

| CARES ACT | CRRSA ACT | ARP ACT | CARES ACT | CRRSA ACT | ARP ACT  
ACT | CRRSA ACT | ARP ACT | CARES ACT | CRRSA ACT | ARP ACT | CARES  
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ACT | CRRSA ACT | ARP ACT | CARES ACT | CRRSA ACT | ARP ACT | CARES

# FEDERAL EMERGENCY AID FOR PUBLIC EDUCATION

## CHART BOOK Uses of Funds by States, School Districts, & Institutions of Higher Education



EDUCATING  
THROUGH CRISIS  
COVID-19

## INTRODUCTION

The chart book is a summary of data compiled so far on how states, school districts, and institutions of higher education (IHE) are using federal emergency aid. It is intended to provide a national perspective. Otherwise, each school district or IHE is a story unto itself based on its own circumstances and context.

There is no single, comprehensive source nationally that answers three important questions of states, school districts, and IHEs related to federal emergency aid for education:

- (1) how much funding did they receive;
- (2) how do they intend to use the funding (i.e., what are the dollar amounts associated with each purpose); and,
- (3) on what did they actually spend the funds.

All data sources, including the U.S. Department of Education, provide only partial answers. For this reason, it requires piecing together multiple sources to gain insight. The various sources include surveys and samples, annual reporting, and the tracking of budget and legislative actions. A few states have created dashboards or dedicated web pages to provide some transparency on the use of funds. Even fewer school districts have done so to date.

Regarding the third question, much of the information will not be available until well into the future. The reporting of expenditure data, by its nature, lags other funding information, such as allocations and obligations (or the commitment of funds awarded), and usually takes a year or longer from the end of a fiscal year before it is released. For example, expenditures from the CARES Act are only now becoming available. Expenditures from the CRRSA Act or the ARP Act will not be available for some time, at least not at levels that are useful. Instead, only information on how states, school districts, and IHEs plan to use these dollars are available currently. Even here, the amount is often not accessible, only the intent; and, of course, plans can and do change.

*The chart book will be updated periodically as new and additional data becomes available.*

## COMMON ACRONYMS

SEA	State Educational Agency
LEA	Local Educational Agency
IHE	Institution of Higher Education
CARES ACT	Coronavirus Aid, Relief, and Economic Security Act
CRRSA ACT	Coronavirus Response and Relief Supplemental Appropriations Act, 2021
ARP ACT	American Rescue Plan Act of 2021
ESSER	Elementary and Secondary School Emergency Relief
GEER	Governor's Emergency Education Relief
HEERF	Higher Education Emergency Relief Fund
CRF	Coronavirus Relief Fund (as part of the CARES Act)
SLFRF	Coronavirus State & Local Fiscal Recovery Fund (as part of the ARP Act)

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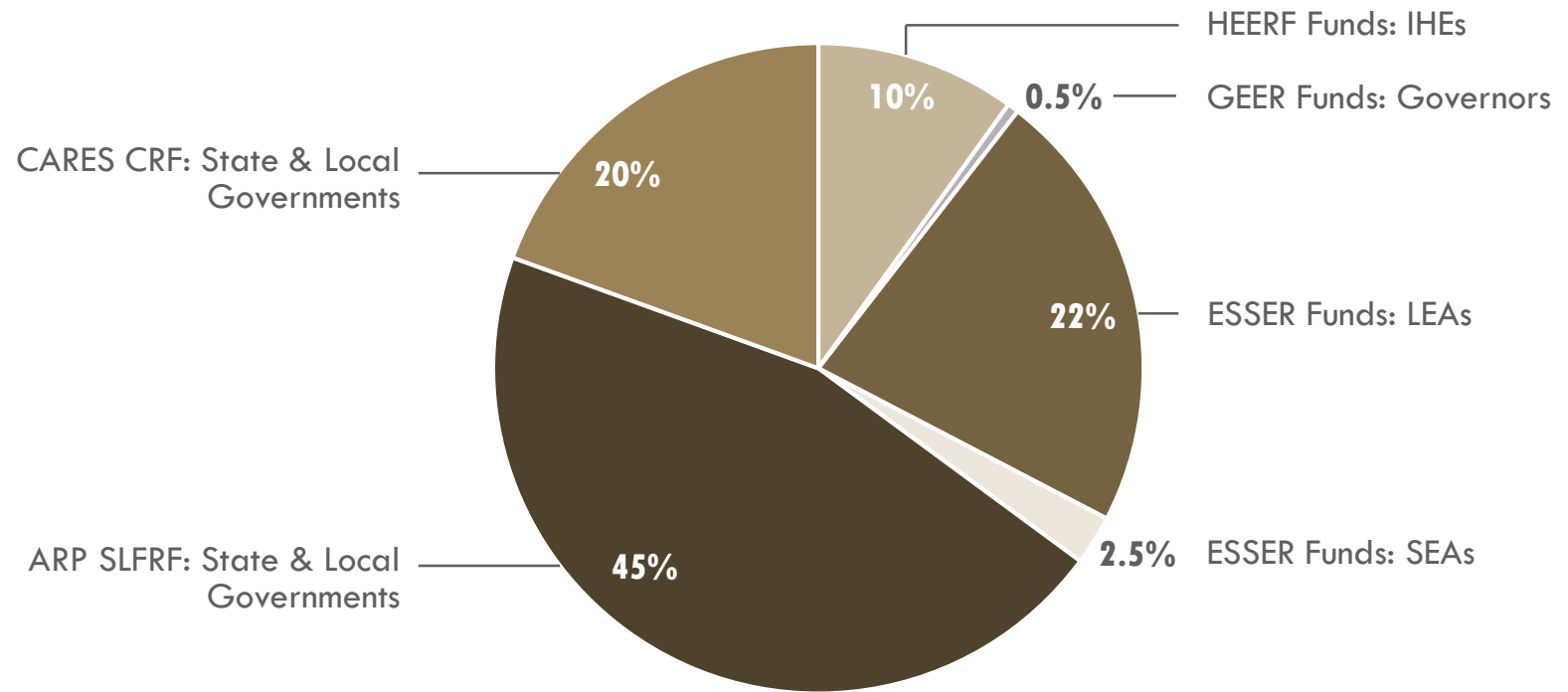
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The percentage of dollars from each federal law by fund and primary recipient relative to the total

FEDERAL EMERGENCY AID FOR EDUCATION



Explanatory notes

- Three federal laws were enacted to provide emergency aid to education, among other purposes: CARES Act, CRRSA Act, and ARP Act.
- Within each law were designated funds that could be used to support education or were dedicated for that purpose specifically. Funds dedicated for that purpose include ESSER, GEER, and HEERF. Funds that could be used to support education include CRF and SLFRF.
- Funds were provided for ESSER under all three laws, now known as ESSER I (CARES Act), ESSER II (CRRSA Act) and ARP ESSER or ESSER III (ARP Act). HEERF received funding under all three laws as well: HEERF I (CARES Act), HEERF II (CRRSA Act), and HEERF III (ARP Act). GEER funds were only provided under the CARES Act (GEER I) and CRRSA Act (GEER II).
- ESSER is dedicated to support K-12 education only. HEERF is dedicated to support higher education only. GEER Funds, CRF, and ARP SLFRF may be used to support K-12, higher education, or both.

	From the sample, the percentage of LEAs that plan to use ARP ESSER funds for these purposes			From the sample, the percentage of LEAs that plan to use ARP ESSER funds for these purposes	
<b>School staffing</b>	59%	Hiring/rewarding teachers and counselors	<b>Mental and physical health</b>	30%	SEL materials, training, and programs
	43%	Professional development		21%	Family communications/engagement
	35%	Hiring/rewarding psychologists/mental health staff		21%	Behavioral/mental health initiatives
	26%	Employee benefits/assistance		14%	Public health protocols/testing/vaccination
	23%	Hiring/rewarding nurses/physical health staff		9%	Counseling and mentorship
	22%	Hiring/rewarding support staff		7%	Nutrition programs/meals during closure
	21%	Recruitment and retention		6%	Nursing equipment/supplies/clinics
	14%	Hiring/rewarding custodial staff		6%	Wraparound services
	11%	Hiring/rewarding technology staff		4%	Training on virus mitigation
	11%	Staff bonuses/hazard pay			
<b>Academic recovery</b>	57%	Summer learning and summer learning/afterschool combined	<b>Technology</b>	35%	Software/instructional software
	41%	Afterschool/extended day and afterschool/summer learning combined		27%	Mobile devices
	36%	Instructional materials		27%	Infrastructure/hardware
	26%	Tutoring		25%	Technology supporting learning anywhere
	23%	Student assessments		18%	Connectivity
	17%	Math/ELA coaching		15%	Distance learning/online school
	11%	Attendance/enrollment/engagement		7%	Smart panels
			4%	Student information systems	
			3%	Cybersecurity	
<b>School facilities and operations</b>	50%	HVAC	<b>About the Burbio data set</b>	<p>The data sample includes the spending plans of 4,751 LEAs in all fifty states and Washington, D.C., representing about 72% of the nation's public school students, and two-thirds of ARP ESSER funds. Burbio, a data service that measures school openings and spending, gathered the local plans from a range of public sources as of May 17, 2022, and sorted the proposed spending into more than 100 categories.</p>	
	31%	Repairs to prevent illness			
	28%	Transportation			
	27%	PPE			
	17%	Custodial equipment			
	11%	Outdoor classrooms/shade/fitness equipment			
	10%	Additions to existing buildings			
	10%	Preparedness			

Source: How Local Educators Plan to Spend Billions in Federal COVID Aid (May 17, 2022), FutureEd (based on data from Burbio, an information company).

<https://www.future-ed.org/local-covid-relief-spending/>

## Spending priorities by region

<b>MIDWEST</b>	<ol style="list-style-type: none"> <li>1. Teachers/academic staff/counselors</li> <li>2. Ventilation and HVAC upgrades</li> <li>3. Employee benefits</li> <li>4. Technology supporting learning</li> <li>5. Staff professional development</li> <li>6. Repairing facilities to prevent illness</li> <li>7. Instructional materials</li> </ol>	<b>NORTHEAST</b>	<ol style="list-style-type: none"> <li>1. Teachers/academic staff/counselors</li> <li>2. Summer learning programs</li> <li>3. Ventilation and HVAC upgrades</li> <li>4. Afterschool programs</li> <li>5. Psychologists/mental health staff</li> <li>6. Staff professional development</li> <li>7. Social-emotional learning</li> </ol>
<b>WEST</b>	<ol style="list-style-type: none"> <li>1. Teachers/academic staff/counselors</li> <li>2. Ventilation and HVAC upgrades</li> <li>3. Staff professional development</li> <li>4. Summer learning programs</li> <li>5. Psychologists/mental health staff</li> <li>6. Support staff</li> <li>7. PPE</li> </ol>	<b>SOUTH</b>	<ol style="list-style-type: none"> <li>1. Teachers/academic staff/counselors</li> <li>2. Summer learning programs</li> <li>3. Ventilation and HVAC upgrades</li> <li>4. Instructional materials</li> <li>5. Software</li> <li>6. Staff professional development</li> <li>7. Transportation</li> </ol>

## Summary of trends by region

- Teachers, counselors and academic staff emerged as the top priority across regions, ranging from 58 percent of districts in the **West** to 69 percent of districts in the **Midwest** with plans to spend on this category.
- In both the **Northeast** and **South**, summer learning was the second highest priority, with spending planned in 60 percent of districts in the **Northeast** and 51 percent in the **South**. HVAC spending was the third highest priority for both.
- Half of the **Northeast** districts planned to invest in afterschool programs and about 44 percent support spending on psychologists, social-emotional learning, and staff professional development. In contrast, nearly 50 percent of districts in the **South** planned to spend on instructional materials and software, with about 40 percent investing in professional development and transportation.
- In the **West**, ventilation, heating and air conditioning system upgrades was second one the list of priorities, with 55 percent of districts planning to invest in such projects. Spending on professional development was listed in half of the district plans and psychologists in 45 percent.
- The top priorities were reversed in the **Midwest**, with 69 percent of districts spending on teachers and academic staff and nearly 60 percent on HVAC. Summer learning came in fourth from the top in the **West**, with 46 percent of districts pursuing it, but did not appear on the **Midwest** list. Instead, about 40 percent of **Midwestern** districts were planning to spend on employee benefits, technology, professional development, facility repairs, and instructional materials.

Source: National, Regional Trends in Educators' Covid-Relief Spending (March 1, 2022), FutureEd (based on data from Burbio, an information company).  
<https://www.future-ed.org/national-reading-trends-covid-relief-spending/>



## Spending priorities by district locale

From the sample, the percentage of LEAs that plan to use ARP ESSER funds for these purposes

	City	Suburb	Town	Rural
	59% Teachers and academic staff	64% Teachers and academic staff	57% Teachers and academic staff	57% Teachers and academic staff
	56% HVAC	50% HVAC	53% HVAC	52% HVAC
	51% Summer learning	48% Summer learning	46% Summer learning	44% Summer learning
	46% Professional development	42% Psychologists/mental health staff	44% Professional development	43% Professional development
	43% Psychologists/mental health staff	41% Professional development	39% Instructional materials	43% Instructional materials
	42% Social-emotional learning	34% Instructional materials	33% Social-emotional learning	37% Transportation
	40% PPE	31% Social-emotional learning	33% Transportation	31% PPE
	39% Instructional materials	30% Afterschool programs	32% Psychologists/mental health staff	29% Student assessments
	38% Afterschool programs	29% Family engagement	31% Afterschool programs	27% Psychologists/mental health staff
	35% Family engagement	29% PPE	30% PPE	26% Afterschool programs
	29% Tutoring	27% Tutoring	27% Support staff	26% Social-emotional learning
	29% Student assessments	23% Student assessments	26% Student assessments	22% Tutoring
	28% Connectivity	23% Support staff	24% Tutoring	22% Connectivity
	27% Transportation	21% Transportation	22% Family engagement	20% Family engagement
	26% Support staff	18% Connectivity	17% Connectivity	20% Support staff

## Summary of trends by district locale

Regardless of district locale, more than half of all LEAs in the sample intend to use ARP ESSER funds on hiring and/or rewarding teachers and academic staff, and more than 40% in each locale expect to invest in professional development. Similarly, at least half the LEAs in every locale plan to invest ARP ESSER funds in upgrading ventilation systems, and about half, or nearly half, are committed to summer learning, with city districts more likely to plan for summer learning than rural districts. The commitment of funds for support staff, however, is much less, from a low of 20% of LEAs in rural areas to 27% of LEAs located in towns. Beyond those common areas, priorities diverge.

