

The [American Rescue Plan Act \(ARPA\)](#) was signed into law March 11, 2021 by President Biden, and includes another round of the Elementary and Secondary School Emergency Relief Fund (ESSER III), providing 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.

**Louisiana’s Elementary and Secondary School Emergency Relief Funding Summary**

<b>Grant Fund</b>	<b>ESSER I</b> (March 2020)	<b>ESSER II</b> (December 2020)	<b>ESSER III</b> (March 2021)
<b>Allocation &amp; Methodology</b>	<a href="#">State Allocation Table</a>	<a href="#">State Allocation Table</a>	<a href="#">State Allocation Table</a>
<b>Stimulus Program</b>	<a href="#">CARES Act</a>	<a href="#">CRRSA</a>	<a href="#">ARPA</a>
<b>Total ESSER Allocation</b>	\$13.2 billion	\$54.3 billion	\$122 billion
<b>LDOE Total Award Amount</b>	\$286,980,175	\$1,160,119,378	\$2,605,462,325
<b>Minimum LEA Allocation</b>	\$258,282,158	\$1,044,107,100	\$2,344,916,922
<b>Available for obligation*</b>	9/30/22	9/30/23	9/30/24
<b>Main purpose of funds</b>	Ensure students and educators have the device, connectivity, and support needed to continue learning virtually. Provide communication and support to families and students for continuous learning.	Measure and address learning loss among students disproportionately affected by the coronavirus and school closures, particularly students with high-needs.	Reopen schools and sustain their safe operation aligned to CDC prevention guidance, so students can return to in-person learning. Provide evidenced-based interventions to meet social, emotional, and academic needs of students.

\*Period of availability includes the Tydings period. Pre-award costs are allowable for expenses incurred from March 13, 2020 for ESSER I, II, III.

Although the ESSER III uses of funds are similar to those for ESSER I and II, there are important distinctions, including:

- period of funds availability
- maintenance of equity requirements
- LEA and SEA reservation requirements for evidence-based activities and interventions
- seek public comment on LEA plans for safe return to in-person instruction and post on website

**Priorities-Based Strategic Planning**

It is important to remember that these are one-time funds that must be used to prepare for and respond to impacts of the COVID-19 pandemic. School systems should consider multi-year budgets in alignment with the priorities and focus areas outlined in [Believe to Achieve: Louisiana’s Educational Priorities](#), mapping out how they will support their schools in meeting the social, emotional, and academic needs of their students through the fall of 2024.

<b>Strong Start</b>	<b>ESSER I</b>	April 2020	September 2022
<b>Achieve!</b>	<b>ESSER II</b>	January 2021	September 2023
<b>Achieve!</b>	<b>ESSER III</b>	March 2021	September 2024



### ESSER III Allocation Methodology and Breakdown

LDOE will use this same [funding methodology](#) to calculate estimated LEA allocations based on 2020 LEA shares of Title I, Part A allocations. SEAs must distribute a minimum of 90% of their total allocation to LEAs. Of the LEAs total allocation, 20% reservation is required to provide evidence-based interventions. A detailed breakdown of Louisiana’s Elementary and Secondary School Emergency Relief Fund (ESSER III) allocation is below.

- **Louisiana’s Total ESSER III allocation - \$2,605,462,325**
  - State-level reservation (10%) - \$247,518,086
  - Allocation to LEAs (90%) - \$2,344,916,922
    - Evidence-based interventions (20%) - \$468,983,384

LDOE will release ESSER III allocations to school systems in two action periods to help school systems meet the 20% requirement. This will also ensure school systems are spending down their ESSER I and ESSER II funds *first* and have time to adequately plan for the new funding.

Example LEA	Estimated allocation	Action 1 (20%) March, 2021	Action 2 (80%) TBD
	\$500,000	\$100,000	\$400,000

### LEAs ESSER II and III Timelines

To support school systems in using this money in a strategic, priorities-based manner, LDOE will release a guidance document with evidenced-based best practices.

Timeline	Action
March, 2021	Release 50% of ESSER II and 20% of ESSER III formula allocations to LEAs with guidance
April, 2021	LEAs use the guidance and assess needs to build out budgets in <i>Achieve!</i>
<b>April 30, 2021</b>	<b><i>Achieve!</i> budget applications are due in eGMS.</b>
May, 2021	LDOE reviews <i>Achieve!</i> budgets
<b>June 1, 2021</b>	<b><i>Achieve!</i> budgets approved (LEAs may start drawing down funds)</b>
TBD	Release 80% of ESSER III formula allocations to LEAs with updated guidance
January, 2022	Release 50% of remaining ESSER II formula allocations to LEAs with updated guidance

### Planning Resources and Support

Department released an allowable [use of funds resource](#) that provides examples for school systems to support strategic, high-impact planning. LDOE will continue to provide updates to our school systems as new information becomes available. Please look for this information in the [Federal Support and Grantee Relations Library](#), [weekly newsletter](#), [Monthly System Leader Call](#), and [Monthly Federal Support and Grantee Relations Call](#). Please contact [LDOE.grantshelpdesk@la.gov](mailto:LDOE.grantshelpdesk@la.gov) with questions.

### ED Resources

- [Education Stabilization Fund ESSER Web Page](#)
- [ARPA ESSER III Methodology and Allocation Table](#)
- [ARPA ESSER III Fact Sheet](#)



### 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.

