



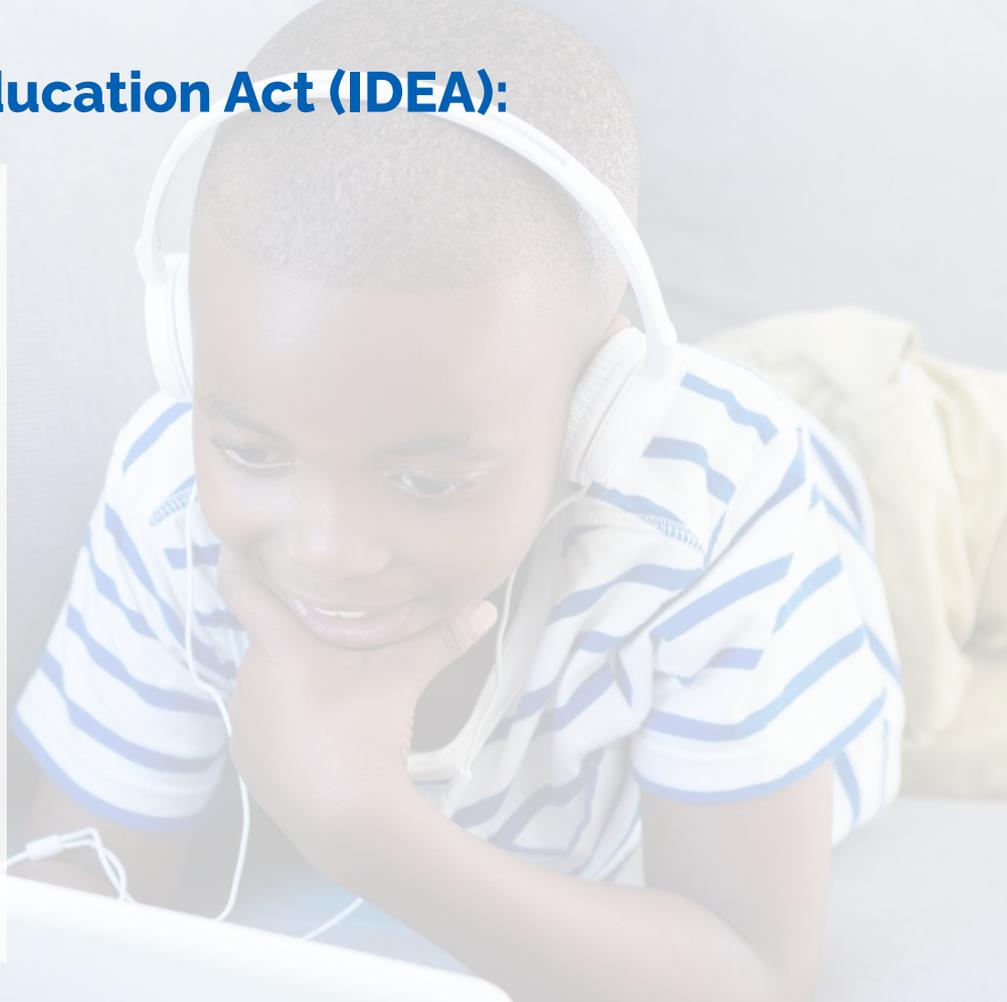
+ American Rescue Plan

Total COVID-19 Relief Funding

Federal Investment in Public K-12 Education	\$ Amount
CARES Act	\$13.2 billion
Coronavirus Response and Relief Supplemental Appropriations	\$54.3 billion
ARPA: E-Rate	\$7.2 billion
ARPA: K-12 Education	\$125.4 billion
Total Federal Funding	\$200.1 billion

Individuals With Disabilities Education Act (IDEA):

- Supports the education of eligible infants, toddlers, children, and youth with disabilities.
- Governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2018-19) eligible infants, toddlers, children, and youth with disabilities.
- Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.



IDEA Purpose

TO ENSURE

- a. all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- b. the rights of children with disabilities and parents of such children are protected;
- c. educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services;
- d. and assess the effectiveness of, efforts to educate children with disabilities.

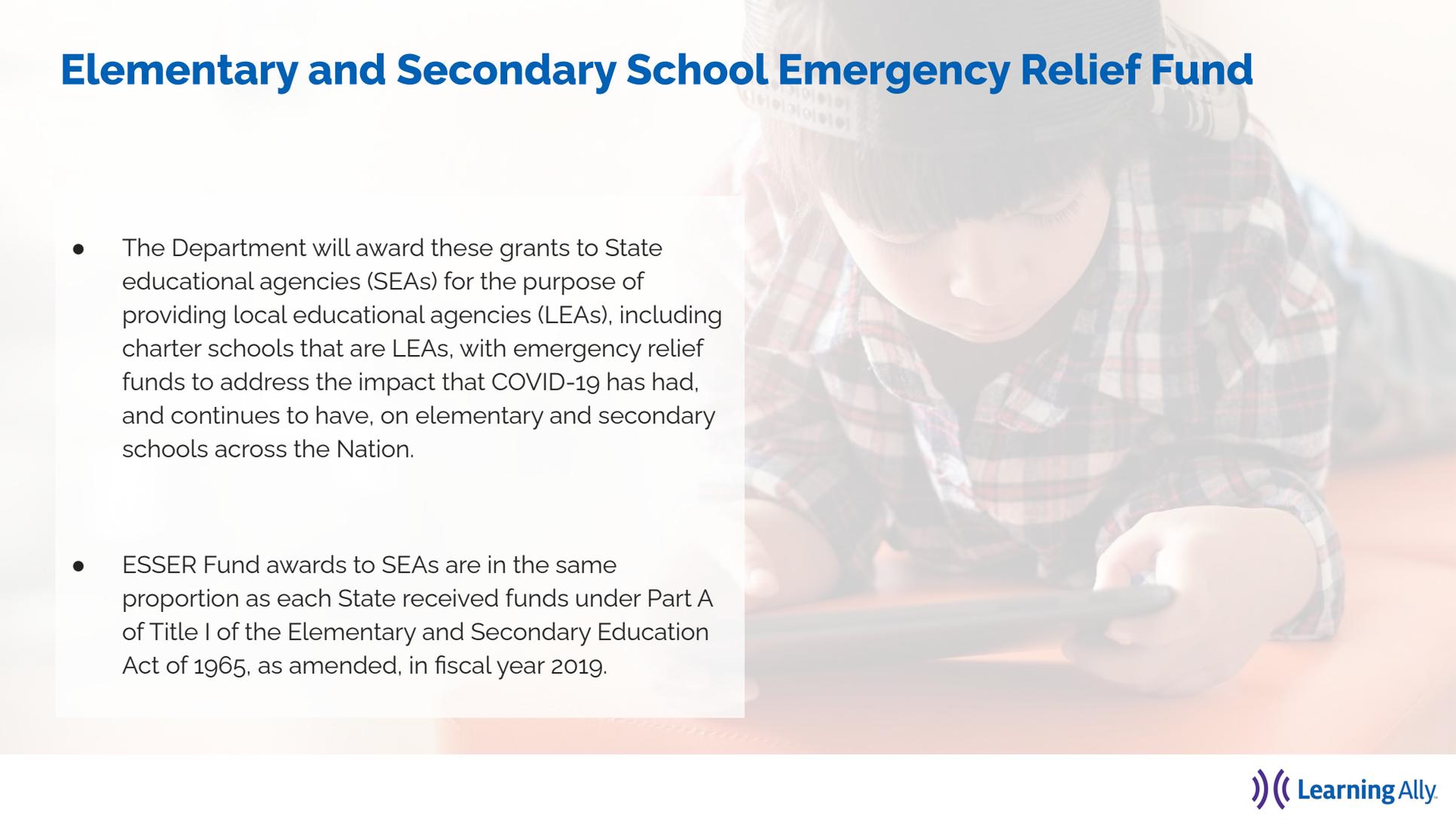
TO ASSIST

- e. States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- f. States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families.

ARP Funding of IDEA

1. **\$2,580,000,000** for grants to **States** under part B of the Individuals with Disabilities Education Act;
2. **\$200,000,000** for **preschool grants** under section 619 of the Individuals with Disabilities Education Act; and
3. **\$250,000,000** for programs for **infants and toddlers** with disabilities under part C of the Individuals with Disabilities Education Act.

Elementary and Secondary School Emergency Relief Fund

A young child with dark hair, wearing a plaid shirt, is looking down at a tablet device. The child is positioned on the right side of the frame, with their hands holding the tablet. The background is a soft, out-of-focus light color.

