



# American Rescue Plan (ARP)

<b>ESSER III</b>	<b>TOTAL GRANT AMOUNT</b>	<b>\$410,733,965.00</b>
<b>State Reservation</b>	<b>10% of Total Grant Amount</b>	<b>\$ 41,073,397.00</b>
<b>LEA Allocation</b>	<b>90% of Total Grant Amount</b>	<b>\$369,660,568.00</b>

With the release of the American Rescue Plan ESSER III funds, the Delaware Department of Education (DDOE) will engage with students, parents, educators and stakeholders across the state to compile feedback to ensure that the needs of students and communities are best reflected in state and local spending plans. These meetings will occur from Monday, April 26 to Friday, May 14.

In an effort to include all voices, stakeholders may access [stakeholder.feedback@doe.k12.de.us](mailto:stakeholder.feedback@doe.k12.de.us) to provide feedback as well.

Feedback from the individual groups as well as the emails received will be compiled. A summary will be provided at a Virtual Town Hall meeting on Thursday, May 20, during which the public will again be given the opportunity to share feedback before the plan is finalized by the DDOE.

In addition to the State plans, school districts will also be required to seek broad public input and develop their own plans for the use of ARP ESSER funds. This is in addition to the statutory requirement in the American Rescue Plan that school districts develop a plan for the safe return to in-person instruction and continuity of services.

## Questions to consider

When sharing feedback on how to best use the funds provided, stakeholders are asked to consider the following questions

- In what ways have the effects of COVID-19 impacted students' academic, social, and emotional needs?
- In what ways can this funding provide immediate and long-term support for these needs?
- How can Delawareans work together with these funds to quickly provide more in-person learning options for students quickly, sustain schools' safe operations, support students' social, emotional, mental health, and academic needs, and boldly address inequities exacerbated by the pandemic?

## Reservations to consider

When providing feedback, stakeholders must also consider the following reservations

- 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:
- DDOE will reserve the following percentages of the total allocation to carry out, directly or through grants and contracts, activities to support the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

<b>1. Learning Loss</b>	<b>5% of total grant</b>	<b>\$20,536,699</b>
<b>2. Summer Enrichment</b>	<b>1% of total grant</b>	<b>\$ 4,107,340</b>
<b>3. Afterschool Programs</b>	<b>1% of total grant</b>	<b>\$ 4,107,340</b>

Allowable uses outside of the required reservations are listed on page 2.

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- Remaining 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 district and charter 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 the following:
  - 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 district and charter 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 districts and charters;
  - 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 implementing evidence-based full-service community schools and hiring counselors;
  - planning and implementing activities related to summer learning and supplemental after-school programs;
  - addressing learning loss; and
  - other activities necessary to maintain the operation of and continuity of services, including continuing to employ existing or hiring new district and charter school staff.

*Additional information on the allowable uses of ESSER III monies can be found online at:*  
[https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf).