



Spencerport Central School District

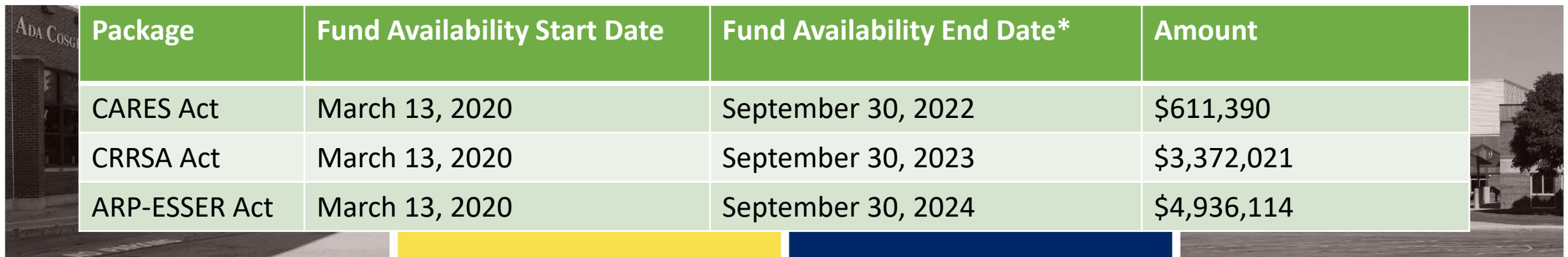


Federal Stimulus Funding

May 25, 2021

Federal Stimulus Packages

- MAR 2020 - Coronavirus Aid, Relief and Economic Security (CARES) Act
- DEC 2020 - Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
- MAR 2021 - American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP-ESSER) Act



Package	Fund Availability Start Date	Fund Availability End Date*	Amount
CARES Act	March 13, 2020	September 30, 2022	\$611,390
CRRSA Act	March 13, 2020	September 30, 2023	\$3,372,021
ARP-ESSER Act	March 13, 2020	September 30, 2024	\$4,936,114

CARES Act Overview

- In March 2020, New York State was allocated \$1.037 billion in Elementary and Secondary School Emergency Relief (ESSER) and \$164.2 million in Governor's Emergency Education Relief (GEER) funds under the CARES Act
- ESSER funding was allocated to LEAs and GEER funding was allocated to major school districts based on the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA)
- Equitable Service Requirement – private schools



CRRSA Act Overview

- In December 2020, New York State was allocated \$4 billion in Elementary and Secondary School Emergency Relief (ESSER) funds under CRRSA
- 90% (\$3.6 billion) was allocated to LEAs based on the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA)
- The 2021-22 budget allocated \$395 million of the remaining ESSER funds and the full \$72.8 million of GEER funds to provide school districts of lower wealth with a minimum per pupil allocation



New York State - Local Educational Agency Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) Allocations

LOCAL EDUCATIONAL AGENCY	90% LEA CRRSA ESSER 2 ALLOCATION	2021-22 Enacted State Budget Allocations			TOTAL LEA CRRSA ALLOCATIONS
		CRRSA ESSER 2 DISCRETIONARY ALLOCATION	CRRSA GEER 2 ALLOCATION	LEA TOTAL ALLOCATION FROM STATE RESERVES	
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$1,794,995	\$1,331,745	\$245,280	\$1,577,026	\$3,372,021

CRRSA Act Overview

- On May 10, 2021, NYSED opened the application process for LEA allocations of CRRSA funding
- Eligible LEAs have been asked to submit a single CRRSA Act Combined Funding Application for both ESSER 2 and, if applicable, GEER 2, funding by June 15, 2021
- Must be accounted for in the Special Aid Fund



ARP-ESSER Act Overview

- In March 2021, New York State was allocated nearly \$9 billion in Elementary and Secondary School Emergency Relief (ESSER) funds under the ARP Act
- 90% (\$8.09 billion) was allocated to LEAs based on the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA)
- LEAs must reserve at least 20% of their allocation to address learning loss through the implementation of evidence-based intervention

ARP-ESSER Act Overview

The federal ARP statute requires State Educational Agencies (SEAs) to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent to carry out the implementation of evidence-based comprehensive afterschool programs

ARP-ESSER Act Overview

- The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts
- NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System
- Must be accounted for in the Special Aid Fund

ARP-ESSER Act Overview

New York State - Local Educational Agency American Rescue Plan (ARP Act) Elementary and Secondary School Emergency Relief (ESSER) Fund Allocations						
LOCAL EDUCATIONAL AGENCY (LEA)	90% LEA ARP-ESSER ALLOCATION	2021-22 Enacted State Budget Allocations				LEA TOTAL ARP-ESSER ALLOCATIONS
		1% STATE-LEVEL RESERVE SUMMER ENRICHMENT GRANT	1% STATE-LEVEL RESERVE COMPREHENSIVE AFTER SCHOOL GRANT	5% STATE-LEVEL RESERVE FOR LEARNING LOSS	STATE-LEVEL RESERVE TOTAL GRANTS	
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$4,031,305	\$129,261	\$129,261	\$646,287	\$904,809	\$4,936,114

New York State - Local Educational Agency American Rescue Plan (ARP Act) Allocations - Required LEA Reserve		
LOCAL EDUCATIONAL AGENCY (LEA)	90% LEA ARP-ESSER ALLOCATION	20% REQUIRED LEA RESERVE FOR LEARNING LOSS
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$4,031,305	\$806,261

- On May 12, NYSED issued a memo on the application process for LEA allocations of base 90% ARP-ESSER funds
- To enable New York State’s LEAs to begin to obligate ARP-ESSER funds by USDE’s May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations will be administered by NYSED as a two-part application process

ARP-ESSER Act Overview

ARP-ESSER Application – Part 1:

- The first step is for each LEA to submit signed assurances to NYSED by no later than May 24, 2021
- Upon receipt of signed LEA assurances, NYSED will provide an email notice to the LEA of substantially approvable application status
- Upon receipt of such notice, LEAs may begin obligating their allocation of 90% base ARP-ESSER funds

ARP-ESSER Act Overview

ARP-ESSER Application – Part 2:

- The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED
- Part 2 of the application will be issued in the coming weeks. NYSED will inform LEAs under separate cover when the application process for LEA 90% base ARP-ESSER allocations has been published in the SED Monitoring and Vendor Reporting System

Federal Stimulus – Eligible Expenses (CARES & CRRSA) GEER

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (Section 18002(c)(3)).
2. The provision of child care and early childhood education. (Section 18002(c)(3)).
3. The provision of social and emotional support (Section 18002(c)(3)).
4. The protection of education-related jobs (Section 18002(c)(3)).
5. To continue provision of educational services to students (Section 18002(c)(1)).
6. To support the ongoing functionality of the local educational agency (Section 18002(c)(1)).



Federal Stimulus – Eligible Expenses

ESSER

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (Section 18002(c)(3)).
2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. 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.
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
5. **Training and professional development for staff** of the local educational agency on sanitation and minimizing the spread of infectious diseases.
6. **Purchasing supplies to sanitize and clean the facilities** of a local educational agency, including buildings operated by such agency.



Federal Stimulus – Eligible Expenses

ESSER continued

7. Planning for, coordinating, and implementing activities during long-term closures, including **providing meals to eligible students**, providing **technology for online learning** to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
8. **Purchasing educational technology** (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low income students and children with disabilities, which may include assistive technology or adaptive equipment.
9. Providing **mental health services and supports**, including through the implementation of evidence-based full-service community schools.
10. 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.



Federal Stimulus – Eligible Expenses

ESSER continued

11. **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 (i) 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 differentiating instruction; (ii) implementing evidence-based activities to meet the comprehensive needs of students; (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and (iv) tracking student attendance and improving student engagement in distance education.
12. **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.
13. 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.
14. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
15. **Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**



Operational/Instructional

- 19-20 Transportation expenses
- 20-21 Expenses above Federal CARES Act
- 21-22 Pandemic related costs
 - Cleaning supplies
 - Cleaning equipment
 - Health and safety supplies (PPE, etc.)
 - Instruction related technology
- Summer program expansion
- Roof Hatch Fans (installed on buses)
- Facilities Upgrades or Repair
 - Aftermarket UV bulb installation in larger AHU's
 - Replacing large AHU's to upgrade to Merv 13 capacity (gyms, cafés, etc.)
 - Enhance air filtration in nurse's offices and isolation rooms
 - New technology ducts and electronic filter system (SED approval?)
 - Re-commissioning all HVAC units districtwide
 - Portable air filtration units



K-5 Proposal

Areas of Opportunity:

- Rebrand Response to Intervention (RtI) to Multi-tiered Systems of Supports (MTSS)
- Redefine responsibilities for Tier 1, 2, & 3
- Benchmark use of quantitative and qualitative data and build common understanding
- Build bank of interventions and develop prescriptive approach to assessment and documentation
- Implement new Data Days and MTSS format

Request:

- Internal hiring of four Teachers on Special Assignment (TOSA) to coordinate direction of MTSS
- One MTSS TOSA in each elementary school
- Up to a three-year appointment (before returning to the classroom)
- Each MTSS TOSA will receive a stipend



6-12 Proposal

Areas of Opportunity:

- Develop alignment in the areas of small group instruction, blended learning, CRE/SEL, assessment, etc.
- Increase opportunity for collaboration among teachers in core areas.
- Build capacity among teachers to support teaching and learning
- Strengthen instructional system to support Targeted Support and Improvement (TSI) designation.

