



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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# American Rescue Plan (ARP) Act, 2021 Emergency and Secondary School Emergency Relief (ESSER) Fund

*Reimagining Schools to  
Transform Students' Lives*

May 10, 2021



@CTDepartmentOfEducation



@EducateCT

# Presentation Outline

- Federal Education Stabilization Funding
- Overview: ARP ESSER
- State-Level Priorities Revisited
- ARP ESSER Timeline: Important LEA Requirements
- Spark Innovation



# Federal Education Stabilization Funding

|                  |                      |                  |
|------------------|----------------------|------------------|
| ESSER I          | \$111 million        | Survive          |
| ESSER II         | \$492 million        | Thrive           |
| <b>ARP ESSER</b> | <b>\$1.1 billion</b> | <b>Transform</b> |



# Overview: ARP ESSER

- ❖ No less than 90% of the funds must be allocated to local education agencies (LEAs) - \$995 million
- ❖ LEAs must reserve at least 20% of their allocation to address learning loss through the implementation of evidence-based interventions and ensure those interventions:
  - Respond to students' social, emotional, and academic needs
  - Address disproportionate impact on under-represented subgroups



# Overview: ARP ESSER Continued...

- ❖ CSDE may reserve up to 10% of the funds for state-level activities, including the following set aside requirements:
  - 5% of Total ARP ESSER allocation reserved for addressing learning loss - \$55 million;
  - 1% of total ARP ESSER allocation reserved for evidence-based summer enrichment programs - \$11 million;
  - 1% of total ARP ESSER allocation reserved for evidence-based afterschool programs - \$11 million
- ❖ LEA allocation is based on respective shares of Title I, Part A funds received under the Elementary and Secondary Education Act of 1965 for federal fiscal year 2020



# Commitment to Equity

It is our collective responsibility to fulfill the established priorities through an **equity-focused lens.**

Access must be focused on our preK-12 populations most disproportionately impacted by COVID-19.



A photograph of two young students in a classroom. The student on the left is a boy with short blonde hair, wearing a green face mask and a teal polo shirt. The student on the right is a girl with dark curly hair, wearing a pink face mask and a white sleeveless top. They are both leaning over their desks and shaking hands. The background shows a classroom wall with various posters, including one that says "EARTH CHANGE" and another with "MATA".

# STATE-LEVEL PRIORITIES REVISITED

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# State-Level Priorities Revisited

Learning  
Acceleration,  
Academic Renewal,  
and Student  
Enrichment

Family and  
Community  
Connections

Social, Emotional,  
and Mental Health  
of the Students and  
of the School Staff