Source: Covid-Aid Spending Trends by City, Suburban, Rural School Districts (March 1, 2022), FutureEd (based on data from Burbio, an information company).  
<https://www.future-ed.org/covid-aid-spending-trends-by-city-suburban-rural-school-districts/>

## Spending priorities by district poverty level

From the sample, the percentage of LEAs that plan to use ARP ESSER funds for these purposes

Lowest Poverty Quartile	2 <sup>nd</sup> Lowest Poverty Quartile	2 <sup>nd</sup> Highest Poverty Quartile	Highest Poverty Quartile
<ol style="list-style-type: none"> <li>1. Teachers and academic staff</li> <li>2. Summer learning</li> <li>3. HVAC</li> <li>4. Psychologists/mental health staff</li> <li>5. Professional development</li> <li>6. Software</li> <li>7. Social-emotional learning</li> <li>8. Instructional materials</li> <li>9. Afterschool programs</li> <li>10. Mobile devices</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and academic staff</li> <li>2. HVAC</li> <li>3. Summer learning</li> <li>4. Professional development</li> <li>5. Psychologists/mental health staff</li> <li>6. Software</li> <li>7. Instructional materials</li> <li>8. Social-emotional learning</li> <li>9. Mobile devices</li> <li>10. Tech supporting learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and academic staff</li> <li>2. HVAC</li> <li>3. Summer learning</li> <li>4. Professional development</li> <li>5. Instructional materials</li> <li>6. Software</li> <li>7. Repairs to school</li> <li>8. Transportation</li> <li>9. Afterschool programs</li> <li>10. Social-emotional learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and academic staff</li> <li>2. HVAC</li> <li>3. Instructional materials</li> <li>4. Professional development</li> <li>5. Repairs to school</li> <li>6. Software</li> <li>7. Summer learning</li> <li>8. Transportation</li> <li>9. PPE</li> <li>10. Tech infrastructure/hardware</li> </ol>

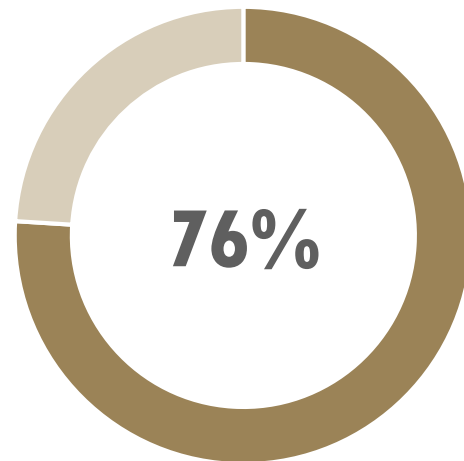
## Summary of trends by district poverty level

The higher the poverty rate in a district’s student population, the more likely its plans intend to steer ESSER funds toward renovating aging ventilation systems and other repairs to schools, and for new instructional materials—from writing supplies to culturally relevant curricula. All districts have made hiring and paying academic staff one of their highest priorities, but beyond that, other choices vary widely, depending on poverty levels.

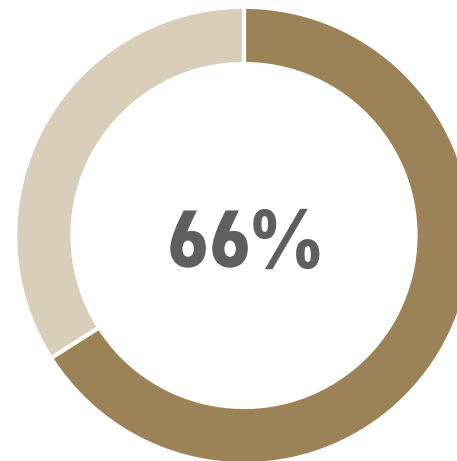
Source: How District Poverty Levels Influence Covid-Relief Spending (April 4, 2022), FutureEd (based on data from Burbio, an information company).  
<https://www.future-ed.org/how-district-poverty-levels-influence-covid-relief-spending/>

Percentage of survey respondents using ARP ESSER funds for these purposes

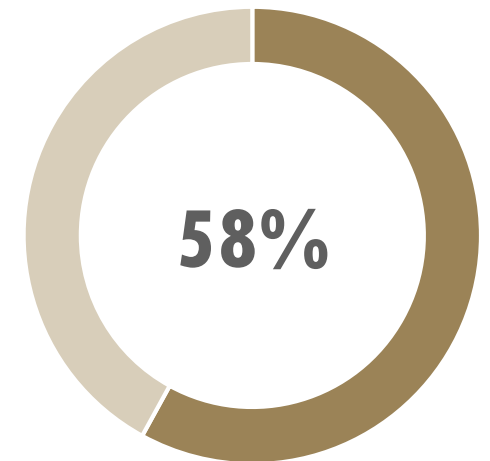
IMMEDIATE PRIORITIES



Expanding summer learning



Adding specialist staff



Investing in high-quality instructional materials

Top three priorities by district locale

**Urban districts**

1. Expanding summer learning
2. Adding specialist staff
3. Professional development

**Suburban districts**

1. Expanding summer learning
2. Adding specialist staff
3. Social-emotional learning

**Rural districts**

1. Expanding summer learning
2. Adding specialist staff
3. High-quality curriculum

Rural districts were far less likely than suburban and urban districts to indicate they would be investing in social-emotional learning practices and/or trauma-informed schools. Rural and suburban districts were more likely to indicate they would be spending more money on compensating staff to add learning time as well as spending ARP funds to provide high-intensity tutoring.

Source: School District Spending of American Rescue Plan Funding, Part II (January 2022), The School Superintendents Association (AASA). <https://aasa.org/uploadedFiles/ARP-Survey-Findings-Part2.pdf>

Top three priorities based on survey responses

SYSTEMIC IMPROVEMENTS OVER THE NEXT THREE YEARS

- 1 Expand whole child supports, including social, emotional, mental, and physical health and development (82% of respondents)
- 2 Renovate and update school facilities, including HVAC systems (55% of respondents)
- 3 Reengage high school students off-track to graduate and help them navigate the transition to college and career

Priorities by district locale: 2022 vs 2021 comparison

**Urban districts.** Are three times more likely than suburban and rural districts to use ARP funds to build a diverse teacher preparation pathway to address shortages. Urban districts are still the most likely to provide bilingual learning opportunities and enhanced services for EL students but their commitment to doing so decreased since 2021. Interest among urban districts to identify and proactively re-engage students who are offline, hard to find, or have left school altogether because of school closure also significantly decreased since 2021.

**Suburban districts.** In 2022, suburban districts were less likely to focus on special education improvements, building a diverse teacher pathway, and expanding early childhood education than they were in 2021.

**Rural districts.** Rural districts were very consistent in their priorities around systemic improvements when comparing 2022 and 2021.

Source: School District Spending of American Rescue Plan Funding, Part II (January 2022), The School Superintendents Association (AASA). <https://aasa.org/uploadedFiles/ARP-Survey-Findings-Part2.pdf>

Percentage of survey respondents using ARP ESSER funds for these purposes (July 2021 survey)

FACILITIES RENOVATION, INDOOR AIR QUALITY IMPROVEMENTS, & NEW CONSTRUCTION



Percentage of ARP funding to be spent on school facilities improvements

- 45% of survey respondents plan to spend between 1-10% of ARP funding on school facilities improvements
- 13% plan to spend between 11-15%
- 17% plan to spend between 16-25%
- 16% plan to spend between 26-50%

**January 2022 survey update.** A little more than half of respondents said they needed an extension beyond 2024 to obligate funds for HVAC upgrades and other school construction related projects related to the pandemic. Also, 46% of districts responded that they would consider shifting funds over to capital projects and HVAC if the timeline was extended.

Infrastructure improvements (July 2021 survey)

**Urban districts**

**Suburban districts**

**Rural districts**

Nearly half of urban districts and two-thirds of suburban districts indicated they would spend less than 10% of ARP funding on construction or other infrastructure improvements; rural districts were much more likely than suburban and urban districts to spend more than 25% of their ARP funding on facility enhancements (partly attributed to smaller allocations relative to the other district locales)

Source: School District Spending of American Rescue Plan Funding, Part II (January 2022), The School Superintendents Association (AASA). <https://aasa.org/uploadedFiles/ARP-Survey-Findings-Part2.pdf>

Source: School District Spending of American Rescue Plan Funding—A Snapshot (September 2021), The School Superintendents Association (AASA). <https://aasa.org/uploadedFiles/ARP-Survey-Findings-090121.pdf>

## A REVIEW OF 100 LARGE AND URBAN SCHOOL DISTRICT PLANS

### Topline findings

- 71% of the 100 districts are planning to extend learning,
- 62% intend to roll out some form of tutoring, and
- 45% want to expand small-group instruction.

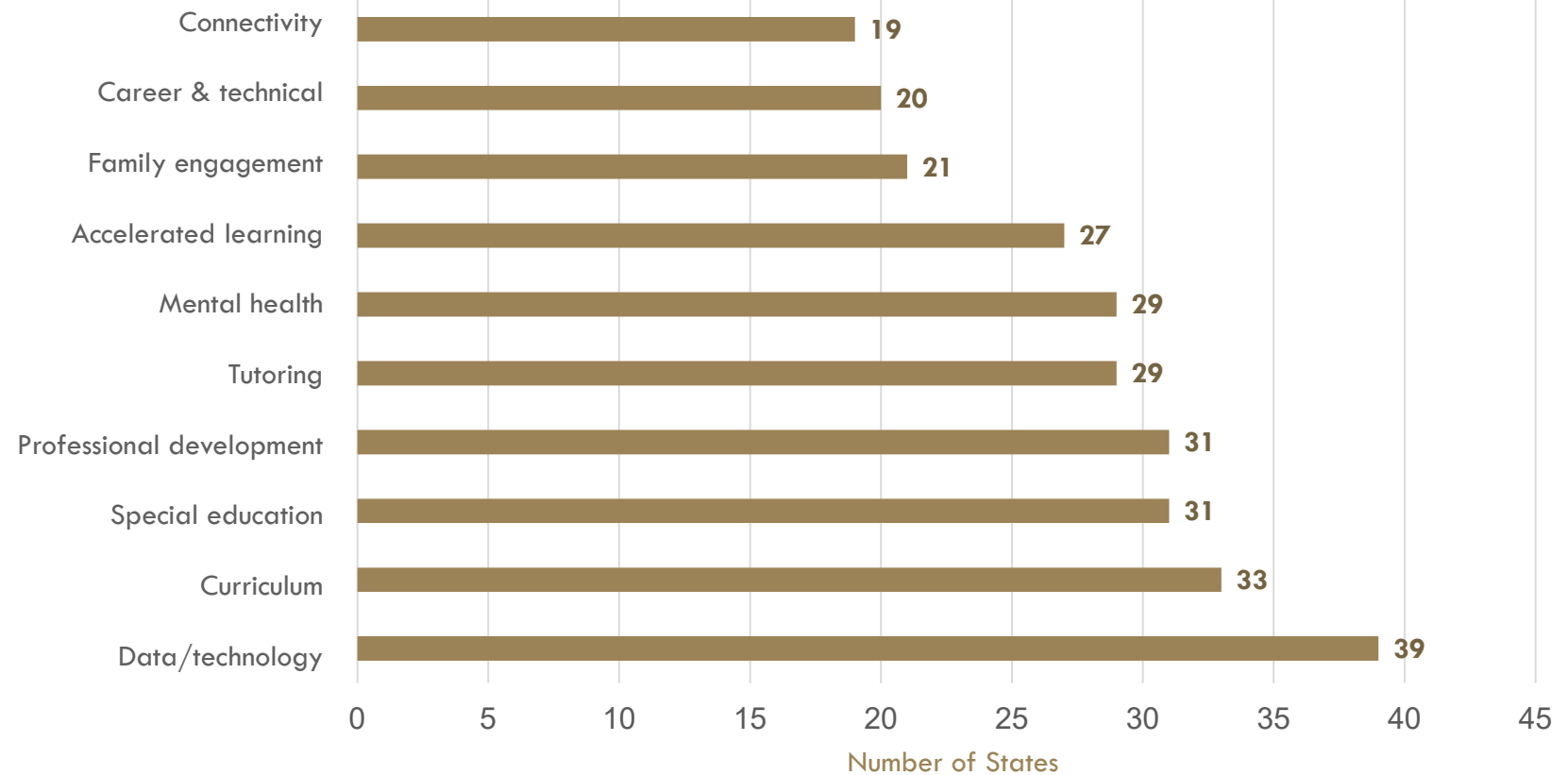
*The number of local plans (out of 100) that intend to use ARP ESSER funds for these purposes*

	YES	NO	N/A*
• Strategies to help students make up lost instructional time	74	12	14
• SEL and/or mental health supports	68	17	15
• Building newer and/or safer facilities	56	26	17
• Expanding technology capabilities	55	27	18
• Teacher capacity	44	39	17
• Improving services to students with special needs	31	52	17
• High-quality curriculum	29	52	19
• Community and/or family engagement	27	56	17
• Exploration and implementation of new education delivery models	24	60	16
• Student assessment and accountability systems	22	60	18
• Addressing attendance, engagement, and/or student transitions	21	62	17
• Educator salary increases and/or bonuses	20	57	23
• Students' postsecondary and career readiness	20	61	19
• Educator pipeline strategies	18	63	19
• Reduce class size	8	61	31
<b>Additional findings</b>			
• Equity is mentioned in use of funds plan	30	44	26
• District is engaging stakeholders to provide input into its plan	56	34	10
• District has published stakeholder engagement results	17	1	82

\*N/A=Not available

Source: Tracking District Actions (August 30, 2021), The Center on Reinventing Public Education.  
<https://crpe.org/pandemic-learning/tracking-district-actions/>

The number of state plans using ARP ESSER funds for these purposes



Source: NCSL

## Summary of findings

- At least 29 state plans have devoted resources to accelerate learning through academic tutoring.
- Another 31 plans devoted resources to specifically address the needs of students with disabilities.
- At least 25 plans have identified curriculum development and implementation as a statewide priority.
- At least 20 plans outlined strategies to address the mental and emotional health needs of students and staff.
- Most states plan to develop or strengthen data systems to increase engagement with students who may be struggling academically or socio-emotionally.
- 19 plans invested in increased student access to internet connectivity, devices and online resources.

Source: 10 Trends in State Education Plans for COVID-19 Relief Funds (December 7, 2021), National Conference of State Legislatures.  
<https://www.ncsl.org/research/education/10-trends-in-state-education-plans-for-covid-19-relief-funds-magazine2021.aspx>

## Addressing lost instructional time

### Indiana

the Legislature allocated \$150 million to create the Student Learning Recovery Grant, which will fund additional instructional time before and after school and during breaks.

### New Jersey

allocated over \$135 million to establish an Acceleration Coach and Educator Support grant for LEAs to provide teachers access to high-quality curricula and instructional technologies to address unfinished learning. Funds will also be used to train teachers and staff on positive school climate, social and emotional learning, and culturally responsive teaching practices.

### Washington

is investing \$3 million in Ninth Grade Success Pilots to help students transition to high school.

### Connecticut

plans to achieve a long-standing goal of designing a statewide K-8 model curriculum that includes high-quality instructional materials and implementation strategies.

### Kentucky

has allocated \$10 million to scale up professional development for teachers on the science of reading.

Kentucky has also pledged \$2 million to support schools' and districts' curriculum-development process.

### Arkansas, Oklahoma, and Tennessee

will recruit and develop statewide tutoring corps.

### Illinois

plans to invest \$33 million in Special Education Collaboratives to address lost instructional time and provide summer learning and enrichment services for students with disabilities.

