscal Year 2020. The Title I, Part A program provides funds to LEAs to meet the additional needs of low-income children. LEAs with larger proportions of low-income students received higher per-student amounts than school systems with smaller percentages of low-income students. Per student allocations ranged from more than \$10,000 for LEAs with the largest proportions of low-income students to less than \$1,000 for those with the smallest percentage.

Figure 2: Distribution of Per FTE Student ESSER Funding

Total ESSER Funding per FTE	No. of Districts
Above \$10,000	7
\$9,000 to \$9,999	5
\$8,000 to \$8,999	7
\$7,000 to \$7,999	10
\$6,000 to \$6,999	19
\$5,000 to \$5,999	20
\$4,000 to \$4,999	26
\$3,000 to \$3,999	32
\$2,000 to \$2,999	33
\$1,000 to \$1,999	16
Less than \$1,000	5

The [Baseline Report](#) provides detailed information about the structure of the ESSER program. LEAs have considerable flexibility to use ESSER funds to address students' pandemic-related needs as well as to maintain instructional and support services schools provide to students.



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