

## Introduction

Over the past nearly year and a half, the coronavirus pandemic has continuously impacted education. In March 2020, 45 states closed their school doors leaving at least 52.6 million students displaced from their traditional in-person learning models due to the coronavirus.<sup>1</sup>

In order to support schools across the country, the federal government, over the course of the pandemic, has provided three relief and stimulus packages to aid K-12 education. Through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), and the American Rescue Plan Act (ARP) the federal government has provided over \$189 billion<sup>2,3</sup> in aid under the Elementary and Secondary School Emergency Relief (ESSER) Fund. Of these educational aid funds, the State of Connecticut has received over \$1.6 billion.

This policy briefing provides an overview of the process state education agencies (SEAs) and local education agencies (LEAs) must follow to access their allocated ESSER funding under each of the federal coronavirus relief and stimulus acts. The first sections of this briefing compare ESSER funding under the three different federal acts, while the remaining sections cover the specific requirements for a SEA and/or LEA to receive ESSER funding. It is important to note that while all three relief and stimulus packages have provided aid to K-12 education under different aid programs, for the purposes of this policy briefing, the focus will be solely on the process to receive funds allotted to K-12 schools under the ESSER Fund.

## Comparison Between ESSER Funds in Federal Relief/Stimulus Packages

Table 1 below provides a detailed description and comparison of the ESSER funds contained in each of three federal relief and stimulus packages.

**Table 1: Comparison of ESSER Funds Across Relief & Stimulus Packages**

	<b>ESSER (CARES Act)<sup>4</sup></b>	<b>ESSER II (CRRSA Act)<sup>5</sup></b>	<b>ESSER III (ARP Act)<sup>6</sup></b>
<b>Authorization for Funds</b>	Section 18003 of Division B of the CARES Act	Section 313 of the CRRSA Act	Section 2001 of the American Rescue Plan (ARP) Act
<b>Fund Allocation Amount</b>	\$13.5 billion <sup>7</sup>	\$54.3 billion <sup>8</sup>	\$122.7 billion <sup>9</sup>
<b>Period Funds are Available</b>	Funds may be used for pre-award costs dating back to March 13, 2020 when the national	Same as the ESSER Fund in the CARES Act. Funds may be used for pre-award costs dating back	Same as the ESSER Fund in the CARES Act. Funds may be used for pre-award costs dating back

	<b>ESSER (CARES Act)<sup>4</sup></b>	<b>ESSER II (CRRSA Act)<sup>5</sup></b>	<b>ESSER III (ARP Act)<sup>6</sup></b>
	<p>emergency was declared.</p> <p>Funds are available for SEAs and subrecipients through September 30, 2022.</p>	<p>to March 13, 2020, when the national emergency was declared.</p> <p>Funds are available for SEAs and subrecipients through September 30, 2023.</p>	<p>to March 13, 2020, when the national emergency was declared.</p> <p>Funds are available for SEAs and subrecipients through September 30, 2024.</p>
<b>SEA Deadline to Award Funds</b>	<p>April-June 2021, depending on a SEA's award date.<sup>A</sup></p>	<p>January 2022</p>	<p>SEAs must allocate ARP ESSER funds to LEAs no later than 60 days after the SEA receives those funds.</p> <p>SEAs must allocate any ARP ESSER funds not allocated to LEAs within one year of the SEA receiving those funds.</p>
<b>Maintenance of Effort</b>	<p>Under the CARES Act, states are required to maintain support for elementary and secondary education for fiscal years 2020 and 2021 at least at the minimum level in which they supported elementary and secondary education over the</p>	<p>Under the CRRSA Act, states are required to maintain support for elementary and secondary education for FY 2022 at least at the minimum level proportional to the state's overall spending for elementary and secondary education over the</p>	<p>Under the ARP Act, states are required to maintain support for elementary and secondary education for FY 2022 at least at the minimum level proportional to the state's overall spending for elementary and secondary education over the average of FYs</p>

<sup>A</sup> SEAs must award the funds within one year of receiving them, which in this case would be April 2021 through June 2021.

U.S. Department of Education, Office of Elementary and Secondary Education. (2021). *Fact Sheet: Elementary and Secondary School Relief Fund II, Coronavirus Response and Relief Supplemental Appropriations Act, 2021*. Washington, DC: Author. Retrieved from [https://oese.ed.gov/files/2021/01/Final\\_ESSERII\\_Factsheet\\_1.5.21.pdf](https://oese.ed.gov/files/2021/01/Final_ESSERII_Factsheet_1.5.21.pdf).