## Responding to mental health needs

- **Oklahoma** has announced the creation of a School Counselor Corps.
- **Maryland** will spend \$3.2 million to address the effects of adverse childhood experiences on students.
- **New York** will provide mental health first-aid training to all school districts.
- **Montana** will establish an early warning system and build educator capacity to respond to student needs.
- **Louisiana's** Department of Education is creating a position to manage and implement its Child Welfare and Attendance Program.

## Advancing state goals

- **Pennsylvania** will invest \$43.5 million in area career and technology education centers.
- **Georgia** plans to invest the entirety of its reserve funds in career, technical and agricultural education programs. The state will also use its funding to create the Office of Rural Education, which will establish state and community partnerships to channel resources to low-wealth school districts with low student populations in distressed regions of the state.
- **New Mexico** has set up a joint program with local municipalities to provide summer internships for students.
- **New York** has allocated \$195 million to support a multiyear expansion of universal pre-K for 4-year-olds along with another \$15 million for pre-K expansion grants.

## Bridging the digital divide

- **Delaware** will provide students and educators access to an online reading platform and a digital book collection, which includes the Delaware Public Library System's catalog.
- **South Carolina** equipped 500 state-owned school buses with Wi-Fi hotspots for vulnerable communities.

## Improving the teacher pipeline

- The **Virginia** Legislature appropriated \$11.5 million to support the recruitment efforts of school districts facing the most acute shortages.
- **South Carolina's** Department of Education will partner with the state higher and technical education systems to employ postsecondary students as summer teaching interns. This will allow students to learn the necessary steps to earn teacher certifications and develop a pipeline for these students to become certified teachers.

Source: 10 Trends in State Education Plans for COVID-19 Relief Funds (December 7, 2021), National Conference of State Legislatures.

<https://www.ncsl.org/research/education/10-trends-in-state-education-plans-for-covid-19-relief-funds-magazine2021.aspx>



**NEW YORK**  
Sample State

ESSER I	ESSER II	ARP ESSER (III)
<ul style="list-style-type: none"> <li>ESSER funds to school districts were programmed by the Division of the Budget and the Legislature in the 2020-21 enacted New York State budget through the application of a “pandemic adjustment” to partially offset the state share of state aid to school districts.</li> </ul>	<ul style="list-style-type: none"> <li>The legislature allocated the ESSER II set-aside and GEER II funds to provide school districts of lower wealth with a minimum per pupil allocation.</li> </ul>	<p>Highlights include:</p> <ul style="list-style-type: none"> <li>NYSED will provide LEAs with best practices and guidance to enable Social Emotional Learning (SEL) and Culturally Responsive Sustaining (CRSE) approaches to be integrated in ways that will support student recovery and development following the pandemic.</li> <li>NYSED will collaborate with the Mental Health Association of New York State to provide LEAs with Mental Health First Aid Training. Mental Health First Aid is a public education program that introduces participants to risk factors and warning signs of mental illnesses, builds understanding of their impact, and overviews common supports.</li> <li>\$195 million to support a multi-year expansion of new full-day 4-year-old universal prekindergarten expansion grants.</li> <li>\$15 million for prekindergarten expansion grants via a competitive bid.</li> <li>\$35 million to support NYC charter school facilities.</li> </ul>

Data by State

National Conference of State Legislatures’ [Elementary and Secondary School Emergency Relief Fund Tracker](https://www.ncsl.org/ncsl-in-dc/standing-committees/education/cares-act-elementary-and-secondary-school-emergency-relief-fund-tracker.aspx)

Source: Elementary and Secondary School Emergency Relief Fund Tracker (January 25, 2022), National Conference of State Legislatures.  
<https://www.ncsl.org/ncsl-in-dc/standing-committees/education/cares-act-elementary-and-secondary-school-emergency-relief-fund-tracker.aspx>

## VIRGINIA

Sample State

Planned uses  
of ESSER II  
& GEER II  
Funds by SEAs

ESSER II	
• Virtual Virginia expansion	\$3,200,000
• SEL screeners, curriculum development, and LEA grants	\$500,00
• Statewide literacy initiative	\$13,731,655
• LASER data analytics application development	\$300,000
• Digital tools for instruction	\$250,000
• Statewide teacher/staff recruitment strategies	\$1,000,000
• Expanded learning time/unfinished learning time (awards to LEAs)	\$53,496,000
• Extended School Year/Year Round Schools (awards to LEAs)	\$1,504,000
• Postsecondary special education support (awards to LEAs)	\$6,500,000
• Growth assessment development	\$8,750,000
• ESSER II formula grants to LEAs	\$845,352,520
GEER II	
• Virtual Virginia expansion	\$7,000,000

### Data by State

U.S. Department of Education's [ARP ESSER State Plans](https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/stateplans/)

Source: ARP ESSER State Plans, The US Department of Education.

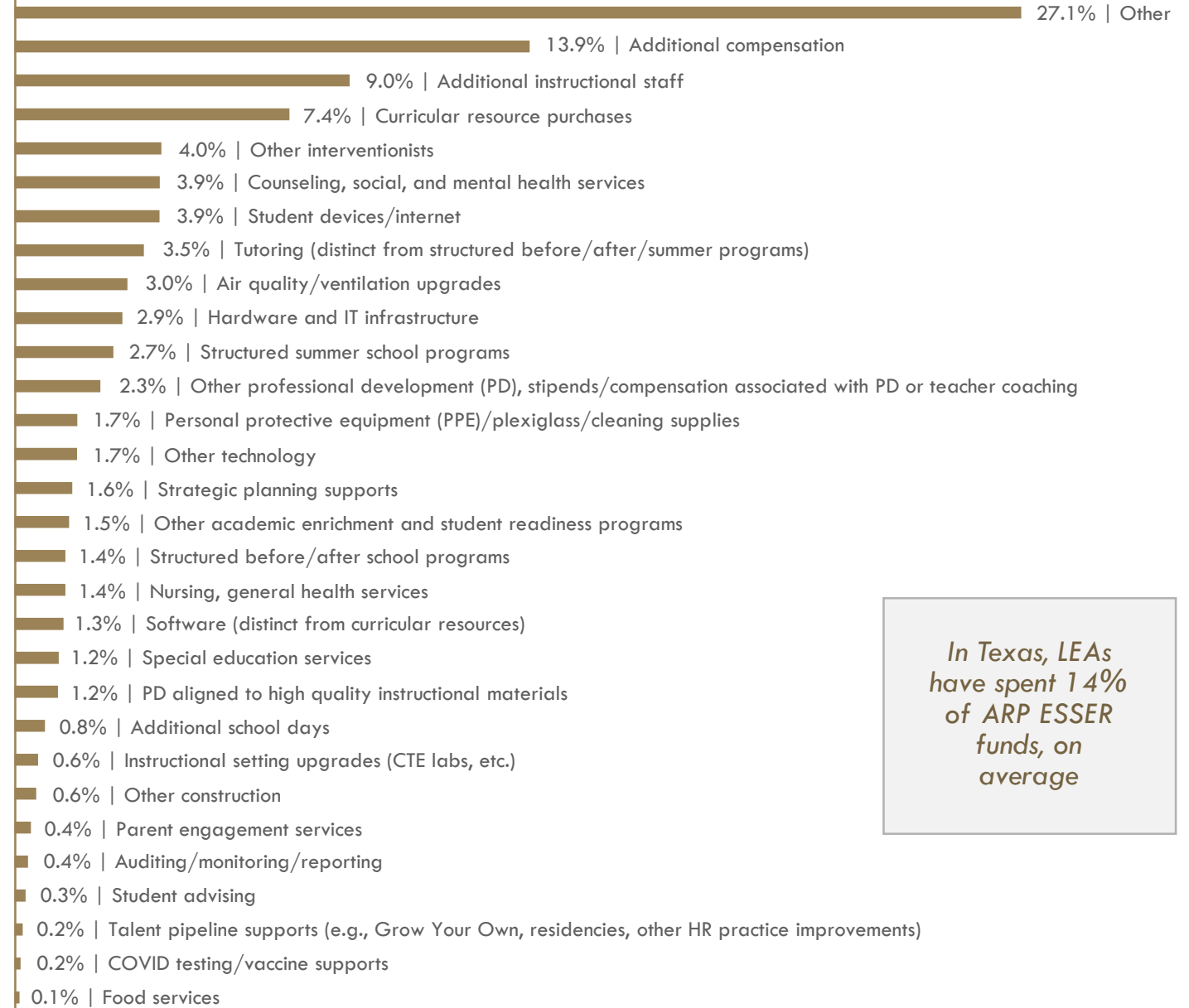
<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/stateplans/>

## ARP ESSER Spending by LEAs: Level of Detail Available by State

Spending Detail by Function, Object, or Other (15)	Total Spending Only (22)	Spending Data is Pending or Not Available (13)
AK	AL	AZ
AR	CO	DE
CA	CT	IA
HI	FL	KY
ID	GA	LA
ME	IL	MD
MS	IN	MN
MT	KS	NH
OR	MA	NJ
RI	MI	NM
SD	MO	OK
TX	NE	PA
WA	NV	WY
WV	NY	
WI	NC	
	ND	
	OH	
	SC	
	TN	
	UT	
	VT	
	VA	

## TEXAS (Sample State)

(LEA spending by function as a percentage of total ARP ESSER funds expended to date)



*In Texas, LEAs have spent 14% of ARP ESSER funds, on average*

Data by State

Edunomics Lab's [ESSER Expenditure Dashboard](#)

Source: ESSER Expenditure Dashboard (April/May 2022), Edunomics Lab, Georgetown University.

<https://edunomicslab.org/esser-spending/>

A SURVEY OF SCHOOL BUSINESS OFFICIALS

Percentage of survey respondents spending ESSER funds on these purposes (through January 31, 2022)

	ESSER FUNDS		
	I	II	III
• Addressing learning loss (summer/afterschool programs, tutoring, etc.)	29%	56%	54%
• Mental health services, counseling, social emotional care/support	16%	44%	36%
• Support for specific populations (Title I, special education, English learners, homeless, etc.)	19%	36%	29%
• Technology for students, broadband access/connectivity	69%	62%	28%
• Maintaining continuity of services (e.g., salaries/wages, contracts, utilities, supplies)	35%	38%	25%
• School facility repairs and improvements	13%	29%	21%
• PPE, cleaning supplies, training staff on minimizing viral spread	71%	49%	18%
• COVID-19 emergency response, coordination and planning	41%	21%	10%
• COVID-19 screening, testing, and vaccination	14%	15%	5%
• Feeding students	13%	5%	1%
• ESSER plan not yet approved for spending	---	---	16%
• ESSER funds not yet spent for another reason	0%	0%	6%
• Did not receive an allocation under ESSER	1%	3%	2%

ESSER spending trends

The spending of ESSER funds has shifted under each iteration, from PPE and cleaning supplies to keep students and staff safe, and technology to keep students connected (ESSER I); to academic recovery and mental health services for students and staff under ESSER III, with ESSER II funds bridging the transition.

Source: How Have School Districts Spent ESSER Funds So Far? A Summary of Findings from ASBO International’s ESSER Spending Survey (May 2022), The Association of School Business Officials (ASBO) International.

<https://network.asbointl.org/viewdocument/asbo-international-survey-report-h-1>

	<p><b>Maintaining Continuity of Services</b></p>	<p><b>Academic Recovery (Addressing Learning Loss)</b></p>	<p><b>School Facility Repairs/Improvements</b></p>
<p><b>Specific ESSER spending categories</b></p> <p><i>From the sample, the percentage of LEAs spending ESSER funds for these purposes</i></p>	<ul style="list-style-type: none"> <li>55% Retaining current ancillary staff</li> <li>51% Recruiting/hiring new instructional staff</li> <li>42% Recruiting/hiring new ancillary staff</li> <li>42% Retaining current instructional staff</li> <li>35% Purchasing curricula, books, and classroom/office supplies</li> <li>22% Adjusting staff duties to maintain/expand services</li> <li>19% Retaining current administrative staff</li> <li>15% Recruiting/hiring new administrative staff</li> <li>15% ESSER funds not used for this category</li> <li>6% Providing out-of-district placements/specialized services</li> <li>5% Other purposes within the category</li> <li>1% Utility payments for buildings/facilities</li> </ul>	<ul style="list-style-type: none"> <li>63% Expanding summer enrichment offerings</li> <li>51% Adding specialist staff</li> <li>47% Purchasing technology and improving broadband connectivity</li> <li>45% Investing in professional development</li> <li>38% Expanding before/afterschool and extracurricular programs</li> <li>38% Investing in high-quality curricula to accelerate learning</li> <li>34% Providing tutoring</li> <li>18% Hiring to reduce class size/investing in small-group instruction</li> <li>17% Adding learning time (extended day/year)</li> <li>12% Offering flexible class scheduling</li> <li>10% Improving community outreach to assess family needs</li> <li>7% Expanding early childhood programs</li> <li>2% ESSER funds not used for this category</li> <li>1% Other purposes within the category</li> </ul>	<ul style="list-style-type: none"> <li>47% HVAC repairs, replacements, and upgrades</li> <li>30% ESSER funds not used for this category</li> <li>28% Providing safer drinking water</li> <li>19% Repairing/renovating an existing facility/school</li> <li>17% Providing outdoor classrooms/learning spaces</li> <li>4% New build/construction projects</li> <li>4% Other purposes within the category</li> <li>3% Repairing/renovating sport/athletic facilities</li> <li>3% Projects to address other health hazards</li> </ul>
<p><b>Notes</b></p>	<p>Ancillary staff includes food service, transportation, and custodial staff; nurses; counselors; social workers; etc. Instructional staff includes teachers, substitutes, aides, and specialized instructional support personnel.</p>		
<p>Source: How Have School Districts Spent ESSER Funds So Far? A Summary of Findings from ASBO International’s ESSER Spending Survey (May 2022), The Association of School Business Officials (ASBO) International.  <a href="https://network.asbointl.org/viewdocument/asbo-international-survey-report-h-1">https://network.asbointl.org/viewdocument/asbo-international-survey-report-h-1</a></p>			

## Annual reporting schedule

Annual Report	Due Date	Applicable Reporting Period
First annual report	February 1, 2021	March 13, 2020 – September 30, 2020
Second annual report	February 1, 2022	October 1, 2020 – September 30, 2021
Third annual report	February 1, 2023	October 1, 2021 – September 30, 2022

Reporting requirements on fund uses include only six categories

**Purchasing educational technology**      **Addressing unique needs of students**      **Providing mental health services & supports**      **Sanitization and minimizing the spread of infectious diseases**      **Summer learning and afterschool programs**      **Other**

### ESSER I

Of those LEAs reporting expenditures, the percentage expended on this category relative to the total:

Sample States

Pennsylvania	65%	2%	6%	7%	2%	18%
South Dakota	32%	0%	0%	20%	0%	48%
US	28%	5%	1%	13%	2%	51%

### GEER I

Of those LEAs reporting expenditures, the percentage of those LEAs that are using funds for this purpose:

Sample States

Alabama	75%	49%	3%	8%	50%	37%
Minnesota	89%	0%	0%	0%	8%	0%
US	56%	27%	8%	19%	15%	27%

ESSER and GEER collected data for March 13, 2020 – September 30, 2020 reporting period (provisional)

## Data by State

U.S. Department of Education’s [Education Stabilization Fund Transparency Portal](https://education.stabilizationfund.gov/)

Source: Education Stabilization Fund Transparency Portal, The US Department of Education.  
<https://covid-relief-data.ed.gov/>

## VIRGINIA

Sample State

Prior/current SEA uses of ESSER I & GEER I funds

<b>ESSER I</b>	
• Special education services and supports (awards to LEAs)	\$5,000,000
• Summer academic academies (awards to LEAs)	\$1,237,311
• Social emotional universal screener (awards to LEAs)	\$750,566
• Cleaning and sanitation supplies (awards to LEAs)	\$2,000,000
• Facilities upgrades (awards to LEAs)	\$3,000,000
• School-based mental health (awards to LEAs)	\$1,000,000
• Instructional delivery supports (awards to LEAs)	\$2,088,946
• Grants to regional programs (awards to LEAs)	\$450,000
• Growth assessment alignment study (awards to LEAs)	\$1,691,871
• Virtual Virginia expansion	\$2,810,000
• SEL professional development	\$250,000
• Continuity of operations	\$225,000
• Instructional access	\$200,000
• Technology training for teachers	\$223,000
• ESSER I formula grants to LEAS	\$214,739,273
<b>GEER I</b>	
• School nutrition (awards to LEAs)	\$3,000,000
• VISION technology (awards to LEAs)	\$26,860,322
• Early childhood	\$10,000,000
• Virtual Virginia expansion	\$3,450,000

### Data by State

U.S. Department of Education's [ARP ESSER State Plans](#)

Source: ARP ESSER State Plans, The US Department of Education.

<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/stateplans/>

	K-12 education		Higher education
Allocating all GEER funds to K-12 education	<ul style="list-style-type: none"> <li>10 states devoted the entirety of their GEER allotment to K-12 education. Among those states, at least three chose to directly distribute GEER funds to districts. <b>New York</b>, for instance, distributed funds to districts based on the federal Title I formula, while <b>Wisconsin</b> and <b>Delaware</b> made subgrants to districts through their own needs-based criteria.</li> </ul>	Allocating all GEER funds to higher education	<ul style="list-style-type: none"> <li><b>Kansas</b> and <b>New Jersey</b> awarded the entirety of their GEER funds, \$26 million and \$68 million respectively, to their state’s public institutions.</li> <li><b>Washington</b> also awarded all of its GEER funding to higher education, but chose to send 80% of those funds to its community and technical college system.</li> </ul>
To address lost instructional time	<ul style="list-style-type: none"> <li><b>California</b> combined its GEER and Coronavirus Relief Funds to create a \$5.3 billion Learning Loss Mitigation Block Grant, which is distributed to districts based on their populations of students with disabilities, English learners, foster youth and low-income students.</li> <li><b>Alabama</b> provided \$26 million to “bridge learning and achievement gaps” and \$9 million to supportive intensive tutoring.</li> <li><b>Arizona</b> invested \$20 million in “Acceleration Academy Grants” to bring in math and reading specialists and paraprofessionals to high-need schools.</li> </ul>	To support historically underserved students and institutions	<ul style="list-style-type: none"> <li><b>Texas</b> invested at least \$57 million to maintain the state’s need-based financial aid programs.</li> <li><b>Illinois</b> created a \$3 million grant to support enrollment and retention of high-need students at public and private four-year institutions.</li> <li><b>Massachusetts</b> obligated \$25 million to cover COVID-related expenses associated with reopening colleges and universities, giving funding priority to schools that serve greater populations of low-income students.</li> <li><b>South Carolina</b> sent \$2.4 million to the state’s eight historically black colleges and universities.</li> </ul>
Bridging the digital divide	<ul style="list-style-type: none"> <li><b>Connecticut</b> combined GEER and other CARES funds to create the \$43.5 million “Everybody Learns Initiative” to purchase 50,000 laptops, 12 months of access to at-home internet for 60,000 students, and create public hotspots free to the public at 200 community sites.</li> <li><b>Georgia</b> is using \$29.3 million to fund broadband signal extenders from school buildings and transmit mobile WiFi signals to students who live in multi-family housing.</li> </ul>	To support specific higher education programs	<ul style="list-style-type: none"> <li><b>New Mexico</b> allocated to \$2.9 million to address workforce development needs focused on early childhood preparation, nursing, and teacher preparation.</li> <li><b>Indiana</b> awarded \$11.2 million to 12 colleges and universities to create professional development for K-12 teachers and curriculum for remote learning.</li> </ul>

Data by State

National Conference of State Legislatures’ [Governor’s Emergency Education Relief Fund Tracker](#)

Source: How Governors Have Spent CARES Education Funds (January 22, 2021), National Conference of State Legislatures.

<https://www.ncsl.org/blog/2021/01/22/how-governors-have-spent-cares-education-funds.aspx>

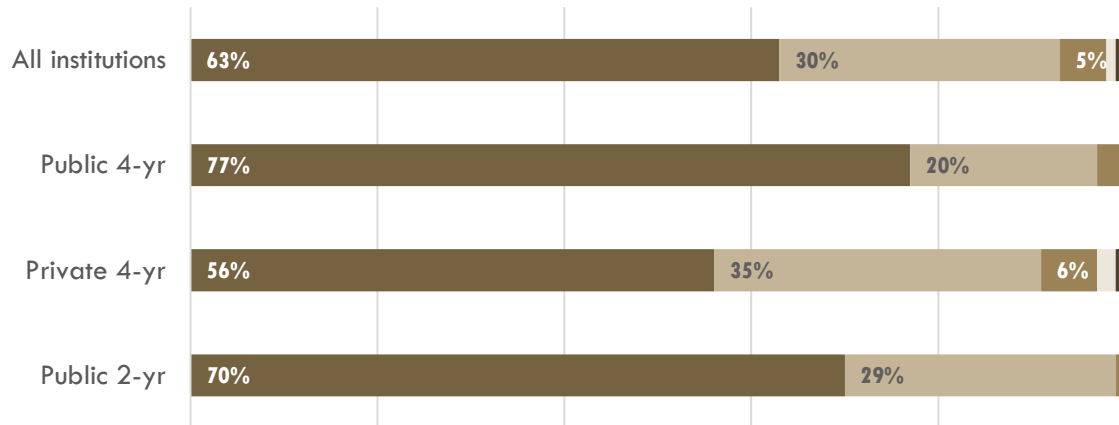




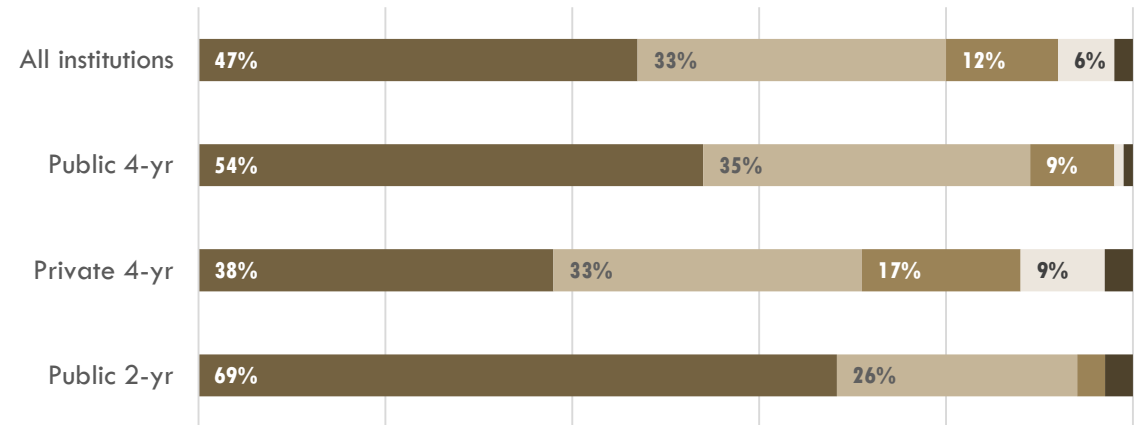
### A SURVEY OF COLLEGE & UNIVERSITY PRESIDENTS

Strongly agree Agree Neutral Disagree Strongly disagree

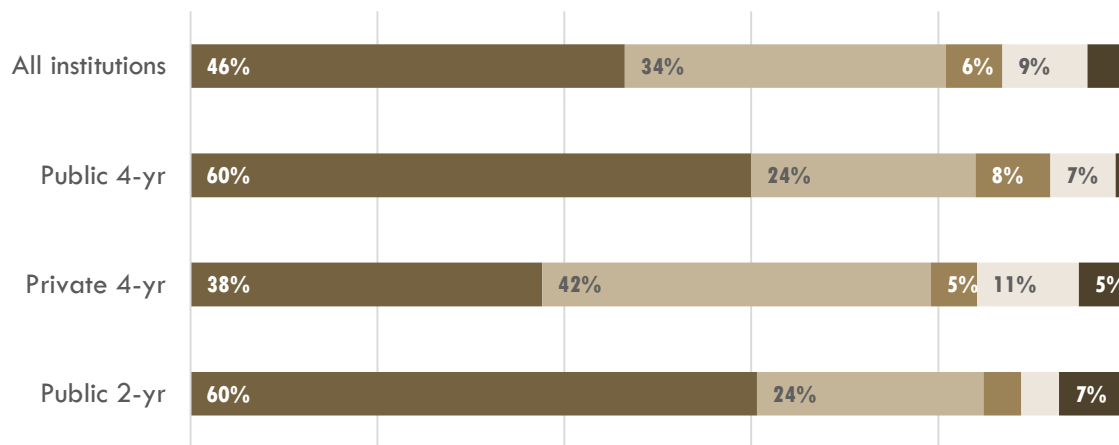
**Keeping students enrolled.** HEERF enabled my institution to keep students enrolled who were at risk of dropping out due to pandemic-related factors by providing direct financial support to students.



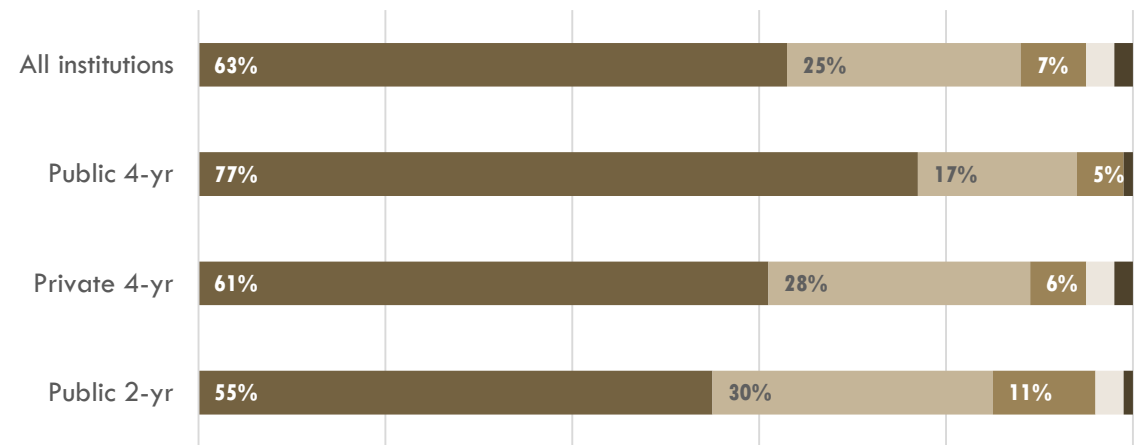
**Alleviating the digital divide.** HEERF enabled my institution to keep students enrolled by providing them with electronic devices and internet access.



**Keeping colleges and universities affordable.** HEERF enabled my institution to keep student net prices similar to pre-pandemic levels (i.e., minimal increases to tuition and fees and decreases to scholarships).



**COVID-19 tests and other health-care needs.** HEERF enabled my institution to purchase COVID-19 tests, health screenings, and the health care needed to help students and faculty.

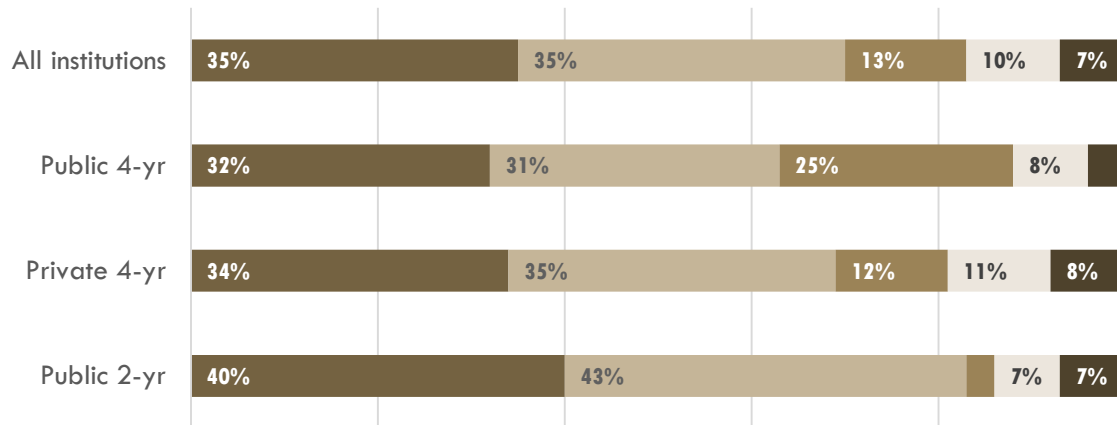


Source: First Look—Use of Higher Education Emergency Relief Funds (HEERF) at U.S. Colleges and Universities (November 8, 2021), American Council on Education.  
[https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/Presidents-Survey-HEERF.aspx?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/Presidents-Survey-HEERF.aspx?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

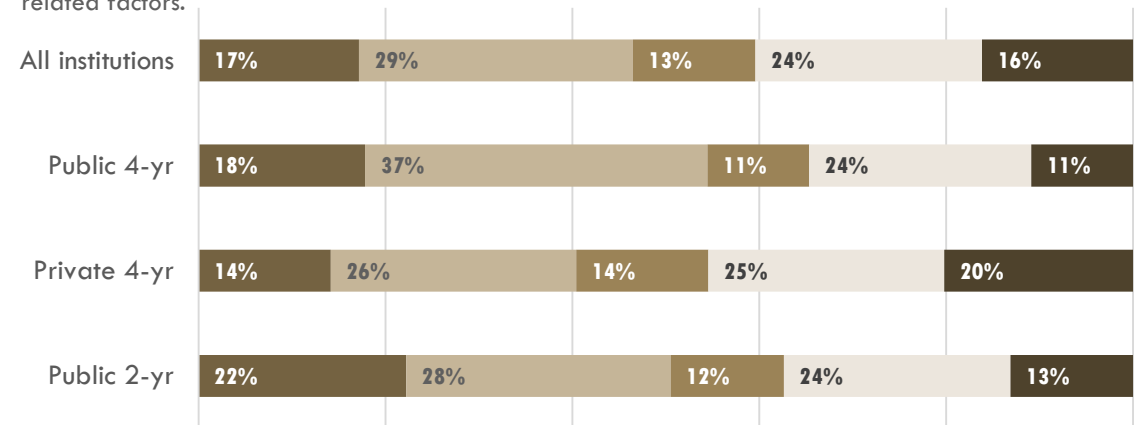
## A SURVEY OF COLLEGE & UNIVERSITY PRESIDENTS