Request:

- Internal hiring of four Instructional Coaches to support teaching and learning
- One Instructional Coach in each of the core areas (ELA, math, social studies, and science) at both Cosgrove and the high school
- Up to a three-year appointment (before returning to the classroom)
- Coaches will continue to teach at least one section in their designated field
- Each Instructional Coach will receive a stipend



Special Education Proposal

Areas of Opportunity:

- Assist implementation of Specially Designed Instruction (SDI)
- Support special education providers and classroom teachers

Request:

- Internal hiring of two Special Education TOSAs to support SDI
- One TOSA at the K-5 level and one at the 6-12 level
- Up to a three-year appointment (before returning to the classroom)
- TOSAs will continue to serve as 0.5 fte teachers
- Each TOSA will receive a stipend



Federal Stimulus – Other Requirements

The 2021-22 enacted state budget requires each LEA receiving federal ARP-ESSER funding to **post on its website, on or before July 1, 2021, a plan by school year of how such funds will be expended and how the LEA will 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.

The budget language states that LEAs are to **identify any programs** utilizing such funding that are **expected to continue beyond the availability** of such federal funds and identify local funds that will be used to maintain such programs in order to minimize disruption to core academic and other school programs. **Before posting such plan**, the budget language states that the LEA is to **seek public comment from parents, teachers and other stakeholders** on the plan and to take such comments into account in the development of the plan.

Federal Stimulus – Other Requirements

The U.S. Department of Education's (USDE's) ARP-ESSER Interim Final Requirements (IFR) require each LEA receiving ARP-ESSER funds to:

- as required by the federal ARP statute, develop a plan for the safe return to in-person instruction and continuity of services; and,
- develop a plan for the use of ARP-ESSER funds

Federal Stimulus – Other Requirements

Districts receiving more than \$500 per pupil in ESSER funds need to keep half of their ESSER allocation for school years 2021-22 through 2024-25, to be equally divided through those years

		07/01/2021 to 09/30/2023 ⁽¹⁾				07/01/2021 to 09/30/2023 ⁽²⁾			
		07/01/2021 - 06/30/2022	07/01/2022 - 06/30/2023	07/01/2023 - 06/30/2024	07/01/2024 - 09/30/2024	07/01/2021 - 06/30/2022	07/01/2022 - 06/30/2023	07/01/2023 - 06/30/2024	07/01/2024 - 06/30/2025
ARP-ESSER Act	\$4,031,305	FYE 21/22	FYE 22/23	FYE 23/24	FYE 24/25	FYE 21/22	FYE 22/23	FYE 23/24	FYE 24/25
ESSER - Minimum	\$2,015,653	\$503,913	\$755,870	\$755,870	\$0	\$503,913	\$503,913	\$503,913	\$503,914
ESSER - Discretionary	\$2,015,653	\$671,884	\$671,884	\$671,884	\$0	\$503,913	\$503,913	\$503,913	\$503,914
TOTAL	\$4,031,305	\$1,175,797	\$1,427,754	\$1,427,754	\$0	\$1,007,826	\$1,007,826	\$1,007,826	\$1,007,827
ESSER - Learning Loss (20%)	\$806,261	\$268,754	\$268,754	\$268,754	(\$1)	\$201,565	\$201,565	\$201,565	\$201,566
Learning Loss Grant	\$904,809	FYE 21/22	FYE 22/23	FYE 23/24	FYE 24/25	FYE 21/22	FYE 22/23	FYE 23/24	FYE 24/25
Extended Day (14.286%)	\$129,261	\$43,087	\$43,087	\$43,087	\$0	\$32,315	\$32,315	\$32,315	\$32,316
Summer (14.286%)	\$129,261	\$43,087	\$43,087	\$43,087	\$0	\$32,315	\$32,315	\$32,315	\$32,316
Discretionary (Balance)	\$646,287	\$215,429	\$215,429	\$215,429	\$0	\$161,572	\$161,572	\$161,572	\$161,571
TOTAL	\$904,809	\$301,603	\$301,603	\$301,603	\$0	\$226,202	\$226,202	\$226,202	\$226,203
GRAND TOTAL	\$4,936,114	\$1,477,400	\$1,729,357	\$1,729,357	\$0	\$1,234,028	\$1,234,028	\$1,234,028	\$1,234,030
						\$4,936,114			\$4,936,114

(1) Extended to 09/30/2024

(2) NYS asking to extend to 06/30/2025

