



ISFIS, Inc.
Iowa School Finance Information Services

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ISFIS Presentation ARP Allowable Uses (AKA ESSER III)

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Think for a second:

- What would you do for students to be successful if money was no object?
- What if you had two-three year's to implement?



Reservations

Of the total amount allocated to a district from Iowa's ESSER III award, the LEA must reserve at least 20% of funds to address learning loss through the implementation of evidence-based interventions (e.g., summer learning or summer enrichment, extended day, comprehensive after-school programs, extended school year programs) 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 (i.e., each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness, children and youth in foster care).

Table 4. Iowa's ESSER III LEA Reservations

Iowa Award	Amount Available to LEAs (90%)	Minimum Reservation of LEA Funds to Address Learning Loss (20%)
Award 1	\$464,709,730	\$92,941,946
Award 2	\$232,354,864	\$46,470,973
Total Iowa Award	\$697,064,594	\$139,412,919

Source: Adapted from U.S. Department of Education's (2021) [ESSER III Methodology for Calculating Allocations](#).

ESSER/CARES/ARP

Allowable Uses of Funds APR and ESSER Fund II, like the original ESSER Fund program, may be used by K-12 schools for a broad set of possible purposes, with substantial local authority and discretion in prioritizing relief spending.

Most flexible articulated uses:

- **Ensuring continuity of learning for all students.**
- **Supporting school leaders with resources to address the needs of their individual schools.**
- **Ensuring preparedness and coordination to improve coordinated responses to prevent, prepare for, and respond to the coronavirus.**
- **Other activities necessary for operational continuity and continuity of services.**

DOCUMENTATION! DOCUMENTATION! DOCUMENTATION!

(helps with ex-post facto auditing and justification with policy-makers)

ESSER II Allowable activities

include but are not limited to:

- Any activity authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), including the:
 - Native Hawaiian Education Act & Alaska Native Educational Equity, Support, and Assistance Act;
 - Individuals with Disabilities Education Act (IDEA);
 - Perkins Act;
 - Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act; and/or
 - Adult Education and Family Literacy Act.
- Supporting equitable access to core instruction for students with disabilities.
- Providing activities that address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and youth in foster care.
- Supporting school leaders with resources to address the needs of their individual schools.
- Ensuring preparedness and coordination to improve coordinated responses to prevent, prepare for, and respond to the coronavirus.

ESSER II Allowable activities include but are not limited to:

- **Ensuring continuity of learning for all students.**
- Purchasing cleaning supplies. Training and PD for LEA staff on sanitization and minimizing spread of infectious diseases.
- Purchasing education technology, including hardware, software, and connectivity “that aids in regular and substantive educational interaction between students and their classroom instructors.”
- **Supporting the mental health services and supports** including through the implementation of evidence-based full-service community schools.
- Summer learning programs.
- Planning for long-term closures.
- **Addressing learning loss among students**, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by—
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - Tracking student attendance and improving student engagement in distance education.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. (ARP Language is a little different here)
- **School facility repairs and improvements** to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- **Other activities necessary for operational continuity and continuity of services.**

Where to Start

- Health/safety: All PPE, sanitizing, technology, virtual curriculum, signage, costs that supported social distancing and prevented spread of the virus (substitutes due to absent teachers, FMLA costs, etc.), HVAC and ventilation, windows that can open, cleaning equipment)
- Fiscal Issues: 1) Programs that lost revenue due to COVID, especially those that you want to build back or continue for next year. 2) PK Staff for next fall if you had PK enrollment loss this year due to COVID (if HF 532 PK is not sufficient to cover those costs, but there's no reason with both of these funds to delay starting another section of PK. Compare PK to first grade enrollment to see if the population is being served.)
- Mental Health supports – is now the time to add a MH counselor to school staff? Create a therapeutic classroom (Grants due April 30)?
- Another Kindergarten section in Fall 2021 (will need to be sustained/move with students?)
- Credit Recovery staff, programs, additional tracking and connections through the end of the year – who's not on track to get the credit needed for this year? Summer school for High School – what do they need to be back on track for graduation AND postsecondary readiness?
- Close the gap and deliver missed learning (What supports do educators need to accomplish this one? Formative and Interim Assessments? Technology writing tools to minimize staff time for feedback? Evaluation tracking system that helps to monitor implementation and align PD to district goals?)
- Teacher Training – build on success of virtual learning to improve student engagement. Extra help on assessment and elevating content knowledge.

Resources from State DE

CRRSA Act for PK-12 Schools (Coronavirus Response and Relief Supplemental Appropriations Act)

- [ESSER II Guidance: Use of Funds and Expenditures](#) (3-8-21) - Provides districts with examples of allowable uses of ESSER II funds. While the focus of this document is on ESSER II, most requirements also apply to ESSER I.
- [CARES/CRRSA Funding](#) (1-19-21)- Provides a summary of all funds districts received, and nonpublic schools received in equitable services, during COVID-19.
- [CRRSA Act Guidance: ESSER II](#) (1-11-21) - Provides a preliminary summary of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act's ESSER Fund II and the requirements for districts to receive this supplemental funding.
- [CRRSA Act: ESSER Fund II Allocations](#) - Provides districts with the amounts they can expect to receive in supplemental ESSER II relief. Please note that nonpublic schools are not eligible for services under this program but, instead, are eligible under the Governor's Emergency Education Relief (GEER) Fund II.

ARP Act for PK-12 Schools (American Rescue Plan)

- [ESSER III Guidance](#) (4-12-21) - Provides a preliminary summary of the ESSER III provision of the American Rescue Plan (ARP) Act.
- [ESSER III Allocations](#) (4-12-21)

Resources from Federal DOE

In addition to Iowa DE Guidance, here are resource links from the federal DOE which accompanied the press release and letter to the states:

On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It is an unprecedented \$1.9 trillion package of assistance measures, including \$122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.

- [Letter to Chief State School Officers](#) (03.17.2021)
- [ARP ESSER Methodology and Allocation Table](#) (03.17.2021)
- [Letter to Chief State School Officers Announcing Grant Award](#) (03.24.2021)
- [ARP ESSER Grant Award Allocation](#) (03.24.2021)
- [ARP ESSER Grant Award Assurances](#) (03.24.2021)
- [ARP ESSER Fact Sheet](#) (03.17.2021)
- [Education Stabilization Fund ESSER Web Page](#)

And the Text of the Federal Legislation: it's a beast - 242 pages but searchable with your control "f" key on PC:
<https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>



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