

# **Federal Stimulus Update**

**Board of Education**

**Aug. 10, 2021**

**Spencerport Central School District**



# Coronavirus Aid, Relief and Economic Security (CARES) Act

- **Fund Availability**
  - Mar. 13, 2020 to Sept. 30, 2022
  - Extended to Sept. 30, 2023
- **Funded from two federal programs**
  - Governor’s Emergency Education Relief (GEER) Fund
  - Elementary and Secondary Emergency Relief (ESSER) Fund
- **Accounted for in General Fund**
  - State Aid (pandemic adjustment) was reduced by the amount of the CARES Act grant

**NEW YORK STATE LOCAL EDUCATIONAL AGENCY CARES ACT ALLOCATIONS**

LEA	LEA ESSER ALLOCATION	LEA GEER ALLOCATION	COMBINED ESSER + GEER FUNDING TOTAL
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$522,786	\$88,603	\$611,390



# Federal Stimulus

**Coronavirus  
Response and Relief  
Supplemental Act  
(CRRSA)**



**American Rescue Plan-  
Elementary  
and Secondary Schools  
Emergency Relief (ARP-  
ESSER) Act**



# CRRSA Act

- Fund Availability
  - March 13, 2020 to Sept. 30, 2021
    - Extended to Sept. 30, 2022
- Funded from two federal programs
  - Governor's Emergency Education Relief (GEER) Fund
  - Elementary and Secondary Emergency Relief (ESSER) Fund
- Accounted for in Federal Fund
  - Each Grant is accounted for separately

New York State - Local Educational Agency Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) Allocations					
B	C	D	E	F	G
			<b>LEAS SHOULD USE THESE ALLOCATION TOTALS TO COMPLETE THE CRRSA APPLICATION.</b>		
LEA	90% LEA CRRSA ESSER 2 ALLOCATION (REVISED)	CRRSA ESSER 2 DISCRETIONARY ALLOCATION	TOTAL LEA ESSER 2 ALLOCATION (C+D)	CRRSA GEER 2 ALLOCATION	TOTAL LEA CRRSA FUNDING (E+F)
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$1,796,176	\$1,331,745	\$3,127,921	\$245,280	\$3,373,201



# CRRSA Act (continued)

- Application Process
  - Opened portal on May 10, 2021
  - Extended due date from June 15 to June 30, 2021
  - Submitted on time, approved July 21, 2021
- Budget per fiscal year



Governor's Emergency Education Relief 2 (GEER 2)					
CATEGORY	19-20	20-21	21-22	22-23	TOTAL
Professional Salaries	\$0	\$59,286	\$126,009	\$0	\$185,295
Support Staff Salaries	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0
Travel Expenses	\$0	\$0	\$0	\$0	\$0
Employee Benefits	\$0	\$9,576	\$44,382	\$0	\$53,958
Indirect Costs	\$0	\$1,790	\$4,237	\$0	\$6,027
BOCES Services	\$0	\$0	\$0	\$0	\$0
Minor Remodeling	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
<b>Grand Total</b>	<b>\$0</b>	<b>\$70,652</b>	<b>\$174,628</b>	<b>\$0</b>	<b>\$245,280</b>

Elementary and Secondary School Emergency Relief 2 (ESSER 2)					
CATEGORY	19-20	20-21	21-22	22-23	TOTAL
Professional Salaries	\$0	\$4,209	\$351,265	\$0	\$355,474
Support Staff Salaries	\$281,168	\$0	\$41,765	\$33,536	\$356,469
Purchased Services	\$0	\$31,020	\$310,111	\$1,388,060	\$1,729,191
Supplies and Materials	\$0	\$45,719	\$344,760	\$0	\$390,479
Travel Expenses	\$0	\$0	\$0	\$0	\$0
Employee Benefits	\$77,350	\$734	\$130,949	\$8,032	\$217,065
Indirect Costs	\$9,321	\$2,124	\$30,650	\$37,147	\$79,243
BOCES Services	\$0	\$0	\$0	\$0	\$0
Minor Remodeling	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
<b>Grand Total</b>	<b>\$367,839</b>	<b>\$83,806</b>	<b>\$1,209,500</b>	<b>\$1,466,775</b>	<b>\$3,127,921</b>

# ARP-ESSER Act

- Fund Availability
  - March 13, 2020 to Sept. 30, 2023
    - Extended to Sept. 30, 2024
- NYS budget bill also included additional rules
  - 12.5% minimum spending in 2021-2022 through 2024-2025
  - If federal government doesn't extend Sept. 30, 2024 end date to June 30, 2025 by March 15, 2022, spending in 2022-23 and 2023-24 increase to 18.75%.
- Remaining 50% of funds can be spent at any time during the period of availability
- Applicable if district receives \$500 or more per student
- Funded from one federal program
  - Elementary and Secondary Emergency Relief (ESSER) Fund
- Accounted for in Federal Fund



# ARP-ESSER Act

- Two allocations of funding
  - 90% directly to districts based on Title I counts
    - 20% must be allocated to address learning loss through the implementation of evidence-based interventions
  - 10% that went to NYS was distributed by formula in the state budget to individual districts

New York State - Local Educational Agency American Rescue Plan (ARP Act) Elementary and Secondary School Emergency Relief (ESSER) Fund Allocations						
2021-22 Enacted State Budget Allocations						
LOCAL EDUCATIONAL AGENCY (LEA)	90% LEA ARP-ESSER ALLOCATION (SECOND REVISION)	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	LEA TOTAL ARP-ESSER ALLOCATIONS
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$4,036,874	\$129,261	\$129,261	\$646,287	\$904,809	\$4,941,683

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% LEA RESERVE FOR LEARNING LOSS
SPENCERPORT CENTRAL SCHOOL DISTRICT	\$4,036,874	\$807,375



# ARP-ESSER Act

- Application Process (90% ARP-ESSER only)
  - Part 1: The first step was for each LEA to submit signed assurances to NYSED by no later than May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP ESSER funds.
  - Part 2: The second step is the submission of a full application and budget by the LEA by August 31, 2021 (with extensions provided upon request). NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED.





# ARP-ESSER Act

- **Application Process for State Educational Agency (SEA) Reserve Funds**
  - Not less than 5 percent of the total amount of grant funds awarded to the state to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions (\$646,287);
  - not less than 1 percent to carry out the implementation of evidence-based summer enrichment programs (\$129,261); and
  - not less than 1 percent to carry out the implementation of evidence-based comprehensive after-school programs (\$129,261)
- 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.

# ARP-ESSER Act

- Other Requirements

- Maintenance of Equity (MOEquity):  
MOEquity is a set of new fiscal equity requirements in ARP ESSER. Specifically, MOEquity ensures the following:
  - An SEA does not disproportionately reduce per-pupil State funding to high-need LEAs.
  - An SEA does not reduce per-pupil State funding to the highest-poverty LEAs below their FY 2019 level
  - An LEA does not disproportionately reduce State and local per-pupil funding in high-poverty schools.
  - An LEA does not disproportionately reduce the number of full-time-equivalent (FTE) staff per-pupil in high-poverty schools.

- Develop a plan for the safe return to in-person instruction and continuity of services
  - NYSED will allow previously developed reopening plans to meet this requirement
  - Must make necessary updates to existing plans within 30 days of receipt of funds, and as appropriate revised every six (6) months thereafter until 09/30/2023.
  - Post on website

# ARP-ESSER Act

- Other Requirements
  - Post on its website a plan by school year of how such funds will be expended and how the local educational agency will prioritize spending on non-recurring expenses in the areas of: 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. Provided further, that local educational agencies programs utilizing shall identify 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 local educational agency shall seek public comment from parents, teachers and other stakeholders on the plan and take such comments into account in the development of the plan."

# ARP-ESSER Act

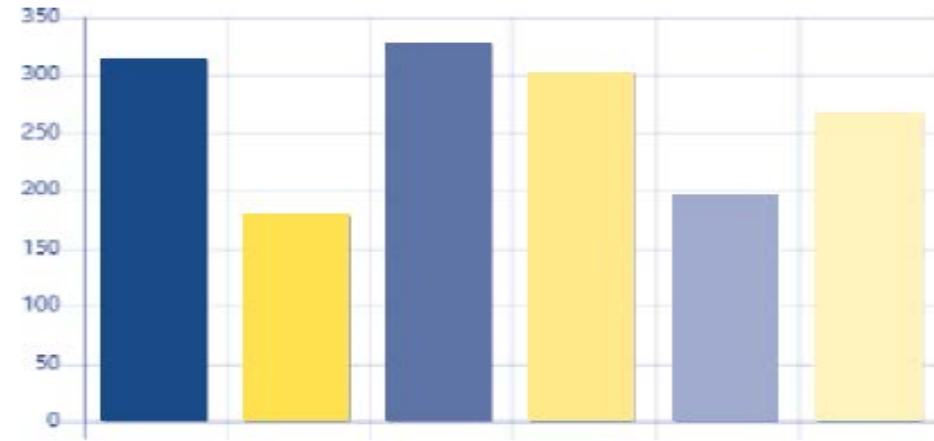
## Budget per fiscal year

American Rescue Plan - Elementary and Secondary Emergency Relief (ARP-ESSER)					
CATEGORY	21-22	22-23	23-24	24-25	TOTAL
Professional Salaries	\$648,829	\$802,874	\$853,647	\$0	\$2,305,350
Support Staff Salaries	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$93,293	\$147,893	\$127,893	\$0	\$369,079
Supplies and Materials	\$160,912	\$85,890	\$64,232	\$0	\$311,034
Travel Expenses	\$0	\$0	\$0	\$0	\$0
Employee Benefits	\$251,343	\$303,542	\$314,484	\$0	\$869,369
Indirect Costs	\$30,014	\$34,845	\$35,367	\$0	\$100,226
BOCES Services	\$0	\$0	\$0	\$0	\$0
Minor Remodeling	\$0	\$0	\$0	\$0	\$0
Equipment	\$81,816	\$0	\$0	\$0	\$81,816
<b>Grand Total</b>	<b>\$1,266,207</b>	<b>\$1,375,044</b>	<b>\$1,395,623</b>	<b>\$0</b>	<b>\$4,036,874</b>



# ARP-ESSER Act

## Public Comment



● Facilities upgrades tied to air quality	313
● Purchasing educational technology	178
● Providing social emotional and mental health services	328
● Implementing evidence-based strategies to meet students' academic needs	300
● Making specific investments to support at-risk students	196
● Offering extended learning opportunities	266

There were 154 respondents who opted to provide additional input on the use of the stimulus funds, the majority of which related to the categories above.

# 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.

Source: SED Business Portal CARES and CRRSA application



# Federal Stimulus- Eligible Expenses (ESSER)

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.

Source: SED Business Portal CARES and CRRSA application



# Federal Stimulus – Eligible Expenses (ESSER)

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.**

Source: SED Business Portal CARES and CRRSA application



# Operational/Instructional

- 2019-20 Transportation expenses
- 2020-21 Expenses above Federal CARES Act
- 2021-22 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
  - Replacing large AHU's to upgrade to Merv 13 capacity (gyms, cafés, etc.)
  - Enhance air filtration
  - 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 assessment, 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 support Targeted Support and Improvement (TSI) designation.



## Request:

- Internal hiring of nine (9) Content Focused Coaches (CFC) to support teaching and learning
- One CFC 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)
- CFC will continue to teach at least one section in their designated field
- Each CFC 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 one Special Education TOSA to support SDI
- One TOSA at the K-8 level (BOCES liaison will continue work with the high school)
- Up to a three-year appointment (before returning to the classroom)
- TOSA will receive a stipend



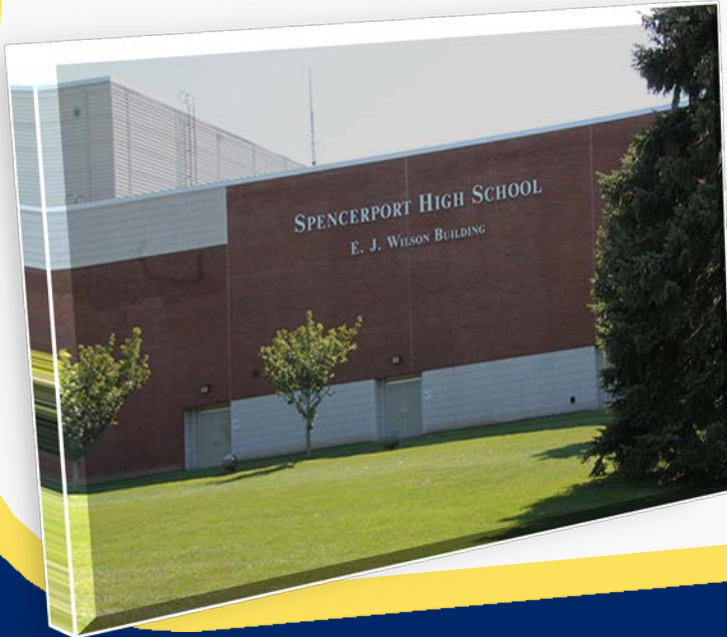
# K-5 School Counselor

- Provide counseling services to general and special education students
- Assist in crisis management, develop, monitor and assess both academic and behavior support plans
- Participate as a member of the schools building-based problem solving team to develop assistance for at risk students



# Coordinator of Student and Family Engagement

- This position will allow one other AP to focus on leading the work with academic learning loss, while this position focuses on the whole student experience, prioritizing social emotional well-being, and help students re-connect to SHS.



# Sample day for Coordinator of Student and Family Engagement

- Grade Level Meetings (with counselors, social workers, school psychologists, and nurses)
- Parent/Teacher Conferences
- Admin. Team Meetings
- Collaborating with Club Advisors
- Collaborating with StuGo and Leadership Class (Streamlining StuGo, Choices, and Sources of Strength)
- Planning, coordinating, and communicating student events (i.e., Freshman Orientation, Open House, Homecoming, and Class Council)
- Social Media (Build a family-school connection)
- Student Management (Discipline) and Restorative Practices (Training Peer Mediation Student Leaders and Engaging in Circles with Students and Staff)
- Parent Feedback (Focus Groups and Surveys)



# Summary

Allowable Activity	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs 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 COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - 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 IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	42,237
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	423,964
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) 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; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	2,851,706
17 - 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.	0
18 - 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.	50,000
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	668,967
<b>Totals:</b>	<b>4,036,874</b>



**Questions?**