Strongly agree Agree Neutral Disagree Strongly disagree

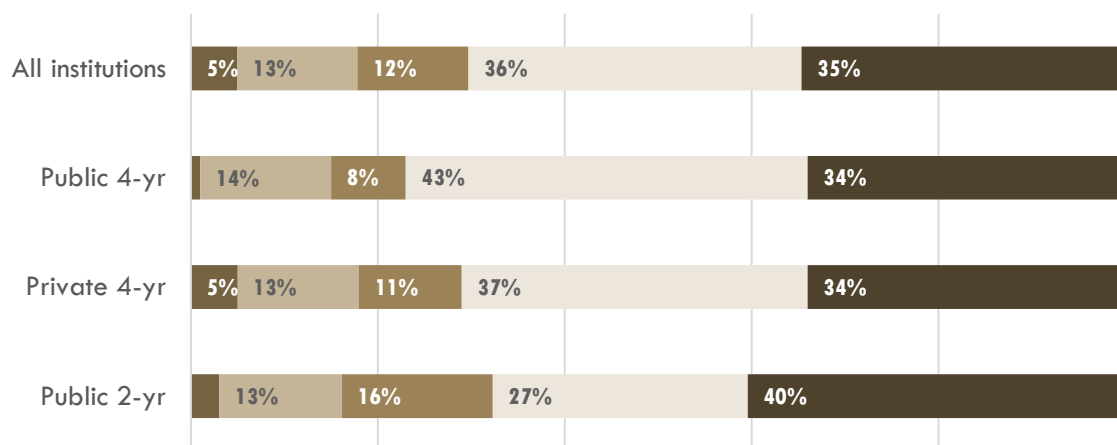
**Keeping employees at work.** HEERF enabled my institution to keep faculty, staff, employees, and contractors at full salary levels who were at risk of unemployment due to pandemic-related factors.



**Maintaining programs of study.** HEERF enabled my institution to continue offering planned programs (i.e., programs of study listed in our course catalog) that were at risk of discontinuation due to pandemic-related factors.



**Continuing to operate.** My institution was at risk of closing due to pandemic-related factors and HEERF has enabled my institution to continue operating.



Pulse Point Survey, October 23-November 2, 2021, American Council on Education, 2021. Overall, 400 college and university presidents responded to the survey, including 220 at private four-year institutions (55 percent), 86 at public four-year institutions (22 percent), 73 at public two-year institutions (18 percent), and 21 at other types of institutions (5 percent). Other types include public and private graduate-only, private two-year, and for-profit institutions.

Source: First Look—Use of Higher Education Emergency Relief Funds (HEERF) at U.S. Colleges and Universities (November 8, 2021), American Council on Education.

[https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/Presidents-Survey-HEERF.aspx?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.acenet.edu/Research-Insights/Pages/Senior-Leaders/Presidents-Survey-HEERF.aspx?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

Annual reporting schedule

Annual Report	Due Date	Applicable Reporting Period
First annual report	February 8, 2021	March 13, 2020 – December 31, 2020
Second annual report	Early 2022	January 1, 2021 – December 31, 2021
Third annual report	Early 2023	January 1, 2022 – December 31, 2022
Fourth annual report	Early 2024	January 1, 2023 – December 31, 2023

**KANSAS**  
(selected IHES)

Percentage of HEERF I institutional funds\* used for these purposes

University of Kansas  
Public, 4-yr

Kansas City Kansas  
Community College  
Public, 2-yr

Washburn University of  
Topeka  
Public, 4-yr

Kansas Christian College  
Private, 4-yr

M&H Schools, Inc  
Private For-Profit, 2-yr

	Tuition reimbursement	Additional financial aid to students	Tuition discounts	Technology hardware	High speed internet	Housing	Food	Additional class sections	Campus safety	Equipment and supplies	Lost revenue/reduced enrollment	Lost revenue/non-tuition sources	Faculty and staff training	Distance learning supplies	Other
University of Kansas	82%	16%	--	--	--	2%	--	--	--	--	--	--	--	--	--
Kansas City Kansas Community College	8%	--	--	--	--	--	--	60%	32%	--	--	--	--	--	--
Washburn University of Topeka	58%	--	--	--	--	--	33%	--	--	--	--	9%	--	--	--
Kansas Christian College	19%	--	2%	10%	--	--	--	--	8%	--	6%	55%	--	--	--
M&H Schools, Inc	--	--	--	13%	2%	--	--	12%	9%	--	--	--	23%	41%	--

HEERF collected data for March 13, 2020 – December 31, 2020 reporting period (provisional)

\*Of their total award, IHES allocated 50% for emergency financial aid grants to students, and 50% for institutional aid.

Data by State/IHE

U.S. Department of Education’s [Education Stabilization Fund Transparency Portal](#)

Source: Education Stabilization Fund Transparency Portal, The US Department of Education.  
<https://covid-relief-data.ed.gov/>

## Coronavirus State & Local Fiscal Recovery Fund (SLFRF)

The Coronavirus State and Local Fiscal Recovery Fund (SLFRF), a part of the American Rescue Plan, delivers \$350 billion to state, local, and Tribal governments across the country to support their response to and recovery from the COVID-19 public health emergency. Under the SLFRF program, funds must be used for costs incurred on or after March 3, 2021. **Funds must be obligated by December 31, 2024, and expended by December 31, 2026.**

Under the U.S. Department of Treasury’s final rule, states and territories are encouraged to create temporary education recovery programs to address ongoing disruptions, negative impacts of disrupted education, educational shocks to student well-being, and accelerate academic recovery. Considerable latitude is provided to state leaders to meet a diverse range of child, adult, and community educational needs. Broadly, recipients can use funds toward revenue replacement for government services related to education.

Treasury guidance emphasizes addressing educational disparities for households and communities disproportionately impacted by the pandemic. Policymakers are also encouraged to invest in evidence-based interventions, like tutoring programs. The ruling also stresses “broader pre-existing disparities” in educational outcomes exacerbated by the pandemic.

**Twenty-eight states and territories have invested \$7.3 billion from the SLFRF for education**, including \$4.4 billion for K-12 education and \$2.9 billion for higher education, or almost 6% of all allocated funds.

## K-12 education

According to NCSL, states have allocated recovery fund dollars to support academic recovery efforts and by expanding access to mental health in schools.

### ACADEMIC SUPPORT

- **Maryland:** \$435 million to support the “Blueprint for Maryland’s Future,” a 2021 piece of legislation that invests in comprehensive changes in five policy areas across the state’s education system.
- **Nevada:** \$200 million for grants to school districts and charter schools to address academic recovery.
- **Florida:** \$125 million for the New Worlds Reading Initiative, which delivers free books to students in grades K-5.

### MENTAL HEALTH SUPPORT

- **Minnesota:** \$34.6 million to develop partnerships to expand student access to mental health services. Additionally, the legislature appropriated \$6 million to fund mental health services for students and educators through School-linked Mental Health Grants administered by the Department of Human Services.
- **Wisconsin:** \$50 million for Beyond the Classroom Grants which funds programming for school-aged children to help increase enrollment capacity, provide additional learning opportunities, or increase mental health support.
- **Arizona:** \$12 million to establish the Leading Men Fellowship to recruit and train students in minority communities to provide evidence-based social-emotional education.

## Higher education

According to NCSL, states have invested SLFRF dollars in providing increased need-based student financial aid, and to address deferred maintenance—especially related to health and safety—or make long-term facility improvements.

### STUDENT AID

- **Connecticut:** \$40 million for the Roberta Willis Need-Based Scholarships, which provides financial support to students with demonstrated need to attend Connecticut public or non-profit private colleges.
- **Virginia:** \$100 million to the State Council of Higher Education for need-based financial aid for in-state undergraduate students from low- and moderate-income households at public colleges.
- **Colorado:** \$49 million to the Colorado Opportunity Scholarship Initiative Fund, which provides institution-based scholarships and support services.

### FACILITIES

- **Texas:** \$325 million directed to the Higher Education Coordinating Board for university construction.
- **Florida:** \$350 million to address deferred maintenance needs in the state’s college and university facilities that will improve the health and safety of such facilities.
- **North Dakota:** \$89 million to expand facilities at institutions. Projects included renovations at Minot State University, a laboratory remodel at Dickinson State University, and funding for renovations and space education and research initiatives at the University of North Dakota.

Source: Helping Schools Reopen and Recover (May 11, 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/federal-stimulus-funds-helping-schools-reopen-and-recover.aspx>

	State	Amount Budgeted	Purpose
PreK-12 education	Arizona	\$163,000,000	To the Office of the Governor for the Education Plus-Up Program for LEAs that received less than \$1,800 in per pupil funding from the Enrollment Stabilization Grant program and federal ESSER funds. To be eligible for funding, LEAs must be in compliance with all state laws, including section 12 of Laws 2021, Chapter 404, which prohibits mask and vaccine mandates.
		\$100,000,000	To the Office of the Governor for the AZ OnTrack Summer Camp to provide education opportunities to mitigate learning loss for K-12 students. Schools and community programs can apply for funds to expand, support, or collaborate with programs. Families may also use funds for program fees. In addition, participating teachers can take professional development classes and receive credits toward certification renewal.
		\$20,100,000	To the Office of the Governor for the Expand Learning Initiative—\$12 million for Goodwill Excel Centers, which award industry-recognized certifications and high school diplomas to adult learners; \$5 million for the Elevated Education Teen Victory Program, which provides academic support to teens and young adults; \$1.6 million to establish the Leading Men Fellowship in partnership with the Literacy Lab to recruit and train students in minority communities to provide evidence-based early literacy and social-emotional Education; and \$1.5 million for evidence-based literacy coaching through a contracted vendor.
		\$10,000,000	To the Office of the Governor for COVID-19 Educational Recovery Benefits for up to \$7,000 per student for child care, transportation, tutoring, and tuition expenses. To be eligible, families must have a household income at or below 350% of the federal poverty level, and students must be attending schools that have mask mandates, require students to isolate or quarantine, or provide preferential treatment to vaccinated students.
		\$10,000,000	To the Office of the Governor for the Open for Learning Recovery Benefit for up to \$7,000 per student for Department of Economic Security-approved child care, transportation, tutoring, tuition, and school supplies. Students are eligible if their school or classroom was closed for in-person instruction on or after January 3, 2022.
	California	\$10,500,000	For the California Interscholastic Federation (CIF) to be used to support the expenses associated with either the CIF State or ten CIF Section offices that have experienced significant revenue reductions as a result of closures and cancellations due to the pandemic. Funds may also be used for state and section-based student-athlete scholarships, championship costs, dues or sports fees, marketing costs, legal and insurance expenses, and operating costs.

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

	State	Amount Budgeted	Purpose
PreK-12 education	Colorado	\$5,000,000	To the Department of Education for the Adult Education and Literacy Grant Program.
		\$1,750,000	For the Department of Education for the Career Development Success Program.
		\$1,750,000	For the Department of Education for the Concurrent Enrollment Expansion and Innovation Grant Program.
		\$1,200,000	For school-based health centers.
	Connecticut	\$10,000,000	To the Department of Education for the Faith Acts Priority School Districts.
		\$3,500,000	To the Department of Education for summer camp scholarships for families.
		\$800,000	To the Department of Education for Elevate Bridgeport.
		\$400,000	To the Department of Education for Hamden before and after school programming.
		\$300,000	To the Department of Education for Ascend Mentoring - Windsor.
		\$159,500	To the Department of Education for the CT Writing Project.
		\$100,000	To the Department of Education for Hamden Pre-K programming.
		\$100,000	To the Department of Education for Student Achievement Through Opportunity.
		\$70,000	To the Department of Education for Women in Manufacturing-Platt Tech Regional Vocation Technical School.
	\$22,000	To the Department of Education for the Grant to RHAM Manufacturing.	
	Delaware	\$7,300,000	To the Department of Education for the program Expanding Career Pathways: RODEL Partnership.
	Florida	\$622,400,000	To the Department of Education for special facility construction, public school projects, workforce education projects, Florida college system projects, and state university projects.
		\$125,000,000	To the administrator designated by the Department of Education to implement the provisions relating to the New Worlds Reading Initiative in House Bill 3 and is contingent upon the bill or similar legislation becoming a law.
	Illinois	\$17,000,000	To the Illinois State Board of Education for deposit into the Freedom Schools Fund for costs associated with the freedom school network and programs.
		\$10,000,000	To the Illinois State Board of Education for costs associated with implementing after school programs.
		\$10,000,000	To the Illinois State Board of Education for costs associated with implementing parent mentoring programs.
\$1,000,000		To the Department of Commerce and Economic Opportunity for a grant to the Alternative Schools Network.	
\$75,000		To the Illinois State Board of Education for a grant to the Black and Gold Initiative for mentoring, educational programming, and violence prevention for high school students.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