	ESSER (CARES Act) <sup>4</sup>	ESSER II (CRRSA Act) <sup>5</sup>	ESSER III (ARP Act) <sup>6</sup>
	average of FYs 2017, 2018, and 2019. <sup>10</sup>	average of FYs 2017, 2018, and 2019. <sup>11</sup>	2017, 2018, and 2019. <sup>12</sup>
<b>Reporting Funds</b>	SEAs that receive ESSER funds must meet the reporting requirements of Section 15011 <sup>13</sup> of the CARES Act, which is done through the Federal Funding Accountability and Transparency Act (FFATA) <sup>B</sup> reporting and other reporting the secretary of U.S. Department of Education (DOE) may require in an annual report.	SEAs that receive ESSER II funds must meet the CARES Act reporting requirements that apply to ESSER funds under the CARES Act and must submit a report to the secretary of the DOE within six months of receipt of the award. The report must contain a detailed accounting of how ESSER II funds have been used, <sup>C</sup> including how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, specifically low-income students,	SEAs that receive ESSER funds under the ARP must meet reporting requirements set out in the FFATA, and any additional requirements set by the secretary of the DOE. <sup>D</sup>

<sup>B</sup> The Federal Accountability and Transparency Act (FFATA) was signed into law in 2006 and requires information pertaining to federal awards to be open to the public and posted on a single, searchable website.

Grants.gov. (n.d.). Grant Policies: Federal Accountability and Transparency Act (2006). Retrieved from <https://www.grants.gov/learn-grants/grant-policies/ffata-act-2006.html>.

<sup>C</sup> A state may use either actual state expenditure data or data representing the final or allocated CRRSA funds.

U.S. Department of Education. (2021). *Guidance on Maintenance of Effort Requirements and Waivers Requests under the Elementary and Secondary School Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) Fund*. Washington, D.C.: Author. [https://oese.ed.gov/files/2021/04/MOE-Chart\\_with-waiver-FAQs\\_FINAL\\_4.21.21Update.pdf](https://oese.ed.gov/files/2021/04/MOE-Chart_with-waiver-FAQs_FINAL_4.21.21Update.pdf).

<sup>D</sup> There are no known additional requirements set by the secretary of the DOE at this time.

	ESSER (CARES Act) <sup>4</sup>	ESSER II (CRRSA Act) <sup>5</sup>	ESSER III (ARP Act) <sup>6</sup>
		students with disabilities, and English Learners.	
<b>How to Track Fund Spending</b>	ESSER funds must be tracked separately from ESSER II funds.	ESSER II funds must be tracked separately from ESSER Funds.	ARP ESSER funds must be tracked separately from other funds including ESSER and ESSER II funds.

Table 2 below provides a look at the possible uses of ESSER funds across the three relief and stimulus packages. For a more detailed look at how ESSER funds may be used, please consult the relevant tables featured later in this policy briefing.

**Table 2: ESSER Fund Use Comparison Table**

Fund Use	ESSER I (CARES Act) <sup>14</sup>	ESSER II (CRRSA Act) <sup>15</sup>	ESSER III (ARP Act) <sup>16</sup>
Prevent, Prepare, & Respond to COVID-19	X	X	X
Plan & Implement Activities to Address the Unique Needs of Designated Students <sup>E</sup>	X	X	X
Training & Professional Development for LEAs for Responding to COVID-19	X	X	X
Purchase Technology	X	X	X

<sup>E</sup> The designated students outlined under ESSER are: low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. U.S. Department of Education, Office of Elementary and Secondary Education. (2021). *U.S. Department of Education Fact Sheet: American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER)*. Washington, DC: Author. Retrieved from [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf).

