

Federal K–12 Funding Updates

CARES (ESSER I)

CRRSA (ESSER II)

ARP (ESSER III)

ECF (Emergency Connectivity Fund)

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ESSER Funding

ESSER I

Coronavirus Aid, Relief, and Economic Security (CARES) (December, 2020)

ESSER II

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) (January 2021)

ESSER III

American Rescue Plan (ARP) (March 2021)

This funding is intended to help states and school districts safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools. *(See page 10 to compare ESSER I, ESSER II, and ESSER III funds.)*

\$81 billion ESSER III funds available now.

Amount for K-12

- ESSER I \$13.2 billion allocated in funding for K-12.
- ESSER II \$54.3 billion allocated in funding for K-12, plus \$2.7 billion for private and charter schools.
- ESSER III \$122 billion allocated for K-12. *(See page 7)*
- \$7.1 billion in ECF to address digital equity.

School Challenges

- Districts are struggling with learning loss and creating high impact remote learning environments.
- Many districts are still struggling with how to bring students back to campus safely and responsibly.
- Districts have little time to plan for how to manage, secure, and charge devices when students return full time to campus.
- Many districts are still dealing with the challenge of digital equity and connectivity for all students and families

\$7.1 billion in E-Rate to address digital equity.

Allowable Uses

- 15 allowable uses in ESSER II. *(See Allowable Activities Chart on page 4 to compare all three ESSERs.)*
- There are changes in allowable uses for ESSER III.
- 16 allowable uses in ESSER III.
- Similar to Round I of CARES funding: Local Education Agencies (LEAs) may use funds to cover COVID-related expenses.
- Supporting provisions found in major education laws, including the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA). Title IV-A of ESSA and Part D of IDEA.
- Emergency Connectivity Fund (ECF)-eligible equipment includes Wi-Fi hotspots, modems, routers, devices that combine routers and modems, as well as connected devices, such as laptops, tablets, or similar end-user devices capable of connecting to advanced telecommunications and information services.

Disbursement of Funds

- ESSER II and ESSER III funding will flow to the local education agencies, similar to how the ESSER I dollars were distributed.
- Each State Department of Education will lay out their own priorities, application process, and time frames for schools to apply for these funds.
- \$81 billion of the total \$122 billion was made available to states on March 24, 2021 for ESSER III.
 - The legislation requires states to distribute those funds to districts within 60 days of the state receiving.
 - The remaining \$41 billion in ESSER III funding will be available once states submit plans that detail how they will use the funds to “safely reopen schools and meet the needs of students.”
- ECF will fall under the USAC E-Rate program.

Please Note: It is recommended you check the State Department of Education on a weekly basis for updates to ESSER funding.

Our experienced consultants have helped guide customers through strategic implementations, while uncovering additional areas for support.

Emergency Connectivity Fund

The EFC is a \$7.1 billion program that will support remote learning for schools and libraries. The Fund provides support for schools and libraries to purchase eligible equipment, advanced telecommunications, and information services for use by students, school staff, and library patrons at locations other than a school or library.

For more information visit our [E-Rate](#) page. 

Timing

- Some funds may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.
- ESSER I must be obligated by Sept. 30, 2022.
- ESSER II must be obligated by Sept. 30, 2023.
- ESSER III funds will remain available until Sept. 30, 2023.
- ECF funds will remain available until Sept. 30, 2030.

Commitment to the K-12 Community

Connection has a dedicated EDU team of former educators and leaders with over 40 years of combined experience supporting the K-12 community. As a trusted partner, Connection continues to guide customers through strategic implementations, while uncovering additional areas for support during the most challenging times in K-12. We believe that our solutions have the power to transform education and provide the tools necessary for every student to have equal opportunities for success.

How Connection Can Support You

We will work with you to provide personalized solutions to address your needs now and in the future. Connection can leverage buying power and partnerships to provide a robust solution portfolio that includes IT expenses, and so much more. Additional product categories we offer, include:

- Remote Learning Hardware
- Security Cameras
- Temperature Reading Stations
- Charging Carts
- Software
- Hybrid Learning
- Hot Spots
- UV-C Sanitization
- E-Rate
- Data Security

A Trusted Partner

As a leading National Technology Solutions Provider, we've been trusted for more than 35 years to connect people with technology that enhances growth, elevates productivity, and empowers innovation. Connection® Public Sector Solutions stands ready to deliver, install, and maintain technology nationwide by leveraging our internal professional services expertise and top-tier vendor partnerships.

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[Office of Elementary & Secondary Education Information \(ESSER I and ESSER II\)](#)



[American Rescue Plan Elementary and Secondary School Emergency Relief \(ESSER III\)](#)



[Emergency Education Relief Programs FAQ](#)



Allowable Activities for ESSER, ESSER II, and ARP ESSER		
ESSER (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and McKinney-Vento.	Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and McKinney-Vento.	Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, and Adult Education and Family Literacy Act.
Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.	Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.	Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus.
Providing resources for principals and others school leaders to address school-specific needs.	Providing resources for principals and others school leaders to address school-specific needs.	Not included in ARP Act.
Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population.	Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population.	Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, 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 LEAs.	Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.	Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.	Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean facilities operated by an LEA.	Purchasing supplies to sanitize and clean facilities operated by an LEA.	Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between Purchasing supplies to sanitize and clean facilities operated by an LEA.
Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements.	Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements.	Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements.

Continued next page ►

ESSER (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment.	Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment.	Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment.
Providing mental health services and supports.	Providing mental health services and supports.	Providing mental health services and supports.
Planning and implementing summer learning and supplemental afterschool program activities, 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.	Planning and implementing summer learning and supplemental afterschool program activities, 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.	Planning and implementing summer learning and supplemental afterschool program activities, 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 LEAs and continuing to employ existing staff.	Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.	Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff.
	<p>Addressing learning loss among all students in all subgroups, including by:</p> <ul style="list-style-type: none"> • Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction. • Implementing evidence-based activities to meet the comprehensive needs of students. • Providing information and assistance to parents and families on ways to support students. • Tracking student performance and engagement in distance learning environments. 	<p>Addressing learning loss among all students in all subgroups, including by:</p> <ul style="list-style-type: none"> • Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction. • Implementing evidence-based activities to meet the comprehensive needs of students. • Providing information and assistance to parents and families on ways to support students. • Tracking student performance and engagement in distance learning environments.
	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs.
	Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
		Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff.

Elementary and Secondary School Emergency Relief Fund (ESSER II)

Authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021

Methodology for Calculating Allocations

Section 311(b) of the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Act, 2021 requires the U.S. Department of Education (Department), after reserving 1 percent of the \$81.88 billion appropriated for the Education Stabilization Fund for the Outlying Areas (1/2 of 1 percent) and the Bureau of Indian Education at the Department of the Interior (1/2 of 1 percent), to reserve 67 percent of remaining funds, or \$54,311,004,000, for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund) authorized under section 313 of the CRRSA Act.

Section 313(b) of the CRRSA Act requires the Department to allocate the ESSER II Fund based on the proportion that each State received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in the most recent fiscal year. However, section 1122(c)(3) of the ESEA prohibits the Department from considering the Title I, Part A hold harmless provisions in ESEA section 1122 in calculating State or local allocations for any other program administered by the Secretary, including the ESSER II Fund. Therefore, to determine the ESSER II Fund allocations, the Department used the fiscal year 2020 State shares of Title I, Part A allocations without the application of the hold harmless provisions in ESEA section 1122.

