

Funding Overview:

Elementary and Secondary School Emergency Relief Funds (ESSER) and the ARP ESSER

Grant Name	Elementary and Secondary School Emergency Relief Funds (ESSER) and the ARP ESSER	
URL	<p>https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/</p> <p>https://oese.ed.gov/american-rescue-plan-elementary-and-secondary-school-emergency-relief/</p>	
Funding Source	U.S. Department of Education, Office of Elementary and Secondary Education	
Correlation to Education Associates	<ul style="list-style-type: none"> ❖ Project: Discovery – Career Awareness ❖ Project: Discovery – Career Exploration ❖ Project Discovery – Adapted ❖ Project: Discovery – Job Skills Training ❖ Achieve: Life Skills – Job Prep & Employability Skills ❖ Achieve: Life Skills – Independent Living Skills ❖ Achieve: Life Skills – Self-Confidence & Social Skills ❖ Achieve: Life Skills – Health & Nutrition 	
Points of Alignment	<p>School districts have significant flexibility in how they choose to use the ESSER funds and will be able to use them where they are needed most. These additional ESSER dollars provide an opportunity due to this national emergency. The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) enables States and school districts to help safely reopen and sustain the safe operation of schools and addresses the impact of the coronavirus pandemic on the nation's students.</p>	
Funding Profile	Purpose & Goals	In 2020 and 2021 Congress passed three stimulus bills that provided nearly \$190.5 billion to the Elementary and Secondary Emergency Education Relief (ESSER) Fund. States receive funds based on the same proportion that each state receives under the Elementary and Secondary Education Act (ESEA) Title I, Part A. States must distribute at least 90% of funds to

		<p>local education agencies (LEAs) based on their proportional share of ESEA Title I, Part A funds.</p> <ul style="list-style-type: none"> ▪ The Coronavirus Aid, Relief and Economic Security (CARES) Act, passed on March 27, 2020, provided \$13.5 billion to the ESSER Fund. ▪ The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), passed on Dec. 27, 2020, provided \$54.3 billion in supplemental ESSER funding, known as the ESSER II fund. ▪ The American Rescue Plan Act, passed on March 11, 2021, provided \$122.7 billion in supplemental ESSER funding known as ARP ESSER.
Eligibility		<p>ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019. Although ESSER funds are distributed to LEAs based on Title I, Part A allocations, they are not to be confused with Title I, Part A funds. Therefore, Title I requirements do not apply to ESSER funds, such as allocating funds to only specific schools due to school and student eligibility or complying with supplement not supplant guidelines. ESSER is its own, separate, flexible program intended to help with the COVID-19 response.</p> <p>An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.</p>
Use of Funds		<p><i>Note: The following information includes some acceptable uses for these funds. The items in bold are those that represent close matches to Education Associates.</i></p> <ul style="list-style-type: none"> • Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act, the Individuals with Disabilities Education Act, the Adult

	<p>Education and Family Literacy Act, the Carl D. Perkins Career and Technical Education Act of 2006, or title VII of the McKinney-Vento Homeless Assistance Act.</p> <ul style="list-style-type: none"> • Coordination of preparedness and response efforts of local educational agencies with state, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. • Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. • Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. • Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. • Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. • Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. • 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 IDEA, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements. • Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency
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	<p>that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.</p> <ul style="list-style-type: none"> • Providing mental health services and supports. • Planning and implementing activities related to summer learning and supplemental afterschool 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. • Other activities necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. <p>LEA Use of ARP ESSER Funds</p> <p>Of the total amount allocated to an LEA from the State's ARP ESSER award, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p> <p>Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and</p>
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	<p>implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:</p> <ul style="list-style-type: none"> • coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19; • training and professional development on sanitizing and minimizing the spread of infectious diseases; • purchasing supplies to sanitize and clean the LEA's facilities; • repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards; • improving indoor air quality; • addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth; • developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs; • planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning; • purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities; • providing mental health services and supports, including through the implementation of evidence-based, full-service community schools and the
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		<p>hiring of counselors; planning and implementing activities related to summer learning and supplemental after-school programs;</p> <ul style="list-style-type: none"> • addressing learning loss; and • other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff
Resources to Support Use of Funds		<ul style="list-style-type: none"> • Project: Discovery – Career Awareness https://educationassociates.com/what-we-offer/project-discovery/career-awareness/ • Project: Discovery – Career Exploration: https://educationassociates.com/what-we-offer/project-discovery/career-exploration/ • Project: Discovery – Adapted: https://educationassociates.com/what-we-offer/project-discovery/adapted/ • Project: Discovery – Job Skills Training: https://educationassociates.com/what-we-offer/project-discovery/job-skills-training/ • Achieve: Life Skills – Job Prep & Employability Skills: https://educationassociates.com/what-we-offer/achieve-life-skills/independent-living/ • Achieve: Life Skills – Independent Living Skills: https://educationassociates.com/what-we-offer/achieve-life-skills/independent-living/ • Achieve: Life Skills – Self-Confidence & Social Skills: https://educationassociates.com/what-we-offer/achieve-life-skills/social/ • Achieve: Life Skills – Health & Nutrition: https://educationassociates.com/what-we-offer/achieve-life-skills/healthy-living/ • Adult Job Training: https://educationassociates.com/adult-job-training/ • Financial Literacy: https://educationassociates.com/financial-literacy/
	Conversation Points	<ul style="list-style-type: none"> • How has your school district determined its most important educational needs as a result of COVID-19?

	<ul style="list-style-type: none">• What investments in operational and student/family support are needed to enable delivery of educational services and continued learning when schools open?• Have you considered how your school will address social distancing and order during these times?
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