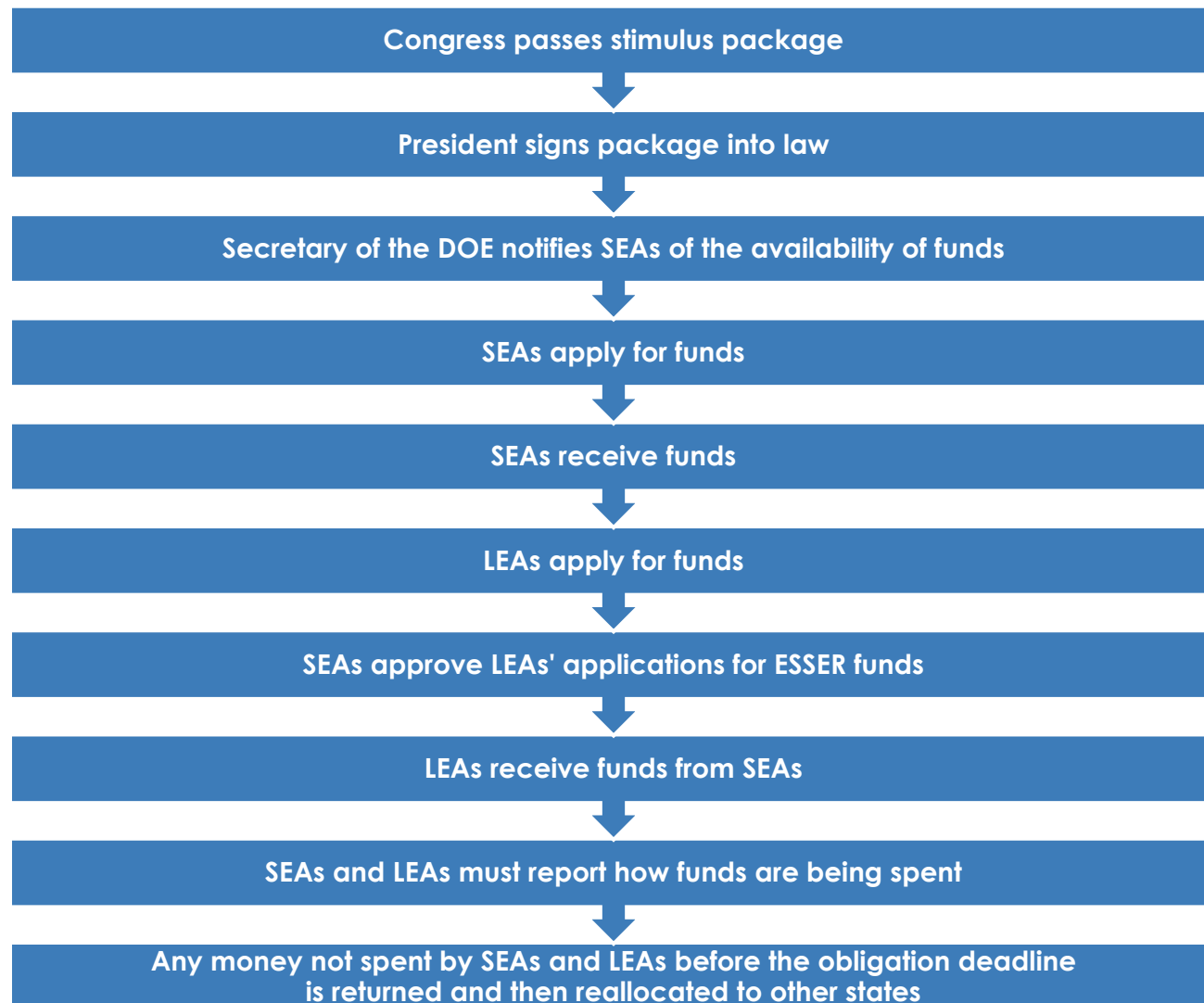
Fund Use	ESSER I (CARES Act) <sup>14</sup>	ESSER II (CRRSA Act) <sup>15</sup>	ESSER III (ARP Act) <sup>16</sup>
Planning & Coordination During Long-Term School Closings	X	X	X
Provide Mental Health Support	X	X	X
Aid in Continuous Employment of Faculty & Staff	X	X	X
Plan & implement Summer and After-School Programming	X	X	X
Reserves 20% of Funds to Address Specific Programming Needs <sup>F</sup>			X

<sup>F</sup> The specific programs the 20 percent of ARP ESSER funds must be set aside for are: summer learning programs, extended day programs, comprehensive after-school programs, extended school year, and programs that ensure the social-emotional needs of students who are homeless or in foster care are being met.

U.S. Department of Education, Office of Elementary and Secondary Education. (2021). *U.S. Department of Education Fact Sheet: American Rescue Plan Act of 2021, Elementary and Secondary School Emergency Relief Fund (ARP ESSER)*. Washington, DC: Author. Retrieved from [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf).