		Minimum local education agency (LEA) Distribution ¹	Maximum local education agency (SEA) Reservation ¹	Maximum for (SEA) Administration ^{1,2}			Minimum local education agency (LEA) Distribution ¹	Maximum local education agency (SEA) Reservation ¹	Maximum for (SEA) Administration ^{1,2}
TOTAL	54,311,004,000	48,879,903,600	5,431,100,400	271,555,020	TOTAL	54,311,004,000	48,879,903,600	5,431,100,400	271,555,020
Alabama	899,464,932	809,518,439	89,946,493	4,497,325	Montana	170,099,465	153,089,519	17,009,947	850,497
Alaska	159,719,422	143,747,480	15,971,942	798,597	Nebraska	243,073,530	218,766,177	24,307,353	1,215,368
Arizona	1,149,715,947	1,034,744,352	114,971,595	5,748,580	Nevada	477,322,438	429,590,194	47,732,244	2,386,612
Arkansas	558,017,409	502,215,668	55,801,741	2,790,087	New Hampshire	156,065,807	140,459,226	15,606,581	780,329
California	6,709,633,866	6,038,670,479	670,963,387	33,548,169	New Jersey	1,230,971,757	1,107,874,581	123,097,176	6,154,859
Colorado	519,324,311	467,391,880	51,932,431	2,596,622	New Mexico	435,938,638	392,344,774	43,593,864	2,179,693
Connecticut	492,426,458	443,183,812	49,242,646	2,462,132	New York	4,002,381,738	3,602,143,564	400,238,174	20,011,909
Delaware	182,885,104	164,596,594	18,288,510	914,426	North Carolina	1,602,590,987	1,442,331,888	160,259,099	8,012,955
D.C.	172,013,174	154,811,857	17,201,317	860,066	North Dakota	135,924,393	122,331,954	13,592,439	679,622
Florida	3,133,878,723	2,820,490,851	313,387,872	15,669,394	Ohio	1,991,251,095	1,792,125,986	199,125,110	9,956,255
Georgia	1,892,092,618	1,702,883,356	189,209,262	9,460,463	Oklahoma	665,038,753	598,534,878	66,503,875	3,325,194
Hawaii	183,595,211	165,235,690	18,359,521	917,976	Oregon	499,153,891	449,238,502	49,915,389	2,495,769
Idaho	195,890,413	176,301,372	19,589,041	979,452	Pennsylvania	2,224,964,030	2,002,467,627	222,496,403	11,124,820
Illinois	2,250,804,891	2,025,724,402	225,080,489	11,254,024	Puerto Rico	1,320,626,161	1,188,563,545	132,062,616	6,603,131
Indiana	888,183,537	799,365,183	88,818,354	4,440,918	Rhode Island	184,791,567	166,312,410	18,479,157	923,958
Iowa	344,864,294	310,377,865	34,486,429	1,724,321	South Carolina	940,420,782	846,378,704	94,042,078	4,702,104
Kansas	369,829,794	332,846,815	36,982,979	1,849,149	South Dakota	170,099,465	153,089,519	17,009,947	850,497
Kentucky	928,274,720	835,447,248	92,827,472	4,641,374	Tennessee	1,107,656,022	996,890,420	110,765,602	5,538,280
Louisiana	1,160,119,378	1,044,107,440	116,011,938	5,800,597	Texas	5,529,552,209	4,976,596,988	552,955,221	27,647,761
Maine	183,138,601	164,824,741	18,313,860	915,693	Utah	274,071,684	246,664,516	27,407,168	1,370,358
Maryland	868,771,243	781,894,119	86,877,124	4,343,856	Vermont	126,973,363	114,276,027	12,697,336	634,867
Massachusetts	814,890,396	733,401,356	81,489,040	4,074,452	Virginia	939,280,578	845,352,520	93,928,058	4,696,403
Michigan	1,656,308,286	1,490,677,457	165,630,829	8,281,541	Washington	824,852,290	742,367,061	82,485,229	4,124,261
Minnesota	588,036,257	529,232,631	58,803,626	2,940,181	West Virginia	339,032,096	305,128,886	33,903,210	1,695,160
Mississippi	724,532,847	652,079,562	72,453,285	3,622,664	Wisconsin	686,056,238	617,450,614	68,605,624	3,430,281
Missouri	871,172,291	784,055,062	87,117,229	4,355,861	Wyoming	135,230,900	121,707,810	13,523,090	676,155

¹ The totals in the Minimum LEA Distribution, Maximum SEA Reservation, and Maximum for SEA Administration columns have been rounded to the nearest whole dollar. The Minimum LEA Distribution and Maximum SEA Reservation amounts assume the SEA subgrants the minimum required amount of 90 percent of its ESSER II award to its LEAs.