Strategic Use of  
Technology, Staff  
Development, and  
the Digital Divide

Building Safe and Healthy Schools



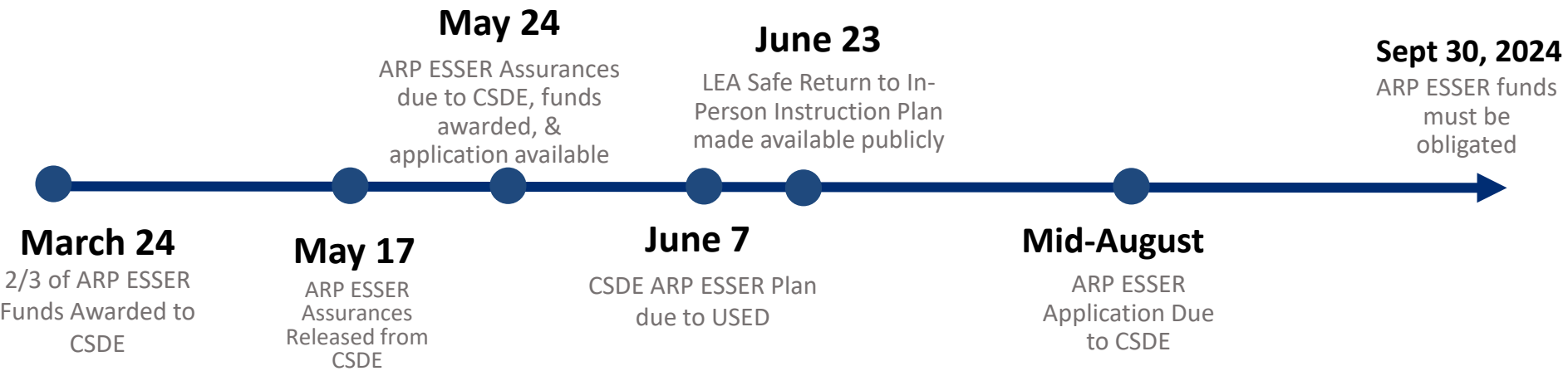


# ARP ESSER Timeline

## *Important LEA Requirements*



# ARP ESSER TIMELINE



# ARP ESSER Assurances

- On May 17, CSDE will release ARP ESSER Assurances to LEAs in eGMS
- Superintendents must certify assurances by Monday, May 24
- Assurances similar to ESSER II, with the following additions:
  - Commit to making LEA Safe Return to In-Person Instruction and Continuity of Services Plan publicly available
  - Commit to meaningful stakeholder consultation in development of LEA plan
  - Commit to meeting Maintenance of Equity\* requirement

*\*Please Note: CSDE still awaiting guidance on new Maintenance of Equity requirement.*



# ARP ESSER Funds Awarded and Application Available

- On May 24, CSDE will award 2/3 of district ARP ESSER allocation to LEAs that have certified ARP ESSER Assurances in eGMS
  - LEAs may begin to obligate these funds for the activities that will be included in their ARP ESSER application
- On May 24, CSDE will release ARP ESSER application
  - ARP ESSER application will supplement and expand on ESSER II application
  - Districts will have 90 days to complete the application
  - CSDE will approve applications as they are submitted



# Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs receiving funds must, within 30 days of receiving funds (June 23), make publicly available on its website a plan for the safe return to in-person instruction and continuity of services.

Federal mandate requires:

- **Must be made publicly available online.** It is also required that these plans be in an understandable and uniform format
- **LEA shall seek public comment** prior to publishing and take such comments into account in the development of the plan
- If an LEA developed a plan before ARP was enacted that does not address the outlined requirements but otherwise complied with the requirements for public posting and comments, the LEA must revise its plan **no later than six months after it last reviewed its plan.**
- **Plan must be updated at least every six months** through September 30, 2023



# LEA ARP ESSER Plan

- LEAs are required to develop a plan for the use of ARP ESSER funds and submit that plan to the state.
- At a minimum, the plan must include:
  - How funds will be used to implement prevention and mitigation strategies consistent with CDC guidelines
  - How LEA will utilize 20% reserve for learning loss. LEAs will need to demonstrate how they measure and address the academic impact of lost instructional time utilizing evidence-based activities including:
    - Summer learning and enrichment
    - Extended school days
    - Comprehensive afterschool programs
    - Extended school year