## Processes to Receive ESSER Funds<sup>17,G</sup>

Each stimulus package requires a process in order for SEAs and LEAs to receive education relief funds. However, some steps are the same across all three federal relief and stimulus packages. The general process for receiving ESSER funds is outlined below.



<sup>G</sup> The exact procedure for how funds will be reallocated if states do not spend all of their allocated ESSER aid is not known at this time.

## Coronavirus Aid, Relief, and Economic Security (CARES) Act

The first coronavirus relief and stimulus package was signed into law on March 27, 2020 and provided \$54.3 billion<sup>18</sup> in ESSER funding, of which Connecticut received \$111 million.<sup>19</sup> The process and regulations for Connecticut to receive and spend its allocated CARES Act ESSER funds is detailed below.

**Chart 1: Timeline for CARES Act ESSER Funds<sup>20,21,22,23,24,25</sup>**

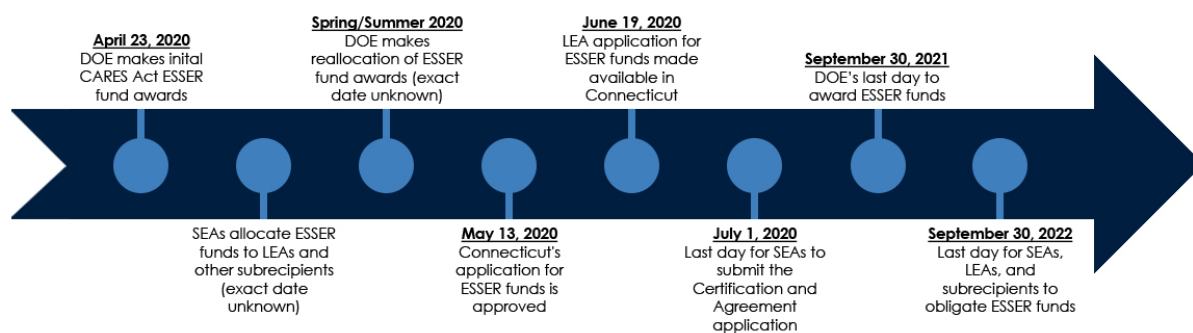


Table 3 below outlines the responsibilities of the different government agencies in order to receive ESSER funds under the CARES Act.

**Table 3: Agency Responsibilities for ESSER Funds Under the CARES Act**

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
<b>Agency Responsibilities</b>	<ul style="list-style-type: none"> <li>Made initial awards to SEAs on April 23, 2020.<sup>26</sup></li> <li>Reallocated awards.<sup>27</sup></li> </ul>	<ul style="list-style-type: none"> <li>Complete and submit a Certification and Agreement application form by July 1, 2020.<sup>28,H</sup></li> <li>Within 60 days of receiving ESSER funds, SEAs must submit a report that includes the following:<sup>29</sup> <ul style="list-style-type: none"> <li>Budget for the SEA's reserve funds being used for administrative costs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Apply for ESSER funding and funds are then allocated based on ESEA Title I funding for FY 2020 through the eGrants Managements System.<sup>32</sup></li> <li>Meet the requirements expressed for receiving federal education funding under the Education Department General Administrative Regulations (EDGAR),<sup>I</sup> which</li> </ul>

<sup>H</sup> Connecticut completed its Certification and Agreement application on May 4, 2020. To view its completed application, please visit <https://oese.ed.gov/files/2020/06/CT-ESSERF-Certification-and-Agreement.pdf>.

<sup>I</sup> For a more detailed account of the EDGAR requirements, please visit <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
		<ul style="list-style-type: none"> <li>○ Internal control and subrecipient monitoring plan to track and ensure funds are being used for their allowable purchases.</li> <li>● Complete quarterly reports to the secretary of the DOE.<sup>30</sup></li> <li>● Award allocated funds to LEAs.</li> <li>● Return any funds not awarded to the DOE.<sup>31</sup></li> </ul>	<p>stipulates those regulations must be adhered to regarding the procurement, record keeping, disposition, etc.</p> <ul style="list-style-type: none"> <li>● Consult with various local stakeholders to ensure that the most at-risk students' needs are being met.<sup>J</sup></li> <li>● Track CARES grant expenditures separately using the same procedures used for other federal funds.<sup>33</sup></li> </ul>

In order to receive ESSER fund allocations, SEAs must submit the following Certification and Agreement<sup>K</sup> form to the DOE:

1. A completed cover sheet that includes the signature of the chief state school officer (CSSO)<sup>L</sup> or an authorized representative (Part A of the Certification and Agreement);
2. Programmatic, fiscal, and reporting assurances (Part B of the Certification and Agreement);
3. Information on the uses of ESSER funds (Part C of the Certification and Agreement); and

<sup>J</sup> At-risk students include students with disabilities, English Learners, foster children, McKinney-Vento eligible students experiencing homelessness, students eligible for free or reduced-priced meals, and Black, Indigenous, and People of Color (BIPOC) students.

Connecticut General Assembly, Appropriations Committee. (2020). *CARES Act, Elementary and Secondary School Emergency Relief (ESSER) Fund: Frequently Asked Questions FAQs*. Hartford, CT: Author. Retrieved from [https://www.cga.ct.gov/app/related/20201231\\_Informational%20Hearings%20re%20Fiscal%20Impact%20of%20COVID-19%20on%20State%20Agency%20Budgets/20200619\\_Informational%20Hearing%20re%20Fiscal%20Impact%20of%20COVID-19%20on%20the%20State%20Dept.%20of%20Education/SDE%20Cares%20Act%20FAQ.pdf](https://www.cga.ct.gov/app/related/20201231_Informational%20Hearings%20re%20Fiscal%20Impact%20of%20COVID-19%20on%20State%20Agency%20Budgets/20200619_Informational%20Hearing%20re%20Fiscal%20Impact%20of%20COVID-19%20on%20the%20State%20Dept.%20of%20Education/SDE%20Cares%20Act%20FAQ.pdf).

<sup>J</sup> American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund, 86 Fed. Reg. 21195 (April 22, 2021).

<sup>K</sup> To view Connecticut's completed Certification and Agreement application, please visit <https://oese.ed.gov/files/2020/06/CT-ESSERF-Certification-and-Agreement.pdf>.

<sup>L</sup> The chief state school officer (CSSO) in Connecticut is the commissioner of the State Department of Education and they act as the administrative officer of the Department. The commissioner also serves as secretary to the Connecticut State Board of Education. Education Commission of the States. (2017, November 1). 50 State Comparison: What are the duties of the chief state school officer? Retrieved from <http://ecs.force.com/mbdata/mbquestNB2?rep=KG1710>.



4. Other assurances and certificates (Part D of the Certification and Agreement).

Table 4 below details the eligible uses of ESSER funds provided under the CARES Act.

**Table 4: Eligible Uses for ESSER Funds Under the CARES Act**

	<b>ESSER I (CARES Act)<sup>34</sup></b>
<b>Use of Funds</b>	<ul style="list-style-type: none"> <li>• Improving coordination to prevent, prepare for, and respond to the coronavirus pandemic;</li> <li>• Providing principals and other school leaders with the resources necessary to address the individual needs of their individual schools;</li> <li>• Activities to address the unique needs of low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;</li> <li>• Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;</li> <li>• Training and professional development for staff on sanitation and minimizing the spread of infectious diseases;</li> <li>• Purchasing supplies to sanitize and clean facilities;</li> <li>• Planning for, and coordinating during, long-term closures, including: how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA, and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements;</li> <li>• Purchasing educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interaction between students and their classroom instructors, particularly for low-income students and students with disabilities (may include assistive technology or adaptive equipment);</li> <li>• Providing mental health services and supports;</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English Learners, migrant students, students experiencing homelessness, and children in foster care;</li> <li>• Other activities necessary to maintain the operation of, and continuity of, services in LEAs; and</li> <li>• Continuing to employ existing staff.<sup>35</sup></li> </ul>

## Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

The second federal coronavirus stimulus package, the CRRSA Act, was signed into law on December 27, 2020 and provided \$13.2 billion<sup>36</sup> in ESSER funds, of which Connecticut received \$492 million.<sup>37</sup> The process and regulations for Connecticut to receive and spend its allocated CRRSA Act ESSER funds is detailed below.