² The SEA may reserve up to an amount equal to 1/2 of 1 percent of the total allocation for administrative costs, which must come from the SEA Reservation.

American Rescue Plan Elementary and Secondary School Emergency Relief Fund

Authorized by the American Rescue Plan Act of 2021, Public Law 117-2

Methodology for Calculating Allocations

Section 2001 of the American Rescue Plan (ARP) of 2021 requires the Department of Education (Department) to allocate \$121,974,800,000 in awards to State educational agencies (SEAs) through the Elementary and Secondary School Emergency Relief Fund (ESSER Fund).

Section 2001(c) of the ARP requires the Department to determine ARP ESSER Fund allocations based on the proportion that each State received under Title I, Part A of the Elementary and Secondary Education Act (ESEA) in the most recent fiscal year. However, section 1122(c)(3) of the ESEA prohibits the Department from considering the Title I, Part A hold harmless provisions in ESEA section 1122 in calculating State or local allocations for any other program administered by the Secretary, including the ARP ESSER Fund. Therefore, to determine the ARP ESSER Fund allocations, the Department used the fiscal year 2020 State shares of Title I, Part A allocations without the application of the hold harmless provisions in ESEA section 1122.

	Total ARP ESSER Fund Allocation	Minimum LEA Distribution (90%)	ARP ESSER III Amount available to states on 3/24/21	Remaining ARP Esser III funds to be distributed		Total ARP ESSER Fund Allocation	Minimum LEA Distribution (90%)	ARP ESSER III Amount available to states on 3/24/21	Remaining ARP Esser III funds to be distributed
TOTAL	121,974,800,000	109,777,320,000	81,316,533,333	40,658,266,667	TOTAL	121,974,800,000	109,777,320,000	81,316,533,333	40,658,266,667
Alabama	2,020,070,466	1,818,063,419	1,346,713,644	673,356,822	Montana	382,019,236	343,817,312	254,679,491	127,339,745
Alaska	358,707,134	322,836,421	239,138,089	119,569,045	Nebraska	545,908,619	491,317,757	363,939,079	181,969,540
Arizona	2,582,098,697	2,323,888,827	1,721,399,131	860,699,566	Nevada	1,071,998,392	964,798,553	714,665,595	357,332,797
Arkansas	1,253,227,833	1,127,905,050	835,485,222	417,742,611	New Hampshire	350,501,633	315,451,470	233,667,755	116,833,878
California	15,068,884,546	13,561,996,091	10,045,923,031	5,022,961,515	New Jersey	2,764,587,703	2,488,128,933	1,843,058,469	921,529,234
Colorado	1,166,328,632	1,049,695,769	777,552,421	388,776,211	New Mexico	979,056,256	881,150,630	652,704,171	326,352,085
Connecticut	1,105,919,874	995,327,887	737,279,916	368,639,958	New York	8,988,780,836	8,089,902,752	5,992,520,557	2,996,260,279
Delaware	410,733,965	369,660,568	273,822,643	136,911,322	North Carolina	3,599,191,706	3,239,272,535	2,399,461,137	1,199,730,569