	State	Amount Budgeted	Purpose
PreK-12 education	Maine	\$4,240,000	To provide allocations for grants for the establishment and administration of the Help Maine Grow System and the First 4 ME Early Care and Education Program (\$1.11 million in FY 2022 and \$4.21 million in FY 2023). Funds from this allocation may be allotted only if child care development block grant funds are not available as provided in Public Law 2021, chapter 457.
	Maryland	\$435,000,000	For revenue replacement to the Blueprint Funds to preserve resources for the future.
		\$80,000,000	For school HVAC/ventilation.
		\$46,000,000	For blueprint spending in Fiscal Year 2023 to address learning loss.
	Michigan	\$121,000,000	For intermediate districts and consortia of intermediate districts for the great start readiness program to provide part-day, school-day, or GSRP/Head Start blended comprehensive free compensatory classroom programs designed to improve the readiness and subsequent achievement of educationally disadvantaged children who meet the participant eligibility and prioritization guidelines as defined by the department.
		\$6,000,000	For the SME Education Foundation's Partnership Response in Manufacturing (PRIME) initiative to provide high schools in the state with cost-effective and tailored engineering/manufacturing programs that provide equipment, curricula, professional development, scholarships, and STEM-focused curricular activities to students enrolled in and teachers teaching in the high schools.
\$250,000		For grants to school districts and intermediate school districts for work-based learning health services academies.	
Minnesota	\$34,610,000	For academic and mental health support for school districts. The funding is intended to create partnerships and provide services to expand mental health and well-being supports to youth and adolescents attending school district and charter school summer learning programs; to partner with community businesses and organizations to develop a summer mentor and/or tutoring model that covers enrichment programming and other costs such as transportation and meals to increase student participation; to bring school-based summer programs into the community, providing opportunities for enrichment, social and emotional skill building, mental health supports and tutoring services; and provide students with summer field trips for hands-on learning opportunities, including trips to nature centers, state parks, zoos, museums and theaters.	
	\$29,200,000	For revenue replacement to account for loss revenue due to enrollment losses for the 2020-2021 school year to districts and charter schools. Funds will support new, expanded, or enhanced early learning services, and evidenced-based practices addressing academic or student mental health needs.	
	\$20,000,000	To provide summer preschool or pre-kindergarten to 4- and 5-year-olds. These funds can be used in a star-rated, public or private, preschool or pre-kindergarten in-person learning program.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
PreK-12 education	Minnesota	\$10,000,000	For the Strengthen Adult Basic Education (ABE) programming statewide to ensure access to, enhance the quality of, and to increase the ABE programming available. This will fund expanded ABE programming for the summer of 2021 and, if funding remains available, will be used throughout fiscal year 2022 to build and help sustain enhanced programming year-round.
		\$6,000,000	To fund mental health services for students and educators through School-linked Mental Health Grants administered by the Department of Human Services. This will address an increased need for community mental health services, resulting from the COVID-19 pandemic.
		\$3,250,000	To expand access to services, including: academic enrichment, mental health supports, and other wrap-around services and enrichment opportunities for K-12 children. Grants will be provided to experienced entities, such as community organizations. Two percent of grant funds will be reserved for administration.
		\$1,500,000	For the Early Learning Grant to support two early learning programs (ParentChild+ and Reach Out and Read) that support early language, communication and literacy skills.
		\$1,000,000	For grants to school districts and charter schools for providing secondary transition services to students with disabilities age 18 to 21 who lost instructional time in secondary transition programs during 2020-2021.
		\$1,000,000	To the Girl Scouts ConnectZ program that provides a path to becoming a Girl Scout for 3,000 underserved and under resourced girls from low-income communities in the Twin Cities and southern Minnesota. The funding will be used to expand statewide and Minnesota Department of Education administrative support to the program.
	Mississippi	\$10,000,000	For the Independent K-12 School Grant Program in FY 2023.
Nevada	\$200,000,000	For grants to qualifying school districts and university schools for profoundly gifted pupils in the state to augment certain programs to address the impacts of learning loss experiences as a result of the pandemic, including, without limitation, evidence-based educational services and practices to address the academic needs of pupils, such as tutoring, summer school, afterschool programs and other extended learning and enrichment programs, in addition to literacy instruction programs, instructional programs and support for at-risk pupils.	
	\$15,000,000	To the State Public Charter School Authority for grants to qualifying Title I charter schools in Nevada to be used to augment certain programs to address the impacts of learning loss experiences as a result of the pandemic, including, without limitation, evidence-based educational services and practices to address the academic needs of pupils, such as tutoring, summer school, afterschool programs and other extended learning and enrichment programs, in addition to literacy instruction programs, instructional programs and support for at-risk pupils.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
PreK-12 education	New Hampshire	\$921,130	To the Department of Safety for upgrades to the State Emergency Operations Center for conducting school threat assessments, and establishing two part-time positions to conduct school threat assessments. To fund the College and Career Skills Mentoring Pilot Program to provide support for Big Brothers Big Sisters of New Hampshire preliminary use of Mentor 2.0, which provides one-on-one technology enhanced mentoring to high school students, who are low-income and would be first generation college students.
		\$400,644	
	North Carolina	\$20,000,000	To the Department of Health and Human Services, Division of Child Development and Early Education, to provide grants for child care facilities and North Carolina prekindergarten classrooms in response to the pandemic, particularly those located in child care deserts and low-performing and high-poverty districts. To the Department of Public Instruction in FY 2022 for local school administrative units and charter schools.
		\$13,900,000	
	North Dakota	\$5,900,000	To the Department of Public Instruction for the purpose of providing a grant to an entity for the development of a children's science center. To the Department of Public Instruction for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system and for information technology upgrade funding in lieu of withholding from school districts not eligible for federal elementary and secondary school emergency relief funding allocations.
		\$100,000	
	Texas	\$3,000,000	To the Texas Education Agency for the purpose of providing funding for the big brothers and big sisters program technological staff enhancements.
	Vermont	\$15,000,000	For the Pre-K-12 Education Pandemic School Indoor Air Quality Grant Program. For summer meals to provide nutritious foods.
		\$5,500,000	
	Virginia	\$500,000	Direct Aid to Public Education to support An Achievable Dream program in Henrico County. Direct Aid to Public Education to provide after school and summer education programs to Sussex and Greensville Counties' students through the Sussex County Youth and Adult Recreation Association (\$100,000) and the Washington Park Association (\$100,000).
\$200,000			
Washington	\$282,400,000	To be provided solely for enrollment stabilization allocations pursuant to Substitute House Bill No. 1590. To be provided solely for enrollment stabilization local effort assistance funding as required in Substitute House Bill No. 1590 (enrollment stabilization).	
	\$63,900,000		

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
PreK-12 education	Washington	\$28,100,000 \$5,000,000	To the Learning Assistance Program (LAP). For the farm-to-school program.
	Wisconsin	\$50,000,000	For Beyond the Classroom grants, providing virtual and in-person programming for school-aged children to help increase enrollment capacity, provide additional learning opportunities, or increase mental health support for school-age children.

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

	State	Amount Budgeted	Purpose
Higher education	Alaska	\$5,000,000	For University of Alaska heavy oil recovery research.
	California	\$1,770,000,000	To the Scholarshare Investment Board for the Statewide Child Savings Account Program to be expended on the California Kids Investment and Development Savings Program.
		\$50,000,000	To the Student Aid Commission for the Child Savings Account Grant Program.
	Colorado	\$49,000,000	To the Department of Higher Education for the Colorado Opportunity Scholarship Initiative Fund for distribution to institutions of higher education for student scholarships and support services.
		\$10,000,000	To the Department of Higher Education for career and technical education equipment, facility, and instruction capacity funding.
		\$1,500,000	To the Department of Higher Education for the Colorado Opportunity Scholarship Initiative Fund to implement a Student Aid Applications Completion Grant Program.
		\$1,000,000	To the Department of Higher Education for the Colorado Re-Engaged Initiative and the Associate Degree Completion Program.
	Connecticut	\$40,000,000	To the Office of Higher Education for the Roberta Willis Need-Based Scholarships.
		\$35,000,000	For revenue replacement to the University of Connecticut Health Center for revenue impacts.
		\$25,000,000	To the University of Connecticut.
		\$19,500,000	To the Board of Regents to enhance student retention at community colleges.
		\$15,000,000	To Connecticut State Colleges and Universities.
	Delaware	\$41,000,000	For the University of Delaware.
		\$33,000,000	For Delaware State University.
		\$33,000,000	For Delaware Technical Community College.
Florida	\$843,700,000	To the Department of Education to invest in deferred maintenance needs of Florida College System IHEs.	
	\$622,400,000	To the Department of Education for special facility construction, public school projects, workforce education projects, Florida college system projects, and state university projects.	
	\$350,000,000	Investing in deferred maintenance needs in state, college, and university facilities. The funds shall be held in reserve. State agencies and the judicial branch are authorized to develop and submit to the Executive Office of the Governor a list of maintenance, repair, and renovation projects that will improve the health and safety of such facilities.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
Higher education	Hawaii	\$2,600,000	For the Hawaii Promise Program which operates through the community college system, providing college credits to eligible high school students.
	Illinois	\$10,000,000	To the Illinois Community College Board for costs associated with implementing college bridge programs.
		\$4,250,000	To the Illinois Student Assistance Commission for the Golden Apple Accelerators Program.
		\$3,500,000	To the Illinois Student Assistance Commission for the Golden Apple Scholars of Illinois Program.
		\$1,033,000	To the Board of Higher Education for the Grow Your Own Teachers Program for costs and expenses associated with the Historically Disadvantaged Male Initiative.
		\$769,000	To the Board of Trustees of the University of Illinois for costs associated with the water rates report under Section 115 of the University of Illinois Act. No contract shall be entered into or obligation incurred for water rates report from appropriations made in this section until after the purpose and amounts have been approved in writing by the Governor.
	Maine	\$15,000,000	For competitive grant funds for higher education institutions and adult education programs, with grant program criteria to be developed jointly by the Department of Economic and Community Development, the Department of Labor, and the Department of Education based on meeting state workforce development plans designed to meet the needs of workers and students (\$7.5 million in FY 2022 and \$7.5 million in FY 2023).
		\$2,000,000	To the Finance Authority to provide one-time funds for the Doctors for Maine's Future Scholarship Program (\$1 million in FY 2022 and \$1 million in FY 2023).
	Minnesota	\$1,125,000	To fund the Office of Higher Education's Summer Academic Enrichment Program and Intervention for College Attendance Program for the summer months. This will address educational challenges due to the pandemic, which is disproportionately impacting the most underserved students.
	Mississippi	\$25,000,000	To the Bureau of Buildings for improvements to institutions of higher learning in FY 2023.
\$12,500,000		To the Bureau of Buildings for eligible projects at Community Colleges in FY 2023.	
\$10,000,000		To the Mississippi Association of Independent Colleges and Universities Grant Program Fund in FY 2023.	
Nebraska	\$60,000,000	For a Community Colleges ARPA Grant Program.	
	\$15,000,000	To be distributed to community college areas in FY 2023 in direct proportion to the full-time equivalent enrollment in dual credit courses delivered by the respective community college areas based upon dual enrollment credit hour data.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

	State	Amount Budgeted	Purpose
Higher education	Nebraska	\$5,000,000	For scholarships in FY 2022 to students (a) residing in Nebraska, (b) intending to enroll or enrolled in a nursing program, (c) intending to practice as a licensed practical nurse, licensed registered nurse, or nurse aide upon completion of the approved nursing program, and (d) agreeing in writing to work for two years in this state as a licensed practical nurse, licensed registered nurse, or nurse aide upon completion of the approved nursing program. Each qualifying student shall receive a scholarship of up to \$2,500 per semester.
	Nevada	\$4,000,000	To the University of Nevada, Reno to establish a statewide program modeled after the Dean's Future Scholars Program at the University of Nevada, Reno, to assist pupils who are in grade 6 or higher, are prospective first- generation college students and have been negatively or disparately impacted by the COVID-19 pandemic.
	North Carolina	\$97,000,000	To the Board of Governors of The University of North Carolina in FY 2022 to support digital learning and career development programs offered by constituent institutions of The University of North Carolina through the Project Kitty Hawk public-private partnership.
		\$15,000,000	To the Board of Governors of The University of North Carolina for a comprehensive convergent science grant program administered by the North Carolina Collaboratory.
		\$5,000,000	For a matching grant program to provide funds to participating community colleges to expand community colleges' outreach and student advising capacity as part of the Longleaf Commitment Community College Grant Program.
		\$1,000,000	To the Board of Governors of The University of North Carolina to High Point University.
	North Dakota	\$50,000,000	To the University of North Dakota for the purpose of a Merrifield hall renovation project.
		\$38,000,000	To Bismarck State College for the purpose of constructing a polytechnic building and related startup costs.
		\$25,000,000	To Minot State University for the purpose of a Hartnett hall renovation project.
		\$10,000,000	To the University of North Dakota for the purpose of a space education and research initiative.
\$8,000,000		To the North Dakota State University main research center for the purpose of one-time projects, including \$446,000 for projects at the Carrington research center, \$1,963,000 for projects at the central grasslands research center, \$2,200,000 for projects at the Dickinson research center, and \$3,420,000 for projects at the Hettinger research center.	
	\$5,000,000	To the University of North Dakota for the purpose of reconstruction of the university's apron at the Grand Forks airport.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

	State	Amount Budgeted	Purpose
Higher education	North Dakota	\$4,000,000	To Dickinson State University for the purpose of a Pulver hall project, a meat processing laboratory remodel, and other projects.
		\$1,600,000	To North Dakota State University for the purpose of high-performance computing.
		\$475,000	To the State Board of Higher Education for the purpose of providing for the Dakota digital academy.
	Pennsylvania	\$50,000,000	For the state system of higher education.
	Tennessee	\$50,000,000	To mitigate disruptions to food supply chains and public health resiliency via the University of Tennessee Ag Research and Education Centers.
	Texas	\$325,000,000	To the Higher Education Coordinating Board for the purpose of university construction.
		\$100,000,000	\$50 million to Texas Tech University and \$50 million to the University of Houston for institutional enhancement.
		\$20,000,000	To the Higher Education Coordinating Board to eligible institutions for at-risk students.
		\$15,000,000	To the Higher Education Coordinating Board for the purpose of operating the Texas Reskilling and Upskilling through Education (TRUE) Program.
		\$3,000,000	To the University of Texas at Austin for the purpose of providing funding for the Marine Science Institute student housing replacement.
	Utah	\$15,000,000	For higher education.
	Vermont	\$2,800,000	To the Vermont Student Assistance Corporation to provide up to two free classes at any Vermont State College for any 2020 or 2021 high school graduate to enhance the graduates work or academic skills.
	Virginia	\$100,000,000	To the State Council of Higher Education for Virginia for need-based financial aid for in-state undergraduate students from low- and moderate-income households at public institutions.
\$40,000,000		To the Virginia Community College System for capital projects at Northern Virginia Community College (NVCC). Of this allocation, \$15 million is designated for construction of a new building that would allow NVCC to expand its trades programs in carpentry, electrical, computer integration in trades, advanced automotive, and backup power systems. \$25 million is designated for construction of a building that would allow NVCC to expand its nursing, phlebotomy, occupational therapy assistant, and physical therapist assistant programs.	

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

	State	Amount Budgeted	Purpose
Higher education	Virginia	\$11,000,000	To the State Council of Higher Education for Virginia for need-based financial aid for in-state undergraduate students from low- and moderate-income households at institutions of higher education eligible for the Virginia Tuition Assistance Grant Program. No institution shall receive more than ten percent of the total funding provided herein.
		\$10,000,000	To the Online Virginia Network Authority.

Source: ARPA State Fiscal Recovery Fund Allocations (as of May 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/arpa-state-fiscal-recovery-fund-allocations.aspx>

## Coronavirus Relief Fund (CRF)

The CARES Act established the \$150 billion Coronavirus Relief Fund that states could use to cover the costs of responding to the public health emergency, which included support for education. According to the National Conference of State Legislatures (NCSL), **38 states allocated \$9.8 billion in relief funds for education**, including \$6.6 billion for K-12 education, \$2.5 billion for higher education and \$735 million for early childhood education. States commonly invested the funds to purchase COVID-19 mitigation supplies, to address the digital divide, and to provide direct support to schools, institutions of higher education, and early childhood education providers.

## Early childhood education

According to NCSL, at least 12 states used coronavirus relief funds to support early childhood education.

- **New Jersey** spent \$250 million to help child care facilities and in-home child care centers cover increased costs and to modify facilities and hire additional staff.
- **Michigan** allocated \$125 million to offset child care costs for families of essential workers.
- **Alaska** provided \$13.1 million to child care providers to address facility needs.
- **Massachusetts** provided \$3 million to support its residential education school system.