**Chart 2: Timeline for CRRSA Act ESSER II Funds<sup>38,39,40,41,42</sup>**

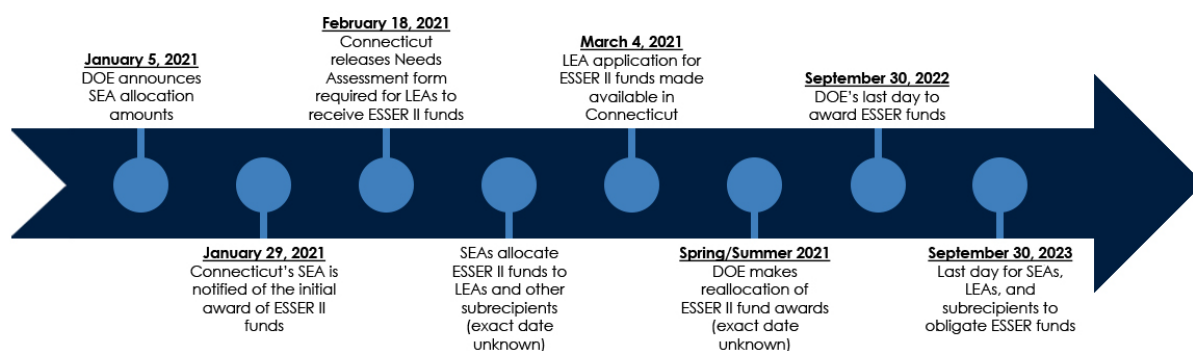


Table 5 below outlines the responsibilities of the different government agencies in order to receive ESSER funds under the CRRSA Act.

**Table 5: Agency Responsibilities for ESSER Funds Under the CRRSA Act**

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
<b>Agency Responsibilities</b>	<ul style="list-style-type: none"> <li>Announced SEA allocation amounts on January 5, 2021.<sup>43</sup></li> <li>Reallocated awards.<sup>44</sup></li> </ul>	<ul style="list-style-type: none"> <li>Allocates ESSER II funds to LEAs and other subrecipients.</li> <li>States return any funds not awarded.<sup>45</sup></li> </ul>	<ul style="list-style-type: none"> <li>Prior to LEAs being able to apply for and receive their ESSER II funds, LEAs must do the following: <ul style="list-style-type: none"> <li>Complete the Needs Assessment form, which is used to detail strategies the LEA is planning to implement;</li> <li>Be able to answer questions based on its Needs Assessment and priorities;</li> <li>Be able to provide further details on each</li> </ul> </li> </ul>

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
			<p>strategy being implemented;</p> <ul style="list-style-type: none"> <li>○ Have a budget that aligns with each of the strategies that have been identified in the Needs Assessment that the LEA will be implementing;<sup>46</sup> and</li> <li>○ Apply through the eGrants Management System to receive ESSER funds.</li> </ul>

Table 6 below details the eligible uses of ESSER funds provided under the CRRSA Act.

**Table 6: Eligible Uses for ESSER Funds Under the CRRSA Act**

	ESSER II (CRRSA Act) <sup>47</sup>
<b>Use of Funds</b>	<ul style="list-style-type: none"> <li>• Improving coordination to prevent, prepare for, and respond to the coronavirus pandemic;</li> <li>• Providing principals and other school leaders with the resources necessary to address the individual needs of their individual schools;</li> <li>• Activities to address the unique needs of low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;</li> <li>• Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;</li> <li>• Training and professional development for staff on sanitation and minimizing the spread of infectious diseases;</li> <li>• Purchasing supplies to sanitize and clean facilities;</li> <li>• Planning for, and coordinating during, long-term closures, including: how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA, and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements;</li> <li>• Purchasing educational technology (including hardware, software, and connectivity) for students that aids in regular and substantive educational interaction between students and their classroom instructors, particularly for low-income students and students with</li> </ul>

ESSER II (CRRSA Act) <sup>47</sup>	
	<p>disabilities (may include assistive technology or adaptive equipment);</p> <ul style="list-style-type: none"> <li>• Providing mental health services and supports;</li> <li>• Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English Learners, migrant students, students experiencing homelessness, and children in foster care;</li> <li>• Other activities necessary to maintain the operation of, and continuity of, services in LEAs; and</li> <li>• Continuing to employ existing staff.<sup>48</sup></li> </ul>

### American Rescue Plan (ARP) Act

The third federal coronavirus relief and stimulus package was signed into law on March 11, 2021 and provided \$122 billion<sup>49</sup> in ESSER funds, of which Connecticut received \$1.1 billion.<sup>50</sup> The process and regulations for Connecticut to receive and spend its allocated ARP ESSER funds is detailed below.

**Chart 3: Timeline for American Rescue Plan Act ESSER Funds<sup>51,52,53,54,55</sup>**

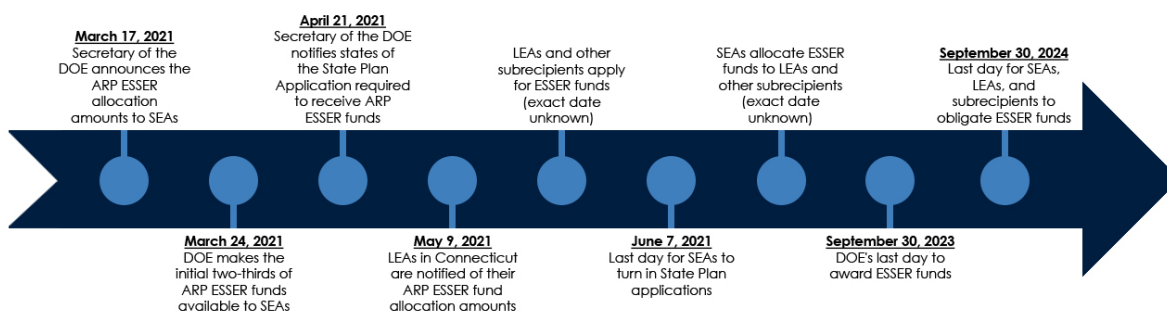


Table 7 below outlines the responsibilities of the different government agencies in order to receive ESSER funds under the ARP Act.

**Table 7: Agency Responsibilities for ESSER Funds Under the ARP Act**

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
Agency Responsibilities	<ul style="list-style-type: none"> <li>• Announced SEA allocation amounts on March 17, 2021.<sup>56</sup></li> <li>• Awarded SEAs initial \$81 billion, two-thirds of ARP ESSER funds on March 24, 2021.<sup>57</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Completed their State Plan application by June 7, 2021.<sup>59</sup></li> <li>• Notified LEAs of their ARP ESSER</li> </ul>	<ul style="list-style-type: none"> <li>• Apply through the eGrants Management System to receive ARP ESSER funds.</li> </ul>

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
	<ul style="list-style-type: none"> <li>• Notified SEAs of State Plan Application on April 21, 2021.<sup>58</sup></li> </ul>	<p>allocation amounts on May 9, 2021.<sup>60</sup></p> <ul style="list-style-type: none"> <li>• Award allocated funds to LEAs.</li> <li>• Required to allocate the funds as follows: <ul style="list-style-type: none"> <li>○ A minimum of 90% of funds to LEAs;</li> <li>○ A minimum of 5% of funds for activities to address academic learning loss;</li> <li>○ A minimum of 1% for implementing evidence-based summer enrichment programs and;</li> <li>○ A minimum of 1% for implementing evidenced-based comprehensive after-school programs<sup>M</sup>;</li> <li>○ SEAs may reserve no more than half of 1% of their state's total ESSER allocation for administrative purposes; and</li> <li>○ Any remaining funds may be used for emergency</li> </ul> </li> </ul>	

<sup>M</sup> The first three allocation reservations require each SEA to use evidenced-based interventions to respond to the academic, social, emotional, and mental health needs of students — especially students disproportionately impacted by the pandemic. American Rescue Plan Act Elementary and Secondary School Emergency Relief Fund, 86 Fed. Reg. 21195 (April 22, 2021).

	U.S. Department of Education (DOE)	State Education Agency (SEA)	Local Education Agency (LEA)
		purposes as determined by the SEA in order to address issues responding to COVID-19. <sup>61</sup>	

On March 24, 2021, states gained access to two-thirds of ESSER funds under the ARP Act. The DOE provided immediate access to the ARP ESSER funds by awarding states a Grant Award Notification (GAN).<sup>62</sup> Any SEA that accepts aid under this GAN is committing to have their CSSO submit an action plan in order to receive the final one-third allocation of funds.<sup>63,N</sup> The requirements to receive ARP ESSER funds were enacted in order to create accountability, transparency, and the effective use of funds by requiring SEAs to engage stakeholders, consultants, and the general public in the development of their plans.<sup>64</sup>

In order to use the initially released funds, each CSSO must assure the following:

1. The SEA will allocate a minimum of 90 percent but not more than 93 percent of ARP ESSER aid to LEAs<sup>o</sup> in the state based on the respective share each LEA receives under Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965.
2. The SEA will allocate ARP ESSER funds to LEAs in a timely manner and, when possible, within 60 days after the SEA receives each portion of the ARP ESSER funds. If a SEA is unable to allocate funds within the allotted 60 days, an explanation must be provided within 30 days of receiving the ARP ESSER funds with a detailed description of specific actions the SEA is taking to provide funds to LEAs in an expedited time.
3. Once a SEA allocates the ARP ESSER funds to LEAs under this GAN, the SEA must notify LEAs of their total ARP ESSER fund allocation amount. This is to ensure time for LEAs to begin making plans for the use of their allocated funds, of which 20 percent must be used to address learning loss.
4. The SEA is to reserve no less than five percent of the total ARP ESSER fund allocation for activities to address learning loss.

The ARP ESSER state plan<sup>P</sup> requires the following:

1. SEAs to describe their state's current status and needs;
2. SEAs must have a plan for how they will safely reopen schools and maintain safe operations;
3. SEAs must have a plan for the use and coordination of ARP ESSER funds;

<sup>N</sup> For the full version of the 25-page action plan, please visit [https://oese.ed.gov/files/2021/04/ARP-ESSER-State-Plan-Template-04-20-2021\\_130PM.pdf](https://oese.ed.gov/files/2021/04/ARP-ESSER-State-Plan-Template-04-20-2021_130PM.pdf).

<sup>o</sup> This includes charter schools that are LEAs.

<sup>P</sup> To see a detailed copy of the state plan template, please visit [https://oese.ed.gov/files/2021/04/ARP-ESSER-State-Plan-Template-04-20-2021\\_130PM.pdf](https://oese.ed.gov/files/2021/04/ARP-ESSER-State-Plan-Template-04-20-2021_130PM.pdf).

4. SEAs must maximize state-level funds to support students;
5. SEAs must support LEAs in planning and meeting the needs of their students;
6. SEAs must support the educator workforce; and
7. SEAs must monitor and measure the progress of the ARP ESSER funds.<sup>65</sup>

Table 8 below details the eligible uses of ESSER funds provided under the ARP Act.

**Table 8: Eligible Uses for ESSER Funds Under the ARP Act**

	ESSER III (ARP Act) <sup>66</sup>
<b>Use of Funds</b>	<p>LEAs that receive aid must use 20 percent of the funds for the following:</p> <ul style="list-style-type: none"> <li>• Summer learning programs;</li> <li>• Extending day programs;</li> <li>• Comprehensive after-school programs;</li> <li>• Extended school year and;</li> <li>• Programs that ensure the social-emotional needs of students who are homeless or students in foster care are being met.<sup>67</sup></li> </ul> <p>The remaining funds may be used for the following:</p> <ul style="list-style-type: none"> <li>• Any activity authorized under the ESEA;</li> <li>• Any activity authorized under the Individuals with Disabilities Act;</li> <li>• Any activity authorized under the Adult Education and Family Literacy Act;</li> <li>• Any activity authorized under the Carl D. Perkins Career and Technical Education Act;</li> <li>• To coordinate and prepare the response effort of LEAs and relevant agencies in order to prevent, prepare, and respond to the coronavirus;</li> <li>• Activities that address the unique needs of low-income students, students with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and students in foster care;</li> <li>• Development and implementation of procedures and systems to improve on the response effort of LEAs;</li> <li>• Supplies to sanitize and clean LEA facilities;</li> <li>• Planning, coordinating, and implementing activities during long-term school closures;<sup>Q</sup></li> <li>• Purchasing educational technology for students in LEAs;</li> <li>• Providing mental health supports;</li> <li>• Planning and the implementation of summer learning programming;</li> <li>• Addressing student learning loss;</li> <li>• School facility repairs and improvements;</li> <li>• Inspecting, testing, maintenance, replacing, and upgrading projects in order to improve the indoor air quality in schools;</li> <li>• Developing strategies and implementation of public health protocols; and</li> <li>• Any other activities that maintain the operations of LEAs.<sup>68</sup></li> </ul>

<sup>Q</sup> Activities include providing meals to eligible students, providing technology for online access, and providing guidance to carry out requirements under the IDEA, American Rescue Plan Act of 2021, Pub. L. No. 117-2.

## Endnotes

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