D.C.	386,317,154	347,685,439	257,544,769	128,772,385	North Dakota	305,266,879	274,740,191	203,511,253	101,755,626
Florida	7,038,246,438	6,334,421,794	4,692,164,292	2,346,082,146	Ohio	4,472,067,097	4,024,860,387	2,981,378,065	1,490,689,032
Georgia	4,249,371,244	3,824,434,120	2,832,914,163	1,416,457,081	Oklahoma	1,493,582,570	1,344,224,313	995,721,713	497,860,857
Hawaii	412,328,764	371,095,888	274,885,843	137,442,921	Oregon	1,121,028,734	1,008,925,861	747,352,489	373,676,245
Idaho	439,942,041	395,947,837	293,294,694	146,647,347	Pennsylvania	4,996,953,151	4,497,257,836	3,331,302,101	1,665,651,050
Illinois	5,054,988,054	4,549,489,249	3,369,992,036	1,684,996,018	Puerto Rico	2,965,938,760	2,669,344,884	1,977,292,507	988,646,253
Indiana	1,994,734,056	1,795,260,650	1,329,822,704	664,911,352	Rhode Island	415,015,610	373,514,049	276,677,073	138,338,537
Iowa	774,516,216	697,064,594	516,344,144	258,172,072	South Carolina	2,112,051,487	1,900,846,338	1,408,034,325	704,017,162
Kansas	830,585,182	747,526,664	553,723,455	276,861,727	South Dakota	382,019,236	343,817,312	254,679,491	127,339,745
Kentucky	2,084,773,157	1,876,295,841	1,389,848,771	694,924,386	Tennessee	2,487,638,081	2,238,874,273	1,658,425,387	829,212,694
Louisiana	2,605,463,325	2,344,916,992	1,736,975,550	868,487,775	Texas	12,418,588,778	11,176,729,900	8,279,059,186	4,139,529,592
Maine	411,303,282	370,172,954	274,202,188	137,101,094	Utah	615,526,070	553,973,463	410,350,713	205,175,357
Maryland	1,951,136,802	1,756,023,122	1,300,757,868	650,378,934	Vermont	285,164,138	256,647,724	190,109,425	95,054,713
Massachusetts	1,830,128,073	1,647,115,266	1,220,085,382	610,042,691	Virginia	2,109,490,751	1,898,541,676	1,406,327,167	703,163,584
Michigan	3,719,833,128	3,347,849,815	2,479,888,752	1,239,944,376	Washington	1,852,501,071	1,667,250,964	1,235,000,714	617,500,357
Minnesota	1,320,645,901	1,188,581,311	880,430,601	440,215,300	West Virginia	761,417,928	685,276,135	507,611,952	253,805,976
Mississippi	1,627,197,854	1,464,478,069	1,084,798,569	542,399,285	Wisconsin	1,540,784,854	1,386,706,369	1,027,189,903	513,594,951
Missouri	1,956,529,215	1,760,876,294	1,304,352,810	652,176,405	Wyoming	303,709,391	273,338,452	202,472,927	101,236,464

Each SEA must reserve, at a minimum, 7 percent its total allocation as follows: (1) 5 percent for interventions to address learning loss, 1 percent for summer enrichment programs, and 1 percent for comprehensive afterschool programs.

FACT SHEET
Elementary and Secondary School Emergency Relief Fund II
Coronavirus Response and Relief Supplemental Appropriations Act, 2021

This chart outlines the primary differences between the Elementary and Secondary School Emergency Relief (ESSER) Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted on March 27, 2020, and the ESSER II Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, enacted on December 27, 2020.