## K-12 education

According to NCSL, at least 30 states used CRF to support K-12 education. Common strategies included supporting COVID-19 mitigation strategies, increasing virtual learning capacity and providing financial assistance to schools.

**MITIGATION.** At least 17 states directed funds to help schools establish COVID-19 mitigation strategies.

- **Maine** spent part of the \$364 million it allocated for K-12 education to make facility modifications to increase social distancing capacity and add school medical staff.
- **Idaho** provided \$10 million in PPE for schools, while **Minnesota** spent \$6 million for on-demand saliva testing for public and private school educators, staff and child care providers.

**VIRTUAL LEARNING.** At least 16 states used funds to bridge the digital divide.

- **Maine, Mississippi, and Oregon** launched programs to expand access to broadband in rural schools and communities.
- **Alabama** launched a \$100 million public-private partnership to provide vouchers for families of students eligible for free and reduced-price school meals to buy equipment and high-speed internet service.
- **Tennessee** created a \$50 million technology grant for school districts to purchase Wi-Fi devices and laptops.
- **Louisiana** spent \$8 million on computers and mobile devices.

**DIRECT AID.** At least 11 states provided direct relief to schools to address the impact of COVID-19.

- **Ohio** distributed \$100 million to schools through a formula that accounted for total student enrollment, transportation costs, and enrollment counts of students with disabilities, economically disadvantaged students and English learners.
- **South Dakota** distributed \$75 million through two rounds of direct \$500 payments to students and families, which could cover in-person or distance learning costs.

## Higher education

According to NCSL, at least 26 states supported universities and colleges with CRF. Strategies included providing direct financial support to institutions, distributing refunds and financial assistance to students, and bolstering virtual learning and telework capacity.

**DIRECT AID.** At least 15 states distributed funds directly to their IHEs to maintain state funding, compensate for increased costs or revenue loss, and support student success.

- **Colorado** provided \$450 million to, among other goals, increase student retention and completion at state public institutions. Institutions receiving the funds committed to raise their fiscal year 2020-21 resident undergraduate tuition rate by no more than 3%.
- **Michigan** also allocated \$200 million to maintain state higher education funding, while **Washington** provided \$44 million to maintain operations at the state's community and technical colleges.

**STUDENT AID.** Several states provided direct support to students by offering tuition refunds and assistance, reimbursing alternative housing costs and providing debt relief.

- **New Jersey** distributed \$225 million to IHEs to provide refunds for tuition, room and board, meal plans, and other fees.
- **New Hampshire** offered \$6 million in tuition assistance for community college students.
- **Maine, New York, and Vermont** allocated funds to reimburse students for finding alternative housing arrangements when campuses were closed or when they were required to quarantine off campus.
- **Alaska** provided nearly \$1 million in relief for student borrowers.

**VIRTUAL LEARNING.** At least 16 states used COVID relief funds to increase virtual learning and telework capacity at institutions.

- **Alabama** allocated more than \$43 million to support virtual instruction at two- and four-year public institutions.
- **North Dakota** spent \$44.5 million to transition classrooms to a hybrid instructional environment, which included purchasing virtual simulators, providing instructional resources and restructuring classrooms for virtual learning.
- **Arizona** used \$2 million to establish the Arizona Virtual Teacher Institute, a public-private partnership that provides virtual professional development to teachers.

Source: More Relief for Education: How States Invested CRF Funds (March 4, 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/education/more-relief-for-education-how-states-invested-crf-funds-magazine2022.aspx>



	State	Amount Budgeted	Purpose
Early childhood education and childcare	Alabama	\$901,800	Pre-K virtual learning program.
	Alaska	\$13,100,000	Child care facilities.
	Delaware	\$117,500,000 \$6,000,000	Childcare enhancement reimbursement program. To the Department of Health and Social Services for childcare reimbursements.
	Hawaii	\$15,000,000	To the Department of Human Services for the childcare facility subsidy.
	Iowa	\$56,600,000	Grants to family child care providers, child care centers, and certain eligible certified centers to support the increased costs and decreased revenue due to COVID-19. Those who are eligible will receive a grant paid out over a three-month time span. Family providers will receive up to \$1,200 per month and licensed centers will receive up to \$8,500 per month based on the number of eligible applicants.
	Massachusetts	\$3,000,000	To the Department of Early Education and Care to support the residential education school system.
	Michigan	\$125,000,000	For childcare providers to reduce costs for families of essential workers.
	Minnesota	\$56,600,000	For emergency grants for child care.
	New Hampshire	\$35,000,000	To the New Hampshire Childcare Recovery and Stabilization Program.
	New Jersey	\$250,000,000	To the Department of Human Services for grants to childcare centers and in-home childcares to reopen or to provide financial assistance with ongoing increased COVID-19 costs to make physical space changes to support social distancing, purchase PPE and cleaning supplies, and to hire additional staff.
	North Dakota	\$32,300,000	To the Department of Human Services to assist with childcare costs, among other social services.
Ohio	\$30,000,000	To the Ohio Department of Job and Family Services to fund the Child Care Grant Support to aid child care providers that choose to maintain reduced ratios and class sizes, as well as \$9 million to support child care costs for school-age children impacted by remote learning, and \$1 million to fund the Trauma-Informed Certificate, ensuring all children service providers are trauma-informed to receive federal funds.	

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	State	Amount Budgeted	Purpose
Early childhood education and childcare	Oregon	\$30,000,000 \$3,000,000	Assistance to help childcare providers stay in business. To the Department of Human Services for distribution to family, friend, and neighbor childcare providers.
	Pennsylvania	\$7,000,000 \$2,000,000	To the Pre-K Counts Program. For the Head Start Supplemental Assistance Program.
	Rhode Island	\$10,500,000	To support childcare operations.
	Virginia	\$60,000,000 \$16,600,000	To the Department of Social Services—Childcare Provider Stabilization Funds To the Department of Social Services to increase local capacity to provide care for school-age children.
	Washington	\$44,500,000	To the Department of Children, Youth and Families to provide one-time grants to licensed child care providers and Family, Friend and Neighbor providers for rent, utilities, personnel, food and supplies; to maintain Early Childhood Education and Assistance Program support services for July and August; and for the policy changes in the Working Connections Child Care program to respond to the COVID-19 pandemic—waiver of the parent co-pay, automatic reauthorization from part-day to full-day care for school-age children, and changes to reauthorization requirements.
	Wisconsin	\$50,000,000 \$30,000,000 \$10,000,000	For an additional round of Child Care Counts payments for early care and education. For supplemental childcare grants. For the COVID-19 Out-of-School Support Grant Program aimed at assisting Wisconsin organizations who are providing care to school-aged kids during the pandemic. The program provides eligible organizations grant awards to cover pandemic-related impacts such as lost revenue, increased staffing costs, cleaning and sanitization, and additional costs to ensure high-quality programming otherwise impacted by COVID-19.

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	State	Amount Budgeted	Purpose
K-12 education	Alabama	\$100,000,000 \$70,000,000	For educational remote learning devices. For education health and wellness.
	Alaska	\$1,500,000 \$1,000,000 \$500,000 \$95,000	Distance learning platform. Grant funding for private schools. Quarantine hotel expenses for school districts. AMYA enhanced distant learning.
	Arizona	\$370,000,000	To support K-12 school districts and charters as they head back to school (Education Stabilization Program).
	Arkansas	\$15,100,000 \$9,900,000	To the Department of Education for emergency COVID leave for school employees. To the Department of Education for school meal reimbursement.
	California	\$861,700,000	To facilitate distance learning.
	Colorado	\$510,000,000  \$37,000,000	To the Colorado Department of Education for expenditures associated with actions to facilitate compliance with COVID-19-related public health measures, including facilitating distance learning and social distancing for in-person contact hours, mitigating lost learning, and the provision of economic support in connection with the COVID-19 emergency to stimulate the economy by supporting Colorado’s workforce through increasing free instructional hours for the kindergarten through 12th grade education system. To the Colorado Department of Education for expenditures incurred to respond to second-order effects of the COVID-19 emergency, in particular the increased number of at-risk pupils due to the COVID-19-related recession.
	Connecticut	\$164,500,000	To facilitate the safe reopening of schools in the Fall and to support the academic success of all students. The funds will support bridging the technology gap, providing quality academic supports for all students, and implementing public health best practices to keep students and staff safe.
	Florida	\$2,500,000	To the Department of Education.
	Idaho	\$99,000,000 \$50,000,000 \$34,000,000  \$10,000,000	To be distributed to public schools by the State Department of Education. To the State Board of Education for the “Strong Families, Strong Students” initiative. To the State Board of Education—\$4 million is for digital learning and \$30 million is for mini grants to school districts and charters to help close the digital divide by the start of the 2020-2021 school year. To the Department of Administration to augment PPE for schools.

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	State	Amount Budgeted	Purpose
K-12 education	Kansas	\$74,900,000	To education.
	Louisiana	\$8,000,000	To the state education department for computers and mobile devices.
	Maine	\$364,000,000	For the state to purchase a three month supply of PPE to be available for distribution to K-12 school systems as needed for reopening. Additionally, to provide funding for anticipated unbudgeted expenditures and logistical hurdles including: transportation and facilities modifications to allow for social distancing and to accommodate new health/safety guidelines; increased need for cleaning supplies and handwashing stations; contracted services to cover custodial needs, tutoring, medical staffing and program oversight; increased need for substitutes, technology, assessments of student learning, communications resources/signage, and professional development for teachers who must become fluent in hybrid and remote learning models in order to accommodate all students.
		\$5,600,000	To fund the construction of permanent internet infrastructure that will bring high-speed broadband to more than 730 students across rural Maine.
	Maryland	\$25,000,000	To the Governor's Office of Rural Broadband for the construction a wireless education network for students' use in Western Maryland, Southern Maryland, and on the Eastern Shore.
	Massachusetts	\$16,100,000	For 32 special education residential school providers to support expenses related to the ongoing pandemic.
	Michigan	\$538,000,000	To K-12 schools, amounting to \$350 per pupil, and more than \$50 million in hazard pay for educators. Also, \$18 million for safety measures and local benchmark assessments.
		\$18,000,000	To implement instructional recovery programs.
	Minnesota	\$245,000,000	For addressing operating costs and supporting student, family, and educator needs.
		\$6,000,000	For on-demand saliva testing for public and private school educators, staff, and childcare providers.
		\$5,200,000	For supplies for schools, flexibility for critical care supplies.
	Mississippi	\$5,000,000	For incentive grants for turning schools into community feeding hubs.
		\$150,000,000	For K-12 distance learning.
	\$50,000,000	For K-12 Internet connectivity.	

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	State	Amount Budgeted	Purpose
K-12 education	Missouri	\$75,600,000	To reimburse schools for feeding students during the COVID-19 pandemic.
		\$61,500,000	For K-12.
		\$10,000,000	For distance learning. The Department of Elementary and Secondary Education will allocate this amount to LEAs to seek reimbursement for eligible costs to increase student connectivity.
	Montana	\$75,000,000	To K-12 schools to cover expenses incurred due to COVID-19 and to take precautions to keep students and staff safe.
	Nevada	\$50,000,000	To a state budget account overseen by the state superintendent and to establish a grant program for K-12 schools to create alternative intensive instruction including distance learning, specifically targeting elementary school students who “exhibit a deficiency in the subject area of reading,” including those who would be affected by the Ready by Grade 3 literacy program, English language learners, students eligible for free or reduced-price lunch, students who score at or below the 25th percentile on testing proficiency, and students who attend a public school that is rated at or below the 10th percentile of lowest performing schools. Alternative intensive instruction may include providing internet connectivity to students and other programs to “mitigate deficits” caused by distance learning.
			To the Public School COVID-19 support fund.
	New Hampshire	\$44,700,000 \$10,000,000	To the New Hampshire Invest in the Future Fund for programs like: the Empowering Youth Program to increase summer programming for middle and high school-aged children across the Granite State and the Education Enrichment Provider Program to use \$1.5 million for grants to student programs that provide enrichment opportunities to K-12 students.
	New Jersey	\$99,800,000 \$48,900,000	For increased K-12 costs for COVID-19 reopening and distance learning costs.
			To the Department of Education for bridging the digital divide related to reopening.
North Carolina	\$75,000,000 \$70,000,000 \$30,000,000	For school nutrition programs.	
		For summer learning programs.	
		For local schools to purchase computers and other devices for students.	
North Dakota	\$64,000,000	To K-12 school districts that will be paid out directly to school districts utilizing a base payment amount and a per pupil distribution.	

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
K-12 education	Ohio	\$100,000,000 \$30,000,000	For K-12 schools. To the Department of Education to reimburse schools for providing meals to students during the summer and \$18 million in grants to help offset ongoing costs local school districts are facing.
	Oklahoma	\$161,000,000	To distribute 50,000 wireless hotspots among 175 school districts across the state to begin the upcoming school year through the Department of Education.
	Oregon	\$20,000,000	To support the Rural Broadband Capacity Program to support safe distancing practices by connecting schools, health care providers, and businesses.
	Pennsylvania	\$150,000,000	To the School Safety and Security Fund to cover COVID-related school expenses for health and safety.
	South Carolina	\$222,700,000 \$84,000,000 \$50,000,000	For recovery camps—five days of academic instruction and food services. To public school districts to be used for safety measures and PPE, hiring of school nurses, hiring of staff to provide one-on-one instruction and support services for struggling students, and technology equipment to support online learning. For the Office of Regulatory Staff Broadband Mapping and Planning, Infrastructure and Mobile Hotspots. The Office of Regulatory Staff, in consultation with the State Department of Education and the Commission on Higher Education, shall procure mobile hotspots and monthly service through December 2020 for distribution to a minimum of 100,000 households. Eligibility shall be limited to households with an annual income of 250% or less of federal poverty guidelines that also have an individual attending a public or private K-12 school or a public or private college, university, or technical college. Priority should be given to households in counties that contain a school district that has been defined by the Department of Education as having a poverty rate greater than or equal to 86%.
	South Dakota	\$75,000,000	For K-12 schools.
	Tennessee	\$50,000,000 \$11,000,000	To support technology grants that can be used on WI-FI devices, laptops, or any other devices needed to support reopening. For grants to LEAs to support reopening efforts.

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	State	Amount Budgeted	Purpose
K-12 education	Utah	\$19,000,000	To the State Board of Education for classroom supplies, enhancements, and equipment, of which \$3.9 million is to pay for PPE and other allowable expenses for schools.
	Vermont	\$41,000,000	For LEAs to reimburse for COVID-related costs.
		\$12,000,000	To the Department for Children and Families for restart grants to afterschool programs, summer camps, and childcare providers.
		\$6,500,000	To Efficiency Vermont for air quality improvement in schools.
		\$1,500,000	For independent schools to reimburse COVID-related costs.
	Virginia	\$220,800,000	To K-12 for costs for reopening schools.
	Washington	\$195,200,000	To the Office of the Superintendent of Public Instruction to provide emergency relief funds to LEAs to address the impact of COVID-19 on elementary and secondary schools.
		\$24,000,000	For the purchase of 64,000 computer devices for students across the state. These devices will enable students to receive their education in the new COVID-19 remote learning environment.
		\$8,800,000	To the Office of the Superintendent of Public Instruction for Internet access contracts and connectivity needs.
		\$8,100,000	To the Office of the Superintendent of Public Instruction for competitive grants to community-based organizations to support student learning in partnership with school districts.
\$250,000		To install infrastructure hardware for drive-in Wi-Fi locations at schools and libraries.	
\$60,000		For Consolidated Technology Services (WaTech) and Washington State University to install infrastructure hardware for drive-in WIFI locations at schools and libraries.	

