

ARP-ESSR Funding Plan

UPDATED: May 25, 2021

The following template was created by Capital Region BOCES to assist districts in crafting their required plan for the use of ARP-ESSER funds. Included here is an outline for a text-based plan, which would accompany any spreadsheets or further financial detail the district wishes to provide. Note that the NYSED did not develop a template for this plan, nor is it collecting the plans.

This plan may be in addition to any application or detailed budget, which may be required by NYSED.

To promote accessibility for all users, plans should be posted as HTML text directly onto a web page and not as a PDF, Word document, Google Doc or other format. Include (on the web page) information about whom to contact if someone has difficulty accessing the plan.

While the template includes sample text, all text should be reviewed and customized by district officials in accordance with the district-specific plans and procedures.

Introduction

The 2021-22 enacted state budget includes language requiring local education agencies, such as school districts, that receive funding from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 (ARP-ESSER) to post on its website a plan by school year of how these funds will be spent.

New York has been allocated nearly \$9 billion in ARP-ESSER funds, with a minimum of \$8.09 billion (90 percent) going to local education agencies, including public schools. **[Name of school district]** has been allocated **[amount of funding]**.

[Of this total, [list out which funding, if any, is earmarked specifically for: supporting summer programming, after-school programming, and/or additional supports to address learning loss.]

Districts are also required to prioritize spending on **non-recurring** expenses in the following areas:

- Safely returning students to in-person instruction;
- Maximizing in-person instruction time;
- Operating schools and meeting the needs of students;
- Purchasing educational technology;
- Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness;
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- Supporting early childhood education.

In addition, districts must identify programs and services that will continue beyond the availability of these federal funds and how local funds will be used moving forward in order to minimize disruption to core academic and other school programs.

Before posting this plan, districts are required to seek public comment from parents, teachers and other stakeholders and take such comments into account in the development of the plan.

Consider personalizing this introduction or adding a message to the community from the superintendent, board of education; include what went into the planning process and any community engagement efforts. Include information about whom to contact if someone has questions.

For each of the sections below, as applicable, include:

- *How spending is being prioritized on non-recurring expenses;*
- *What will continue beyond the availability of federal funds, including information about how local funds will be used once federal funds are no longer available.*

If attaching an FS-10 or additional financial detail, make sure to also provide a plan summary for the purposes of accessibility for all users. Include information about whom to contact if someone has difficulty accessing any attached documents.

REMINDER: *20% of the “primary” allocation must be used to measure and address lost instructional time as a result of the pandemic; In addition to the primary allocation, some districts will have access to funding streams that must be used for supporting summer programming, after-school programming and/or additional supports to address learning loss.*

Safely returning students to in-person instruction

Plan Summary:

Maximizing in-person instruction time

Plan Summary:

Operating schools and meeting the needs of students

Plan Summary:

Purchase of educational technology

Plan Summary:

Addressing the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness.

Plan Summary:

Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs.

Plan Summary:

Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.

Plan Summary:

Supporting early childhood education.

Plan Summary:

Other areas of student performance and need.

Plan Summary: