

Overview of ARP IDEA Funds

The American Rescue Plan (ARP) was signed into law on March 11, 2021, offering the first COVID-19 related targeted IDEA resources to address the challenges faced in ensuring services for children with disabilities during this pandemic. The purpose of the ARP IDEA funds is to provide districts with relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools that are providing educational services and is intended to help school districts safely reopen schools, and with a focus on acceleration rather than remediation.

Louisiana received \$41,128,214 for IDEA Part B for children and youth with disabilities aged 3-21 (611) and \$3,292,880 for IDEA Part B for children with disabilities aged 3-5 (619). The guidelines and requirements for the ARP funds are subject to the same requirements under IDEA and Uniform Grant Guidance as all IDEA formula funds. The separation of IDEA ARP funds will allow for separate tracking and reporting.

ARP funds will be allocated to LEAs following traditional formula fund procedures. Funds must be obligated/expended by September 30, 2023. These are one-time funds, so funding permanent activities or employees is not advised. Allowable expenses are the same as those under IDEA Part B.

Coordinated Early Intervening Services

A maximum 15% reservation for voluntary CEIS for students in K-12 and have not yet been identified as needing special education or related services is an option for LEAs. Consider an emphasis on students in K-3 who need additional behavioral and academic supports to participate in the general education environment. Examples of expenses may include, but are not limited to:

- professional development on scientifically-based literacy instruction
- scientifically-based literacy materials and instruction
- after-school tutoring for students who have not demonstrated mastery on state assessments
- behavior interventions

LEAs not meeting Comprehensive Coordinated Early Intervening Services (CCEIS) and found to be significantly disproportionate will be required to reserve the maximum 15% of their total, aggregate allocation (Flow-through, Pre-School and APR), to address the area(s) in which they are significantly disproportionate. The 15% should be calculated based on the aggregate of the 611 and 619 amounts for both regular and supplemental formula IDEA awards. In addition, private school proportionate share must be reserved to serve parentally-placed private school students.

Proportionate Share

The Proportionate Share set-aside must include both IDEA and ARP funds. LEAs must hold an additional consultation if the original consultation did not include ARP funding. LEAs are required to hold a consultation with the private school representative and parent/families of children with disabilities enrolled in the private school to determine what services will be provided.

Maintenance of Effort

Maintenance of Effort requirements have not been waived and no exceptions are available for ARP funds. LEAs must maintain and not supplant state and local expenditures with these funds.

LEA Use of Funds

Additionally, LEAs are encouraged to consider the following when developing their plans and budgets:

1. Safe school re-entry and inclusive practices
2. Disruption in the education of students with disabilities (SWDs) and those who may be accessing instruction virtually due to extenuating circumstances
3. Ensuring social and emotional supports for SWDs
4. Addressing learning loss specifically for SWDs

Funds may be used for all expenses allowed under IDEA, including and emphasizing:

- Ensuring health and safety of all students and staff such that students may return to in-person instruction
- Providing compensatory services based on IEP team decisions
- Providing direct services and supports for students with disabilities (SWDs), including services needed to address students who may be homebound; LEAs may use the [Partnerships for Success Guide](#) for possible partners to provide professional development or direct service providers
- Providing positive behavior supports and mental health services for SWDs
- Enhancing technology in the classroom or for remote settings for equitable access to high quality instruction for SWDs
- Supporting the use of technology with universal design principles and assistive technology devices to maximize accessibility to general education curriculum
- Transition programs and coordinating with agencies for transition supports for SWDs
- Specialized professional development to support educators and support personnel of SWDs
- Access to tutoring and extended learning opportunities for SWDs
- Summer programming

ED Resources

[ARP IDEA Fact Sheet](#)

[Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)

[Partnerships for Success Guide](#)