# LEA ARP ESSER Plan Continued...

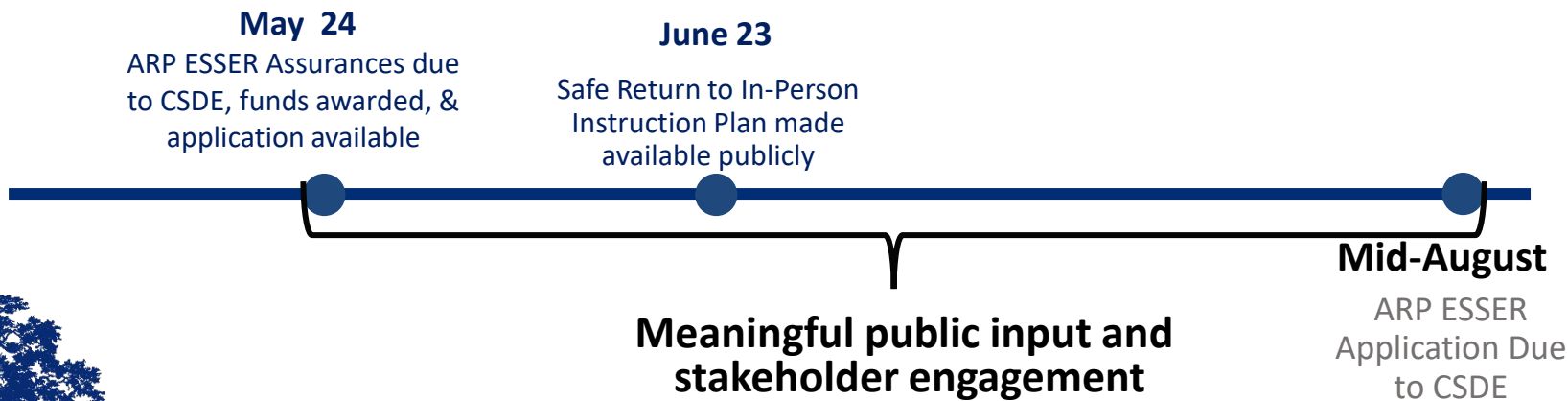
- At a minimum, the plan must include: *(continued)*
  - How the LEA will spend the remaining funds in accordance with section 2001(e )(2) of the American Relief Plan Act of 2021
  - How the LEA will address the academic, social, emotional and mental health needs of all students, in particular disadvantaged populations, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students
- LEAs must demonstrate that they had meaningful stakeholder engagement and input into their plan
- The LEA ARP ESSER Plan may be consolidated with the Safe Return to In-Person Instruction and Continuity of Services Plan
  - These plans will inform how the LEA completes their ARP ESSER application



# Required Meaningful Consultation

***LEAs must engage in meaningful consultation with stakeholders when creating their ARP ESSER plan.***

- The description must include how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account
- LEAs should consult Connecticut's Framework for Family Engagement, their local RESC, SERC, and the CCSSO's handbook for assistance





# SPARK INNOVATION

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# Spark Innovation

|   |   | at least 20% set aside  |                                |                                    |   |                                 |
|---|---|---|--------------------------------|------------------------------------|---|---------------------------------|
| Initiatives/Resources                   |   | Learning Acceleration, Academic Renewal, & Student Enrichment | Family & Community Connections | Social, Emotional, & Mental Health | Strategic Use of Technology & Staff Development | Building Safe & Healthy Schools |
| Connecticut-Based Initiatives/Resources | <p><b>CT Learning Hub:</b> This resource supports statewide access to high-quality, high-impact resources from CSDE and external partners to support academic, social, and emotional, multilingual access. The Hub provides eight sub hubs to meet the needs of educators, parents, students, and communities, including on-demand professional development resources supporting each statewide priority.</p>   | X   | X                              | X                                  | X   |                                 |
|   | <p><b>TeachRock:</b> With the <a href="#">support of CSDE and Governor Lamont</a>, LEAs can apply to utilize TeachRock as a creative way to engage students and help them achieve success in their studies. This integrated model arts curricula weaves music history through core subjects such as English language arts and social studies. Partner LEAs will take part in focused professional learning on designing engaging instruction and on the implementation of TeachRock curricula materials, which will all be available in an online library.</p>  | X   |                                | X                                  | X   |                                 |
|   | <p><b>Social-Emotional Learning (SEL) Assessment with DESSA:</b> The CSDE has contracted with Aperture Education to provide the DESSA SEL assessment system, access to the online portal, training, and on-going support at no cost to school districts. Aperture has a <a href="#">specific information page for Connecticut districts</a>.</p>  |   |                                | X                                  | X   |                                 |
|   | <p><b>Advancing Wellness and Resilience Education:</b> Taking inspiration from <a href="#">Project AWARE</a> which is currently being implemented in three public schools across Connecticut: Middletown, Naugatuck, and Windham, LEAs should explore partnerships and collaboration between state and local systems to promote the healthy development of school-age youth and prevent youth violence. AWARE sets out to increase awareness of mental health issues of school-age youth, train educators and other youth-serving adults to detect and respond to mental health issues, and connect youth and families to appropriate services.</p> |   | X                              | X                                  |   |                                 |

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

# Q&A



***Thank you! Be safe and be well!***

