

ARP ESSER Allowable Uses of Funds

– Dr. Paula Love, President, RFPMatch.com

An LEA must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The remaining ARP ESSER funds may be used for the same allowable purposes as ESSER and ESSER II, including hiring new staff and avoiding layoffs.

Note: LEAs are to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may also use ESSER Fund (CARES Act) ESSER II Fund (CRRSA Act) ARP ESSER (ARP Act) for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

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). As noted above, ARP ESSER funds may be used to develop strategies and 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:

- 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 hiring of counselors;
- Planning and implementing activities related to summer learning and supplemental after-school programs;
- 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