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	State	Amount Budgeted	Purpose
Higher education	Alabama	\$50,000,000 \$27,300,000 \$20,000,000 \$16,000,000	For colleges and universities. For community colleges remote instruction and learning program. For independent colleges program. For public universities remote instruction and learning program.
	Alaska	\$900,380	For economic relief to Alaska student loan borrowers.
	Arizona	\$8,000,000 \$2,000,000	To universities for testing, surveillance, and other response efforts. For the Arizona Virtual Teacher Institute, a partnership among Arizona State University, Arizona Department of Education, and the non-profit Helios Education Foundation.
	Arkansas	\$28,200,000	To Reopen Arkansas Higher Education institutions for robust testing protocol, contact tracing system, and supplies needed to ensure a clean and safe environment for students, faculty, and staff.
	Colorado	\$450,000,000	To the Colorado Department of Higher Education for expenditures associated with actions to facilitate compliance with COVID-19-related public health measures and with the provision of economic support in connection with the COVID-19 emergency to stimulate the economy by supporting Colorado's workforce through increasing student retention and completions at state institutions of public higher education.
	Connecticut	\$25,000,000	To Connecticut state colleges and universities to assist with immediate response expenses, including PPE and supplies, direct facility costs such as cleaning and sanitizing buildings, housing accommodations for students, and to reimburse the system for medical equipment that was donated to assist with the pandemic response.
	Hawaii	\$11,000,000	To the University of Hawaii for COVID-19 related expenditures.
	Idaho	\$6,000,000	To the State Board of Education for higher education operating cost increases due to COVID-19.
	Maine	\$9,000,000	To the University of Maine System, and the Maine Community College System for costs associated with COVID-19 testing, screening applications, PPE, and quarantine-related costs; and, to the Maine Maritime Academy to improve/upgrade ventilation in Curtis Hall.
	Maryland	\$90,000,000	To reimburse state-supported universities for COVID-19 related expenses, including support for their public safety activities.

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
Higher education	Michigan	\$200,000,000	To higher education.
	Mississippi	\$50,000,000	For universities.
		\$50,000,000	For community colleges.
		\$10,000,000	For private schools and colleges.
	Missouri	\$80,000,000	To reimburse public institutions for costs associated with preparing for the safe return to in-person instruction and campus life.
		\$26,000,000	To higher education.
		\$10,000,000	For expansion of remote learning capability for the rapid transition to online learning.
	New Hampshire	\$41,000,000	To the New Hampshire Higher Education COVID-19 Response Fund for the University System of New Hampshire and the Community College System of New Hampshire.
		\$9,700,000	To the Safer Scholars—COVID-19 Campus Modification program.
	New Jersey	\$225,000,000	To the Office of Higher Education for increased costs due to COVID-19, including costs related to social distancing, remote learning, and student refunds.
	New York	\$60,000,000	SUNY and CUNY refunds to students for room and board and other costs.
		\$11,000,000	Quarantine support, including for students returning from studying abroad.
North Carolina	\$85,000,000	For vaccine development, antibody testing, community testing, and other COVID-19 related research at Duke University, UNC-Chapel Hill, East Carolina University, Campbell University, and Wake Forest University.	
North Dakota	\$44,500,000	For protective and health supplies, virtual simulators, classroom and facility restructuring, technology needs, telework equipment and software, instructional resources, targeted marketing, and staff overtime.	
	\$5,200,000	For the North Dakota University System for environmental and education modifications in response to COVID-19.	
Ohio	\$205,000,000	For Ohio's institutions of higher education.	
	\$100,000,000	To public universities and colleges.	

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
Higher education	Pennsylvania	\$30,000,000	For the state system of higher education.
		\$30,000,000	To the Higher Education Assistance Agency for education assistance grants.
		\$5,000,000	To the Higher Education Assistance Agency for education efforts for the disadvantaged.
		\$5,000,000	To the Higher Education Assistance Agency for institutional assistance grants.
		\$2,200,000	To student loan interest forbearance to relieve Pennsylvania student loan borrowers from interest payments for non-defaulted private loans that are held and identified by the Higher Education Assistance Agency.
	South Dakota	\$20,000,000	For universities and technical colleges.
	Tennessee	\$20,000,000	Grants to public and nonprofit private higher education institutions, both 2-year and 4-year institutions.
	Vermont	\$23,000,000	To Vermont state colleges for costs and business disruption impacts.
		\$19,000,000	To the University of Vermont for costs and business disruption impacts, and
		\$12,500,000	To the Vermont State Colleges System for room and board refunds, and remote instruction costs.
		\$8,600,000	To the University of Vermont for room and board refunds and parking refunds.
		\$5,100,000	To the Vermont Student Assistance Corporation for tuition assistance and skills enhancement grants.
		\$5,000,000	To the Vermont Student Assistance Corporation for COVID-related impacts.
	Virginia	\$120,000,000	To higher education for PPE, virtual education, cleaning, telework, and other COVID-related costs.
		\$4,500,000	To state museums and higher education centers for PPE, virtual education, cleaning, telework, and other COVID-related costs.
Washington	\$50,800,000	To the University of Washington to pay for testing expenditures, including test development, triage and testing sites, and public health partnerships for contact tracing; COVID-related cleaning services; increased training for epidemiology students to support local virus response; increased PPE; capital upgrades to improve patient safety; required field learning for nursing, dental, and social work students; and virtual training costs for dental and medical students.	
	\$44,000,000	To the State Board for Community and Technical Colleges to support continued operations, emergency support funds, and restart professional technical programs.	
	\$1,300,000	To Washington State University to support continued operations and emergency support funds.	

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

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	State	Amount Budgeted	Purpose
Higher education	Wisconsin	\$37,000,000	For higher education institutions. To support the University of Wisconsin system, COVID-19 testing.
		\$32,300,000	
	Wyoming	\$26,500,000	To the University of Wyoming for technology equipment, purchasing PPE, teaching support, and testing.

Source: State Actions on Coronavirus Relief Funds Tracker (as of March 2022), National Conference of State Legislatures.

<https://www.ncsl.org/research/fiscal-policy/state-actions-on-coronavirus-relief-funds.aspx>

	CHART SUMMARY	DATA DESCRIPTION	DATA LIMITATIONS
6	<p><b>SOURCE OF FUNDS OVERVIEW</b> The federal emergency aid available under all three federal laws to support education.</p>	<p>The percentage of federal dollars from each federal law (CARES Act, CRRSA Act, and ARP Act) by fund (CRF, ESSER, GEER, HEERF, and SLFRF) and primary recipient relative to the total.</p>	<p>Support for education is only one of the many allowable uses of funds under the CRF and the SLFRF.</p>
7	<p><b>ARP ESSER LOCAL PLANS</b> Planned uses of ARP ESSER funds based on a sample of LEAs.</p>	<p>The number of LEAs as a percentage of the total that plan to use ARP funds for various purposes, grouped by broad categories and subcategories, and further delineated by region, district locale, and district poverty level, based on FutureEd’s review of data samples compiled by Burbio in 2022.</p>	<p>Drawn from a growing sample of LEAs in 2022. The level of commitment for various spending categories is not available for all LEAs. Based on plans that may change.</p>
11	<p>Planned uses of ARP ESSER funds by school districts based on a survey.</p>	<p>The number of school district respondents as a percentage of the total that plan to use ARP ESSER funds for various purposes grouped by category. The survey delineates between immediate priorities, systemic improvements over the next three years, and uses of funds for facilities renovation, indoor air quality improvements, and new construction. The survey also delineates responses based on school district locale. The survey was conducted by the School Superintendents Association and released in January 2022.</p>	<p>Drawn from a survey of school district leaders. The level of commitment by category is not available, other than uses of funds for facilities renovation, indoor air quality improvements, and new construction. Based on plans that may change.</p>
14	<p>Planned uses of ARP ESSER funds by 100 large and urban school districts.</p>	<p>The number of LEAs out of 100 large and urban school districts that plan to use ARP ESSER funds for various purposes grouped by category. The review was conducted by The Center on Reinventing Public Education as of August 30, 2021.</p>	<p>Reflects large and urban districts primarily. The level of commitment by category is not available. Based on plans that may change.</p>
15	<p><b>ARP ESSER STATE PLANS</b> Planned uses of ARP ESSER funds by SEAs.</p>	<p>The number of ARP ESSER state plans that intend to use funds for various categories, including examples from states with brief narrative descriptions. The analysis was conducted by the National Conference of State Legislatures (NCSL) as of December 7, 2021. Data by state is available through NCSL’s ESSER Fund Tracker as of January 25, 2022.</p>	<p>The level of commitment by category is not available, except for specific dollar amounts in some of the state examples. Based on plans that may change.</p>

	CHART SUMMARY	DATA DESCRIPTION	DATA LIMITATIONS
18	<p><b>CRRSA ESSER II/GEER II FUNDS</b> Planned uses of CRRSA ESSER II and GEER II funds by SEAs.</p>	<p>Budgeted or appropriated amounts by state under the CRRSA Act’s ESSER II and GEER II funds as reported in the state’s ARP ESSER plan that was submitted to the U.S. Department of Education. States were required to provide this information, if available. States began submitting plans in June of 2021. All state plans have been approved. A single state—VA, is displayed as an example.</p>	<p>The level of detail by state varies. Reflects CRRSA Act (ESSER II and GEER II) planned spending commitments only.</p>
19	<p><b>ARP ESSER FUNDS</b> Actual uses of ARP ESSER (or ESSER III) funds by LEAs.</p>	<p>Total expenditures to date of ARP ESSER funds by LEAs and as a percentage of the LEAs’ total allocation. Selected states include expenditure data by LEA by function, object, or other category. A single state—TX, is displayed as an example, with expenditures to date by LEAs aggregated by function and presented as a percentage of the total. The ESSER Expenditure Dashboard is compiled by the Edunomics Lab, Georgetown University.</p>	<p>The level of detail by state varies. Data is not available for all states. For most states, only the total ARP ESSER amounts allocated and spent by LEA are available. Reflects ARP Act expenditures only.</p>
20	<p><b>ALL ESSER FUNDS</b> Uses of ESSER funds by LEAs based on a survey.</p>	<p>The number of school district respondents as a percentage of the total that spent ESSER funds (ESSER I, ESSER II, and ARP ESSER or ESSER III) for various purposes and by category. The survey was conducted by The Association of School Business Officials International as of May 2022.</p>	<p>Drawn from a survey of school business officials. The level of commitment by purpose or category is not available.</p>
22	<p><b>CARES ESSER I/GEER I FUNDS</b> Actual uses of ESSER I &amp; GEER I funds by LEAs.</p>	<p>Actual expenditures by LEAs using CARES Act ESSER I and GEER I funds and converted to a percentage of the total for each LEA. As part of its annual reporting requirements, the U.S. Department of Education asks grant recipients to classify expenditures according to six categories. Aggregated data by LEA are displayed for four states as examples—PA and SD (ESSER I), and AL and MN (GEER I), plus the U.S. for comparison. The reporting period is from March 13, 2020 to September 30, 2020.</p>	<p>The reporting period captures CARES Act (ESSER I and GEER I) spending only. Not all LEAs have submitted expenditure data to the U.S. Department of Education. Only six categories of fund uses are included in the reporting requirements. The category “other” often represents a significant portion of the spending. The Department has flagged the quality of the data reported by many LEAs. The data reported is provisional, and may be revised.</p>

	CHART SUMMARY	DATA DESCRIPTION	DATA LIMITATIONS
23	<b>CARES ESSER I/GEER I FUNDS</b> Uses of ESSER I & GEER I funds by SEAs.	Budgeted or appropriated amounts by state under CARES Act ESSER I and GEER I funds as reported in the state’s ARP ESSER plan that was submitted to the U.S. Department of Education. States were required to provide this information, if available. States began submitting plans in June of 2021. All state plans have been approved. A single state—VA, is displayed as an example.	The level of detail by state varies. Reflects CARES Act (ESSER I and GEER I) spending commitments only.
24	Uses of GEER I funds by Governors.	Examples from states using CARES Act GEER I funds with brief narrative descriptions grouped by broad categories for both K-12 and higher education. The analysis was conducted by the National Conference of State Legislatures (NCSL) as of January 22, 2021. Additional data by state is available through NCSL’s GEER Fund Tracker.	Only a few state examples are highlighted.
25	<b>CARES &amp; CRRSA HEERF</b> Uses of HEERF I & II funds by IHEs based on a survey of college and university presidents.	The number of college/university president respondents, converted to a percentage of the total, that answered five primary questions on the use of CARES and CRRSA HEERF, and two secondary questions. The responses were measured along a scale that ranged from strongly agree to strongly disagree. The survey delineates responses by type of institution: public four-year, private four-year, and public two-year, as well as a composite of all institutions. The survey was conducted by the American Council on Education in late October and early November of 2021.	Drawn from a survey of college and university presidents, with more than half of the responses from private four-year institutions. The level of commitment by broad category is not available.
27	Actual uses of HEERF I by IHEs.	Actual expenditures by IHEs using the institutional funds portion of CARES Act HEERF I, presented as a percentage of the total for each IHE. As part of its annual reporting requirements, the U.S. Department of Education asks grant recipients to classify expenditures according to 15 categories. (Dollar amounts are available as well in the U.S. Department of Education’s data set.) Selected IHEs in the state of KS are displayed, representing different types of IHEs. The reporting period is from March 13, 2020 to December 31, 2020.	The reporting period captures CARES Act HEERF I spending only. Not all IHEs have submitted expenditure data to the U.S. Department of Education. The Department has flagged the quality of the data reported by many IHEs. The data reported is provisional, and may be revised.

	CHART SUMMARY	DATA DESCRIPTION	DATA LIMITATIONS
28	<p><b>ARP SLFRF</b>                      Uses of ARP SLFRF by states to support education.</p>	<p>Budgeted or appropriated amounts and brief descriptions for those states using ARP SLFRF to support education, both preK-12 and higher education. The data is from the National Conference of State Legislatures (NCSL)—ARPA State Fiscal Recovery Fund Allocations—as of May 2022, including a brief analysis by NCSL with state examples.</p>	<p>Budgeted amounts may change.</p>
40	<p><b>CARES CRF</b>                      Uses of CARES CRF by states to support education.</p>	<p>Budgeted or appropriated amounts and brief descriptions for those states using CARES CRF to support education, both early education and child care, K-12, and higher education. The data is from the National Conference of State Legislatures—State Actions on Coronavirus Relief Funds—as of March 2022, including a brief analysis by NCSL with state examples.</p>	<p>Budgeted amounts may change.</p>

QUESTIONS?

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EDUCATING  
THROUGH CRISIS  
COVID-19