- The Department will award these grants to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.
- 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.

ESSER III Funding Guidelines: \$122.8 billion

- **\$800 million** must be used by states to provide educational and wraparound services to students experiencing homelessness.
- **Lost Learning Time (\$6.1 billion):**
 - States must use at least 5% of their ESSER funding “to address learning loss by supporting the implementation of evidence-based interventions, such as summer learning, extended day, comprehensive afterschool programs, or extended school year programs, and ensure such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on [students of color, students from families experiencing low-incomes, students with disabilities, English language learners, migrant students, students experiencing homelessness, and students in foster care].”
- **After-School Programs (\$1.2 billion):**
 - A minimum of 1% of state funding must be used for after-school programs that address students’ academic, social, and emotional needs.
- **Summer Enrichment Programs (\$1.2 billion):**
 - At least 1% of funding must be used by states to provide students with evidence-based summer learning programs.

ESSER III Guidelines Cont.

- **Local Education Agencies (LEAs) (\$109.8 billion):**
 - Ninety percent of funding will be distributed to districts based on their relative share of Title I, Part A funding.
 - LEAs will be required to use at least 20% of the funds they receive (\$22 billion) to address lost learning time for students.
 - They will have the freedom to spend the remaining 80% (\$87.8 billion) of funding based on local needs and priorities
- **Administration Costs (\$610 million):**
 - States can spend up to 0.5% of their funding on the costs of administering this program.
- **Remaining State Funds (\$3 billion):**
 - States will be allowed to use these funds on any of the allowable uses in the act.

Overview of Funding

Breakdown of K-12 Funding to States

Minimum Grants to LEAs	\$109,777,320,000
Minimum Learning Recovery Grants	\$6,098,740,000
Summer Enrichment	\$1,219,748,000
After-School Programs	\$1,219,748,000
Administrative Costs	\$609,874,000
Remaining Funds	\$3,049,370,000
Homeless Students	\$800,000,000
Special Education State Grants	\$2,580,000,000
Private Schools	\$2,750,000,000

ARP Requirements

Provision for the Maintenance of Effort and Equity

The act contains several provisions that help ensure that federal funds are used in addition to—and not in place of—state and local education funding. For both the 2021–22 and 2022–23 school years, states and districts must follow the following guidelines:

- **Effort:** States must continue to fund public elementary and secondary education and higher education at least at the proportional levels as the average annual funding over fiscal years 2017, 2018, and 2019. For example, if a state spent on average 26% of its total budget on k–12 and higher education between 2017 and 2019, then it must provide that same percentage of support in both 2022 and 2023.
- **Equity—State:** In the 2021–22 and 2022–23 school years, high-need school districts are protected from states' spending reductions in two ways. First, state per-pupil funding for the neediest half of districts cannot be reduced by an amount that exceeds the overall decrease in state funds. Second, per-pupil state funding for the 20% of districts with the highest percentage of economically disadvantaged students may not be reduced below pre-pandemic levels (FY 2019).
- **Equity—LEAs:** LEAs shall not decrease either per-pupil funding (from state and local sources) or staffing levels for their high-poverty schools by an amount that exceeds districtwide reductions. The bill defines “high-poverty schools” as the 25% of schools serving the highest percentage of economically disadvantaged students in the LEA.

Funding Uses

States and districts can use these funds to make high-leverage investments to:

1. Accelerate student learning through extended school year, summer enrichment, or high-quality, evidenced-based tutoring programs;
2. Provide students and staff with safe school reopenings that align with public health guidance;
3. Upgrade school facilities for healthy learning environments;
4. Invest in wraparound supports, including through the use of community schools; and
5. Stabilize and diversify the educator workforce and rebuild the educator pipeline.

H.R. 1391 Timeline

In addition to amounts otherwise available through the Education Stabilization Fund, there is appropriated to the Department of Education for fiscal year 2021, out of any money in the Treasury not otherwise appropriated, \$122,774,800,000, to remain available through **September 30, 2023**, to carry out this section.

Each State shall make allocations under paragraph (1) to local educational agencies in an expedited and timely manner and, to the extent practicable, not later than **60 days after the receipt of such funds**.

A local educational agency receiving funds under this section shall develop and make publicly available on the local educational agency's website, not later than **30 days after receiving the allocation of funds** described in paragraph (d)(1), a plan for the safe return to in-person instruction and continuity of services.



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