American Rescue Plan Act

Elementary and Secondary School Emergency Relief III Fund

Uses of Funds

The American Rescue Plan (ARP) Act was signed into law in March 2021. ARP Act Elementary and Secondary School Emergency Relief (ESSER) III uses of funds include all allowable uses of funds specified under ESSER I and ESSER II. In addition, the ARP Act requires that twenty percent of a division’s formula funds be reserved to address learning loss. The full list of required and allowable uses of funds specified under Section 2001(e) of the ARP Act is below.

* Not less than 20 percent of each division’s formula funds must be reserved 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, ensuring that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the [Elementary and Secondary Education Act of 1965](http://uscode.house.gov/quicksearch/get.plx?title=20&section=6311), students experiencing homelessness, and children and youth in foster care;
* Activities authorized by the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), and the Carl D. Perkins Career and Technical Education Act (Perkins);
* Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus;
* Providing principals and other school leaders with the resources necessary to address school needs;
* Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population;
* Developing and implementing procedures and systems to improve LEA preparedness and response efforts;
* Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases;
* Purchasing supplies to sanitize and clean LEA facilities;
* Planning for and coordinating during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements;
* Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
* Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
* Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care;
* Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:
	+ Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiated instruction;
	+ Implementing evidence-based activities to meet the comprehensive needs of students;
	+ Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
	+ Tracking student attendance and improving student engagement in distance education;
* School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs;
* Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement; and
* Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.