TOPIC	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)
Authorizing Legislation	Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021
Period of Funds Availability	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by State educational agencies (SEAs) and subrecipients through September 30, 2022.	Same as ESSER Fund (CARES Act): May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2023.
SEA Deadline for Awarding Funds	SEA must award the funds within one year of receiving them, which will be April through June 2021, depending on an SEA's award date.	SEA must award the funds within one year of receiving them, which will be January 2022.
Definition of "Awarded"	For the 90 percent of funds for local educational agencies (LEAs), funds are generally considered "awarded" when the SEA subgrants the funds to an LEA. For the SEA reserve (see section 18003(e) of the CARES Act), funds are "awarded" when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.	Same as ESSER Fund (CARES Act): For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA. For the SEA reserve (see section 313(e) of the CRRSA Act), funds are "awarded" when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.
Uses of Funds	The CARES Act includes allowable uses of funds related to preventing, preparing for, and responding to COVID-19. Note that the "additional" LEA allowable uses of funds under the CRRSA Act already were permitted under the CARES Act.	Same as ESSER Fund (CARES Act): Note that the "additional" LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act.
Equitable Services	An LEA that receives ESSER funds under the CARES Act (Section 18005) must provide equitable services to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.	The CRRSA Act includes a separate program of Emergency Assistance for Non-Public Schools for which eligible non-public schools may apply to an SEA to receive services or assistance. Consequently, LEAs are not required to provide equitable services under ESSER II.
Maintenance of Effort (MOE)	Under the CARES Act, a State that receives ESSER funds must maintain support for elementary and secondary education and State support for higher education in each of fiscal years (FY) 2020 and 2021 at least at the level of such support that is the average of the support for elementary and secondary education and higher education provided in the three fiscal years preceding the date of enactment of the CARES Act (FYs 2017, 2018, 2019).	Under the CRRSA Act, a State that receives ESSER II funds must maintain support for elementary and secondary education and higher education in FY 2022 based on the proportional share of the State's support for elementary and secondary education and higher education relative to the State's overall spending averaged over FYs 2017, 2018, and 2019.
Reporting	Under the CARES Act, each SEA that receives ESSER funds must meet the reporting requirements of section 15011 of the CARES Act, which are satisfied through the Federal Funding Accountability and Transparency Act (FFATA) reporting, and other reporting as the Secretary may require (Annual Reporting).	Under the CRRSA Act, each SEA that receives ESSER II funds must meet the CARES Act reporting requirements that apply to ESSER funds and submit a report to the Secretary within six months of award that contains a detailed accounting of the use of ESSER II funds, that includes how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
Tracking of Funds	ESSER funds must be tracked separately from ESSER II funds.	ESSER II funds must be tracked separately from ESSER funds.

U.S. DEPARTMENT OF EDUCATION FACT SHEET

American Rescue Plan Act of 2021

Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

This document outlines the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER provides a total of nearly \$122 billion to States 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. In addition to ARP ESSER, the ARP Act includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

To address the immediate needs of schools and districts, the U.S. Department of Education (Department) will begin making ARP ESSER funds available to States this month.

ARP ESSER OVERVIEW

State Allocation of ARP ESSER Funds

- A State must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) in the State to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.
- The ARP ESSER Fund includes three State-level reservations for activities and interventions that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups, including 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:
 - 5 percent of the total ARP ESSER allocation for the implementation of evidence-based interventions aimed specifically at addressing learning loss, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - 1 percent of the total ARP ESSER allocation for evidence-based summer enrichment programs.
 - 1 percent of the total ARP ESSER allocation for evidence-based comprehensive afterschool programs.
- A State may use up to ½ of 1 percent of its total ARP ESSER allocation for administrative costs and emergency needs as determined by the State to address issues related to COVID-19.

Reservation for Homeless Children and Youth

The ARP ESSER Fund also requires the Department to reserve \$800 million to support efforts to identify homeless children and youth, and provide them with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allow them to attend school and participate fully in all school activities. The Department will award these funds expeditiously, and will work to coordinate these new resources with supports provided through the McKinney-Vento Homeless Assistance Act as well as other ARP ESSER Fund activities targeting homeless children and youth.

LEA Use of ARP ESSER Funds

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).

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 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

LEA Safe Return to In-Person Instruction Plan

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.

Comparison of ESSER Fund (CARES Act), ESSER II Fund (CRRSA Act), and ARP ESSER (ARP Act)

This following table outlines the primary differences between the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act 2021, Public Law 117-2, enacted on March 11, 2021; the ESSER II Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, enacted on December 27, 2020; and the ESSER Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted on March 27, 2020.

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
Authorising Legislation	Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	Section 2001 of the American Rescue Plan (ARP) Act
Period of Funds Availability, excluding 12 month Tydings Amendment period	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by State educational agencies (SEAs) and subrecipients through September 30, 2021.	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2022.	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2023.
SEA Deadline for Awarding Funds	An SEA must award the funds within one year of receiving them, which will be April through June 2021, depending on an SEA's award date.	An SEA must award the funds within one year of receiving them, which will be January 2022.	With respect to making local educational agency (LEA) subgrants (90% of the total ARP ESSER allocation), the SEA must allocate ARP ESSER funds in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives those funds. An SEA must award ARP ESSER funds not allocated to LEAs within one year of the date the SEA receives those funds.
Definition of "Awarded"	For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA. For the SEA reserve (see section 18003(e)), funds are "awarded" when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.	Same as ESSER: For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA. For the SEA reserve (see section 313(e)), funds are "awarded" when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.	Same as ESSER: For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA. For the funds that the SEA reserves (section 2001(f)), funds are "awarded" when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.
LEA Uses of Funds and Reservations	The CARES Act includes allowable uses of funds related to preventing, preparing for, and responding to COVID-19. ESSER funds may be used for the same allowable purposes as ESSER II and ARP ESSER, including hiring new staff and avoiding layoffs. No required reservations of funds.	ESSER II funds may be used for the same allowable purposes as ESSER and ARP ESSER, including hiring new staff and avoiding layoffs. Note that the "additional" LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act. No required reservations of funds.	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 that section 2001(e) specifically authorizes an LEA 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 its ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
Equitable Services	An LEA that receives ESSER funds under the CARES Act (section 18005) must provide equitable services to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.	The CRRSA Act (section 312(d)) includes a separate program of Emergency Assistance for Non-Public Schools under which eligible non-public schools may apply to an SEA to receive services or assistance. Consequently, LEAs do not provide equitable services under ESSER II.	The ARP (section 2002) includes a separate program of Emergency Assistance for Non-Public Schools (EANS). Consequently, LEAs do not provide equitable services under ARP ESSER. Under EANS, an SEA provides services or assistance to non-public schools that enroll a significant percentage of children from low-income families and are most impacted by COVID-19. EANS funds may not be used to provide reimbursements for costs incurred by non-public schools.
Maintenance of Effort (MOE)	Under the CARES Act (section 18008), there is a State MOE requirement for each of fiscal years (FYs) 2020 and 2021 (based on dollar levels of State support for education).	Under the CRRSA Act (section 317), there is a State MOE requirement for FY 2022 (based on percentages of the State's overall spending used to support education).	Under the ARP (section 2004(a)), there is a State MOE requirement for each of FYs 2022 and 2023 (based on percentages of the State's overall spending used to support education).
Maintenance of Equity	Not Applicable	Not Applicable	The ARP (section 2004(b) and (c)) contains both State and LEA maintenance of equity requirements for each of FYs 2022 and 2023. The Department intends to provide additional guidance on these important requirements.
Reporting	An SEA must meet the reporting requirements of section 15011, which are satisfied through the Federal Funding Accountability and Transparency Act (FFATA) reporting, and other reporting as the Secretary may require.	An SEA must meet the CARES Act reporting requirements that apply to ESSER funds and submit a report to the Secretary within six months of award that contains a detailed accounting of the use of ESSER II funds, that includes how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.	An SEA must comply with all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require. FFATA reporting requirements apply.
Tracking of Funds	ESSER funds must be tracked separately from other funds (including from ESSER II and ARP ESSER funds).	ESSER II funds must be tracked separately from other funds (including from ESSER and ARP ESSER funds).	ARP funds must be tracked separately from other funds (including from ESSER and ESSER II funds).

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